

The M. A. C. Record.

VOL. 6.

LANSING, MICHIGAN, TUESDAY, FEB. 5, 1901.

NO. 20.

System of Fags in English Schools

(Essay read in M. A. C. Debating Club January 28, 1901, in connection with the question: "Resolved, that hazing in colleges should be abolished," which was subsequently debated).

Fags and tagging are something that we in American schools know very little about. Here the men of one class are just as good, and have just as many rights, as the men of any other class. To be sure, men of the upper classes have the preference in most instances; but there are no set rules and customs which make the men of the lower classes subordinate to the upper classes. In England, however, in nearly all the public schools there is a regularly organized system of fags and fagging.

Dr. Arnold, a prominent English educator, defines fagging as: "The power, given by the supreme authorities of the school to the sixth form, to be exercised by them over the lower boys, for the sake of securing a regular government among the boys themselves and avoiding the evils of anarchy; in other words, of the lawless tyranny of brute force." Fagging, then, differs from hazing in that it is legitimate and is upheld by the highest authority of the school. From Dr. Arnold's definition we see that fagging is a necessary part of their system of school government.

The fags are those belonging to the four lower classes. Only those belonging to the sixth form, or in other words the seniors, can have any fags. These are really the governing power of the student body; although they are directly responsible to the faculty. Members of the fifth form can neither fag or be fagged. Every fag has two distinct classes of duties, those to his especial master to whom he is assigned and those to the whole upper class. Those of the former class are far the more numerous. They consist of running on errands, sweeping out and dusting his master's room, bringing up his breakfast, blacking his boots, and such other little duties as may be imposed upon him by his master. The general rule is that a fag shall do nothing for his master that he does not do for himself. The duties to the whole class consist only in attending the games, where they must act as errand boys and take the place of nets in such games as cricket and tennis.

The master in turn has duties which he owes to his fags. He must protect them from abuse, and when in trouble the fags come to him for advice and very often settlement. In cases where there is a question about its being just to have a fag do certain duties, it is always settled by the head-boy of the house. Small cases of misbehavior are also settled by him.

Much might be said both for and against the system of fags. One of the principal arguments in favor of it is the old stock argument used in favor of hazing; that it takes the conceit out of the Freshman and relieves him from the embarrassment of having the "big-head." This is

certainly true; but, from all the information I could obtain, it would seem that when he reaches the sixth form our "Big-headed Freshman" is afflicted with that malady even worse than he was before.

Such is the system of fags as it exists in England today as near as I can get at it. When and where it originated we do not know. "Fagging" was in practice as far back as we have any authentic records and seems always to have existed in the older schools. It probably arose as soon as the school had any large number of boarders."

As naturally would be expected it often happens that fags are required to do strange and, to us at least, quite amusing tasks. One senior who was not very studious and who had somewhat of a business turn of mind set up a beer keg in his room and appointed one of his fags to draw off the liquor and take in the money. Another senior of high church principles made his fags, two very nice, well conditioned young fellows, get up early and come to his room every morning before school for prayers.

In the early days of Yale and Harvard we find that a system of fagging was in vogue. In a manuscript of Harvard dated September, 1741, and entitled, "The Customs of Harvard College, which if the freshmen don't observe and obey, they shall be severely punished if they have heard them read," we find the following rules.

These are not all but only a few specimens to give you some idea of what they are like.

1. No freshman shall wear his hat in the college yard, except when it rains, hails, or snows, he be on horseback or hath both hands full.
 2. Freshmen are to consider all the other classes as their seniors.
 3. No freshman shall pass a senior without pulling off his hat.
 4. All freshmen shall be obliged to go on any errands for any of his seniors at any time except in study hours or after 9 o'clock in the evening.
 5. Freshmen are to furnish the rest of the scholars with bats, balls, and foot-balls.
 6. When anybody knocks at a freshman's door he shall not ask who is there but immediately open the door.
 7. When a freshman knocks at a senior's door he shall tell his name immediately.
 8. No freshman shall call his classmate by the name of freshman. These rules although from an American institution were probably largely copied from the English institutions.
- In America the spirit of personal freedom and the feeling so often expressed as "Every man's his own Boss" is so strong that fagging has no place in our educational institutions.

D. S. BULLOCK.

Both Prof. C. D. Smith and Prof. Towar have been attending one day institutes during the past week; the former in Livingston county and the latter in Washtenaw county. Mr. Dean has been addressing institutes in Antrim, Kalkaska and Grand Traverse counties.

Physical Department.

This department has received the shipments of goods, recently ordered, for use in the work in general and domestic physics and electric engineering. Among the apparatus for general use may be mentioned an improved form of Jolly balance, and a Hydrostatic balance, with weights, for the rapid and accurate determination of densities. The major portion of the consignment, however, consisted of a large number of smaller pieces of apparatus, such as are necessary for the rapid and economical work in the laboratory of a large number of students at once, e. g., meter and yard scales; inclined plane apparatus; vernier and micrometer calipers, etc.

For the tests upon the relative cost and efficiency of various fuels, which are being made by the class in Domestic physics, there have been added to the equipment already on hand an electric stove, with three degrees of heat at the operator's disposal; and stoves burning kerosene and gasoline. Beside these recent additions there were purchased, last spring, apparatus for freezing and boiling point determinations; for measuring the expansion of various metals when heated; and for determining the heat necessary to melt ice and vaporize water—so-called latent heat determinations.

The work in electricity has been strengthened by the addition, among others, of the following apparatus. A complete outfit of the ordinary forms of primary batteries, such as are used in operating telephones; electro plating, bell circuits, gas engine firing, etc. With these, complete tests can be made as to the special fitness of each type for the work in hand. An electro-dynamometer, for measuring direct and alternating currents, has been added to the already fair equipment of electrical measuring instruments.

For the more special use of electrical engineering students has been purchased a fine universal Bridge, by means of which investigations can be carried on upon the relative conductivity of various metals—e. g. copper and iron—and the effect of change in temperature upon conductivity can be determined. The purchase of two Rowland D'Arsonval galvanometers has largely increased the scope of the work of at the students disposal. These instruments are of the type now so largely used in the testing rooms of large manufacturing, and in technical laboratories. They should prove of great value in familiarizing the students with the apparatus and methods now used in the testing of materials and machinery to be employed in electrical construction and power transmission.

Of especial interest to others, as well as engineering students, should be the next improvement in our list.

The fine Lummer-Brodhun Photometer and standard Hefner-Alteneck lamp, purchased by Professor F. S. Kedzie, in Berlin, some years ago, for this department, have been mounted, and one of the dark rooms equipped for photo-metric work. Thus complete tests can now be made, with the best modern ap-

paratus, of incandescent, and other lamps, by students taking advanced work in this department and interested in the subject.

At the request of Prof. Kedzie, the special students in sugar beet chemistry are being accommodated for four hours per week in the physical laboratory, working problems in general physics. This accession to our already crowded ranks necessitates the use of every available inch of space. The boiler has been removed; and all possible stock stored elsewhere that the students may have room.

Chicago M. A. C. Association Attention!

Hear Ye! Hear Ye!! The Sixth Annual Reunion of the C. M. A. C. will be held at the Union Hotel, 111 to 117 E. Randolph St., Chicago, Feb. 16, 1901, at 7 p. m.

Don't side-step this 20th Century opportunity; radically informal, no goose eggs on the menu—may be a Wells Hall duck; and you will not need a pony to assist you at the start, won't vouch for the finish—well "you may stop there" unless "a sophomore gives you a new idea." Bring your appetite, renew your fellowship, and meet Professor Holdsworth at \$1.50 per plate.

Kindly state on attached card whether or not you will be alive that night. We know you can't miss it if alive.

ROBT. W. MCCULLOCH,
President.
THOS. F. McGRATH,
Vice President.
FRANZ BAUERLE,
Secretary.

The RECORD is authorized to state that this invitation is general. Any man ever connected with M. A. C. will be more than welcome. The RECORD hopes to be represented.

The Stereopticon Lecture.

Leon J. Cole (with '98), who is now an instructor in the zoological department at the University, will deliver an illustrated lecture on the Harriman Expedition to Alaska, of which he was a member, next Friday evening in the chapel.

The Harriman Expedition visited Alaska in the summer of 1899. It consisted of Mr. E. H. Harriman, a Union Pacific Railroad magnate, his family and a party of the most noted scientists in the country. They traveled on a special train and private yacht. They made many discoveries of glaciers, birds, insects, flora, etc. Mr. Cole obtained many fine views of mountains, glaciers, streams, and the principal villages of the coast, including Wrangle, Juneau, Sitka, and Unalaska. His pictures of the natives are wonderfully striking.

Ex-Governor Luce made a pleasant call at the College recently. His presence was taken advantage of, and he was requested to give the special course men in Live Stock Husbandry a talk on steer feeding, which was a treat for those fortunate enough to hear him.

THE M. A. C. RECORD.

PUBLISHED WEEKLY BY THE
MICHIGAN AGRICULTURAL COLLEGE.
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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.

General Teachers' Meeting.

(Concluded from last week.)

Professor Babcock spoke in part as follows:—

"It is my intention to review briefly the purposes which algebra and calculus should serve in our courses and to examine hastily the means employed for attaining the ends sought.

Why should algebra be offered as a part of the courses in this College?

1—It belongs to God's great realm of truth. On this point I quote from Prof. W. H. Hudson. "The real reason for learning as well as for teaching algebra is that it is a part of Truth, the Knowledge of which is its reward."

2—Like other studies in the curriculum it can be so presented and studied as to stimulate the reasoning powers. For generations the study of mathematics has been held up as the science with which to develop the power of close and consecutive reasoning. But alas! Algebra and the other branches of mathematics may be so taught and learned as to tend to defeat this object.

3—In two of our courses, the Mechanical and Agricultural, the algebra is used largely in the development of the other mathematical subjects in their applications. To a student in one of these courses it must be a tool, ever ready at his hand, if he is to make substantial progress in his trigonometry, his surveying, his analytic geometry, his calculus, mechanics, and in all their varied applications to engineering problems.

MEANS EMPLOYED FOR ATTAINING THESE OBJECTS.

The Mechanical Courses.

The time devoted to algebra in the five-year mechanical course is four terms; in the four-year course, two terms. The students in the latter, however, are required to pass off an equivalent of two terms' work upon entering; so by this arrangement, the mechanical student devotes about twenty-six weeks to that part of algebra which follows quadratic equations.

In the class room much stress is laid upon the logical development of the subject. Each principle is carefully demonstrated and care is taken that the student shall reproduce the same before the class and upon paper. Many fail because they either *can* not, or *will* not, look upon the algebra as a science every step of which depends upon fundamental axioms or previously demonstrated truths, or both. They commit, they do not *think*. The algebra

to them is a "bundle of processes" founded upon the eminent authority of the text and of the instructor. What, for example is the basis of the so-called Distribution Law of Multiplication? That is that $a(b+c) = ab + ac$? Is it because the fact is printed in italics under the title of Rule? or is there a reason capable of being understood by the student? and what admit of proof. Our experience teaches us that students who have had some work in elementary algebra, are more apt to know *how* than *why*.

Of course, if the student is to use his algebra as a tool, he must attain skill and accuracy in the application of its principles, and to this end he is required to solve problems outside the class-room and in, with as much individual attention on the part of the instructor as the number in the section will admit. Problems are assigned, the solutions of which are to be handed in. The written test, though it makes much labor for the instructor, we consider a valuable aid in the teaching of algebra, and, accordingly, it is resorted to, usually at the close of the chapters or other subdivisions of the subject.

The Agricultural Course.

Here the course in algebra need not be so extensive, nor possibly so intensive, since the student does not pursue mathematical studies beyond the trigonometry and the surveying. Nevertheless, these subjects do require that certain work in the algebra shall be taken, and herein lies a difficulty.

A large proportion of the students in the agricultural course enter the College with practically no training in Algebra. The catalogue statement that "a knowledge of elementary algebra is desirable" does lead a few to "study up" on that subject, but the number who do so is small and the class must begin at the beginning. The subsequent process of jerking the student over a large range of algebra in two terms leaves much to be desired. As might be inferred, little time can be devoted to fixing the principle or to that drill which is so essential if the student is to acquire independence of thought and power of analysis in the subject. If we are to continue taking students into this course as poorly prepared as those who are coming now, it is only justice to the degree we grant, that the time devoted to the algebra be three terms instead of two.

The Women's Course.

If the women were kept in sections by themselves, the question would be simplified somewhat in their case; for, since their course in mathematics ends with geometry, we might, under the conditions mentioned, cover a part of the subject of algebra, but cover it thoroughly; but, as they take their algebra with the agriculturals, their work is of the same hasty and incomplete character.

Calculus.

The objects to be gained by a study of the calculus are, of course, the same as in the case of the algebra, except that as the calculus has a wide application to engineering problems, the course should be so given as to emphasize its practical use.

We base the differential calculus upon the method of rates, believing that the logic of the subject is more

readily grasped when so presented than when limits are employed for this purpose. However, since in a large share of the applications of the calculus we must use infinitesimals and limits, it becomes necessary to connect the three great methods of the calculus. This is done in the usual way. Among other matters, considerable attention is given to partial and total differentials and derivations, since the student will meet these concepts for a more intimate acquaintance later on.

Integration is first presented as an operation, the reverse of differentiation; or what comes to the same thing, given a differential find the function that was differentiated. Integration at the limit of a summation is reserved till near the close of the term's work, and as many applications of this principle are given as the time will permit.

Now, several questions have presented themselves to us. Are we making the calculus, especially the Integral Calculus, as practical as we should? Do our students acquire the greatest amount of skill in its use consistent with their previous preparation and with the time devoted to the subject? Or, to be more specific, ought we to devote less time to the development of the analysis and more to its applications? The presentation of the mere process of integration might be cut down to a few lessons, depending for the most part, upon tables of integrals, just as we go to tables for our logarithms. But the process of integrating functions aids greatly to a proper understanding of the differential, as well as the integral calculus. How much of the purely educational training may be properly "swapped" for the practical? These are questions that we have not, as yet, answered to our satisfaction.

After the reading of the papers, there was considerable discussion among other things of the exact significance of the mathematics in a scheme of study. The opinion was advanced that the training imparted was one rather of the analytical powers than of the judgment. The very assumptions of mathematics remove its reasoning processes into an ideal world where uncertainty is eliminated. Hence fine mathematicians are not always practical men of affairs. This view was combatted so far as what is known as "applied mathematics" is concerned. It was generally admitted that mathematics pre a fine drill in the forms of deductive reasoning, and that nowhere could the necessity for grasping a thought firmly and attacking it methodically be more satisfactorily emphasized. Considerable discussion developed on the training of the image forming faculty in geometry, plane and solid, and in descriptive geometry.

H. EDWARDS.

College Prohibition Clubs.

The Intercollegiate Prohibition Association is a national organization of students for the advancement of the cause of prohibition. It is its purpose to secure a broad and thorough study of the principles of prohibition as applied to the liquor traffic, to increase the number of students who recognize the force and practicability of prohibition and to train college men for actual field and campaign work. These general purposes are accomplished mainly by the following methods:

First, a systematic course of read-

ing. This course is arranged from the educational standpoint to give to a student the knowledge which he ought to have in order to judge rightly the meaning of prohibition and the purpose of the prohibition party. It is asked, and reasonably so, that every student who believes in the question be willing to read one book upon this subject each term.

Second, meetings of the club for free and thorough debate on any phase of the temperance question.

Third, local, state and national oratorical contests. At these contests prizes are offered sufficient in themselves to be some inducement to enter the contest. All orations are written upon some phase of the prohibition question and aim to bring it before the public in this way.

Fourth, distribution of literature among students and members of the club.

Fifth, training of speakers and organizers by actual participation in campaign work during vacations and by the formation of teams which go out during the school term and hold meetings in nearby towns.

The association has grown very rapidly within the past year and at present is one of the largest student organizations in the country. It keeps two national organizers in the field constantly and has a traveling secretary who attends to office work, visits old clubs and assists in organizing new ones. There are clubs in twenty-one different states and at present, fifteen state organizations. Some of these include the colleges of two or three states where the state itself is quite small. Among the large institutions which have clubs are Yale, Harvard, Princeton, Cornell and University of Michigan. The most enthusiastic clubs are found in the smaller denominational colleges, but the association is such that it adapts itself irrespectively to either large university, college or normal school.

Natural History Society.

The Natural History Society last Wednesday evening gave up the entire hour to the sugar beet.

The first article was a paper on the history of the sugar beet industry written by C. W. Kaylor. It took up the industry from its beginning in 1595, and traced it through the different stages of growth to the present time. It gave one a good idea of the extent of the industry and the great progress which has been made by improving the quality of the beet and methods of obtaining the sugar.

Mr. Slaw then gave a paper on the "Insect enemies of the beet" putting especial emphasis on those found in Michigan. The principal insect enemies are Flea-beetles, Blister-beetles, Garden Web-worm, and the Grasshoppers. The remedies suggested for controlling these pests were, spraying, systematic rotation of crops, thorough cultivation, encouraging birds to nest about the fields, and careful removal of rubbish.

Prof. Wheeler told of the fungous diseases of the beet. There are four of these diseases reported in America that are at all serious. The leaf spot disease is far the most common. It kills the leaves first and sometimes, though rarely, the whole plant. But scab, which is the same disease as the potato scab,

is next in importance and in some localities does considerable damage. Root rot and cancer are the two other diseases. They are not as yet common in Michigan. The remedies suggested for these diseases were spraying, rotation of crops, and careful destruction of rubbish.

Mr. A. J. Cook gave a short talk on "The course of the beet after it reaches the factory," which was very interesting.

Prof. U. P. Hedrick will talk at the next meeting, Feb. 13, on "The geological formation of the Great Salt Lake region." D. S. B.

Botany Club.

Professor Wheeler gave the program at the Botany club last Tuesday evening. He talked on the flora of the Upper Peninsula in the vicinity of the Experiment Station, which is located at Chatham in Alger Co., eight miles south of Lake Superior. He first described the geological formation of the country and showed the effect this had on the vegetation.

The station is on the calciferous sandstone formation. The soil is very shallow, so shallow, that in some places it is necessary to blast holes for fence posts. The soil is very productive and crops on the station showed a remarkable growth. The hardy varieties of apples can be grown there with good success. Three-fourths of all the trees on the station grounds are maple. There are also found in some abundance, elm, basswood, white spruce and cedar. He said, "The country as a whole, is admirably adapted for farming and is destined to become, in a short time, thickly settled, and as valuable as most farming country in Michigan." D. S. B.

A Horticultural Lecture.

Mr. Charles Greening, of the firm of Greening Bros., Monroe, Mich., gave the regular and short course students in horticulture a talk on nursery work last Wednesday afternoon. The lecture consisted of a discussion of seeds, seedlings, grafting, budding, soils, care and preparation of the stock for market. An abundance of nursery material was used in illustrating the lecture. The lecture coming from a member of one of the largest retail firms in the country, was most valuable and suggestive. Mr. Greening was kind enough to repeat the lecture to the short course students in dairying, talking in all from 1 until after 3 p. m.

Gathered About Campus.

Representative B. A. Nevins and Oscar E. Angstman, the Detroit lawyer, both of the class of '75, visited the campus last week.

Many members of the legislature are availing themselves of the opportunity to visit the College, and all express themselves as greatly pleased with the work being done.

The *Farm Home* for January, 1901, contains a cut and a highly appreciative sketch of P. G. Holden, '89, who is now superintendent of the agricultural department, Illinois Sugar Refining Co., Pekin, Ill.

Miss Elizabeth Wilson, city secretary of the American Committee of the Young Women's Christian Association, gave an address Tues-

day evening last in the parlor of the Women's Building, and also conducted the chapel exercises Wednesday morning.

NOTICE.—The King's Daughters Circle will meet at Mrs. Gunson's, Feb. 6. Mrs. Krentel, leader. Word—Thankfulness. Lesson, Luke 17-11-19. This is pound week. Mrs. Newell, leader.

The mechanical department has had a recent addition to its equipment in a new shaper which was built in the shops of the department. It has several new features not generally found in machines of this type. Its principal advantage is its capacity to hold castings of considerable size. Advantage is being taken of this feature in machining some of the larger castings for an engine lathe now in process of construction in the shops.

Eugene Davenport, '78, dean of the College of Agriculture, University of Illinois, is quoted in the January issue of the *Farm Home* to the following effect: "The position of the University of Illinois regarding this [beet raising] industry must not be misunderstood. It does not appear as a special advocate of this business in preference to other branches of agriculture, nor does it maintain that its profits are necessarily phenomenal. But its position is that sugar has become a standard article of consumption in large quantities and that this is a sufficient reason why sugar production will take its place in American agriculture and become an established industry wherever land and other natural conditions are suited to its production and where proper business methods are maintained. Illinois is adapted to sugar production. Whether it shall engage in the production depends upon the people. Whether an individual shall produce sugar is a question for his own de-

cision, similar to the question as to whether he shall produce beef, wool or milk, but with this difference that it requires—1st. That many others must engage with him in the same

business. 2d. The investment of large capital in the manufacturing plant. 3d. The most cordial relations between the grower and the owner of the plant."

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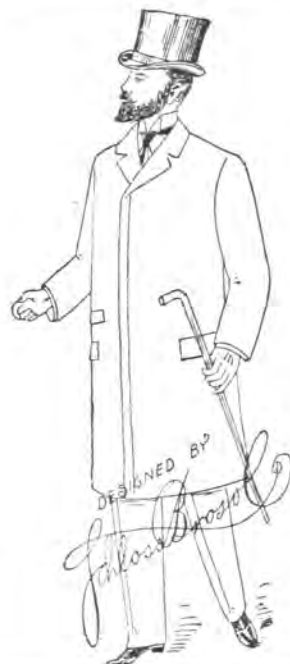
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Chairs at	50c, 60c, 75c up
Arm Chairs at	\$1.50, \$1.75, \$2.00 up
Students Tables at	\$1.50, \$1.75, \$2.00

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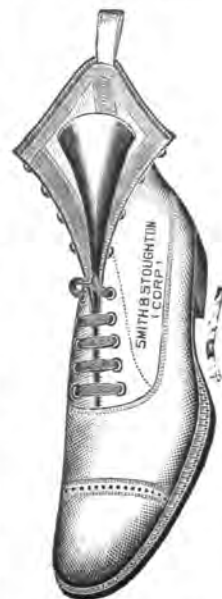
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HOLLISTER BLOCK.

Old Students.

G. Masselink, '95, of the Ferris Institute, Big Rapids, Mich., writes desiring to debate with us. "We're owre young to marry yet," Gerrett. Wait a bit.

W. C. Bagley, '95, has resigned his position as assistant in Psychology at Cornell University to accept a principalship in the St. Louis (Mo.) public school system. His address is Meramec School, cor. Meramec street and Iowa avenue, St. Louis, Missouri.

A letter from C. C. Georgeson, '78, dated Jan. 16, at Sitka, Alaska, where Mr. Georgeson is a special agent in charge of Alaska agricultural experimental investigations, contains much of interest to our readers.

"My eldest daughter," says he, "is now 18 years old, the next is 15, and the last, a boy, nearly 13. The chief drawback to this out-of-the-way place is a lack of school facilities. We try to make up for it by home study, but it is not altogether satisfactory. My eldest daughter entered Washington University at Seattle last year, but had to withdraw on account of serious illness.

You can have no idea of the magnificent resources of Alaska until you pay us a visit. Gold, copper, coal, oil, timber, fisheries, and furs are here, most of them in immeasurable quantity, and all awaiting development. Alaska will be the treasure-house of the United States. "King Solomon's mines" will be nothing in comparison. The more we learn about the country, the richer it seems to be. And the agricultural capabilities of the territory are equal to meet the demand of those who will be engaged in the development of these resources, and more. The idea has become current among our people that Alaska is * * * [merely] a gigantic ice-house—a grievous mistake! I estimate that there are not less than 100,000 square miles which can be put to agricultural uses. Farming and gardening have been successful wherever tried. Last season I raised as fine spring wheat at this station as I have ever seen. We have matured barley, oats, wheat, rye, flax, and buckwheat at our stations. Why not? Finland, lying in the same latitude, and only one-fourth the area of Alaska, supports a population of 2,500,000 souls. Congress is not aware of the possibilities of this vast territory, otherwise this august and patriotic body would give more than \$12,000 a year for the "establishment and maintenance" of some half dozen experiment stations, hundreds, and some of them thousands of miles apart, while at the same time \$25,000 is annually appropriated for the introduction of reindeer in Alaska.

Remember me kindly to former college mates whom you may chance to meet."

[Friend Georgeson should take the RECORD and keep up with his old college mates by hearing from them and letting them hear from him through its columns. Why do not all our college men all over this little world write us now and then such interesting things about themselves? Ed.]

Basket Ball.

The girl's basket ball team of Ypsilanti, accompanied by Mrs. Burton, their instructor, and Mr.

Murray, their coach, arrived here Friday evening. The manager of the lecture course sent over complimentary tickets for the party, an action which was appreciated not only by the visitors but by our girls who were entertaining them. Saturday forenoon the girls visited the various points of interest in the dormitory and on the campus and returned home Saturday afternoon after the game.

The game here was won by the Normalists by a score of 26 to 0. The College people should understand that at Ypsilanti physical training is a department by itself and several of the girls on the team were specialists in the work. B.

First Team v. Sub-Faculty.

Coming immediately after the eminently dignified game which preceded it, this certainly was a game with plenty of go to keep spectators fully awake. The lineup was as follows:

FIRST TEAM.	POSITIONS.	SUB-FACULTY.
Balbach	Center	Bemies
Johnson	Right Forward	Reed
Blanchard	Left Forward	Locke
(Capt.)		
Cooper	Right Guard	Parrott
		(Capt.)
Haftenkamp	Left Guard	Reynolds

The game from the first was quite fast, but both teams seemed to place more importance on maintaining a strong defense than in putting up much aggressive work. The First Team did some very pretty team work; this feature was lacking with the Sub-Faculty since they have not had the time or opportunity to work up combinations. The goals were as follows: First Team, from field, Cooper 2, Blanchard 1; from fouls, Balbach 2. For Sub-Faculty, from field, Reed 1, Reynolds 1. This left the score 8—3 in favor of First Team.

Where so much really brilliant work was done it may be unfair to select any for mention in despatches, but Messrs. Parrott and Johnson did the starring for their respective teams. On both sides it was almost evident at times that some of the men had at least *seen* Rugby played. At times Messrs. Reynolds and Parrott exhibited a very strong desire for *hugging* the ball. The sub-faculty men are not a bit discouraged, for they believe that if they had played a *little better* and the other men *not quite so well* they would have won the game.

After the game your reporter interviewed Capt. Parrott as to his impressions of the game. "Don't ask me," he said, "I had no time to see anything of it." J. J. F.

The Entertainment in the Lecture-Course on Friday.

A good audience assembled to hear Mr. Chapin on the "Reign of the Rail-Splitter." The entertainment consisted of an impersonation of Abraham Lincoln from the time of his first election to the eve of his death.

Mr. Chapin's "make-up" was on the whole good, and the arrangement of quotation and speech-making was such as to bring out the self-dependence and keen penetration of this so unique character in our history. In general, however, it may be observed that most of our people feel too much reverence and even veneration for Lincoln's character to find pleasure in a "counterfeit presentment" of it. H. E.

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