The New Hampshire.

SPECIAL ARTS AND SCIENCE DIVISION ISSUE

VOL. 5, NO. 17. DURHAM, N. H., FEBRUARY 26, 1916 PRICE 5 CENTS

BIG BOOM ON WAY IN TRACK ATHLETICS

MOST "N. H." MEN RETAINED AND NEW MATERIAL IN EVIDENCE

CLEVELAND APPOINTED COACH

Assisted by Porter and Woodward—Call to be Issued after Basketball Season Closes.

That New Hampshire is going to have its best track team in years is the firm conviction of C. R. Cleveland who Thursday was appointed coach of track by W. H. Cowell, athletic director of the college. All the "N. H." men of last season are still here and there are several men in the freshman class who are said to have the goods with them. For the training of these men it would be difficult to find a better trio of former college stars than head coach Cleveland, captain of the University of Wisconsin team in 1912, assisted by R. H. Porter, New England 100 yard dash champion while at the University of Maine, and K. W. Woodward, captain of Cornell's wonderful cross country team of 1907. Athletic director Cowell, though busy with baseball, expects to help out in the coaching of candidates for the field events.

COACH'S RECORD.

While at Wisconsin, Mr. Cleveland distinguished himself as a track man by running on the varsity team for three years, (freshmen are barred from participating there) and securing the captaincy his senior year. His records both out and in-door in the mile and two mile runs still stand with the exception of the two mile outdoor which last year was equalled by Mason of Illinois. The year after he was graduated he was head coach of cross country and assistant in track.

PRELIMINARY TRAINING.

As soon as the basket ball season is over, Coach Cleveland will issue a call to the trackmen. The first few weeks work will consist of calisthenics. These exercises are body builders, he declares and will limber the men up so that Charley-horse and pulled tendons will be less likely to occur when outdoor practice is undertaken.

"The track in the balcony of the Gym is wholly unfit for running "Cleveland says" and probably will not be used at all. I may finally decide to allow the men to jog around a few days on it daily but racing up there will be entirely dispensed with."

Manager D. P. Crockett will soon have his freshman assistants busy fixing up the basement of gym to afford practice for the high jumpers and hurdlers primarily, but incidentally to get these would-be managers into condition so that they too can stand the pace when the outdoor work begins.

Owing to the proximity of the scheduled date of the intercompany meet to that of the dual contest with Bates, Capt. Paul S. Ward has arranged to hold the former April 15 instead of April 26. It is rumored that there is a possibility of more than one intercompany meet being held.

SCHEDULE.

The revised track schedule is: April 15, Intercompany: April 29, Bates at Lewiston; May 6, Interclass; May 12, W. P. I., at Durham; May 20, Interscholastic; May 27, Rhode Island at Kingston; June 3, Vermont at Durham.

Through the graduation of R. B. Groves last year a big gap is left in the high and low hurdle events. The better men available for this year's team together with their events are as follows: 100 and 220 dash, Ross and Capt. Ward 440 dash, Capt. Ward and Wentworth, half mile, Wentworth; mile and two mile, Whittemore and Sanborn; high jump, Rollins, Pettee and Stevens; broad jump, Degnan and Bugbee, hammer, Huse and Bugbee, shot put Bugbee, Huse and Brill; pole vault, Brill, Hurd and Sanders.

THOMPSON HALL

WHERE MOST ARTS AND SCIENCE CLASSES MEET

A TRIMMING FOR OUR RHODE ISLAND RIVALS

New Hampshire Gets Long End of 31-16—Game Delayed by the Lack of a Referee

Sunday afternoon, at the joint meeting of the Men's and Women's Christain Associations, the European war and some of its terrible results were brought very vividly to the minds of the audience. The speaker was Dr. Frank Cushman, a graduate of Dartmouth and the Harvard Dental school. Dr. Cushman has just returned from Europe where he has been some time as a member of the Harvard Unit. This Harvard Unit has been serving in France where its members were able to do great service as well as get valuable practice along medical lines. Dr. Cushman gave a talk chiefly about the trip and work of the Unit and also had an interesting group of pictures that were shown to the audience by means of the reflectoscope. Among these pictures were views of the ships on which the party journeyed, the tents used at the camp in France, and photographs of the patients and their wounds before and after treatment by the doctors of the Harvard Unit. The latter pictures were especially interesting, although rather gruesome in some respects, because they showed all too plainly the terrible suffering that the people of Europe are undergoing simply that the war may go on until some minor point of international difference is appeased.

200 ATTEND.

The meeting was very gratifying not only because the interesting lecture but also because of the large number of students that attended. Usually the attendence has been so small at these Sunday services that the speaker and those interested in such work were well warranted in being discouraged. More than 200, however, of the student body were glad they were present at this meeting.

DRAMATIC CLUB PLANNING TO PRESENT TWO MORE PLAYS.

Two more plays are to round out the schedule of the Dramatic club this year, in addition to the one recently given: "The Private Secretary." The club is now reading, "The Importance of Being Earnest," by Oscar Wilde, but has not yet decided that it will present this play. When a decision is reached, steps will be taken to secure the services of a good coach. The third play will, if possible be given at the Dover Opera House.

BENJAMIN THOMPSON
He Gave the College the Land it Occupies

GIRLS OF BALLARD HALL GIVE WASHINGTON BIRTHDAY DANCE.

In celebration of Washington's birthday, the students living at Ballard Hall gave a dance in the Girls' Gymnasium at Thompson Hall, the evening of February 21. The decorative scheme for the party was designed to carry out the idea of the national holiday, the room being trimmed with flags, banners, and potted plants, while the programs were in the shape of ladies in colonial garb, and the favors took the form of tiny hatchets. The patronesses were Mrs. DeMeritt, Miss Emerson and Miss Reiner. Music was furnished by Mr. H. S. Brown, '16 and Mr. F. W. Prescott, '19 The guests were Messrs. P. Batchelder, L. Brown, Colby; Bugbee, H. P. Young, Benson, P. Torrey, V. Smith, Hurd, Purington, Eastman, L. Robinson, Grant, Hazeltine, White, Parnell, A. Bartlett, M. Johnson, Perkins, Russell, Lord, Holbrook, Gordon, Erskine, Colomy, J. Robinson, Farnham, Clapp, C. Weigel, Thompson, Libby, Hadley, Gay and Knox.

ON POTATO GROWING.

A circular on Potato Growing in Merrimac County, prepared by Mr. E. M. Straight of the Extension Service, is in the printer's hands and will soon be ready for distribution.

SPEAKS AT OPEN FORUM.

Prof. G. C. Smith spoke at the Open Forum meeting in Manchester last Sunday evening, on "Poverty and Social Unrest." The meeting was similar to those held at Ford Hall in Boston. After the lecture the meeting was thrown open to questions.

DR. CUSHMAN TALKS WAR AT WELL ATTENDED SERVICE

Has Just Returned From Service with Harvard Unit in France—Shows Pictures of Work Done

The fast Rhode Island State basketball team was defeated on Saturday evening at the Gymn by a score of 31-16. Owing to the fact that "Joe" Killourhy was unable to referee, the game was delayed until Cragen came over from Portsmouth. During this wait there was what might be termed a basket-ball rally. For New Hampshire, Captain Bissell and Steele excelled while Malloy at center played well for Rhode Island.

SUMMARY.

The summary is as follows:

N. H.	R. I.
Sanborn, rf	rf, Lawrence
Taylor, rf	rf, Trimble
Cahalane, lf	lf, Jones
Turner, lf	
Steele, c	c, Malloy
Boomer, c	c, Lawrence
Bissell, lg	rg, Young
Badger, rg	lg, LeBoeuf

The score: New Hampshire, 31; Rhode Island, 16. Goals from floor: Sanborn, Cahalane, Steele, 7; Badger, 2; Lawrence, 2; Jones, 2; Malloy, 3. Goals from fouls: Bissell, 4; Badger, 5; Malloy, 2. Scorer, Tapley. Timer, Brackett. Referee, Cragen.

MORE HONOR STUDENTS.

It has been discovered that two more names should be added to the special honor list published last time, making in all 12, who have an average of 90% or more. Miss Dorothy Hanson, '19 of Franklin, N. H., received a grade of 92.1%, which gives her third place among the number of honor students. Miss Dorotha Hatch of Exeter received a grade of 90.2 per cent.

ON PACKING APPLES.

Professor W. H. Wolff, Department of Horticulture is preparing a bulletin which will be issued on apple packing. This bulletin is being written in response to constant demands for detailed information. In it Mr. Wolff will explain carefully the various packs in both boxes and barrels and include other valuable data about the apple industry in this state.

DR. WILLARD SCOTT AS CHAPEL SPEAKER

BROOKLINE PASTOR GIVES INTERESTING TALK AT CONVOCATION

THE MAKING OF A CITIZEN

The Most Formative Years of Life—Time of Maximum Physical and Mental Efficiency.

The most formative years in "The Making Of A Citizen," was the substance of a very interesting and profitable chapel talk by the Rev. Dr. Willard Scott of Brookline, Mass.

The years from four to sixteen he called the most impressionable of a person's life. Then, the child's character is the most open to influence or suggestion that will determine in many cases what the life of the adult is to be. Children are born unmoral, not moral nor immoral, and their moral characteristics must be developed by easy stages of evolution. The beginnings of character he compared to the first stages of the fare register on street railway systems.

MENTAL MAXIMUM AT 29.

"At the age of nineteen," said Dr. Scott, "it has been said that man reaches his maximum height, at twenty-three his maximum physical efficiency, and at twenty-nine his maximum mental efficiency." Accordingly a man should strive for the best at this time so that later on in life his reserve physical and mental forces may be the greatest possible in time of need. Nothing that ever goes into the mind is forgotten, no matter how trivial it is, but is stored in the subconscious mind where it will be revived and brought to our consciousness when least expected. The sub conscious mind he likened to the storage vaults of a bank, ready to be drawn on when the funds in the cash drawer, or conscious mind, are not sufficient for the demand made upon them.

"The most serious sin," declared Dr. Scott, "is the defaulting of life." Accept everything that life has to offer and get the most out of it. Never take the attitude toward life of the man who trundled his wheelbarrow upside down, for fear that someone would put bricks in it.

Although freely spiced with clever anecdotes, the major part of his talk was serious in tone, and well worthy of deep thought and further considerations by his listeners.

ALPHA XI DELTA FRATERNITY INITIATION AND BANQUET.

The initiation of Tau Chapter of Alpha Xi Delta took place on Saturday evening, February 19, in Thompson Hall. The event was followed by a banquet at which Miss Natalie Ewer presided as toastmistress.

Miss Lena Grandin Baldwin, Grand President of Alpha Xi Delta and Mrs. Ruth Sibley Haskell, Grand Vice-President were present. Other visitors were Bertha Shepard, alumna advisor, and Dorothy Hart, Bertha Newcomb and Newvilla Shepard, of Jackson College. Mrs. C. W. Scott, Mrs. Shirley Onderdonk, Mrs. I. E. Ewer and Mrs. R. V. Mitchell, patronesses of the fraternity, were also present. The initiates were Lucile Gove, Alice Kemp, Emma Weatherby, Dorothy Hanson, Muriel Chamberlin, Mabel Foster, Madeline Pinkham and Christine Randall.

Miss Florence E. Ward of Washington, D. C., who has been put in charge of all co-operative work for the State Relations Service, and is in charge of Home Economics work, stopped here over Saturday and Sunday.

"HAM THE HATTER"

The New Hampshire.

OFFICIAL ORGAN OF

THE NEW HAMPSHIRE COLLEGE

Published Weekly by the Students.

NEWS DEPARTMENT

W. E. HOWARD, JR., '16 — Managing Editor
E. F. CUTTS, '17 — News Editor
W. H. JEFFERS, '18 — Assistant News Editor
E. L. BLAKE, '16 — Editorial Writer
S. W. DYER, '16 — Alumni Editor
R. W. HUSE, '18 — Athletic Editor
MISS HELEN F. TILTON, '17 — Society Editor
H. F. JENKINS, '17 — Exchange Editor
H. W. DEGNAN, '17 — Reporters
P. BATCHELDER, '18
H, C. MAIN, Special
L. M. CROUCH, '17.
J. A. PURINGTON, '16.
O. C. WORK. '16.

BUSINESS DEPARTMENT

V. H. SMITH, '16 — Business Manager
L. E. MERRILL, '18. — Assistant
C. H. DUSTIN, '17. — Assistant

H. H. SCUDDER, — Faculty Adviser
PROF. C. E. HEWITT, — Faculty Bus. Mgr.

Subscription price, - - $1.00 Per Year
Single Copies 5 Cents.

Subscription checks made payable to THE NEW HAMPSHIRE, Durham, N. H.

Subscribers not receiving copy will please notify the Business Manager at once.

Entered as second-class matter October 30, 1914, at the post-office at Durham, New Hampshire under the of March 3, 1879.

DURHAM, N. H., FEB. 19, 1916

EDITORIALS.

PROF. C. H PETTEE,
Dean of New Hampshire College.

Charles H. Pettee, general dean of the college and dean of the faculty in length of service, has been connected with the college since 1876. Getting his degree of A. B. from Dartmouth in 1874 and his C. E. from the Thayer school in 1876, he immediately entered New Hampshire College, then a department of Dartmouth, as an instructor. One year later he became Professor of Mathematics, and in 1889 was appointed dean of the college. For twenty-seven years he has served the college faithfully and well, as dean, through all its trials and vicissitudes; and has taken an active part in its steady growth and advancement.

SPECIAL ISSUE.

This number of the New Hampshire has been issued under the auspices of the Arts and Science Division of the college. Nearly 4,000 copies have been printed in order that every prospective student may have an opportunity to learn what this department of the college has done for others and can do for them. From newspapers and other sources throughout the state it is learned that the recent number issued by the Engineering Division was much appreciated. All high school seniors in the state should know what their state college is doing and it is the purpose of the New Hampshire to meet this need. The enrollment of more than 600 students is a guarantee that many communities are acquainted with New Hampshire college—but still there is need for publicity. When H. C. Morrison, state superintendent of public instruction, predicted last year that five years would see here an enrollment of 1000, he set a limit that can easily be attained if the people of the state but become acquainted with the institution at Durham. All who read this paper will realize that culture, as well as the scientific and technical training shown to be available in the recent special engineering issue, can be had at New Hampshire College. To the end that you may have knowledge about New Hampshire and the privilege of attaining knowledge within her gates, we dedicate this issue.

VIVE LA DOMESTIC SCIENCE.

Here's to a branch of our college course
which yet must gain its fame
But it will get there without doubt, at a
rate I dare not name.
The work of this most recent course, as
you by now all know,
Relates to sweet domestic life, with all
its joy and woe.
Here one can learn to cook and sew by
latest plan and style,
And some are even taught to sweep, a
job that makes you smile.
Along with these more simple acts are
put such heavy stuff
As German, Chem and other things, to
make it hard enough.
Of course no boy can take this work,
although his hair may curl,
His time will come in after life when he
weds a college girl.
Then all these lessons mentioned first,
will be retaught to him
And he will have to sweep and cook with
all his manly vim.
Oh yes domestic life is fine, according
to the looks,
If run along hygienic lines with college
girls for cooks.
But I, for one, will pity men who have
to go by rule,
That to their wives was well explained
when they both went to school.
Domestic science though, is good and
should not be run down,
Because it fills a long-felt want, as many
men have found.
It sets the natural laws to work, and at
the house-wife's call,
The homes are easily happy made upon
this earthly ball.

PREPARATIONS.

With the entertainments which are proposed for the house-party this spring and the length of party itself it will seem almost like a real vacation, and yet there will be quite a bit of work connected with the festivities. If we wish to make the new scheme an actual success it behooves us to start in early so as to get everything settled and plans made with the least trouble and expense. Under the new scheme the house-party comes at the prettiest season of the year in Durham. There is a chance then for it to be made a big thing. It may become through custom the big social event of the college year, an event big enough to receive especial notice outside of the college itself. It rests with the student body as to whether this happens or not and the way to have it happen is to manage the first trial successfully.

"READY—ON YOUR MARKS."

It is drawing near the time when baseball and track will be in the air. The men who are expecting to go out for either of these sports and best begin to raise their standard of marks now so that when they have afternoon practise they will have a bank account of surplus marks to draw from. If they are on the ragged edge when practise time comes they will neither be able to do their best athletic work nor keep above passing grade in scholarship without a terrific struggle.

BE A SPECTATOR.

The inter-company basket ball league seems to be developing much interest in the game. It is giving a bunch of men who otherwise would not have the opportunity a chance to get in the play. There is a chance for a lot of fun both for players and spectators at these games, in addition to the physical benefit derived. If every one realized how interesting these contests between the company teams are, many more spectators would line the running track than are now present.

The Junior class is now shouting that their Granite will be bigger and better in every way than any of its predecessors have been. We hope it will. We hope that it will be so big and so good that everybody will buy a copy and what is more, will want to buy one. The better the book is the better the college will like it, the more good it will do the college and the less risk the 1917 class will take in getting it out.

SPECIAL ENGINEERING SOCIETY MEETING.

Monday evening February 28 there will be a special get together meeting of the engineering society. It will probably take the form of a smoker and will be held in the college club rooms. Every member should be present to talk over the plans and projects for this semester's program.

WHAT IS REQUIRED OF CANDIDATES FOR ENTRANCE

In Arts And Sciences Division Fifteen Units Asked For—No Examinations For Approved School Graduates.

New Hampshire College has three divisions, those of Agriculture, Engineering and Arts and Science. It will admit to any of these without examination all candidates for admission who are graduates of high schools or academies of New Hampshire that are approved by the State Department of Public Instruction, provided the division entrance requirements of the college be met.

Graduates of schools specially approved by the college will be admitted on the same terms as graduates of approved schools in New Hampshire.

Graduates of other high schools and academies will be admitted on passing examinations in 15 units; however, the college cannot agree to give examinations in certain vocational subjects involving mainly practical work, but may require special certification in such subjects. Cases not covered by the above statements will be decided by the entrance committee of the faculty. Candidates for advanced standing are admitted on the basis of the work completed at the institutions from which they come.

ENTRANCE UNITS.

An entrance unit represents one study of four or five recitations a week for one year. It is assumed that two hours of manual training or laboratory work are equivalent to one hour of class room work.

The units required for entrance to the Arts and Science division of the college are:

Group A	English	3
Group B	Mathematics	2
Group C	Social Science and History	1
Group D	Natural Science	1
Elective units		8
Total for admission		15

Elective units may be offered in any division from groups A B, C, D, and also from:

Group E — Foreign Languages—ancient or modern.

Group F — Vocational subjects; agriculture, commercial subjects, domestic arts, mechanic arts. However, not more than four vocational units will be accepted.

ARTS AND SCIENCE REQUIREMENTS.

A candidate for admission to the Arts and Science Division who offers two units in a foreign language may substitute for the two units required in mathematics two units in either social or natural science, or one in each.

The credentials to be rendered by principals, for any division must state the time of graduation, the passing grade for graduation from the school, the subjects studied, the length of time devoted to each subject, and the grades attained by the student. Credentials from New Hampshire approved schools are to be rendered in duplicate and one copy will be sent by the College to the State Department of Public Instruction.

The credential forms to be used will be furnished by the college on application to the registrar.

1917 GRANITE.

During "Exam Week" the last copy for the 1917 Granite was sent to the Printer, and to date 208 pages of the proof have been returned for correction. You may have noticed that all on the Granite Board have been wearing broad smiles of late. This is because they know the good things contained in the Granite. It is hard to look a classmate in the face without smiling when you know what is "on him" in the Granite.

Only 400 copies of the 1917 Granite have been contracted for and nearly all of these have been sold. If you have not signed up for your Granite do so at once.

FIRST OF THE SEASON.

Mr. C. L. Long of the Extension Service will give the first pruning and spraying demonstration of the season at Wolfeboro Thursday, February 29, on the farm of Mr. Samuel Avery. These demonstrations are to be continued throughout March and will number in all about forty. One is to be held in Carroll county and the others in the southern part of the state, where the apple growing industry is most carried on.

STUDENTS GET TRAINING IN NEWSPAPER METHODS.

One of the subjects offered in the English department is called "Writing for Publication." This work gives the student training in the preparation of articles for newspapers and magazines, cultivates in him the news sense and gives him an understanding of the technicalities of newspaper style.

Students are engaged constantly in writing news stories, gathering news, and editing copy. In the second semester there is an opportunity for acquiring practical experience on a daily paper, the Foster's Daily Democrat of Dover, N. H.

The city editor of this journal has taken over the class as an extra reportorial staff, and the members do work in Dover under his direction one or two afternoons a week.

TWO COURSES OFFERED IN POLITICAL SCIENCE.

There have been several courses dealing with the general subject of political science taught in New Hampshire College since its foundation. Some of these have been dropped and others amended and today the subject is covered in two courses, one known as Laws of Business, taught since 1877, and another known as American Constitutional Law, taught since 1878. The Business Law is handled by recitations and discussion of cases, and the recitations in Constitutional Law are supplemented by the study of decisions of the United States Supreme Court. Especial attention is given to the connection between the American Constitution and American political history.

ARTS AND SCIENCE GRADUATES TESTIFY

ALUMNI TELL HOW WORK IN COLLEGE HAS HELPED THEM.

OF FUNDAMENTAL IMPORTANCE

Has Stimulated Ambition, Broadened Intellectually, aud in Many Ways Opened Opportunity for Those Who Have Taken It.

What does the Arts and Science course accomplish for those who take it? In this column a few graduates answer this question. By way of explanation it should be said that a few years ago this course was known as the "general course."

JOHN D. CLARK.

Professor of Chemistry at the University of New Mexico.

In 1903, at the end of a freshman year, when I enrolled as a student of the former "general course" at New Hampshire I was convinced that it met the aims for which I had in mind to train. I wished to teach and I felt that I desired to teach chemistry. If I took the chemical engineering course, because of the required engineering subjects, I had no time for subjects which trained one to be a teacher. By enrolling in the "general course" I was permitted to take the equivalent of the courses in the schools of education of the large universities, and at the same time I found opportunity to take plenty of work in the purely chemical subjects. I have never had cause to regret the course I took. I feel that I have been a better teacher because of this training. I have had ample opportunity to do plenty of work in chemistry since taking the bachelor degree, but the privilege of this pedagogic training has never presented itself again.

Each year is seeing larger numbers of students looking to the graduate schools for completion of their technical training, and each year sees more latitude in the undergraduate curricula for cultural and broadening subjects. The increased popularity of the work in the Arts and Science Division at New Hampshire is, I think, but a manifestation of the realization that its courses are serving a very useful purpose.

HARVEY L. BOUTWELL.

City Solicitor of Malden, Mass., Senior Member of Boutwell and Hastings.

The first and probably the greatest value of the Arts and Science course lies in the fact that it stimulated and whetted an already budding ambition for a life of intellectual activity. My life work has been teaching (in early life) and the practice of the law.

One division of the course is especially designed for those who intend to become teachers. To such its value is almost self-evident.

In the practice of the law a thorough and theoretical knowledge of law is not enough. Success depends upon the lawyer's ability to apply properly the law to the practical affairs of life. The successful lawyer must be able to think accurately and logically. He must be able to express himself clearly and concisely both orally and in writing. He must have a broad and comprehensive knowledge of human nature. In this scientific age he must have a knowledge of the elements of the sciences in order to understand the varying industrial and business problems which constantly come before him. Above all he must deserve and receive the confidence of the people. No lawyer can ever become really great without character, public spirit and a regard for the fundamental principles of justice in the abstract.

In the Arts and Science course all these elements are taught. Mathematics teaches accuracy of thought. Logic points out the correct method by which accuracy of thought may be brought to a definite conclusion. The sciences give the fundamental principles underlying all lines of industry and business. Literature teaches language and the art of clear and concise expression. History throws light upon human nature as it has manifested itself in the past and by that past we judge the present and the future. The atmosphere which prevades every class room at every institution of higher learning ought to be, and at New Hampshire College undoubtedly is, surcharged with a spirit of justice and humanity which inevitably super-induces character.

In the past the Arts and Science course has done much for many sons and daughters of New Hampshire. Unless all signs fail its sphere of influence in the future will be far more widely extended.

BENJAMIN F. PROUD.

Physical Director at Hackley School Finds Psychology a Help.

The chief difficulty in complying with your request lies in the fact that there is practically no phase of preparatory school instructing where the benefits of such a course are not invaluable.

To anyone having a knowledge of the sort of close community life which prevails in a school of this kind, it will at once be apparent that an instructor is constantly being solicited for oral and written ideas and information on subjects outside of his own particular department. My training at college has been of real benefit to me as providing a means whereby I might not only help boys in their studies but also in the acquiring of a taste for literature and poetry.

The one study which without doubt has helped me most in athletic training, is that of psychology. In this line of work, the best results cannot be obtained without taking into account the mental as well as the physical side of the individual. The attraction which athletics have for the average boy, gives the coach an unusual opportunity for appealing to the best that is in him. Wrong mental conceptions often have to be cleared away before the highest degree of performance can be reached. Cases without number come up which have to be treated psychologically.

Much of our work in psychology at college had to do with the human organism because of the close relation between the mental and physical processes. This has meant an aid to me in the actual teaching of physiology and has also provided a source of useful and interesting information for class work.

Without doubt there are many other ways in which the Arts and Science Courses have been of help to me, such as in the intercourse with my fellow instructors, talks with parents etc., but the few facts stated will serve to show some of the benefits derived.

AMERICAN LITERATURE ONE OF FIRST COURSES

Offered Before College Was Moved to Durham—Antedates That of Professor Richardson at Hanover.

The first course in American Literature offered in Hanover was the course in the State College. The course was first given about 1880. In 1882 Chas. F. Richardson became professor of English in Dartmouth College and offered the "Academical Department" thirty-eight hours of work in American Literature. At that time the course in the State College consisted of forty hours. It now consists of nearly twice that number of hours. Practically students in 40 different classes have taken the course. There have been years in which only one person has taken it but at present it is elected by nearly 40 a year. The course is given in the form of lectures with a large amount of reading and of written work.

PROF. C. W. SCOTT
Head of Department of History.

E. K. JENKINS.

Manual Training Department of Pennsylvania Institute for the Blind.

In estimating the value of the one time "general course" as a preparation for a life work I write in answer to that question, 100%. I do not give a perfect score because I believe it gives one all he will ever need, but rather because it is a start along the right lines and a foundation upon which to build.

The value of our own particular course is recognized by others, otherwise I should not have been the lucky contestant from a group of seven representing other colleges and trade schools throughout the country.

In my work I find use for everything I ever studied in the course and so I might write of the help I received from each study and from each professor. With the thought in mind that college methods need modifications for use with students less advanced, and such changes must not affect the spirit of the work, I mention the things to which I turned for immediate results.

These were the training of the hands which I received in the shops and more particularly, what and how to teach, which I got from the courses I have since named "Psycho-Sociology." The teaching experience with its kindly offered criticisms and advice has proven very valuable. The mistakes made and corrected will never be forgotten.

MARGARET DE MERITT.

Instructor of Botany at Wellesley College.

I find it almost impossible to put my finger definitely on certain points and to measure their value in my life. It is difficult to estimate even so invaluable a thing as a college course.

It may be taken for granted that without an adequate college education I could not hold my present position as instructor in Botany in Wellesley College. To be sure I have also had a year of graduate work at Washington University. This, however, served to convince me of the value of the training at New Hampshire. First, because I was so easily able to procure a fellowship at Washington University. Secondly, because the work at New Hampshire was accepted as equal to that of all other colleges, whose students were doing graduate work in the laboratory with me.

As I look back on my four years of college work the part that I treasure most highly is the influence of and the personal contact with, certain professors who took an active interest in our individual needs, giving us insight and a broader vision. I am happy to say that many of these people are still connected with the college.

I might go into much detail and tell just how the courses in Botany, Chemistry and the modern languages contributed to the subject matter of my present work. Then I would have also to mention Psychology and Pedagogy which have helped definitely in the methods of teaching. But this might seem unfair as many other courses help indirectly.

When I consider my college course. I almost envy the students of the present who are benefiting by much of the good we had, plus the new that is gained from the experience of what we lacked. I have great confidence in the future of the Arts and Science course at New Hampshire.

OPPORTUNITY OFFERED FOR STUDY OF HISTORY

Courses Cover Europe From Middle Ages to Date—Similar Work for America

In the first years of the State College at Hanover there were few influences which led toward courses in history. At that time Dr. John Lord gave annually a course of very interesting historical lectures which were open to all students and were very generally attended. These lectures are now included in the series known as "Beacon Lights of History."

At that time the "Academical Department" gave a small amount of work in Grecian and Roman History and in 1878 the "Chandler Scientific Department was giving two terms of History. In this year the State College started its work in the subject by offering one term of General History. To that was soon added Grecian History and Roman History.

At present the work in History includes four courses in European History and three in American History. In European History the first semester is given to Mediaeval History; the second to the period between 1492 and 1715; the third, to the period between 1715 and and 1815; and the fourth to the period since 1815.

In American History the first semester is given to the period before 1801; the second semester is given to the period between 1801 and 1861; and the third semester is given to the American History since 1860.

WILLIAM C. KROOK.

Instructor in Walker Manual Training School Was Benefited and Broadened.

The Walker Manual Training School in which I am an instructor is a part of the Portland, Me., city school system. Because of the present crowded conditions in the high school, students

Continued on Page 5

NEW DEPARTMENT TRAINS TEACHERS

PREPARES STUDENTS FOR PLACES IN SECONDARY SCHOOLS

EDUCATION AND PSYCHOLOGY

Established a Year Ago and Has One Hundred Students Enrolled In Its Courses —Meets Real Demand

Ever since the establishment of Land Grant Colleges, it has been conceded that the training of teachers is a part of their work.

In 1907, the federal goernment passed the Nelson Amendment to the Morrill Act, thereby granting to each Land Grant College an amount of money to be increased gradually from $25,000 to $50,000 per year, with the provision which expressly stipulated that the college receiving this might use a portion of it for the purpose of providing special courses for the special preparation of teachers. As rapidly as possible the colleges introduced courses in psychology and education, and in some cases a department of education and psychology was established in order to carry out more adequately the intentions of the above provision.

ESTABLISHED LAST YEAR.

New Hampshire College established such a department last year, though it had courses in psychology previous to that time. Approximately, 100 students enrolled in some one or more of the courses this year, and about 170 out of a total enrollment of 610 in September, 1915, signified their intention of teaching. This is sufficient indication that there was a real demand and need for such a department.

The department aims to offer prospective high school teachers, principals, and superintendents the necessary technical training for their profession. To this end the five following courses making a total of 13 college units are recommended for all prospective teachers. History of education, introductory psychology, adolescent psychology, school hygiene, and secondary education. Prospective principals and superintendents are advised to elect also the courses in principles of education and supervision amounting to five additional hours.

HISTORY OF EDUCATION.

Each course has its specific purposes and value. The history of education deals with the progress of society,—industrial, intellectual, social, philosophic and religious, and the related educational problems. Actual conditions of society and the actual work and aims of schools are studied and thus a basis is given for a better understanding of educational problems of our own time It also gives some opportunity for the student to make the acquintance of the great leaders in educational movements and thereby to become imbued with high aspirations and ideals. For manual arts students in this course the emphasis will be laid upon industrial development in relation to education. Attention will be given to the underlying theory of industrial education and to the problems of vocational guidance. A large number of industrial schools of different types will be studied.

WORK IN PSYCHOLOGY.

The introductory course in psychology is intended to familiarize the student with the fundamental facts of mind or human behavior. While this subject is a prerequisite for some courses in education, it is taught so that it will be as valuable for the person who will not pursue the study of pedagogy as for the one who will. Illustrations of psychological principles are drawn from various walks of life, and not alone from schoolroom practice. The real aim of the course is to cause men and women to psychologize, to analyze and synthesize human actions or behavior wherever found, and thus to be better able to assist in the adjustments which must be made by all mankind.

Psychology of the adolescent has to do with the study of growth and development of body and mind; and of the social, ethical, moral, and religious ideals of youth from 10 to 18. A clearer insight into the nature of youth at this age proves of inestimable value to any one having to do with youth. The study proves of value to high school teachers in that it enables them to understand and to deal with pupils in a more sympathetic and effective manner.

SECONDARY SCHOOLS.

The course in secondary education

Continued on Page 8

SMITH HALL

ONE OF THE DORMITORIES FOR GIRLS

HOME ECONOMICS ATTRACTS WOMEN

ABOUT TWO-THIRDS OF THE 110 IN COLLEGE TAKE COURSE.

STUDY MUCH MISUNDERSTOOD.

It is More Than Cooking and Sewing—It is Economics and Natural Sciences Applied to the Home.

New Hampshire College became co-educational in 1892. During the 20 years immediately following, few women seized this opportunity for an academic education. The opening of the Home Economics Department in 9 2, through the efforts of President Fairchild, apparently stimulated the interest of women in the institution, and attracted at once many girls to its opportunities.

To the popular mind Home Economics means cooking and sewing—the learning of a new recipe, the making of a new garment. It is not strange that this is the popular conception, since these are the only directly productive industries left in the home, of the many that used to be there. However, this notion of Home Economics is very far from correct.

IT IS APPLIED SCIENCE.

Home Economics deals with the fundamental necessities of human life; food, shelter, clothing, the child. Home Economics is the application of the natural sciences, of economics, of art, of psychology, to the problems of the individual, and to the problems of the family group. Hence, the essential foundations of Home Economics are fundamental studies of the natural sciences: physics, chemistry, zoology, physiology and bacteriology; studies of the principles of economics, of psychology and of sociology. Hence, the student of Home Economics begins at once on some of the above subjects. Home Economics does not deal out mere information; neither does it teach mere technique. It builds its science and economics foundation secure and strong before rearing the superstructure of applications.

STUDY OF FOODS.

Food, the primary necessity of the human race, necessarily occupies an all-important part in the Home Economics curriculum. One part of this work on foods is the study of principles of food-preparation, principles founded upon scientific facts. The student learns these principles of food-preparation through a study of the various food-stuffs of which foods are composed, and a study of the effects of heat and cold upon these food-stuffs. For example, the student isolates the food-stuffs of milk, and studies each independently. She studies the food-stuffs of flour, and learns to differentiate between the various types of flour, and to know what she may hope to accomplish with each. She learns how to modify gradually the simplest dough of flour and water to produce the various types of doughs, as biscuit, pie-crust, griddle-cake, pop-over, muffin, sponge-cake, butter-cake, and bread. She learns the use of and the scientific why of the various classes of leavening agents: eggs, yeast, soda, baking-powder; how eggs are used as leavening agents, the behavior of yeast as a leavening agent, why soda and sour milk form a leavening agent; what are the essential differences in the various types of baking-powder. Other examples of the principles of food-preparation might be given indefinitely.

TEACHES FUNDAMENTAL LAWS.

It should be emphasized that Home Economics never teaches the student to follow a recipe blindly. It aims to teach her to evolve her own recipes; if not that, at least to be able to criticise recipes intelligently. Home Economics aims to teach the student fundamental laws that govern success in cooking. The economics of the food question is emphasized through exact comparative studies of the cost and nutritive values of various home-prepared and home-preserved foods, with the commercial products.

PHENOMENA OF DIGESTION.

Another very important part of the study of foods concerns the nutrition of the human body. The student is taught the known truths concerning the functions of the food-stuffs in the human body—the phenomena of digestion, of absorption, of assimilation of these food-stuffs; their transformation into body material; finally the burning of these food-stuffs or even of the body itself just to keep the body alive, or to enable it to do work. Further, the student is taught how science proves that food and food-stuffs should vary according to age, occupation and health; also what science has to say about the balanced diet.

This study of nutrition is taught from the data gathered from concrete scientific experiments. Such experimental data is constantly used in the solution of definite problems, and deductions concerning the feeding of the human body are drawn.

Home Economics takes especial pains in this subject of nutrition and dietetics to instruct the student concerning those things in human nutrition about which she most needs to know. The proper feeding of the healthy adult is taken as the type from which to vary in the feeding of children, of old people, and in the feeding of the sick.

STUDY OF CLOTHING.

After a short course in plain sewing, in which deftness in the use of the needle and skill in sewing, are the principal aims, the student studies the various natural products used in the making of clothing. She studies the textile fibers, cotton, linen, wool and silk, particularly; the various primary and derived weaves, and the prices of cloths of all sorts. She decides concerning the uses to which each may best be put, whether for clothing or for household purposes.

Next in this study, the student applies her knowledge of color and design in learning to design her own clothing. She studies her own coloring, the lines of her figure, and decides concerning the colors and lines that are most becoming to her. She thus develops individual style in her own garments.

Through this study the student learns discrimination in the designing and in the selection of clothing for herself or for others. Likewise she developes a sense of artistic values as well as of economic values.

HOW TO PLAN A HOUSE.

Shelter, quite as important as clothing, includes a study of the site of the house, its drainage, its water-supply and kindred topics. The student learns

Continued on page 7

A CLASS IN HOME ECONOMICS

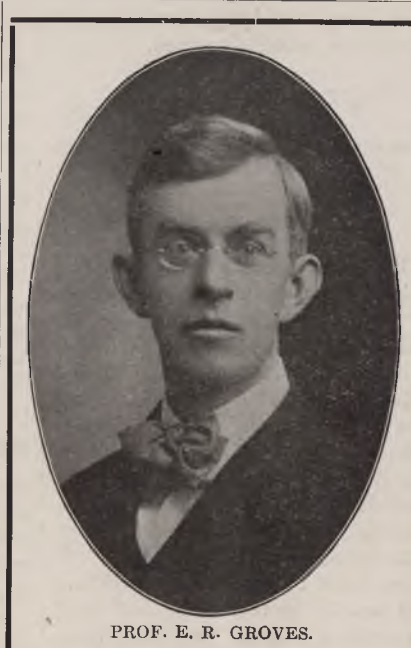
STUDENTS ENGAGED IN STUDY OF TEXTILES

CHANCE TO SPECIALIZE IN BOTANY DEPARTMENT

After First Courses Student Finds Himself Free to Follow Individual Bent—Work in Bacteriology Offered.

Botany 51 and 52 are prescribed for all courses in Botany excepting Botany 55 and 56 which are courses in Bacteriology. In courses 51 and 52 the student obtains a view of the general field covered by the science of Botany. In the succeeding courses he can deepen his knowledge in any special subject in which his interest has been awakened or he may perfect his knowledge of the general field covered in the elementary courses. Personal taste or the special field in which the student desires to qualify will largely govern the particular subject or subjects chosen. A student desiring to teach Botany in a high school should perfect himself in the general field laying the emphasis, if any, on the subject of most interest to himself; a student desiring to teach in an Agricultural high school, on the other hand, should lay particular emphasis on plant physiology, as this subject is fundamental in agriculture.

In the courses in Bacteriology the student obtains a knowledge of the bacteria, their role in medicine and in the arts and industries, the methods used in their isolation and identification.



PROF. E. R. GROVES.
Dean of the Arts and Science Division.

ARTS AND SCIENCE FACULTY.

E. T. Fairchild, President.
C. H. Pettee, Dean of the College.
E. R. Groves, Dean of the Arts and Science Division and Professor of Sociology.

PROFESSORS.

C. W. Scott, Professor of History.
Richard Whoriskey Jr., Professor of Modern Languages.
C. Floyd Jackson, Professor of Zoology and Entomology.
A. E. Richards, Professor of English.
G. C. Smith, Professor of Economics.
Nellie E. Goldthwaite, Professor of Home Economics.
C. L. Simmers, Professor of Education.

ASSISTANT PROFESSORS.

F. W. Whitman, Assistant Professor of Modern Languages.
H. H. Scudder, Assistant Professor of English.

ASSISTANTS.

A. E. Bartlett, Assistant in Modern Languages.

COLLEGE DEBATING TEAM IS DUE TO LIBERAL ARTS CLUB.

One of the concrete results of the Liberal Arts Club is the formation of a college debating team. It is truly a college team, because the organization which is supporting it is open to any one, and because it will represent the college in the country.

The team will have one intercollegiate debate this year, with the team from Rhode Island State College. A challenge was received from them about the time the team was organized. A good deal of correspondence was carried on with the result that a trip to R I., has been arranged and the question selected. An open try-out was announced at which a committee of the professors selected the team as follows: C C Bond, R. J. Bugbee, R. I. McCartney, and A. N. Graham, alternate.

The subject is "Resolved: That the Swiss Military System should be adopted by the United States." The date of the trip and other minor details have not yet been arranged. This event is of immense importance because it is the beginning of a new phase of college activity. After this year's experience, it is hoped that a triangular debate may be arranged for with other institutions.

MECHANICS ARTS COURSE GRADUATES ARE IN DEMAND

Students Taking Work Trained for Positions of Responsibility on Faculties of High Schools.

For the first twenty-five years of its history New Hampshire College gave a general course with certain electives, between subjects connected with Agriculture and certain other subjects leading to the mechanic arts.

Previous to the Durham migration there was not a high degree of specialization. At the time of the change in location new courses were urged and new subjects separated classes into divisions and crowded out culture subjects. Any objection was met by the proposal to establish a General Course. Consequently the General Course appeared. It was provided for mainly by a liberal elective system which gave General Course students the right to pick up the crumbs from the other courses. In process of time the General Course became the Arts and Science Course and the number of subjects offered became much larger and the subjects themselves more attractive.

The Mechanic Arts Course is planned to give to students the training which goes with a General Course and enough of specialization to enable them to deal with the work carried on in the courses in the mechanical arts found in the high schools.

The course gives a large amount of shop work and drawing, certain studies under the head of education and a large number of practical and cultural electives. Some of the graduates of this course are filling important positions in high schools and it is certain that there will be an increasing demand for competent instructors.

MOVIES FOR THE C. C. A.

A genuinely interesting moving picture show is to be given in the Gym, March 4, for the benefit of the College Christian Association. The reels will show a pleasing variety of subjects, and all for the sum of ten cents. Any profit from the enterprise will go to defray the expenses incurred by the association for speakers. Come and enjoy yourselves, and help the work along.

ARTS AND SCIENCE IS BROAD IN SCOPE

DIVISION INCLUDES THREE COURSES OF STUDY.

TWO OF THESE ARE TECHNICAL.

Third is General and Offers Opportunity For Culture and for Professional or Business Training.

The Arts and Science Division, one of the three divisions of the college, includes three courses, the Mechanic Arts course for teachers, the Home Economics course and the general Arts and Science course.

The Mechanic Arts course originated to meet the increasing demand put upon the college by high schools and academies for graduates qualified to teach manual and mechanic art subjects. Much of the work in this course is necessarily prescribed, but nevertheless the student is permitted to elect many subjects of general and cultural value. Students who graduate from this course are easily placed in good positions, for at present, as a result of the recent rapid development of interest in mechanic arts instruction, there is an insufficient number of well-trained mechanic arts teachers to satisfy the needs of the secondary schools.

The Home Economics course, designed to meet the need of many of the women students of the college, provides a scientific and professional preparation for home making, institutional and educational service. Women students in the general course are permitted to elect work in this course, and, if it is their wish, also to major in Home Economics. The Home Economics course is not conceived in narrow terms, for the student is given a liberal training in subjects of general culture.

GENERAL COURSE.

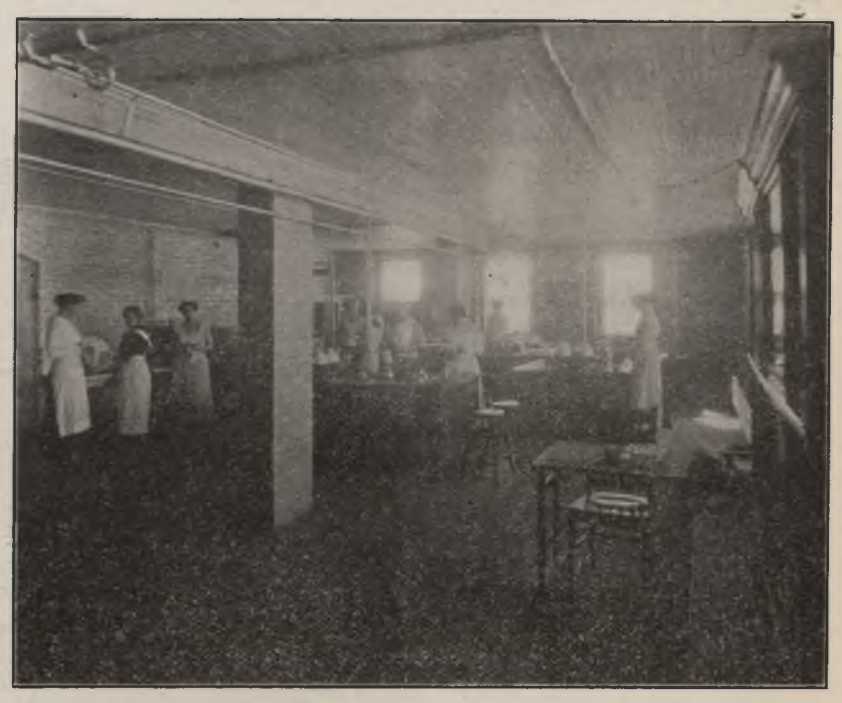
The general course represents the original course of the college from which the various technical courses have developed. It attempts to provide the general and liberal training which the college, as a state institution of higher learning, is under obligation to furnish. The work of this course is nearly all elective. The student, however, has to choose subjects from three groups: Language; Mathematics and the physical sciences; and History and the social sciences.

An important feature of this genera course is the work offered in pedagogy as a means for equipping the student for secondary school teaching. Students who enter the general Arts and Science course desire preparation for the teaching profession,a general college training for professional or business occupation, or a cultural basis for the opportunities and obligations of life.

POPULAR ASTRONOMY IS AN ATTRACTIVE ELECTIVE.

While the college is prevented from teaching mathematical astronomy by lack of an observatory and astronomical instruments, it does present the subject of popular astronomy as an elective through one semester. This subject is not required in any course, but is frequently taken by arts and science students, and occasionally by those in agriculture and engineering. As a cultural subject, this science surpasses all others; hence no apology is considered necessary for continuing it, even without facilities.

HOME ECONOMICS LABORATORY



WHERE FOOD PREPARATION IS TAUGHT

COLLEGE LIBRARY RESULT OF MERGER

ONE OF VERY FEW COMBINATIONS OF SORT IN COUNTRY.

FIRST TO USE DEWEY SYSTEM

Led State in This Respect—Now Has 40,000 Volumes Having Doubled in Size in Last Eight Years.

The present library is an outgrowth of three libraries,—the college library, the Durham Public Library and the Durham Library Association. The college library had its beginning with the college before it was moved from Hanover to Durham in 1893, and grew with the college growth until it became too large for the room set aside for its use in Thompson Hall.

The Durham Library Association, composed of various individuals banded together in the interests of better reading facilities in the town, and the public library had become welded together, and they and the college library worked as separate institutions some twelve years after the college was moved from Hanover. Finally the college need became urgent for larger library facilities and it was felt that, as the town had the same needs also, a combination of interests would make one strong, effective library. The final consolidation was brought about in 1908 when the various collections of books were moved into the new building northeast of Thompson Hall.

DOUBLED IN SIZE SINCE 1908,

The building cost about $32,000, $20,000 being furnished by Andrew Carnegie and about $12,000 by the estate of Hamilton Smith of Durham. When the libraries were brought together the books numbered 20,000 and the pamphlets 5,000; the library now contains almost double that number.

The three-story stack-room has capacity for 60,000 volumes, and the capacity of the whole building will be still further increased when a much needed recitation hall is built and the rooms upstairs in the main building, from their present use as recitation rooms and offices, are released to their original purposes as seminar and lecture rooms and places for special collections.

The consolidated library receives the benefit of the invested funds (about $10,000) of the Durham Library Association, but is maintained by the college for the free use of faculty, students, members of the Durham Library Association and citizens of Durham.

The work of any library may be divided into two parts: 1st, the processes necessary for properly ordering and receiving books and making them ready for use; 2nd, the work of issuing them to the public. The college this year appropriated $800 for buying books and periodicals and for necessary bindings.

BOOKS FROM WASHINGTON.

Many books are received from the the United States Government as this is a depository library, that is, certain government documents are sent free of charge, and they form a valuable addition to the library's resources. Other books and pamphlets, a variable quantity, are received by gift. By far the largest amount of the book fund from the college is divided among the college departments for use in buying technical books. The funds from the town are mainly used in purchasing fiction and books of non-technical nature of interest to the general public.

The library hours are as follows: In term time: 8-12, 1.30-5.45, 7-9; in vacation, 2-9 Wednesday and Saturday only. On Sundays from 2-6 the library is open to readers.

Of course the daily business of the library during the college term is greatly in excess of that when the college is closed, and would be so even if the public open hours were the same in vacation as in term time.

The following figures, compiled from records kept from September 14, 1915 to February 1, 1916, will give some idea of the daily volume of business. In that time 5,972 books had been loaned to borrowers, exclusive of the reserve books used in the library building. The daily circulation average had been 53 books, the greatest number in one day, 129. Fifty-six per cent of the daily circulation has been fiction. The "reserve books" are those set aside by professors for class use by the students, and, while so used, can be taken out of the building only over night. The average daily circulation of these books (in the building only) had been 60, the greatest number in one day, 189. (Round numbers only are used in these figures.

FIRST TO USE DEWEY SYSTEM,

Two facts make this library unique: First, it was the first library in the state to be classified by the Dewey system now in general use over the country. The small collection of books then owned by the college was classified in that system by Professor Scott as long ago as 1882, only a few years after the system was published. Second, the fact of its consolidation with the town library is most unusual; there are very few such in the country, and while of mutual benefit in many ways to both the town and the college, it brings its own administrative problems.

The desire of those who have the library in charge is to make it as effective a reference library as possible, aiding all students and readers, and to build it up in general literature so as to make it a pleasure and a help to the community at large.

THE LIBRARY

WHERE TOWN AND COLLEGE HAVE UNITED

ARTS AND SCIENCE GRADS. TESTIFY

Continued from Page 3

from there as well as from the grade schools have instruction in this building. Thus my work ranges from seventh grade pupils to high school seniors. The grades and the first two years of the secondary school are given instruction in wood-working, elective for the latter. A two year course of mechanical drawing is elective for the high school juniors and seniors. At present, I have charge of all the drawing.

In the course at New Hampshire I chose my major from the science groups, electing as far as possible courses in shop-work and drawing.

In the wood shop, besides having the most excellent opportunity of learning to do things myself, I had a chance to get practical experience in teaching others what I was learning. This practice in teaching is invaluable to me.

Although my manual training work now has to do only with wood-working, I find that it is of great benefit to me to have knowledge of the other shop courses since they are so closely correlated.

The college drawing courses have proved to be a good preparation for my work here. Sociology and psychology have helped me to understand the different students and their attitudes toward certain kinds of work. Without knowledge of these subjects, I feel sure that I should make much less progress with them.

Notwithstanding the fact that I specialized in subjects having direct bearing on my chosen work, I feel that my minor courses in history, economics, English, etc., have benefitted and I hope broadened me. It seems to me that the Arts and Science Course is very well fitted to prepare one for a life work similar to mine.

HARRIET ESTHER LOCKE.

Worker Among Poor of Boston Thinks Variety of Subjects in Course Lends It Value.

Since leaving New Hampshire College I have felt keenly that the method there of working independently has assisted me since in meeting the problems of life.

The work which I have been doing has been wholly among the poor. Last year I taught Domestic Science in the homes of mothers who have had little opportunity to learn home making. This year the work has been teaching, cooking and sewing to Italian girls.

The Sociology and Psychology courses have been especially helpful to me as a preparation for this work.

We all realize how very necessary are the English courses to all vocations. It seems to me that the variety of subjects presented to the students in the Arts and Science Course is in itself a thing of great value because of the fact that it develops versatility.

DR. M. J. WHITE.

Head of History Department at Tulane Tells of Valuable Influences.

In answer to your recent inquiry regarding the value of the course in Arts and Science at New Hampshire College in preparation for my life work, I can say that it was fundamental. The training I received enabled me to enter the graduate school of the University of Wisconsin, upon the same terms as graduates of other institutions, and to work for the degree of doctor of philosophy, which was conferred upon me in June 1910. My present position, as head of the history department in The Tulane University of Louisiana, was secured through recommendations of professors I worked under at Wisconsin.

The fact that New Hampshire is a state institution, has, in my estimation, great advantages. For instance, a man in the Arts and Science course, under the wide system of electives permitted, can take certain subjects in agriculture, or in engineering, if he so chooses. Moreover, the very fact that he associates for four years with men who are studying in these fields cannot fail to give him a broader and much more sympathetic outlook than he would be apt to get in a college where these subjects are not offered. In history, and it is equally true of other subjects, such a broad and sympathetic point of view is an indispensable equipment. I did not realize it while a student, but, more and more, in my work in the economic history of the United States, I can appreciate the value of such influences. It seems to me that the future is with the state, rather than with the so-called privately endowed institutions.

Experience has convinced me that a man can get as good training along Arts and Science lines at New Hampshire College as he can at any college similarly equipped and offering like work. In fact, I think that the average student will find the small classes and the resulting closer personal relations with members of the faculty great advantage over the conditions existing in the larger institutions. The annual bulletins show that the work has been kept thoroughly up-to-date, and I have noted, with keen satisfaction, the addition of instructors and the creation of new departments from time to time.

I had the privilege of working under many men whose influence, both personal and intellectual, will remain with me through life.

HERBERT R. TUCKER.

Business Man Explains Value to Him of Arts and Science Subjects.

The best thing that I can say about the Arts and Science course, and its influence as felt in my life is that it has been the inspiration back of every one of the successes that may have come to me. I truly believe, that the early training received in my home, my school life, and later for two and a half years as a teacher before returning to New Hampshire for the full four years, were all crystalized in the excellent mental development received under my professors at college.

Many a time I have spoken of how glad I have been that I went to a small college instead of to a large one, and this feeling grows as the years begin to slip by. Each course stands out as something worth while, but those in psychology, sociology, economics and English appeal to me as being those that have brought me in a business way the greatest good. My only regret is that some courses offered now in these subjects could not have been on my schedule.

This sounds enthusiastic, perhaps; well, I am enthusiastic and want this to sound that way, for I know that if one is contemplating a life of social service, of teaching along general lines, or in the commercial world, he will have

Continued on page 8

SOCIOLOGY TAUGHT IN MANY BRANCHES

DEPARTMENT HAS DEVELOPED FROM COURSES IN PSYCHOLOGY.

GENERAL OBJECT IS TWOFOLD

Subjects Aim to Provide Scientific Knowledge And Practical Training Applicable in Useful Service.

The department of sociology has developed from work formerly given in psychology. Professor Groves, head of the department, has had experience in both urban and rural mission service and was offered permanent occupation in both fields. The subjects attempt to provide both the scientific basis which is required to appreciate the social significance of modern life and the technical information which may be made the basis of useful social service. Primitive sociology, the most elementary subject offered, furnishes a knowledge of the beginnings of social life indispensable to the serious study of social phenomena. Social pathology is a study of the conditions of modern life with emphasis upon the constructive and wise philanthropic efforts of the present day. Social ethics is an advanced subject with reference to the moral field and the principal ethical and altruistic movements. Community sociology offers opportunity for a concrete investigation of specific community problems with emphasis upon the interests of rural life. Social psychology is a study of the mental characteristics which are the fundamental causes of social motives and organizations.

STUDY OF DEFECTIVES.

Since the problem of the feeble minded is of greatest importance to the social student, a subject is given in the causes, diagnosis, and treatment of the mentally defective, under the title Amentia. This subject has especial value to students entering institutional or psychological clinic work. For those who specialize in psychology or who are philosophically inclined, an advanced subject is offered in the theory of the science. This subject is given the title of General Sociology.

LIBRARY READING ROOM

THE STUDENT FOLLOWS CURRENT EVENTS HERE

NO ONE ESCAPES WORK IN ENGLISH

FRESHMEN STUDENTS MUST STUDY PROSE COMPOSITION

SEVERAL 'LABORATORY' COURSES

Other Subjects of Dept. Cover Field of English and American Letters—Special Work

The English department has among its courses the only one required of all Arts and Science students; namely, a course in English composition. It is not the special privilege, but the imperative duty of the department to instruct the student in the reading and writing of good English, whether the student is to be an agriculturalist, an engineer, or a specialist in domestic science and the household arts. A college man or woman unable to speak and write good English may be an educated, but certainly not a cultivated member of society.

It is fundamentally true that every conscientious student is a self-educating man or woman who regards English as a required study for practical use, lectures, recitations, text-books—these are simply a means to an end, and that end is the ability to speak and write clearly, correctly and convincingly.

PRACTICAL VALUE.

To prove the practical value of the study of English, the students in this course are urged to observe and profit by the English spoken and written in all class-room exercises, all club meetings, on the campus, in the dormitories, and at home.

The course stresses the importance of reading good literature; and with this view, the students are required to read and to report upon at least one piece of real literature every month throughout the college year.

The "laboratory courses" in the English department are: the Freshman course just described; the sophomore course in advanced composition; a course for sophomores and juniors in writing for publication, and a senior course in argumentation and debate. These are all elective. The same idea of combining practice in writing with the reading of good literature is materialized in these more advanced courses also, an essay upon the life and work of one poet and one novelist being required in the first-named course, an acquaintance with the topics of the day as well as the actual reporting and publishing of current events, in the second, and a reading of certain historic debates in the third.

A writer of a recent textbook upon "Business English" has aptly said: "The words of literature are practical; the setting of them is practical; the knowledge of life they give us is practical." The character of the abovementioned courses is intended to illustrate exactly that truth.

The other duty of the English department which it endeavors to fulfill is to teach the college man and woman to be temperamentally versatile. The department must make its appeal to the imagination and the sympathies; it must make known to the student the thoughts and emotions of those who are "not of an age but for all time."

LITERATURE COURSES.

With this as its second aim and purpose the department offers two courses, the one giving a general survey of English literature, and the other covering the field of American literature. In addition it offers a course in the English novel, one in modern English poetry, and one in modern English prose (to be given next semester.) Finally, the study of the two greatest English writers, Chaucer and Shakespeare, is offered in the form of two special courses of an intensive rather than extensive nature, the former being elective for seniors, and the latter for juniors and seniors.

ONLY WORKERS WANTED.

Compelled by financial limitations to cut according to their cloth, the trustees of Stanford University announce their approval of a faculty plan limiting the advantages of the institution to students thoroughly qualified and strictly in earnest.

Under the new plan which will be effective in August, the beginning of the next academic year, students who are not doing better than barely qualifying work may be arbitrarily dropped.

"University Argonant."

TWO DISTINCT PROGRAMS BY DEPARTMENT OF MATHEMATICS.

The department of Mathematics offers to students enrolled in the Arts and Science Division two distinct programs. One necessitates one year's study, the other four years.

The former has been arranged for men in the Mechanic Arts Course for Teachers, and comprises the elements of algebra, trigonometry, solid geometry and land surveying,—topics which the student will recognize as having a vital application to many of the other subjects in his course. The work carried on in these subjects for the mechanic arts men is decidedly industrial or practical, rather than theoretical.

In the subjects of algebra, trigonometry, and solid geometry, conducted wholly by the recitation method in class rooms, the students are drilled in the basic principles, and their application to the actual problems that they may naturally expect to meet.

The department carries on work in Surveying by a combination of the recitation and laboratory method and use of the compass, transit, sextant, level and plane-table. Then follow the definite field exercises carried on in the vicinity of the college campus under the direct supervision of instructors. Each student thus has an opportunity of learning, first-hand, how to solve problems such as: finding the area of plots of land; determining the distance to an inaccessible point or the distance between two points which are not intervisible; computing data in drainage problems or the amount of material in an embankment which must be removed in grading.

The four year's program, referred to above, is designed to meet the needs of students who find in mathematics an especial interest.

Many of our undergraduates plan to teach this subject in high school, and for such the department provides the traditional college subjects of algebra, trigonometry, solid geometry, and analytic geometry, and the calculus. In addition, further instruction is given in the theory of equations, in the calculus, and in the historical development of the science. These latter topics are open only to students of attested ability.

The department can be expected to recommend for teaching positions or for advanced work elsewhere, only those students who have completed with credit this carefully planned four-years' curriculum.

At the end of this program the student is enabled to enter upon the active work of a well equipped mathematics teacher, or to continue his studies in particular fields of the science.

SIX COLLEGES SUFFER LOSSES BY FIRE IN PAST THREE MONTHS.

Six colleges have suffered severe losses by fires within the last three months, viz—Cornell, William's, Tufts, Texas, Dartmouth, and Hamilton. The entire chemical laboratory at Cornell has been destroyed, including the Carnegie addition containing the finest micro-chemical laboratory in the country with the loss of valuable books and records of research work.

The Y. W. C. A., of America was organized in Boston fifty years ago, March 3, 1916.

MODERN POETS STUDIED BY BOOK AND SCROLL.

One feature of undergraduate life which has manifested itself in a manner and form very gratifying to the department of English is the increased interest and pleasure in the study of poetry. The Book and Scroll, a club formed under the leadership of Miss Phyllis Blanchard, '17 and now having a membership of nearly thirty girls, has had six regular meetings at which the life and work of various modern poets have been studied. The club follows the plan of having two girls have charge of the evening's program, one giving a detailed resume of the life of the author whose works are to be studied, and the other reading a number of selections from the author's poems. The club has chosen for its readings the poems of the following writers: Alfred Noyes, Bliss Carman, Robert Frost, James Whitcomb Riley, Eugene Field, Walt Whitman and Theodosia Garrison. The club meets every other Tuesday evening, usually at the home of its honorary members, Dr. and Mrs. Richards. Its officers are: President, Miss Blanchard; Vice President, Miss Clarice Shannon; Secretary, Miss Goldie Basch; Treasurer, Miss Gladys Brown; Librarian, Miss Florence Dudley.

ART STUDENTS OFFERED COURSES IN HORT CULTURE.

The Department of Horticulture offers two courses which are of as much interest to Arts and Science students as to students of agriculture, namely, Landscape, Gardening and Floriculture.

Landscape Gardening involves the principles of ornamental plantings, of beautifying the home grounds as well as the surrounding of such public institutions as the school, the church and public or private parks. Especially in the city plantings America is quite behind many of the European countries; the ugliest parts of our cities are often those which are the most conspicuous as we enter by the railroad. Public interest and civic pride should be cultivated and the fundamental principles of the landscape art should be studied by more citizens than at present.

In floriculture is studied the real essense of horticulture. It is the refinement of agriculture. The methods of propagation and culture of the common flowers are studied as well as something of the commercial phases of the art. It is in the older countries that this subject reaches its greatest development. There the amateur growers are the experts and the commercial aspects are lost sight of for the sake of the art which it represents. Few subjects in agriculture represent more intricate problems than does a full understanding of floriculture.

REFERENCE ROOM IN COLLEGE LIBRARY

EVERY STUDY CONVENIENCE FOUND HERE.

SITUATION EXCELLENT FOR STUDY OF ZOOLOGY

Fauna of Durham and Vicinity Offers Investigator Great Variety—College Collection Good

But few branches of scientific study are of more vital importance to the average student than the study of Zoology. The field is broad, embracing as it does, such divergent subjects as the study of physiology, hygiene and sanitation, systematic zoology or entomology. While the Department of Zoology of New Hampshire College does not attempt to cover all or even the greater part of the field, the courses offered will be found practical for everyone interested in animal life whether it be his own health and happiness, the breeding of domestic animals or the identification of animals occurring around his home.

The institution is favorably situated geographically for the study of zoology. Within a few minutes walk of the laboratory is the Oyster River, where it meets the tidewater from Great Bay. This furnishes a gradation of salt, brakish and fresh water, with an abundance of the characteristic fauna. Great Bay, the Piscataqua river and the open ocean are within easy access, and have their own peculiar characteristic forms. On the other hand there are numerous bodies of fresh water with fresh water forms.

The Department of Zoology is prepared to offer courses along the following lines: General and systematic Zoology; Physiology, Hygiene and Sanitation; Evolution and Genetics, Anatomical Zoology.

The work in General Zoology is absolutely fundamental. As well for the engineer to attempt the construction of a bridge without the fundamental knowledge of mathematics as for the student to attempt a serious study of zoology without a knowledge of the cell, its structure and physiology.

The equipment for work in Systematic Zoology consists of a well-lighted laboratory, provided with tables, charts dissecting and compound microscopes. All of the latest books and periodicals on systematic zoology are at the student's disposal. There is a fairly complete collection of local invertebrates and a very good collection of the birds of New Hampshire.

The work in Systematic Entomology is greatly aided by a large and complete collection of insects which is the property of the Experiment Station. The proximity of both salt and fresh water renders the work in advanced systematic zoology unusually attractive.

HYGEINE AND SANITATION.

The courses in the different divisions of the Department of Zoology are planned to be practical, as practical as possible. The department is provided with an unusually fine collection of injected preparations of the human body and with numerous charts. For work in evolution and experimental zoology the department has a fairly complete library. Studies in ecology in Great Bay and vicinity are encouraged; for the purpose the students have the use of the camera equipment. In addition to the study of evolution under natural conditions, the department also furnishes aquaria for laboratory study and experiments.

The work in anatomical zoology is primarily for the specials. The work is greatly facilitated by the abundance of fresh material which may be collected as needed. For the study of human and comparative anatomy we are provided with a full set of skeletons and preserved material. Students interested in histology have access to a private collection of 2,000 microscope slides.

COURSES IN FOUR LANGUAGES GIVEN

STUDENT MAY STUDY GERMAN, LATIN FRENCH AND SPANISH

PREPARATION FOR TEACHING

Spanish Courses Aimed to Meet Need for Better Understanding with South American Countries

An opportunity is given in modern languages for students to prepare themselves to teach these subjects in high schools. In addition to this, students planning to take graduate work at some university get, in two years, a reading knowledge of the different languages. Students who are taking chemistry take scientific German in their fourth semester.

In German, 15 courses are given, covering one semester each: First year German, second year German, scientific German and advanced German. In courses in literature the works of Goethe, Schiller, Lessing, Sudermann and Hauptmann are studied. Two courses are given in composition and conversation. Reading and conversation are particularly emphasized in the modern language work.

FRENCH.

In French eight courses are offered: First year French, second year French, and advanced French. In second year French, short stories by Merimee, Maupassant, Daudet, Erckmann-Chatrian, Coppee, Gautier, Balzac, Musset and others are read. Students make resumes of these stories and get constant training in reading and conversation. In the advanced courses selected works of Hugo, Balzac, Sand, Dumas Pere, Daudet, Gautier, Corneille, Moliere, Racine, Bossuet, Boileau, Mme. de Sevigne, and La Fontaine are read and studied. Composition is an essential part of these courses.

SPANISH.

Two years of Spanish are offered: First year Spanish and second year Spanish. Conversation and letter writing are important features of the instruction in Spanish. An effort is being made to develop these courses to meet the need that is beginning to be felt in this country for a better understanding with South American countries. Business opportunities are already presenting themselves to those prepared to grasp them. There is bound also to be a call from South America for engineers, and a practical knowledge of Spanish will be a distinct advantage.

Latin is offered as an elective in the department of languages. The works of Livy, Horace, Terence and Tacitus are read.

NEW RURAL CREDIT FACILITIES NOT NEEDED IN NEW HAMPSHIRE.

"Farm Mortgage Credit in New Hampshire" is the title of the second of the series of Arts and Science research bulletins which is just issued. This bulletin is the result of a year of investigation among banks and farmers and other interests in New Hampshire, by Professor Guy C. Smith of the department of economics.

He finds that interest rates on farm mortgage loans in this state are not exorbitant, nor are they higher than interest rates on other real estate loans, made to other than farmers. The most common method of arranging for the period of loan on farm mortgages is to make them payable on demand. Under this plan, the mortgages run for indefinite periods of years, and payment of the principal does not constitute a burden to the farmer so long as he makes his interest payments promptly.

So far as the relation of the banks to the farmers is concerned, the results of this study seem to indicate that banks are furnishing a large part of the funds for financing the farmers—probably not less than 75%.

Professor Smith raises the question: "Is there need for new rural credit facilities in New Hampshire?" and answers it by stating that, while rural credit institutions might prove beneficial in certain sections of the state where farmers have experienced difficulty in securing loans from the savings banks, still "the survey does not indicate that existing conditions in New Hampshire are so distressing as to require extensive loaning facilities of a kind different from those already in existance."

NEWSY ITEMS OF THE ALUMNI.

ARTS AND SCIENCE ALUMNI HOLD WORTHY POSITIONS

G. H. Whitcher, '81, Deputy State Superindent of Schools in New Hampshire—R. A. Knight, '15, in Porto Rico.

Among the alumni of the Arts and Science Division of New Hampshire College many are prominent in educational work.

G. H. Whitcher, '8 , is Deputy State Superintendent of Schools of New Hampshire with his office at Concord.

M. J. White, '0 , M. A., Ph. D., is Associate Professor of Chemistry at Tulane University, New Orleans, La.

J. D. Clark, '03, M. S., Ph. D., is Professor o Chemistry in the University of New Mexico, at Alburquerque, N. M.

J. C. Paige, '08, is Principal of the High School, West Newbury, Mass.

J. H. Batchelder, '12, is Principal of the High School, Edgartown, Mass.

A. C. Cotton, '10, is Principal of the High School, Westfield, Mass.

R. A. Knight, '15, has an educational position on the island of Porto Rico.

The following are some of those engaged in social work:

Miss C. C. Swanson, '05, is achieving much fame as Superintendent of the Franklin Square House, Boston, Mass.

Miss H. E. Locke, '13, is in social service in Boston.

Miss M. E. Nash, '15, and L. D. Crafts, '15, are in psychological clinic work, Vineland, N. J.

E. K. Jenkins, '15, is teaching in the Overbrook Institute for the Blind, Overbrook, Pa.

Mention is made of some of the Arts and Science alumni in various other lines of work:

H. L. Boutwell, '82, LL. B L L D, alumni trustee of New Hampshire College, is a prominent lawyer in Boston, Mass.

F. A. Davis, '8 , M. B. M. D., D. Sc , is a physician in Boston, Mass

W. S. Gooch, '06, B. D., is a minister at Westmoreland Depot, N. H.

H. H. Dickey, '07, is in the insurance business in Seattle, Wash.

E. L. Converse, '03, B. D., is a minister in Meredith, N H

CLASS OF 1911 ATTENTION

For five years we have been making use of what New Hampshire College did for us during our four years spent within its walls. Let us pay her a visit and renew old times. She is ever beckoning us to come back. Fellows, let us show her that the class of 1911 can "come back." Let us be there strong for our first reunion to be held in Durham during commencement week, June 11 to 13, 1916. Make your plans now and make it possible for you to be there. Every minute will be full of fun and surprises for you. There will be the sightseeing of the "new" New Hampshire. Meetings and banquets of all kinds including a regular 1911 round up at "Simps." Won't it seem good to see everybody once more. Well I guess. Watch for further announcements.

Signed, H. F. Judkins,
Permanent Class Secretary.

FOURTEEN COMMONS CLUBS HELD CONCLAVE AT COLBY COLLEGE.

At the Commons Club Conclave, held at Colby College, February 21-23, the local chapter Delta Kappa, was represented by C. C. Waldron, '16, and C. W. Archibald, '17. The banquet was held at the Hotel Elmwood, Monday evening, with an attendance of 60, including many of the Colby chapter, delegates from 14 chapters and faculty members of the Commons Club at Colby. New Chapters of the Commons Club represented at this meeting were Allegheny, West Virginia St. Lawrence, Wabash, University of Washington, and University of Vermont. Tuesday evening, a smoker was held at the chapter house, and Wednesday afternoon, a reception was tendered the delegates by Pres. Roberts, the faculty and their wives. At the business session of the conclave, Roy C. Graham, '17, was elected Vice President of the National Federation. The conclave next year will be held at Buffalo, N. Y.

NEW COURSE OFFERED IN HOUSEHOLD INSECTS

Home Economics Students Avail Themselves of Opportunity in Eutomology Department.

In the Department of Entomology, Arts and Science men and women have a number of subjects available. One of these, recently added, takes up household insects and medical entomology. Many of the young women who are enrolled in Home Economics elect this course.

The subject is given in the second semester, occupying two lecture periods a week. In the first part of the course typical household insects are discussed, their life histories are studied and the methods of control are taken up. There are many scores of pests that do more or less serious damage and cause much annoyance in houses. Among these are the Clothes moths, Bean Weevils, various insects that get into flour and cereals, the Carpet Beetle, various kinds of ants and the two or three species of roaches that frequently occur in houses. Occasional pests also are the fleas and other vermin that live on domestic animals. The work traces the life history and habits of each of these.

MEDICAL ENTOMOLOGY.

In the latter part of the semester the more specialized subject of medical entomology is taken up. While this is, in some ways, a new field in science, it has already reached a place of remarkable importance in human welfare. Insects are now known to be responsible for the spread of a large number of serious human diseases. In a considerable proportion of these, spread can take place only through the agency of insects. The research of scientists who are spending their whole time in this branch of entomology is constantly disclosing new and surprising facts, showing the remarkable part that insect pests are playing in disease transmission.

ELECTIVES IN ENTOMOLOGY.

Other courses in Entomology are open to men and women in Arts and Science as electives. These courses include Entomology I, which is a foundation course in Applied Entomology, covering the fundamentals of insect characteristics and insect control; Entomology ; Entomology 5, an advanced professional course, arranged especially for those who intend to specialize in Applied Entomology, and Entomology 6, which is a continuation of Entomology 5.

Besides the above, the department offers in the first semester of each year, a course known as Entomology 2, which is elective for Arts and Science students and which takes up in detail the principal insect pests of domestic animals, their life history, habits and means of control.

LIBERAL ARTS CLUB NOW ATTRACTING MANY STUDENTS.

The Liberal Arts Club, while it is not exclusively an Arts and Science organization, is an outgrowth of a movement of the Arts and Science students, and is more closely allied with Arts and Science interests than with those of any other division. The club was organized Dec. 9, 1915, a constitution adopted and officers elected for the rest of the year. The aims and general policies of the club were not decided on at that time, owing to the diversity of interests of the members, but have been worked out since.

At the present time it has several aims and aspirations. In the first place it is felt that there should be more general interest in those problems, movements, and interests that are allied to the subjects of the Arts and Science division. In the club all departments are represented and each student may get the benefit of all departments, by attending or taking part in the meetings which are led by those students who take a special interest in the topic of the meeting which they lead.

The club has another aim. There has not been sufficient opportunity at New Hampshire College for free discussions and debates. It is true that there are several other organizations in which this is being done and in which it may be made a feature, but some of them are exclusive and others are too technical to give an equal chance for all students to partake. The Liberal Arts club offers free opportunity to any one connected with New Hampshire College to engage in free discussion and debate. It is making a feature of debating as is explained in another article in this paper. During the rest of this year, several debates will be held as well as open discussions on current questions.

HOME ECONOMICS ATTRACTS WOMEN

Continued from page 4

the principles of house-planning, and house-structure. She studies the needs and recources of a family of given size, and draws skeleton house-plans accordingly. The principles of heating, ventilating the house, the principles of plumbing and the different methods of lighting claim a share of her attention. Applications of her work in color and design are made again in planning the finishings and furnishings of various types of houses. Simultaneously, economic studies are made of the costs of houses and their furnishings.

MANAGEMENT OF HOUSEHOLD.

Household management receives its share of attention; for example, how to carry out the various household opertions in the simplest and most efficient manner possible; the intelligent use of labor-saving devices; the sanitary care of the house and its furnishings; the sanitary care of washable and non-washable clothing; the home care of the sick. Social usages and customs are discussed early in the study of the home.

Household administration is developed through direct application of the principles of economics. The student learns to plan the year's expenses on a definite income; how to keep account of family expenditures; how to systematize and criticise the results of such expenditures. By studies of comparative costs, she learns how to increase the family income by habits of greater thrift and economy; how to estimate the value of her own labor and time in caring for the household, and hence to estimate the value of the time of outside help.

HOUSEKEEPING A BUSINESS.

Such study leads directly to the development of the fact that the proper running of a house is a business proposition. When the woman grasps this fact, and applies it in her household in her consumption of wealth, just as the man does in his production of wealth, the home will be run upon better business principles.

From the foregoing it will be seen that Home Economics is much more than mere cooking and sewing. It aims to give the young woman the liberal education that is due her, a woman; to incorporate into this education the things which it is her right as a woman to know—her right for her own sake, and for the sake of a developing civilization; to train the young woman in self-control, self-respect, efficiency; to develop a young woman who shall take a sane and healthy interest in the affairs of the home, and in the affairs of the community; to train a young woman who shall see things big, who shall think wisely, and who shall choose intelligently.

COURSE IS BROAD ONE.

This Home Economics course is a part of the Arts and Science Division of the college. The girl completin g the course devotes about one-third of her time to the applications of Home Economics, the other two-thirds being devoted to purely cultural subjects, half of which, however, form the foundations of Home Economics as already discussed, the other half being such electives as English, mathematics, history, psychology, sociology, education and the various languages.

The Home Economics Department is located in two rooms of Thompson Hall; one, in the basement is used as a practice kitchen and food-laboratory, These rooms are fitted up for work as well as present conditions will permit. Of the 110 girls now studying in New Hampshire College, about two-thirds are registered for the full course in Home Economics, while many others take more or less work in the department.

WOMAN'S BUILDING NEEDED.

If New Hampshire College is to live up to its high privilege of educating the young women of the state in the things which as women it is most needful for them to know, then a woman's building, that shall adequately provide for Home Economics and for women's physical culture classes, is imperatively needed.

WILL ATTEND MEETING OF STATE COLLEGE PRESIDENTS.

Dean E. R. Groves of the Arts and Science division will attend a meeting of the New England Association of State College Presidents, in Boston March 2. He will represent President E. T. Fairchild, who is unable to be present.

Later Dean Groves and Governor Rolland H. Spaulding will attend and speak at the annual dinner of the New Hampshire Society of New York, which will be held in the Waldorf-Astoria Hotel.

NEW DEPARTMENT TRAINS TEACHERS

Continued from Page 3

enables the undergraduate student to make a systematic study of secondary school problems. Among the topics treated are: The proper place and function of the high school; its relation to the grades and college, and to practical life, methods of instruction, program of studies, examinations and promotions, discipline, educational values of the various studies, qualities of an efficient teacher, etc. Each student will be required to make some observations of schoolroom work in schools near Durham.

The work of the course in school hygiene considers the physical welfare of the child in its relation to his moral, intellectual and social development. Hygiene of play, study, work, etc., selection of school building site, heating, lighting, ventilating, medical inspection, communicable diseases, detection and treatment of defects of the senses, laws of fatigue and how to relieve and prevent it, are some of the problems considered in detail.

PRINCIPLES OF EDUCATION.

In principles of education a general background for educational thought and practice is sketched. It aims to give underlying principles and to show how they apply to the work of both grades and high school. The biological, psychological, social, and ethical bases of education are considered. This course should prove valuable for any one who pursues it, and especially for prospective teachers. It is quite essential for those students intending to become superintendents or principals of schools.

The work of the course in administration and supervision is designed for those students looking forward to administrative or supervisory work. It aims at a systematic study of organization and management of school systems, the training of teachers in service, promotion of pupils,standards of efficiency, school law, school finances, etc.

While the work of the department is established and arranged primarily for teachers, it is expected that the courses will prove equally valuable for students who will never teach. Each will be a citizen of some community and should be interested in the welfare of the public schools.

ECONOMICS CLUB DEVOTED TO PRESENT DAY PROBLEMS.

The Economics Club is one of the technical societies at New Hampshire College. It was organized Dec. 3, 1914, by the students who are specializing in Economics that they might have an opportunity for the special study of economic problems and movements, that is not permitted in class room work. The charter members are Prof. J. C. Smith, L. R. Brown, O. C. Brown, B. H. Dwight, R. I. McCartney, E. R. Montgomery and H. A. Steele. During that year, frequent discussions were held on various economic problems, such as the single tax, German Finance, the President's message to Congress, the War tax. Men of prominence were invited to lecture before the club such as State Labor Commissioner J. S. B. Davie, State Insurance Commissioner R. J. Merrill and Dr. C. B. Hyde, who has travelled in Mexico. During that year a special and detailed study was made of the subject of insurance.

This year the club has made a special study of Railroad Transportation. It has taken up such topics as, 'The History of Railroad Transportation, the organization of Railroads, Railroad Rates, Railroad Finance, Laws and Control of Railroads, Railroad Accounting, and the Government Ownership of Railroads, Railroad Accounting, and the Government Ownership of Railroads. This year the following men were added to the cub, R. H. Parker, C. C. Bond, F. W. Weston, N. J. Harriman, and C. J. Ham, the registrar of the college. The club was very fortunate in having Mr. Ham as a member, because besides having a general interest in Economics, he has made a special study of railroad transportation.

The club is exclusive to the extent that it desires as members only those students from the upper classes who are interested in economics and who are willing to spend extra time and work in the study of these problems. The club is still young, but has plans in the making whereby it hopes to be of service to the college as well as its members.

Mr. Philip Gammons of Ashland, N. H., and recently of Dartmouth College, has enrolled here in the engineering course.

MORE USEFUL CITIZENS IS DEPARTMENT'S AIM

EconomcisCourses Train Those Who Take Them for Civic Duties and Business Careers

The Economics Department is the outgrowth of work formerly carried on by Professor C. W. Scott in connection with his work as head of the History Department. The two lines became too burdensome and about three years ago Economics became a separate department in charge of Professor Guy C. Smith.

The courses of this department are arranged primarily for the purpose of teaching a knowledge of economic facts and an understanding of economic principles to the end that the man who studies them may become more useful to the community of which he may later become a member. Credit, prices, markets, contests of capital and labor, commerce, taxation, socialism and others, are topics that confront every citizen sooner or later. The success which attends his attempts to deal with these questions will depend upon many things, but primarily, upon his being able to understand the complex social and industrial life of which they are part.

PREPARES FOR BUSINESS.

Another function of work in economics is to furnish men with training with which they may enter actual business life. In this connection a very valuable addition has this year been made to the work of the economics department in the one year's work in accounting which is now given by C. J. Ham, Registrar of the college. The courses in Money and Banking and Corporation Finance are also invaluable in this direction. Furthermore, the survey of the field as provided in the list of courses offered should afford valuable suggestions as to desirable opportunities for a life's work.

The method pursued is a study of our most authoritative economic treatises, government and other reports, and discussions of current problems. In some instances investigational work has been undertaken and men of prominence in the business world are occasional speakers before the students.

FIRST COURSE INTRODUCTORY.

Economics 1, Elementary Economics, is designed to introduce the student into the broad field of economics: the kind and nature of wealth; its distribution among producers in the form of rent, wages, interest and profits; the part played by nature, by labor, and by capital in wealth production; the field of organized labor; the forms and relative advantages of different styles of business organization, including corporations and trusts; the subject of markets and the forces which determine prices; the principles of credit, banking and foreign exchange; the tariff and taxation.

Economics 2, Commercial Geography. This subject gives rather wide information regarding the facts and principles of commerce, and the commercial development of nations. The importance of natural physical conditions as a determinant of commerce is emphasized, as well as that of transportation and exchange facilities. Ports and ocean trade routes are also considered. The more important commodities of commerce are studied and the regions of their production, their markets and prices. Finally a comparison is made of the principal commercial countries of the world.

Economics 4. Money and Banking, includes a study of the principles of money; coinage and coinage laws; legal tender; the relation of money and prices; bimetallism; the kinds of banks and the services they render; the national banking systems of this and other countries, including our new Federal Reserve System.

Economics 5, Labor Problems, is concerned primarily with the problems of organized labor; strikes and their causes, lock-outs, boycotts, the open and closed shop, minimum wage, settlement of disputes by arbitration and other means; compensation for industrial accidents, and labor legislation. Some attention is given in this course to such organizations as the American Federation of Labor and the Industrial Workers of the World, their ideals, aims and methods.

Economics 6, Public Finance and Taxation. Problems of financing the government are among our more difficult ones. This appears to be particularly true since the present war broke out. The subject matter of this course has to do with the costs of conducting governments, the methods of raising the necessary funds, including the great problems of taxation, the kinds of taxes, and the way they are distributed. The property, income and inheritance taxes, tariffs and internal revenue duties, the single tax and progressive taxes are considered.

SOCIALISM IS EXPLAINED.

Economics 7. The aim in the study of Socialism is to determine as nearly as possible what socialism is, what it aims to do, and how it plans to do it. The history of its development in this and other countries is considered.

Economics 8, Agricultural Economics. This course is intended mainly for agricultural students, but is open to arts and science students. Economic problems in agriculture, such as prices of farm products, marketing, the produce exchanges, and speculation, co-operative organizations and rural credit, constitute the work of the course, and in addition each member of the class is expected to make a special individual study of some topic in the field.

Economics 9. Corporation finance, as the name indicates, is devoted to a study of our most popular types of business organizations. Its advantages are compared with those of other forms such as the partnership.

The various kinds of stocks and bonds and their relative advantages are looked into. Stock exchanges and speculation, underwriting syndicates and the regulations of corporations by the government are a part of the course.

Economics 13 and 14. Courses in Accounting were introduced this year under the direction of the present registrar. In the first semester the work was confined to a critical study of modern business statements and accounts, their construction and interpretation. This was followed in the second semester by a study of modern cost accounting, giving methods of "costing" and the latest forms used in finding costs.

Although the courses were announced only the day before registration last fall, 31 students elected accounting, showing the interest in, and demand for modern business courses. The large majority of these were seniors who will take positions next year in which the knowledge of present day practices will be of prime importance.

ARTS AND SCIENCE GRADS. TESTIFY

Continued from Page 5

difficulty in getting better results than with our Arts and Science course.

JOHN C. PAGE.

Principal of the High School at West Newbury, Mass.

To me the General Course has been valuable beyond my hopes. It has laid a stimulative basis for a large portion of my subsequent activities. I sincerely feel that I owe more to my Alma Mater than any other high school teacher of a bachelor's degree with whom I have come in contact.

During my day the General Course was characterized by its breadth and wide range of electives. I hope the same policy will continue to prevail. I elected widely, and there is not a single course which has not already come into my work,—even military drill and shop work, both of which were distasteful to me. Besides these, I have had much use for Elementary Agriculture which unfortunately was not among the electives.

My chief mistake, or rather misfortune, was the omission of athletics. Any man high school teacher to-day is sure to find it to his advantage to be able to coach baseball, basketball, and football. Ability to do this means of course knowledge of the inside game got only by experience. But to return to the scholastic work of a man preparing to teach. Breadth of training is the keynote. This is an age of high school reconstruction. Traditional prestige is losing its force, and there must be fresh justification. Almost no study is certain of itself. Vocational training of all sorts is forcing itself to the front for a hearing. Junior and Senior high schools are trying to supplant the old order. To be in the vanguard of such an age, sound discretion and breadth of training are necessarily first and foremost.

In closing, I must pay tribute, from the standpoint of a teacher, to the courses in psychology and pedagogy. Not only must we reckon their intrinsic value, but also the value of having studied them. In going to Trenton to obtain a state certificate for New Jersey, most of the college men and women whom I met were about to take examinations in these subjects. For me who had graduated from the General Course at New Hampshire and had studied them, no such examinations were necessary.