The N. W. C. Record

VOLUME 1

AGRICULTURAL COLLEGE, MICHIGAN, TUESDAY, JANUARY 28, 1896

NUMBER 3

ECO NomE FROM THE INSTITUTES.

Parma.

The institute at Parma was bright, lively, and well attended. The attendance averaged 350 to 400. All that was said was sound, solid, and wholesome. We cannot too strongly commend the way in which the business was conducted. The president of the institute, Mr. W. M. More of Adrian, was eminently lucid, comprehensive, and to the point, and the people were well trained in parliamentary procedures. There was too, a great deal of good, sound, and wholesome talk to say it; and when they had said it they sat down. All due to the training of farmers' clubs. They are many and widespread round Jackson Co.

The ladies of the clubs fed about 200 people each in the basement of the church, and did it delightfully, attractively, and abundantly. The entertainment committee was copious and full of resources. In this respect the institute was a model one. Organization and readiness did it. Farmers' clubs are the same.

A good suggestion that from Mrs. Chapel, of Concord, that competent youth men could earn a pretty penny doing just that sort of work. This is a very wholesome and sanitary movement. Farmers' clubs taught them how.

L. W. Mumford at Adrian.

There hasn't been a rift between farmers in Branch Co. for ten years. They arbitrate.

—Gen. Love at Parma.

Interest in the College at Parma was strong. Their enthusiasm was contagious. They do not fear to set the lance in rest. Mr. Quick, at Adrian.

The horse contributes more to the happiness, convenience, and comfort of man than any other factor. —H. W. Mumford at Adrian.

For we knew from long ago the gorgeous beauties of the morning, and as we walked through the town we could see only the one at Grand Rapids. —Mrs. Eliza Beth Newton at Adrian.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

Mr. W. M. More of Adrian.

What a power the old Ex-Governor is among the farmers. The horse contributes more to the happiness, convenience, and comfort of man than any other factor. —H. W. Mumford at Adrian.

The horse contributes more to the happiness, convenience, and comfort of man than any other factor. —H. W. Mumford at Adrian.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

Mr. W. M. More of Adrian.

A grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

Good Papers Read at Ionia.

Ionia, Mich., January 22.—A state farmers' institute was held in this city today, attended by all the leading farmers in this vicinity. The institute was crowded to overflow today. —Free Press.

Among the local speakers at this institute were four of our alumni: W. W. Besish, 70; R. H. Hunt, 77; L. B. Hall, 73; and A. B. Locke, 70. Mr. Quick, at Adrian.

Interest in the College at Parma was strong. Their enthusiasm was contagious. They do not fear to set the lance in rest. Mr. Quick, at Adrian.

The horse contributes more to the happiness, convenience, and comfort of man than any other factor. —H. W. Mumford at Adrian.

For we knew from long ago the gorgeous beauties of the morning, and as we walked through the town we could see only the one at Grand Rapids. —Mrs. Eliza Beth Newton at Adrian.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

Mr. W. M. More of Adrian.

A good suggestion that from Mrs. Chapel, of Concord, that competent youth men could earn a pretty penny doing just that sort of work. This is a very wholesome and sanitary movement. Farmers' clubs taught them how.

L. W. Mumford at Adrian.

The horse contributes more to the happiness, convenience, and comfort of man than any other factor. —H. W. Mumford at Adrian.

For we knew from long ago the gorgeous beauties of the morning, and as we walked through the town we could see only the one at Grand Rapids. —Mrs. Eliza Beth Newton at Adrian.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.

The institute at Parma was bright, lively, and well conducted. School Commissioner Keeler's paper was full of interest and was well written. His words for the College were sound, temperate, and helpful. Mr. Quick, at Adrian.

The Thursday afternoon session of the institute was a grand success; the slightest glance would dispel any theory of non-interest on the part of the farmers of this section. —Mrs. Mayo will again return and address them on like subjects.
THE M. A. C. RECORD.

JANUARY 28, 1896.

THE M. A. C. RECORD.

The M. A. C. Record.

Published Weekly by the
Michigan Agricultural College,
Edited by the Faculty.

Subscription, 25 Cents Per Year.

Printed at the Michigan Agricultural College.

To the Editor of the M. A. C. Record:

Dear Sir:

I have been a subscriber to your paper for a number of years, and I am gratified to see the progress which it has made.

I have noted with interest the increase in the circulation of your paper, and I am inclined to believe that it is due in large part to the excellent qualities of the editorial staff. The papers are well written, and the articles are well edited. The editors have done a fine work, and I am sure that they will continue to do so.

Sincerely yours,

[Signature]

I am a subscriber to the M. A. C. Record, and I take this opportunity to express my appreciation of the excellent work that is being done.

Yours truly,

[Signature]

In considering the question of the future of the M. A. C. Record, I would like to express the hope that it will continue to be as successful as it has been in the past.

I am confident that the editors will continue to do an excellent work, and I am sure that the paper will continue to be a valuable resource for the students of the Michigan Agricultural College.

Yours truly,

[Signature]

I am a subscriber to the M. A. C. Record, and I have always been impressed with the quality of the papers that are published in the weekly. I have noted with interest the increase in the circulation of the paper, and I am inclined to believe that it is due in large part to the excellent qualities of the editorial staff. The papers are well written, and the articles are well edited. The editors have done a fine work, and I am sure that they will continue to do so.

Sincerely yours,

[Signature]

I am a subscriber to the M. A. C. Record, and I take this opportunity to express my appreciation of the excellent work that is being done.

Yours truly,

[Signature]

In considering the question of the future of the M. A. C. Record, I would like to express the hope that it will continue to be as successful as it has been in the past.

I am confident that the editors will continue to do an excellent work, and I am sure that the paper will continue to be a valuable resource for the students of the Michigan Agricultural College.

Yours truly,

[Signature]
shaper is finished and is doing excellent work. The whole shop is being painted.

The Horticultural Department is preparing packages containing various varieties of flower seeds each, which will be sent to the rural schools of the State for schoolyard adornment.

Prof. Babcock was at the College a few days last week. He came up from Ann Arbor for the purpose of making a survey of the rooms that will be occupied by Mr. and Mrs. Dean.

The Misses Wheeler gave a party to their friends, the Misses Gibbs, Heanes, O'Conner, Steel, and Berth and Martha C. Amerman. Professor Bownes of last week’s "tasty" dinner is reported.

Prof. Holdsworth has had new lockers made for students’ drawings and instruments, also a case for descriptive geometry models, so that these models can be kept in the Mechanical laboratory.

One of the best forage plants tried at the Grayling experiment station was “sheep fescue.” The College is now preparing to send out sample packages of the seed of this plant to be tested on the sandy plains in various localities of our State.

Acting President Winthrop E. Stone of Purdue University returned yesterday visiting at M. A. C. Professor Leach is now preparing to send out sample packages of the barley used in his experiments last year in various localities of the State.

J. F. Merkel returned to College a week ago to spend the remainder of the vacation. He is surveying on the new line of Michigan Central Railroad near Marquette. In the city of Marquette he has been assistant business manager for his subject “Rural Schools.” He is enthusiastic in his presentation of the same college at the end of this year.

Clifford B. Charles, ’97, of Bangor, Mich., is one of the progressive farmers of that section. He will take part in the fourth annual meeting of this association. It might also be mentioned that Mr. Sessions is the proud father of three children. While Profs. Weil, Chamberlain and Wescott were in the vicinity, they paid a call on Professor Sessions.

W. W. Tracy, ’67, has a large and growing collection of Indian relics. We notice that he is at present advertising for additions to his collection.

The following is the list of the various localities of our State.

**NEWS FROM GRADUATES AND FORMER STUDENTS.**

Students in Meadville College designated by “m.” and specials by “sp.” after name.

S. E. Lebow, ’99, is teaching at South Montrose, Montour, Pa.

Ed. B. Wallace, ’98, will be with us again in the spring.

F. A. Golling, with ’97, is clerk in his father’s hotel at Allegany, N. Y.

M. W. Stutz, with ’92, is teaching at Flat Rock, Waynesville, Ohio.

M. P. Thompson, with ’95, is working for the Grand Rapid Cycle Co.

B. E. Bateson, with ’93, is a student at Purdue University, Lafayette, Ind.

Dustin C. Oaken, ’14, leaves Cooperstown today for a ten days’ trip to New Orleans.

Frank F. Stephens, sp. in ’91, is teaching in the public schools at Tawas City.

Ray A. Lutts, with ’92, is teaching at St. Johns, taking the law course at the University.

J. B. Dimmick, ’93, is surveying on the new line of the Detroit & Manistee R. R.

J. R. Wilson, with ’92, is draughtsman for a manufacturing firm in Mansfield, Ohio.

E. F. Leach, with ’92, is very active in promoting the interests of the institute at the Bee.

It is reported that Carl II. Van Auken, with ’98, on a farm near White Cloud, Mich.

E. M. Kuhn, with ’96, has a position as salesman in a machinery supply house in Detroit.

Manning Agnew is teaching at Parshallburg, Mich., and will be two weeks late in the spring.

Wm. L. Bascom, ’93, State Analyst, has been doing institute work for some time past. He last reported on "Food Adulterations” contains some very interesting as well as valuable data.

Phil, Porter, ’99, m., expects to change from the Mechanical to the Agricultural course in the spring.

H. R. Purvis, ’90, m., is spending the winter at home, but expects to go on the lakes again in the spring.

Geo. W. Rose, with ’95, is spending the winter at home, but expects to go on the lakes again in the spring.

Lew W. Spalding, ’90, m., is teaching Mathematics and Manual Training in a private school at Hillsdale, Wis.

Wm. A. Anneso, with ’95, is assistant business manager of the Elliot Bittin Packard Co. of Grand Rapids.

In the January Business World appears a cut of J. W. Perrigo, ’93, m., who is connected with the Detroit-Bowen Company.

P. S. Rose, with ’94, is principal of schools at Old Mission, Mich. He will return to M. A. C. at the opening of the summer term.

John P. Churchill, ’95, is in the employ of the Illinois Central R. R. as inspector of Pilots. His address is 5345 Washave Ave., Chicago.

J. R. Peley, with ’96, is visiting at Lansing last week. He is in business with his father, superintendent of his shirt factory in Milwaukee, Wis.

W. W. Tracy, ’67, has a large and growing collection of Indian relics which were tested at present advertising for additions to his collection.

Drake Behringer whom those who were here in ’92 will remember as a student and as assistant to Mr. H. E. Bowers, has been appointed professor of chemistry at Purdue, but for over a year, while it was frozen in the ice of Mackinac straits for 36 hours a couple of weeks ago, were two of our institute workers, W. M. Munford and Mr. H. H. Brown of the Michigan Farmer. Prof. Munford reports that they had taken the last square meal on the boat when relief came.

Mr. Brown declared that it was the biggest risk he had ever taken for 50 cents.

It is reported that Carl H. Van Auken, with ’98, is on a big electric power plant for a group of mines, can. It was encouraging, but of course it is no more conclusive than the contrary opinion above expressed.

The educational system of this State owes a great debt to the broad-mindedness of the early pioneers. They were certainly a remarkable class of men. It was the very effect of the eastern communities who should have been loaded with their surplus goods into those old prairie schooners and started for Michigan. These able, energetic, pioneering folks took care of their own schools to the labor involved in turning a wilderness into fertile fields, they were also called upon to lay the foundations of the State. As every one of these schools, houses, entered heartily into the spirit of that clause in the ordinance of 1787, which declares that “Religion, morality and knowledge, being necessary to good government, and the happiness of mankind, schools and the means of education shall be forever encouraged.”

From the very mature of the case the pioneer schoolhouse was a sort of elaborate hewn box furnished with these appliances which are now considered indispensables. Nevertheless, what these schools lacked in mechanical aids was made up by the great interest and the forethought of the people. It was this school sentiment, this determination on the part of the pioneers that their children should, as far as possible, enjoy the same advantages which the people of other countries could procure, that made the pioneer school in spite of all its disadvantages, far more successful in proportion as the modern rural schools. It is not the elegant building, the abundance of maps and charts, or even the free text-books that constitute a good school. It is not the selection of a teacher, and when one has been paralyzing the well means of our political system would be forever encouraged.

The educational system of this State owes a great debt to the broad-mindedness of the early pioneers.

The first place for this educational sentiment to find expression is in the selection of the school officers. The old maxims that “the teacher is, so is the school,” in a great many instances might well be changed to read, “as the school board is, so is the school.” The same is true of our school boards today. It was this school sentiment, this determination on the part of the pioneers that their children should, as far as possible, enjoy the same advantages which the people of other countries could procure, that made the pioneer school in spite of all its disadvantages, far more successful in proportion as the modern rural schools.

Another aid to the district school is a personal acquaintance with the teacher. My actual experience as a teacher in the district school was a thing of the past, and in his place will be a class of persons similar to those we now find in the country of the old world.

The educational system of this State owes a great debt to the broad-mindedness of the early pioneers. They were certainly a remarkable class of men. It was the very effect of the eastern communities who should have been loaded with their surplus goods into those old prairie schooners and started for Michigan. These able, energetic, pioneering folks took care of their own schools to the labor involved in turning a wilderness into fertile fields, they were also called upon to lay the foundations of the State. As every one of these schools, houses, entered heartily into the spirit of that clause in the ordinance of 1787, which declares that “Religion, morality and knowledge, being necessary to good government, and the happiness of mankind, schools and the means of education shall be forever encouraged.”

From the very mature of the case the pioneer schoolhouse was a sort of elaborate hewn box furnished with these appliances which are now considered indispensables. Nevertheless, what these schools lacked in mechanical aids was made up by the great interest and the forethought of the people. It was this school sentiment, this determination on the part of the pioneers that their children should, as far as possible, enjoy the same advantages which the people of other countries could procure, that made the pioneer school in spite of all its disadvantages, far more successful in proportion as the modern rural schools.

It is not the selection of a teacher, and when one has been paralyzing the well means of education shall be forever encouraged.

The first place for this educational sentiment to find expression is in the selection of the school officers. The old maxims that “the teacher is, so is the school,” in a great many instances might well be changed to read, “as the school board is, so is the school.” The same is true of our school boards today. It was this school sentiment, this determination on the part of the pioneers that their children should, as far as possible, enjoy the same advantages which the people of other countries could procure, that made the pioneer school in spite of all its disadvantages, far more successful in proportion as the modern rural schools.

Another aid to the district school is a personal acquaintance with the teacher. My actual experience as a teacher in the district school was a thing of the past, and in his place will be a class of persons similar to those we now find in the country of the old world.

The educational system of this State owes a great debt to the broad-mindedness of the early pioneers. They were certainly a remarkable class of men. It was the very effect of the eastern communities who should have been loaded with their surplus goods into those old prairie schooners and started for Michigan. These able, energetic, pioneering folks took care of their own schools to the labor involved in turning a wilderness into fertile fields, they were also called upon to lay the foundations of the State. As every one of these schools, houses, entered heartily into the spirit of that clause in the ordinance of 1787, which declares that “Religion, morality and knowledge, being necessary to good government, and the happiness of mankind, schools and the means of education shall be forever encouraged.”

From the very mature of the case the pioneer schoolhouse was a sort of elaborate hewn box furnished with these appliances which are now considered indispensables. Nevertheless, what these schools lacked in mechanical aids was made up by the great interest and the forethought of the people. It was this school sentiment, this determination on the part of the pioneers that their children should, as far as possible, enjoy the same advantages which the people of other countries could procure, that made the pioneer school in spite of all its disadvantages, far more successful in proportion as the modern rural schools.

It is not the selection of a teacher, and when one has been paralyzing the well means of education shall be forever encouraged.
had at least one thing to recommend it. The teacher, so to speak, was an old and known friend of the home life of the pupils; while, on the other hand, both the parents and the pupils became better acquainted with the teacher. On the basis of respect for this mutual acquaintance could not fail of being mutually beneficial. The teacher was in a much better position to fit his discipline and his instruction to the peculiar wants of the child, while the parents often comes personally interested in the teacher. From this personal contact, it has not seldom happened that friendship springs up and lasts for life.

The pioneer schoolhouse, with all its sacred memories, has passed into history; or perchance if one still remains, it is but a poor shadow of its former self.

"Still sits the schoolhouse by the road-
A roster begins, ending."

Go on, also, is the pioneer schoolmaster, and in his place stands a representative teacher of the present, or even of the third generation of parents of his pupils. We owe a great debt of gratitude to these old schoolmasters, for with all their traditional hardnose, which is largely a myth, they educated a class of men and women who bravely and successfully fought life's battles and have made the name of Michigan an honored one in the sisterhood of states. If you will inquire into the history of the principal men in any community, those who have attained wealth or political distinction, you will find that many of them was first kindled by the wise counsels and the kindly interest taken in them by their old pioneer schoolmasters. Some of these masters thoroughly influenced generations. We have one of them still living in our midst as a lawyer, a jurist and a citizen, for more than sixty years has served his county and State with distinguished ability. I refer to Hon. Sanford M. Green—all honor to him and to the inspiring lesson which his noble and useful life has taught.

And this is the great function of the teacher—to inspire his pupils. General Garfield once said in substance, that a log would be a good enough schoolhouse for the school system of any county in which a teacher can inspire his pupils. Of course we cannot hope to have a Mark Hopkins or a Stanford M. Green in every schoolhouse, but a district school should most carefully consider the personal qualities of the one who makes an application for the school, and should never employ a teacher, if it can be avoided, who is destitute of this power. A single day. Very largely these teachers have received only such instruction as the district school affords, their minds have been so restricted that they have never received the invigorating influence which comes from personal contact with highly cultivated people, and they have no personal acquaintance with institutions they are teaching simply for the money; they are unable to inspire and instruct our youth; still they ought never to be employed in such capacity.

Our district schools not only need better teachers, but they need a greater proportion of male teachers than they now have. If our district schools are not as good in some respects as they used to be, it is because so many young girls are employed as teachers. The pioneer teacher was a schoolmaster, not a schoolmistress, and although in politics he might have lacked none, nevertheless his virile strength gave a tonic to the school which is always beneficial, especially in the case of the district school. Any school that has not received the invigorating influence which comes from personal contact with highly cultivated people, and they have no personal acquaintance with institutions, that is teaching simply for the money; they are unable to inspire and instruct our youth; still they ought never to be employed in such capacity.

Our district schools not only need better teachers, but they need a greater proportion of male teachers than they now have. If our district schools are not as good in some respects as they used to be, it is because so many young girls are employed as teachers. The pioneer teacher was a schoolmaster, not a schoolmistress, and although in politics he might have lacked none, nevertheless his virile strength gave a tonic to the school which is always beneficial, especially in the case of the district school. Any school that has not received the invigorating influence which comes from personal contact with highly cultivated people, and they have no personal acquaintance with institutions, that is teaching simply for the money; they are unable to inspire and instruct our youth; still they ought never to be employed in such capacity.

Our district schools not only need better teachers, but they need a greater proportion of male teachers than they now have. If our district schools are not as good in some respects as they used to be, it is because so many young girls are employed as teachers. The pioneer teacher was a schoolmaster, not a schoolmistress, and although in politics he might have lacked none, nevertheless his virile strength gave a tonic to the school which is always beneficial, especially in the case of the district school. Any school that has not received the invigorating influence which comes from personal contact with highly cultivated people, and they have no personal acquaintance with institutions, that is teaching simply for the money; they are unable to inspire and instruct our youth; still they ought never to be employed in such capacity.

If you say that the young men who graduate from our high schools do not wish to teach in the district schools, our high schools do not wish to teach in the district schools, then there will be forever banished. What the district schools of nearly every township in this state need just as to be reduced to a system. At present they are little more than a disjointed collection of schools, some good, some bad, but whether good or bad, they have no chain of interdependence and nothing to make them coalesce into a logical or systematic school course than the neighboring city school. In the same sense in which a city system of schools may be said to exist, there is as little a system of district schools in Michigan. Some attempt has been made of late years, towards reducing the district schools to a system by the introduction of a graded course of study, and extending through eight grades and bearing a close resemblance to the course of study found in the average city school. But it is said that nothing is ever attempted. There ought to be, and under proper conditions there would be, enough pupils in every township containing four or five hundred children of school age to give employment to at least one teacher, who should give all his time to the more advanced classes. For the accommodation of these pupils there should be erected in the city a high school, known as the township high school. The course of instruction should contain all those branches that are necessary to prepare the pupils to enter the State Agricultural College. The pupils who graduate from this township high school should be given diplomas entitling them to enter the Agricultural College without further examination.

One of the wisest steps ever taken by the University of Michigan was the admission of graduates from approved city high schools upon their diplomas. It has induced hundreds of other students to graduate from the high schools who would never have done so under other circumstances; it has created an educational sentiment in the state that has been of incalculable benefit to the cause of education. It has raised the character of our high school teachers to such an extent that there now exists almost entirely college graduates, and, in short it has raised the educational standard of our district schools. We have two courses: THIRTY PROFESSORS AND INSTRUCTORS. We have a Library containing over 18,000 volumes, Eight Laboratories fully equipped, Three Large Dormitories, all located in ONE OF THE MOST BEAUTIFUL PARKS IN MICHIGAN. We have two courses: AGRICULTURAL AND MECHANICAL. Four Years are Required to Complete Either Course. The Courses Embrace AGRICULTURE, HORTICULTURE, CHEMISTRY, BOTANY, ZOOLOGY, VETERINARY SCIENCE, MECHANICAL ENGINEERING, ELECTRICAL ENGINEERING, CIVIL ENGINEERING, DRAWING, ENGLISH LANGUAGE AND LITERATURE, FRENCH, GERMAN, HISTORY, POLITICAL ECONOMY AND MILITARY TACTICS. The work of the class room is supplemented with practical work in field, garden and shop; and this together with military drill, gymnastic practice and athletics produces vigourous health. A street car line connects the city with the college, the college with the university, thus giving all social and religious privileges. Expenses are Reasonable Tuition Free to residents of the State; $50.00 per term to non-residents. Board in college costs about $25.00 per week. You can get board and room in the city if you desire. The students maintain Six Open Literary Societies and Three Fraternities. Our next term begins Monday, February 24, '96. The next College Year begins Monday, August 24, '96. Now, and if you are interested in getting an education, an education that is broad and practical, one that develops the intellectual at the expense of the physical, one that develops the intellectual at the expense of the physical, then come to the Agricultural College, you will not be sorry. Will you answer "Yes."