The Culture Value of the Women's Course.

This is the day of warnings, suggestions, theories, in regard to education from those whose opinions we must consider authoritative, from the Atlantic to the Pacific, from President Thwing to President Jordan. We are told that as a people we are non-intellectual, that the ruling of the gain to be derived from certain studies directs the choice of the study more often than rationality, even in regard to itself.

President Thwing warns us against allowing the "occupational" idea to influence the student in selecting his subjects, and urges him to choose his work in college not in reference to his future occupation, but according as it is "educative." "Train the woman and the man to think, to appreciate, and to be righteous, then send each out to do his work and live his life." The Forum for February presents his views.

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

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

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

One strong force in the civilization of today is the Trust Unlimited. An object of interest to those with more shelter, must be transformed into a place that will be more alluring than crowded excursions and perennial shopping. The shelter in the city slum is being exploited by men like Mr. Jacob Riis, the country town by men like Mr. R. L. Harte. They tell us conditions, perhaps they are of the prophets of the movement that aims at raising the standard of life among what we once called the masses. The wage-earning women must express their protest against the demand for luxuries now made more and more often because of the example of the American millionaires. Comforts increase efficiency, luxuries lead to degeneration. The measure or test is comparison with the health gained, physical, mental, spiritual, health. Any expenditure that increases health is economic and legitimate. The amount of money spent is not a safe standard, even in matters of health; aesthetic ability is rarer than money,—witness the house of W. H. Vanderbilt, in New York, representing a large sum of money and far less good taste. Our course for women has as a conscious aim the teaching that an American aristocracy should have as its foundation not wealth but a standard of life, evidenced in material well-being, health, aesthetic surroundings, a pride in honest work, a love of uprightness and order.

MAUD RYLAND KELLER,
Dean Women's Department.

The Sciences in the Women's Course.

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

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

A woman should study the sciences because there must be a constant growth, in practical life and in the scientific principles involved in...
It is with sincere regret that we announce the temporary absence of our editor, Howard Edwards. Rarely is anyone tried as he has been, and it is our hope that he would have endured the ordeal with such splendid fortitude and patriotism that he would have called every member of his family this winter. He has taken Norman to join Mrs. Edwards in Virginia.

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

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

If we have not published accounts of the following: Botany, English, Modern Languages, History, and Drawing it is not because these subjects are unimportant, but because they are so well brought forward in our College curriculum, for in each of them a suitable amount of work, thorough and excellent, is given to our students, almost without exception. These subjects are given the same prominence here as in any first-class College. For those desiring it, work may be elected in Psychology and Political Economy. We have sought in these pages to give detailed information concerning that part of our work which is especially that of other colleges, rather than to give a cursory description of our whole course.

There are three things which make a college great—faculty, equipment and character. The first of these is the alma mater, and naturally its character. Their loyalty to, and interest in, the institution has always been exemplary. Dependable, and it is in the desire of this great body of loyal alumni for information concerning their beloved alma mater that we issue this special edition of the Record.

V. E. Brown,

The Sciences in the Woman's Course.

During the first term of the first year in the course, young women spend an hour and a half a day at the table in the botanical laboratory observing and dissecting and experimenting with plants, aided by stage drawings of their form and growth. Besides acquiring some knowledge of plants and seeds, they are expected to gain three things of the scientific principles underlining them. These women will place a woman in a position where she will not be overcome by the mechanical application of certain ideas which she gets from the practical school, but she will be able to meet her duties, as a doctor or chemist would perform his,—with a thorough understanding for the reasons underlying his actions.

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

BOTANY.

During the first term of the first year in the course, young women sit at a table by herself seven hours a week using a compound microscope and making notes and drawings of the minute anatomy of plants. Considerable stress is placed on acquiring a knowledge of structures, functions, and protoplasm, as they are the most valuable food ingredients of plants.

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

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

BACTERIOLOGY AND HYGIENE.

The department of bacteriology and hygiene offers to young women a course in bacteriology and hygiene.

In bacteriology, the fundamental principles are taught by means of laboratory work, in which the understanding of moulds, yeasts and bacteria of fermentations and diseases is gained. Special attention is given to those lines of investigation which will bear directly upon the problem of modern sanitation. Bacteriology is given by means of lectures during the sophomore year and in a course treating of dietetics during the junior year. In all of the work in bacteriology and hygiene it is the sequence of the department to the other departments that students thoroughly for the needs of every day life.

C. E. M.

Artistic Education.

Artistic education means the artistic making of those accessories which accentuate the beauty and versatility of the human form. These accessories are those which are necessary to its comfort; also the creation of needlework which can be used to ornament the home. This definition covers the subject as a means of education used in our schools, but in its largest extension, it should include any expression of art as taken up in the home with the aim of making it beautiful. There are plants and flowers, taste and culture of home life, and the pleasures and best welfare of its members. Music, painting, wood carving, etc., would then rightly come under this head.

A substantial maintenance for housekeeping, and home-making in its material sense, established by the methods of advanced civilization, is clearly divided into two phases of features, though at the same time they are closely inter-related so as to make it difficult to draw the line which shall divide its science from its art. In the two phases, we may broadly term the sewing and the cooking are separate and distinct. But, though they are treated as different branches, we treat them as practical subjects for industrial education.

Artistic education includes the Cooking School where the girls learn to apply not only a knowledge of principles, but the practical results, but all the best discovered hygiene rules and sanitary regulations for managing a home. The subject is treated in its own place and we will take up the other department or feature of housekeeping, Domestic Art or the Sewing School.

Here needlework is taken up in all its expressions and art and science. In two values, the utilitarian and the educational, are constantly kept in mind, and we aim at developing through acquiring knowledge; learning to do a thing by doing it, thus gaining confidence in its results; and through acquiring competency: second, technical purely. The knowledge toward to do, in the broadest sense, any necessary thing makes that thing easy and pleasant to do. The most of the body is made by the hands, and the common place occupations; elevating ourselves in ennobling our employments. Embellishing our occupations consists in bestowing upon them that respect which alone can come through a thorough understanding of them. This brings us to the primal aim of Domestic Art, that is, acquiring the notions of things through a knowledge gained by doing them, which destroys fear through the knowledge gained, and that power can be turned upon any or all of the varied occupations which make up life and living.

But how is this applied to a course in Domestic Art? Of what is such a course consist? It is manual training or the developing of dexterity and skill in needlework. First, that the girl acquire a knowledge of the materials and implements used; thread, needles and pins, the various forms, prices, and uses of needles, etc., followed by a few general rules regarding the position and use of the scissors, tape measures, emery, etc., by a few general rules regarding the position and use of the scissors, tape measures, emery, etc., by a few general rules regarding the position and use of the scissors, etc.

Every young woman, as a most essential part of her training for real life in the home, should have the opportunity for practice in art and handicraft in the school and the cooking school. Let her study housekeeping and home-making in all its branches, as an art form, and she will find that housekeeping and cooking and the beauty and service to the social world are a part of our training in the school and the college.
pleasure and profit to her. She thus comes to realize the value of the function she can serve, and to dread less the duties and responsibilities of its good management.

Does it pay? Yes, for anything which helps the young woman to do her work better, to be a better life, and even a profession, and to dread less the home over the office or store, or useful member in the great society we can say that sewing, dressmaking, and other domestic arts are well repaid.

Domestic Science.

Domestic Science, in its specific application to the care of the house from foundation to furnishings, from kitchen to parlor, is more important than all the other studies put together. It requires the gathering of many departments, each of which, if not the application of all, is necessary to the full development of the woman.

Mrs. Jennie L. K. Haner.

Physical Culture.

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

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

Besides the gymnasium proper, we have the tennis courts for more active and exciting exercise, and with all this we can say that the students in the women's department are able to look upon life as having a significant purpose, and whatever may be their knowledge of the problems of material advancement today and in the future concern the woman in the home as deeply as they do the man in the business world, and the responsibility is more largely with her in the home.

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

As something which perhaps will make itself most quickly felt in the way of improving the condition of our homes, the subject of cooking is to be considered in detail during the entire Freshman year. The building of the fire gives rise to a study of the materials used, the phenomenon of combustion and the conditions best suited to give the most profitable results. The study of the classification of foods leads into an investigation of the nature of the body and the processes by which it works. The ability to cook vegetables properly, to make an omelet and to prepare light, sweet and wholesome bread is acquired in due season, and leads on to the preparation of more complicated dishes whose only excuse is their faultless preparation.

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

Laundry work is also included in the course for the freshman year. It means much to the young girls who know nothing of easy methods, and the obtaining of good results with poor equipment. The learning of the proper manner of doing the various washes, the preparation of simple and proper harmless alkalis, the removing of stains by careful application of the proper substances, care in the handling of fabrics—all this and more they learn. In the invalid cooking of the invalid, as a way of teaching them the art of preparing a diet which can be learned will come with special force and value. Along with all this comes the care of kitchen materials, and then on to the care of the entire house. The work of serving is made to represent the doing of something in a way that it will add to our neighbors pleasure and comfort and make the matter of eating something more than the performance of a purely physical office untouched by the influences with which we are surrounded in all our social life.

One-sided development must be avoided. That great trinity—the physical, mental and spiritual must be pre­
served, so interdependent are each upon the other that we cannot afford to neglect the care and training of any one of them.

Sarah B. S. Avery.

Domestic science aims to teach the young woman the importance of a proper stand­
tentment. It does mean the knowl­
dedge of its activities, and so open the eyes to the true condi­
tion of the home-maker.

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

Thus it is plain that Domestic Science does not mean the learning how to cook in order to prepare delectable dishes to pander to the gastronomical tastes of man, thereby causing him to return to his savage state of satisfied and gluttonous con­
tentment. It does mean the knowl­
edge of how to cook and to cook well; they do not do so only

MRS. JENNIE L. K. HANER.
A Glimpse of Our College Home.

There is an honored Faculty in our midst.

Who rule an ancient college—

This snatch of an old-time favorite of M. A. C. sounded out from a third-story window as an inspiration to the weary laborers on the Hort.

The song has, however, been almost forgotten, and the merry, girlish voices which declaimed the words were much more likely to prove an inspiration to the fellow students.

Inside the room, was a typical gathering of the girls of the hall. Lounging in the easy corner, were two tall fellows with the most affectionate attitude except when they varied the monotony by fighting for the softest pillow. Alice, lay stretched out on one of the beds, with the screen drawn around so as to protect her eyes from the bright light of the three windows while she took a nap.

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

The door opened to admit six other girls, who seemingly, all began to talk at once. "The sisterhood was awakened, and attempted to scold, but was summarily stopped by the onslaught of the youngest girl. An actual scuffle ensued, but was soon succeeded by word passing; the young student was given the students, the two are nearly inseparable, and the one is never decried in order to make prominent the other. That is to say, there is no reason why a practical study should not be a scientific one, and the reverse.

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

In landscape-gardening and floriculture opportunities are given to combine the scientific and practical, the aesthetic. Gardening is taught as a fine art in and out-of-doors. So taught landscape-gardening becomes equal to the other fine arts as a means of broadening and refining the aesthetic faculties; in some respects it surpasses them, receiving, as it does, its inspiration from nature, and dealing directly with nature, and not with images which are like nature at best and nature at worst, and pulling down several pictures.
the patient girl, hitching her rock-
ing chair a little, "suppose we have"

"O do stop supposing, and say
something! I've a cold and I suspected
the now wide-awake Alice.

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

"Don't please, plan to have it in this room," said Katherine. "You battle appeared, beyond a little flourishing of Indian clubs.

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

"Feelings of delight, did you say?" asked Clara. "Well, girls, we have surely planned enough changes. My cousin is going to the military, and will be interested in meeting our half family. All we'll have to look out for is that we don't and floods warningly out of the open windows to stalkers on the campus.

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

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

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

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

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

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

The delinquent, breathless and with faces flushed from a recent game of tennis or from a spin on Indian clubs, are greeted with a look of disapproval from the head of the table and merry chiddings from their companions.

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

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

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

"Oh, don't ask me, I failed, I know it I did. I sat up last night until twelve"—catching her breath with an uncertain look toward the dean as she recollects that "lights out at ten" is an oft-repeated maxim. Oh well, retorted the first speaker, you might have won on the text-book till doomsday, but it wouldn't help you out any. Professor Blank was never known to ask anything we had ever heard or thought of be-fore—Won't you take my sauce Bee, you know I don't eat prune—"Yes, positively, I think he gave the most unfair exams. I'd like a chance to—Why I beg your pardon, Miss K., I wasn't criticising I only remarked, but the remark was lost in a chorus of laughter."

At another table the teacher is absent and here the girls are delight-fully unconventional.

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

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

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

The Last Day at M. A. C.

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

know the ominous tapping that sounded on the steam-pipe from the teachers' room below, the last time we had one here, as well as the night we had just arranged such an artistic group for a flash-light."

"All the more fun if we have to keep a little quieter than is convenient," said May. "You ought to have been here at one of the spreads we had two years ago in Abbot, especially the one in our room when we lived just across the hall from the dean. A heavy shawl was thrown over the light just allowing a faint glimmer to be visible under the heavy shawl was fringed on the midnight quiet.

The youngest girl was larger than May, so no signs of a mock infringe on study hours, and we are all too busy to wish to do that. I must go, for I promised to play tennis at two."

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

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

"I must catch the 2:20 car for down-town," and Alice hurriedly left the room. She wished to get back in time to help serve at a reception at six, and soon return with the anxiously-waited supper, and the welcome announcement that tea is included in the menu, and that there will be an unusual supply of muffins—at least two apiece.

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

baggage for the different depots. 

When they reached the second floor of 

the building they went down a 

stairs and out upon the campus. 

The nice little shrubs planted early in 

the spring about the building were now 

in full bloom and the most capacity. 

The campus was at its 

full beauty. Every blade of 

green grass and every 

leaf seemed to vie with another of its 

kind in the crisp greenness of its 

beauty. 

The sun 

strolled past the Chemical Labora- 

tory and down into the place, not 

of forbidden fruit but of forbidden 

flowers, the wild garden. 

The cool banks under the evergreens looked 

so very inviting that the girls almost 

thought of forbidden fruit but of forbidden 

fruits. 

The fragrant odor of Bermuda 

bouquets was decreasing for some had 

not helped enjoying yourself. 

They went on to the river and up to 

the river bridge. Here the sun 

inclining toward the 

water filled their hearts with 

content. They are only too happy 

among their friends. 

With reverence we glance toward 

the little office away at the end, very 

small and crowded, the work-room 

of our pre-occupied doctor, who has 

inspired many a young man to take 

his place in the world with a store 

of knowledge that will entice them from their work; the 

glimpse of nature in the window-

framed picture of the blue sky and 

green leaves fills their hearts with 

content. They only too happy 

among their friends. 

In future years, so soon to come, 

we may smilingly observe 

the life-bust of a later presi-
dent, with serious eyes, gazing 

at shaggy brows, and, I have often 

thought, with disapproval 

on those wasting golden moments. 

Perhaps he alone knows that these 
thoughtless ones are not always 

the innocent and guileless freshmen 
taking their first "course in library." 

In the aisles on either side of us 

are busy students, pouring over 

books—at the right young men and 

women interested in natural sciences 

and mathematics, on the left those 

inclining toward literature and 

philosophy. The merry voices of 

distant tennis players cannot 

entice them from their work; the 

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green leaves fills their hearts with content. They are only too happy 
among their friends. 

In the summer I am so glad you have decided to 

come next year, for life here is so 

different, with serious eyes, gazing from 

their own hall, only the boys were 

present. 

At the further end near the hall door we 

frogs jump about among the 

banks under the evergreens looked 

so very inviting that the girls almost 

thought of forbidden fruit but of forbidden 

fruits. 

The Women's Department is again 

in charge of the Women's Department. 

The money for the picture was the gift of 

Mrs. Henry Clay 

Miss Keller has just received 

from Mr. Frederick Parsons, an 

English designer and 

of the Federation of Women's Clubs, 

who stayed in the Women's Building. 

This picture is the first of a series 

which the Department hopes to col-

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English designer and
will appreciate them. I have given such, before, only to the Boson Art
Museum School and one or in other in the exact quantity. I have taken most of them
out of an exhibitor book that was seen
in London, when no one else in the States had
one.

"The value of these things varies. Costs they cost from 5c to
$5.00 a yard. As studies, they cannot be
price at mere money value, recognting thousands of dollars
worth of brain work, skill and experience.

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

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

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

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

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

Miss Celia Harrison has had for
her thesis "Hot Desserts for Four
Persons Graded According to Cost.”
The object has been to determine
the exact cost, and the amount of
the ingredients in each desert. Re­
cipes have been experimented with
until the exact quantities have been
found for four persons. The work
has been done with great care and
exactness, taking in consideration
the relative cost of even the smallest
ingredient.

Miss Alice Gunn is doing interest­ing
analytical work on the preparation of bread and rolls. She is determining the comparative
value of different kinds of flour and
the various forms of yeast; the effect
which sugar and potatoes have on
yeast, also the effect of various tem­
peratures and the time allowed for
the raising. She has found that sugar
has a detrimental effect, while potatoes and
hutter retard it.

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

About the Campus.

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

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

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

Mr. B. T. Galloway, Director
of Plant Industry of the United States
Department of Agriculture at Wash­
ington, in a letter written from
Washington on May 9 to Dr. Beal,
says: "You know we have had a
complete reorganization of all our
plant work, and only within the last week the entire seed distribution
has been added to our Bureau.

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Burner Coal Stoves $25.00 to
$40.00; Soft Coal Air-Tight Stoves
$12.00 to $15.00; Air-Tight Wood
Stoves $5.00 to $9.00; Nice Oil
Heaters $3.25 to $4.00. Everyone
of them fully guaranteed. A nice
line of Pocket Cutlery Razors.

Norton's Hardware.
White Wine Third Place.

The fourth annual contest of the Michigan Entomological League was held in the Armory last evening. Our representative, George D. White, won third place, outranking W. J. Merkel, of the Mer-}

Kere College, and D. J. Crosby, '93, of the Scientific Library College, writes home from his home in Chesting that he is resting up during the spring vacation. He has been slightly under the weather, but the prospect of the new $65,000 science building recently proposed for by the legislature has worked magic in restoring him to good health.

The signature of E. N. Thayer, '93, appears underneath a handsome drawing of a Puritan on the outside cover of the Pilgrim for the current year. This publication announces that with its June number will begin the publication of a series of books of Gardening and Farm Work by Prof. L. A. Clinton, '99, now of Cornell.

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

W. J. Merkel '98, of the Mer-}