

# The M. A. C. Record.

VOL. 6.

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No. 3

## Education for Our Women—Of What Shall It Consist?

An honest effort has been made in these pages and those of the preceding issue to enable men and women to answer the question, do I want to give my daughter the education to be obtained at the M. A. C.? For we recognize that the education suited for one quality of mind and condition in life is not suited for another. The education that would be eminently fit and proper for the man of large means and elegant leisure is not, and can never become, the education suited to the needs of the great bread-winning class. If education has only one form and that the traditional one of Oxford or Cambridge, then it is useless longer to advocate it as a panacea for the evils of our body politic, or as a refuge for those that feel themselves weak in the struggle for existence.

"To prepare us for complete living," says Herbert Spencer, "is the function which education has to discharge," and I presume that no formulated statement of the meaning of education is more generally received. Satisfactory, however, as the statement seems to be, it has really settled very little for us; for we at once begin to dispute upon what constitutes complete living and upon the mode of preparation for it. Much of this dispute seems useless, for we may as well recognize at the start that complete living is a variable quantity dependent upon innate endowment and unalterable conditions. It is evident that complete living for the oyster is a simpler and smaller problem than complete living for the frog; complete living for Falstaff differs by a whole universe from complete living for Prince Hal.

The question that we have had to deal with in formulating the course for our women is what constitutes complete living, not for all women, but for the women whose homes are on our farms, the women who are to be the homemakers in the houses of the great middle class in our cities, the women who expect neither to teach, nor to preach, nor to write, nor to agitate, but desire to prepare themselves with just as much system and definiteness of purpose to fulfill their duties within the household—the cultivation of economy, of sanitation, of wise dietetics, of a cheerful fireside, a broad-minded, helpful intellect and a cogent moral character—as the man uses in preparing himself to establish and maintain the household. What is it that constitutes preparation for complete living for this class?

Without entering into the prolonged discussion concerning the classics or accepting to their furthest limits the conclusions of Mr. Spencer's great essay on education, we assume that the traditional curriculum for girls' colleges does not meet the conditions. I open at random a catalogue of a college for young women, and I find, at the very outset, hard and fast, without qualification or concession of any kind, the following as an entrance requirement: "Latin grammar and composition, a thorough knowledge of

the elements of etymology, syntax and prosody. \* \* \* Four books of Cæsar's Gallic War, six orations of Cicero, six books of Vergil's *Æneid*." \* \* \* That is to say, that in order to enter this college, a girl must have spent the most plastic period of her life in the strenuous study of Latin; for her, education must have become synonymous with success in the study of the Latin language. Four books of Cæsar's Gallic War! As precise and exact as that! Can anyone give a valid reason why all the young students of all the cycles of time, should read four books of Cæsar's Gallic War? Is Cæsar the most noble character of all time, or his book with its monotonously recurrent key-note of "*Hoc prælio fact*," the acme of enlarged thought and elevated sentiment; or, is this enormous work, after all, only a study of words? Not depreciating the character of the training received from a severe course in the Latin language, we may still legitimately ask, is it the most economical way of imparting this same amount and degree of training? Is it practicable to demand such training of the class whom we would help to complete living? Does such training, when imparted, do the work desired?

To all these questions we answer, No! The culture obtained, when it is finally obtained, is of inestimable advantage; there is not one word to be said against it as culture. But many individuals even of the elect few for whom such training seems feasible, do not receive the culture theoretically inseparable from such training, and certainly no one will maintain that a study of almost any of the natural sciences, equally well planned and graded, equally persistent, and equally thorough, would not afford equal culture, while the actual subject of study would have infinitely more of correspondence with, and application to, complete living. For the masses this method of imparting culture is wasteful in the extreme, in that it absorbs an enormous amount of time and labor without adequate return; it is inapplicable, in that upon much of the material presented it fails to take any hold or produce any cultural effect; and it is deceptive in that it produces a delusive confidence in an utterly impractical life-equipment, with the result that when the test of the actual business and social world comes, valuable time is lost in realizing the situation, and when it is finally realized, the novice must begin, absolutely de novo, the task of fitting himself to untried and unforeseen conditions.

This line of reasoning is so obvious and is established by facts in everyday life so familiar to even the casual observer, that the question becomes pertinent, why has classical training retained such strong hold upon our educational system. I should say that it is retained, first, because ages of such teaching have developed and systematized it to a high degree; secondly, because it still serves as the best introduction to certain professions; thirdly, because its very wastefulness and lack of practicality ministers to a certain class pride—that desire for exclusiveness in and

for itself, so dear to the unregenerate human heart; and fourthly and most important of all, because in so conservative a matter as education it is exceedingly difficult to break suddenly and absolutely with the long traditional past. The institutions of China are not the only ones thoroughly permeated with the spirit of ancestor-worship.

Destructive criticism, however, is a comparatively easy matter. To such criticism the retort is natural and pertinent—"What have you to offer in place?" It would seem that, for the home-maker we are considering, an education should have the following characteristics. First it should so exercise the body as to provide a strong, sound instrument for future work. Secondly, it should inculcate such information concerning this world about us—its materials, its active forces, the human unit, his development, characteristics, and needs, individual and social—as is essential to successful living. Thirdly, it should give bodily skill to execute the tasks foreseen as inseparable from successful living. Fourthly, it should discipline the mind to alertness, ready retentiveness, orderly grouping, steady persistency, keen and accurate induction and deduction. Fifthly, it should develop control and direction of the emotions and foster high ideals and noble living. Sixthly, it should lend grace and dignity to daily life through cultivation of the æsthetic nature and enlargement of the mental horizon.

To meet these requirements the various parts of our course are designed. For bodily health there is the specific work described by Miss Avery in our previous issue, besides the large amount of open air work in pomology, botany, and floriculture. For the second requirement our course provides through its large array of natural sciences, its history and economics, its psychology. The large amount of laboratory work in cooking, sewing, mechanics, horticulture and the sciences generally, is intended especially to give the manual dexterity, the "ability to do things," the lack of which is often so woefully apparent and so bitterly bewailed. We would refer especially to the articles from Miss Crowe and Mrs. Haner in this connection. The mental training of the fourth requirement is met by the science work of the class-room and laboratory, by the systematic, thorough and painstaking work in English and French or German, by the drill in the mathematics, and, in fact, by the work of every class attended. Read for instance, Dr. Beal's description of the work in botany, or Prof. Holdsworth's article on drawing. The development of the moral nature is sought through contact with large and noble design in nature, with the unrivaled wealth of great thought in our literature, with the grand panorama of human action and consequence in history.

Last of all, it would seem that in ministering to the æsthetic nature, in broadening thought and dignifying daily life, our course is especially happy. From the very outset it surrounds the student with nature in

its most beautiful forms. It teaches order and law in the most profound and far-reaching forms the human mind can grasp. It is a rounded study of nature, of society, of the human mind and its most glorious achievements in literature, in art and in science, of God in His glorious works. It seeks to dignify life, not by ignoring and despising its inevitable labor, but by elevating, refining, and ennobling its toil.

There follow remarks from certain of our teachers, on their work, its purposes and methods. The adjustment of the relative extent and proportion of component parts must long remain a matter of discussion and experiment. It will be seen from the articles of Profs. Beal and Vedder that the thoughts of our men are still busy with this problem. From lack of space several important departments remain entirely unnoticed in this symposium. The largest space has been given to the more radical departures from tradition.

H. EDWARDS.

### DRAWING.

Dr. Abbot was always an earnest advocate of the introduction of drawing into the course at this College, not so much with a view to its study as an art, as with the intention of its use as an aid in other things.

The practical side of drawing is too often lost sight of in considering the subject, but in laying out and developing the drawing and design for the women's course at the College we have endeavored to keep in mind the fact that not only is drawing a valuable hand-maid to the natural science courses, but it has as well a decided value in developing observation, concentration, and the æsthetic nature.

Indeed, we may make the broad assertion that when pursued in the proper spirit there is no study superior to drawing as a means of developing keenness of observation and of strengthening the power of concentration. Because it seems to be so much a manual process we forget that it is first and foremost a mental process.

In the first two terms the work is confined largely to the study of outline drawing with the pencil, realizing that as an aid in the study of other subjects careful outline is of much more importance than shading.

In the Sophomore year a short period is devoted to drawing during each term. Heretofore the training has been rather in the direction of exactness and precision. Now, to the casual observer it might seem as though we had gone to the other extreme, for we now work with charcoal, draw by areas or spots, and seem to seek looseness rather than exactness. We work at first from still life and the chief aim is the study of values and textures, that is, the suggestion by means of varying tones with the charcoal and by different handling, the fact that we have before us objects of several colors, under varying degrees of illumination, and having different qualities as to physical make-up.

Very fair opportunities are afforded during this year for cast

(Continued on Second Page.)



## THE M. A. C. RECORD.

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For various reasons THE M. A. C. RECORD is occasionally sent to those who have not subscribed for the paper. Such persons need have no hesitation about taking the paper from the postoffice, for no charge will be made for it. The only way, however, to secure THE RECORD regularly is to subscribe.

The next issue of the RECORD will contain an interesting report from members of the Board of Agriculture.

The old half-way stone on the Lansing road has recently had its east face painted over with a glaring advertisement. What a shame that this ancient land-mark could not have been left undecorated!

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Captain E. P. Allen of Ypsilanti, member of the State Board of Agriculture, addressed the students at chapel last Wednesday morning. His remarks were thoroughly appreciated, as they well deserved to be. Indeed, several persons were afterwards heard to express the wish that members of the Board would address the students oftener.

Capt. Allen said that one of the best things about a boy is that he gets homesick, but that homesickness is a disease that soon cures—words of comfort to the student who finds himself for the first time away from his father's house, amidst strange companions and stranger conditions of life. He also expressed the anxiety of the Board for the success of the school. "We want the College to be a success because the State needs the institution, and because you need it. But the success of the school depends upon the students. All expenditures made by the State for the College will be in vain unless each student does his duty. One of the glorious things about our American civilization is that every man is individually responsible for the success of the nation." The Captain maintained that it had ever been the aim of the College to teach its students the lesson of individual responsibility; and it was because the first students learned this lesson so well, that more than 50 per cent. of them responded to their country's call in the days of the Rebellion.

## Education of Our Women—Of What Shall it Consist.

(Continued from First Page).

drawing, leading into the antique as the student may exhibit ability. As now planned some time is to be devoted during one term to mechanical drawing, the aim of which is not so much to develop dexterity in the use of instruments as to learn to make and read simple working drawings. This is put in as an almost indispensable preparation for the wood work which is taken in the Junior year.

During the first term of the Junior year a subject is taken up that is rather out of the ordinary in the college curriculum. We call it the Graphic Arts. It is in brief the study of various methods and mediums in making pictures, especially illustrations; it considers the graphic multiplying processes, such as half-tone engraving, wood engraving, etching, etc., and gives a good deal of attention to studying the leading illustrators. All of this is supplemented by frequent reference to various illustrated periodicals. We also consider briefly modeling and casting. A few talks are devoted to the consideration of what to look for in the study of pictures, such as drawing, composition, values, etc., aiming to develop and stimulate good ideas in the study of all pictorial matter.

During the last term of the Junior year a full period is devoted to the history of art. This is handled much the same as in some other schools, Goodyear's book affording us a basis upon which to work. The aim is to illustrate the subject freely and though our means are very limited our fund of illustrative material is growing. We use the stereopticon as well as photographs and engravings.

Our wish in offering this course to the young women is to lead toward the practical by strengthening, broadening and refining the æsthetic nature.

W. S. H.

## DOMESTIC ART.

The greatest problem of life is how to live wisely and well, even wisest and best. The aim to solve this problem is the aim of our educational system; thus its self-evident purpose must be to prepare for a useful, happy and honorable career in life, which means the success of our great social structure.

This purpose may be broadly divided into mental and industrial, the first forming and developing the powers of the mind to conceive the idea, the latter the physical ability to produce the idea materialized, constructed of material, which means the comfort and wealth of a nation. The first comes to our growing generation through the old established feature of our educational system, but the largest and best power for the latter must be brought about through the newer idea of industrial education which is yet but a pioneer in the cause.

A nation thrives by its labor; thus it has been wisely said that *work is the chief business of life*; the chief duty for which education should prepare us.

Industrial education, along with mental training, makes every man and woman self-sustaining, and a producer and contributor to the national wealth, and this great educational force must be brought to bear directly upon the homes of our country, fitting their boys and girls

to step into the ranks with greater knowledge, which is greater power to supply the demands of the ever growing ideal life. The boys have their advantages for such training along the various walks of business life, but the girls have been too long neglected, and house-keeping and home-making, instead of being a pleasurable and profitable occupation have become the merest drudgery, and how to avoid them the greatest study for our girls. This is because they are ignorant; lacking in the power of knowledge, as well as ignorant of the great fact that such power gained raises the dignity and respect of this same home-making, making it the thing to aim for instead of avoid. This is the great aim of Household Economics as a part of the educational curriculum; to take the power of knowledge into the home and make it apply to even the simplest necessities of home life.

Home-keeping has two great features—its art and its science, both purely domestic. Each is treated separately as a department of education. Domestic Science includes the cooking school and the hygienic and sanitary care of the house, while in the Domestic Art department are taught the equally important lessons of how to plan and construct not only the wearing apparel of the members of the family, but all the needful articles to be made from cotton, wool, silk, linen, etc. The sewing classes consider the various stitches, and the modes of making them are shown in detail, then applied to articles of utility. The judgment is brought into constant exercise in determining the value, quality and quantity of materials. The work includes a knowledge of a good tailor system by which all of the draughting, cutting, fitting and making are done. Care and neatness, together with the developed faculty of patience and perseverance, is the educational outcome of this discipline, along with the power and independence which comes from proficiency. A taste or liking is created for the work, for its own sake as well as for economy's sake, which with the proficiency gained, makes this department of housekeeping easy and pleasant, and the sewing, plain dressmaking, art needle-work, and simpler millinery become a comparative pastime.

Thus the great aim is to put science and art into housekeeping, and to enable the young woman to study the profession of home-making as a young man studies and learns his vocation or profession; and as she learns *how* to do the various things, she finds pleasure and profit in doing them. This means a useful, happy and honorable career. This means living wisely and well, even wisest and best.

The advantages for such training at M. A. C. are among the best and rank side by side with the same work done in the Scott Manual Training School of Toledo University, Toledo, O., and at Armour Institute of Chicago. The new Women's Building furnishes as well lighted, convenient, pleasant and completely equipped department rooms as can be found in the country and has modern advantages second to none.

JENNIE L. K. HANER.

## 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.

While the kind of work as far as it goes is excellent, the time spent on botany is less than half that devoted to the subject by agricultural students. I should think it a good plan to give some or all of them an opportunity to study the diseases of plants or algae or mosses or mushrooms or ferns or plant physiology, or some one or more other lines of work. Several persons pursuing the course have mentioned more than once, their desire to take more botany.

W. J. BEAL.

## HORTICULTURE.

The opinion seems to prevail that horticulture for women means, "Every Woman Her Own Gardener." I wish at once to remove this impression. There are two objects in teaching women horticulture of which that indicated above is not one. First, women are offered horticulture that they may prepare themselves to intelligently supply their homes with the products of the orchard and of the garden; not, possibly, that the fruits and vegetables are to be supplied by their own labor, but that they may know and may appreciate the good things grown by the horticulturist. The second object is to teach gardening as an art in and out of doors (not, however, as a means of making a livelihood); to plead the cause of plants and flowers for and about homes, and to discuss good taste in arranging them.

As to the manner of teaching, horticulture is presented 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. Two motives run through all of the teaching; to teach the science and to teach the art. Through the former the students acquire an insight into the processes of plant life and a knowledge of the laws which govern the vegetable kingdom. So taught, horticulture gives the same training that botany and zoology give and it has the same value as a pure science. As an art the aim is to give more or less training in the handicraft, especially in floriculture, and to show by familiar talks the relation of the science to the art.

U. P. H.



## BACTERIOLOGY.

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.

## MATHEMATICS.

Having passed an examination in arithmetic at entrance, women students begin their study of mathematics at the same time and in the same classes with students in the agricultural course. This identity holds throughout the first year, in which algebra is studied in the first two terms and plane geometry during the third term. The ground covered in algebra is considerable in extent and calls for an important share of the student's energies during the short time given to the study. A second term's work in geometry, chiefly solid geometry, is given in the spring of the Sophomore year, with which the required mathematical study of the course ends.

It will be noticed that there is an interval of nearly a year between the plane and the solid geometry. This undesirable arrangement has been made necessary for a time by the unusual demands upon some teachers in other departments, but it is hoped that the solid geometry will ultimately be placed in the first term of the sophomore year. It is also among the possibilities for the future that plane trigonometry may be added to the program for the women. H. K. V.

## MUSIC.

In the year '96-97, it was decided to give the young ladies of M. A. C. the privilege of taking piano lessons if they desired and to provide a teacher for them. These lessons of course were to be at their expense. Six young ladies availed themselves of this opportunity and the lessons were given in the parlors of Abbot Hall. The following year a free music course was introduced. Young women not deficient in more than two subjects were to have one piano lesson each week for two years free. There were thirty-five names enrolled that fall and the following year there were forty-eight. Last year the number increased to sixty-eight and the lessons were given in the Y. M. C. A. room. It is impossible at this time to tell how large the class will be this year.

The College has purchased three new pianos since the course opened and has rented a sufficient number of practice-pianos to accommodate pupils, but these were placed in rooms here and there and the girls have constantly worked at a disadvantage. Now, however the practicing rooms, will be together in the basement of the new building and the music room on the third floor.

The course in music includes Moran's Touch and Technique, and Mathew's Graded Studies. It is

expected that those who know nothing of music and take the two years of free instruction offered, will be able to play pieces and accompaniments of moderate difficulty will have developed a satisfactory touch and will have learned *how* to practice. M. A. M.

## HISTORY.

The purposes and general methods of historical study are so commonly known that minute description of that done in the women's course would be out of place.

Nevertheless all purposes are not of equal merit and that of practical utility is the one emphasized at this college. History is not privileged over other studies in the course, hence methods are largely influenced by program considerations. A lively comprehension of present civilization is a further description of the utility aimed at. How our institutions of government, of religion, of learning and of industry came to be; and whence the spirit and ideals which animate modern society came are details of this purpose.

Another usefulness more immediately practical is the foundation history affords to the other studies in the course; such as literature, the development of art, political science and economics.

In the purpose for studying history mentioned above we find the key to how its divisions should be made and arranged for study, and how it should be taught. From the present to the past is the order of our arrangement—required by curriculum exigencies, but supported also by good pedagogical philosophy. The student equipped with the leading facts of American history before entering college, begins in the Freshman year to investigate the immediate antecedents to these facts in English history. During the Sophomore year the characteristics and sources of contemporary European civilization are sought in European history, while in the Junior year the beginnings of all modern civilization are looked for in Early European history.

Optionally, a course in advanced United States history, more exhaustively treated than any of the foregoing, can be taken in the senior year. The Teutons—our immedi-

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ate ancestors—by brevity of time are thus made the one race of mankind given detailed study. Progress from the better known to the unknown is the order employed.

Especial attention to political life and institutions is afforded by the required study of civics in the junior

year of the course. The familiar adage of Prof. Freeman, "History is past politics; politics is present history," illustrates the relation between the two subjects.

Optionally a course in economics can be taken during one term of the senior year. W. O. H.

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### News From Old Students.

E. A. Warren, with '76, is a prominent vocalist of Grand Rapids, Mich.

K. L. Butterfield, '91, has an article in the October "Chautauqua" entitled The Study of Rural Life.

W. G. Merritt, with '93, is chemist with Berry Brothers, Ltd., Varnish Manufacturing Co., Detroit, Mich.

A. B. Krentel, '99, is enjoying his work with the Beet Sugar factory at Alma, and finds himself very satisfactorily situated.

Wesley M. Backus, with '98, is teaching school at Cooper, Mich., where he has been doing good work preparing students for M. A. C.

Chas. L. Lawton, '88, is manager of the Orland Mining Co. and also manager of the Southern Manganese Co. His address is Bessemer City, N. C.

C. J. Foreman, '94, visited the College last Tuesday on his way to Ann Arbor. He will continue his post graduate work at the University this year.

John Severance, '99, who is employed as surveyor for the East Jordan Lumber Co., East Jordan, Mich., is going to Oregon in the interest of his company.

Jas. A. Elliott, '97, paid the College a short visit Thursday. Mr. Elliott is on his way to Detroit, where he is studying medicine in the Detroit Medical College.

George N. Gould, '99, was married Wednesday evening, September 26, to Miss Hattie Patrich of Saranac. Mr. Gould has a position as beet tester in the Bay Sugar factory.

H. E. Harrison, '88, is chemist with the Diamond Soda Works of Milwaukee. He has a first class position, enjoys his work, and writes that he expects to be in Lansing the last of September.

E. R. Lake, '85, (M. S. 1888) Professor of Botany in the Oregon Agricultural College, Corvallis, Ore., is in France studying the prune industry in the interest of western prune growers.

F. E. West, '99, after having made an extended tour through the East, has returned to his work with the Alma Sugar Co. He says he is thinking of returning to M. A. C. when the sugar campaign is over.

F. P. Arthur, with '81, has been pastor of the Disciples' Church at Grand Rapids during the past year. During a recent visit at the College he expressed himself as valuing very highly the training received during the year spent at M. A. C.

Clarence E. Smith, '84 (M. S. '88) is a prominent lawyer and judge of the city court at Waukegan, Ill. He has recently been active in the organization of the Peoples' Bank of Waukegan, of which he is the president and also one of the directors.

S. B. Young, '96, writes from Washington, D. C. that he has a position in the Census Office, and expects soon to begin a medical course in the Washington Medical School. He states that he has seen C. B. Smith, H. W. Lawson and Guy E. Mitchell. The latter is a correspondent for the Syndicate News Co. Mr. Young's address is 1019—6th—N. E., Washington, D. C.

Dr. Beal has a list 62 names long of the Chicago M. A. C. Association. From looking over the various occupations of these men, one might conclude that an M. A. C. man is capable of making a success of almost anything. Prof. Woodworth writes that F. L. Reynolds, '95, who has been employed as chemist of the Universal Fuel Co., has recently accepted a position in Mexico City; and G. W. Williams, '96, who has been draughtsman with the Webster Manufacturing Co., has gone to Minneapolis.

G. M. Odum, 1900, has been offered and has accepted the control of a 15,000-acre farm in Umtali, Rhodesia, South Africa, about one hundred miles from the Zambesi river. He will be director of agricultural experiments in connection with an industrial school, but will conduct the farm as a commercial venture. The whole farm and school are the property of the American Missionary Society, with Bishop Hartsell of the Methodist Episcopal church at the head. The work will be aided and advised by the agricultural departments of England and the United States, and is being financed by Cecil Rhodes.

### Y. M. C. A. Meeting.

At the Sunday evening meeting, Sept. 30, Mr. C. M. Copeland, State Secretary, addressed a large audience on "Reading—Vicious, Wasteful, and Helpful. Special emphasis was laid on the reading of the Bible for its practical utility, its literary merit and its wonderful and unapproachable spiritual uplift. "God's word is an unerring light in every man's pathway. The Bible not only tells us what to be and how to be, but it gives us the power to be. It is the one absolute necessity of life. A man obtains highest place when he works in accordance with God's Word." Much of the corruption of our day was attributed to lack of familiarity with the Bible.

The discourse was heard with close attention. The meeting closed with the announcement of Bible Study classes given below and the earnest invitation to all to join one of the classes.

Mr. Hicks, national secretary for college men in Canada and the West will visit the association next Thursday and Friday.

### BIBLE STUDY CLASSES.

#### Y. W. C. A.

1. "Women of the Bible" by Miss Wild, Leader Miss Avery, 1:30 P. M.
2. "Christ in Old Testament," by Rev. Schofield—Prof. Bemies, 1:30 P. M.

#### Y. M. C. A.

1. "Studies in the Life of Christ," by Stevens and Burton, 8 o'clock A. M. Sundays, Dr. Waterman, Leader.
2. "Studies in the Life of Christ," by Stevens and Burton, 1 o'clock Sunday, W. W. Wells, Leader.
3. "Studies in the Life of Christ," by Stevens and Burton, 8 A. M. Sunday, Burt Wermuth, Leader.
4. "Studies in the Acts and Epistles," by C. J. Bosworth, 8 o'clock Sunday, in class room 5, Prof. W. O. Hedrick.
5. Principles of Christianity—Lectures by Prof. Bemies, held in association rooms 8 P. M. Sundays.

The circle of King's Daughters will meet with Mrs. Babcock on Wednesday afternoon, Oct. 3, at three o'clock.

# We Welcome

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