The M. A. C. Record.

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Correspondence.

TEXAS A. AND M. COLLEGE,
College Station, Texas,
March 26, 1901.

Dear Prof. Edwards:—I often notice your request for news from former students and alumni of old M. A. C., but, like many others, I have more often than otherwise been content with a perusal of the welcome news in the RECORD each week and failed to send the requested items. The first column that engages our attention is the news from former students, and I think in this capacity the RECORD serves its most important purpose. In this far off location I seldom meet an old M. A. C. man, although Michigan men are quite numerous. Only today I received a call from a Mr. King who owns a farm in Cass county.

S. L. Ingerson, '99, is, I believe, still with the Cameron Mill and Elevator Co., at Ft. Worth.

Prof. H. H. Harrington, at the head of the chemical department and chemist of the Experiment Station at this college was, I believe, at one time a student at M. A. C. under Dr. Kedzie, but I fail to find his name recorded in the general catalogue. He was there during the summer of '82, and although he was there but a short time, he retains a very high opinion of M. A. C. and always has many pleasant things to say regarding the institution and the acquaintances he made while there. Before coming to the Texas A. and M. College he occupied the position of professor of chemistry in the Miss. A. and M. College.

Texas is an interesting country in many ways and it would be difficult to say just what we find the most interesting or curious. The distances are somewhat astounding to the new comer, and at first one fails to appreciate the size of the state. It is nearly nine hundred miles from the eastern to the western boundary and from Brownsville on the south to Texline at the northwest corner of the Pan handle it is not less than one thousand miles. The season here is from six weeks to two months earlier than Mich. and there is usually no snowfall and little freezing weather in the winter. All kinds of garden vegetables grow well and some of the smaller fruits, such as strawberries, dewberries and grapes as well as peaches. The main forage crops are corn, kaffir corn, sorghum, cow peas and oats. In north Texas wheat is extensively cultivated. Cotton and negroes are an abundant crop everywhere. Everybody seems to be dealing more or less in cattle but dairymen are scarce. Nine-tenths of the people believe that a cow would not give milk unless the calf is allowed to run with her, and it is amusing to see how they aim to fool the cow by allowing the calf to suck before and after milking. Creamery or first-class dairy butter readily brings 25c per lb. in the open market at any season of the year and cheese retails at 15c to 18c per lb. As is noticable in all western countries, living expenses are higher than in the east and there seems to be a wider margin of profit for the dealer.

Improvement in native cattle has been slow on account of the high percentage of deaths in cattle imported from the north, caused by Texas fever. The investigations of Dr. M. Francis of this Station and Dr. Conway of Missouri have developed a plan of innoculation that has lessened the death rate from about 80 per cent to 10 per cent and is of great value to Texas live stock interests. Agricultural students are all interested in study of breeds and stock judging. I am just now drilling about one hundred students in this latter subject.

There are many pleasant things connected with Texas but it has as many drawbacks I guess as any other State. We miss many of the things we have grown so accustomed to in the north that they seemed common place. Were you to ask me what I miss most, I think I would have to confess that it is the snow of the winter season and the red clover and June grass of the summer. Northern farmers who can grow these two great forage crops—red clover and Kentucky blue gaass, need never fool away good time and money trying to grow cow peas or alfalfa. No regular organization of an institute system has ever been attempted, although numerous farmers' organizations are maintained in different localities. The College will offer this year for the first time short courses in Live Stock Husbandry, Dairying and Horticulture, planned similar to those in Michigan but lasting throughout the winter term of ten weeks.

Trusting that everything and everybody at M. A. C. is prospering I remain,

Very truly,
CHAS. H. ALVORD.

Those who remember Harry Taft will appreciate the following excerpts from a letter to him from G. H. True, dated March 16, at Phœnix, Arizona.

"I was very glad to receive your letter this morning. You must have grown to be a pretty big boy to write such a good long letter. I wonder why it is that boys and girls grow so fast when people are not there to see them grow. I think that I would know you though, even if I met you out here in the desert, for I cannot imagine there being more than one Harry Taft in all the world. * * * We do not go out in the woods as you and I did sometimes, for we have no woods here. The desert takes the place of the woods in Michigan, and on the desert only bushes and cacti grow. I suppose you know what a cactus is, only I don't think you ever saw anything so large as some that grow here. Some of them are larger around than Prof. Smith and higher than his house.

"While one always thinks of a desert as a wild, desolate, dreary place it is not always so. This spring we have had a good deal of rain and now there are more wild flowers in blossom than I ever saw in the woods in Michigan. Some of these flowers are very pretty too, especially the yellow poppies and sand verbenas.

"Last evening my sister and I went to an entertainment given at a school where the pupils are all Indian boys and girls. They gave a sort of a play called Jolly Farmers, in which almost everything that was said was sung, and I think they did it almost as well as white boys and girls could have done. You would have enjoyed seeing one band of little Indian braves who were dressed like green grasshoppers. They sung a grasshopper song and hopped around like grasshoppers between the verses and made everybody laugh."

The following from W. C. Stebbins, '95*a*, principal of the Coloma public schools, will possibly suggest to others inquiries in the same direction:

"Since receiving your letter in which you expressed interest in my statement of the fact that the M. A. C. was mentioned more frequently [in examination papers] than any other school. I have looked the matter up more carefully. I have watched with a great deal of interest the growth of the College and was a little surprised at the frequency with which it was mentioned. Just to satisfy my curiosity I went over the papers and found that the Agricultural College was mentioned in 101 papers. The State Normal College in 88 and the University in 61. Other schools that were mentioned were the mining school, school for the blind and school for deaf, etc. The question was a double one, one part being "Name three educational institutions under control of the State." More than half of the 290 odd applicants chose to answer this part of the question. Some mentioned all three of these schools, others two, others one, and some none of them; but the result was indeed interesting. May it so continue."

To Represent the Three Courses at Commencement.

At the last meeting of the winter term the faculty selected the following students for honors at commencement:

To represent the agricultural course, N. A. McCune; to represent the mechanical course, W. W. Wells; to represent the women's course, Miss Fleta Paddock.

The Present Need of Cooperation Among Teachers of English.

Paper read before the English conference of the Michigan Schoolmaster's Club, Ann Arbor, March 29, 1901.

In no branch of school instruction is there less uniformity of method, greater divergence of pedagogical theory, or more general dissatisfaction with results than in the teaching of English. And yet this same teaching of English concerns the student more vitally, conditions his mental growth and development more largely, than any other subject—I had almost said, than all other subjects in the whole category of studies. It seems strange, therefore, that until comparatively recently a relatively small place in the school curriculum has been given to English, and that as a rule both the teachers and the teaching have been ineffective and unscientific. More than this—in teachers' organizations, while the teachers of mathematics, of ancient languages, of science, have early seen the need and the advantage of banding together for mutual criticism and cooperation, the teachers of English as a body have seemed inert and amorphous. That there are conditions at the present time making supremely imperative a change in this matter of organization, has for several years been strongly impressed on the mind of the present writer, and this paper will constitute an attempt to enumerate some of those conditions.

I. That the results of teaching in English are nowhere satisfactory, either to student, to teachers, or to the general public, will possibly be conceded. As a rule the most perfunctory work done by pupils in the schools is the work in technically English subjects. Our educational journals teem with articles setting forth the dreary evidence to the fact that English is not actually taught, and the daily press amuses itself with sarcastic comments on the illiteracy of American youth, from the pupil of the district school to the graduate from our great universities. Let me read some extracts from a recent editorial in a Michigan paper.

"Can one per cent. of the children in the primary and grammar grades write correct English within the limits of their ordinary school work? Can five per cent. of the pupils in the high school write English that would stand even tho loosest test in respect to grammar, spelling and punctuation? At a rough guess we should say that the question would have to be answered in the negative. * * * It is a fact, however, that the ordinary English of the public schools is almost hopelessly bad. * * * The children are not taught to write creditable English in the lower grades. In the high school greater effort seems to be made to remedy the evil, but the effort does not seem to be successful in a majority of cases. In the university, students and instructors alike are too busy to waste time over the rudiments of a language that should have been acquired in the grammar grades of the public schools, and unless the mature student takes special courses in English he seldom learns to use his own language with the grammatical and orthographical correctness that would be demanded of a French or German schoolboy."

Nor is this state of affairs confined to Michigan. One has only to read the compilation of errors made in recent (1898) examinations for entrance at Harvard College, and note the enormous proportion of papers marred by the crudest and most atrocious blunders in expression, to discover that this illiteracy prevails over wide area and in the most enlightened and conservative part of our land.

Still more significant is the fact, time and again successfully demon-

(Continued on page 2.)

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H. E. Young, of the Union Literary Society.

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

Note carefully that George Kennan's lecture booked for April 12 has been changed to April 10.

Dr. Beal, in a communication to the *Detroit Tribune*, condemns the mischief created by ignorant and sometimes venal park boards in insisting on wild schemes of their own or in thwarting the carefully digested plans of a competent superintendent. Possibly the communication has a well-defined application.

Dr. V. C. Vaughan, in a lecture on exercise, has the following to say about physical culture. Much of it has application here as well as at the university: "The gymnasium does not fulfill its proper duty. It should aim to investigate the individual physical defects of students, and seek to remedy them. The physical examinations should be more strict. They should be made by a physician. The shortcomings of each student should be carefully noted, and he should be given training in the particular manner of which he is in need. Men with weak lungs should be in a class by themselves; likewise men with weak hearts. The corps of physical instructors should be enlarged, so that this individual attention could be given, and attendance at the gymnasium made compulsory. Education means a drawing-out, a developing, and how are we to accomplish this unless we go about it scientifically?

"How would it seem," said the doctor, "for the eleven star Greek students to be selected by the head of that department, and coached to the exclusion of the others? Then once a week these students would be brought in before the others, in competition with a picked eleven from another college; and from these exhibitions the students were to learn what they were to know of Greek. This would manifestly be unfair. But it's the same way in athletics. There should be a careful grading of the students.'

Dr. Vaughan said that in his opinion, military drill, such as they have at Cornell and many other colleges, is the best method of physical culture.—*U. of M. Daily.*

The following extract from a letter referring to a personal in the last issue of THE RECORD is self-explanatory. We gladly give place to it, and should like it generally understood that we are anxious to get just such additions or corrections to our records:

"In the general catalogue you will note that in the list of non-graduates appears the name Chas. H. Spencer (*m*) '88–'89 entered from Grand Rapids, Mich. Immediately following is Chas. Henry Spencer (*a*) '71–'73 B. S. (Civ. Eng.) U. of M. 1896, etc., etc. Now the Chas. H. Spencer (*a*) '71–'73, I know nothing about, but the Chas. H. Spencer (*m*) '88–'90, and the fellow who took the C. E. degree at the U. of M. are one and the same man and I am that man. In other words the data following the last C. H. Spencer belongs to the '88–'90 man. This error you will note was carried out in the personal published in the last number of THE RECORD where my class is given in the '70s instead of '88–'90."

Need of Cooperation.

(Continued from page 1.)

strated, that except for the influence of greater maturity of thought, the having of the young college graduate in command of expression is, like his high school confreré's, but "a younger brother's revenue." Indeed, a recent writer attacks the college critics themselves, and after showing by pertinent and abundant quotations the ungrammatical, lax, empty, and positively harmful nature of much of the criticising triumphantly concludes by attaching the name of Barrett Wendell himself to a criticism that is conspicuously incomprehensible. Those of us by the way, that have done much of this criticising can well understand how this could come about.

II. That the present condition of matters in English teaching is deplorable, notwithstanding many recent improvements and great activity among book-makers, is, however, not to me the most depressing phase of the situation. There are several reasons for thinking that the illiteracy to be overcome is on the increase. In the first place, each year our American body politic is called upon to digest an increased mass of foreign ignorance and stupidity and even degeneracy. It is really the second generation that is more or less perfectly digested and the digestive organ is the school. There was a day when this organ had only simple, wholesome, Anglo-Saxon material to digest. It was not so very long ago that there came up to the college through the schools only earnest, aspiring, intelligent men, carefully and anxiously trained in the family as well as in the school, and foreordained to a literary career through extraordinary intellectuality and robust moral fibre. Now they come from all nationalities and social conditions. The dige-tive apparatus labors and throbs over a heavy, heterogeneous, sour-glutinous mass, and all through the system there are signs of distress. The schools, overloaded in this way, fail to do the old work as effectively and there is a general decline in result.

A second cause for belief in the increase of illiteracy lies in the effort of the schools to do a larger variety of work. The large body of the old training was in language and the use of language. The mass of the work was on Latin and Greek and mathemanics. Today, even in what is known as the classical course, there are sciences and drawing and music, and civil government—and athletics. The passing of Greek and Latin is not to be regretted, provided an intenser and more effective training in English, a training that will save our speech from decay, and will give our youth sharp, clear, direct, incisive, graceful habits of expression, can be invented and put to use. The old methods were the lumbering, laborious, dilatory processes of the hand-loom, but after all they produced marvelous cloth. We in our day cannot afford either the labor or the time of such processes; we must in some way invent a *power* loom; but whatever happens, we must not fail to produce *cloth*—to turn out men and women who can speak and write the language of their fathers with the same power and effect. Surely there is call here for all our collective wisdom and effort!

These are two great causes for the changed problem that faces the English teacher of today; others might be mentioned. If it can be sometimes said of the English teacher that he is incapable or careless in the handling of his own language, how much more truthfully may this incapability or carelessness be alleged of teachers in other subjects under whose influence the young student comes! It is frequently true today that the young specialist, keen and shrewd and capable in his peculiar class of work, highly esteemed and widely influential, will somewhat ostentatiously confess his lack of knowledge and skill in expression. The influence of such an attitude is potent. Then there is the vast and ever-increasing mass of crude literature, I do not here refer so much to the daily press as to the average popular novel, the story-papers, and above all the dialect wit and humor of popular prose and poetry. Still further potent is the shifting of the centre of gravity in school life from the intellectual to the physical in the athletic craze that makes the great man of a school, the man on whose lips the student body hang awed and entranced, not the shrewd, keen-witted physicist and mathematician who will shortly add to the world's sum of knowledge by brilliant discovery, nor the broad-browed student of civics and history who will some day with brilliant oratory and ponderous argument control the actions of a nation, but the bushy-haired handler of the "pig-skin," whose world is confined within its meager circumference, and whose grammar and vocabulary are as vague and uncertain as the slang of the side-lines' wit with which he is most familiar.

Such are some of the causes that seem to conspire to make the work of the English teacher of today more onerous and more exacting than ever before. He has more students to handle, from greater extremes of social environment. He is less aided by the traditional language work of the schools, and has an antagonistic force at work in the indifference of specialists (to use no harsher term), the vast flood of loose and defective printed matter, and the shifting of school ideals. More than all this we have among ourselves those traitors to the cause of pure English who for the sake of notoriety or to air crude philological knowledge are glad to canonize a phrase as reputable because it is in *common* colloquial use. With such an array of facts, does it not seem as if the teacher of English should find it a primary duty to consult with others, to use the principle of division of labor, to seek out and employ the most labor-saving methods and appliances, and in the very largest degree to avail himself of the experience of others?

III. But outside of and beyond the increasing difficulty for the teacher, lies the fact that in the teaching itself there are no fixed rules of practice. Everything is in a state of fluidity, nothing is fixed and determined and every man "doeth that which in his own eyes eyes seemeth right."

The whole matter of English has been treated in a false and ineffective way. Whatever the professions in the prefaces of the books, the fact has been that the use of English has been set forth as a science while it has been judged invariably as an art. English has been taught as something to know rather than something to do. Students have been crammed with rules for determining when a sentence is correct and clear, and forcible and smooth, and have then astonished their teachers by producing incorrect and obscure, and weak and nerve-racking phrases; as if one should read a book on swimming, and then *surprise* his friends by sinking at the first contact with water. All this, however, is, in theory at least, now changed. The teacher of English knows perfectly well that the test, and the only test, of a knowledge of English is the ability to write English and that to learn to write English a man must write English. But as a matter of fact the general public does not at all appreciate either the fact or its consequences, and as a result the English teacher in high school, and for that matter in college too, is expected to take just as many class periods, requiring just as much and as careful preparation as any other teacher takes, and then besides, if his reputation is worth anything to him, to find time for an amount and kind of onerous critical work, equal to and even greater than the regular allotment of class-room work and general school management. It is readily seen that skill of the hand is a costly form of education; and yet teachers and equipment are cheerfully provided in kind and degree approximately adequate. With this I have no fault to find; indeed I sincerely and heartily rejoice in the larger recognition of the body in education. It is in accord with the most advanced psychological and pedagogical truth. What I do deplore, however, is the slowness and apparent unwillingness to recognize the fact that to train the brain to shape and adapt thought to thought and thought to language is a matter of skill and not of knowledge, is a matter of doing and not of mere receiving, is a slow, laborious, and costly process—costly either to the general public who receive the benefit, or to the poor individual teacher who does double work at half pay and at the additional cost of physical collapse or mental atrophy. What can remedy this condition but organization, agitation, concentration of forces?

"Since which things are so," as I used to learn to say from my Latin teacher, how supremely important to the overworked English teacher becomes the matter of adaptation of means to ends! But here the same

confusion of opinion, the same antagonism of practice is everywhere apparent. The very purpose of the various studies is misapprehended or only vaguely appreciated. I read in the very latest English grammar received from the publishers, "It is now generally agreed among teachers of English that the main purpose in the study of English grammar is mental discipline," and I close the book, and I say no! a thousand times no! I admit the fact of mental discipline; but I deny this as the primary purpose either for the teacher or the student. He who so teaches English grammar leaves untouched the actual imperative problem of the English teacher. English grammar must be thoroughly understood and appropriated, primarily that it may serve as an instrument for rapid and intelligent criticism in the art of writing and speaking. It must serve the same purpose to the art of writing English, that algebra does to higher physical and astronomical reasoning. It must furnish a body of critical apparatus by means of which the ultimate purpose, skill in using English, may be attained. H. E.

(Concluded in next issue.)

About the Campus.

Mrs. Chas. L. Weil and daughter started April 5 for a visit to New York.

Miss Vesta Woodbury was visited Thursday and Friday by her mother and sister.

Miss Julia B. Carter of Detroit, was the guest during vacation week of her Oread College chum, Miss Lifford.

Prof. L. R. Taft was in Grand Rapids attending the April meeting of the Grand River Valley Horticultural Society.

Miss Mary Knaggs went home for a few days during the last week of school to attend the wedding of her sister which occurred March 27.

The students who remained at the College during the vacation gave a very pleasant informal dance in the Armory on Thursday evening.

Mr. and Mrs. L. F. Jenison entertained the instructors of Station Terrace at their home Friday evening. Each guest invited a lady.

Spraying in the College orchards has commenced. The first trees to be treated are the peach, the material used being a solution of copper sulphate—two pounds in a barrel of water—for the prevention of leaf curl.

Prof. C. F. Wheeler has been requested by the Government to inspect the sand dunes along the eastern coast of Lake Michigan and report upon the feasibility of planting certain grasses, such as have proved useful in Delaware, to prevent the sand from blowing upon the adjoining farms.

Prof. and Mrs. Vedder, Prof. and Mrs. Barrows, and Prof. and Mrs. Smith gave on Tuesday last a six o'clock dinner to some seventy-five of their friends at the College and in the city. The entertainment was one of the handsomest ever given at the College. On Thursday afternoon the same ladies gave a card party to a number of lady friends, mainly from the city.

Dr. Beal is having printed a catalogue of the trees and shrubs at the College including all the scientific and common names in one alphabetical list. This book will enable any novice to locate any tree he may be looking for; but it is especially intended for students studying forestry and trees and shrubs in the botanical department, and landscape gardening in the horticultural department.

One of the most pleasing papers read at the meetings at Ann Arbor last week was that presented by Dr. Beal before the joint meeting of the Academy of Science and zoölogical section of the School-masters' Club. It teemed with good sense and good advice. Especially interesting and amusing were the reminiscences of the days spent by the Dr. under the elder Agassiz and Grey. Little wonder that the inspiration begotten in those days has remained undiminished through all the years that have followed. Through the whole paper ran a vein of quiet humor, which coming to the surface at frequent intervals kept the audience bubbling over with laughter that seemed good for body and soul. In the whole audience, not a single unappreciative hearer could be found.

The class in agricultural experimentation have ontlined practical experiments to be carried out during the spring term in the field or laboratory. These plans of experiments were submitted to the class for the benefit of the members and for criticism and suggestion from them. The following experiments have been planned: 1. To determine the amount of moisture used by weeds growing in our fields, and to estimate the value of the moisture so used to the growing crops. 2. The effect of fertilizers upon the nitrification of clover bacteria and the chemical composition of the resulting clover crop. 3. Comparative values of different fodder crops. 4. Effect of tile drains upon the mechanical conditions of the soil. 5. The necessity of the presence of nitrifying germs in arable soils. 6. The study of the effects of the different elements upon the growth of crops. 7. The effect of difference in size and weight of seed upon the crop of corn.

Old Students.

Eugene S. Brewer, with '03, who left College during the fall term, is in business in Owosso.

Benj. Chamberlain, with '04, spent Friday and Saturday visiting friends on the Campus and Delta.

Miss Harriette Robson, '00, of Detroit, visited the College last Wednesday as the guest of Miss Cimmer.

Alton C. Burnham, '93*m*, is now in New York City, the vice President of the new corporation of Eldredge, Rule & Co.

F. N. Clark, '89*a*, writes: "Born, April 1, 1901, Constance Corinne Clark, a prospective candidate for women's course at College sixteen years hence." Congratulations.

Mr. A. B. Cook of '93, is busy on his farm in Shiawassee Co. making maple syrup. Mr. Cook reports an excellent run thus far this season with prospects of being even better.

C. F. Austin, '99, assistant horticulturist at the Alabama State Agricultural and Mechanical College at Auburn, sent Professor Wheeler a most beautiful bunch of birdfoot violets last week.

O. S. Groner, '94*a*, principal of schools at Manistique, is making a success there. His salary has been raised each year, a substantial and effective way of showing the people's desire to have him remain with them.

Frank G. Carpenter of '01, recently put the 16 lb. shot nearly 30 feet thus beating the M. I. A. A. record. Carpenter has done no training this season so the feat is quite a remarkable one. If Carpenter concludes to go onto the track teams for this M. I. A. A. field day he will undoubtedly be a winner.

Under date, March 16, R. S. Campbell, '94*a*, writes that a prospective student in the women's course at M. A. C. has arrived at his home. The young lady had a birthday March 10. She weighed eleven pounds and her first name is Margaret. "The father is doing as well as can be expected."

G. M. Odlum, '00*a*, sends to the College from Monrovia, Liberia, a number of interesting postal cards with colored pictures of buildings, people, animals, etc., in that far-away land. George is studying coffee culture there before going to his work in South Africa. We hope he will continue to give us news of his doings, and will write us at some length when he finds leisure.

The RECORD is in receipt of a most excellent monograph "On the Correlation of Mental and Motor Ability in School Children," by William Chandler Bagley, M. S., Ph. D. (1895*a*) who is now principal of the Meramac School, St. Louis, Mo. After leaving here Mr. Bagley attended the University of Wisconsin and later Cornell, where he received his Ph. D. last year. While there he held a fellowship in psychology. The monograph is reprinted from the "American Journal of Psychology, Vol. XII, pp. 193-205.

Jno. B. Stewart, '01, has entered the department of agriculture, division of soils through the Scientific Aid Fund. No entrance examination is required, through this provision, the applicant merely submitting his thesis. However, because of the extreme need of men this year, in the soil division, appointments were made before the theses were finished, in many cases. Mr. Stewart's thesis, on the determination of the Content of Water in Moist and Air-Dry Soils, was submitted after he reached Washington. He is now in Statesville, N. C., doing field work, in testing various soils, and will not return to laboratory work in Washington until November.

By the subjoined excerpt from *Washington Evening Star* of March 23d, we learn that William A. Taylor, '88, has received the decoration of Merite Agricole, for his work as pomologist in Paris Exposition.

The secretary of agriculture has been informed that the French government has conferred the decoration of Merite Agricole upon the following officials of the department of agriculture for services performed at the Paris exposition: H. W. Wicey, chemist; H. E. Alvord, chief of the dairy division; G. B. Brackett, pomologist; W. A. Taylor, assistant pomologist; M. A. Carleton, cerealist; John I. Schulte, one of the associate editors of the *Experiment Station Record*. The decoration has also been conferred upon James L. Farmer, assistant director of agriculture for the Paris exposition.

The Study of Greek and Latin on the Decline in Germany.

One of the surprises of the educational world is found in the sharp attacks that are now being made in Germany on the classical gymnasium. The humanities or classical course has long been made the basis of a solid education, and the indispensable condition of admission to the honors and emoluments of the learned professors.

Now the demand is that this be changed, and that those who have completed any of these nine-year institutions, whether these include Latin and Greek in their course or not, shall have exactly the same rights of admissions to the universities in all of their departments, and also to all of the degrees that are offered. The position is now maintained that the classical tongues are not essential in that preparatory training which a young man needs in order to pursue successfully the professional career.

Although educated in Latin and Greek, the present Emperor is outspoken in the advocacy of a radical change. These statements are important, as they come frrom a country which enjoys the distinction of leadership in higher education.—Abbreviated quotations from *The Outlook* of March 23.

The agricultural section of the Academy of Science was probably the smallest of all the sections, but the single session was a very interesting one. Dr. Beal read a paper entitled, "Some of the Relations of Botany to Agriculture" and Mr. Kenyon Butterfield gave a talk on, "Some New Phases of Agricultural Education." The paper, talk, and discussions that followed were very interesting and helpful.

NOTICE: *All* male students will report for drill Tuesday afternoon at 5 p. m.