OME. with us gentle reader and view once more the good old college and the days gone by. We will try to entertain you in the same old way and if, perchance, we succeed, we have accomplished that for which we have diligently striven.

Perhaps some things may be personally offensive to you, and perhaps other things may be dry and uninteresting, but we pray you pass lightly over such parts and let not your criticism be severe for we assure you that we covet and cherish the good will of all.

We present this volume then with the kindest regards. Accept it, we pray you, for what it is worth; we have done the best we could.

EDITORS OF
THE 1907 JACK-RABBIT
To our worthy class professor,
H. B. Mathews, and his
noble wife,
we respectfully
dedicate this
volume. —Class of '07
S. D. A. C. Colors
YELLOW AND BLUE

College Yell

Hurrah! Hurroo!
The Yellow! The Blue!
Haw Gee! Haw Gee!
S. D. A. C.
Woo—o—o—o
Regents of Education

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Brookings, S. D.
JACK-RABBIT
1907

Published by
The Junior Class
of
The
South Dakota
Agricultural College
Faculty and Departments

by
BRUCE A. ELLIOTT
and
MABEL BINNEWIES
DEPARTMENT OF PHYSICS AND ELECTRICAL ENGINEERING.

Science in all its branches has never received more attention than to-day. Success of industrial enterprises depends largely upon the intelligent application of facts and principles brought to light in the laboratories of technical schools.

The department of physics was formerly included in the department of chemistry. They were separated in the fall of 1893 when the work in physics was taken charge of by the present head of the department. The first laboratory course in physics was offered in the fall of 1893. From the two rooms that it occupied at that time it has expanded until it now occupies all of the first floor (excepting one class room) of the main part of the Engineering and Physics Building with its large, well-equipped, well-lighted laboratories, an office and a class room. A lecture room, an apparatus room and an office are on the second floor while the electrical engineering laboratory is provided for in one of the wings of the same building.

The department was enlarged several years ago to include the work in electrical engineering in which a full course is now offered.

Water, gas and electricity are provided for the lecture rooms, dark room and laboratories. The large lecture room is being seated with tablet opera chairs. Several volumes of reference books upon the various lines of physics and electrical engineering are kept in the library. The advanced laboratories are provided with non-vibratory piers. The equipment of the department for the work in physics includes such expensive pieces of apparatus as analytical balances, cathetometer, spectrometer, microscopes, photometers, siresns, standard cells, small dynamos and motors, astatic, differential, tangent, D'Arsonval and ballistic galvanometers, storage cells, magnetometer, ammeters, voltmeters, induction coils, Wheatstone bridges, X-ray and wireless telegraphy apparatus.

In the Electrical Engineering laboratory may be found standard types of the various direct and alternating current dynamos and motors, recording and indicating wattmeters, transformers, photometer and electrical measuring instruments.

In fact the laboratories of this department have a good equipment and are having it added to each year so that the opportunities offered for investigation in its different lines of work are equal to those of the best institutions of the Northwest.

The work offered in physics includes three full courses of elementary work requiring a full year for completion. In connection with this is a carefully selected list of experiments chosen and arranged to fit in with the text-book work in the class room. The same plan is followed in connection with the advanced courses along this line of work. A year's work is offered in General Physics, which consists of courses along the same general lines as the elementary work, differing from it in that it is a much more thorough and comprehensive treatment of the different subjects. The advanced work offered is intended for those wishing to make a specialty of science subjects. The course in Electricity and Magnetism offered in connection with this advanced work is the preliminary work required of students in the Electrical Engineering course.

That the courses are well arranged and admirably adapted for the purpose for which they were designed is evidenced by the singular success of S. D. A. C. graduates who have been called to the position of science teachers in this and various other states.

Graduates of the College are admitted without examination to the graduate courses of the best universities of the country.

The establishment of a course in Electrical Engineering is comparatively recent, yet it has been popular for the number of young men enrolling for this work is increasing rapidly each year. The work in this course is largely under the control of Professor Hoy.

The work is arranged and presented according to methods followed in many of the most successful engineering schools of the country. While the department is comparatively new, those who have completed the course have been giving a good account of themselves in their chosen line of work. The members of the last graduating classes have had no trouble in securing positions with the largest electrical manufacturing establishments in the United States, while this year there has been a greater demand for graduates along this line of work than the institution has been able to supply.

It would not be possible in a brief statement of this kind to enter into a discussion of the vast possibilities along this line of work nor can a technical description of the apparatus be attempted. Suffice it to say that with the apparatus we have and a comparatively small body of students more individual attention can be given and the best results are obtained.
DEPARTMENT OF CHEMISTRY.

This department is equipped with the latest and most improved appliances for instruction. When the student commences the subject he is assigned a desk provided with all the apparatus and fixtures needed. The first course offered is in Descriptive Inorganic Chemistry. This course makes the student familiar with the common elements, their compounds and tests up to the metals. Chemical theory is also included. The next course is Qualitative Inorganic Chemistry. This makes the student familiar with the metals and the principles of qualitative analysis. Upon completing this course he next advances to the elements of Organic Chemistry, which treat of the common organic compounds met with in daily life as well as the classification and theories underlying this branch. The object of these three courses is to give the student a good knowledge of general chemistry. He is taught its uses and applications, and now finds himself ready to commence higher work. Next in order he enters upon a course in Quantitative Chemistry. Here he learns exact quantitative methods, how to separate the different bases and to determine the percentage and composition of compounds. He uses both gravimetric and volumetric methods. The next course is one in Volumetric Analysis. This teaches the application of the wet method of analysis for all the different organic acids and compounds and also their application and the determination of those inorganic substances which are more readily handled in that way. When a student has reached this point he is able to take up with benefit the Chemistry and Physiology of Foods. This course includes the principles of nutrition, the methods of compounding balanced rations and a study of human dietaries. At this point the student derives much benefit from the detection of adulterants, colouring matter and preservatives as they are found in the prepared foods of our markets. After pursuing his course thus far, a few students who desire to specialize now take up Agricultural and Sanitary Analysis, where they learn the analysis of all kinds of foods, feeding stuffs, soils and waters.

Agricultural students are also given a course in Agricultural Chemistry, which goes minutely into the application of chemistry to everyday farm life. Finally students so electing may take a course in Industrial Chemistry which has for its object a study of the manufacturing processes in which chemistry enters so largely at the present time. It will be seen from the foregoing description that a student who has taken all the chemistry work in the South Dakota Agricultural College finds himself well equipped indeed.

JAMES H. SHEPARD, B. S.
Professor of Chemistry

FRANK A. NORTON, M. S., Ph. G.
Assistant in Chemistry
DEPARTMENT OF MECHANICAL ENGINEERING.

The Department of Mechanical Engineering is located in the new Engineering and Physics Hall. The instruction in this department is both practical and theoretical. The usual methods of text-book study and lectures are employed, but the student is required to put into practice the instruction which he receives. Hence the work of the class room is supplemented and practically exemplified by practice in the shops and laboratories.

In the drafting room the student is first taught the elementary principles of drafting. Then the design of individual pieces of different machines is taken up and finally a complete machine is designed. This involves the calculation of all the strains and stresses that are set up in the different parts of the machine. And also to make due allowance for strength and rigidity of each individual piece as it performs its function in relation to the whole mechanism. Among the many machines designed may be mentioned particularly gas engines, steam engines and straw boilers. In the shops the student is required to make some of the simpler machines that he has designed in the drafting room.

Several courses are also offered in Architectural work fitting the student to make complete plans, drawings and estimates for ordinary buildings and residence.

The machine shop is furnished with a large number of engine lathes for iron turning. These lathes are of various types and sizes. They are the products of the leading manufacturing firms of the country and make the student familiar with the best makes of machines now on the market. We here also find a large iron planer, a sixteen-inch crank shaper, a No. 1 1/2 Universal Milling Machine, drill presses, drill grinders, etc., and a large number of smaller tools that go to make up a first-class machine shop. In fact it is doubtful if any college in the Northwest has a better assortment of representative machines than this college.

In order to familiarize the student with the different machines and the principles of their operation he is given exercises in straight and taper turning, boring, thread cutting, planing, shaping, milling and gear cutting. And as his skill increases he is required to make various kinds of tools and cutters and finally to make complete machines from designs previously made in the drafting room.

In order to make the student as thoroughly familiar with modern machine shop methods as possible, he is required to acquire the habit of interpreting blue prints and drawings. As far as practical the student is allowed to use his own methods in the production of an article and encouraged in thinking for himself and exercising his own originality, and ingenuity. The forge room is furnished with twenty-eight forges and twenty-eight anvils, trip hammers, emery grinders, etc. The blast is furnished by a power blower and the gases are exhausted by a 70-inch steel-plate exhaust fan.

The student is here given practice in drawing, bending, upsetting and welding iron and steel. Among the many articles that the student is required to make may be mentioned three pairs of blacksmith tongs, punches, chisels, various styles and sizes of wrenches and hammers, as well as a large number of other articles of practical importance. All these different articles are given a thorough test by the instructor as to temper and workmanship before they are accepted.

The woodworking room is equipped with twenty-five sets of carpenter tools for bench work, and a large number of woodturning lathes, pattern lathes, jig saw, combination circular saw, large surface planer, etc. This makes in all a very complete woodworking equipment for bench work, woodturning and patternmaking. Here the student becomes familiar with the use of the different kinds of tools used in carpentry work as well as making all the joints common in building construction.

On the wood lathe a person trains his eye as well as his hand. Here there is a possibility of developing something ornamental as well as useful. The aesthetic and the practical are combined. Here the student is required to make a number of cups of various sizes and shapes, spheres, mallets, picture frames and a large number of other articles too numerous to mention here.

In the experimental laboratory we find a 100,000 pound vertical testing machine for the
purpose of testing different materials used for construction purposes, such as timber, brick, stone, concrete blocks, cast iron, wrought iron and structural steel.

We also find a 2,000 pound cement testing machine, for the purpose of testing cements and concretes. Here experimental investigation is being carried on in order to determine the relative strength and durability of the different kinds of cement, time of setting, fineness of grinding, thoroughness of burning, etc.

Samples of cement for testing purposes are received from various manufacturing companies throughout the country. This tends to bring the student in closer contact with actual conditions and enables him to ascertain for himself the merits and defects of the different kinds and brands of cement. In the testing of structural iron and steel the student gets an opportunity to study the laws of the behavior of these materials while they are under stresses and strains, similar to those to which they are subjected while in actual use.

Brake tests and efficiency tests are also carried on the different gas engines, hot air engines, steam engines and steam boilers located in this laboratory. Thus giving the student an opportunity to become thoroughly familiar with the actual operation, care and management of these various machines as well as the theoretical principles underlying their operations.

Great stress is being laid upon experimental engineering at the present time, as it is a very important factor in the technical economic fabric of our country. And in fact the great aim of this department is to give the young man such training and knowledge as will enable him to become a helper in the producing of these material things upon which we are so intimately dependent. To enable him to become a factor in the conservation and economic application of the resources and energies of our country.
DEPARTMENT OF AGRICULTURE AND AGRONOMY.
THE EXPERIMENT STATION AND ITS WORK.

The Experiment Station is an institution created by Congress under what is known as the Hatch Act. This bill passed both houses of Congress in 1887 and became a law just twenty-five years after the bill passed, providing for the donating of public lands to the several states and territories to provide colleges for the benefit of agriculture and the mechanic arts. It was the crowning effort on the part of Congress to make these institutions what they are to-day and great credit is due to Mr. Hatch, who was the principal promoter of the bill.

The station is strictly an agricultural institution, its object being to solve problems for the farmers which they cannot solve themselves; to assist in unlocking nature's secrets and bringing them to the attention of the farmer "who works in the field with his coat off." George Washington foresaw the necessity of establishing a national board of agriculture to assist the farmers in their pursuits and, in one of his messages to Congress, emphasized the importance of such an organization. President Roosevelt has said, "While I am a son of Harvard, I feel that the state land grant institutions are doing a greater work and are closer to the hearts of the people than many of the older and better equipped colleges."

In this connection it might be stated that there are more people who hear of the South Dakota Agricultural College through the medium of the experiment station bulletins than through any other source, and many there are in this state to-day who know nothing of the Agricultural College, while as a matter of fact the former is a part of the latter. The station receives $15,000 annually from the federal government for its support. The money is used for strictly experimental purposes. The equipment of the station, such as land and buildings, is furnished by the state, while the laboratory facilities are provided by the station.

It consists of six different divisions, viz.: Agronomy, Horticulture, Chemistry, Botany and Entomology, Veterinary and Animal Husbandry. The man who has charge of each of these divisions, is also professor of the subject in the College, thereby serving in a dual capacity, which arrangement renders the instructional feature of more value to the student than if two separate organizations were maintained.

Considerable work in co-operation with the United States Department of Agriculture in the introduction of new fruits, grains, grasses and their improvement, has been done, which will prove of value not only to this state but to the entire Northwest.

The department details two men to assist in these investigations. One is located at Brookings and the other at the state farm near Highmore, S. D. By growing the same crops in these two sections of the state it affords a better field for adaptation of new varieties of grains and grasses than would be possible with the one station, because the soil and climatic conditions of the two localities are quite different.

The following lines of investigation are now under way in the different departments:

In the Agronomy Department the work in crop rotation, which has been carried on for several years, is still under consideration. It consists of planting the same field to different crops to notice the effect in yield per acre and the advantages or disadvantages in raising such crops. This work is fully explained in Bulletin No. 79, which is free to all those who apply.

In the Horticultural Department extensive series of experiments are being considered. Plant breeding is done along two lines: First, by selection from large numbers of individuals grown under the most favorable environment; second, by crossing and hybridizing with the best tame varieties, the object being to secure individuals combining the hardness of the wild and the size and quality of fruit of the tame. About a quarter of a million seedlings may be found growing on the sixty acres set apart for this department. Many varieties of plants have been imported from foreign countries to use for crossing with our native sorts, the intention being to secure improved varieties for our conditions. This fruit breeding establishment is second in size only to that of Burbank, of California.

In the Chemistry Department the work is largely investigating the different wheats.
Department of Agriculture and Agronomy

JAMES W. WILSON, M.S.A.
Professor of Agriculture and Animal Husbandry

ALBERT H. WHEATON
Instructor in Dairy Science

JOHN S. COLE, B.S.
Assistant Agriculturist in charge of Agronomy

HARRY G. SKINNER, B.S.A.
Assistant in Agriculture and Animal Husbandry
as to their milling quality. Numerous samples of wheat raised in different parts of the state have been analyzed quantitatively and qualitatively. Experiments have been made from the baker's standpoint, going so far as to determine the color of the bread and the nature of the flours as to the sponge test.

In the Botanical and Entomological Department considerable work has been done with forage plants, plant diseases and injurious insects. This department has in charge the forage testing station at Highmore.

The Veterinary Department is experimenting with the diseases of animals.

The Animal Husbandry Department has taken up the subject of origination of breeds, the best crosses to make under our conditions, and the feeding of grains and forage plants.

The station publishes at least four bulletins every year. Last year there were seven published. There are 9,500 names on the regular mailing list. This includes, however, the exchange of all the leading agricultural journals in the United States. Our bulletins are in demand from all parts of the United States and several foreign countries. Of the ninety-four bulletins published to date only thirty-four remain available for distribution, which shows that the investigation work of the station force is popular with the people.
DEPARTMENT OF ART.

"Among the means of increasing innocent pleasurable sensations and emotions for multitudes of men and women, none is more potent than the cultivation of the sense of beauty. Beauty means a thing enjoyable. It must always be something which excites in human beings pleasurable sensations and emotions. Beauty is infinitely various and it is omnipresent. It is accessible therefore to all men in all places and in all moods, and its infinite value for pleasure and content only waits on the development of the capacity in human beings to feel and to appreciate it."

The professional art education must be left to the technical art school; the general training in subjects that develop appreciation of beauty belongs to the common schools and colleges. There are many subjects in a college course that set before the mind beauty, law and order. An art department can take up those subjects that are directly concerned with beauty of line, light and shade, color, expression, technique, such subjects as drawing, painting, and the various crafts.

The students of drawing in this college study and seek to reproduce simple forms thus cultivating the habit of close observation of nature and laying a foundation for the knowledge of effects of line and light and shade mass. They have access to a good collection of casts, copies of some of the best antiques, which is of value in forming an ideal of what is good in form.

Through the use of color in the representation of form, and through the theory of color in design, an appreciation of color qualities and color harmonies is developed. The sky, foliage, flowers, afford endless pleasure from their color harmonies when once an interest in color is aroused. This pleasure in beauty of color and form affects the life of the individual and of the home. A refined color sense means simple and quiet clothes and pleasant, attractive homes.

The various crafts give opportunity for mind and body to work together, for acquiring skill in the use of tools and for self expression. Wood carving, basketry, pyrography, leather-tooling, each presents its own difficulties in technique and acquaints the student with the necessity for the adaption of design to material, and also with the charm of different materials. The construction and ornamentation of some useful and beautiful object develops judgment, taste, and practical common sense. The mind must learn to think clearly and the hand gain the skill to carry out an idea.

The study of masterpieces of architecture, sculpture, and painting, like the study of masterpieces in music and literature, must refine the taste and afford true pleasure. To become familiar with the works of great minds in all lines is the privilege of students. A brief course in the study of art history is required of all students in the art department and a fuller elective course is offered.

The Art Club is a voluntary student organization connected with the art department. Its aim is two fold—to promote the study of subjects related to art and to afford social enjoyment. The club membership is limited because it is the belief of the members that a small club can study and work together more easily than can a large organization. The line of study varies from year to year and is not confined strictly to the study of architecture, sculpture and painting, but includes also such subjects of general interest as pottery, rugs, and other minor arts.

"Appreciation of beauty is second only to appreciation of virtue, and the school must promote both."
Department of Art

ADA B. CALDWELL
Professor of Industrial Art

MAUDE GODDARD
Assistant in Art and Preparatory Departments
DEPARTMENT OF BOTANY AND ENTOMOLOGY.

As a department in an Agricultural College Botany occupies an important place. All instruction in agriculture and horticulture is founded upon this science. The teaching of the principles of plant life and growth therefore occupies a fundamental position with reference to the other branches mentioned. In the South Dakota Agricultural College, botanical instruction is given in the freshman year of all courses.

The study of botany has a scientific, an aesthetic and a practical value. In an agricultural college, the latter is placed first because of the various applications to which the subject may be put in practical agriculture. The other two aspects, however, are not lost sight of. This department as it is organized in the South Dakota Agricultural College includes the instruction in botany and entomology in all courses given in the college, the botanical and entomological research of the Experiment Station, the supervision of the Highmore Experiment Station, the botanical work of the State Geological and Natural History Survey, nursery inspection and the enforcement of all requirements of the nursery inspection law in South Dakota. The head of the department acts therefore in the capacity of Botanist and Entomologist of the Agricultural College and Experiment Station, Superintendent of the Highmore Station, Botanist to the Geological and Natural History Survey and State Entomologist.

Students who enter college from the high school often expect credit for work done in the high school. Occasionally such credits can be given, but generally the work in graded or high schools is of such a character that even though it may be of assistance to the students in carrying on college work it cannot take the place of any definite course in the college. The first year's work of three terms gives a general survey of the plant kingdom in the branches of Morphology, Ecology, Physiology and Pathology. In the upper classes special courses are given in Mycology, Taxonomy, Physiology and Botanical Microtechnique.

In the several courses given the aim is to instill in the mind of the student an intelligent idea of scientific work. The laboratory is considered the workshop in which to develop the faculty of original research and investigation. Laboratory side talks are given regularly to explain the work in hand. Lectures and recitations are resorted to mainly as adjuncts to the laboratory.

In the work of the Experiment Station attention has been given to the study of plant diseases and to the practical methods of the treatment of such diseases. At the Highmore Experiment Station a large amount of experimental work is in progress to test and develop forage and grain crops for drought resistance. The past season about 21,000 plants of millet, 1,500 plants of alfalfa, 2,000 plants of red clover, 1,000 plants of brome grass and thousands of other plants were grown in the plant breeding plots where the individual plants could be observed and selections made for breeding purposes. The aim of the plant breeding work at the Highmore Station is to secure the greatest practical value and at the same time to learn as much as possible about the scientific side of plant breeding.

The botanical work of the Geological and Natural History Survey has for its aim the study and cataloguing of the state flora. No appropriation having been made for this work not much has been accomplished. In nursery inspection and the enforcement of the nursery inspection law all nurseries requesting it are inspected by the head of the department each year.
Department of Botany and Entomology

WILLIAM A. WHEELER, M. S.
Professor of Botany and Entomology
A problem which comes before every young man sooner or later in life is this: "What will I take up as a life occupation?" It is a serious question and much depends upon its satisfactory answer. Will it be a profession—as the law, medicine, ministry or teaching? Will it be the arts—as painter, sculptor or author? Will it be more active—as the field of mechanics or the trades? Will it be near to nature's heart on the farm or in the field investigating the natural history and philosophy of things?

The answer to this question involves the young man's happiness and prosperity through life. The man who takes up a work, merely for the "bread and butter" there is in it without any particular liking for the work enters upon a period of mere drudgery, for uncongenial labor is that and but little more; but if he selects a congenial occupation every day's work is a day of pleasure, his labor is sweet and his profits financially usually greater.

Students attending the Agricultural College are peculiarly favored. They are placed where, while pursuing their education they may at the same time enter experimentally into the different fields of work, and so select the occupation which they can see will be congenial to them in after life. They can start their work and so be at least partially prepared to enter at once into their work. They can become acquainted with its scope and with those who are prominent and proficient in their world and so know better where to look for an opening when they are ready to enter into the active duties of the business. Professions, arts, agriculture, mechanics, electricity, civil engineering, business, all are laid before him in our curriculum for him to choose from and it would be a very peculiar student who did not find his ideal occupation in some of the branches offered.

The latest department added to our curriculum is the Department of Civil and Agricultural Engineering for students to consider as leading to a congenial occupation and it has many advantages and fascinating features to offer. It is the scene of engineering work, much of it is outdoors, it is endless in its variety and it is so universally practical that it appeals to a great variety of individual temperaments and we wish to offer it as one line to be considered along with the other in the choice of a life occupation.

From the beginning of our institution certain subjects of the civil engineering work have been offered, but they were classed as certain studies of the mathematical department. In 1902, however, the Regents established the separate department and Professor Crane, who had been teaching the subjects as Assistant in Mathematics was chosen as its head. A full course in civil engineering branches was offered leading to the degree of B. S., the same as in the other engineering departments. It includes land surveying, both field work, theoretical study and drafting; hydraulics and its applications in water supply, sewerage and irrigation; road construction, applied to country roads, street pavements and railroads; all the mathematics, physics, chemistry and other scientific branches required in a full collegiate course as well as one year of French.

The Regents have very generously added to the equipment of the department till now we have about every variety of apparatus for teaching the work, including transits, levels, compasses, both ordinary and solar, a plane table, current meter and planimeter and slide rules for office computations. These instruments are not merely to look at—they are placed in the hands of the students who are given definite problems for them to work out with their use. They are expected to get field data from which to compute areas and plot fields to scale. They are given profile work and computations of grade, cut and fill. They are expected to be able, after their notes are worked up, to place the location stakes on the ground ready for the workmen to begin operations—in fact to do the work required in actual practice. It is needless to say that the students enjoy the work. It is a kind which appeals to them. Much of it is out of doors, it is highly scientific as well as practical. It is a study that at once leads to something tangible and practical as a congenial occupation after school life is done.
The students of the department have organized a Civil Engineer's Club for the study and discussion of subjects in their line of work which, though just organized, bids fair to be of much value to them in their work by giving a broader view of the field and creating interest and enthusiasm in the work.

The department feels just pride in the work of some of the young men who have gone from the institution and entered this line of work. Two are employed in government work in the U. S. Geological Survey, one is professor of civil and mining engineering, three are at work in railroad engineering in the Eastern states, one is government surveyor on the new reservations recently opened up in Utah, and several have been appointed county surveyors in their respective counties. These are mentioned merely to show the opportunities which are offered for those who care to enter and are prepared. The department is better equipped than ever before to prepare you. If it appeals to you avail yourself of the opportunities offered and the department management stands ready to help you all it can in every way it is able.
In discussing the work of this department it would be well to suggest the purpose for which this course of study is offered. At the present time we are experiencing an economic development to a degree heretofore unknown and our aim is to qualify students completing the full course to enter into this ceaseless flow of activity, taking their places alongside of those who have attained success only after years of practical business experience.

The work of the department is divided into two courses of one year each, namely—the Amanuensis and the Business Training Courses. The subject matter offered in both courses in the main parallel except in the former shorthand is given instead of business practice.

In the commonly accepted business college course, essentially no prerequisite work is required, consequently one without preparation can take the technical work required to do ordinary office routine duties, but not having had the foundational training there is no breadth or depth of intellect upon which to build. What we purpose to do is to offer as required work those subjects which will not only have a money value to him in after life, but to enlarge the horizon of his mental faculties and thereby be the better able to enjoy and appreciate living. As an illustration of the thought in mind might be mentioned the advanced subjects in Economics, Law, German, French and Latin.

One of the chief difficulties we encounter is that students are too ambitious to leave college to earn a salary before having covered sufficient ground to qualify them for life's duties and in order to encourage them to remain longer the graduation requirements have been raised to that of the Freshman year, thereby insuring at least a foundational training upon which to build future business habits. It does not follow from this suggestion that shorthand and business subjects are given a secondary place, but rather the contrary is true. All phases of business activity are considered carefully and fully worked out and the student made thoroughly conversant with the same conditions he will encounter in the whirl of business life, but in addition we desire to create in him the power to look beyond the pages of a ledger or shorthand note book. We want him to enter life's duties sufficiently equipped in intellect and facility of hand to be able to exert his business energy economically. The clerks of to-day are the hustling business men of to-morrow, and as business principles become more complex and intricate so must the future business man's mind be more alert and highly developed in order to meet the new conditions.

As a conclusion to the foregoing we might add that our constant aim is to give the student all the technical training, shorthand, bookkeeping, etc., he needs and as much advanced information as is consistent within the time limit.
DEPARTMENT OF DOMESTIC SCIENCE.

This department is not only one of the oldest in the college, but one of the oldest in the country, a fact interesting to note in tracing the development of the home economics movement in our schools during the last few years. The aim of the department throughout its history has been to turn the attention of our college girls toward the home. The training of girls in our colleges has frequently been criticized, and not a few parents have felt a hesitancy in sending daughters to college, because of a belief that the "four years' training brought back a daughter who was not content at home, one who knew nothing of the management of the home, frequently one who prided herself that she knew nothing of any of the household processes or the materials which are handled every day in the home. In some cases this criticism proves true enough. To refute it, however, many good home makers may be found among women who have experienced this college training. College girls used to struggle to be admitted into classes with their brothers,—felt that their school training must be identical, entirely losing sight of the fact that their lives when out of school are very different. If we believe that education should be a preparation for life—for living—it is surely logical to believe that the sort of life to be lived should have a determining voice in the preparation for its living. The college girl need not feel that her mental capacity is questioned because she studies other subjects than her brother studies,—that she wants a training equally thorough and inclusive is quite right. There is just as much of life for the girl to live, and her opportunities for service are quite as great as her brother's are.

It is not the intention of this department to train a group of people so that by their very training they form a class distinct and separate from all their fellow workers, peculiar unto themselves; the effort is toward a broad and liberal training. Occasionally expressions are heard which lead us to feel that the real purpose of the department is not understood by many people. We are neither training nor looking for housekeepers, maids or cooks as a result of the work here. We hardly feel that such training comes within the province of the college or university. We are working with college girls hoping to see as a result normal, well-developed, well-balanced women, with sufficient training and sufficient breadth of view to make them useful and happy, wherever their lot may place them. To many persons domestic science suggests a spoon and a saucepan, roasting and boiling, preparing and cooking of food after the most approved methods. If domestic science meant cooking alone it would occupy only a small part of the field which legitimately belongs to it. Less than one-seventh of the total credits required for graduation in the domestic science course come from the department of domestic science. The departments of chemistry, botany, physiology and physics furnish the great elementary truths from which applications of peculiar import to the home are made. A girl who is accurate enough to make her determinations in quantitative chemistry, and careful enough to work out her unknowns in the bacteriological laboratory, has technique, appreciation of detail, and such unaltering notions of cleanliness as will work good for any home.

The languages, history, economics and sociology have a general culture value, as well as specific values which no one questions. The psychologist tells us that environment has a most important influence on the individual. Shall we be satisfied to read the statement in the textbook, and to listen while the enthusiastic artist tries to open our eyes to our surroundings? Has it ever occurred to us that a new piece of furniture, a new picture, or a new wall covering with all their possibilities of beauty and ugliness may be reflected in the family temperament? Believing that a knowledge of the mood value of color, and an appreciation of color harmonies should be cultivated for the sake of the home as well as for the enjoyment of the masterpieces in the art galleries, our girls spend a share of their time in the art department.

The question of food is not what shall we have for dinner to-day, or what new dish for to-morrow. Do we know enough of food values to know whether we are supplying what is really needed by the body? The man who owns cattle for the sake of
producing beef for his own and neighbor's table looks very carefully after the feeding of his herd, understands the relative value of different food materials and studies how he may give them in a proper proportion, or as he expresses it, give a balanced ration. These matters are of great importance to the cattle owners and we find them discussed in their papers and conventions. How many mothers give as much time or thought, or have as definite a notion of the proper food for the members of their own families? This suggests a wrong emphasis somewhere and no one would question the attitude of the cattle owners.

Some people exist in this world, some live, some live more efficient lives than others. We are not enjoying our full privilege until we lead the most efficient life. How important a factor the home becomes in producing this efficiency, and how responsible the home maker, is a question which will bear thought. Unless we can differentiate between housekeeper and home maker it is not strange that we ask what college girls are studying in a course of home economics. With the thought of the importance of the home as a social unit the attempt has been made to make such a selection from the college curriculum as will render a woman intelligent on general matters, and at the same time, for the sphere which is peculiarly hers, give her the freedom and assurance which comes from a knowledge of the forces with which she is to deal.
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE.

ENGLISH LITERATURE.

The required courses of this department have, as far as possible, been outlined in accordance with the report of the Committee on Entrance Requirements and Courses of Study made to the Association of American Agricultural Colleges and Experiment Stations.

In the preparatory department the courses of study seek to give, besides an acquaintance with a few English classics, a practical knowledge of grammar and elementary rhetoric. In the college department the required courses aim to give much of the work required for entrance to most colleges, and some of the work usually given in the Freshman and Sophomore years.

The elective courses are arranged chiefly for those students whose major work is in English. These courses include the history of the English language and its literature, also a study of the various types of prose and verse. Courses are given in Greek and Latin literature (in English) Chaucer and the history of the English language; the Elizabethan Drama; XVIII Literature; XIX Poetry; and XIX Prose.

In most of the required courses the student has kept before his mind those principles which he can utilize in composition. He is led to embody in his own writings the qualities of clearness, force and beauty in the writings of the best authors. The laws of thought association, which he discovers by analysis of paragraphs and compositions of good writers, he is required to exemplify in paragraphs and compositions of his own.

Much remains to be done in this department before it becomes what it should be. At present the college courses in English are so disconnected and so scattered throughout the entire curriculum that it is impossible to obtain the best results. In conformity with the curricula of most colleges, the required courses in English should come chiefly in the Freshman and Sophomore years, instead of chiefly in the Junior and Senior years, as at present.

The requirements in English for the degree of bachelor of science should, the department believes, be considerably increased. At least as many courses should be required of all candidates for graduation from the S. D. A. C. as are required from the best high schools in this state.

These changes, it is hoped, will soon be made in order that the work of the department may be more efficient.

THE LIBRARY.

Even in a technical school the library holds, and should hold, an important place. This is true at the South Dakota Agricultural College. To the department of history and literature the library serves, of course, as laboratory. To the laboratories of the chemist, the agronomist, the botanist, it serves as an important adjunct. The selection of books is entrusted to the librarian and to the heads of departments, who co-operate with the librarian in getting the best books really useful to the student or most suggestive to the instructor. Always the aim is to open to the student, as he advances in his investigations, a still wider vision. The library should not only meet the present needs of the inquirer, but should also hint at the broad world of knowledge and speculation into which the student is taking his first steps. The librarian regards his desk as a bureau of information at which he stands a living sign-board, as it were, pointing the way now to a volume of statistics, now to records of research and exploration, or to carefully elaborated theories, to a beguiling essay, or distracting story. Alike for the careful investigator and the casual reader does he point the impartial finger to the way of knowledge—as best he can. Beneath the sign-board exterior there lurks, however, the secret hope that for some he may add allurement to the paths of learning. If he feels at times that his visitors have need
of the blacksmith's help in deciphering what is written on the guide-post, he meets a fit rebuke as some more careful scholar points how dim or vague, how out-of-date, his weather-worn directions.

As we cannot say all we would of the present material equipment of our library, its apartments and furnishings, we shall take the privilege of youth to dream dreams and see visions of the future. In dream the library of the South Dakota Agricultural College is a noble building of simple yet dignified outline, quite in harmony with the purpose for which it was designed. The main entrance by a few descending steps of stone gives access to lecture rooms occupied by the departments of history and literature; by an equal number of ascending steps to the reading room and librarian's office. Here the arrangement of lights, the fit proportions of the hall, the balconies and alcoves with their hint of seclusion, all tend to produce an atmosphere of order and quiet; the air, savory of books, is the best inducement to study, and research. The attendant's desk, next the racks for newspapers and magazines, commands the entrances to the book stock and the librarian's office.

Within the stack, accommodations are afforded to professors and others making extended studies. Here, too, special facilities are granted those preparing for debates or other student centers. Above the reading room and stacks cozily sheltered immediately beneath the roof are two charming halls; these have been furnished by the literary societies as their own homes. Such are some of the details marked by the eye of the dreamer. Until his dreams are realized it behooves us all, librarian and faculty and students together to make the best use of our restricted quarters and limited resources, testifying by the use we make of our present facilities our fitness for larger and better things.

ELMER K. EYERLY, A. M.
Professor of English Literature

WILLIAM H. POWERS, M. A.
Librarian and Associate Professor of English
Until the middle of the nineteenth century even the best American colleges usually provided for instruction in history by adding such work to the duties of a professor teaching some other subject, such as Latin or philosophy. American history and the political and social sciences had no place in the college curriculum. In fact, it is only within the last fifteen or twenty years that American history has been regarded by educators either as a part of a liberal education or as a subject worthy of scientific treatment. The idea of old pedagogy was that a liberal education could be obtained only from a study of the classics, and that strength of mind and purpose could only come from a detailed study of mathematics. The tendency in modern pedagogy is toward recognizing a similar or equal value for purposes of training and instruction in nearly all branches of human knowledge.

With the advent of the modern sciences came the scientific spirit and the laboratory method. Gradually one branch of the instruction after another came under the scientific influence, much to the advantage of its treatment in the class room. History and the political and social sciences are the latest subjects to receive scientific treatment, and are now demanding a place in the educational curriculum commensurate with their importance. The scientific study of history and the political sciences has now obtained a substantial foothold in the universities and colleges and is beginning to make some impression upon secondary education. At the present time, highly specialized work in these fields is offered in the leading American colleges and universities. Separate schools of history and political science are organized in the larger institutions.

The courses in history and political science in our own college are of necessity limited in number and the work is quite largely elementary, yet the endeavor is made to so direct the work that the best disciplinary and culture results may be obtained, and that students may be better fitted for the duties and responsibilities of citizenship. History is a subject unequalled for its opportunities of comparison, and therefore for training the judgment. The collection and classification of historical material and the criticism and interpretation of the same which follows make demands upon the mind fully as exacting as are made by chemistry or botany or any other of the natural sciences. From the standpoint of the social welfare, history and the political sciences prepare the student to deal with the present problems of society and politics. There are troublesome problems involved in the conditions of life to-day. We must face them. In our great experiment in democracy we are proceeding upon the theory that the average man is not only patriotic and honest, but that he is a political expert. If our democratic institutions are to endure we must have a desire on the part of intelligent people to bear the responsibilities of organized society. There is a call for greater intelligence on the part of the citizens than was ever required before. To fit for the responsibilities of the present, to combat the political pessimism of the day, nothing is more helpful than an acquaintance with history and the allied political sciences. It corrects halfway views of human affairs and leads to rational conservatism, toleration and broad-mindedness. It arouses the interests of men in the duties and opportunities of citizenship.

In the required courses in history as given at this college certain definite results are aimed at. It is expected that the student should have (1) a clear outline of the period covered; (2) a knowledge of the principal original sources, and some training in the use of original records, because it is a primary necessity in history to know the truth, and this implies that every student should see for himself how history is written; (3) training in handling secondary work with discrimination and ability to make an abstract of the substances of what he has read in good English; (4) a knowledge of how to make an outline; (5) knowledge of how to use bibliographical aids and ability to take notes intelligently and last (6) how to study two successive historical maps and explain the changes that have taken place. The work is so planned that the student may, if he desires, pursue a fairly continuous line of historical study in ancient and modern European, English and American history and in American municipal, state and national government and international law.
DEPARTMENT OF HORTICULTURE AND FORESTRY.

Ninety acres of land are under the care of this department, which includes about ten acres of campus and ornamental grounds. In the class-room, greenhouse and grafting laboratory the leading methods and principles of prairie horticulture and forestry are taken up with special reference to western conditions of soil and climate. On the grounds are found twenty acres of timber plantations, several acres of apple and plum orchard and an immense number of fruit seedlings. In the work with fruit seedlings the number is now second in extent only to that of Luther Burbank of California. Several hundred thousand seedlings of various orchard and small fruits have been raised at this station since Professor N. E. Hansen took charge of the department in September, 1895. Many thousands of fruit seedlings are discarded and destroyed by fire each year. Only the best few are saved. The work of fruit breeding corresponds to that of invention in the domain of mechanical industries, and in the words of the head of the department, "inferior seedlings are simply the shavings in the workshop of an inventor." The peculiar climatic conditions of the prairie Northwest indicate the great need of hardier orchard and small fruits than we have at present. With a view to meeting this demand the various wild fruits have been gathered from many sections of the Dakotas, Manitoba, Assiniboia, and other regions of the prairie Northwest, and thousands of seedlings have been raised under the most favorable environment with a view to rapid improvement in the size and quality of the fruit. In the course of a ten months' trip as the first agricultural explorer sent out by the United States Department of Agriculture in 1898, Professor Hansen secured much additional material from the arid and semi-arid regions of Eastern Russia, Transcaucasia, Bokhara, Russian Turkestan, Western China and Siberia. Additions are made to the list each year by several importations, in the endeavor to get anything new brought to light in Europe and Asia. The first fruit-breeding greenhouse ever constructed was built at the South Dakota Agricultural College in 1901 under the direction of Professor Hansen, and here the ends of the earth, horticulturally speaking, have been brought together, and the crossing and hybridizing done under glass with a view to originating new fruits combining hardiness of plant with choice quality of fruit. Already several choice varieties have been originated and are now being propagated for trial elsewhere. In fruit seedlings the quarter million mark was passed two years ago and there has been no time for a census since that time. As an illustration may be mentioned the experiments with the Sioux Indian sand-cherry common in the range country west of Pierre. In a plantation of over 25,000 seedlings of the third generation from the wild, seedlings were found last year bearing fruit an inch in diameter and of good quality. Several thousand seedlings of the fourth generation are coming into bearing and over 70,000 sand-cherry plants are on hand at the present time. Trips of exploration are taken at intervals to various parts of the state in search of new material, especially in the range country from Pierre to the Black Hills.

In the work of inventing new varieties of hardy strawberries, from 8,000 plants produced, by crossing the wild with the tame, some 225 plants were selected and given further field trial. The strawberry seedlings now occupy over three acres. None of these plants are ever mulched, so they have endured 40 degrees below zero with the ground bare. In all the work with fruits any plant that does not stand this test is discarded as unworthy of further trial. Over six thousand plum seedlings have been fruited and some varieties obtained of extra large size and choice quality. Many strange hybrid fruits are coming on, some of them combinations never made before. In raspberries, the wild species from various parts of the Northwest, have been crossed with tame varieties, also thousands of pure native seedlings have been raised. A few seedlings have appeared as a result of the work, which are perfectly hardy without winter protection, and bear large fruit of good quality.

In ornamental plants the main work has been in importing from many countries a
collection of over five hundred species of shrubs for determination as to their relative hardness under prairie conditions. A single flowered Siberian rose and the Dakota wild prairie rose have been hybridized with choice cultivated varieties in the endeavor to originate choice double roses that would be hardy without winter protection. In the words of the head of the department: "From the ashes of millions of seedlings will rise, Phœnix-like, the new creations which will dominate our future prairie pomology."

Niels E. Hansen, M. S.,
Professor of Horticulture and Forestry.

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The Department of Modern Languages was established as a separate department in 1898, although some instruction had been given in French and German since the founding of the college. In 1898 French and German took their place among the required courses for graduation, two years of French, German or Latin being required in the General Science Course, and one year of French in the Mechanical and Engineering courses.

To-day, when the nations of Europe are offering our country such keen competition in scientific and mechanical progress, students who pursue work along scientific, technical or historical lines are virtually compelled to have at least a good reading knowledge of either French or German, and in most cases of both.

To students who desire to attend other institutions for advance work after completing the course at this college, a knowledge of French and German is absolutely necessary.

The time required to obtain a good working knowledge of either language depends much upon the ability and ambition of the student, many attaining the desired end in French in one year and in German after two years, but at least two or three years spent in the study of either language is highly desirable.

Last year courses were added to the scheme of work in this department for the study of French and German literature, as well as special courses for the reading of scientific works and monographs in French and German, so that now eight courses are offered each term, and it is possible for the student, by taking electives, to carry on the work in French and German for four years.
DEPARTMENT OF MATHEMATICS AND ASTRONOMY.

Mathematics occupies a large place in our curriculum for two reasons, either of which is alone a sufficient one: First, because mathematical studies develop habits of quick, accurate and logical thinking; second, because they furnish the tools that are necessary in the pursuit of the physical sciences. The importance and charm of mathematical investigations have been recognized by the scholars and educators of almost every civilization of historic times, long before any of the natural sciences had begun to take form, Pythagoras, Apollonius, Pappus, Diophantus, and others of the Greek schools proved mathematical propositions which are yet known by the names of these men. Mathematical terms derived from Arab sources are numerous in our text-book on algebra, the word algebra itself being of Arabian origin, and almost every student is acquainted with a score or more of names of men belonging to modern civilization who have achieved distinction in the physical sciences because of their powers of mathematical analysis.

Mathematics was in its beginning pursued by the ancient wise men or philosophers because it offered a field for abstract reasoning. But with its growth it has constantly been an instrument which has been used in developing the physical sciences, so that at the present time one cannot expect to achieve much success in these lines of work without a mathematical training.

It is not to be wondered at, then, that we have more students than any other department of the college—more than two hundred in classes beginning with elementary Algebra in the preparatory year, and ending with Analytic Mechanics in the Junior year. A classification card without mathematics on it is not considered complete unless the student has passing grades in Algebra, Geometry and Trigonometry. As a result, the department often finds it necessary to call in the efficient aid of Messrs. Westcott, Trooien, Aldrich and others to help in taking care of the numerous classes.

While astronomy does not offer to the general student anything immediately practical in the ordinary sense of that term, in a broader sense and as a culture subject, it is of very high rank. Its discoveries, which include some of the most brilliant achievements of the human intellect, being interpretations of the grandest order of phenomena which are presented to the senses, have naturally done much to define man's place in the universe, and consequently to shape modern scientific and religious thought. In point of time it was the first of the sciences to be developed, and its principles are simpler than those of any other. During the last few years, its importance is beginning to be recognized in the high schools of this country, and we believe that it should occupy a place earlier in our scheme of study than it does.

Our equipment in this work consists of a six-inch equatorial, a transit, a chronograph, and a sidereal clock.
Department of Mathematics and Astronomy

George L. Brown, Ph. D.,
Professor of Mathematics and Astronomy.

John H. Nelson, B. S.,
Assistant.
DEPARTMENT OF MILITARY SCIENCE.

The first six months of the Civil war embarrassed both North and South in many particulars, but in no point more than having thousands of raw recruits with few competent officers for drill masters. In order to overcome this defect, July 2, 1862, Congress donated lands for the establishment of colleges wherein military science and tactics should be taught in conjunction with other subjects, and to further encourage the project, the president was subsequently authorized to detail to such colleges a regular army officer and to furnish ordinance stores.

The curriculum taught at these colleges is prescribed in General Order No. 101, 1905, and includes: Drill Regulations, Advance and Rear Guard, Marches, Ceremonies, Military Law, Lectures on Military Topics, Target Practice, First Aid to the Injured, Calesthenics, Castration, Camp Hygiene, Study of Administrative and Executive Methods of the U. S. Army.

The course is primarily destined to cover briefly the most important points and duties of soldier life.

But students taking the course become acquainted with the value of order, neatness and obedience, receive valuable physical exercise and gain an insight into the methods needful in commanding men—all most useful acquirements for successful civil as well as military careers.

GEORGE D. GUYER,
Captain Sixteenth Infantry, U. S. A., Professor of Military Science and Tactics.
DEPARTMENT OF ELOCUTION AND PHYSICAL CULTURE.

THE DESIGN OF THE DEPARTMENT.

To give a symmetrical development of body, mind and soul; to produce public readers and speakers who shall be easy, natural, forceful; to enable its students to adore whatever profession they may choose; to prove that we express no more than we are; to inspire a love for the best in literature; to watch how the best may be expressed.

METHODS.

The methods employed in this department are such as lead the student to discover his powers, and to realize their fullest development by natural processes.

Care is taken to unfold the student's powers of observation and imagination and preserve his individuality.

The work of each student is carefully planned and systematized according to his needs.

THE JUNIOR COURSE.

In elocution covers all the essentials of a technical education for teachers or public readers.

Topics: The three Mechanisms of Speech. (a) Respiratory, (b) Vocal, (c) Oral.

The co-ordination of the three mechanisms; memory training, sight reading, elements of lecture, reading and recitation, Analysis.

THE SENIOR COURSE.

Is the perfecting of the Junior year's course by advanced practice, leading away from the general, to individual study, with the following additional topics, namely: Personality, Dramatic Action. Pantomime Life Study, rehearsals, with criticisms. Extemporaneous Speech, English Masterpieces, Bible Reading.

DRAMATIC ART.

These classes teach the careful staging of plays, the interpretation of different roles, the principles of stage business and stage department.

PHYSICAL CULTURE.

The instruction in Physical Culture aims at symmetrical development. The exercises given are in harmony with science and the principles of art, and the result of their practice is strength, grace and health. The functions of the heart and lungs are the fundamental functions of the body. Upon them the welfare of all the functions depend. It is our aim to develop these fundamental functions, and we endeavor to attain this end by a series of movements of the voluntary system which shall be so arranged and executed as to bring about a healthy response between the muscles and the will. We strive to train the different organs of the body in a manner that may serve the great double purpose of promoting the efficiency of the circulatory and respiratory functions and of increasing the volitimal control of the whole body. Get the heart right and the lungs right, and the muscles will meet every reasonable demand.
Department of Elocution and Physical Culture

Mrs. Maud Vaughan Peters.
Instructor in Elocution and Physical Culture.
DEPARTMENT OF MUSIC.

VOICE CULTURE, PIANO, VIOLIN AND WIND INSTRUMENTS.

The system used in this department is similar to that of the best conservatories, and is intended to cultivate in the pupil an intelligent appreciation of the best in music and to lay a good foundation for future attainment.

Under the head of Voice Culture comes first; voice building, the right use of the breath, tone production, voice placement, and such work as will enable the student to sing more as nature intended he should.

It is the desire of this department to maintain regularly a choral union; the object being the study of choruses, oratorios, operas, etc. This gives the opportunity to the pupil of the voice that the band and orchestra does to the pupil of the violin or wind instrument.

No real student of the voice or any instrument can afford to miss this ensemble work.

An opportunity is given for those sufficiently advanced to play in the band and orchestra.

The band is maintained by the college without expense to the student, except he is required to provide himself with a suitable uniform.

An annual concert is given sometime during the winter term, at which time is rendered, in an intelligent and pleasing style, a program of high-grade music.

The band from time to time is enabled to take short trips, and is considered one of the best musical organizations in the state.

JOHN P. MANN,
Instructor in Vocal Music and Stringed Instruments and Band Leader.

NINA WESTON,
Instructor in Instrumental Music.
DEPARTMENT OF LATIN AND PEDAGOGY.

LATIN.

An eminent educator has said that a person cannot really master the English language in any true or large sense of the word, without knowing something of other languages.

As an aid to the mastery of English it is generally agreed that no other language is equal to the Latin.

A large part of the English language is derived from Latin words, thus making a knowledge of that language almost indispensable to an exact knowledge of English. For this reason Latin forms a part of nearly every course of study in our schools and colleges.

While this is an Agricultural College, it aims to educate the student symmetrically, giving attention to those culture studies which make life more useful and more enjoyable.

The object of the college, as stated in the bill which created it, is, “without excluding other scientific and classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.”

Accordingly this college offers a three years’ course in Latin, two required and one elective. While this is not a very extensive course, it gives the student a good working knowledge of the language and enables him to understand and appreciate the many scientific terms used in all sciences.

PEDAGOGY.

In order that those who go out from this institution to take up the work of teaching may be better prepared for their work, the department of pedagogy has been established. In addition to a knowledge of the subject matter to be taught, the teacher should be familiar with the principles that underlie all successful teaching. There should be a knowledge of the laws of the mind, of the capacity of the pupil, of the best methods of presenting the different subjects that are to be studied, also, a knowledge of what has been done in the educational world by the great teachers of the past. This knowledge is to be attained by the study of Psychology, History of Education and Methods of Teaching. Accordingly, these are subjects taken up in this department as well as discussions upon different phases of the work of teaching. Short reviews in some of the common branches are given and suggestions as to the methods of teaching them are presented. It is believed that this course will prove helpful to all who expect to enter the work of teaching.
Department of Latin and Pedagogy

R. B. McClenon, A. M.,
Professor of Pedagogy and Latin.
DEPARTMENT OF PHARMACY.

The Pharmacy work at this college had its origin as a branch of the chemistry department. The first class to graduate, being composed of Messrs. Aldrich, Bentley, McLouth, West and Houston, received certificates at Commencement of 1890.

The course of study was gradually strengthened, and in 1895 the first class to receive a diploma and the degree of Pharmacy Graduate was sent forth.

Of the graduates who have received this degree, forty-seven per cent are druggists, seventeen per cent have taken up the study of medicine, and eleven per cent are divided among dentists, chemists and college professors.

Of those who have taken the state board examination all but one are registered and all have positions.

The object of this department is not alone to fit a young man or woman to pass the state board examinations, but to give him the foundation for intelligent, successful work in the store. The Pure Food and Pure Drug laws being enacted by legislatures of the various states necessitates a greater degree of technical knowledge in our pharmacists than ever before, and we are meeting this demand by courses in the analyses of these products. In case the student wishes to prepare himself for teaching the sciences in the high schools of the state, the four-year pharmacy course will prepare him for it as well or better than any other course in the college. It is very advisable that the student take this course, and about one-fourth of those who have received the Ph. G. degree have also the B. S. degree.

Pharmacy is a profession, and the better educated the pharmacist is, the better able he is to meet other professional men on an equal footing.

BOWER T. WHITEHEAD, Ph. C., M. S.,
Professor of Pharmacy.
When the Agricultural College opened its doors in the fall of 1884, the preparatory work was the only work offered in the institution. Students were classified in the preparatory work, and as soon as they attained a certain scholastic ability there were created the regular college courses, and promotions were made from the preparatory department. Prof. R. F. Kerr had charge of the preparatory work from the opening of the institution until the fall of 1901, when its management passed into the hands of R. B. Forsee, who has had charge of the work ever since. The work of the department corresponds to the work of the ninth and tenth grades in the public schools, and has for its purpose, as the name indicates, the fitting of students for their college work. It includes work in the following subjects: Arithmetic, Grammar, United States History, Bookkeeping, Practical English, Algebra, Civics, Elementary Physiology, Physical Geography, Elementary Physics, Rhetoric, Geometry, American Literature, Carpentry, Free Hand Drawing, Military and Physical Culture. The work is divided into two years, called at present the Preparatory and Sub-Freshman years. This department seems to supply a certain need in the institution, as is evidenced by the fact that there are more than two hundred students pursuing work in it at the present time. Candidates should have completed the eighth grade work under the state course of study in order to carry their preparatory work to the best advantage. The work is closely related to the work offered in the Teacher's course by the department of Pedagogy, and offers a splendid opportunity for one who wishes to prepare himself for teaching.

Robert B. Forsee, Pe. P.,
Principal of Preparatory Department.
DEPARTMENT OF ZOOLOGY AND VETERINARY MEDICINE.

The department of Zoology occupies the second floor of the Station building, and consists of class-room, general laboratory, a small laboratory for bacteriology, a private laboratory and office. The department is very well equipped for a small institution, all necessary apparatus for carrying on work in General Zoology and Bacteriology will be found there. The department has a small museum of birds and mammals, and a very good collection of marine invertebrate forms, which are always at the disposal of the student. Besides the year's work in General Zoology required in the General Science course, a student may elect a year's work in Vertebrate Histology and one in Vertebrate Embryology. In these latter the student receives thorough training in Microtechnique, so essential to a Zoologist.

The Veterinary Department occupies a building by itself in connection with which is a hospital accommodating twelve or fifteen patients. The Veterinary building contains office, class-room, private laboratory, dissecting laboratory and an operating room, the latter being equipped with table and other necessary apparatus. Besides offering courses in Veterinary Medicine to the students in Agriculture, courses are given corresponding to those in the best Veterinary Colleges. A student may elect work which will count for one year's work in such institutions. On Saturdays free clinics are held in the operating room, to which attendance is required of the advanced students. Cases are assigned to individuals, who, under the direction of the head of the department, take charge of the patient. Very rarely is there any lack for clinical material, and a student will really have more clinical work here than in a large institution.

Edward L. Moore, B. S., D. V. S.,
Professor of Zoology and Veterinary Medicine.

Shirley P. Miller, M. A.,
Instructor in Zoology.
Views on the Campus
The Classes
By ROSS W. ELLIOTT
"Soon you'll start, oh learned Senior,
Out on Life's tempestuous strife;
Make a mark for Alma Mater,
Make a mark, then get a wife.

—Anon.
Class Professor ........................................ Dr. E. L. Moore

OFFICERS:

Frank L. Kennard ........................................ President
Ellen Brownell ........................................ Vice President
Gladys Davies ........................................ Secretary
Oliver J. Grace ........................................ Treasurer

MOTTO:

“No Steps Backward.”

YELL:

Rickety Rix! Rickety Rix!
Naughty Six! Naughty Six!

COLORS:

Cerise and Blue.
Class of 1906

ROLL CALL

Frank Kennard: "I like Bee(s) I really think I do."

Alfred Erstad: "Greater men than I may have lived but I doubt it."

Wylie Barrett: "Wise from the top of his head up."

Bee Bonesteel: "Thy golden hair e'er beams like frozen pumpkins fringed with green."

Jessie Thornber: "For where so e'er I looked for style, I saw but Jessie's everlasting smile."

Arthur Knox: "And still the wonder grew that one black head could carry all he knew."

Roy Burghardt: "Why man, he doeth bestride the world like a colossus."

Guy Youngberg: "That I might sleep out this great gap of time."

Arthur Koch: "He coins his thoughts in phrase above the reach of ordinary men."

Gladys Davies: "Not a young, thoughtless, giddy maiden."

Ellen Brownell: "For she was timid as a wintry flower."

Fred Coller: "Faith, let me not play the woman, I have a beard a-coming."

Ellery Chilcott: "I can abide no longer to-night."

Edna Evans: "Nobody will come for nothing."

Oliver Grace: "All over grace, though slightly defaced."

Rose Reich: "A rosebud set with willful thorns."

Malcolm Aldrich: "Swans sing before they die. T'were no bad thing did certain persons die before they sing."

Abbie Carpenter: "You can trust her in the dark."

Margaret Moffatt: "A manner so plain, grave, unaffected and sincere."
SENIOR CLASS HISTORY.

After four years of earnest efforts both in work and play, years containing the sweets of life and omitting the bitters, years that have passed all too swiftly, the Class of '06 has stormed and reached the heights and borne off the much coveted prize—Seniorage.

And yet as we look back to those days when we, as Preps, sat in the north end of the chapel and looked wistfully and longingly at the Seniors in the front rows of seats, wishing yet hardly daring to hope for that happy day when we should no longer be insignificant Preps but dignified Seniors, we feel that we have advanced, our ideal has not been standing still. In fact even the much coveted bald-headed row lost its charms long ago and was willingly given over to that elastic class, the whistlers.

But in spite of our rising ideals the naughty sixes have never soared too high to thoroughly enjoy all of the phases of college life.

Of course studying is and always has been our first consideration. Every department of knowledge offered at the S. D. A. C. is well represented by some member of the class.

After text-book knowledge comes our interest in literary events and here it is that the naughty sixes shine. Four of our members have won enviable reputations in the inter-society debates, three have proved themselves to be debators of no mean ability, while every Senior belongs to one of the literary societies and has done creditable literary work.

These instances of the sagacity of the Seniors have not been related boastingly but for the sake of proving that in spite of the many class scraps, "class doings," and athletic events in which our class has participated, in spite of all of these "extras" we have been conscientious students.

As to the "class scraps," they are so numerous and flagrant that only one or two will bear mentioning. Among the most exciting and successful of these fracases was the confiscation of the Senior gowns last year. This escapade was as brilliant as it was unexpected, and it was a sparse and sorry group of '05's that attended chapel that day. The sequel, being extremely personal, will be omitted.

In class doings the present Senior class has always been at the head of the list in originality and number. We have had all kinds from the midnight spread to the six o'clock breakfast. We have had them in every available place from the physics laboratory to the creamery class room. We have banqueted the naughty fives and received the naughty faculty. We have floated our flag and flaunted our colors and not in one single event have we been thwarted, even though naughty fives, sevens, eights and nines combined against us, as they did at that memorable class party in 1904. Strange as it may seem, even the brilliant and talkative '05's had nothing to
say about what they accomplished that evening for the most heroic thing that they did was to offer a wee bit of resistance when they were kindly but firmly helped out of the door. Ah! but these “class doings” are what test the mettle of a class. But so much for the spirit of the Seniors, not for the brawn.

In basket ball our boys cannot be beaten and two of our six-footers have made the first team. We will acknowledge, however, that we may need a little coaching in baseball, although we have an expert pitcher, also that we have just one football man—but he is a big one. But we more than compensate for these slight deficiencies by having in our class a shot putter that has won honors in state meets, and last but not least, the best sprinter and broad jumper in the state. And these athletes are in the class at the present time. If we were to consider the flower days when we numbered forty-four instead of nineteen, and had twenty-five boys instead of eleven, we would name many more of whom we had good reasons to be proud.

Oh yes, we are a small class, but a husky one nevertheless. In fact we have affairs so well in our hands at the present time that we almost believe that if it became necessary we could manage things very nicely at the S. D. A. C. and this without assistance. Our reasons for making this unparalled boast are as follows: The Veterinary Hospital is run by a Senior; the Librarian proper is a Senior; several Seniors have classes with professional subordinates; a Senior operates the complicated machinery of the Secretary’s office; the editor of the Collegian and five associate editors are Seniors; at present writing the President of each of the following organizations are Seniors: the Y. M. C. A., the Y. W. C. A., the Pharmacy Class, the Civil Engineering Club, the Oratorical Association, the Athenian Society and the Miltonian Society. Really the Seniors seem to be rather numerous when summed up by what they do.

But in spite of the dignity of the position and all of the attending privileges and pleasures the Seniors begrudge the happy days when they were happy-go-lucky Freshmen, silly Sophomores, or light-hearted Juniors, and feel that they have passed all too rapidly.

And we realize fully (although you would not believe it to hear us talk) that to be a Senior is but a step, and a very, very small one, towards that ideal of every American student—Success.

B. B.
Class Professor ................................... Hubert B. Mathews

OFFICERS:
Ross W. Elliott ........................................ President
J. Carl Reich ........................................ Vice President
Mable Binnewies ...................................... Secretary
Clare McCordic ....................................... Treasurer
Stephen F. Briggs ................................... Sergeant at Arms

MOTTO:
“To be, not to seem.”

YELL:
Seven! come eleven!!
Naught-seven! Naught-seven!!

COLORS:
Purple and Gold.
CLASS ROLL

Ross Elliott
John R. Kirk
W. A. Burner
Adams Dutcher
Grant Morton
Gael Salmon
Bruce E. Elliott
Christine Christianson
Dorothy J. Tuttle
Kornie Knores
Mary Louise Work
Mabel Knutson
William
Stephen J. Briggs

J. Carl Rech
Ernest & Agel
Leo Hofstetter
Germere Underwood
Arthur C. Sellman
Alla M. Church
Almon Evershed
Ruth M. Westcott
Clare M. Condon
E. K. Sanderson
Mabel Benner
Dr. Brownell
Cooley
CHAPTER I.

1. Now it came to pass in the first year of the reign of "Sunny Jim," that was being interpreted, Chalmers, that a multitude were initiated into the tribe of Nautesevn.

2. On the twenty-seventh day of the tenth month of the year appeared a notice for a meeting of this tribe Nautesevn.

3. And this notice was written in a bold hand and posted in a public place.

4. And the tribe of Nautesix were sore afraid and feared many evil things.

5. Now the tribe of Nautesevn gathered with one accord into the synagogue to choose those who should be their rulers.

6. And a certain man called Accliman was ordained to be their chief, and Edwin-griffith his vice.

7. For chief scribe and keeper of the "shekels" chose they Lulwing from the house of her father.

8. And a man great in stature and possessed with great strength, whose name was Grantmorten, was chosen sergeant at arms.

9. Then arose from the midst of the multitude a certain man, saying:

10. "Is it not lawful that we adopt tribal colors?"

11. And the chief answered him, saying:

12. "That which thou sayest is true."

13. And turning to the multitude he spoke unto them, saying:

"Choose ye at this time thy emblem."

14. They also chose one great motto:

"To be, not to see."

15. Then departed they from the synagogue, for it was about the twelfth hour, and they had not eaten since the seventh hour.

16. Large and brawny were the men of this tribe, and they feared no man.

17. Neither gave they heed to the roarings of any tribe whatsoever.

18. One great gathering and feast had they during the winter term, and many also were the other occasions upon which this tribe did feast and make merry.

19. And it came to pass that they did raise a flag high above the chimney.

20. And when the "Nautesixs" did behold this banner they were sorely troubled, and spake among themselves, saying:

"This thing should not be. Let us now mount even to the topmost step, and remove that which now disgraceth us."

22. But when half way up they saw that which caused their hearts to sink within them.

23. The where-with by which to mount higher had been removed.

CHAPTER II.

1. And it came to pass in the second year of the reign of "Sunny Jim" that the tribe of Nautesevn returned to the synagogue of learning.

2. And there was among them a certain man called Billicooley, who had great notoriety and red hair.

3. The tribe spake among themselves, saying:

"This man would make a great chief for the tribe of Nautesevn."

4. And with one accord arose they and proclaimed him chief.

5. Violagunnison was intrusted with the keeping of the records of the tribe, and Grantmorten with the "pang."

6. And the tribe waxed strong, and grew in wisdom, being declared by all to be fifty per cent wiser than the tribe of Nautesix.

7. And they ate, drank, and made merry, for they had money to burn.

8. And according to their custom they raised their banner high above their flag-pole (chimney).

9. A certain man called Samnewton, from the tribe of Nauteate did shoot it down.

10. But "Prexy," seeing the consternation that prevailed in the other tribes, ordered it to be removed.

11. And it came to pass, after two days and one night, that the various tribes were horror-stricken at the sight of another Nautesevn banner.

12. But no power on earth, save that which placed it there, could remove it.

13. But "Prexy," seeing the consternation that prevailed in the other tribes, ordered it to be removed.

14. And it came to pass that he stood at the foot of the pole and ordered the banner to be dropped to him.

15. His command was fulfilled, and the glorious rag started on its downward flight.

16. With outstretched arms he stood, but e'er it reached his fond embrace a man dashed between, and made away with the beautiful emblem.

17. This aroused the angry passions of "Prexy," and he called after the young man, saying:

"Stop, Mr. Corbin; stop, stop,
me<lia tel'y. You and I shall abide together no longer at this college."

19. But it did not come to pass that the young man stopped, and the flag was never again seen by "Prexy."

CHAPTER III.
1. And it came to pass at the beginning of the next year that a new man appeared in the tribe of the Nautesevn whose name was Rwelliott.
2. And the tribe saw in him a great "grafter," and straight way elected him chief.
3. And he spake unto the tribe, saying: "Come, let us have a feast together." And it was so.
4. The tribe of Nautesix were prudent, and refrained from monkeying, for they feared the Nautesevns with exceeding great fear.
5. And the chief called the tribe together to complete their organization.
6. Jereich was chosen vice, and Mabelbinniewies keeper of the "doings," and Stephenbriggs was elected sergeant at arms by an overwhelming majority.
7. Then spake the chief unto the tribe, saying: "It is meet that we should compile and publish an annual."
8. And after many days of careful consideration it was decided upon.
9. A certain man named Jrkirk was chosen editor in chief of this great book.
10. And for his "right hand man," or associate, chose they a woman who was called Misschristinechristianson by the consent of her father and mother.
11. And, after many days of careful searching, found they a man called Waltersburgh, in whom they intrusted the position of business manager.
12. For his assistant, a certain man called Arthurcduillman was chosen.
13. And now it came to pass that, at the pleasure of "Almighty Purdy," the tribe was granted a room in the Experiment Station.

14. Now the Nautesevns were hard "feeders," and a great feast was ordered.
15. And amid great fun and revelry, the annual was named the "Jack Rabbit," and the office the "Hang Out."
16. Now when the second hour arrived, the tribe did gather up their garments and depart from the "Hang Out."
17. And many were the other occasions upon which the tribe of Nautesevn did spread themselves.
18. Now the tribe of Nautesix planned and carried into execution a most wonderful and daring "stunt."
19. They spake among themselves saying: "We cannot hope to "mix" with those big Nautesevns, but we are so light that we can beat them climbing."
20. Accordingly they acted upon the idea and risked life, limb and pursuit of happiness in placing their flag upon the top of the flag pole.
21. And, after finishing their marvelous task, they proceeded to their empty beds.
22. Upon awakening in the morning their hearts did beat with exceeding joy;
23. For they did behold a snow storm in all its fury.
24. They congratulated themselves, saying:
25. "The Nautesevns can never climb the flag pole in the face of such a storm."
26. But the Nautesevns did proceed forth, bearing a fiery torch of destruction in their hands.
27. And straight way mounted they to the platform of the pole, and raised their instrument of destruction until it made the proper connection with the flag.
28. And the tribe of Nautesix did wring their hands and tear their hair as the burning "rag" came sailing to the ground.
29. After these things the Nautesevns did apply themselves to the feeding of the Jack Rabbit.
30. And it came to pass that the Jack Rabbit was fed exceedingly well and great was its popularity.
When first we entered college,
We were sure as green as grass;
And to our certain knowledge,
We attended every class.

But soon we felt that feeling,
That conquers every Freshman;
And over us came stealing,
A sense o' mental acumen.

Things that were unknown to us,
Were known by no mortal man;
But the way that we would cuss,
When we were flunked in exam.

We managed to work the Profs,
And received our passing grades;
Next year we were sporty Sophs,
And held diamonds, hearts and spades.

We smoked and went to dances,
Wore good clothes and foxy sox;
In lessons took great chances,
And felt righter than a fox.

But when Juniors we became,
We dropped every bad habit;
And sought for ourselves great fame,
Publishing the "Jack Rabbit."
PROVERBS

CHAPTER I.

1. The proverbs of the Junior class, Chief class of the S. D. A. C.
2. To give subtilty to the Seniors, and to the Whistlers knowledge and discretion.
3. Oh, ye simple, understand wisdom: and, ye fools, be ye of an understanding heart.
4. A wise man will hear and increase learning; a man of understanding shall attain unto wise counsels.
5. The fear of the Juniors is the beginning of knowledge: but fools despise wisdom and instruction.
6. Seniors, follow not in the footsteps of the Whistlers, but hearken unto the resolutions of the Juniors, for they shall be an eye-opener unto thee.
7. Seniors, drink not the buttermilk when it showeth no color in the cup:
8. For it containeth no nourishment, and causes indigestion.
9. Heed, ye, our advice: behold we will pour out our wisdom unto thee; we will make known all our wishes unto thee.
10. Seniors, forget not the resolutions of the Juniors, but let your hearts keep their commandments.
11. Trust ye in us with all thine heart: and lean not unto thine own understanding.
12. In all thy ways acknowledge us and we shall direct thy paths.
13. Be not wise in thine own eyes, fear ye us and depart from the creamery.
14. Seeth thou one of thine own aggregation wise in his own conceit? There is more hope for a Prep than for him.
15. Be not thou envious against the Juniors, neither desire to be with them.
16. For their hearts study wisdom and their lips speak with understanding.
17. If thou faint in the days of the exams thy strength is small.
18. If thou sayest, "behold, we can crib:" doth not he who giveth the exam consider it?
19. And he that keepeth thy record doth he not hear of it also? And shall he not render to every man according to his works?
20. Seniors, study thou thy lessons with diligence, and (A's) shall be thy reward.
21. Heed ye the admonitions of the Juniors and be thou of an understanding heart now and forever.

CHAPTER II.

1. Unto thee, Oh Faculty, we call, and our voice is that of authority.
2. Hear; for we will speak of excellent things; and the opening of our lips shall be right things.
3. For our mouths shall speak truth; and lies are an abomination to our lips.
4. All the words of our mouths are truthful, there is nothing froward or perverse in them.
5. They are all plain to him that understandeth and right to them that find knowledge.
6. Hear ye instruction, be wise and refuse it not.
7. He that slunketh us, doeth wrong, and our love is absent from him.
8. Reprove not a Senior, lest he hate thee: rebuke a wise man and he will love thee.
9. Give instruction to a Senior and he will be no wiser: teach a Whistler and he will understand thee.
10. Speak not into the ears of a fool; for he will despise the wisdom of thy words.
11. Answer not a Senior according to his folly, lest thou also be like unto him.
12. Withhold not the (A's) from the bald-heads: for they have been with us long enough.
13. As he that bindeth a stone in a sling, so is he that giveth audience to a Senior.
14. He that sayeth unto a Senior, "Thou art wise," him shall the students curse. Preps shall abhor him.
15. But to them that rebuke him shall be delight, and a good blessing shall come upon him.
The Old "Hang-out"

How dear to my heart are the scenes of the "Hang-out,"
When fond recollections present them to view,
The ceiling, the window, the pictured walls about,
And every loved spot which the Juniors all knew.
The wide spreading door and the Yale lock upon it,
The chairs and the bench where the "JACKRABBIT" sat,
The text-books of the class that were used not a bit,
And e'en the "dirty six" that always stood pat.

That canvas covered box we hailed as a treasure,
For often times it contained grub for a feed,
We found it a source of an exquisite pleasure,
The purest and sweetest by all 'twas agreed.
How ardent we watched it with faces all glowing,
And quick to the table we'd all take a run,
When the chocolate cups were filled to overflowing,
And Tuttle would announce the fudge to be done.

How sweet from the bright sparkling pan to receive it,
As held by fingers it started to our lips,
Not a full ten dollar bill could tempt us to leave it,
'Twas sweet as the nectar which Jupiter sips.
And now far removed from those dear old times of yore,
The tear of regret does intrusively swell,
As fancy reverts to memories we adore,
And the dear old "Hang-out" that we loved so well.

—R. W. E.
Junior Election Returns

The best orator.—C. J. Reich.
The best ticket seller.—J. R. Kirk.
The most popular boy (unknown time).—J. G. Morton.
The best boy.—Eugene Sanderson.
The best fudge maker.—Volney Tuttle.
The biggest grafter (selling "Jack Rabbits").—Ross Elliott.
The "prettiest smiler."—Christine Christianson.
The tallest girl.—Ruth Westcott.
The shortest girl.—Rilla McElmurry.
The biggest "whistler joshing."—Stephen Briggs.
The best mathematician.—Clare McCordic.
The biggest fussier.—Adams Dutcher.
The most conscientious student.—A. Fjerestad.
The best "cat catcher."—Gerald Gagel.
The best Bee catcher.—Arthur Dillman.
The greatest keep O'Trooien girl.—Mabel Knutson.
The best boy for a Miner.—Cecil Salmon.
The most bashful girl.—Mary Work.
The best Latin student.—D. D. Brownell.
The best German student.—Geo. Hofstetter.
The best looking boy.—Walter Burch.
The best Faculty "roaster."—Bruce Elliott.
The most modest girl.—Genevieve Underwood.
The quietest girl.—Mabel Binnewies.
The best oration writer.—Homer Hoover.
The reddest headed Junior.—William Cooley

Note—(All the girls are the best looking.)
Ye Seniors of Little Fame, 
Take Heed!

We, the insignificant, slow, sleepy, lazy, foolish and down-trodden aggregation of farmers, operating under the title "Juniors" have, with due thought and consideration for the reputation and well being of ourselves as well as for our fellow beings, decided to challenge that world-famous organization of poets, astronomers, thumb-tack artists, mechanics, musicians and agricultural artists to a series of three games of basket ball. The first game to be played next Friday at 4:15.

The above challenge "broke the Senior crust," and was never accepted, although* "the Senior Basket Ball Team could not be beaten."

*Refer to Senior Class History.
Sophomores
Class Professor ..................................................... Bower T. Whitehead

OFFICERS.

John J. Sperb .................................................. President
Nellie Kendall .............................................. Vice-President
Henrietta Kremer .......................................... Secretary
Samuel Newton ........................................... Treasurer

Motto—"Onward and Upward."

YELL.

Sopho! Rah!! Sopho! Rah!!
Sophs Tigers! Rah! Rah!! Rah!!

COLORS—Orange and Black.
Roll Call

Amy Kelly  Lewis Kellough  Ernest Holsey  Florence West  Oscar Mathews
Francis J. Locke  E. E. Avery  Nellie Kendall  Edward Nilsson  Carl G. Johnson

Robert D. Shaw  Lewis Odland  Ruby Williams  Chester Matheny  Edith Hubbart
Roy J. Clarke  John J. Sperb  Ralph Chilcott  Charles A. Locke  Henrietta Kremer

Clarence Marden  William Perry  Olaf Bergeim  Beatrice Underwood  Fred C. Olberg
George Mayland  Edgar Soreng  Gordon Weeks  Frances West  Michael J. Wipi

Bartlett L. Harben  Thomas E. Griffith  Lindsey Whitehead  Aaron Nelson  Bennie H. Alton
Sarah Caldwell  Horace Ladd  Samuel Newton  Clarence Carpenter  Hallie Hyde

Harold Allison  Darwin Ulrich  Loto Underwood  Charles Brown  Jerry Kelley
The Sophomore Blowout

Once a little notice on the bulletin board fluttered.
Everyone (?) saw it and everyone read it.
The Soph boys smiled, the other Sophs “sputtered.”
That’s true I know, for others have said it.
The notice meant that the boys should come
And in a certain old room should meet.
They met and didn’t they make things hum
All about a dance and good things to eat?
They decided to hire in the Grand Opera House
The room where the Redmen assemble,
And to refresh themselves with—each Soph allows
That this question made his brave (?) heart to tremble.
What was the grub?—just wait and you’ll see.
The looked-for night came and Sophomores too,
There were frock coats so neat and dresses so dainty,
There were a score and still the number grew.
Until all were there except modest Mr. Weeks
Who alone, all alone came quite late,
He had no girl altho he has rosy cheeks,
Which glow beneath a light “towy” pate.
Cold was the room, but the stove and B’s hair
Which heated the air of the hall on the south,
Soon comfortable made them and glad to be there.
And played the orchestra for all it was worth.
They waltzed and two-stepped and three-stepped away
Till midnight came with its promising part
Of what do you think? an ice, marguerites and cake
Which Jerry helped serve with a breaking heart.
When each had his appetite, hearty, satisfied
With these goodies—an ice, marguerites and cake,
Up to the stove he quickly hied,
For the ice with cold did make them shake.
But oh, the energy of youth will out,
So the music began; the slippery floor to feel,
The rhythmic step and the lusty shout
Which accompanies each up to date (?) quadrille.
Again they waltzed, two-stepped and three-stepped away,
Till, of the next day, two short hours had passed,
Till all were weary and loth to be gay.
Till “Let’s go home” said they all at last.
So with one accord into their togs they got,
And homeward wended their way so fast
That the pace they set was almost a trot
At forty below zero and the dance a thing of the past.
FRESHMEN

READ
Class Professor .................................... Ruth A. Wardall

OFFICERS.

John Furnstahl ........................................ President
Johnson Sarvis ........................................ Vice-President
Pearl Stonefield ..................................... Secretary
Robert Watson ......................................... Treasurer

MOTTO—"Success Crowns Effort."

YELL.

Rac-a-lac! Rac-a-lac! Rac-a-lac-a-line!
Zip boom! Bang boom! Nineteen-nine!

COLORS—Navy Blue and White.
Roll Call

George Phillips
F. David Dexter
Ernest Quiggle
Ralph Hiltibriddle
Joseph Swering

Johnson Sarvis
Alvin Kremer
Losey Williams
William H. Bond
Ellen Palm

Rudolph Hoel
Winnie Paul
Hiram Parry
Iva Evans
Orland White

Robert Jones
Ada Erwin
Carl Vernlund
Fred H. Camp
Franc Gore

Samuel Price
Inga M. Kartrude
John Grudem
Frank A. Brady
George Tubbs

Frank W. Yocum
Sidney Marquis
Harry Williams
Fred Bowles
Frank N. Wilson

Guy E. Morrison
Leonard Stromme
V. E. Welker
John Hughes
Harvey Sanborn

Ralph McKeown
Amy Ladd
Ray Roney
Elizabeth Johnson
Fay Atkinson
Joseph Flannery.

Edna Bushnell
Mary Wright
Joseph Hoch
Ora Peterson
Robert Watson
Frank Sperb
The Freshman Spread

But when the ninth hour of the twenty-first night of the second month in the reign of Emperor Furnstahl had come about, the Freshmen drew near to the gym, and entered, and found it decorated fit to kill. And when they had all gone a little further they cast their winter cloaks from them and the girls came forth in summer raiment, beautiful and pleased (with themselves).

And while the time at which the lights vanish was drawing nigh their Prexy besought them all to take meat saying, "This is the fourth hour that ye have tarried and continued fasting, having taken nothing. Wherefore I pray you take some fruit salad for this is for your health; for verily I say unto you it tasteth exceeding good." And when it had thus been spoken, they took salad, and gave thanks unto the waitress in the presence of them all, and immediately they began to eat. Then were they all of good cheer and they also took some chocolate, fudge and dates.

And they were in all in the gym, two score and sixteen souls. And when they had eaten enough they discovered a certain lateness of hour and immediately they committed themselves into their heavily lined garments and hoisted themselves homeward and to bed. And when it was yet the twelfth hour of the next day they were still there.
Commercial
COMMERCIAL CLASS.

Class Professor.................................................. A. B. Crosier

OFFICERS.

Jesse B. Estes.................................................... President
Elmer Sexauer.................................................... Vice President
Lora Millman....................................................... Secretary
William Culhane.................................................. Treasurer
Arthur A. Thogerson............................................. Sergeant at Arms

ROLL CALL.

Elmer Hively
Frank Welker
J. W. Shinnick
Albert Marske
Ole Thompson
Clarence Potter
Ray Hall
William N. Cooley
Howard C. Lohr
Walter Trask
John Whitnus
Alma Larson
Hazelle Davis
Florence Landon
William Van Degrift
Bertha Haas
Ada Miner
Esther Johnson
Victor Toy
Bennie B. Lawshe
Elmer Sexauer
Jesse B. Estes
Prof. A. B. Crosier
Lora Millman
William Culhane
A. A. Thogerson
Charles Coughlin
Roy Slean
W. D. Cassidy
Ethel Rice
Special Roll Call

Lila Alton
A. A. Anderson
Inga Anderson
Eva Bacon
E. V. Bacon
Clara Baker
John Bloom
Gertrude Benson
Ellen Berg
Albert Benson
Bernard Berg
Herbert Blakely
Josie Boersma
Bertha Bloom
Sadie Bowles
Glenn Bryant
David Burt
W. T. Cassidy
Frances Coburn
Jessie Cole
Charles Croes
Deverene Danbury
Albert Determan
Nellie Dinsmore
Minnie Dull
Julius Downer
Birdie Erickson
Earl Eustice
Anna Fjerestad
Jennie Foote
Merle Fox
W. H. Giffen
Emma Golz
J. B. Gilchrist
F. F. Gray

Boyd Gray
J. H. Greenly
Cora Gullick
Mabelle Hall
Albert Hallstrom
Catherine Handwerk
Christ Hanson
Edward L. Hesnard
Mary Hess
Neta Holden
Fred Hollmann
A. B. Holm
Nellie Hoover
Anna Hoxeng
Marie Hoxeng
Clark Hurlbut
Winnie Hyde
Amanda Jensen
Herman Johnson
Mary Johnson
H. C. Johnson
Theo. Knutson
Bertha Larson
Grace Larson
John Larson
Lydia Larson
Elsie Leekley
Thomas McGillivray
Harry Mathews
A. E. Meade
Edna Morrison
P. F. Morrison
Lida Nicholson
Otto Olson
Ruby Orth

Ruth Peirce
Cecilia Peterson
Clara Peterson
Florence Peterson
Clarence Potter
Elizabeth Prang
Adolph Rohwedder
Selma Salmonson
Alvin Satter
Amy Schauer
John Sayer
Ida Schultz
Edward Sheeler
Grace Shinnick
J. W. Shinnick
Allen Smith
Lewis Smith
Tillie Smith
Henry Stark
Pearl Stewart
Amanda Strande
Ida Strand
Thomas Strand
Joseph Struif
Nora Thompson
Lotta Throop
Amy Talbot
Ole Thompson
T. A. Thompson
H. F. Thorstenson
Pearl E. Tyson
Francis Walker
Joe Weiland
Edith Yanke
Mamie Youngbred
Sub-Freshmen
SUB-FRESHMEN
SUB-FRESHMAN CLASS.

E. E. Malum ................................................................. President
Joseph D. Morrison ...................................................... Vice President
Florence Plocker .......................................................... Secretary
A. A. Orth ................................................................. Treasurer

COLORS:
Ivory and Gold.

ROLL CALL.

1 Barthalow, Rozina
2 Berg, Bernard
3 Bloom, John M
4 Buchholz, Carl G
5 Clark, Ralph S
6 Conkley, Manning
7 Crothers, Harold M
8 Crothers, Ralph L
9 Engen, Alfred C
10 Eustace, Earl H
11 Farnham, Clinton O
12 Fickle, Walter L
13 Fridley, Leonard J
14 Fridley, Ray
15 Geelan, Guy E
16 Gerth, Herman F
17 Grotta, Edwin B
18 Gunnison, Leslie
19 Gunnison, George
20 Guzcher, Arthur D
21 Hellemann, James
22 Hunt, Ellis E
23 Johnson, Carl E
24 Johnson, Elizabeth
25 Keller, Flora
26 Keller, Ruby B
27 Ladd, Wm. S
28 Lampson, Bert
29 Lampson, Laura
30 Loucks, Daniel K
31 Malum, E. E
32 Mara, Hubert W
33 Matheny, Fred C
34 Mathews, Arthur
35 Mathewson, Lynn L
36 Morrison, Joseph D
37 Murphy, James P
38 North, S. E
39 Ort, Albert A
40 Palm, Andrew W
41 Palm, Hannah
42 Plocker, Florence
43 Poage, Alonzo A
44 Regan, J. E
45 Reinecke, F. A
46 Sharp, Edwin C
47 Thornber, Harvey
48 Tyler, John E
49 Vetterhus, Ove
50 Williams, Arthur R
51 Williams, R. Glen
52 Wohlbeter, Walter P
53 Wohlbeter, Vern G
54 Young, George
STEAM ENGINEER ROLL.

Martin Axlund
John C. Akvick
Alfred Berg
Thomas Brende
Charley Bartele
Frank Brynt
Chester Buntrock

Christian Christianson
John H. Clark
Maitland Clark
John G. Eggen
Henry Erickson
William Hesche
Clint Farnham
(Assassinater of Wheeler's dog.)

Andrew Fossem
John B. Gill
Ralph L. Harris
Albert Hinseth
Lawrence L. Haden
Edgar Hedges
Harry Herbert
William Herbert
Lawrence F. Hempel
Ray E. Hoefs
Carlite Hutchinson
Peter Hugass
Edwin A. Jackson
Ernest Jewett
Lewis Juttlestad
Mathias Kaiser
Roy E. Kimball
Isaac W. Lerew
Nichol Langhindericks
Raymond Lentz
Francis C. Lynch
Henry Miller
Clarence Morrison

Lewis McIntyre
Albert H. Nelson
Ole M. Odland
Edward Olson
Loyd Otis
Julius Ranblo
J. C. Redman
Jesse Robbinolt
Charley Rusch
William Scott
Ben Schlofe
Lee Slagle
Emil L. Strande
Vernon G. Sypes
Henry Schroeder
George Schutt
Peter Sorenson
Henry Rossbach
Edward Tiegen
D. C. Vanderboss
Walter D. Willison
J. P. Wolverson
Edgar O. Wheeling
Class of Steam Engineers

STEAM ENGINEER

I'd love to be a whistler,
And with the whistlers stand;
With grease upon my nose,
An oil can in my hand.
I'd feel mighty stuck up,
With a good reason, too;
For I'd be a whistler
And with the whistlers chew.

I would not be a Senior,
'Tis hard to be a Prep;
I would not be a Prof.,
Because I'd lose my rep.
I could not be a Junior,
Because it takes some brain,
But I'd be a whistler.
Ne'er higher point attain.

R. W. E.
Six-Weeks Scientists
Six-Weeks Scientists
Class of '06.

ROLL CALL.

First (top) row.
1. Herman A. Johnson
2. William Schriever
3. Grover C. Christenson
4. Peter Leikvold
5. Oscar C. Peterson
6. Anton P. Sorensen
7. A. C. Crouch
8. Knute J. Larson
9. William Behrens
10. Oscar Ellefson

Second row.
1. A. C. Kelsey
2. Milo L. Drey
3. Frank L. Hastings
4. Henry Thorestenson
5. George P. Dawes
6. John W. Jones
7. Bert O. Knuteson
8. Christopher Ruste

Third row.
1. Ralph W. Morser
2. Bernhart Kasten
3. H. N. Romerein
4. Henry E. Hilkemeier
5. A. C. Romerein
6. Olaf Thormodsgard
7. L. E. Jenny

Fourth (bottom) row.
1. A. C. Bingham
2. Harry O'Neal
3. E. H. Peterson
MILITARY-
Military Roster

COMMANDANT.

George D. Guyer ........................................... Captain 16th Infantry, U. S. A.

BATTALION FIELD STAFF.

Major ....................................................... Cadet Grant Morton

NON-COMMISSIONED STAFF.

First Lieutenant and Adjutant ........................................... Cadet C. G. Johnson
Sergeant Major ....................................................... Cadet Edward E. Malum

COMPANY “A.”

Captain Cadet Losey Williams
First Lieutenant Cadet Lynn Whitehead
Second Lieutenant Cadet C. Carpenter
First Sergeant Cadet W. H. Bond
Sergeant Cadet E. E. Avery
Sergeant Cadet D. W. Ulrich
Sergeant Cadet Francis Walker
Sergeant Cadet B. F. Harbin
Corporal Cadet Fred Matheny
Corporal Cadet Ray Roney
Corporal Cadet F. Bonzer
Corporal Cadet Arthur Mathews
Corporal Cadet Ray Fridley
Corporal Cadet Robert D. Jones

COMPANY “B.”

Captain Cadet Samuel Newton
First Lieutenant Cadet Charles Brown
Second Lieutenant Cadet J. P. Furnstahl
First Sergeant Cadet Ralph Chilecott
Sergeant Cadet Clarence Marden
Sergeant Cadet Edward Nilsson
Sergeant Cadet Fay Atkinson
Sergeant Cadet Ray Hall
Corporal Cadet F. J. Locke
Corporal Cadet J. S. Flannery
Corporal F. J. Fridley
Corporal Cadet Owen Hyde
Corporal Cadet Jessie Estes
Corporal Cadet William Perry
BAND MEMBERS

J. P. Mann.......................... Director

M. T. Kennedy, Solo Clarinet
T. B. Kelly, First Clarinet
A. H. Bartels, First Clarinet
Alvin Kremer, Second Clarinet
T. C. Weston, Second Clarinet
Ira Branch, Third Clarinet
Ernest Quiggles, Fourth Clarinet
B. H. Alton, Soprano Saxophone
Jerry Kelly, Solo Cornet
Allan Smith, Solo Cornet
Ernest Holsey, Solo Cornet
B. F. Lewshe, First Cornet
Lewis Kellough, First Cornet
T. W. Smith, First Cornet
V. G. Wohlheter, Second Cornet
Victor Toy, Second Cornet
Will Vandegrift, Third Cornet
A. A. Anderson, Fourth Cornet
J. R. Kirk, First Alto
A. A. Ort, Second Alto
W. P. Wohlheter, Second Alto
Ralph McKeown, Third Alto
Devern Danburg, Fourth Alto
A. C. Dillman, First Baritone
Elmer Sexauer, Second Baritone
V. D. Wilcox, First Trombone
F. H. Camp, Second Trombone
James Holleman, Second Tenor
B. G. Van Osdel, Bb Bass
G. M. Aldrich, Tuba
A. M. Halls, Tuba
David Bart, Tenor Drum
John Sperb, Bass Drum
ATHLETICS

By J. C. REICH
OFFICERS OF ATHLETIC ASSOCIATION
Officers of the Athletic Association

President ......................................................... William Cooley
First Vice President ........................................ John Spero
Second Vice President ...................................... Benjamin Alton
Secretary .......................................................... Volney Tuttle
Treasurer .......................................................... Oliver Grace

MONOGRAM BOARD.

Prof. J. H. Wheeler
Dr. E. A. Lentz
Hon. Aubrey Lawrence
President Robert Slagle
William Juneau
William Cooley
Volney Tuttle
Oliver Grace
Isaac Johnson

MANAGERS AND CAPTAINS.

Captain
Fred Coller
John C. Reich
Volney Tuttle
Fred Coller

Track Team
Football Team
Baseball Team
Basketball Team
Coach, William Juneau

Manager
A. M. Seeger
Oliver Grace
Bert York
John R. Kirk

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In Memoriam

At the close of the football season our friend and Coach, William Baine, left us for a few weeks' vacation at home. While there he was suddenly stricken down by the grim hand of death, never more to urge our athletes on to victory. Through his gentlemanly conduct and his earnest desire and effort to develop a winning football team, he won for himself the admiration and friendship of all with whom he came in contact while here.

Every member of the football team and of the student body extend to his relatives their sincerest sympathy.
WILLIAM JUNEAU
Our New Coach and Director of Athletics
Foot-Ball

OFFICERS.

Manager
Oliver Grace

Captain
J. C. Reich

Coach
William Baine

TEAM.

Name and Position Age Weight

Bowles, Left End ......... 21 175
Reich, Left Tackle ....... 20 190
Johnson, Left Guard .... 20 172
Grace, Center ............ 26 178
Youngberg, Right Guard .. 23 162
McCordie, Right Tackle .. 26 184
Tuttle, Right End ......... 22 126
Chilcott, Quarter Back ... 18 148
Fox, Left Half Back ....... 23 164
Coughlin, Right Half Back .. 19 160
Mathews, Full Back ....... 22 146
Matheny, Half ............ 19 155
Hughes, Full Back ......... 18 165
McGillivray, Quarter ..... 18 165
Atkinson, End ............ 19 150
Dcnhart, End ............. 20 159

FOOTBALL SEASON OF 1904.

S. D. A. C. 28, Flandreau Indians 0
S. D. A. C. 11, Madison H. S. 5.
S. D. A. C. 15, Huron 0.
S. D. A. C. 16, Madison H. S. 0.
S. D. A. C. 6, University of S. D. 6.
S. D. A. C. 0, Mitchell 10.
Total points, season 1904, S. D. A. C. 81;
Opponents 27.

FOOTBALL SEASON OF 1905.

Date
October 7, S. D. A. C. 46, Flandreau Indians 0.
October 22, S. D. A. C. 28, Madison High School 0.
October 28, S. D. A. C. 0, Wesleyan University 24.
November 11, S. D. A. C. 0, Minnesota 81.
November 21, S. D. A. C. 0, University of S. D. 17.
Base Ball Team

BASE BALL TEAM.

John Hollister.......................... Coach
Volney Tuttle............................ Captain
Bert York................................. Manager

Matheny, Sub. Pitcher.
Johnson, Catcher.
Boyd, 1st Base.
Fridley, Sub. Right Field.
Wipf, 3d Base.
Howg, 2d Base.
Brown, Pitcher.
Bowles, Right Field.
Reinecke, Center Field.
Kirk, Short Stop.
Coughlin, Pitcher.
Atkinson, Sub. 1st Base.
BASKET BALL TEAM
Basket Ball

John R. Kirk........................Manager
Fred Collier............................Captain

TEAM.
Name. Position.
J. Kirk, Center.
R. Elliott, Right Forward.
B. Alton, Left Forward.
S. Briggs, Right Guard.
F. Collier, Left Guard.
C. Coughlin, Sub. Guard.
R. Fridley, Sub. Guard.
R. D. Burghardt, Sub. Forward.

BASKET BALL SEASON 1906.

S. D. A. C. 32, Tracy 8.
S. D. A. C. 8, Aberdeen 25.
S. D. A. C. 39, Redfield 45.
A. M. Seeger ....................................... Manager
Fred A. Collier ..................................... Captain
John Hollister ....................................... Coach

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry Mathews</td>
<td>23</td>
<td>'05</td>
</tr>
<tr>
<td>William Cooley</td>
<td>22</td>
<td>'07</td>
</tr>
<tr>
<td>Fred Collier</td>
<td>18</td>
<td>'06</td>
</tr>
<tr>
<td>Carl Reich</td>
<td>20</td>
<td>'07</td>
</tr>
<tr>
<td>Adolph Seeger</td>
<td>21</td>
<td>'05</td>
</tr>
<tr>
<td>Eugene Corbin</td>
<td>20</td>
<td>'08</td>
</tr>
<tr>
<td>John Sperb</td>
<td>21</td>
<td>'08</td>
</tr>
<tr>
<td>John Lockhart</td>
<td>18</td>
<td>'09</td>
</tr>
<tr>
<td>Ralph Miller</td>
<td>22</td>
<td>'05</td>
</tr>
<tr>
<td>Ralph Chilcott</td>
<td>18</td>
<td>'08</td>
</tr>
<tr>
<td>Ben Alton</td>
<td>20</td>
<td>'08</td>
</tr>
<tr>
<td>John Furnstahl</td>
<td>19</td>
<td>'09</td>
</tr>
<tr>
<td>D. D. Brownell</td>
<td>20</td>
<td>'07</td>
</tr>
<tr>
<td>Arthur Koch</td>
<td>21</td>
<td>'06</td>
</tr>
</tbody>
</table>
Girls Basketball Team

J. R. Kirk.................................Coach

Minnie Dull
Nettie Holden
Pearl Stonefield
Elsie Leekley
Christine Christianson
Hazelle Davis
Dinah Larson
Lida Nicholson
Jennie Hanson
Edna Morrison
STATE MEET
S. D. I. A. A. A. 1905, at Yankton

<table>
<thead>
<tr>
<th>Event</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-Yd. Dash</td>
<td>L. Allen, Y.</td>
<td>A. Allen, Y.</td>
<td>Seeger, B.</td>
<td>5-3-5 Sec.</td>
</tr>
<tr>
<td>1-Mile Run</td>
<td>Corbin, B.</td>
<td>Sperb, B.</td>
<td>Godfrey, Y.</td>
<td>4 Min., 45 Sec.</td>
</tr>
<tr>
<td>Running High Jump</td>
<td>Hardy, M.</td>
<td>Binford, B.</td>
<td>Blake, H.</td>
<td>5 Ft., 7 1-2 In.</td>
</tr>
<tr>
<td>Pole Vault</td>
<td>Mathews, B.</td>
<td>Chillcott, B.</td>
<td>Warren, Y.</td>
<td>10 Ft., 9 1-2 In.</td>
</tr>
<tr>
<td>120-Yd. High Hurdle</td>
<td>Warren, Y.</td>
<td>Alton, B.</td>
<td>Binford, B.</td>
<td>17 4-5 Sec.</td>
</tr>
<tr>
<td>Shot Put</td>
<td>Reich, B.</td>
<td>Corbin, B.</td>
<td>Koch, B.</td>
<td>36 Ft., 4 In.</td>
</tr>
<tr>
<td>440-Yd. Run</td>
<td>Corbin, B.</td>
<td>Lockhart, B.</td>
<td>Allen, Y.</td>
<td>52 4-5 Sec.</td>
</tr>
<tr>
<td>220-Yd. Low Hurdle</td>
<td>Armin, Y.</td>
<td>Seeger, B.</td>
<td>Allen, Y.</td>
<td>28 1-5 Sec.</td>
</tr>
<tr>
<td>100-Yd. Dash</td>
<td>Corbin, B.</td>
<td>L. Allen, Y.</td>
<td>A. Allen, Y.</td>
<td>10 1-5 Sec.</td>
</tr>
<tr>
<td>½-Mile Run</td>
<td>Corbin, B.</td>
<td>LeCount, Y</td>
<td>Cooley, B.</td>
<td>2 Min., 4 1-5 Sec.</td>
</tr>
<tr>
<td>220-Yd. Dash</td>
<td>Corbin, B.</td>
<td>L. Allen, Y.</td>
<td>Seeger, B.</td>
<td>24 2-5 Sec.</td>
</tr>
<tr>
<td>2-Mile Run</td>
<td>Corbin, B.</td>
<td>Sperb, B.</td>
<td>Dunn, Y.</td>
<td>10 Min., 32 Sec.</td>
</tr>
<tr>
<td>Broad Jump</td>
<td>Coller, B.</td>
<td>Hardy, M.</td>
<td>Lockhart, B.</td>
<td>20 Ft., 3 1-2 In.</td>
</tr>
<tr>
<td>Hammer Throw</td>
<td>McCordic, B.</td>
<td>Reich, B.</td>
<td>Hunt, M.</td>
<td>132 Ft., 4 In.</td>
</tr>
<tr>
<td>Discus</td>
<td>Weak, M.</td>
<td></td>
<td>McCordic, B.</td>
<td>90 Ft., 4 In.</td>
</tr>
</tbody>
</table>

Total Points: Brookings, 87; Yankton, 37; Mitchell, 17; Huron, 1; Redfield, 0.

DUAL MEET
S. D. A. C. vs University of South Dakota
May 11th, 1905 at Brookings

<table>
<thead>
<tr>
<th>Event</th>
<th>First</th>
<th>Second</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-Yd. Dash</td>
<td>Coller, A. C.</td>
<td>Stolland, Ver.</td>
<td>5 3-5 Sec.</td>
</tr>
<tr>
<td>100-Yd. Dash</td>
<td>Coller, A. C.</td>
<td>Stolland, Ver.</td>
<td>10 1-5 Sec.</td>
</tr>
<tr>
<td>440-Yd. Dash</td>
<td>Stolland, Ver.</td>
<td>Lockhart, A. C.</td>
<td>54 Sec.</td>
</tr>
<tr>
<td>880-Yd. Run</td>
<td>Myers, Ver.</td>
<td>Corbin, A. C.</td>
<td>2 Min., 7 4-5 Sec.</td>
</tr>
<tr>
<td>1-Mile Run</td>
<td>Corbin, A. C.</td>
<td>Sperb, A. C.</td>
<td>4 Min., 50 2-5 Sec.</td>
</tr>
<tr>
<td>2-Mile Run</td>
<td>Woodworth, Ver.</td>
<td>Sperb, A. C.</td>
<td>11 Min., 42 Sec.</td>
</tr>
<tr>
<td>Shot Put</td>
<td>Reich, A. C.</td>
<td>McCordic, A. C.</td>
<td>36 Ft., 7 In.</td>
</tr>
<tr>
<td>Pole Vault</td>
<td>Mathews, A. C.</td>
<td>Lehne, Ver.</td>
<td>10 Ft., 11 In.</td>
</tr>
<tr>
<td>High Jump</td>
<td>Meyers, Ver.</td>
<td>Binford, A. C.</td>
<td>5 Ft., 7 In.</td>
</tr>
<tr>
<td>220 Low Hurdles</td>
<td>Myers, Ver.</td>
<td>Ayers, Ver.</td>
<td>27 Sec.</td>
</tr>
<tr>
<td>120 High Hurdles</td>
<td>Myers, Ver.</td>
<td>Ayers, Ver.</td>
<td>16 2-5 Sec.</td>
</tr>
<tr>
<td>Broad Jump</td>
<td>Coller, A. C.</td>
<td>Huff, Ver.</td>
<td>21 Ft., 2 1-2 In.</td>
</tr>
<tr>
<td>Hammer Throw</td>
<td>Reich, A. C.</td>
<td>McCordic, A. C.</td>
<td>125 Ft., 9 In.</td>
</tr>
<tr>
<td>Discus Throw</td>
<td>McCordic, A. C.</td>
<td>Reich, A. C.</td>
<td>102 Ft., 6 1-2 In.</td>
</tr>
<tr>
<td>Relay Won by</td>
<td>S. D. A. C.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points: S. D. A. C., 66; Vermillion, 44.
**S. D. A. C. Track Records**

<table>
<thead>
<tr>
<th>Event</th>
<th>Time/Score</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-Yard Dash</td>
<td>5 1-5 Sec.</td>
<td></td>
<td>A. G. Port</td>
</tr>
<tr>
<td>100-Yard Dash</td>
<td>10 Sec.</td>
<td>1904</td>
<td>A. Seeger</td>
</tr>
<tr>
<td>220-Yard Dash</td>
<td>22 1-5 Sec.</td>
<td>1902</td>
<td>McP. Hayter</td>
</tr>
<tr>
<td>440-Yard Run</td>
<td>50 3-5 Sec.</td>
<td>1901</td>
<td>McP. Hayter</td>
</tr>
<tr>
<td>1-Mile Run</td>
<td>4 Min., 41 2-5 Sec.</td>
<td>1902</td>
<td>McP. Hayter</td>
</tr>
<tr>
<td>2-Mile Run</td>
<td>10 M. 32 Sec.</td>
<td>1903</td>
<td>Eugene Corbin</td>
</tr>
<tr>
<td>Shot Put</td>
<td>36 Ft., 7 In.</td>
<td>1905</td>
<td>J. C. Reich</td>
</tr>
<tr>
<td>Hammer Throw</td>
<td>135 Ft., 4 In.</td>
<td>1903</td>
<td>A. Johnson</td>
</tr>
<tr>
<td>Broad Jump</td>
<td>21 Ft., 7 In.</td>
<td>1904</td>
<td>T. Boyd</td>
</tr>
<tr>
<td>Pole Vault</td>
<td>10 Ft., 11 In.</td>
<td>1905</td>
<td>H. E. Mathews</td>
</tr>
<tr>
<td>Discus Throw</td>
<td>103 Ft., 2 In.</td>
<td>1903</td>
<td>A. Johnson</td>
</tr>
<tr>
<td>High Jump</td>
<td>5 Ft., 8 In.</td>
<td>1904</td>
<td>W. M. Binford</td>
</tr>
<tr>
<td>220 Low Hurdles</td>
<td>25 2-5 Sec.</td>
<td>1903</td>
<td>A. Seeger</td>
</tr>
<tr>
<td>120 High Hurdles</td>
<td>16 2-5 Sec.</td>
<td>1903</td>
<td>T. H. Ruth</td>
</tr>
</tbody>
</table>
Athletics
After many hard fought contests extending over a period of six years the prize cups have been safely landed in the archives of the South Dakota Agricultural College, there to remain as a lasting memento to the pluck, perseverance and physical endurance of the members of the S. D. A. C. Athletic Association.

It is surely a great honor to them, considering the very discouraging circumstances which surrounded the organization of the association and the result of the first contest for the cup, which was won by Vermillion at Brookings in 1898.

The following year the cup was won by Yankton; in 1900, Mitchell was the proud possessor. The year following this, however, in 1901, the Brookings athletes went down to Mitchell, captured the prize, and brought it home for the first time. The year 1901 is the milestone from which we record our athletic superiority. It was in that year that Hayter did his great work for the S. D. A. C. From that year until this we have experienced nothing but victory after victory. Each year increasing our lead over the other members of the Intercollegiate Association until now we stand without a successful competitor in the state. The athletes we have developed here in the S. D. A. C. are such men as Hayter, Hoard, Shaw, Boyd, Smith, Seegar, Mathews, Johnson, Binford, Ruth and Corbin. They could successfully compete with the best athletes in the West.

When in 1903 the athletes from the S. D. A. C. met and overwhelmingly defeated the champion Hawkeye track team from Ames, our joy knew no bounds. The prevailing opinion was that our track work had reached its high water mark, and when James Temple, the trainer and coach who had placed the track team on such a fine basis, left us so unceremoniously, many thought our doom was complete. But the calamity howlers, as usual, were again to be disappointed, for in the following year the University of North Dakota
had the courage to scalp themselves on the stonewall of our victorious track team.

With the scalps of Ames, Iowa and Grand Forks, N. Dak., track teams snugly tucked away under our belt, we have been flashing our Bowie knife at Minnesota. They have showed their good sense by respectfully declining the opportunity to relieve us of our trophies.

The University of South Dakota has repeatedly tried (by every means) to dislodge us from our rising pedestal, but as yet have not made much of an impression.

We do not consider them of much account in track work, but we continue to meet them, because it is an established custom and occasionally they offer us good practice.

Most of our star men of last year are back again in college this year; they are Coller and Lockhart in the sprints, Sperb and Cooley in the long distance runs, and Reich and McCordic in the field events. They are a nucleus around which it is hoped to develop a team which will go down in history as the greatest team which ever donned spiked shoes at the S. D. A. C.

The honor of our successes lies not alone with the individual members of the track team whose brilliant achievements have won for them so many gold and silver medals, but to the officers and members of the association and to the citizens of Brookings a large meed of praise is due for the encouragement given the boys on every occasion, and all share alike in the glory of their achievements.
CLUBS

AND

ORGANIZATIONS

By HOMER HOOVER
Miltonian Roll

Bennie Alton
Lila Alton
Harry Allison
Inez Aldrich
Charles Brown
Stephen Briggs

Clara Baker
Bee Bonesteel
Glenn Bryant
Eva Bacon
Fred Bowles
Frank Brady

Wylie Barrett
Ralph Chilcott
Fred Coller
Ellery Chilcott
William Cooley
Charles Coughlin

Frances Cockburn
Sarah Caldwell
Jessie Cole
Winifred Catlett
Gladys Davies
Adams Dutcher

John Furnstahl
Oscar Mathews
Edward Malum
George Mayland
Pearl Stonefield
Clare McCordic

Jesse Estes
Franc Gore
John Grudem
Hallie Hyde
Ernest Holsey
John Hughes

Nellie Kendall
David Dexter
Allie Matheny
Elmer Sexauer
Thomas Smith
Laura Millman

Clarence Marden
Iva Evans
Edna Evans
Ada Erwin
Alfred Erstad
Henrietta Kremer

Ora Peterson
Samuel Price
Allenzo Peage
Hiram Parry
Amy Schnauer
Robert Shaw

Jerry Kelley
John Kirk
Elsie Leckley
Francis Locke
Albert Marske
Florence Plocker

William Van DeGrift
Chester Matheny
Philister Morrison
Albert Ort
Ruth Pierce
Roy Roney

Frank Sperb
John Sperb
Harry G. Williams
Mike Wipf
Losey Williams
Lindsay Whitehead

Victor Toy
Frances West
Florence West
Robert Watson
Frank Yocum
Members of the Athenian Society

ROLL.

Aldrich, Malcolm
Avery, Elmer
Beatty, Lois
Benn, Robert
Bergeim, Olaf
Bond, W. H.
Binniewies, Mabel.
Brownell, D. D.
Brownell, Ellen
Burch, Walter
Burghardt, Roy
Carpenter, Abbie
Camp, F. H.
Christianson, Christine
Clarke, Roy
Dillman, Arthur
Elliott, Ross
Enger, A. C.
Fickle, W. S.
Flannery, Joseph
Goltz, Emma
Grace, Oliver
Greenly, J ay
Griffith, Edwin
Gunnison, George
Gunnison, Leslie
Gutcher, A. D.
Harben, B. L.
Haas, Bertha
Hofstetter, George
Hollman, James
Hoover, Homer
Hubbart, Edith
Hall, Mabel
Johnson, C. G.
Jones, R. D.

Kellough, Lewis
Kennard, Frank
Kelly, T. B.
Knox, Arthur
Koch, Arthur
Kreutonian, Mabel
Ladd, Amy
Ladd, Sherman
Larson, Maude
Locke, Charles
Moffatt, Margaret
Morton, Grant
Nelson, Aaron
Nilsson, Ed
North, S. E.
Phillips, George
Price, Don
Reich, Carl
Reich, Rose
Stowman, Ross
Salmon, Cecil
Singlet, Lee
Sanderson, Eugene
Soreng, Edgar
Stromme, Leonard
Smith, E. A.
Thompson, Nora
Thornber, Jessie
Trask, Walter
Underwood, Genevieve
Underwood, Loto
Underwood, Beatrice
Vernlund, Carl
Westcott, Ruth
White, Orland
Youngberg, Guy
Members of the Euterpe Society

Andrews, Alice  
Barthalow, Rozina  
Branch, Ira  
Crothers, Harold  
Dull, Minnie  
Estes, Jesse  
Fjerestad, Anna  
Harza, Mabel  
Hoxeng, Anna  
Jerlow, Morris  
Johnson, Mary, Secretary  
Larson, Bertha  
Larson, Emma  
Lawrence, Ethel  
Mann, J. P.  
Rice, Ethel  
Salmsonen, Selma  
Schaner, Amy  
Schoenwether, Alice  
Smith, Lewis  
Smith, Tillie  
Talbot, Amy  
Throop, Lotta  
Westcott, G. R., President  
Weston, Nina  
Zeller, Leonard
Members of the Art Club

Avery, Elmer
Bushnell, Edna
Caldwell, Ada
Davies, Gladys
Fishback, Myra
Goddard, Maude
Kelly, Amy
Kelly, T. B.
Kendall, Krute
Kendall, Nellie
Kremer, Henrietta
Miller, Mrs. E. C.
Miller, Ralph
Norton, Frank
Norton, Mrs. F. A.
Parry, Hiram
Peirce, Ruth (Secy.)
Phillips, Louise C. (Pres.)
Reich, Rose
Trooen Ole
Thornber, Edith
The Industrial Collegian Staff

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E. E. Avery .................................................. Associate Editor
John J. Sperb .................................................. Business Manager

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Genevieve Underwood
Cecil Salmon
Oliver Grace
Abbie Carpenter
Samuel Newton
Henrietta Kremer
Arthur C. Dillman
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Gullick, Cora
Hesnard, Edward
Hollman, Fred
Hubbart, Edith
Hyde, Winnie
Kartrude, Inga
Ladd, Amy
Ladd, Horace
Lamont, Leon
Morrison, Lester
Nicholson, Lida
Paul, Winnie
Peterson, Ora
Reeves, Ellen
Sperb, Frank
Sperb, John
Stark, Henry
Thompson, Nora
Trask, Walter
Underwood, Lotta
West, Florence, Vice President
Williamson, Frank
PHARMACY CLUB
Pharmacy Club

ROLL.

Harry Allison
M. J. Wipf
Olaf Bergeim
Gladys Davies
Bartlett Harben
Charles A. Locke
Andrew B. Holm

Colors: Red and Black.
Members of the Civil Engineers Club

Aldrich, G. Malcolm, President
Crane, A. B.
Furnstahl, John
Hughes, John
Marquis, Sidney, Treasurer
Marden, Clarence, Vice President
Mayland, George
Ort, A. A.
Parry, Hiram, Sergeant at Arms
Sanborn, Harvey
Shaw, R. D.
Sperb, Frank
Sperb, John, Secretary
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RUTH WESCOTT, Secretary and Treasurer

CLARE McCORDIC, Vice President

G. M. ALDRICH, President
Y. M. C. A.

and

Y. W. C. A.

By CLARE McCORDIC and RUTH WESCOTT
Y. M. C. A. and Y. W. C. A.

M. T. KENNEDY
General Secretary for North and South Dakota
The Young Men's Christian Association of the S. D. A. C. has been fortunate during the last two years in the presence of a General Secretary. By the arrangement entered into in the spring of 1904, M. T. Kennedy of Illinois College, '04, was called to take up the work of State Secretary for the colleges of North and South Dakota, one-half of his time to be given to the work in S. D. A. C. As was to be expected this arrangement has tended to increase Y. M. C. A. interest among the fellows and as a result the association has begun to take a more prominent place in the life of the college.

Especially helpful in this advance has been the possession of a new home. During the summer the bare and unattractive quarters occupied for a number of years in the North building were enlarged and completely renovated with the aid of paint and paper. With a new equipment of chairs, curtains and rugs the association now has a home at once commodious and attractive. The inauguration also of a policy of strong representation at the Lake Geneva Conference signifies a steady growth in association work. Last summer five men went from S. D. A. C., the largest delegation in its history, and enjoyed the ten days of pleasure and profit in that great gathering of 500 college men. Incidentally the S. D. A. C. delegation took an active part in winning for the Dakotas fourth place in the conference meet.

The regular lines of association work have been followed through the year. The Stag socials held at the beginning of each term have been well attended and have won for themselves a place in the college calendar as filling a distinct need in the opening week of school. Night groups for Bible study were formed in different parts of town early in the Fall term and continued throughout the winter, with an enrollment of a little over seventy-five men. These little informal group meetings in the fellows' rooms are not a local affair, but are a part of the army of 30,000 college men throughout the country engaged in the same study. The Sunday afternoon meetings have been larger this year than before, the average attendance being about forty-five.

The special feature of the Winter term was the Mid-Winter Carnival held in the gymnasium. This was a decided innovation, and, with its voting contest, Dutch band and other attractions, scored a success. With the funds realized from the Carnival three delegates—two from the Y. W. C. A. and one from the Y. M. C. A., were sent to the Fifth International Convention of the Student Volunteer movement at Nashville, Tennessee, the greatest missionary gathering ever assembled in the history of the church. Ten men represented S. D. A. C. at the State Convention at Yankton, and it is planned to send a strong delegation to Lake Geneva this summer.

The association is progressing, but as yet is but touching the fringe of its opportunities and field. It is the one organization in college which should unify all others and every student should find within it a place, where, for his own good and for the college, he can work together with all for the attainment of those things that uphold and make for the best in student life.
The Young Woman's Christian Association is an organization for the mutual benefit of all college girls along the lines of religious living and practical Christianity. One devotional meeting is held each week in the Association room. These meetings are led usually by one of the girls, but occasionally by ladies of the town or members of the faculty. Practical work is done along the line of aiding the new girls, by meeting the trains at the beginning of each term, assisting them in finding rooms and board, and attention in cases of sickness.

The Bible and Mission Study Classes are a great factor in this work, about twenty-five being enrolled in Bible Classes, and about ten in the Mission Study. The benefits of this systematic study are at once apparent. There are three student volunteers among our number and the interest in missions is steadily increasing through their efforts.

The Association has prospered during the past year, the membership has increased and much has been done financially. We were enabled last summer to send four delegates to the Summer Conference at Waterloo, Iowa, more than had previously been sent by the Association. In addition to this two delegates were sent to the Student International Convention at Nashville, Tenn., and plans are being made to send at least four to the conference at Waterloo next summer. The benefits of these great conferences can hardly be overestimated, both to the Association work as a whole and to our individual Association. We feel that our efforts along this line have been more than rewarded by the enthusiasm with which our delegates take up the work on returning home.
SLIPS & SLIDES

BETWEEN FACULTY AND STUDENTS
(ALSO WHISTLERS)

By STEPHEN F. BRIGGS and R. ADAMS DUTCHER
Dear Reader:

Brookings, America.

The reason we say "dear" reader is because we don't know you—probably if we did know you we wouldn't say it. This part of the book is called "Slips and Slides." Confidently speaking, it is mostly slips. This department is supposed to be funny; we have tried our best to make it so. If perchance you run across anything that is not funny—laugh anyway, for if you laugh the world laughs with you; weep and you weep alone. Of course a person always wishes to weep alone. If this is a diagnosis of your case turn to the eulogy on the Senior class and for their sakes weep large briny tears, for in this world we die but once.

Hoping this will please you, we are ever,

Yours respectfully,

EDITORS OF SLIPS AND SLIDES.
Children’s Department

Dear Sirs:

I am modest, but as this is in confidence I’ll tell you I am the President of the Senior Class. I like the Juniors all but one, who is a regular “Butt-inski.” I am not a flirt but I like to look nice and I always carry a looking glass and comb in my pocket.

Confidentially yours,

F. K.

Dear Jack Rabbit:

I am a little girl who has red hair; but I like red hair and so do some of the boys, ’cause they told me so. I am very popular; I can debate and orate and recite and I am editor of our Collegian, which is an awfully good paper. I can go with any boy in college but there are only two or three that I really like.

B. B.

Dear Jackrabbit:

I am a handsome little black eyed fellow, and once I had a lovely beard but I lost it one night. I like girls and fudge and the girls like me. I am a bright boy, and I can debate, once I won a debate. I am only twenty years old. I can’t think of anything more this time.

P. S.—I love flowers, especially Rose(s).

Goodbye.

ARTHUR KOCH.

My very dearest Jackrabbit:

I thought I would write a nice little letter to put into your new book. All the boys like me and all the girls are jealous of me because I have such a beautiful complexion, but you won’t tell anybody that I got it at Kendall’s will you?

Every time we have a spread they put me on the refreshment committee because I can make such delicious menus.

I’m very sorry I cannot write more this time.

Yours most affectionate,

P. S.—I am only 16 years old.—R. R.

Dear Jack Rabbit:

I am very good looking but my forehead is wrinkled which shows that I am a very deep thinker and I have had troubles of my own. But I can sing so melodiously that I can banish the cares of others. I am really a second Prof. Mann. I am President of the Civil Engineers Society. Because I am so very precocious I have an excellent “stand-in” with the faculty.

Yours,

G. M. ALDRICH.

P. S.—Just as a joke let me add that I am an all-fired good fellow and the girls all like me, but I am spoken for.
The Jack Rabbit:
I am a handsome young man, I am rather graceful and tall.
I have a very acute sense of honor when it comes to note books. I am about the only mechanic and engineer at the S. D. A. C. The other boys don't know near as much as I do but some of them think they do. This is all I can write to you to-day. I must go and pull weeds for my mother in the garden.
Yours respectively,
ALFRED J. ERSTAD.

P. S.—I could write a whole lot of other things but I must go and saw wood to help pay for that plate glass.—aje.

Dear Jack Rabbit:
I am very tired this P. M. and my head aches but I wanted to do something but I didn't want to study so I thought I would write you a letter. I do not take part in athletics nor do any hard work because mamma said that all I could do was to get my lessons and go to the social affairs of the college. I never go to anything in the evening unless I have a nice escort and guess that's why I stay at home so much. It's very nice to be married and be queen in one's own home even if it isn't but a little cottage big enough for two.
I am too tired to write any more and I must not think too hard for my head aches so.
Sincerely yours,
EDNA EVANS.

Dear Jack Rabbit:
I room with dear Rose Reich, but they tell me I have absorbed some of her lively temper. I am president of the Y. W. and all the girls and some of the boys like me pretty well—at least I know of one—a big tall one in our class that does. I shall be very sorry when I graduate because then I won't be able to help the girls to be good any more.
Sincerely,
ELLEN BROWNELL.

Dear Jack Rabbit:
I am a very busy girl, but will take a little time to write to you. There is one boy that I like better than any of the others. He is in my Pharmacy Class too.
I am very studious and work hard and I'm most always tired. I'm tired now so I won't write any more.
Sincerely yours,
GLADYS DAVIES.

Dear Jack Rabbit:
I'm not at all slow if I am a Senior. I study when the spirit moves me and play basket ball the rest of the time. I'm a good student and a good athlete and the youngest boy in my class. I am a good debater and never get rattled. Seniors, and things like that don't get rattled.
I never fuss and I think love is a delusion.
Respectfully yours,
FRED COLLER.
Dear Jack Rabbit:

I play football, feed pigs, and make butter; I guide the Athletic Association through troubled waters and help run the Senior Class. To tell the truth there isn't much I don't do except shine in literary society and attend prayer meeting regularly.

I must go down to the barn now so can't write any more this time.

Yours,

OLIVER GRACE.

Dear Jack Rabbit:

Tho I'm a Senior I am a boy of sense and always mind my own business. I am tall and straight as a sapling—and am pretty. I like nice clothes and am the best dressed boy in school; I wear the flossiest neckties too. I believe in love and am engaged, some day I'll be a married man and then the girls won't like me as well as they do now.

Yours truly,

ROY BURGHARDT.

My Dear Jack Rabbit:

I am the most peaceable member of the Senior Class; there are only a few peaceable people in my class, the rest all quarrel. I do not think it is nice to quarrel. I never do anything that I shouldn't do. I can make angel food cakes and I like to read love stories. When I graduate I'm going to keep house for I am taking the Domestic Science Course.

Yours truly,

JESSIE T.

Dear Jack Rabbit:

I am a Senior, and I am the biggest sport in my class. I don't like to study very well; I'd rather write ghost stories that scare the girls. Some day I'm going to write a book of stories and poems—like E. A. Poe did. I look just like Poe, I am sending you my picture so you can see for yourself.

Yours truly,

ELDERLY CHILCOTT.

Dear Jack Rabbit:

I graduate from college this year and I feel that I have done this institution an unlimited amount of benefit. When I get to be a foreign missionary of great prominence every one who has been or will be connected with this college will point to me and say with pride: "She has attained greater fame than any and I go to the college from which she graduated."

The young girls say that I am too dignified and cranky but if they had undergone what I have and had all the responsibilities of the college to bear as I have they, too, would become earnest in their work.

Yours respectfully,

ABBIE C.

Dear Jack Rabbit:

I am a tall fellow with a manly look upon my face, my noble forehead is crowned with wavy hair of midnight darkness. I haven't lost my heart to any of the Senior girls yet. I don't take part in any thing requiring much time because my mamma told me I must study diligently when I went to College. I can think of no more to write for this time so I'll close with love to all from,

WYLIE J. BARRETT.

P. S.—I play ball with the Steam Whistlers.
My Dear "Jack Rabbit":
I heard that some of my class were going to write letters to the "Jack Rabbit" so I thought that I would write one to let you know about myself. I don't know what to say because I am not president of the Y. W. C. A. or any of the literary societies. I don't try to be popular with the boys and the boys don't try to be popular with me. Well I can't think of anything more to say so I will close for this time.

Yours truly,
M. E. Moffatt.

Dear Jack Rabbit:
I am the best basket and foot ball player I ever saw, also the best looking fellow. I am afraid the girls don't think so, tho. I would like to go with some girl; my folks don't care. I am going to graduate this year.

Truthfully,
GUY E. YOUNGBERG.

P. S.—You may think I never did anything but I have.—G. E. Y.

Dear "Jack Rabbit":
As all other Seniors are writing short little letters to the "Jack Rabbit," I must write a short little one too and tell you that I am a hard working fellow. I have nice short black hair and black eyes. I have not much time to write very much this time. I must study my lessons because I am afraid I shall not get all "A's" this term. Oh yes, I am a graceful rollerskater. I have been here for about four years and not even tried to rollerskate before, I wish I had more practice. I could be a good skater. I am going to graduate next June.

Yours truly,
ARTHUR KNOX.
## Senior Directory

<table>
<thead>
<tr>
<th>Name</th>
<th>Personal Appearance</th>
<th>Ambition</th>
<th>Favorite Pastime</th>
<th>Reminds one of</th>
<th>Probable Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Kennard</td>
<td>Pleasing</td>
<td>To be an agriculturist</td>
<td>Judging cattle</td>
<td>By gone days</td>
<td>President United States</td>
</tr>
<tr>
<td>Rose Reich</td>
<td>Dignified</td>
<td>Writer</td>
<td>Entertaining Larson</td>
<td>Last rose of summer</td>
<td>Old Maid</td>
</tr>
<tr>
<td>Ellery Chilcott</td>
<td>Ugly</td>
<td>Horse doctor</td>
<td>Fussing</td>
<td>Diamond Dick</td>
<td>Actor (heavy)</td>
</tr>
<tr>
<td>Fred Coller</td>
<td>Sleepy</td>
<td>To be a shepard</td>
<td>Staying up late nights</td>
<td>Sam, har har</td>
<td>An M. D.</td>
</tr>
<tr>
<td>Miss Carpenter</td>
<td>Sawed-off</td>
<td>To be loved</td>
<td>Studying missions</td>
<td>Carrie Nation</td>
<td>Missionary</td>
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<tr>
<td>Arthur Koch</td>
<td>Bewhiskered</td>
<td>Chemist</td>
<td>Fussing Edna</td>
<td>Fitzsimmons</td>
<td>Food chemist</td>
</tr>
<tr>
<td>Guy Youngberg</td>
<td>Awkward</td>
<td>Travelingman</td>
<td>Plugging</td>
<td>The Terrible Swede</td>
<td>Selling Lutefisk</td>
</tr>
<tr>
<td>Jessie Thornber</td>
<td>All smiles</td>
<td>To win Greenly</td>
<td>Making eyes</td>
<td>Madonna</td>
<td>Converting heatnens</td>
</tr>
<tr>
<td>Malcolm Aldrich</td>
<td>Silly</td>
<td>To be a Civil Engineer</td>
<td>Being busy (?)</td>
<td>Prof. Mann</td>
<td>Chain man</td>
</tr>
<tr>
<td>Roy Burghardt</td>
<td>Solemn</td>
<td>To be great</td>
<td>Tutoring physics</td>
<td>Flag pole</td>
<td>Line man</td>
</tr>
<tr>
<td>Bee Bonesteele</td>
<td>Red Headed</td>
<td>War correspondent</td>
<td>Scattering sunshine</td>
<td>Map of Ireland</td>
<td>Oh Shaw</td>
</tr>
<tr>
<td>Wylie Barrett</td>
<td>Like a Prof.</td>
<td>To get wise</td>
<td>Playing with whistlers</td>
<td>Prof. Brown</td>
<td>Steam tooter</td>
</tr>
<tr>
<td>Margaret Moffatt</td>
<td>Diminutive</td>
<td></td>
<td>Chumming with Ruth</td>
<td>School ma'am</td>
<td></td>
</tr>
<tr>
<td>Oliver Grace</td>
<td>Graceful</td>
<td></td>
<td>Seeking a wife</td>
<td>Prof. Wilson</td>
<td>Pig hatchery</td>
</tr>
<tr>
<td>Ellen Brownell</td>
<td>Maternal</td>
<td></td>
<td>Bible study</td>
<td>A rubber doll</td>
<td></td>
</tr>
<tr>
<td>Edna Evans</td>
<td>Pouty</td>
<td></td>
<td>Complaining</td>
<td>Ichabod Crane</td>
<td>Critic</td>
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<tr>
<td>Alfred Erstad</td>
<td>Slender and graceful</td>
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<td>Acting wise</td>
<td>Encyclopedia</td>
<td>Shoveling hot air</td>
</tr>
<tr>
<td>Gladys Davies</td>
<td>Pleasant</td>
<td></td>
<td>Plugging</td>
<td>Thomas Alva Edison</td>
<td>Pa's Clerk</td>
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<tr>
<td>Arthur Knox</td>
<td>Dark and dreary</td>
<td></td>
<td>Grinding</td>
<td></td>
<td>Plumber</td>
</tr>
</tbody>
</table>
My dear pa and ma:

Aye bin so verry lonsom aye tank aye vill to you von leter rite. Aye bin havin som perty gude times har, but aye am not verry gude aquanted yet. Aye bin to de reseption by de faculty in de ymnasium. Perty near all de teachers was dar but prof. Vilson, and dey sed hay vas to chapel, and aye don't know vy fore he vas dar for de chapel vas all dark. Vel aye not no much more to tells you exsept aye vont 14 scents for to bye may von knew coller. You no the ruber coller vot aye got for Xmas tree yeres ago. Vell dem old students day burned mine all up in de runing yim room. Von of de teachers hey told us boys that, "it is von other ting to look well out for it is dose fellers as has been here to or three yeres day will play some durty voikes on you."

Yours affectively,

Halvor Christian Saverson.

P. S. O ma, aye got yust de same letters in frunt of may name as may teicher.

More P. S. pa, shall aye yoin de asthetic asosiashun so aye can von bath take before aye come home.
Some of the Latest Books

WESTWARD, HO.
By Allison Matheny.
An exquisite love story of the twentieth century, rich in incident.

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This volume contains many amusing little autobiographies; and demonstrates the fact that a Sophomore's essay on a subject is an autobiography.

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By Francis Locke.
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By A. D. Drew.
A thrilling story of library life, with full-page illustrations in color.

SOCIAL CUSTOMS.
By Harry Williams.
The evening call, time, dress, etc., thoroughly discussed; love-making and dinner-party; small talk, together with dance conversation.

ONE HUNDRED BRIGHT REMARKS.
By Bartlett L. Harben.

THE STRUGGLE FOR RIGHT.
By Mary Wright.
The story of (a) Dexter (on)’s attempt to triumph over (the) R(e)ich.

ROSES.
By Koch.
A dainty little volume devoted to the culture of the Queen of Flowers, the ROSE. This is an exceptionally beautiful book in R(e)ich binding.

HOW TO BECOME A FOOT BALL PLAYER.
By Edwin Griffith and E. E. Malum.
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By Thomas Edison Kellogg.
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THE HONOR OF A SENIOR.
By Alfred Lord Erstad.
Author of “Management of Toy Locomotives,” “How to Act Wise,” “How to Grow Tall,” etc., etc. This book treats Senior life from the standpoint of a quitter, giving several methods by which a Senior may become a cheap skate.
The Freshman's Primer

In the picture we see the stage in the chapel. Who are the people coming onto the stage? They are not freshman. Oh no! They are profs. These profs are not all men for some of them are women and are called professies. The profs are very wise but they are not wise enough to let chapel out in time for dinner.

Oh, see the girls. They are not trying to swallow anything, they are only singing to the students. Listen how sweetly they sing. You cannot hear them sing in the picture; it is just as well that you can't, for if you could you would close the book and put it away.
Children, behold a boy and a girl. They are athletes. Is not the girl pretty? Yes, the girl is not pretty. What funny clothes the girl has on. Where are the boy's clothes? Perhaps he hasn't any. The girl can put the ball in the basket and the boy can run very fast.

You may think the boy in the picture is a farmer. Oh no, you are mistaken; he is a whistler. Can the whistler whistle? Yes, he can not whistle. He can only get his nose greasy.
What an awful picture. It is an explosion in the freshman chemistry lab. See the pieces of freshman about the room. These freshmen were working unknowns. Oh children, see the dangers of the unknown.
It's a mystery to the Jack-Rabbit—

1—Where Purdy gets his authority.
2—What Malum knows about the library.
3—Who put the plaster of paris in the keyholes.
4—Who has spreads in the Milt. hall.
5—Where Carpenter got his opinion of himself.
6—How Mary Wright got R(e)ich.
7—Why George R. Westcott doesn’t grow a beard.
8—Who shot Wheeler’s dog?
9—When Charley Coughlin goes to Military.
10—Where Gagel gets his cats?
11—What happened to Drew in the chemistry lab.
12—Why Andy went to Mitchell.
13—Where Wilcox might get a girl.
14—Why Purdy does not run the Experiment Station building.
15—Why Prof. Harding never calls on Kelly in History.
16—How far below absolute zero it would have to be to make Prof. Mathews wear an overcoat.
17—Who will write the Junior orations.
18—What reformed Sam Hanson.
19—Why Edison Kellough can’t keep the bells ringing.
20—What time in the night the smell of burning rubber reached the faculty.
21—Who swipes wearing apparel from the boys’ bathroom.
22—Why it should cost fifty dollars to put gas in the “hang-out.”
23—When the “Mechanical Engineer” is going to replace the where- with by which to mount the chimney.

?
There was a boy named Erstad,
Who was longer than his bedstead.
With his feet on a chair
And no color in his hair,
There was much joy in sleep for Erstad.

There is a small man named Powers
Who rules in that library of ours,
When students like us
Go in there to fuss
He gives us the look that devours.

There is a man named Purdy,
Who sweeps our halls when they're dirty.
But to Juniors 'twould seem
That he'd had a dream,
That the college belongs to Purdy.

There is a Prof. named Solberg,
Who measures his work by the erg.
His wisdom doth astound
The Whistlers that abound,
And the Seniors that live in this burg.

There is a wise Prof. named Brown,
Who has the calculus down.
Differentials and tangents
He attacks with a vengeance,
And solves for x the unknown.
A Whistler's Quiz:

QUESTIONS AND ANSWERS.

1—Is water wet? No he is.
2—With water in a boiler and a fire under what will happen? It would in time come steam.
3—What is the use of coal in boiler room? It is for de purpose of shoveling.
4—What is a steam gauge? It is a clock for telling the heavy of the steam.
5—What is a flue? It is the vind pipe of de enyine.
6—What is lubricating oil? I guess he is de slip easy for de enyine, yoints.
7—What is the difference between the high and low pressure engine? It could wary easy be more as fifty feet or less.
8—What is a steam whistle? It is on the engine on top for the steam to make while going through lots of noise.
9—What is the speed of a traction engine? It is more as de square root of de vater in de tank vagon.
10—What would you do in case a boiler should show signs of exploding? I would run wildly by yimminie avay.

Commandments:

1. Thou shalt have none other college before thine own.
2. Thou shalt not bow thyself down to Sophomores nor serve them.
3. Thou shalt not take the names of the Faculty in vain.
4. Six days shalt thou labor and do all thy work, but the night time is for thy recreation; in it thou shalt not do any work, thou, nor thy room-mate, nor thy pony; lest thou shatter thy constitution with arduous toil.
5. Honor the president of your college that thy days may be long in the land to which thy father hath sent thee.
6. Thou shalt not bum.
7. Thou shalt not make eyes at the co-eds.
8. Thou shalt not steal thy neighbor's umbrella nor text-book.
9. Thou shalt not bear false witness against thy boarding house.
10. Thou shalt not covet thy neighbor's foxy clothes, nor his social position, nor his meerschaum pipe, nor anything that is his, for if thou art a wise guy thou wilt, in due season, have all these and more.
HISTORICAL FACTS.

Every class has a—

Bookworm
Fool
Wise guy
Silly girl
Cavalryman
Smart Alec
Dude
Sport
Doolittle
Blockhead
Sorehead—Except the Junior Class.

Up to the "Hill" and then away,
That is the way of the Whistler gay;
'Tis much they learn, and much they know;
For in six short months they come and go.

We once had a flag dear,
The prettiest flag in the world;
The banner was blue and red, dear,
And to the breeze 'twas proudly unfurled.
But we lost our poor little flag, dear,
As it floated aloft one day,
And we cried for nearly a week, dear,
For the Juniors took it away.

Students crib in their exams,
Professors think it awful;
And give them cons and incompletes
To show them it's unlawful.
Professors crib their chapel prayers,
And bombard heaven with buncombe;
We students hope on Judgment day,
The Registrar will flunk 'em. —Selected.

Capt. Guyer to Charlie Coughlin as he signed C's card in Military:
"Coughlin, let me get a good look at you for I don't expect to see you again this term."

Cooley: "Why is a clock like a sophomore girl?"
Oliver G.: "I don't know."
Cooley: "Because it is all face and no figure, has no head to speak of, is hard to stop when once wound up, and has a striking way of calling attention to itself every hour in the day."

Prof. Crane to Freshman immediately after Sub Fresh Geometry: "Well, let's throw up these windows and let the sub-fresh air out and get some fresh air in."
Two little skunks
By the roadside stood,
As an auto went sizzling by;
One little skunk did sob and shake
And a tear stood in his eye,
The other skunk did ask of him,
"Oh why do you sob and shake?"
"Because that smell,
The other said,
"Is like mother used to make."

Prof. Harding: "What isn't history teaches you better what history
is than history that is history."

Wilcox: "Why is Lila's heart like a street car?"
Finch: "I don't know."
Wilcox, sadly: "Because there is always room for one more."

If it takes two and one-half seconds for a streak of greased lightning to
tavel from New York to San Francisco, how many yards of red, white and
blue baby ribbon will it take to make Greenly a pair of pink pajamas?

Joe Coughlin after having been "on the carpet" for burning rubber col-
ars: "Yes, I pretty near got fired, but instead they put me on 'prohibition.'"

Prof. Brown to Harry Williams in Trig.: "Mr. Williams, please put
your work upon the board so that anyone running by might read and not so
that anyone reading might run."

Ivy E.: "I always thot that it would be fine to be a poetess."
Freshman: "Yes, I think it would be fine—or imprisonment."

A GOOD NURSE.

Mrs. O'Hoolihan: "Moike, wek up, wek up, its toime to take your
insomnia medicine."

A school ma'am found a lad in geography class who was deeply inter-
ested in studying the points of the compass. The teacher said to him. "You
have in front of you the North, on the left of you the West, and on your
right the East, now Willie what have you behind you?"

After a few minutes' reflection Willie replied: "A patch on my pants."
To make the information more emphatic he added, "I knew you would see
it, I told ma you would."

Scene—On farm, home of Oliver G. Time—Vacation.
Sister: "Where are you going Oliver?"
Oliver: "After the milk."
Sister: "Not in those disreputable overalls."
Oliver, shocked: "Oh no, sister, in this pail."
A Pretty Album of Pretty Pictures
Horticultural Grafter
King of Whistlers.
"Uncle Jimmy"
SON OF SECRETARY WILSON TO WED
DAUGHTER OF SOUTH DAKOTA BANKER

MISS ELSIE CAPPLE.

Miss Capple's engagement has been announced in
Brookings, S. D., where Professor Wilson is at the head of an agricultural
station.

REPUBLIC SPECIAL.

Brookings, S. D., Jan. 12.—The engagement is announced of Professor J. W. Wilson
and Miss Elsie Capple.

Professor Wilson has been for three years director of the experiment station of
the South Dakota State Agricultural College.

Miss Capple is the daughter of the
owner of the First National Bank of
Brookings, and is a favorite in society.

PROFESSOR J. W. WILSON.
Run to the board Dr. Brown.
Jediah Jenkins visits the S. D. A. C.

Se'in as how Ruben's done school here in Jonesville district I thot mebbe I'd let him go down to the Agricultural College next year. So last week I went down to Brookings to see that ere College. I'd heard a lot about that school, but I declare if 'tweren't for I'd been over to the county seat an seen the big school there where they've got five rooms I couldn't uv nohow 'preciated the college. An you wouldn't suspect how triflin my ejication seemed when I got where I could look up and see the college. Why up there on the college hill—as they called it, there was a lot of bildins, an trees, and walks, and roads, an I'll be switched if I could tell which was the college bildin, but just then a little fellow come along. I knew the minit I set eyes on him, that he was a sunday school boy—so I sed to him, "Which is the college bilding?" an he sed, "All them bildins are the college," an I just stared, for I couldn't believe all them could be the college. Why, there must have been well nigh a dozen. Then a fellow he sed his name was Bond, went on, an I thot I'd go to the biggest bildin first, 'twas a whopper, bilt of brick, I guess it was, with wings and cupulas, I was standin there a wondering if they'd let me in, when a great big feller came rushin out, I asked him how I could get in the college and he sed, "Get in on your cheek like I do." So I went in. There was a lot of fellers standin around an one asked me if I wanted to look around, and sed he'd show me. We went into some of the rooms and I see lots of things different from what I'd ever seen before. He called the rooms labertories, and the students were just standin round tables playin with funny lookin tools and things. One room was a regular great big blacksmith shop and another was a carpenter shop an I swan if they wasn't workin away in them zif they had to, an a makin things out of wood and iron. I suspect that's what they call "busy work."

Then I started out an was goin to the next bildin when a fine lookin feller come up and sed that it was the botany bildin and nothin doin there, but I could look thru the green hous what was right by it an then go to the experience station with him, so we looked at the posies in the green house which wasn't green at all but was glass, an then we went to the experience station. I didn't like the sound of that but didn't say nuthin. The room what we went into had long rows of tables in it and boys an girls were sitin round the tables and they was cats playin around everywhere. Pretty soon a little man with glasses on, who had been talkin, walked over to one side of the room and took a piece of black cloth off of some thing that was standin there an I'll be blamed if ther didn't stand a man with nary a bit of meat on his whole body. You can bet I got out of there lickety cut. I saw why it was they called it the experience station an I wasn't lookin for no sech experiences.
Wa'1 I made up my mind I'd go to a long low bildin what stood right behind the one with the bell on it. When I opened the door a smell what'ud raise the roof offen our chicken coop came out and liked to have knocked me over. I asked a girl what was standin there in a ragged black apron what it was and she gave me a stare one gives fine print and sed, "Unknowns," I told her I'd make it a pint to find out what it was then.

The next bildin I went to was a big whitish one, and as I was goin in I heard the most blood curdlin, bare splittin yells and poundins and thumpins, it sounded like a dozen or more was been murdered. The way I got out of there and skeedaddled was a caution.

The next place I come to was the gymnasium, where they was practicin all kinds of gymnastics.

Wa'al next I seed the creamery and the barns, and there I seed a lot of young sprouts lookin like they belonged round this part of the country. One of 'em sed he'd show me the campus but I guess he forgot about it for we just walked around the yard lookin at trees and posey beds and things, and I didn't like to remind him fer I didn't want to peer like I'd never seen sech things before.

Yes I tell you its a mighty fine place down there with its big green yards and trees and flowers and orchards, a mighty fine place but not for Ruben, fer he'd just as like as not get into that experience station bildin or those other places. No we'll never send our Ruben off to get any of that 'er higher education if I have my say.
The Jack Rabbit

You folks what’s here in Brookings to tend S. D. A. C.
An’ git a lot of learnin’ till you’r wise as you can be,
You’d better mind your biz right smart an’ watch what your about,
Else the Jack Rabbit ’ll get you ef you don’t watch out.

Onc’t there was a Senior man what made a whisker bet;
An but fer an athletic ball he might a had ’em yet;
He had ’em cut that very night and my, it made ’em shout,
An’ the Jack Rabbit ’ll get you ef you don’t watch out.

An onc’t there was a little (?) boy, we won’t tell you his name,
Who shot an electric light one night, and thot it dandy game,
But when he came to pay for it, he most went up the spout,
An’ the Jack Rabbit will get you ef you don’t watch out.

An’ then there was another one, who blieves in havin fun,
One day right in the library he made a foolish pun,
An’ now he studies in the hall, you’v seen him there no doubt,
An’ the Jack Rabbit will get you ef you don’t watch out.

So when you’r in the library, be careful all the day,
Don’t speak until you’r spoken to an’ don’t be gittin’ gay;
And don’t be makin any breaks because they ain’t no doubt
But the Jack Rabbit ’ll get you ef you don’t watch out.

—G. U.
Uncle J.: "Now let me see, we were talkin about—about—oh yes."
(Miss B. rises) "Miss B. you may tell us about the preparation of illuminating gas."
Miss B.: "I can't."
Uncle J.: "Oh, you weren't here yesterday. Well Miss M., you tell us."
Miss M.: "I don't remember."
Uncle J.: "And you were absent too. Now Miss K. you just stand up and explain how illuminating gas is obtained. You were paying attention yesterday when I explained it to the class, just as you always do when I'm talking." (Miss K. recites.)
Uncle J.: "Very good Miss K., that will do, Miss K. Say Miss C., why didn't you answer to your name when I called the roll?"
Miss C. (faintly): "I did, but you didn't hear me."
Uncle J.: "Oh, you did; well Miss C. you must learn to speak up in meeting when the occasion requires. Now Miss C. you just stand up and tell us how carbon may be obtained from sugar." (Miss C. recites.)
Uncle J.: "That's right, now you will be surprised how much carbon you can get from a little sugar; once I performed this experiment before a farmer's institute and after the meeting I heard two farmers talking, one said: 'Say what do you think about all that carbon that man got from that sugar,' and the other said: 'Now don't you believe all you see, that fellow was smooth I tell you, he had something up his sleeve.'" he-he-he-he-he. (Laughter.)
Uncle J.: "Now Mr. H., you may read Experiment No. 146?"
Mr. H.: "I ain't got that wrote up yet."
Uncle J.: "You haven't? Well you ought to have it written. Mr. A. have you it written?"
Mr. A.: "No sir."
Uncle J.: "Mr. F., Mr. T., Mr. C., Mr. W. (All answer the negative.)
Mr. M." (Mr. M. rises and reads.)
Uncle J.: "Mr. M. You are a gentleman and a scholar. Mr. F. will you just stand up and tell how carbon dioxide gas or choke damp can be gotten out of a well."
Mr. F.: "No sir, I can't."
Uncle J.: "Can anyone tell?"
Mr. S.: "Bore a hole in the bottom of the well." (Laughter.)
Uncle J.: "Now Mr. P. you explain the reaction that takes place when H₂SO₄ and zinc are brought together."
Mr. P.: "One atom of H and one atom unite."
Uncle J.: "One atom of what?"
Mr. P.: “One atom of H unites with two atoms.”
Uncle J.: “Two atoms of what?”
Mr. P.: “One atom of H unites with two of Zn to——” I don’t believe I know.”
Uncle J.: “I guess that’s right. Now some of you aren’t studying hard enough. I know just how you recite with your books open. I see all these things—and there will come a day when you won’t have any books or papers to look at and then we’ll see. Now I don’t want to scold. (Smiling.) (Laughter.) Now to-morrow you will test for coal tar dyes and salicylic acids in foods. I tell you it’s the plague of my life trying to keep those poisonous things out of the state. (Bell.) The jellies you buy nowadays are made from apple pulp and dyed with benzo purpiern, and the catsup is grated turnips and starch, and dyed with azo red and Bismark brown, and preserved with benzoic acid. Now what do you think of that? Why we are living on prepared foods and drinking coffee substitutes and taking dyspepsia tablets for dessert. Is it any wonder, I say, that we’re developing a race of invalids? Oh! did the bell ring? Well that will do.” (The class passes out.)
The Jack Rabbit Den

Now come with me if you please to the college on the hill,
And climb with me to that dear old room which eager Juniors fill,
Just take a chair by the window and watch the people below
Until I've hidden their coats away to pay them for being so slow.

This old room's experience, tho' short has been varied and deep,
For it is a kind of treasury all secrets safe to keep,
Yes, it is steeped in mysteries, just saturated thru and thru,
Its furniture tho' meager, savors of romance too.

It isn't large or elegant with paintings on the wall,
Yet in spite of its inconveniences it is kind of dear to us all,
And dearer and almost sacred its every nook will seem
When life from this gushing current has become a steady stream.

We'll amuse ourselves watching them enter one by one,
Some of them walking slowly, others on the run;
And now it begins to get noisy, few quiet ones you'll see,
Morton pulling his whiskers and Dillman and "Tut" make three.

Now in comes a gay, breezy fellow, Steve Briggs, with a laugh and
a jest
And behind him cheerful A. Dutcher, as usual he wears a white vest,
And look at the others who are coming, there is getting to be quite
a train,
There's Reich the football giant, yes he's a little vain.

Just notice those by the table; that intellectual group,
And don't be shocked by the slang to which Ross Elliott will stoop,
For you see he is very witty and for his fault he offers a cure.
On his forehead is written original, and below it is literature.

The others are Kirk, the editor, he with a merry face,
And besides him Bunch our business man, no one could take his place,
And there are many others, too numerous to name.
There's Bruce Elliott and Cooley, who are always in the game.

And Cecil Salmon, who debates, likewise McCordic too,
And then a flock of merry girls, and now I think we're thru,
But some day across wide years we'll hear again these sounds,
As in memories we climb the stairway with a rush and push and bound.

—G. U.
At midnight in his soft warm bed,
A Senior lay dreaming of the hour
When Freshmen, Sophs and Juniors all
Should tremble at his power.
In dreams he was a great man now
And looking back to his college days
He could dimly see thro a misty haze
The time when the Juniors got the craze
For stealing caps and gowns.
In dreams he foiled their every plan
And oh, he was a mighty man.
An hour passed, the senior woke
His happy dream was o'er.
He knew his cap and gown were gone
And oh, he did feel sore.

THE FLUNK.

Flunk—Flunk—Flunk
Ah, tis such a bitter pill;
But I ne'er can get these lessons,
And so I'm flunking still.

Oh well, for the fellow who'll grind,
And study the whole of the day,
But for me, there must be fun,
Oh give me the life that is gay.

The stately Seniors pass along,
To graduate when the June days come;
But oh, for me, I'm always here,
Because I'm so confounded dumb.

Flunk—Flunk—Flunk
At the foot of my class I'll be,
For the chances to pass in the days that are gone,
Will never come back to me.
Autobiography of a Pair of Rubbers

When first I opened my eyes to the light of day I was in Boston, Mass. Everything looked so strange that I became terribly frightened and came near going into hysterics. I saw long creatures moving about carrying things from one place to another and I wondered what it all meant.

Hardly had I recovered from the first shock when I was roughly picked up, packed into a large box with a great many of my brothers and sisters, and shipped to Brookings, South Dakota. I made my home in Cole's Shoe Store where I remained closely confined to my dark evil-smelling abode. Pair after pair of my companions were taken from the box and carried out into the big, bright world; but I was a pair of number twelves and no one seemed to want me.

I had given up all hope of ever getting out of my dark resting place, when a big, green looking fellow picked me up out of the box and began looking me over. He bent my back until I feared that it would break, but I did not cry for fear that I would be thrown back into the box. He seemed to be pleased with me and bought me. My joy knew no bounds, for now I was going out to see the world. But alas! my joy was turned to grief, for I soon discovered that my master was a whistler. His clothes were dirty and his hands and face were greasy. I was ashamed to be seen with him.

One night he wore me to a faculty reception, where I was placed side by side with a lot of other rubbers. The pair that stood next to me knew that it was a whistler that brought me there and told a lot of the other rubbers and they began to josh me. I got fighting mad but that was all the good it did me, for they plagued me all the more.

After what seemed hours, and they were hours of misery, I heard a big noise and was afraid that the building was falling down, but soon saw that the reception was out and the people were getting ready to go home.

A slow, sleepy looking fellow came along and put me on his feet. I knew that he was not my master, but I kept my mouth shut for I would sooner go with him than be seen with that whistler again.

I soon made the discovery that it was a professor who now owned me. He wore me for two or three years, and completely wore my bottoms off. Then he put me into a box in his woodshed where I remain inactive to the present day.

Yesterday I heard him tell his wife that he wished a rubber man would come along for he felt reasonably sure that he could sell me for three cents.

R. E.
REVERIE.

Sometime we will long for the college days
When we have entered life's puzzling maze,
Sometime with a thrill of passionate pain,
We will long for these problems over again.

Sometime we will hear in the silence alone,
The professor's voice, that familiar tone,
And questions that only to us were given,
Reminding of work and how we had striven.

Sometime we will give all of this wide world's praise
For one of these vanishing college days;
For just one hour like those we spend now,
Sometime we will long for it—why not now?

THE YELLS.

Hear the noisy rooters' yells—barbarous yells,
What a tale of struggling their turbulency tells,
On the startled air they fall,
How they bawl, and scream and call,
Too excited they to speak.
They can only shriek and shriek—out of tune.
In the clamorous howling to the players on the field
In loud shouts of exaltations when the players do not yield.
Growing fiercer, louder, stronger,
When the players stand no longer,
When they resolutely endeavor
Now to hold their own or never,
And in the face of obstacles to win.
Oh, the yells, yells, yells,
What a tale their music tells—of support.
How they bawl and squall and roar,
What a comfort they outpour
On the bosoms of the weary struggling team;
And the crowd it fully knows
By the howling and the yowling
How the game is going to go.
For the ear distinctly tells
In the jangling—and the wrangling
How their spirit sinks and swells
By the lowering or the swelling
Of the yells;
Of the yells;
Of the yells, yells, yells, yells, yells, yells, yells,
In the rising and the swelling of the yells.
A Day at the College

In the early morning, when the flowers are still wet with dew, and the air is laden with the sweet perfume of blossoms, while yet the noisy mob is wrapped in slumbers, and the long shadows linger lovingly on the campus as if loath to break away, then the sleepy freshman with empty head, carrying his books and all the knowledge there, under his arm, slowly ascends the hill. A little later the figure of a man is seen rushing along—he drops his dignity, he races. No, he is not trying to create a breeze, it is simply Prof. ——, ten minutes late for class.

At eleven-thirty forms may be seen issuing forth from every building and forming a vast mob, which wends its way chapelward; for ten minutes they stream by, then the campus is again deserted.

About two o'clock, when all should be at work, a girlish figure comes forth from Central building, joins a tall auburn-haired fellow and together they stroll across the campus.

On the front steps of Central sit another couple deep in conversation and utterly oblivious to all, save each other. Soon co-eds begin struggling by, and giggle as they pass them. Co-eds always giggle.

In the evening when all is quiet the shadows on the grass shift strangely, the moon comes up and lights up the countenance of the blue sky. 'Tis now mysterious figures may be seen moving among the checkered shadows of the wayside trees.

You will see a big athletic fellow and a maiden fair come aimlessly up the walk. The moon considerately creeps behind a bank of clouds, letting a silvery light fall on the scene.

They pass on, we know not whither, perhaps to the society hall in the North building.

Others come and go, they wander around and up and down and disappear again.

Finally we are constrained to move onward, the hour is late, the last of the stragglers has gone—even the moon has dropped from sight behind the hill, and another day is ended.
The Bachelor

He is an old man now, lonely and unloved; he lives alone in the great house, for he has prospered.

At evening when the business of the day is over, and the great hurrying world is shut in for the night, he often sits thus, gazing into the fire, 'tis now he feels the greatest loneliness and sense of something lacking in his life.

But thus his chosen estate—the realization of his fondest dreams. He sees now why Providence in its wisdom seldom allows men to realize their dearest dreams, and knows that when they do they must pay the price. That a reaction must follow close upon dreams come true. On this evening as the dancing flames from his cheerful hearth throw shadows upon the walls, his thoughts revert to his happy college days.

Again the girlish faces come before him; he is not so harsh in his judgments now as then; but immediately they pass from view. Now it is Commencement time—he strolls around to bid farewell to the many haunts that shall soon know him no more—he is thinking of the stupid world, then so blissfully unconscious of the genius so soon to burst upon it.

He sees dimly the grave alumni toiling up the hill and the throng that hurries from building to building. He wanders from the study to the hallowed precincts of the library. Then seeks the solitude of the orchard. Before him stands the most beautiful girl in the world, the graceful folds of her black gown envelop her completely; and her glorious head is crowned with a black cap.

He sighs deeply in his sleep—the fire in the grate crackles, bursts into a flame—and goes out. He awakes with a start as the clock strikes midnight—the desolation appalls him, he sighs again and ascends the stairs.
The Early Chapel Rhetoricals

Two of the essential features of the college life of the days when the world was still young to most of the present students, were the daily chapel exercises and the "Chapel Rhetoricals."

The daily chapel exercises was held the first thing in the morning, about 8:30, in the present chapel, then known as "the new chapel" to distinguish it from "the old chapel," which comprised the space now occupied by the library and reading room, which was in one large room.

Attendance at this exercise was not compulsory, but it was attended by 95 per cent of the students with great regularity. The program was begun by the singing of a hymn by the students, led by a choir selected by the professor of music, then a reading of scripture and prayer by some member of the faculty, announcements for the day by the president, another hymn and dismissal.

In those days the long vacation of the year came between December first and the last of March, so that self-supporting students could teach a term of winter school in the long vacation, and help the home harvest during the short vacation, usually the month of August.

This arrangement of the school year, together with the agricultural depression which existed in the West at that time, gave us an unusually large proportion of self-sustaining students. I do not think it would be an exaggeration to say that at least 85 per cent of the students of that time, both men and women, were earning their own expenses, or at least a large part of them.

The amount of money available at the college for student labor was not large and there were always more applicants for work than the departments employing student labor could use. It was customary for the student when enrolling at the office of the President (who was also Registrar) to say whether he wished to labor, and if he did, whether he preferred the agricultural or horticultural department. His name was added to the list desired and as the head of the department decided what number of self-sustaining students. He checked that number off his list, beginning where he left off the day before, and handing the names of the students wanted to the President before chapel. When the proper order of business came the lists were read, and that was the only notice given, so that there was an economic as well as a devotional incitement to regular attendance at chapel, such attendance being necessary to make satisfactory connection with the pay roll at the end of the month.

But the faculty kindly provided still further inducements, of a literary character. It was believed at that time that it was desirable that all educated young people should be able to stand, unterrified, before their fellow creatures, and express their thoughts upon any familiar subject in ready, vigorous and exact English; and to contribute to the practice necessary to bring about this result it was ordained that each Junior and Senior should present an essay or oration publicly during each of the three terms of the school year. It was provided that the graduation thesis of the Senior should take the place of his last term's rhetorical.

Most of these rhetorical exercises were essays, read from manuscript. A few of them were committed to memory and delivered as orations. Some
were argumentative, some were narrative, some were original and some were of more or less prominently encyclopedic origin. Many of the students, especially those who, from timidity had failed to ally themselves with a literary society, made their first public appearance under this requirement, and even the inured literary society worker approached the college rostrum with a respect born of the recognition of its dignity.

It was the good fortune of the writer to be the college reporter for the Brookings County Press from the summer of 1889 to the Commencement of 1891. During this time the subjects of the chapel rhetoricals were reported weekly; and it may be of present interest as well as a desirable preservation for the future to record them here. Certainly all of the old students will be glad to recall many half-forgotten memories by looking over the list, and later students who read it will gain a better appreciation of early college life.

1889—SUMMER TERM.

(The list commences August 1, and is incomplete.)

"The Microscope and Its Reflections."—Minnie Stoner, '89.
"Punctuality."—Kate Boswell, '89.
"The Reformation."—Nellie Roe, '89.

FALL TERM.

"The Centralization of Wealth."—J. C. Jenkins, '90.
"Class Journalism."—Fanny Shannon, '91.
"The First Thirteen Hundred Years of English History."—Minnie Stoner, '90.
"The Inevitable Essay."—Guy Roe, '90.
"Cincinnati."—E. W. Pyne, '90.
"Advancement."—Mrs. Duffey, '90.
"The Incipient Pedagogue."—W. C. Allen, '90.
"Architecture."—Lee Wolgemuth, '91.
"Annexation of Canada."—Hugh West, '91.
"Irrigation in South Dakota."—N. M. Wardell, '90.
"Napoleon" (oration).—Chas. F. DeGroff, '91.
"Industrial Training" (oration).—H. C. Solberg, '91.
"A Mathematical Problem" (oration).—Nina Updyke, '90.
"The Legend of the Lakes" (poem).—A. B. Crane, '91.
"Arctic Regions."—Alice Robinson, '91.
"The Pyramids of Egypt."—Nora Updyke, '91.
"Evolution" (humorous oration).—I. D. Morrison, '91.
"Carlyle's Heroes and Hero Worship."—Birdie Keith, '91.
"Gold."—A. J. Johnson, '91.
"Horticulture."—H. C. Irish, '91.
"Thought."—Perry Lewis, '91.
"Babylon."—W. D. Bell, '91.
"Martyrs."—Hettie Doughty, '91.
"Memory."—W. C. Dillon, '91.
"The Order of the Cincinnati."—V. B. Valleau, '91.
"The Egotisms of the Age."—Homer Davis, '91.
"Byron and Burns"—Grant Houston, '91.
"Some Literary Workers."—Mary Frick, '91.
"Vegetable Clothing."—W. S. Bentley, '91.
"The Future of South Dakota" (oration).—J. B. Hann, '91.
"What and How Shall We Read?"—Emma Keffer, '91.

1890—SPRING TERM.

"Aids to Education."—W. C. Allan, '90.
"The Termites."—John Day, '90.
"The House With a Court."—Mrs. Maggie Duffey, '90.
"James A. Garfield."—Hildus Eggeberg, '90.
"The Downfall of the Roman Empire."—O. H. Haasarud, '90.
"The Pyramids of Egypt."—Lilla A. Harkins, '90.
"Difficulties Encountered by the Young in Oratory."—I. D. Morrison, '91.
"Quinine."—F. D. McLouth, '91.
"The Pharmacy Department."—I. D. Aldrich, '91.
"Women in Politics."—Guy Roe, '90.
"Watches."—W. D. Bell, '91.
"Franklin, the Statesman."—A. B. Crane, '91.
"History."—Perry Lewis, '91.
"Ballot Reform."—H. C. Irish, '91.
"House Furniture—a Historical Sketch."—Emma Keffer, '91.
"Methods of Economy."—Hetty Doughty, '91.
"Choice of a Profession."—W. C. Dillon, '91.
"Bells."—Mary Frick, '91.
"What Shall We Do With the Negro?" (oration).—H. C. Solberg, '91.
"Why I study German."—Alice Robinson, '91.
"The Relation of Capital Punishment to Civilization."—Homer Davis, '91.

"Nationalism."—N. M. Wardell, '90.
"Holidays."—Pannie Shannon, '91.
"Tobacco."—J. B. Hann, '91.
"The Other View."—Minnie Stoner, '90.
"Galileo."—A. J. Johnson, '91.
"The History and Progress of Medicine."—Grant Houston, '91.
"The Eight Hour System."—V. B. Valleau, '91.
"The Bedouin Arab."—Lee Wolgemuth, '91.
"Benefits of Monopolies."—Hugh West, '91.

SUMMER TERM.

"As to Science."—Perry Lewis, '91.
"The American Indian."—W. D. Bell, '91.
"Exiling as a Punishment."—A. H. Kenyon, '90.
"Money."—Nora Updyke, '91.
"The Tariff."—W. C. Allan, '90.
"Agriculture as a Force in Civilization."—Lee Wolgemuth, '91.
"Irish-Americans."—Emma Keffer, '91.
"Looking Backward."—E. W. Pyne, '90.
"The Development of Industry in the United States."—Mary Frick, '91.
"Atlantis."—A. H. Kenyon, '90.
"The Origin and Development of the Art of Printing."—Fanny Shannon, '91.
"Our Canine Friends."—John Day, '90.
"Knowledge, the Power of Man."—Hildus Egeberg, '90.
"Silk Culture."—Jennie Chamberlain, '91.
"John Dryden."—N. M. Wardell, '90.
"Actions of Poisons."—Grant Houston, '91.
"Thoughts on Ventilation."—J. B. Hamm, '91.
"An Instance of the Use of Water Power."—Alice Robinson, '91.

1890—FALL TERM.

"Effect of Invention."—W. D. Bell, '91.
"Conservatism; the Clam."—C. O. Page, '92.
"Conservatism; the Oyster."—Homer Davis, '91.
"Improvements in Farm Machinery."—Grant Houston, '91.
"Cities as Civilizing Forces."—H. C. Irish, '91.
"Industrial Heroes."—Fannie Shannon, '91.
"Our Forestry Problem."—H. H. West, '91.
"Providence and Extravagance."—Nora Updyke, '91.
"The Beauties of Our Prairies."—Alice Robinson, '91.
"Mistakes in Society."—Nettie Sloan, '91.
"Practical Forestry in South Dakota."—J. C. Whitten, '92.
"Gambling."—L. B. Wisner, '92.

1891—SPRING TERM.

"The Pro and Con of the Money Question."—I. D. Aldrich, '91.
"Russia and the Jews."—H. H. West, '91.
"Sir Walter Scott."—W. S. Bentley, '91.
"The Indian Reservation System."—H. C. Irish, '91.
"Our State Capital and Metropolis."—Emma Keeney, '92.
"The Correlation of Forces."—Perry Lewis, '91.
"The Wild Flowers of Nebraska."—Mrs. Effie Williams, '92.
"Charles Dickens."—Ida McLouth, '92.
"Echoes."—Maggie Madden, '92.
"The Beautiful and the Useful."—Nettie Sloan, '92.
"The University of South Dakota."—Frank Schlosser, '92.
"Motives in Reading."—Fannie Shannon, '91.
"Mob Law is Sometimes Justifiable" (oration).—V. B. Valleeau, '91.
"Mob Law is Never Justifiable" (oration).—J. C. Whitten, '92.
(The above orations were delivered at the same session.)
"Justice Before the Law" (oration).—L. B. Wisner, '92.
"The Anglo-American Court" (oration).—H. B. Mathews, '92.
"Immigration and its Restrictions" (oration).—A. J. Winegar, '92.
"The Sandwich Islands."—W. D. Bell, '91.

SUMMER TERM.

"The Plumed Knight" (oration).—Homer Davis, '91.
"Italian Republics of the Tenth Century."—Emma Keeney, '92.
"A Fishing Excursion."—Mrs. Effie Williams, '92.
"Books as Companions."—Maggie Madden, '92.

It seems possible that there were more rhetoricals during this last term. The Seniors were working up their theses, but a number of the members of the class of '92 do not appear on this list. In fact the list elsewhere may be slightly incomplete. It is given as recorded at the time.

If it stimulates recollections which may lead the old student to take a livelier interest in his alma mater and to resolve to meet his old friends yearly at Commencement time it will have paid amply for its preservation and reproduction at this time.

Irwin D. Aldrich, '91
Slowly down the horizon,
Sunk the golden autumn sun;
And the library clock a striking,
Showed the day was almost done.

When a band of merry Juniors,
Met in thirty-five that day,
And whispered how they'd make them famous
In an intellectual way.

Then a tall good natured fellow,
Rose from out the Junior mass,
And addressed his fellow students,
Of that most industrious class.

"Fellow Juniors, we've decided
A new stunt to introduce,
That we'll edit a 'Jack Rabbit,'
Which we'll very soon turn loose."

Soon the news was circulated,
And it ceased to be a jest,
For '07's Jack Rabbit,
Took its place among the best.

And now each year the Junior class,
In this agricultural school,
Point with pride to the precept,
And try to follow the rule.

And forever and forever
Tho others take their place,
They'll all acknowledge freely,
That '07 set the pace.
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