Intercollegiate Field Day.

The annual field day was held this year at Hillsdale on the 7th and 8th of June, and again by an over-whelming majority the Michigan Agricultural College maintained its yearly supremacy.

There were a number of events on which points are counted, M. A. C. piled up 75; Albion and Hillsdale tied for second place, each, with 51, each; Normal, 37; Olivet, 12; and Kalamazoo 8. The indoor meet was also won by M. A. C., winning three firsts and two seconds, making 21 points. The Normals came second with one first and five seconds, a total of 20 points. Albion was third by three firsts, thus winning 15.

Schultz, M. A. C., was the acknowledged winner in the mile, finishing with ease. Keene Fitzpatrick, referee, director of athletics at the U. of M., said that Schultz was the best all-round athlete he had ever seen. Taking into consideration speed, distances covered, and ease of performance, he undoubtedly the best all-round athlete that the M. I. A. A. ever saw. Last year he took one first, one second and two thirds; this year he won six firsts, one second and one third, with better mark. He is ready against last year than last year. For some reason he did not do himself justice in the standing broad jump, but he easily clears over ten feet and several inches in practice regularly, but only made that one.

He was foisting ahead of the other men in the 2.20 hurdles and had a lead on them when a most unfortunate accident happened; one of his shoe strings broke and his shoe came off just after jumping the fourth hurdle. He struggled on to finish the race, however, and came in a good third in the record breaking time of 26.5-2-5 seconds. Schultz always runs stronger the last half of a race, and if his shoe had not come off he would without doubt have come in first and lowered the record by one or two more seconds.

Albion's last all-round athlete had the reputation of a walker and took the mile walk easily, and the only regret in this race was that the athletic association did not feel able to send Staley also, who would just as easily have won second place.

Carpenter surprised everyone by taking the standing broad jump over Schultz at 10 ft. 15 in.

Conyne and Rae did most excellent work in the high jump, the former taking first in both the quarter and mile, and was just as good in the hurdles, but Schultz, just before the finish, spurted the front wheel of Nicholas, Albion, got caught in Conyne's pedal, and went down. Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal; Rae and Nicholas had a fast, clean up at the finish, and both won their sets from Bagley, Normal. This gave Albion's freshman from first, time, 4.35; second, Ward, Hillsdale; third, Hill, Albion.

Running broad jump, Schultz, M. A. C., first, distance, 26 ft. 5½ in.; second, M. A. C., third, Kalamazoo.

Hop, stand and jump, Schultz, M. A. C., first, height, 5 ft. 14 in.; second, Widrig, Albion; third, Hoeg, Hillsdale.

Pole vault, Schultz, M. A. C., first, distance, 14½ ft. 6½ in.; second, Widrig, Albion; third, Hoeg, Hillsdale.

Running high jump, Schultz, M. A. C., first, height, 6 ft. 11 in.; second, Wide­rig, Albion; third, Hoeg, Hillsdale.

High jump, Conyne, Olive, first, height 8 ft. 10 in.; second, Paxton, Ypsilanti; third, Whitcomb.

Shot, Middock, Albion, first, distance, 15 ft. second, Edwards, Ypsilanti; third, Whitcomb.

Hammer, Edwards, Ypsilanti, first, distance, 113 ft. 5 in.; second, Middock, Albion; third, Hoeg, Hillsdale.

Relay, Albion, first, time, 3½ 1-5; second, M. A. C.; third, Kalamazoo.

INDOOR MEET.

A higher grade of wrestling was exhibited than usual in the indoor meet held at Bow Bpee Park, about two miles from Hillsdale.

In the middle weight ExceIly, Albion, won his bout with Wolfe, Ypsilanti. Following them, Brun­ger, M. A. C., threw DuRoss of Hillsdale. In the finals, ExceIly overcame Brunger after a most severe struggle.

In the Individual Club Swinging, Fuller, M. A. C., took first; and Murray, M. A. C., took second.

Barring, M. A. C., threw both Rogner, Ypsilanti, and Taylor, Olivet, in the light weight class. Rogner, Ypsilanti, took the place by winning over Taylor.

The Horizontal Bar saw only two entries, Albion and Kalamazoo. Whitcomb took first and Payne second.

The welter weight brought out some pretty work. Rudolph, M. A. C. and ExceIly, Albion, had a close bout, it being believed by the spectators that at one time the latter was thrown, but the referee decided in favor of ExceIly.

Rudolph and Rogers, Hillsdale, then worked for second place, the bout going to Rudolph. In the heavy weight class, Albion of M. A. C. and Albion, Olivet, DePew, Kalamazoo. In the preliminaries, the finals between Sheldon and Hynew was the prettiest exhibition of gents' singles ever played at the intercollegiate meet. Sheldon was the favorite with the spectators and constantly surprised them by the ease and accuracy of his returns. After five close and exciting sets, however, Hynew, Albion, won out by a close margin, 6 to 4.

In men's doubles, Sheldon and Willett, M. A. C, took the set from Whitcomb and Rogers, Normal, and Hynew and Mathews, Albion, cleaned up on Curdy and McNab, Kalamazoo. Albion's men also won set from Bagley and Fenn, Hillsdale.

The finals in men's doubles found M. A. C. pitted against Albion again, for first place, and Albion once more came out victor after a close contest. Hillsdale took third in the doubles.

The ladies' singles finished with Miss Perrine, Albion, first; Miss Corbett, Hillsdale, second; and Miss Nolan, M. A. C., third. This is the first time in forty years that C. ever won a point in ladies' singles.

The Matches Perrine and Hunt, Albion, took first in doubles over the Misses Corbett and Cole, of Hillsdale.
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EQUIPMENT FOR AGRICULTURAL INSTRUCTION.

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THE M. A. C. RECORD.

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perature, and air conditions of the soil are emphasized and the manner in which these conditions may be governed by tillage, drainage, etc., is shown. Here again nature's phenomena are further studied. While it is true that the expert judge is born, not made, and that we must possess the factors which give us the necessary experience to judge stock; we must therefore, endeavor to have created in their minds ideal types for every breed and bring each to that point where, almost unconsciously, he will find himself measuring every animal he sees by its breed standard.

In the work in Stock Breeding and the principles which govern it, the various laws of breeding are studied as fully dealt with, practical illustrations of their application in the work of early and modern breeders being given.

With those seniors specializing in Live Stock, a large amount of time is spent in advanced work studying in detail points of similarity and difference between various breeds and types and in comparing typical specimens of different breeds with regard to their utility for specific purposes. The many typical specimens in the College herds and flocks are freely used in this work.

The work in Feeds and Feeding is quite comprehensive in character, touching as it does upon the various crops, the feeding of different types of livestock, the study of the principles of draft, etc.

(2.) To lectures on construction of roads and on the construction of farm buildings, giving special attention to the planning, ventilating, and lighting of the same.

The work in the Sophomore year of the junior year students selecting Agricultural Experimentation give their time chiefly to the laboratory work of the United States Department of Agriculture, to the history, work and literature of experiment station work, and the principles of experimentation. This work embraces lectures and individual reading.

Each student plans a practical experiment, and the reasons for and the procedures of the plans are submitted to the class for criticism and suggestion.

The work in the Junior year each student performs the experiment he has planned, afterwards submitting a final report of his work. In the execution of this work the student is trained largely upon his own responsibility and some very creditable and useful results have been obtained.

The full term and spring term of the Junior year are spent in Soil Physics in which by laboratory methods the physical properties of soils and their relations to observable phenomena are further studied. The apparatus employed in the study of these properties are the results of our own work. The scope of the dairy work at the College will receive due consideration in the succeeding paragraphs, but a few of the other lines of study of a highly practical and satisfactory nature as time permits to demonstrate.

J. A. JEFFERY.

ANIMAL HUSBANDRY. STOCK JUDGING, STOCK BREEDING AND STOCK FEEDING.

While it is true that the expert judge in the field of commerce can expect but a small percentage of skilled judges from the men who take this work, we believe it is of great practical advantage and has a direct money value for every student who later in life may be connected with any line of Animal Industry.

In the Freshman year a course of lectures is given in the original history, and characteristics of the various breeds of Pure Bred Live Stock, supplemented by fifty hours of practical work. In this, the beginner is first familiarized with the various breeds of stock he should become acquainted with; the results of his study being aimed at making the student adept in his handling of the animals. The scope of the dairy work at M. A. C. may be grouped under the following sub-divisions:

1st, Farm Dairy Work; 2d, Creamery Work; 3d, Cheese Making; and 4th, elective work for seniors who intend to become dairy specialists.

In the Farm Dairy Work, which is given to both the Agricultural Sophomores of the College and to Special Short Course students, the aim is to teach the student the latest and most approved methods of making butter on the farm, the use and application of the Babcock test, the methods for determining the fat content of milk, and further details of manufacture and ripening of cheese, and the proper care of the dairy herd. This work is supplemented by daily lectures on the theory and art of butter making, the chemistry and physics of milk, milk ferments and their relation to the dairy industry, and the kind and amount of adulsations of milk. Dairy practice in given in scoring butter.

The cheese making course the student learns to make the typical Cheddar Cheese as well as the so-called Michigan cheese. He is given thorough drill in the use of the rennet test and the Babcock test. He learns how to control gassy and over-ripe milk, familiarizes himself with the various kinds of curd-milk, and learns the art of making of cheese curd. He can create new species; he can break up old ones into varied forms; in short, he moulds and modifies vegetable life at will. These are all illustrative. There are many more fundamental and yet taken together they furnish a great field for scientific research.

ANIMAL HUSBANDRY.

Horticulture.

AS AN ART.

The time is not far distant when certain phases of agriculture and horticulture will have a place in the curriculum of our colleges. Teachers of science are beginning to recognize that in their scientific aspects they have a value distinct from and in some ways superior to the other natural sciences. Why restrict the study of life to wild life? Is not the horticulturist a practical working botanist? In his constant association with them should he not know something of the practical work of the laboratory botanist? In view of the fact that Darwin and Weismann, not to mention other great scientists, drew their most illustrative and deduced their chiefest principles from animals and plants under domestication, it is workable that teachers and investigators in science have not recognized more fully agriculture and horticulture as a means of teaching natural science.

The horticulturist best of all workers in all lines of scientific research can make specific proof on such questions as: the influence of climate on plants; the transmission of acquired characters; the changes due to environment; he can create new species; he can break up old ones into varied forms; in short, he moulds and modifies vegetable life at will. These are all illustrative. There are many more fundamental and yet taken together they furnish a great field for scientific research.

A technical education in horticulture as given in a college should not be conceived of as a trade. It would not be expected that with the various phases of horticulture taught the student should become a practical horticulturist. The idea is to show the relationship of the art to the science—to show the independence of the one upon the other. Neither is it claimed that the knowledge attained is of very high importance, the giving of inspiration and enthusiasm being more important. This knowledge, however, though incidentally, is always meant to be practical. The art is in most cases subordinate to the science, following the principles of the latter.
which, once learned, should be a possession forever, rather than de-

pending upon the rules of the art given to the lower student, and which, in most cases, are soon forgotten.

The prospective student asks what the one term's work in the Michigan Horticultural school consists of, and which phase of the field in which he serves the apprenticeship can gain a better, pot plants better, and can plough a straighter garden furrow, but is it practical enough? The student who possesses the pri-

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mals, devotes considerable general attention to the Michigan junior college, which its work no student is allowed to take the lectures alone and receive any credit for it. An attempt is made to give a rough outline of the natural classification of the animal kingdom, but the greater part of the time spent upon matters of eco-
nomic importance, and groups like the vertebrates are presented to the student with a confidence and precision equal to that of the chemist or assayer. Every member of the class gathers, preserves and labels a collection representing six or eight orders of insects, and often becomes so interested in the work as to continue collecting as long as he remains in college. The department has by far the largest and best collection of insects in the state, and is rich in general and special works relating to American entomology, so that investigation in this line and thus should obtain before graduation a fair working knowledge of the science.

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stitutions of past generations. To eradicate only by careful and intel­
tutive women. To be in a single term of elective work

in connection with this work the department fosters a Natural History Society which meets twice each
month, and also maintains a large and valuable Museum containing specimens of almost all the larger mammals and birds of the state, togeth­er with bones of fish and reptiles, and thousands of speci­mens of shells and other inverte­brates.

BIOLOGY.

A knowledge of the physical, chemical, and mineral composition of the earth’s crust is indispensable to scientific agriculture and this requisite is supplied as far as may be in a single term of elective work in physical geography. This handiwork has only available time is during the winter­
time, little out-door work is practicable, but the class is given almost daily practice in handiwork containing specimens of minerals, rocks and fossils, and the various processes of soil forma­tion, which are fully assessed and illus­trated. The coal, iron, copper, salt, gypsum, and marl deposits of the state receive the due attention of the students. Knowledge of geological formation on the water supply, both surface and artesian, is also noticed. Owing to the brevity of the course and the fact that most of the students have had no previ­ous training in physical geography or mineralogy, the work is very small and closely oriented. In the study of the various fermentations as cider, in putrefaction as meat, where they are accustomed to use. They are also in the study of the changes they produce in substances, which require individual attention and which will yield only to the most exacting work and investiga­tions by means of difficult methods. Taking the study of the micro-organisms and to control them is the measure of anything.” **

Students in the agricultural course pursue a program of study which is varied and demanding. The instruction is given both in lecture room and laboratory. The purpose of the beginning courses of the training is to equip the student with such working knowledge as will be used by him in his life work: such, for example, as electrical laws, laws of machines, etc. This aim seems to be the minor one. Of far more value to the student and the state is the other aim which is to inspire a love of truth and honesty for their own sake; not because there may be “patience” in being hon­est or truthful. If I cannot better indi­cate this aim than by quoting from an address given by Prof. H. N. Rowland, “To me the aim of life and work have done much to give Johns Hopkins University its standing and name. I am of the opinion of the aim of science teaching he said—’first and last, the scientific knowledge must be upheld for the univer­sity man, he be a student of letters, he be a physicist; and that standard is the absolute truth, the ultimate reality, the ultimate standard is the measure of anything.” **

But for myself, I value in a scien­tific man, above all, his love of truth, that care in its pursuit, and that humility of mind which makes him willing to learn even from the inferior and the ignorant and equal more than any other quality.

This is the mind which has built up modern science. This is the mind which is destined to govern the world in the future and to solve
problemes pertaining to politics and humanity as well as to innamate nature. ** ** It is the only mind that values them as something he should be valued and ignores all personal feel ing in its pursuit. And this is the mind of the physical laboratory is built to cultivate.**

However full the ranks of any tribe, institute or association, there is always room for the honest, persevering, humble minded citizen. To aid in the training of such citizens is the chief function, it seems to me, of the subject of physics in the agri cultural course.

History and Economics.

The social sciences of which history, civics and economics are more or less prominent, places given them in college curricula in recent years through their essential usefulness. The closer unifying of society during the past half century through improved means of transportation and communication, the increased interdependence of human beings upon each other through excessive specialisation of industry have made it as interesting as it is valuable to study the conditions of social welfare.

The beginning of this sort of study in the agricultural course is through English history where the development of our social order is intentionally emphasized. Throughout another term study of the governmental apparatus and methods of this country is carried on together with a brief survey of general scientific methods. In addition to these required subjects two full term electives are offered in the subjects of economics and advanced United States history. This last subject as is implied in the name is a somewhat exhaustive study of our growth as a people beginning with the separation from the mother country through the revolutionary war. The guiding thread through this study is our political development by social, economic and literary interests are not neglected.

Analysis and explanation of the great changes which have been brought about in the lives and careers of the human beings made their living under modern conditions are the chief parts of economic study. Added to this is a description of the mechanism of modern industrial society and some of its social problems. Perhaps no single aim is more consistently kept in view throughout the wisdom of this work than to develop in the student social consciousness—to put him intelligently in touch with modern civilization.

Wilbur O. Hedrick.

Botany.

Thirty-five years ago all the students at M. A. C. were taught more botany than was taught any undergraduates at any of the Universities in this country. Since that time many changes have been made, till now the botany course at this College spend over two years in daily work in the study of botany, if we count the forestry.

The history of the botany placed in the agricultural course believe that the subjects should be different in some respects from those usually found in courses offered by the Universities. We aim to cater to the

wants of young men who are liable to be farmers, fruit growers, gardeners or workers in experimental stations. For such persons we believe that the study of some other portions of botany are of more importance than a knowledge of sea weeds, diatoms, pond scums, lichens, liverworts, mosses and most of the toadstools found in old logs in the woods.

No extended time is devoted to learning all the details regarding the multiplication and growth of cells, though this subject receives some attention. From start to finish one feature is made prominent. All students must study good specimens of plants or parts of plants, merely referring to books. The laboratory method prevails, whether the students are growing and studying seedlings of peas, beans, corn or buckwheat, the buds and twigs of trees and shrubs, the morphology of the different parts of flowers, in every case an abundance of fresh or well preserved

resistant forms of micro-organisms. She found that all but two were killed at comparatively low temperatures. These two were killed at 100 degrees centigrade. The whole experiment would go to prove that in the majority of cases spoiling is due to carelessness in canning or to heat—

the line. Yet there seems to be the lack of finish in the general appearance of the place, brought about by the rapidity of growth. Industry is the watchword. The first rising bell rings at five-thirty a.m. The students' breakfast bell rings at six o'clock. The breakfast bell for the faculty rings at six fifteen o'clock and work begins in the various departments at 7 o'clock.

There are only two dining rooms at Tuskegee—one for the faculty and another for the students. Students and teachers are not allowed mutual social privileges and therefore they are not allowed to eat in the same dining room. There are over a hundred members of the faculty and more than sixteen hundred students. Perhaps you can imagine the systems required to serve in twenty minutes such a large number of students. A typical meal at Tuskegee is as specified twenty minutes. Perfect order is required before the blessing is pronounced, which is done in song. After singing the blessing perfect silence reigns until the ringing of the little electric bell, but just as soon as the button is pressed, the buzz of conversation and the rattle of knives and forks, etc., fills the room.

There is so little privilege between the students socially, that every student socially affiliated meal takes place in the same spot, where the boys and girls are allowed to sit together. I wish I had time to tell all the differences that may be noticed at Tuskegee. I may have opportunity to do so later. The rules of department are interesting; the methods of conducting the labor system, the care of the dormitories, and the rules and restrictions on eating features such as you are not apt to read in any magazine.

The character of Tuskegee is indeed far reaching. Character as well as knowledge is fostered by the institution. Tuskegee is a place that men who will be leaders among the men of their own race. They shall not be men seeking to ingratiate mentally, physically and morally, and placed as emphasis on the morals. Tuskegee stands as a living monument to the uniriting, unselfish and ever loyal and principal, of whom the country north and south is proud.

Students at the Pan-American.

Prof. J. L. Snyder.

Agricultural College, Mich.

Dear Sir:—I am in receipt of a number of letters asking what, if any arrangements can be made whereby agricultural students can attend the Exposition, and if possible secure a place to be kept during their visit to the Exposition for a nominal sum. Having more than a passing interest in this matter, I beg to say that the Exposition Company has provided headquarters on the grounds for the grange and farmers generally. The Grange officials have arranged with the Keese Information Company to provide for visitors at nominal prices, ranging from 50c for lodging, and 25c and upwards for meals. They have also made arrangements to provide a camp for the use of students and parties who would like to visit the Exposition. The camp accommodates 400 or more persons. It is particularly adapted to the uses of college or university students, and is arranged by the person or persons, are frequently arranged for a visit to the Exposition, and also to secure good accommodations of this kind. Being anxious to have all of the students of agriculture avail themselves of the opportunities of the Exposition, I desire to give you information as to the different states, counties and provinces, I am promptly to write you that I am anxious to have you will bring to the attention of the students, in order that they may secure the arrangements made by the Grange, should they care to do so. Any arrangement should be made with the Keese Information Company, 12 Exchange street, Buffalo, N. Y.

In closing it may not be amiss for me to call your particular attention to the fact that never has an Exposition paid as much attention to dairy, agricultural and live stock as has the Pan-American Exposition. Each of these departments most interesting. The agricultural colleges has been worked up, and the exhibits will be complete in every particular, affording every facility for the student to make such notes, comparisons and studies as he may see fit. Should any of your students be interested, they should be personally pleased to meet them, and extend to them any courtesy that I personally can give.

Thanking you in advance for bringing this matter to the attention of your students and teachers.

Very truly yours,

F. A. CONVERSE.

THE CHEMICAL LABORATORY.

The Chemical Laboratory has just received and installed a very serviceable muffle furnace heated by gasoline under pressure.
Intercollegiate Field Day.
Continued from Page 1.
The total number of points were distributed as below.

SUMMARY OF POINTS.

<table>
<thead>
<tr>
<th>Track Events</th>
<th>A. C.</th>
<th>Hillsdale</th>
<th>M. A. C.</th>
<th>Olivet</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 yards...</td>
<td>4...</td>
<td>1...</td>
<td>5...</td>
<td>3...</td>
<td>15...</td>
</tr>
<tr>
<td>220 hurdles</td>
<td>6...</td>
<td>5...</td>
<td>1...</td>
<td>4...</td>
<td>16...</td>
</tr>
<tr>
<td>440 hurdles</td>
<td>3...</td>
<td>3...</td>
<td>3...</td>
<td>1...</td>
<td>10...</td>
</tr>
<tr>
<td>Mile run...</td>
<td>8...</td>
<td>8...</td>
<td>3...</td>
<td>3...</td>
<td>22...</td>
</tr>
<tr>
<td>Shot put...</td>
<td>5...</td>
<td>4...</td>
<td>3...</td>
<td>2...</td>
<td>14...</td>
</tr>
<tr>
<td>High jump...</td>
<td>5...</td>
<td>7...</td>
<td>5...</td>
<td>3...</td>
<td>10...</td>
</tr>
<tr>
<td>Long jump...</td>
<td>5...</td>
<td>5...</td>
<td>5...</td>
<td>3...</td>
<td>10...</td>
</tr>
<tr>
<td>5-Mile race</td>
<td>5...</td>
<td>4...</td>
<td>3...</td>
<td>2...</td>
<td>14...</td>
</tr>
<tr>
<td>5-Mile hike</td>
<td>3...</td>
<td>2...</td>
<td>4...</td>
<td>3...</td>
<td>12...</td>
</tr>
<tr>
<td>Run, bat, jump</td>
<td>2...</td>
<td>2...</td>
<td>2...</td>
<td>3...</td>
<td>10...</td>
</tr>
<tr>
<td>Hop, single jump</td>
<td>5...</td>
<td>1...</td>
<td>4...</td>
<td>1...</td>
<td>11...</td>
</tr>
<tr>
<td>Race, high jump</td>
<td>2...</td>
<td>2...</td>
<td>3...</td>
<td>2...</td>
<td>9...</td>
</tr>
<tr>
<td>Pole vault...</td>
<td>3...</td>
<td>3...</td>
<td>3...</td>
<td>3...</td>
<td>12...</td>
</tr>
<tr>
<td>Shot put...</td>
<td>5...</td>
<td>5...</td>
<td>5...</td>
<td>3...</td>
<td>15...</td>
</tr>
<tr>
<td>Hammer...</td>
<td>2...</td>
<td>2...</td>
<td>2...</td>
<td>2...</td>
<td>8...</td>
</tr>
<tr>
<td>High kick...</td>
<td>4...</td>
<td>5...</td>
<td>5...</td>
<td>3...</td>
<td>16...</td>
</tr>
<tr>
<td>Total...</td>
<td>35...</td>
<td>39...</td>
<td>9...</td>
<td>75...</td>
<td>179...</td>
</tr>
</tbody>
</table>

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<th>M. A. C.</th>
<th>Olivet</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men's doubles</td>
<td>1...</td>
<td>4...</td>
<td>1...</td>
<td>3...</td>
<td>9...</td>
</tr>
<tr>
<td>Men's singles</td>
<td>1...</td>
<td>1...</td>
<td>1...</td>
<td>1...</td>
<td>4...</td>
</tr>
<tr>
<td>Ladies' doubles</td>
<td>5...</td>
<td>5...</td>
<td>5...</td>
<td>5...</td>
<td>20...</td>
</tr>
<tr>
<td>Ladies' singles</td>
<td>5...</td>
<td>5...</td>
<td>5...</td>
<td>5...</td>
<td>20...</td>
</tr>
<tr>
<td>Total...</td>
<td>35...</td>
<td>39...</td>
<td>9...</td>
<td>75...</td>
<td>179...</td>
</tr>
</tbody>
</table>

Grand Total... 64 95 9 100 37 12

M. A. C., 103; Albion, 64; Normals, 47; Hillsdale, 36; Olivet, 12; Hillsdale, 9. These three records were all made on Saturday when It turned off noon after the relay race. Albion was 16.

Base Ball.
On Friday afternoon Olivet and Albion played a most interesting game, with Olivet the general favorite and in the lead by 5 to 2 up to the ninth inning, when Albion made a Detroit finish by piling up four runs and winning by 5 to 3. The final game between Ypsilanti and Albion came off Saturday afternoon after the relay race. Albion came to the bat first, and by good batting and a grand ascension on the part of the Normals, rolled in eleven runs in the first inning to the wild delight of Albion's rooters. Barring the first, the game was a good one to look at, but the enthusiasm of the cheers for Ypsilanti had received a setback from which they only at intervals recovered. The game was finished by a score of 16 to 5, with Albion again the winner, making the second year of base ball victory for the Brackett cup.

C. O. BEMIS.

About the Campus.
Miss Keller lectured Wednesday, on "Fra Angelico," before the class in the History of Art.
Mr. A. J. Taylor, has completed his translation from the French of Tissington's new treatise of Optics.
Mrs. O. B. Baldwin, of Detroit, who was visiting her son, Russell H. Baldwin, '04, returned home last Tuesday.
Prof. J. J. Ferguson addressed the Western Farmers' Club, Wednesday afternoon, on "Opportunities in the Live Stock Business."
Prof. Wheeler addressed the Michigan Pioneer Society at its annual convention in the Senate Chamber, State Capitol, Wednesday evening, on "The Flora and Fauna of Michigan."
E. M. Shelton, president and treasurer of the Provident Security and Trust Company, 114 Marion street, Seattle, Wash., was formerly prominentely connected with various Agricultural colleges in this country, Japan and Australia. He returned to the United States about three years ago. In writing to Dr. Beal under date of May 30, he alludes to his present work as follows: "Since landing on these shores I have joined the great American dollar hunt and this at the present occupies me to the exclusion of all matters even in which I am very much more interested. I am worked now night and day, but am pleased to be able to say that this work is not without financial results."
Prof. C. D. Smith delivered an address at Syracuse, N. Y., before the American Association of Holstein-Frisian Breeders, on the "Relation of Feeding to Form and Performance," Wednesday, June 5.
Dr. Beal, Professor Wheeler, Mr. Longyear and a number of students went on a botanizing expedition to the Chandler farm, Saturday. A number of students especially interested in forestry, accompanied the expedition.

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C. D. WOODBURY, HOLLISTER BLOCK.
Botany. (Continued from Page 6.)

invasions in the neighborhood, visit the orchards, fields and gardens, the woods, the arboretum and the botanical garden, is often organized by a teacher to observe and study definite topics with the view to reporting the results in the classroom.

Botany is better taught each succeeding year, as new methods and new materials make it possible. No science is making greater progress than botany.

W. J. B.

Mathematics and Civil Engineering.

The course in mathematics for students in agriculture is as follows:
The first term of the Freshman year is devoted to the elementary operations of algebra, the subjects of factoring, lowest common multiple, highest common divisor, fractions, powers and roots, equations containing one or more unknown quantities.

In the second term of the Freshman year are given the subjects, hodograph, spherical and plane trigonometry, statics, quadratic equations, ratio and proportion, progressions, and logarithms.

Instruction is given in plane and solid geometry. The courses extend over the third term of the Freshman year and the first term of the Sophomore year.

For the student who hopes to become a practical engineer of the type who has the ability to illustrate his notes, or to enforce a point by a timely sketch, finds it very useful, while the one who has it not never ceases to regret the lack of it.

In the study of many of the natural sciences drawing has been found to be of great service in training and developing the faculty of observation and strengthening the power of concentration.

Realizing these facts all of the science schools either hold drawing as an entrance requirement or place it in the curriculum among the first year subjects.

Free-hand design has been a required study in the Freshman year of the April course for something like twenty years. The subject is given to the practical applications of mathematics and surveying. The method of work extends through the winter term, a period of two hours each day.

The aim is to give a sound basis for future work, and to help the student to understand the elements of perspective. It is really a training in seeing and measuring, and in the simple graphic representation in line of what one sees.

As our men so often go into lines of work where a knowledge of principles in making drawings is necessary, אוהבת the medians for graphic reproduction and a knowledge of engraving processes would be very convenient there is a demand for elective work in the junior or senior year of a normal course, at least, to give students the opportunity to that general training to the girls to graphic arts, only of a more technical character. It is contention that the third term of the third term of the Sophomore year is one of the best introductions into the field of Graphic Science.

V. S. H. H. L. W. S. H.

Veterinary Science.

The object of this department, in connection with the Agricultural course, is to give to those young men who expect to return to the farm, or who expect to engage sufficiently with animals, a general idea of the anatomy and physiology of the domestic animals; the diseases which affect these animals, and their treatment. The sophomore science course is a very practical course dealing principally with the more common diseases; their causes, symptoms and treatment. The importance of prevention is emphasized.

The course for the seniors is elective and extends throughout the year. The object of the course is not to produce finished veterinarians, but rather equip the young men for a more intelligent knowledge of the animals in order to prevent disease; for a quicker recognition of disease; as a rational treatment and control of many of the minor disorders and to act as intelligent nurses in all cases of disease. An endless series of examples make the course as practical as possible for the young men who look forward to becoming practical agriculturists.

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**W. Morse, D. D. S.**

**B. Morse—D. D. S.**

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