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North Dakota has shown its ignorance of the favorite college game, by attempting to make foot-ball playing a misdemeanor.

Last week our esteemed contemporary contained an article from an Eastern exchange, counseling fraternity men to so conduct themselves as not to cause non-fraternity men to feel that fraternity men are their superiors. The whole thing was probably intended as a joke. At any rate the Greeks' conduct has never indicated that they, as yet, have an indisputable claim to superiority.

While we should cherish and respect the spirit of democracy in the university, we should not let this feeling be the harbinger of dishonest license. We are all too apt to think because every one is perfectly free and placed in the light of his own manhood, that individually we have no responsibility in the misdeeds of

others. This is a false and oftentimes very harmful view of things. How are people going to know how we stand and what things we hold in respect if we do not speak? How are we going to exert an influence against disreputable things if we allow them to be fostered before our very eyes without even a look of disapproval. This lethargy is more evident in the case of cheating than in any thing else. We believe it is wrong and deplore its practice by a few in the university, yet we do not frown it down as we should. If the students, individually, would show their supreme disgust that such action merits, class cheating we believe would soon become a thing of the past. We all feel disgusted with the one who can not say "no," even though he is a boy, yet we tolerate this unmanly cribbing of the few without even shaking the head in disrespect. There are only a few in the university who do this kind of work and let us show this few in what supreme contempt we hold their action.

If there is a student in the university who is misinterpreting the meaning of higher education, it is that one who is so engrossed in his studies as to forget everything else. Our principal motive in coming to college is to study, but if we confine that to the study of books alone we are falling far short of our opportunities. If there is any period in our life when energy and industry are demanded, it is while we are in college, but when we exert these tendencies in a mechanical way in one direction only, we are placing ourselves in scholastic jeopardy. It will not be the number of historical dates we learn, or the quantity of Greek we can read that will help the world, or us for that matter. We come here to acquire training—to get our mental machinery in working condition. Such attainment will come as well through the external attributes of college life as