

The M. A. C. Record.

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The Culture Value of the Women's Course.

This is the day of warnings, suggestions, theories, in regard to education from those whose opinions we must consider authoritative, from the Atlantic to the Pacific,—from President Hadley to President Jordan. We are told that as a people we are non-intellectual, that the thought of the gain to be derived from certain studies directs the choice of the study more often than real interest in it for itself. President Thwing warns us against allowing the "occupative" idea to influence the student in electing his subjects, and urges him to choose his work in college not in reference to his future occupation, but according as it is "educative." "Train the woman and the man to think, to appreciate, and to be righteous, then send each out to do his work, to live his life." The *Forum* for February presents his views.

In the same month we find the President of the Association of Collegiate Alumnae saying that there is little belief in the value of education for itself today, that there is a non-intellectual stamp upon the American people; that even in schools and colleges the hero is not the student who delights in reading and study, but the athlete or the fellow who knows how to wear clothes of the "proper" cut, though he may scarcely be able to compass a correct English sentence. Bryce says: "They, [the Americans] are a commercial people whose point of view is primarily that of persons accustomed to reckon profit and loss. Their impulse is to apply a direct practical test to men and measures, to assume that the men who have got on the fastest are the smartest men." The story of the farmer who thought it "agin natur?" for the geologists to examine rocks for half a day in the sun without expectation of discovering gold, without having so much as his expenses paid, would illustrate the feelings of Bryce.

Much of the strong opposition to Greek and Latin is probably the result of this same tendency—to prize a study chiefly because even while the student is working on it he may see the direct gains resulting from it. We cannot be surprised then to hear warnings against the dominance of the material side of life and a plea for enjoyment in the intellectual life.

A college that includes in its curriculum work that looks forward to the future occupation must be wise

and careful if it would provide for its students a training not confined merely to a fitting for definite future occupations. The power "to work and to reason" must be the outcome of the education given if it is to meet in any way the demand for an ideal system of education, and we hear much of the "Ideal Education" and the "New Education." New conditions are demanding new methods of preparation for those who are to meet them. The scornful feeling, once so common, expressed by the *hoi polloi* of the Greeks, and by the terms "the people," "the masses," is one that is being forced out by the growing belief in the vital importance of fullness of life even for "the masses."

One strong force in the civilization of today is the Trust Unlimited. An object of interest to those with

mere shelter, must be transformed into a place that will be more alluring than crowded excursions and perennial shopping. The shelter in the city slum is being exploited by men like Mr. Jacob Riis, the country town by men like Mr. R. L. Hartt. They tell us conditions, perhaps they are of the prophets of the movement that aims at raising the standard of life among what we once called "the masses."

The college women, who are seeing deeper into the mystery and nobility of life through the study of science, including domestic science, are realizing that law is inevitable, that public health, morally and physically, is largely a result of municipal house-keeping, *i. e.*, water supply, street cleaning, and so forth. With them lies much of the responsibility for changing those conditions

ery, sewing, house-sanitation and furnishing, home nursing, those subjects that make our women more able to baffle the forces that are threatening home life.

Our Women's Course aims at making the home a center of moral and intellectual progress in the face of economic tendencies working against it. It teaches that standards of life come before standards of living, that the lives of college women must express their protest against the demand for luxuries now made more and more often because of the example of the American millionaire. Comforts increase efficiency, luxuries lead to degeneration. The measure or test is comparison with the health gained, physical, mental, spiritual health. Any expenditure which will increase health is economic and legitimate. The

amount of money spent is not a safe standard, even in matters esthetic; artistic ability is rarer than money,—witness the house of W. H. Vanderbilt, in New York, representing a large sum of money and far less good taste. Our course for women has as a conscious aim the teaching that an American aristocracy should have as its foundation not wealth but a standard of life, evidenced in manners, health, esthetic surroundings, a

pride in honest work, a love of uprightness and honor.

MAUD RYLAND KELLER,
Dean Women's Department.

The Sciences in the Women's Course.

Students in the Women's Course have work in chemistry, physics, botany, and anatomy and physiology, as required work. Special work is offered in bacteriology as an elective, and work may be chosen in zoology, geology, or meteorology. The instruction in these sciences is based upon the most approved methods, and the work does not differ materially from that done in all first class colleges and universities.

The question is often asked, why should a girl study the sciences? The answer is plain. They cultivate the power and accuracy of observation, the love of truth and system. In other words they have a practical and cultural value all their own.

A woman should study the sciences because there must be a constant growth, in practical life of the scientific principles involved in

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a genius for organizing trusts is the home. They tell us that it is false economy that keeps up fifty kitchens when one large kitchen would meet the same needs. There is a proposed trust for the care of babies, one large concern that shall do efficiently what dozens of small "concerns" do badly. Even politicians go to the schools and colleges and ask them to do what they can to solve the problem of the home-keeping.

Social scientists tell us that no community rises above the average of its individual homes in honesty, intelligence, industry, patriotism. We know that today the forces with power to disintegrate our homes seem almost unconquerable. There is a general lack of permanence about the home; there is a hiring of houses, moving to save house-cleaning, a lack of responsibility for property, an unorganized herding of families, the very slight sense of the right of privacy. These things, with many more, are uniting against the ideal of home, that place one may call one's own, if it be only a corner of a room with a screen about it. The home, now too often a place of storage and

of life which we now deplore. The myth or the epic of this miraculous transformation is not yet written; when it is, it will be no less beautiful and no less true than the myth of Apollo with its beauty of dawn and its truth of the sun's beneficence.

That college course which, like our own, turns the college laboratory into a kitchen, censured by President Thwing, does it, not at the expense of work that, as he says, trains women "to think and to appreciate" for it does not exclude work in art, literature, language, mathematics. Cookery with a knowledge of chemistry, house-cleaning with a knowledge of the workings of bacteria make the woman "appreciate" and render the designation of housework as menial forever impossible. It is not only the knowing how to do particular things, but knowing the underlying principles, that is of value. Women educated to do certain things without understanding the principles, become creatures of routine.

The training of our women in literature, history, arts and sciences is given simultaneously with the special work in domestic economy. By domestic economy I mean cook-

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Record Staff.

HOWARD EDWARDS.
VICTOR E. BROWN.

Communications and other matter pertaining to the contents of the RECORD should be sent to Howard Edwards, Editor of the RECORD.

It is with sincere regret that we announce the temporary absence of our editor, Howard Edwards. Rarely is anyone tried as he has been, and few indeed there are who would have endured the ordeal with such splendid fortitude and patience. Sickness has visited every member of his family this winter. He has taken Norman to join Mrs. Edwards in Virginia.

In issuing this edition of the RECORD we are complying with the object for which the paper was founded—the dissemination of information concerning the Michigan Agricultural College and the noble work it is doing.

The Women's Department has been in its new building now almost a college year, and therefore has had time thoroughly to adapt itself to its new quarters. When last autumn we gave our readers information about the building, it was only just ready for occupancy. The teachers then could speak only of what they hoped to do with the splendid equipment placed at their disposal. Now they can speak of what they are *actually* doing. Of the dormitory itself little need be said. The views we present speak more eloquently than words.

If we have not published accounts of the work done in Mathematics, English, Modern Languages, History, and Drawing it is not because these branches are slighted in the College curriculum, for in each of them a suitable amount of work, thoroughly and systematically done, is required. These subjects are given the same prominence here as in any other first-class college. For those desiring it, work may be elected in Psychology and Political Economy. We have sought in these pages to give detailed information concerning that part of our work which is different from that of other colleges, rather than to give a cursory description of our whole course.

There are three things which make a college great—faculty, equipment, and the loyalty and character of its alumni. In regard to our faculty we point to the large proportion of its members whose names are eminent in their respective lines of work. Of our equipment, let it be understood that both in quantity and quality it is far above the average—in the Women's Department it is unsurpassed in the whole country. In regard to our alumni we need to say nothing.

The fact that our graduates and former students, almost without exception, occupy useful and honored

positions in their respective communities is sufficient testimonial of their character. Their loyalty to, and interest in, the institution has always been most marked, and it is to satisfy the desire of this great body of loyal alumni for information concerning their beloved *alma mater*, that we issue this special edition of the RECORD. V. E. BROWN.

The Sciences in the Women's Course.

(Continued from page 1)

accounting for the various phenomena that arise before her. She needs to understand correct scientific methods in her operative conduct of household duties, for science is really at the foundation of nearly all of them. A knowledge of the scientific principles underlying them will place a woman in a position where her work will not be the mere mechanical application of certain ideas which she gets from the practical art. Instead she will perform her duties, as a doctor or chemist would perform his,—with a thorough understanding for the reasons underlying them.

This College offers facilities to women who wish to specialize or do advanced work in the sciences. Dr. Beal and Prof. Marshall explain the work in their respective departments.

BOTANY.

During the first term of the first year in the course, young women spend an hour and a half a day at the tables in the botanical laboratory observing and dissecting and experimenting with plants, aided by stage microscopes and other apparatus. Besides acquiring some knowledge of plants and seeds, they are expected to gain three things.

1st. To learn how to use a dissecting microscope properly.

2d. To learn how to observe.

3d. To learn how to describe what they have seen by words and drawings.

During the next term, the work is continued for two days in each week.

In the spring term of the sophomore year, each young woman sits at a table by herself seven hours per week using a compound microscope, and making notes and drawings of the minute anatomy of plants. Considerable stress is placed on acquiring a knowledge of starches, aleurone, and protoplasm, as they are the most valuable food ingredients of plants.

Young women also receive instruction by laboratory work and observations on the campus for one-half term, making the acquaintance of trees and shrubs of especial interest in ornamenting a home.

W. J. BEAL.

BACTERIOLOGY AND HYGIENE.

The department of bacteriology and hygiene offers to young women courses in bacteriology and hygiene. In bacteriology, the fundamental principles are taught by means of laboratory work, in which an understanding of moulds, yeasts and bacteria of fermentations and diseases is gained. Especial attention is given to those lines of investigation which will bear directly upon the problem of domestic science. General hygiene is given by means of lectures during the sophomore year and in a course treating of dietetics during the junior year. In all of the work

in bacteriology and hygiene it is the aim of the department to prepare students thoroughly for the needs of every day life. C. E. M.

Domestic Art.

Domestic art may be defined as the artistic making of those accessories which accentuate the beauty and grace of the human form, and which are necessary to its comfort; also the creation of needlework which can be used to ornament the home. This definition covers the subject as a means of education used in our schools, but in its largest sense it is more. It can be made to include any expression of art as taken up in the home with the aim of enhancing the beauty, aesthetic taste and culture of home life, and the pleasures and best welfare of its members. Music, painting, wood carving, etc., would then, rightly come under this head.

The method maintained for house-keeping, and home-making in its material sense, established by the customs of advanced civilization, is clearly divided into two phases or features, though at the same time they are so closely inter-related as to make it difficult to draw the line which shall divide its science from its art. But the two features which we may broadly term the *sewing* and the *cooking* are separate and distinct in themselves and must be so treated as our practical subjects for industrial education.

Domestic science includes the Cooking School where the girls learn to apply not only a knowledge of scientific principles to practical results, but all the best discovered hygienic rules and sanitary regulations for managing a home. The subject is treated in its own place and we will take up the other department or feature of house-keeping, Domestic Art or the Sewing School. Here needlework is taken up in all its expressions or art and usefulness. Its two values, the utilitarian and the educational, are constantly kept in mind, making them *first*, a means for developing power through acquiring knowledge; learning to do a thing by doing it, thus securing confidence in the ability through acquiring competency; *second*, technic purely. The knowledge of *how to do* any useful or necessary thing makes that thing easy and pleasant to do. The most of life is made by thus dignifying the common place occupations; elevating ourselves in ennobling our employments. Ennobling our employments consists in bestowing upon them that respect which alone can come through a thorough understanding of them. This brings us to the primal aim of Domestic Art, which is to acquire an understanding of things through a knowledge gained by doing them, which develops power through the knowledge gained, and that power can be turned upon any or all of the varied experiences which make up life and living.

But how is this applied to a course in Domestic Art? Of what does such a course consist? It is manual training or the developing of dexterity and skill in needlecraft. First, general instruction is given regarding the materials and implements used; thread, needles and pins, thimble, scissors, tape measure, emery, etc., followed by a few general rules regarding the position of the body and the most economical expenditure of its vital force.

Easy steps are then followed in sequential order from the most simple to the more complex exercises until eighteen primary stitches have been covered which lay the foundation of *all sewing*. These are basting, running, overhanding, hemming, stitching, back-stitching, overcasting, felling, gathering, catch-stitching, feather-stitching, hem-stitching, damask hemstitch, button-hole stitch, the loop, slip, blind and chain stitches. The reason, use and best methods of taking these stitches are considered, then simple applications made in exercises in joining, matching stripes and figures, patching, darning, putting on bands, putting in gussets and pockets, preparing placket openings, squaring and mitering corners, grafting, etc., until a set of about thirty-six samplers is completed which can be made a beautiful as well as valuable reference in after life. These same stitches are then taken up and practically applied to articles and garments, all of which are intended to be of some utility to the pupil. The sewing machine, by which most of the work is done, is taught, also a system of garment cutting by which each pupil measures, drafts, cuts and fits every garment made. The system should be the property of the pupil and taken away to use in home life. Much attention and time is given to hand sewing, not simply to be able to do fine and difficult needlework, but rather as an educational training; exercises to develop the powers and possibilities of that most wonderful tool of the brain, the *hand*. In this development lies the greatest means by which the mental idea may become the material expression, and this is the largest end and aim of all true education. Hand sewing is carried into exercises of the finest work and its application upon serviceable articles.

During all the course care is exercised in the training of judgment, by sight and by mind, of taste, appropriateness of beauty and utility, always keeping first in thought the greatest usefulness for which each thing is intended.

Thus sewing is pursued through graduated exercises from the simplest running seams and the use of the thimble, to the planning and making of lined wool dresses.

Art needlework is then presented in a series of exercises which is intended to give the foundation principles of embroidery, designing and color work in its light and shade, and the general idea of lace making. Millinery is also taken up, with the idea or hope of giving the girl a few practical hints and suggestions which may enable her to do some of the simpler things for herself, or to lead her on to the trade later.

Thus latent possibilities are discovered and developed and the powers of the mind are exercised in connection with those of the hand, bringing the thought or mental image into a materialized object of beauty and service to the social world.

Every young woman, as a most essential part of her training for real life in the home, should have the advantages of attending the sewing school and the cooking school. Let her study house-keeping and home-making as her profession, as a young man studies and learns his vocation or profession, and as she learns *how to do it*, it ceases to be a drudgery and becomes a source of real

pleasure and profit to her. She thus comes to realize the value of the home over the office or store, or even a profession, and to dread less the duties and responsibilities of its good management.

Does it pay? Yes, for anything which helps the young woman to the larger and fuller development of her powers along the idea of true education and true womanliness makes her a better, nobler, more useful member in the great society in which she is obliged to live, and we can say that sewing, dressmak-

Domestic Science.

Domestic Science, in its specific application to the care of the house from foundation to furnishings, from kitchen to parlor is made a part of the Women's Course from the beginning of their Freshman to the end of their Senior year. There is no attempt made to offer this branch of their college training in any condensed and readily assimilated form; if so it would have a place quite outside the curriculum. Rather it is presented to them in such a light



CLASS IN SEWING

ing, art needlework, millinery, cooking and manual training in all its forms do help a girl to become a good girl, a better woman and a more useful citizen.

MRS. JENNIE L. K. HANER.

Physical Culture.

It is by no means a waste of space that the new Women's Building has so large a space set aside and fitted up with modern appliances for exercise. Nor is it a waste of time that students in the women's department are required to spend an hour three days in the week in regular class-work there. This work aims to be thoroughly practical as well as progressive—its principal object being to instill right physical habits, and especially to correct faulty habits of breathing and carriage; to educate the body to perform the greatest amount of work with the least fatigue; to cultivate *reserve strength*; in fact to teach each pupil to become mistress of herself and of her vital forces.

The facilities for this work are excellent. The exercise room, 32x53 feet, is heated by steam, well lighted, with ample provision for ventilation, and is fitted up with the latest improved Narragansett and Swedish apparatus, other machines will be added from time to time as the needs of work demand, making it thoroughly modern and complete in its equipment.

Besides the gymnasium proper, we have the tennis courts for more active and exciting exercise, and beautiful links on the campus where those who prefer can indulge in the "gentle game of golf."

One-sided development must be avoided.

That great trinity—the physical, mental and spiritual must be preserved, so interdependent are each upon the other that we cannot afford to neglect the care and training of any one of them.

SARAH B. S. AVERY.

that many of the other studies pursued become something more to them than mere matters of mind training, and by their direct application and intimate bearing on the problems involved in Domestic Science tend to broaden their knowledge of the ordinary matters of life, and awake in their minds the desire to still further pursue such knowledge. The little knowledge which "is a dangerous thing" need not be feared in a course so arranged that the scientific supplements the practical, and the classical and social so open the eyes to the true conditions of life and to a right realization of the importance of a proper standard of the home life and work that the other branches are made subsidiary to it. Thus the aim of the course is to give to the young women the desire to have better homes, the incentive and training to make better homes and the ability to awaken in the minds of others the importance and dignity of the work of the home-maker.

While it is true that the future home-maker is the young girl of today that future home is to receive influences from other sources as well, and it is the young girl who by her thorough College training, can best cope with and direct these exterior influences that will do the most toward helping to advance the interests of home, state and country.

Thus it is plain that Domestic Science does not mean the learning how to cook in order to prepare delectable dishes to pander to the gastronomical tastes of man, thereby causing him to return to his savage state of satisfied and gluttonous contentment. It does mean the knowledge of the real needs of the body, of the foods which can best supply these needs from both a physiological and economical standpoint, and of the methods of preparation which will further most advantageously the work begun by nature in their growth. It means that by this knowledge and improved condition

of our bodies is to be gained, not for a mere matter of physical betterment, but that in consequence of the physically improved conditions so obtained, the spiritual and intellectual may uninterruptedly dominate and control our lives.

This is the College idea of domestic science. The girls learn to cook and to cook well; they learn to wash, to clean—even to scrub, but they do not do so only that they may become cooks or laundresses or char-women—all of that they can do, may doubtless be compelled to do at one time or another, but having learned how to do, why to do and what to do they are able to look upon life as having a significant purpose, and whatever lot may be theirs to know that the problems of material advancement today and in the future concern the woman in the home as deeply as the man in the business world, and the responsibility is more largely with her in the home.

So much we strive to attain. The portion of the course devoted to domestic science alone would be sadly inadequate to accomplish such ends. It is only in conjunction with the other College work that even an approach to the fulfillment of our aims is hoped for. It may be well to speak more at length concerning the manner in which the work is carried out. The subjects which are classified distinctively as domestic science include:—Cookery, elementary, invalid and advanced; laundry work; cleaning and all kindred subjects; sanitation; emergencies; care of the sick; household accounts; and house decoration.

As something which perhaps will make itself most quickly felt in the way of improving the condition of our homes, the subject of cooking is taken up in detail during the entire freshman year. The building of the fire gives rise to a study of the materials used, the phenomenon of combustion and the conditions best suited to give the most profitable results. The study of the classification of foods leads into an investigation of the nature of the body and

ent foods studied are taken up in turn—the necessity of the thorough cooking of all starchy foods to render them more easily soluble by the digestive fluids; the care necessary to prevent the hardening of the albumen in milk, eggs or meat, making it so difficult of digestion that much of its value is lost. The difficulty with which fatty foods are digested, and the harmful effects of fried articles become clear through a study of their nature. All this is taken up in the kitchen as a part of the work in cooking and so with the knowledge of facts comes the skill in manipulation. The ability to cook vegetables properly, to make an omelet and to prepare light, sweet and wholesome bread is acquired in due season, and leads on to the preparation of those more complicated dishes whose only excuse is their faultless preparation.

To the plea that the girl coming to us from the farm knows already much that is related to cookery the course itself gives the answer that to her the reasons and methods which can be learned will come with special force and value. Along with all this comes the care of kitchen materials, and then on to the care of the entire house. The work of serving is made to represent the doing of something in such a way that it will add to our neighbors ease and comfort and make the matter of eating something more than the performance of a purely physical office untouched by the influences with which we are surrounded in all our social life.

Laundry work is also included in the course for the freshman year. It means much to the young girls who know nothing of the easy methods, and the obtaining of good results with poor equipment. The softening of hard water by the proper harmless alkalis, the removing of stains by careful application of the proper substances, care in the handling of fabrics—all this and more they learn. In the invalid cooking of the junior year—they grow to understand more fully the adaptation of foods to the body; the



CLASS IN COOKING

the meaning of its activities, and so to a knowledge of the foods best adapted to the various conditions of the body. Cooking takes us yet further into the science of physics and chemistry to explain the changes produced by heat on our food and to ascertain whether or not the changes are advantageous. First the simplest methods of cooking are studied—baking and broiling through the medium of dry heat for the development of flavor, then cooking by moist heat to soften the tissue.

The effects produced on the differ-

process of assimilation of the body; and the preparation of dishes for the sick with the care and skill necessary in serving.

Cooking in the senior year gives an opportunity to the serving of dinners, and involves the making of the menu, the selection, preparation and cooking of the materials; with the setting of table and serving of the meal—all this to be done at a certain cost, to answer a definite purpose. The amount spent for a meal for four persons is limited to eighty cents. The purpose is to

give the four persons just the amount of food material required. The estimating of menus and calculation of receipts are taken up at length. The knowledge of accounts, marketing and dietetics gained during the four years are thus drawn into service with the work in cooking. This is the application of the former work and training, and is eminently valuable.

So much the course accomplishes, so much we are doing for the State at the present time, and in just so far are we coming nearer the goal toward which we aim.

CARRIE A. LYFORD.



The Work in Music.

It is not expected that all people should study music as a science or an art, but it is expected and indeed, demanded, now-a-days, that all people of culture should know something about music.

In the estimation of many, music is regarded as a pleasure, a pastime. Much more is claimed for it by musical people; but even as a mere producer of pleasant sensations, it is a great power, for it must be remembered that these same pleasant sensations are always pure and refining, if the music is rightly used. When music becomes degrading in its influences, as it undoubtedly does at times, it is because of its association with improper acts or words.

It is not alone the mere emotional influence of music that refines, but it is an art that appeals to the mind as well as to the heart. He who seeks in music simply pleasure, will find it; as he who seeks for mere pleasure in reading can find it easily in literature. But good music, rightly used, cannot fail to exercise an influence for good. Why not cultivate, then, a love for it?

And considering music as a means of culture, surely the individual who neglects learning something of music beside what she may read or hear, is making a mistake, for music, rightly studied, cultivates so many sides of a girl's nature simultaneously. First, she must cultivate muscle-control and muscle-development.—*i. e.*, finger dexterity. Second, she must cultivate certain mental qualities, as, for instance, concentration and memory. She cannot memorize nor even play well, a composition, no matter how simple, without excluding everything from her mind. Third, she must cultivate a quickness, a keenness of perception, for when she is reading a new piece of music, she must notice, at the same time, the notes and their time-value, the fingering, phrasing, expression marks, pedal marks, and must, mean-

time, keep her fingers at work upon the key-board. Fourth, she must cultivate habits of accuracy, for she must strike the key at exactly the proper instant and in exactly the right way if the desired effect is to be obtained. All must be exact and accurate. One might go on indefinitely, almost, and mention perseverance and patience and imagination, all of which we are cultivating and developing when we study music.

Here at M. A. C., the girls taking the regular course are given one piano lesson each week for six terms, *free*. This means a great

deal to any young woman. The teaching is largely individual and some accomplish more than others in the time.

The student who has had considerable previous instruction under a good teacher finds that she can "keep up her music," and even make some progress in it, while going on with her College course.

The student of average ability who knows practically nothing of music but who practices faithfully and conscientiously for one hour each day, will at the end of two years be able to give not a little pleasure to herself and her friends. Moreover, she will have learned some of the elementary facts about music which will always be of use to her and she will always be able to better appreciate what she may hear of a musical nature. This will be equally true of the musical or the unmusical girl. She may drop her music at the end of the two years just as she may drop her history or mathematics but she will not regret the time spent.

MAUD A. MARSHALL.

Horticulture.

Every educational subject has a discipline, a method of training, and a requirement of skill distinctive of itself. The good to be obtained from each such subject depends upon the degree of its discipline attained, the strictness with which its methods of training are followed, and the amount of skill commanded. The knowledge gained must in most cases be counted as secondary to the above ends. Pleasure and bodily exercise are always objects worthy of consideration if the nature of the subject is such that these ends may be derived from it.

The teaching of horticulture at M. A. C. is done in accordance with the ideas briefly set forth above. First, women are offered horticulture as a science which gives them an insight into the processes of plant

life and a knowledge of the laws which govern the vegetable kingdom. Properly taught, horticulture should give the same training and the same discipline that botany, or any division of biology gives, and its methods and its discipline should have the same value.

But while the scientific training is much the same, horticulture, more than the other biological subjects, has a practical side. Since utility is the watchword of this institution, it would seem that the practical phase should be placed first in teaching horticulture. I have placed it second, not because it is less important, for the two are of nearly equal value in this instance, but because most people see only practical utility in horticulture, and I wish to emphasize the fact of its scientific and cultural value. As the work is given the students, the two are nearly inseparable, and the one is never decried in order to make prominent the other. That is to say, there is no reason why a practical study should not be a scientific one, and the reverse.

The practical horticulture is not given, however, with the idea of making "every woman her own gardener," but is given, rather, that she may gain such a knowledge of the fruits of the orchard and garden, and of their production as will make her a more intelligent house-wife and home-maker. Such work as is done in the greenhouses in this connection cannot fail to give manual dexterity and "skill in doing things." Likewise, the work in and out-of-doors must be conducive to bodily health.

In landscape-gardening and floriculture an opportunity is given to combine with the scientific and practical, the æsthetic. Gardening is taught as a fine art in and out-of-doors. So taught landscape-gardening becomes equal to the other fine arts as a means of broadening and refining the æsthetic faculties; in some respects it surpasses them, receiving, as it does, its inspiration from nature, and dealing directly with nature, and not with images



and copies as must be done in sculpture, architecture and painting. As to manner of teaching horticulture, it is presented to the women under five heads: A half term each of vegetable gardening, landscape gardening and floriculture are required; while a term of pomology and one of advanced floriculture are elective. For the past two years a few young women have taken special courses in the commercial floriculture offered the young men. Facilities for giving such students instruction are being improved and the attendance of women for this purpose is desired. U. P. H.

A Glimpse of Our College Home.

"There is an honored Faculty
Quite ancient in renown,
Who rule an ancient college—"

This snatch of an old-time favorite of M. A. C. sounded out from a third-story window as an inspiration to the weary laborers on the Hort. The song has, however, been almost forgotten, and the merry, girlish voices and laughter accompanying the words were much more likely to prove an inspiration to the fellow students.

Inside the room, was a typical gathering of the girls of the hall. Lounging in the cosy corner, were two tall maidens in a very affectionate attitude except when they varied the monotony by fighting for the softest pillow, the one still lazier girl, Alice, lay outstretched on one of the beds, with the screen drawn around so as to protect her eyes from the bright light of the three windows while she took a nap, and May, the heathen, was engaged in setting up a picture on the desk which the wind would blow down.

"Come girls," said the last-named young lady, "we must practice College songs for Field Day; it will soon be time for them. But say, I forgot. We are supposed to have assembled to discuss plans for entertaining your cousin, haven't we, Clara? Well, here come the rest."

The door opened to admit six other girls, who seemingly, all began to talk at once. The sleepy maiden was awakened, and attempted to scold, but was summarily stopped by the onslaught of the youngest girl. An actual scuffle ensued, but was soon succeeded by word parrying; the youngest girl became feignedly or really angry, and mounted the radiator, which elevated position she retained for some time, the others calmly leaving her alone. Finally a very decided knock was heard, and studious Edith entered. She, noticing the extra tilt of the youngest girl's nose, proceeded to coax her down, nearly tipping the screen over and pulling down several pictures.

"Hurry up, girls, I really can't waste so much time." The busy girl thus spoke from her position by the study table at the other end of the room. "I'm not prepared to say what sort of an affair we can have—we can't have a tea party that is certain," and she looked longingly at the tea-pot which is never now in active service, for burning alcohol is forbidden in the new dormitory.

"There are lots of things we can do," said the quiet "Baby." "We may have strict rules, but they don't at all prohibit our having a good time." "Well, now suppose," said

the patient girl, hitching her rocking chair a little, "suppose we have"

"O do stop supposing, and say something, quick," interposed the now wide-awake Alice.

"Just suppose you let me say things in my own way," rejoined the other, calmly, "what I was going to say is—suppose we have a real good spread, one night your guest is here. We might spend the early part of the evening in the parlor, and invite some boys over to meet her, and have the spread after they had gone."

"Don't, please, plan to have it in this room," said Katherine. "You

battle appeared, beyond a little flourishing of Indian clubs.

"We might have a concert down in the society room," said Margery, "we room-mates of girls who play the various stringed instruments, know how we are sometimes obliged to leave the room when they practice, to conceal our deeply moved feeling."

"Feelings of delight, did you say?" asked Clara. "Well, girls, we have surely planned enough things. My cousin is going to the military, and will be interested in meeting our hall family. All we'll have to look out for is that we don't

and floats warningly out of the open windows to strollers on the campus.

In the kitchen, the cook has just removed the great tins of muffins from the mammoth oven, and as he proudly surveys them and the row of platters piled with well-browned croquettes, remarks to his assistant in an injured tone, "I guess they can't find no fault about them. They couldn't get better at the best hotel in Lansing."

The assistant murmurs a few words of sympathy and then hastens into the large, airy dining-room, to replace a missing fork or spoon. The light of the setting sun shines through the western windows and is reflected by the five long white tables set ready for the evening meal.

Now comes a throng of hungry, cheerful girls, chattering and laughing as they make their way in seeming confusion to the various tables and stand in their accustomed places, waiting for the signal to be seated.

A few tardy ones come scurrying along the hall, but they only succeed in reaching the dining-room door, for the dean's chair has already been pulled back, and almost simultaneously is heard the scraping of seventy other chairs, and those at the door must wait.

There is a hush, and every head is bowed as grace is said.

Two girls from each table whose duty it is to act as waitresses, now form a procession to the kitchen and soon return with the anxiously-awaited supper, and the welcome announcement that tea is included in the menu, and that there will be an unusual supply of muffins—"at least two apiece."

The delinquents, breathless and with faces flushed from a recent game of tennis or from a spin on faculty row, are greeted with a look of disapproval from the head of the table and merry chidings from their companions.

An air of happy cheerfulness seems to pervade the room, although here and there is seen a face which shows traces of weariness and dissatisfaction.

dean as she recollects that "lights out at ten" is an oft-repeated maxim.

Oh well, retorted the first speaker, you might bone on the text-book till doomsday, but it wouldn't help you out any. Professor Blank was never known to ask anything we had ever heard or thought of before—Won't you take my sauce Bee, you know I don't eat prunes—"Yes, positively, I think he gives the most unfair exams. I'd like a chance to—Why I beg your pardon, Miss K—, I wasn't criticising I only remarked, but the 'remark' was lost in a chorus of laughter."

At another table the teacher is absent and here the girls are delightfully unconventional.

During a lull in the general hum of conversation and the rattle of dishes can be heard such significant expositions of school girl life as—

What are you going to wear to the military?—Didn't we have the *best* time last night! Did you see him? Will it be a ten-o'clock?—and so forth.

Finally one after another of the tables arise leave the room, but a few still linger, enjoying the hour of relaxation and only when the approach of the study hour recalls them to awaiting tasks do they go reluctantly to their rooms.

M. A. S.

The Last Day at M. A. C.

It was Thursday morning of Commencement week and the Senior girl and the Freshman girl were packing preparatory to going home. Every picture that was taken down, every pillow that was stowed away in the trunk had some sweet remembrance for the two who had grown so fond of each other in the one short year they had roomed together. The programs of last night's party lay on the table and as the Senior took hers up she sighed, for it was the last good time she would have at her alma mater. But as the Freshman gathered up her string of programs she looked with pleasure on



know the ominous tapping that sounded on the steam-pipe from the teachers' room below, the last time we had one here, as well as the night we had just arranged such an artistic group for a flash-light." "All the more fun if we have to keep a little quieter than is convenient," said May. "You ought to have been here at one of the spreads we had two years ago in Abbot, especially the one in our room when we lived just across the hall from the dean. A heavy shawl was thrown over the light just allowing a faint glimmer to be visible underneath, and twice we thought that some-one was coming to 'call us down,' so four girls suddenly appeared fast asleep, one hid in the closet, and some bumped their heads scrambling under the beds—those were good old times, but, after Miss Keller had announced that we might have such affairs if we didn't disturb anyone else, or have a headache the next morning, the charm departed and we scarcely ever infringed on the midnight quiet. Well, I suppose our parents are better pleased now that there isn't temptation enough to make spreads interesting, and we prosaically retire before ten o'clock. If we do have one, let's have better things to eat than we had that time I told about, when all we had was fudge, popcorn, and walnuts."

"We won't have peppered sandwiches or cotton pie, either." The pretty girl spoke for the first time. "Some night when it isn't study hours, and, if it gets cooler, we can have a fire down in one of the parlor grates, and get Lena to tell ghost stories."

"I'm so glad," and the youngest girl sighed, "to hear someone, besides May, say a word for I feared she was going to talk the rest of the day."

The youngest girl was larger than May, so no signs of a mock

infringe on study hours, and we are all too busy to wish to do that. I must go, for I promised to play tennis at two."

"O, who with, who with?" came in a chorus from all sides, but Clara had already escaped into the hall, only stopping on the way out, to turn one picture about on the dresser, so that it faced the wall.

"I'll just have to go and study German," said the busy girl, rising. "I have put four hours on it already, and haven't finished translating all the lesson, yet. Are you coming with me Baby?"

"I must catch the 2:20 car for down town," and Alice hurriedly left the room. She wished to get back in time to help serve at a reception at six, so was obliged to go down early to allow plenty of time for possible delays on the car.

Edith went down to the practice rooms, while others went out for a walk or to study various things for Monday. All had sworn to get their lessons on Saturday for once, so they could keep Sunday in an orthodox manner.

All departed except the patient girl, and the heathen, the former retiring back into the cozy corner with her sewing, and the latter occupying one of the windows, seeking inspiration for an essay, from the beautiful view of orchard and woodland, and the long avenue of elms, stretching into the distance. Scarcely a sound was heard until the supper bell rang, except the rattle of an occasional photograph sent to the floor by the impudent May breeze, and the gentle swish of the muslin curtains.

M. I. B. '02.

A Supper Hour in the Women's Building.

From the third floor of the Women's Building comes the familiar tinkle of the supper bell. It echoes through the long corridors



At the table nearest the door a heated discussion is being carried on as to the exact location of the highest point in Michigan, but as there is no indication of the question ever being settled the subject is changed.

One of the girls who wears a disturbed expression suddenly addresses the young woman opposite her and demands in a semi-dramatic tone, "Well, Ruth, what did you think of the examination?"

"Oh, don't ask me, I failed, I know I did. I sat up last night until twelve"—catching her breath with an uncertain look toward the

the one of the night before, for it meant to her that there were to be three more such events in her college life.

At last the packing was finished, as much as could be that day, and the room was a desolate place indeed. The four bare, white walls stared at the two homesick girls, and they could not endure to stay in the room any longer. As they started out from their third floor room, scenes of packing greeted them on all sides. Here was one girl returning a book and piece of music she had borrowed early in the term. Farther down

the hall was the drayman marking the baggage for the different depots. When they reached the second floor of the dormitory they ran down and took a peep at the parlor. This room being on the west of the house was fresh and cool this particular morning and the numerous ten-o'clock calls were brought vividly back to the minds of the two as they looked at the davenport and large, comfortable chairs.

They went slowly down stairs and out upon the campus. The nice little shrubs planted early in the spring about the building were now blooming to their utmost capacity. The campus was at its fullest beauty. Every blade of grass and every leaf on the tree seemed to vie with another of its kind in the crisp greenness of its beauty. They passed the Library building and wandered on towards Williams Hall. Here was the same scene that they had witnessed in their own hall, only the boys were much rougher and noisier. Just under the oaks west of College Hall a little squirrel darted down saucily, and looked at the girls for a moment, and then ran bravely across the walk a few yards ahead of them. They strolled past the Chemical Laboratory and down into the place, not of forbidden fruit but of forbidden flowers, the wild garden. The cool banks under the evergreens looked so very inviting that the girls almost decided to sit down in the shade and watch frogs jump about among the lily pads and marshy grasses. But they went on to the river and up to the river bridge. Here the sun played most beautifully on the water coming over the dam and the luxuriant foliage drooped almost down to touch the water.

Wells Hall was the same sight as ever, all the various colored curtains floating in the breeze, for boys never finish their packing until the last minute. They went on for their last walk along the south bank of the Red Cedar down to the farm lane bridge. Here very little change in college scenes could be noticed for this was such a distance away. The cows were out for their morning meal of fresh grass. Farther on were the barns with their signs of life and work, and way beyond could be seen the flag and flag pole. They passed up the lane talking over the good times that had gone by, only a beginning for one and perhaps an ending for the other. Slowly they found their way back to dinner where already the numbers were decreasing for some had hurried off as soon as examinations were over the day before.

E. B. '03.

An Hour in the Library.

Toward the library we turn, passing gay groups of students about the steps and in the hall, enjoying a few short moments before class. The fragrant odor of Bermuda lillies steals upon our senses, and, as we enter the library room, we perceive a bowl of these exquisite blooms upon the centre table, surrounded by small glass jars of beet sugar—a choice collection for the honey lover.

Glancing up and beyond—on the gallery, at the further end of the room, hangs the face of our first College president, watching in dignified silence the stream of knowledge seekers brought by the successive years. Below him has been

placed the life-bust of a later president, with serious eyes, gazing from shaggy brows, and, I have often thought, frowning with disapproval on those wasting golden moments. Perhaps he alone knows that these thoughtless ones are not always the innocent and guileless freshmen taking their first "course in library."

In the alcoves on either side of us are busy students, pouring over books—at the right young men and women interested in natural sciences and mathematics, on the left those inclining toward literature and philosophy. The merry voices of the distant tennis players cannot entice them from their work; the glimpse of nature in the window-framed picture of the blue sky and green leaves fills their hearts with content. They are only too happy among choice friends.

With reverence we glance toward the little office away at the end, very small and crowded, the work-room of our pre-occupied doctor, who has inspired many a young man to take his place in the world with a store of noble ambition and humanity in his heart. We remember, too, our pleasant librarian, in her cheerful

of wet and disagreeable days. Over the rail we may smilingly observe a group of visitors inspecting the students at their work as though they were choice animals on exhibition, our guests unconscious of the amusement they themselves afford the apparently absorbed and busy boys and girls. Descending at the further end near the hall door we obtain a view into the spacious and airy reading-room, where one gets the news of the outside world. Fine busts stand upon the cases and the walls are hung with portraits of noted college men.

Here in the old library, free to explore the shelves for rare and quaint volumes, one comes upon many an antiquity, a discovery worth an afternoon. But we must leave these friends whose presence cheers and warms our loneliest mood. Too soon an hour has slipped away so happy have we been to make 'Time present travel that of old.'

M. S. K.

AGRICULTURAL COLLEGE, MICH.,
May 7, 1901.

Dear Minnie:—During the fall term our work in English consisted



office near the entrance, who never forgets a face once seen, and, in her corner, at least, does not discourage a joke and suppressed smile.

In future years, so soon to come, these little details of the quiet room will return in memory with deeper meaning. Here alone we find the friends who remain unchanged—dear familiar faces of long ago,—'The old books look out from the shelves and we seem to read on their backs something besides the titles—a kind of solemn greeting,'—the souls of men who have not given grudgingly of their most precious thoughts; men who have loved books, and in turn put themselves into imperishable records, living on from age to age, influencing and moulding the characters of unconscious youths and maidens.

Ascending the white, spiral stairway leading to the low galleries above, we find the choicest works for rainy days, reminding us of the hours spent among old magazines in our grandmother's attic. Only here is a greater variety of these periodicals and their name is legion, making one almost wish to take a post-graduate course, composed wholly

of writing a weekly letter to our friends, concerning the College, whether we cared to write to them or not, so this letter to you seems quite like a repetition of one of those essays.

I am so glad you have decided to come next year, for life here is so pleasant in every way that you cannot help enjoying yourself.

In the new dormitory is every convenience, and everything to make it comfortable and homelike as far as possible in a dormitory. The life is also very systematic. The meals are served regularly, and the hours for sleep and study are promptly kept.

During the winter term the work was much harder, for the cold weather kept everyone indoors. Those winter days and evenings were anything but cheerless though, for, on cold, stormy days, the fires in the parlor were lighted, and of a Sunday evening we often assembled before the open fire-place to enjoy a pleasant time together.

Now the campus is so beautiful that all are tempted to spend their time out of doors. The campus is

swarmed with both students and visitors most of the time.

The instructor in physical training has organized a club known as the "Hobo Club," and once a week the class goes out into the woods with the professor of zoology to study the different kinds of birds, and their habits. This is an instructive pastime, and is enjoyed by every member.

There is so much life and energy everywhere, that one has scarcely time for rest, but from three to five, Sunday afternoon, is recognized as quiet hours, so that if any one wishes to be alone, and rest, she can do so at this time.

The weeks pass by so rapidly that we shall hardly realize when the term is ended, and I think we shall all be reluctant to leave, though every one will wish for the rest at home, after the year's work is ended.

Sincerely your friend,

K. S.

Women's Department Notes.

The Women's Department is again in Dr. Kedzie's debt. This indebtedness, however, is continuous, for *The Independent*, which began to come over a year ago, still comes to the Women's Building with unvarying regularity. In February a full set of the pictures of the "Parisian Dream City" was given by Dr. Kedzie. His latest gift, May 6, is of books, "Ships that Pass in the Night," Harraden, "The Impregnable Rock of Holy Scripture," by The Right Hon. Wm. E. Gladstone, M. P., and "The Story of Abraham Lincoln." On the fly-leaf of this last book Dr. Kedzie has written, "This book was written by Mrs. Eleanor Gridley, mother of Mortimer Gridley, a bright and lovable student in M. A. C.—a special favorite in the chemical department. He died of typhoid fever contracted at M. A. C. when surface wells were used as sources for potable water, and before the artesian water-supply had driven the scourge from the College campus. Thank God for Moses' plan of bringing living water from the rock."

The women of the College desire to express their thanks for the kindness and constant thoughtfulness of their friend, Dr. R. C. Kedzie. MAUD R. KELLER.

An imported photograph of a Dutch kitchen has just been purchased for the Women's Department. The money for the picture was the gift of Mrs. Henry Clay Crosby of Hartford, a delegate to the Federation of Women's Clubs, who stayed in the Women's Building.

This picture is the first of a series which the Department hopes to collect illustrative of the evolution of Domestic Economy.

Miss Keller has just received from Mr. Frederick Parsons, an English designer and contractor and a follower of Wm. Morris, a bundle of samples of wall-paper for use in the class in house-decoration. Mr. Parsons writes of these papers as follows:

"I have sent you some of the best designs and the best colorings of those designs that have ever been printed in London,—or elsewhere. Hang them up as much as possible, you will find something new in them nearly every day. There's more art in them than in half the 'Posters.' Professor Holdsworth

will appreciate them. I have given such, before, only to the Boston Art Museum School and one other; in neither case were they so fine a collection. I have taken most of them out of an exhibitor book that was sent to me from London, when no one else in the States had one.

"The value of these things varies. Commercially they cost from 10c to 25c a yard. As studies, they cannot be priced at mere money value, representing thousands of dollars worth of brain work, skill and experience."

The sophomores in household accounts, Domestic Science 2, whose work was interrupted by Miss Crowe's illness, have been going on with household decoration, regularly scheduled for the Spring term, taking half of the Winter term and half of the Spring term for this subject. In addition to the consideration of site, house-plans and furnishing, extra time has been put on the study of first principles of good taste in the matter of ornament. The class has made several "visits of inspection," a method of study now so popular and practical in an institution like ours. Professor and Mrs. U. P. Hedrick showed the class the superiority of plain, well-made furniture. Professor Towar's house illustrated the truth that esthetic and sanitary requirements are not opposed; that careful planning helps to produce a house that does not make a slave of mistress or maid; that care in placing doors, windows, stairs, and the choice of smooth finish, simple ornament have a real value.

Next week the class will visit the home of Mrs. Oswald Reed, Lansing.

The wider application of the principles studied in this course to municipal housekeeping, clean streets and sidewalks, clean school-houses, proper disposal of refuse, the moral effect of good house-keeping is the logical conclusion of the course.

To this study of the "House Beautiful" Miss Keller added lectures in the history of music, tracing the development of musical forms and instruments from those of Egypt through the Greek modes as known to us in the work of St. Ambrose and Gregory the Great; discussing the work of the Bards, Troubadours and Minnesingers, counterpoint as elaborated by the Belgians, the fugue as perfected by Bach, the Sonata and the Symphony. These lectures conclude with an analysis of Beethoven's Symphony in C minor, a review of the Oratorio, a study of Wagnerian Opera and a summary including the analysis of hymns good, melodically, rhythmically and harmonically, the stories of some national airs and an explanation of the terms classical and romantic as now applied to music.

Typical selections from the music studied were played to the class, among them were the following: Song from the time of the Druids; Song of the Welsh Bards, a favorite of Prince Hal.; Scotch and Irish melodies giving the effect of music based upon the pentatonic scale; a lullaby by Martin Luther written for his own children showing the early songs popular in Germany; a chorale from Bach's Passion Music; parts of Beethoven's First, Second and Fifth Symphonies and motifs from some of Wagner's operas.

Miss Celia Harrison has had for her thesis "Hot Desserts for Four Persons Graded According to Cost." The object has been to determine

the exact cost, and the amount of the ingredients in each desert. Recipes have been experimented with until the exact quantities have been found for four persons. The work has been done with great care and exactness, taking in consideration the relative cost of even the smallest ingredient.

Miss Alice Gunn is doing interesting and practical thesis work on the preparation of bread and rolls. She is determining the comparative value of different kinds of flour and the various forms of yeast; the effect which sugar and potatoes have on yeast, also the effect of various temperatures and the time allowed for the rising. She has found that sugar hastens fermentation, while potatoes and butter retard it.

Miss Keller spoke at a meeting of Farmers' Clubs in Oakland County Saturday, May 11.

About the Campus.

Mrs. Weil and her daughter have returned from New York.

Superintendent Hayden of the Hastings schools was here last week looking for a teacher of science for the Hastings High School.

Prof. Waite, Superintendent of Manual training in Grand Rapids and Kalamazoo, visited the College on Thursday and Friday, inspecting very carefully the departments of domestic science and domestic art. He held conferences with some of the senior women with regard to positions next year. He expressed himself very favorably upon the work being done here.

Mr. B. T. Galloway, Director of Plant Industry of the United States Department of Agriculture at Washington, in a letter written from Washington on May 7 to Dr. Beal, says: "You know we have had a complete reorganization of all our plant work, and only within the last week the entire seed distribution has been added to our Bureau. With

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C. D. WOODBURY, HOLLISTER BLOCK.

White Wins Third Place.

The fourth annual contest of the Michigan Oratorical League was held in the Armory last evening. Our representative, George D. White, won third place, outranking Ypsilanti, Adrian, Albion, Hillsdale, and Hope colleges. Seth Pulver of Olivet won the contest, and Arthur N. DeLong of Kalamazoo, obtained second place. Mr. White had a well thought out oration and delivered it with dignity and grace. We feel that he honored himself and his college by his performance. We hope next week to publish the marks, and more of the details of the contest.

Old Students.

L. H. Baker, '93, has recently been elected president of Albion High School Athletic Association.

The Hon. Lemuel Clute, a student of the College from 1859 to 1861, died recently at his home in Ionia.

James Dooley, special Sugar-beet 1900, has just gone to Oxnard, California, to operate the Vallez's Osmose Process at the 2,000-ton factory there.

D. J. Hale, '98a of St. Joseph, Mich., writes Prof. Frank Kedzie that he is tired of his work in Uncle Sam's mail service, and is looking forward to something more technical.

Bert W. Peet '92, instructor in chemistry at the Ypsilanti Normal College, writes from his home at Chesaning that he is resting up during his spring vacation. He has been slightly under the weather, but the prospect of the new \$65,000 science building recently provided for by the legislature has worked magic in restoring him to good health.

The signature of E. N. Thayer, '93, appears underneath a handsome drawing of a Puritan on the outside cover of the *Pilgrim* for the current issue. This same publication announces that with its June number will begin the publication of a series of articles on Garden and Farm Work by Prof. L. A. Clinton, '89, now of Cornell.

We are indebted to D. J. Crosby, '93, for the following information: John B. Stewart, '01, has been called in from field work in North Carolina to take up investigations in soil technology. This is a new line of work undertaken by the Division of Soils, and as Mr. Stewart is the first to be assigned to the work the opening seems to be a good one.

W. J. Merkel '98m, of the Merkel Manufacturing Co., Milwaukee, writes: "We are getting along very well with the exception of a fire which occurred last Tuesday night destroying the tail-end of our plant. The fire completely destroyed our engine, boiler, plating and polishing rooms with all the machinery in them. The fire came at a very bad time, because this is our busy season for bicycle hubs, and we are now far behind with our orders. We have just completed our first motor-cycle and will begin to manufacture them in earnest as soon as we get our plant in shape to run again."

Mr. H. J. Eustace, '01, is doing some interesting work in the germination of seeds in different atmospheric pressures.

Natural History Society.

Prof. R. H. Pettit gave the first talk before the Natural History Society Wednesday evening, April 24, on "Early Spring Insects." He took up the different orders of insects that can easily be found at the present time, giving examples of each, and the most probable places to find them. Some of the insects mentioned were grasshoppers, ground beetles of several kinds, tiger beetles, scavenger beetles, scale insects, many flies, numerous hymenoptera, and some moths and butterflies. "Just now," he said, "is the best time to collect cocoons." His talk was designed especially to interest those taking entomology, and give them some suggestions regarding collecting.

Prof. C. F. Wheeler then gave a talk on "Pollination of Plants." He gave a review of the work done on this very interesting subject. Conrad E. Sprengle did the first valuable work in 1793. After this there was very little done until 1842 when Darwin did valuable work. From the time of Darwin until the present time there has been remarkable growth in knowledge and many books have been published on the subject. The means of cross pollination mentioned were by the wind, by insects, by water, by humming birds and by snails. Each of these methods was fully explained and several common examples given, many of which can be seen almost any day by a careful observer.

Last Wednesday night Prof. Barrows gave a talk on "Birds." He took up a few of our most common birds and gave a little about each one, where it would be found, some of its habits, and whether it is beneficial or harmful. The only wholly harmful bird mentioned was the yellow-bellied woodpecker or sapsucker. Some of the beneficial ones were downy, red-headed and golden-winged woodpeckers, chickadee, brown creeper, oriole, rose-breasted grosbeak, purple finch, song sparrow, meadow lark, crow blackbird, wood thrush, house wren, brown thrasher, bobolink, phoebe, kingbird, yellow-billed cuckoo, American goldfinch, and several warblers. His talk was illustrated by the stereopticon and by a number of mounted specimens from the museum. D. S. B.

About the Campus.

Prof. Taft has had some shrubs set out in front of the Dairy building.

The first excursion of the season—about four hundred Grand Rapids high school pupils and teachers—visited the campus last Thursday.

Mr. Boland's fine herd of Short-horns that have been at the College for the last two weeks, were shipped to his farm at Grass Lake, Tuesday morning, May 7.

A letter to President Snyder from "Uncle" Henry Chamberlain who was a member of the State Board of Agriculture for a number of years, states that his health is better than it has been for four years, and that he expects to visit the College soon.

Prof. C. D. Smith, director of the Experiment Station, received a sample package of beet seeds from the Alma Sugar Co. to be tested for germination, quality, impurities and moisture contents.

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