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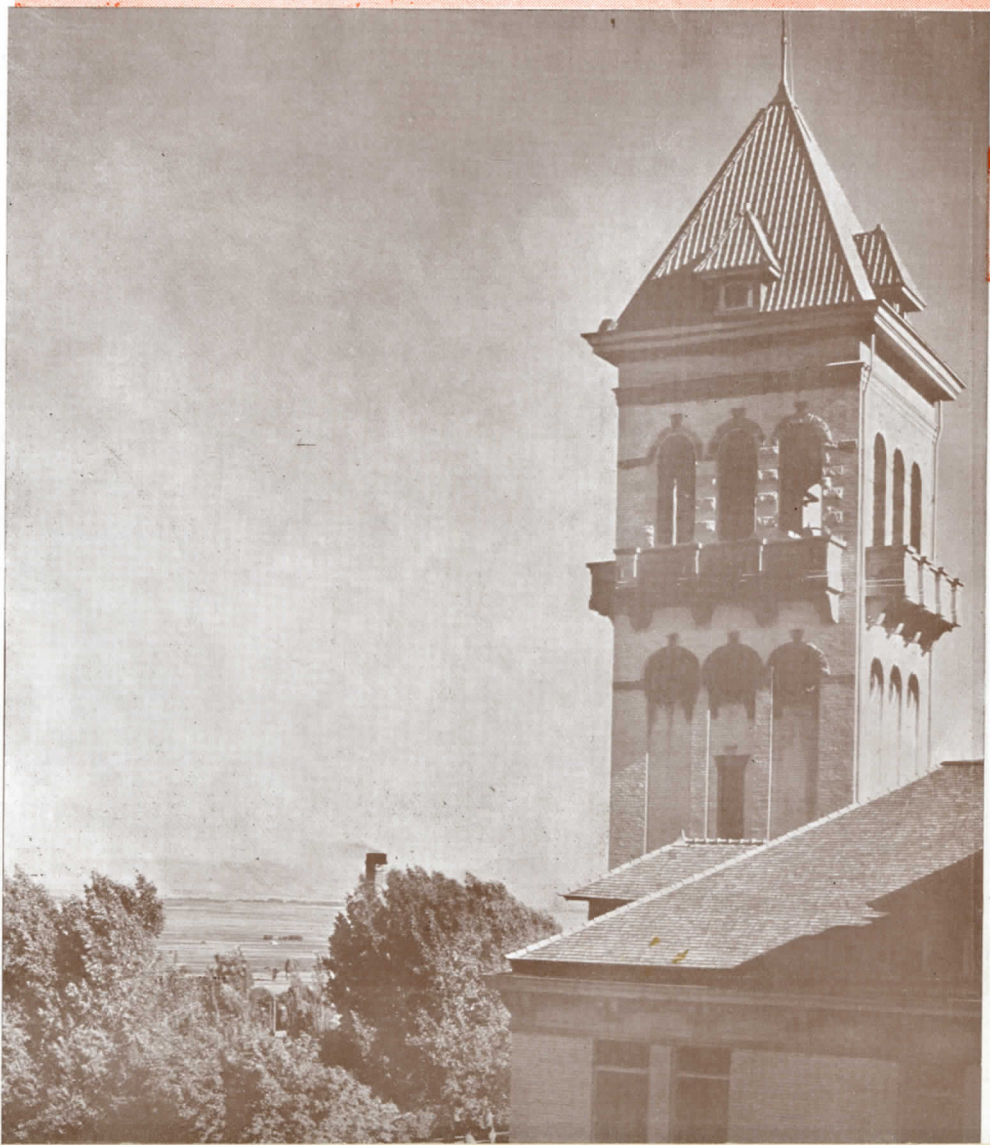


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Volume X
Number 4

UTAH STATE Quarterly



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Vol. 10
No. 4

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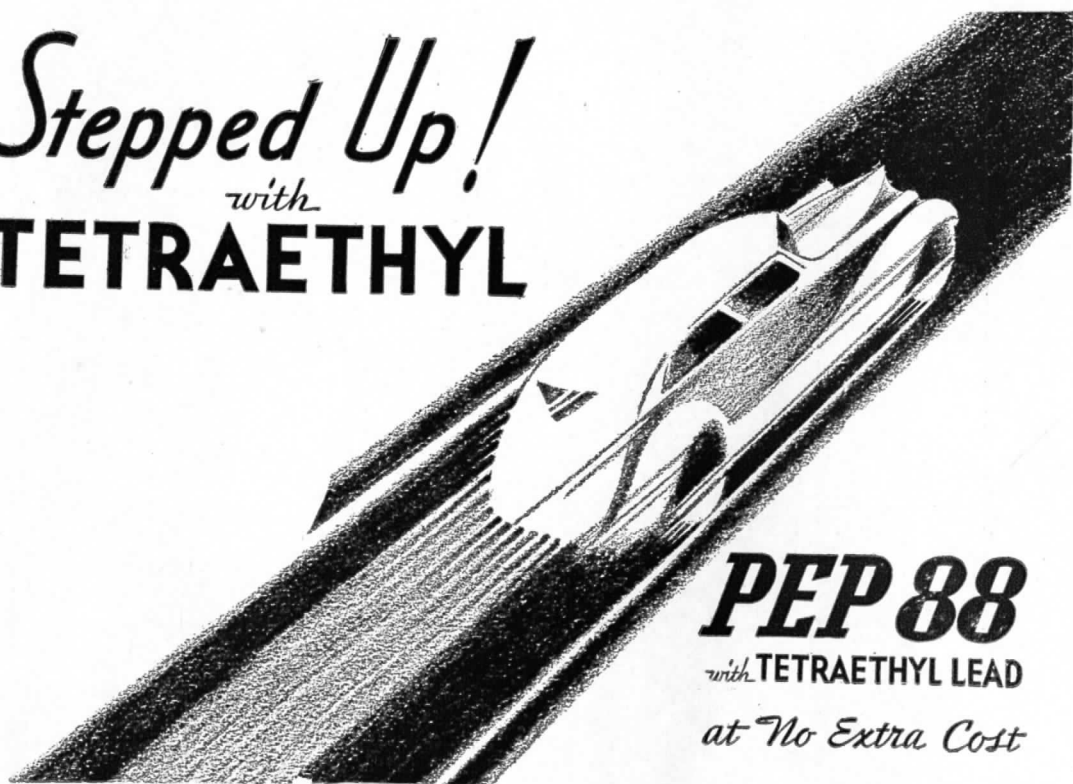
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Notice

Alumni



The Forty-first Annual Commencement Exercises will be held in the Utah State Agricultural College Stadium, June 1. A special section of seats has been reserved for returning alumni.

Reservations may be obtained at the Alumni Office in the Administration Building.

Alumni Banquet

College Library

Saturday, June 2, 6:30 P. M.

Make Reservations Early

On Attached Application

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The

PRESIDENT'S PAGE

By M. C. Harris, '08

In this final message I am tempted to visit with my old college friends. I am sure, however, that I must postpone this pleasure for more chronic present business. There are 3 things I wish to announce to members of the Alumni Association: 1—The graduating class of '34, our new members, 2—high school graduations and the need for high school leaders at Utah State, and —3 Alumni Reunion.

It is about that time of the year when the campus takes on the appearance of making ready to bid adieu to another graduating class. The season is early and the campus is unusually beautiful. With the largest student body ever yet enrolled during a spring quarter the College is extremely active. The graduating class is one of the finest and largest the institution has ever produced. The Alumni Association is genuinely interested in every one of them. We want to do everything in our power to see them in good positions. During the past year Mr. Davis, Secretary of the Association, has been able to be of much service to a large number of graduates of the institution. He will undoubtedly continue in this work.

While it is commencement time at the college it is likewise



M. C. HARRIS, President

commencement time back home in the high schools. These high school graduations furnish a real opportunity for every one of us. It will cost little to contact and urge the young high school graduate to attend the Utah State Agricultural College. If he accepts our suggestion we will no doubt have earned his permanent gratitude and thanks. It is probably true that everyone who reads this knows some bright upstanding high school graduate who is undecided whether or not to continue his schooling. We can get a great

deal of pleasure out of contacting them and recommending Utah State.

Competition for outstanding students is growing keener all the time. We need not hesitate to suggest attendance at the College to any ambitious person. The traditions of the school for producing a democratic, practical, scientific education which makes for useful, happy, prosperous citizenship are becoming more firmly established every year. There are perhaps more students "batching" and working their way through school this year than ever before. They are some of the best students in the institution and it is my prediction that in a few years many of them will be found among the leaders of the country. The traditions which made Will Jardine, Ed Brossard, Dave Farrell and a long list of prominent men produced by the college are still here.

Finally may I urge all of you who can to come back for commencement June 1. You will find some wonderful improvements on the campus. Come and take part. Criticise if you wish. Your criticisms are valuable. The Alumni Association must carry on. We need your help.

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Utah State Quarterly



Commencement JUNE 1-2

Featured spectacularly at the 41st annual Graduation Exercises of the Utah State Agricultural College will be the Commencement address to the graduates by Honorable Henry A. Wallace, Secretary of Agriculture. In view of the important current developments in American agriculture and the wide powers given the secretary in the administration of the adjustment measures now in operation and contemplated as well as by virtue of the place which Mr. Wallace holds along with our own honored Secretary George H. Dern and others of the powerful national planning board, the visit of Mr. Wallace to the intermountain country is of considerable importance.

First a word about the secretary. He is conceded to be a man of intellectual power. He is by training a scientific thinker with first class work to his credit in plant breeding and in statistics. As editor of Wallace's *Farmer* he has for years been in close touch with the problems which have so distressed agriculture and has shown intelligent leadership in analyzing and trying to solve these problems.

In another sense Secretary Wallace inspires great respect on the part of the American people. He is completely sincere. There will be controversy as to the wisdom of much that he is attempting in the A. A. A.; there will be no division of opinion that what he is doing is a courageous and intelligent experiment to try to bring social justice to the American farmer. The ability and the sheer honesty of this young leader is likely to write a new record in American statesmanship. The Secretary's far-reaching views on subjects such as public land use, reclamation, fish and game, public recreational

developments will be of chronic interest to those attending the 1934 Commencement. Extensive plans have been laid by the administration of the Institution to arrange adequate preparations to entertain and welcome Mr. Wallace. Undoubtedly, with the presence of this executive from the interior of the New Deal, many major problems in the United States today will be discussed with the view of instruction to the graduates.

Another added feature of the 41st Annual Commencement Exercises will be the conferring of an honorary LL.D. degree upon Anthony W. Ivins. For the past fourteen years Mr. Ivins has been a member of the Board of Trustees of the Utah State Agricultural College. He has been chairman of the Board since 1918. Honoring Mr. Ivins with this unusual tribute, the college is recognizing the high qualities of leadership in the chairman of its board and is seeking to reward the type of scholarship which Mr. Ivins represents. It is also understood that the degree is being conferred because of the conferee's outstanding service to the public generally and to the college specifically.

The Baccalaureate address is to be given by the Rabbi Samuel H. Gordon. Rabbi Gordon has long been regarded as an adherent to liberalism and to the ascendancy of youth in civic circles of Salt Lake City. His unfailing ability to understand the problems of the young people of today, especially those college men and women who wait expectantly upon the threshold of life, makes his acceptance to give the Baccalaureate address a fortunate move.

Continued on Page 12



THE SCHOOL of ENGINEERING

by **Burke Fry, '34**

No one seems to know exactly why St. Patrick came to be the patron saint of all engineers. However, many theories have been advanced. To some, the fact that this man, who was slave, Roman patrician, originator of the wearing of the green, and Ireland's favorite son, built some 365 churches and cathedrals identifies him as an engineer. To modern engineering students St. Patrick's four years of slavery is identical to the four years spent in preparation for a degree in engineering. On some campuses, foes of the engineers lay their patronage of St. Patrick to the snake charming powers of the Irishman. They reason in this wise: St. Patrick drove the snakes out of Ireland, and engineers drive everyone away. At any rate, every March 17, the Blarney Stone is buried again, the shamrock is worn, the pipes are lit up once more and homage is done to the man who said a shamrock symbolized the Trinity and Christianity.

All of these things, of course, I had vaguely in mind the day I entered the Engineering building. But certainly, I thought, this must be the veneer of engineering—just an episode and a ritual that takes their eyes away from blue prints and clears their minds of such ponderous terms as “moments, hydrostatic pressure, and hydraulic permeability.” When I came away, I had found that not only were the engineers enjoying themselves on St. Patrick's Day but also that engineering in Utah State Agricultural College was a fine and extremely exact science.

When Utah State was first opened for the admission of students in September, 1890, four year courses were offered in Civil and Mechanical Engineering with an additional one year of post graduate work in Irrigation and Mining. In 1927 the Utah State Legislature, after an elaborate survey of all the educational work in the State with the assistance of the Federal Department of Education,

provided that the college offer courses in Civil Engineering, Agricultural Engineering and Mechanic Arts. At the present time most of the enrollment in the school is in the fields of Civil Engineering and Mechanic Arts. There seems to be little interest in Agricultural Engineering as a professional course, although some students in the School of Agriculture supplement courses in their school with courses in Agricultural Engineering.

In order to familiarize myself with the courses to the extent that I wouldn't appear too uninformed if I had any question to ask, I took it upon myself to walk in a few of the laboratory classes. When I came away, I had heard enough of the shop-talk and engineering jargon to be slightly tipsy. I heard a maze of “stresses, strains” and “hydroelectric designs and coefficients of friction,” then when I moved over beside two highway majors, I got lost in “super elevations of outside curves and set of slopes.” But enough of that.

The most outstanding work of the School of Engineering has been its contribution to the development of irrigation science through its extensive research. This arid region, with its fertile valleys and precipitous mountains, has long relied almost solely for the profitable development of its agricultural industry on the corresponding advancement and development of irrigation as a science. Since early Utahns, in the days of '49, diverted mountain streams or dug shallow wells to irrigate their little plots of ground, the development of irrigation has gone ahead steadily. Utah State Engineers have investigated minutely every phase of irrigation science. In early beginnings, when scarcely anything was known of technical value in this field, engineers and agronomists, under Dr. John A. Widtsoe, even went so far as to determine plants and soils that would thrive under varying conditions of irrigation. The way up to the present

high standard of knowledge in irrigation has been pioneered for a good deal of the way by this very department.

The present staff has been highly successful in its endeavor to maintain and even advance the prestige of Utah State's school of engineering in the eyes of contemporary institutions.

Ray B. West, dean of the school, graduated from Utah State Agricultural College in 1904. He received a B. S. degree in Civil Engineering. For two subsequent years he attended Cornell University at Ithaca, New York, and graduated from that institution in 1906 with the degree, "Civil Engineer." On the faculty back at Logan, Dean West began as a professor in engineering in 1913, became dean in 1916 and has guided the activities of Utah Aggie engineers ever since. At present, he teaches classes in "Highways, Advanced Surveying, Contracts and Specifications, and Engineering Economics." His staff is, in his own mind, admirably suited to carry on work in this division of the educational life of the institution.

Professor O. W. Israelson, whose text book, titled "Principles of Irrigation Practice," was recently translated into Italian, handles work in "Irrigation Design, Hydroelectric Design, Drainage, and Irrigation Practice." Professor George D. Clyde is in charge of work in Irrigation Institutions, Reinforced Concrete, Water Supply and Hydrology. Professor Kepner handles the Drawing, Structural Engineering work and Sanitary Engineering. Professor V. H. Tingey teaches Mathematics and Surveying. In the field of Mechanic Arts, Professors Newey, Powell, Stock, Swenson, and Egbert handle a maze of courses including Mechanic Arts, Machine Shop, Farm Machinery, Aeronautics, Woodwork, Forging and Mathematics.

In talking to Dean West two major items struck me as being fundamentally important as far as the School of Engineering is concerned: First, the department's work in the development of irrigation; and, second, the fact that the school places practically everyone of its graduates. The latter statement bears more weight when we notice alumni of

this institution in many prominent positions throughout the United States. For instance, in Utah the State Engineer, the Salt Lake City Engineer, and the State Sanitary Engineer all are graduates of this institution. In the Reclamation Service there are upwards of twelve Aggies. The Geological Survey took five graduates from the same class in one year. The United States Bureau of Public Roads has many Aggies in important positions. The Forest Service, the Geodetic Survey, both are assisted in engineering projects by men from Utah State. In Missouri, Massachusetts, California, Illinois, throughout the West and East Aggie engineers have been placed upon their graduation from Utah State.

Older graduates have influential positions in every line of engineering practice; for instance, W. W. McLaughlin, graduate in 1896, is now chief of the Division of Irrigation, Bureau of Agricultural Engineering, United States Department of Agriculture. B. P. Fleming, '00, is in charge of the huge Elephant Butte Irrigation District at Las Cruces, New Mexico. T. H. Humpherys, '97 is State Engineer. W. D. Beers of the class of '99 is now City Engineer for Salt Lake City. From the class of 1904 is Dean West, whose activity in railroad location in the Northwest prior to his deanship made for him an enviable reputation. In the class of 1905 is James T. Jardine, who is Director of the

The school of Engineering is today famous throughout the West because of two major accomplishments. Its extensive research in the field of Irrigation science and its practical application of the results of such research to every-day problems in irrigated regions has been and will continue to be of great value to agriculture, the basic industry of Utah. Because it is a recognized leader in this phase of engineering its graduates have found ready employment awaiting them upon completion of the course.

Office of Experiment Stations, United States Department of Agriculture, with headquarters in Washington, D. C. L. M. Winsor, the first extension, specialist in Irrigation and at present Chief Engineer, Soil Erosion Service, United States Department of Interior, graduated in 1911. E. O. Larsen '18 is in charge of investigations for the United States Bureau of Reclamation. Reid Jerman, '18 is assistant Utah State Engineer. Of the many men who have graduated from

the school of Engineering since the founding of the Utah State Agricultural College in 1890 the greater majority occupy positions of responsibility and importance throughout the nation.

Horticulture . . . A Science

by Francis M. Coe

Few of us, when enjoying the delicious fruits and vegetables, or beautiful flowers, gardens and landscapes, consider the vast amount of skill and knowledge necessary to produce that which we enjoy. We little realize how horticulture is woven into our very lives, how it contributes to our pleasures, our well-being, and our happiness. To many, of course, horticulture is a business, but to far greater numbers it is an absorbing hobby.

Horticulture was one of the first lines of work taught and experimented with at the College, Professor E. S. Richman being the first professor of horticulture. Richman planted extensive variety test orchards at the college in 1890, which have since been recognized as the foundation of the fruit industry of the state. Most of these orchards were removed in 1917 to make way for the quadrangle and the Plant Industry Building.

Several famous horticulturists have served Utah State, among them being Dr. U. P. Hedrick, Director and Horticulturist of the New York Experiment Station at Geneva, New York; Dr. L. D. Batchelor, Director of the Citrus Experiment Station of the University of California at Riverside, and head of the Horticultural department of the University of California at Los Angeles; C. P. Close, Extension Horticulturist of the United States Department of Agriculture; and Dr. M. C. Merrill, Chief Division of Publications, U. S. Department of Agriculture.

Following the orchard boom of 1900-1912 expansion of the fruit industry was reflected in large horticultural classes; however, interest fell to a low ebb during the low price years which followed. Since 1927, interest has gradually been increasing and the importance of horticulture in the agricultural curriculum has been increasingly recognized. In 1928 the Ancient Order of Grafters, now representing the horticultural group in the Ag Club, was founded.

The annual Utah State Horticultural Show, which was taken over by the Ag Club and broadened into the Agricultural Show, has become an important part of Homecoming activities. Beautiful and interesting displays of fruit, vegetables, flowers, gardens, crop products and educational ex-

hibits by departments serve the triple purposes of welcoming alumni, training students in the preparation of exhibits, and teaching the gospel of scientific agriculture. Numerous contests in exhibiting and judging and generous awards to winners donated by friends and patrons of the college stimulate and reward interest in these phases of agricultural work which is being reflected in better exhibiting and judging in local, county, and state fairs in the intermountain region.

While the main emphasis in past college curricula has been in the fruit work (Pomology), with the return in 1931 of Dr. A. L. Wilson from graduate study at Cornell University, the instruction given in the growing field of vegetable crops has been expanded to train men in this field of horticulture. In recent years interest in landscape gardening and floriculture has also increased and additional work has been offered in this subject so that it is, at present, extremely popular with women as well as men students. Ornamental gardens containing collections of flowers and shrubs for instructional use are being developed north of the greenhouses.

The Department of Horticulture has an active program of research work under way on serious problems facing the fruit and vegetable industries of the state. Investigation of the problems of peach harvesting and cherry pollination, carried on for six years, have been closed recently with the publication of two Utah Experiment Station Bulletins, Nos. 241 and 245, which are now available. Progress reports on the testing of new fruit varieties, of which over 300 are being tested in the experimental orchards at Farmington, Logan, and Hurricane, will be published this year. An entire new list of superior plum and early peach varieties is expected to be substituted for those now grown in Utah as the result of this work, and notable additions made to the list of apricot, cherry, pear and apple varieties.

In 1927 the Utah State Horticultural Society, dormant since 1912, was revived as a means of furthering the improvement of the horticultural industry of the state, and successful educational win-

Continued on Page 12

Group Requirements

Changes Suggested

When John Harvard founded Harvard University in 1636, he laid down as entrance requirements three very simple attainments. Any prospective student must be, he said, at least twelve years of age, he must be of high moral standard, and he must be able to read Tullis' Latin. For fifty years these requirements stood, then the trend of education overtook them.

Since that time education has evolved itself into a complex science. Hypotheses have been advanced from time to time concerning its fundamental workings. Curricula in secondary and higher institutions have been changed to meet the prevalent conditions. It is the general tendency of timely metamorphosis that has caused, in the present era, a proposed change in lower division courses at Utah State Agricultural College.

A new plan has been set forward. The program which is still tentative is an item of chronic interest on the Logan campus. The Quarterly, in an effort to keep its readers "in medias res," or abreast of affairs at the college, presents, at this time, the plan. In order to enable interested readers to more fully understand the proposed change, it has endeavored to present the plan in a non-partisan manner. The arguments either pro or con found in this article are in no way indicative of alumni feeling toward the program, but are arguments effected by students and faculty members on the campus.

Before any complete discussion is to be entered, a knowledge of the system now in effect and the plan which purposes to replace the existing system must be had.

Since we are primarily concerned with requirements in Junior College, we must understand that the work in Junior College comprises the studies of the Freshman and Sophomore years. In this college it is expected that the student, in addition to fulfilling prerequisites for the major work upon which he will concentrate in the upper division, will make an effort to establish a basis for the breadth of culture which will give him a realization of the methods of some of the more important types of intellectual endeavor and a mental perspective that

will aid him in reaching sound judgments. The requirements of the old plan are as follows:

Language Group: 18 hours (English, Modern Language, or Speech), must include Freshman and Sophomore composition unless excused by the English department.

Social Science: 12 hours, (History, Economics, Political Science, Sociology, Agricultural Economics.)

Biological Group: 12 hours, (Botany, Zoology, Entomology, Public Health, Bacteriology, Physiology.)

Exact Science Group: 12 hours, (Chemistry, Physics, Mathematics, and Geology.)

The total requirement of credit hours under this system for attaining senior college standing is the completion of 54 hours.

The new plan, as now organized, follows in this wise:

Junior College students will be required to complete 10 hours in four groups of subjects and 5 hours in the fifth group before attaining senior college standing as follows:

Exact and Physical Sciences: 10 hours. Courses offered will be five credit hours. (General Chemistry, General Physics, General Geology, General Mathematics.)

Language-Arts: 10 hours, Courses of five hours offered. (English Composition, the only required course in the new plan, Oral English, General Literature.)

Social Science: 10 hours. Five hour courses offered in several subjects. (General Social Science, General Economics, General Sociology, General Political Science and General Psychology.)

Biological Science: 10 hours. Five hour courses offered. (General Botany, General Zoology, Physiology, Bacteriology, Nutrition.)

Group Five: 5 hours. No five hour courses listed. (Music Appreciation, Art Appreciation, Drama Appreciation and General Activity Courses.) Appreciation classes in this group are three hour courses. The courses in General Activity, which will neither include or replace any existing classes, are two hour courses. Total requirement for senior

college standing in the completion of 45 quarter hours, or one year's work.

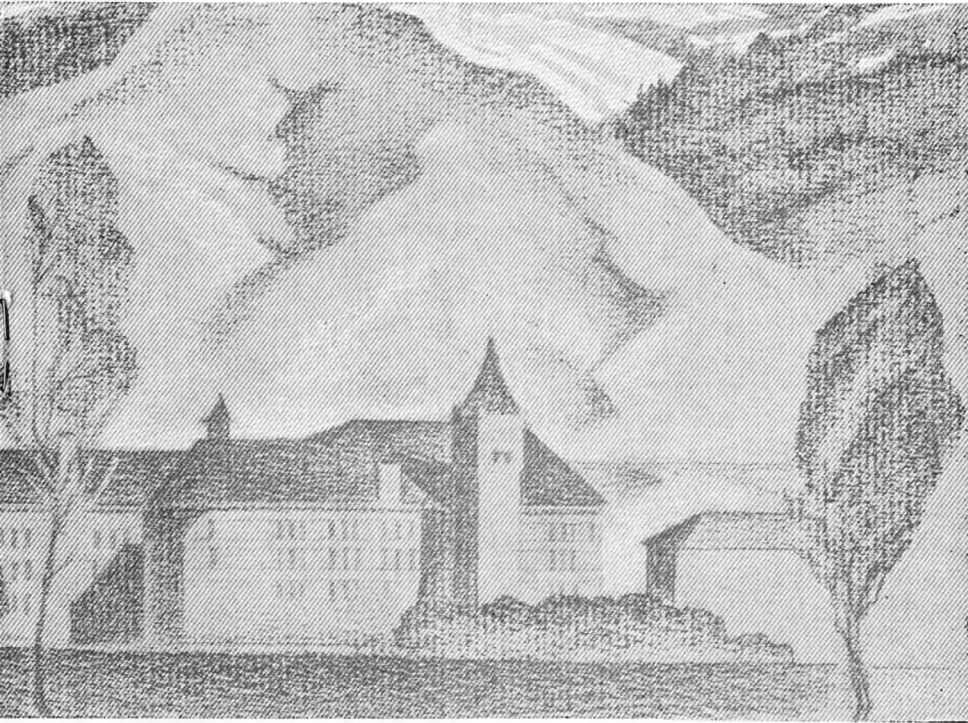
Proponents for the adoption of the new plan present the theory that America is recognizing more and more the definite place of the Junior College in education. The general trend is to delay specialization in vocational fields for at least one or two years by substituting general, board, cultural courses in a wide variety of fields. In fact, it has been clearly shown that one reason that graduates in vocational fields fail occasionally is not because of insufficient knowledge in their profession, but because of insufficient knowledge in general fundamental education, the lack of which delays acclimation into everyday life. The place of the Junior College is to provide that general education. Today throughout the United States this division of higher education is recognized to provide three things for its students. First, to give him a general education; second, to give him terminal courses if he does not wish to go further in his field; third, to give him adequate preparation for advancement in specialized training. The new plan, proponents say, augments the curriculum of our Junior College to provide for the students these three things. The object, accepted and approved by both groups of contenders, is to assure the individual student opportunity to obtain a general foundation in the basic fields of science and arts. Whether or not the new system can accomplish its idealistic purpose is the chief bone of contention.

Chief among the arguments for the adoption of the new plan is the defect exhibited in the existing group system, under which students may fill group requirements with any highly specialized course, whether they comprehend it or not, whether it be in the upper or lower division. The new plan will make it impossible for a student to receive upper division credit until he has completed his group requirements. It is an alleged fact that present courses, in the lower division, are taught not with



the view of giving the student a broad introspection into the field, but rather with the view of impregnating basic ideas which will enable him to go further in this particular field. Naturally, the courses have little value for students not intending to advance in that particular subject.

By the introduction of the types of courses proposed in the new plan, which are, in effect, broad general classes intended to present to the student a "group" point of view; that is, for example, General Social Science is to give the student a deep insight, not burdened with fact and theory into social science; the student will be introduced to every field. At the end of his junior college work, he will have completed courses giving him deep insight into wide divisions. He will possess a comprehension of the philosophy of the subject. Instead of filling his groups with specialized classes in a particular division which will provide for him fundamental principles prerequisite for further study, he will be afforded the opportunity of investigating the subject free from the maze of entangling facts and subject nomenclature. If he be interested already in a chosen field and has selected his major subject, he will not be compelled to take a broad, general, comprehensive course in this field, but he may take specialized courses prerequisite for advanced study to fill his groups. He will still be introduced into



other fields with the conventional broad courses, however.

Opponents of the plan admit that the effort of the proposed system to assure the individual a general foundation in the basic fields of arts and sciences is worthy. They maintain, however, that the new curriculum defeats its purpose. Five hour, one quarter courses in a vast subject cannot in any way introduce the philosophy of the subject or present the principles involved in it. This fact is particularly true in the Biological, Exact and Social-Humanities groups. No understanding of the social implications of a subject can be inculcated in so short a period.

Instead of advancing the theory expected by advocates of the new system, that is, that the courses offered would be simple and mere repetition for high school graduates, opponents maintain that the courses offered would be too difficult for the average Junior College student to grasp. In fact, it would be almost impossible for the professor to arrange his course so that he would be able to present the desired objective, a general concept of the subject. For a high school student who has had little if any contact with certain subjects, to absorb theories and "highlights" of a vast field without understanding why or how such theories had been advanced would be next to impossible. The nat-

ural program for education is to establish a foundation and build upwards from it so that in the logical time the student may be able to think and reason for himself in the great standards, the social implications, and the course "point of view." The proposed system is a direct contradiction to this accepted "Lares and Penates" of the science of education. Offered in the courses would be unfathomable phenomena, unexplained happenings, and illogical results which would be inculcated as indisputable facts to the students. This plan, they say, undermines the fundamental purpose of scholarship and education. It will teach students to

cease to reason and think for themselves.

Thorough training in every field is essential. Broad interests must be formed. The economic structure of the world is shaping more and more to allow more leisure time to the average man. Use of leisure periods not actually spent in pursuance of the average man's specified line is the coming problem of the day. Complete understanding of many fields is going to be essential to the future college graduate. How, they argue, can a college man have a broad background when he has been introduced into a field by inadequate and insufficient curriculum? The adoption of the proposed plan of study would be in direct contradiction to the primary function of an institution of higher learning. Shouldn't a land grant college such as our own Utah State College realize her fundamental function in producing cultured and educated men and women? Can a man be cultured and educated in broad fields with the meager knowledge of a five hour, one quarter course would offer? Thorough knowledge of a subject is essential.

In an effort to present justly and fairly the controversy from every angle, undoubtedly many arguments and important points have been overlooked. It is also extremely possible that many of the points herein presented have little or no bearing on the case at hand.

Commencement, Tremors

Horticulture

from page 8

ter meetings have been held with one exception each year since. Several summer fruit tours, including one of peach growers to the famous Palisade peach district of Colorado, have been made in cooperation with the Extension Service. That the program of pruning demonstrations and other types of extension work carried out by the horticultural staff has borne fruit is indicated by the changed pruning and orchard management practices now used by progressive fruit growers of Utah.

Since 1927, the pomological work of the department has been in charge of Professor Francis M. Coe, a Californian, who took his B. S. at Oregon State College and his M. S. at Iowa State College. Since the decease of Emil Hansen, Professor Coe has also handled the teaching work in landscape gardening and other ornamental landscape courses. Professor Coe has been awarded the Clinton Dewitt Smith Fellowship in agriculture at Cornell University and will be away on leave of absence to study at that institution during the next school year. His temporary successor has not yet been selected.

Dr. A. L. Wilson, '16, M. S. '25, associate horticulturist, in charge of vegetable crops and small fruits work in the department, received his Ph. D. degree from Cornell University in 1931. Dr. Wilson, Superintendent of the Davis Experimental Farm since its inception in 1920, is recognized as an authority on vegetables and small fruits, and is the author of a number of research publications. He is a member of the Phi Kappa Phi, Sigma Xi, the American Society for Horticultural Science, and The American Society of Plant Physiologists.

Commencement

from page 5

On the eve of graduation, students and visitors at the College will be entertained at the Sunset Festival. The theme of the musical is built, to a large degree, around Haydn's immortal oratorio, "The Passion." The great composer based his lyrics and librettos in "The Passion" largely upon the theme expressed in the seven last words of Christ while He was on the cross. The music department under the direction of Professor Walter Welti has gone to great length and exhibited much diligence in preparation of this Oratorio. Undoubtedly the

evening will be an extremely pleasant one for students and other listeners.

The annual business meeting of the Alumni Association will be held 7:30 Friday, June 1. In this general assembly of alumni members questions pertinent to Alumni Association government and policy will be discussed. In order to assure a completely unified organization for the ensuing year, it is urged that all members of the association be present at this meeting. Preceding the general business meeting, in the afternoon, will be a conference and general council meeting at which all Alumni Chapter Presidents, members of the Alumni Council, and the general officers are to be in attendance.

After Commencement, during the afternoon of Saturday, June 2, President and Mrs. E. G. Peterson will receive alumni and members of the graduating class at the annual President's reception. As has been the custom in former years the reception will be held at the President's residence on the campus.

In the evening alumni members and graduates will be entertained at the annual Reunion Banquet held at the library building. Those alumni who attended the affair last year will recall Harrison R. Merrill's brilliant toastmastering of the delightful dinner. Already definite arrangements for an equally smart program to entertain those present are under way. As far as we can tell without letting the "cat out of the bag" stunts, toasts, musical numbers, and general informal visiting is in store for the returning alumnus.

Earthquake

At 8:14 a. m. March 12, Utah State Agricultural College experienced its first taste of a major earthquake. Although the floors creaked and the walls shook, all major buildings on the campus were undamaged. The most interesting phenomena of the affair were the scenes of terrified students as they made their way out of exits. Immediately after the shock the short wave radio station on the campus set out to ascertain its magnitude and universality. It discovered that the earthquake was of local consequence and immediately theories concerning the proximity of the source were advanced. Seismograph stations in nearby vicinities took data from their delicate machines and determined the source of the quake to be in the region of Salt Wells and Kosmos, about 150 miles west of Logan.

It is now a generally accepted fact that the vast

and the Summer School

majority of earthquakes are due to displacement or slipping of the earth's surface along faults or old breaks in its crust. The actual break is the sudden adjustment of a long existing strain. At times the stress becomes so great that the two parts may slip along the fault surface either horizontally or vertically. Sometimes this stress accumulates without any movement until the breaking point is reached, and then the slip comes suddenly, causing an earthquake, the intensity of which varies with the amount of the break, the kind of material involved, area affected, and the depth of the slip.

The earthquake in Northern Utah was undoubtedly caused by sudden breaking along old fault lines. For many years this region has been very quiet, and during the period of quiescence there have been steadily accumulating stresses. On the 12th day of March the stress became so great that there was a sudden break. This sudden break caused waves to be set up in the earth's surface. When these waves reached the campus it shook the old "main" out of its senility.

After a quake of this type the slipping usually relieves the stress and no further dangerous earthquakes take place until the stresses have again approached a breaking point. This may require a long period of time, and for this reason the region of a great earthquake is expected to remain undisturbed for a long period.

The slight tremors which residents of Northern Utah and Southern Idaho have been feeling for the past six weeks are final movements in the process of adjustment. These tremors may go one for a period of time, during which there is little danger from shocks as severe as the first.

During the seven days the Geology majors spent in the Salt Wells vicinity the maximum displacement found in any one of the actual cracks did not exceed 20 inches vertically and 10 inches horizontally. However, if the displacement of smaller parallel cracks were concentrated in one major fault, the total fault displacement would be much greater. The depths of the cracks varied considerably. Some of the fissures were six feet deep, while others were only one or two inches. The unusual shallowness of the cracks was due, undoubtedly, to the looseness of the material in which the faults occurred.

The fault region extended horizontally for practically seven miles. In no case did the fault pro-

ceed in one continuous break. The faults have a tendency to offset in many places and parallel for short distances.

By John Hull '34.

Summer School

The 28th Annual Summer School Session will be conducted by the Utah State Agricultural College June 11 to July 30, 1934.

Many opportunities for ideal summer education have been incorporated into the coming session. The college has a great deal to offer the prospective student. A broad curriculum, distinguished visiting and resident faculty, and high scholastic standards have been maintained through 27 former summer sessions. Added the strong sense of integrity ever existent at the college, the summer session offers a type of student life which appeals to all classes of students.

As usual, a distinguished visiting faculty has been engaged for work at the institution. Among those scheduled to appear are such nationally known figures as: Alexander Meiklejohn, professor of Philosophy at the University of Wisconsin, as a special lecturer. Thomas N. Carver, professor of Economics at Harvard University, as special lecturer. L. M. Gould, geologist of the former Antarctic Expedition of Admiral Richard E. Byrd, regular instructor and lecturer in Geology. Henry Neumann, director, Brooklyn Society of Ethical Culture, as special lecturer. H. O. "Fritz" Crisler, football and basketball coach at Princeton University, as special lecturer in football. John W. Bunn, basketball coach at Stanford University, as special lecturer in basketball.

Summer enrollment is scheduled to take place on Monday, June 11, arrangements for housing and living quarters can be had at the college, and students may immediately begin their school work. Students registering later than June 18 will not be allowed to receive full credit for registered courses.

The college, located in an ideal mountain setting, undoubtedly through winter and summer will proceed to educate and skill its students in the cultural and liberal sciences. The 28th Summer Session bids fair to encompass previous summer school as far as enrollment and enthusiasm are concerned.



A Land-Grant College

by P. V. Cardon, '09

The Utah State Agricultural College is a Land-Grant College—an integral part of the nation-wide, state-and-federal Land-Grant system of colleges and universities. It has, therefore, a certain definite purpose which shapes its activities. It is to remind alumni of this purpose and to develop a clearer understanding of it that this statement is offered.

A Land-Grant College is a college which was created and is maintained under the terms of the federal Morrill Act of 1862. This act provided a land grant in each state as a source of revenue with which to promote in that state "the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Supplementing the Morrill Act, the federal Congress since has passed at different sessions a number of other Acts: (a) Those in support of the Experiment Station—Hatch Act of 1887, Adams Act of 1906, and Purnell Act of 1925; and (b) those in support of the Agricultural Extension Service—Smith-Lever Act of 1914, Clark-McNary Act of 1924, Capper-Ketchum Act of 1928, and the Act of 1930 providing an additional Federal Co-operative Fund.

These federal acts provide for certain specific financial support for the Land-Grant institution in each state. The state, in turn, is expected to supplement—in some cases, match—dollar for dollar the federal appropriations. Hence, the Land-Grant College, gaining its support from both federal and state appropriations, is a federal-state institution.

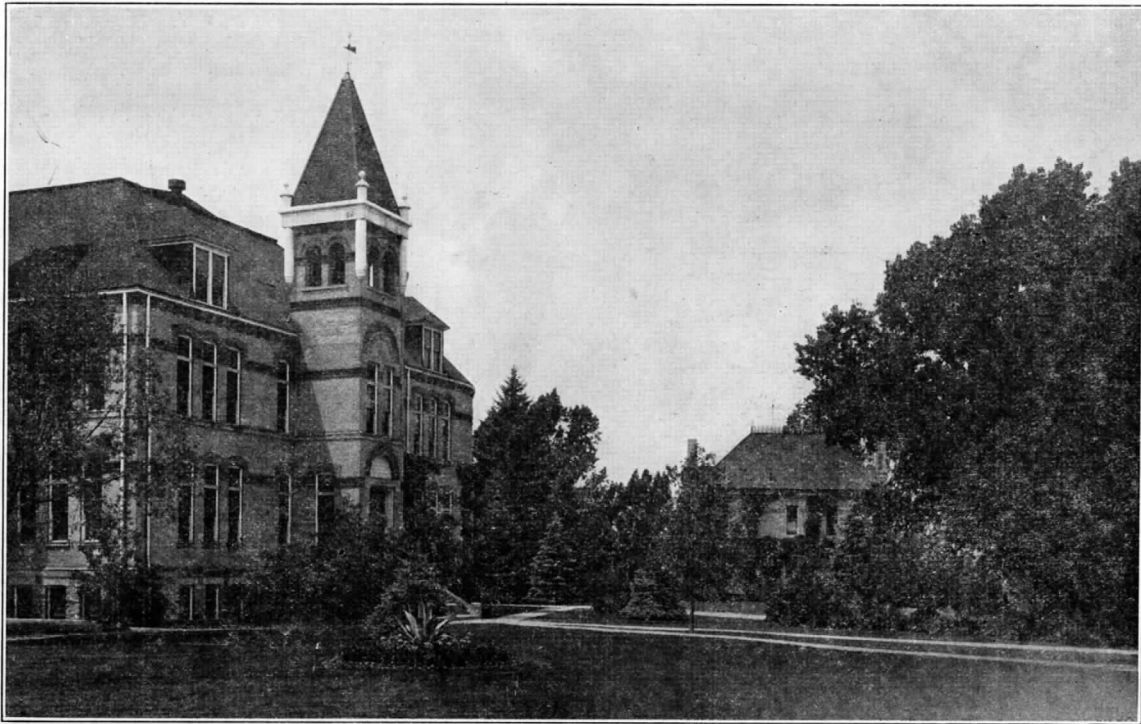
It has already been stated that the original land grants were made for the support of institutions designed to "promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." This is the key sentence of the Morrill Act. Its substance is the outgrowth of hard thinking on the part of forward-looking

statesmen over a period of many years prior to 1862. It is an expression of widespread aversion toward the earlier so-called "classical" type of education. It is a declaration that in a democracy a democratic form of higher education should prevail. It is at once the purpose and the spirit of the Land-Grant College.

In its efforts to "promote the liberal and practical education of the industrial classes," the Land-Grant College has developed a three-fold procedure: (1) Classroom instruction for regularly enrolled students, supplemented by correspondence courses; (2) agricultural extensions designed to promote adult education on the farms and in the rural homes and at the same time foster boys' and girls' club work throughout the state; and (3) research aimed at the acquisition of new knowledge for incorporation in the institution offered in laboratory, classroom, field, and home. Thus, the Land-Grant College extends its instructions outwardly from its campus into all corners of the state, while at the same time it seeks through scientific research new facts with which to fortify its instruction.

This procedure gives the Land-Grant College an intimate contact with the state it serves, and this contact is conducive to instruction of a type and quality which is at once "liberal and practical." This intimate contact, also, is what makes the Land-Grant College peculiarly able to assume the many practical tasks thrust upon it by both federal and state governments when emergencies arise. In the present crisis, for example, it is through the Land-Grant College system that the federal government is directing a number of its recovery acts.

No other educational institution has a higher purpose, none has a broader purpose, and none a closer, more intimate, contact with the people interested in "liberal and practical" education.



NORTH TOWER

will greet Honorable Henry A. Wallace, Rabbi Samuel H. Gordon and Trustee Anthony W. Ivins as chief figures in the 41st Commencement Exercises.

RETROSPECTION

As a reunion of Alumni is heralded each spring by the strong strains of the graduation march echoing through the halls, Aggie thoughts turn toward Logan. And those who have trod the broad paths to the tower cannot think of Logan and not think of anecdotes, and of fond experiences that have been treasured away in sacred archives to keep until the time arrives to re-live them. It is the talk about school, the student-faculty projects, the gay repartee in classes that alumni remember. In seeking to touch that particular strain of Aggie-ism in each graduate we want to tell again the stories you've heard a hundred times; and then when

you return to Utah State on June 1 and 2 perhaps you can tell us a few yarns in return.

No doubt old timers have not forgotten the skating rink project that ended with the complete disruption of school. Years ago, after concerted student and faculty effort, a hole suitable for a skating pond was dug behind the main building. As the mercury was well below the freezing point water was immediately turned in. However, the next day dawned with typical Logan weather consistency, a warm, balmy spring atmosphere. The skating pond didn't freeze but ran out through the porous gravel bottom. If *Student Life* had come out the fol-

lowing morning undoubtedly an article would have appeared reading, with variations as follows: "The Logan City Fire Department was rudely awakened by a 'phone call from the U. A. C. boiler room at three o'clock this morning. An excited voice explained 'that the furnaces at the college were under-water, that the water was in the locker and shower rooms, that if the fire department didn't soon arrive with their pump the whole building would be drowned.'" For two days the students and faculty cleared sand out of the basement. School was in an uproar.

But then what was that. Students nearly brought the house down when Seth T. Langton,



EVEN IN PICTURES

State's '01 football team took themselves seriously. Do you recognize any of these men?

the Jardines, E. G. Peterson and Frank West were united in a minstrel show. The crowning success of a hilarious evening was a mock exercise in calisthenics, featuring the minstrels dressed in the voluptuous bloomers of a 1904 women's class in gymnastics.

One of the biggest stories that ever became gossip on the Aggie campus was the story of Eugene Santschi, Jr., now Lt. Col. Santschi, about pugilistic prowess, football and an Aggie named Hill. It seems that Fort Douglas had to play a scheduled football game with Utah Aggies. It was in those days when a team had three chances to make five yards and Queensbury rules or Camp's regulations were not known. If an opportunity to throw the elusive halfback over the heads of the other team for a five-yard gain occurred, it was acted upon immediately. Football, in those days, was rough enough so that frequent "time outs" for patching up of injuries often prolonged the game into the darkness. At any rate, Hill, Aggie halfback, after being hurled by his team mates, had alighted three successive times on the head of a certain tackle from Fort Douglas. The tackle, who was a second lieutenant in the U. S. Army, took offense and claimed that Hill was singling him out purposely to light on. After the game the gentlemen settled their difficulties. Hill gave the 250-pound

tackle a good drubbing.

Santschi told this story to every Aggie on the campus and for years Hill was regarded to be the "Cock of the Walk." Not until two years ago did Santschi admit to Dean F. L. West that the whole story was a fake and that he made it up. But Hill's fame as a pugilist still stands.

Campus legend has it that some young scapegoats around school, realizing how irate the President of the institution appeared when the chimes and bells were rung at the wrong time, fixed a unique pulley attachment to middle "C" chime in the tower. By means of hidden wires and long distance cord they rang the chime by remote control from a distance of 400 yards. As efforts failed to locate the culprits, the President failed to appear at every chime sound. The trouble gradually died.

At a scheduled basketball game to be contested between Brigham Young University and Utah Aggies in Provo, the usual high feelings existed between the two institutions. It promised to be a great game. Brigham Young's team warmed up to the tune of deafening applause. The Aggie five trotted out on the floor. No one said a word. The audience was dumbfounded. Everyone just sat and gazed at the Aggies' suits. They wore, for the first time in the conference, cut away sleeveless sweaters and shorts. President Brimhall of B. Y. U. was

finally persuaded to let the game be played. But it was "a most immoral and brazen proceeding."

Most Aggies know the famous Barbecue yarn. "Press" Peterson and his cohorts, by subtle means let a prize beef out of the college corrals one dark night. The beast wandered down the hill to a group of Press' confederates and was killed. Next morning the animal was barbecued in front of the college. Non-participating students were waylaid at the foot of the hill and their books piled in one great heap. Everyone thought it was a good idea until somebody saw Professor Ball, in charge of college stock, coming up the path. The crisis had arrived. The crowd opened up for the Professor who strode with a belligerent air into their midst. All at once some of the boys picked him up on their shoulders: a promiscuous arm shoved a barbecued sandwich into his mouth. The Professor was incriminated. Everything was all right. Professor Ball said that the only unfortunate thing about the affair was that for thirteen months the prize beef had been on a feeding test.

There are thousands of stories around the campus at Logan that have been created and immortalized by every class of Aggies. Many incidents have blended themselves into the personality of that symbol of Utah State's College life, the tower. Now, in the present days, the complex nature of modern collegiate life on the "Hill" is as interesting to old returning alumni, who are veterans of four years at college, as it is to the freshman who stands for the first time on the threshold of the campus and his collegiate training.

You are cordially invited to come back to see the institution, a college which has changed itself in the process of changing, a producer of producers that has intermingled, with standards long since set down, the pulse of modern youth. Utah State is different and a visit back will prove it to be as intriguingly different to you as it has to the hundreds of students that have passed through the portals since your graduation.

P. V. Cardon, '09 director of the Utah Agricultural College Experiment Station, recently left Logan for Washington, D. C., to attend the first staff meeting of the newly organized land policy section of the program planning division of the Agricultural Adjustment Administration.

Although Director Cardon is not prepared to make any statement relative to the program of the land policy section of the planning division, it is understood that it embraces three major objectives: acquisition of sub-marginal lands to be taken out of cultivation, regional land use planning in all its phases, and long-time land use with respect to agricultural adjustment.

Director Cardon has been invited to join the land policy staff with Dr. L. C. Gray, land economist of the Bureau of Agricultural Economics, in charge; but the director has consented to only a temporary appointment as regional assistant. He is not severing his connections with the Utah Experiment Station but, instead, will endeavor for the time being, at least, to coordinate as far as possible the research program of the station with that of the planning division as it may affect this region and its land use requirements.



WILLIAM PETERSON, '99,
director of the college extension division, head of the A.A.A. in Utah.

Reed W. Bailey, prominent Professor of Geology at the Utah State Agricultural College, has accepted a temporary appointment with the Intermountain Forest and Range Experiment Station in Ogden, Utah. For several years Professor Bailey has been assisting in reaserch on erosion and as a result, the college has been requested to "loan" him for a year in order that this important work can be more speedily carried on. Professor Bailey's services as geologist in this new position will undoubtedly aid him greatly in providing himself with a great store of workable knowledge in regards to erosion in the Intermountain region.

All classes will go on as scheduled during Professor Bailey's absence, his full duty in the department being assumed by Glen Walters, graduate of the Utah State Agricultural College in 1928. Mr. Walters graduated from the institution with a major in Commerce. However, he became interested in Geology in his senior year and took special training in this field at Missouri University. Since the completion of his advanced study in Missouri he has furthered his investigations in this field at various other institutions.

Advertising

D. E. Robinson, advertising specialist in New York City with a business address in the suite of the Federal Advertising Agency and a home on Long Island, is teaching advertising research in the newly organized Columbia University Graduate School of Business.

Earle, since his graduation in 1911, and his subsequent activities at Utah State as registrar, assistant professor of English, in charge of the department of Information, assistant professor of History, professor of Marketing, etc., has allied himself in New York City with advertising interests and had enough practical knowledge in the subject to warrant a teaching position at Columbia university.

Earle's course covers "national investigation of specific products, and a complete investigation of the field of advertising research."



GEORGE M. FISTER, '13

Generally recognized to be an authority in Urology and Dermatology in Western America is Dr. George M. Fister. Graduating in 1913 he attended Rush Medical College receiving his M. D. from that institution in '18. He took internship at Henry Ford Hospital in Detroit. Five years later he returned to Henry Ford Hospital to do post graduate research in Urology and diseases of the skin. In 1926 he assisted Dr. Herman L. Kretchmer, recognized authority in Urology in America, on the teaching staff of Rush Medical College. He returned to Utah and has since taken, because of his technical knowledge and skill, a very active part in medical circles of this region. He has presented technical papers on Urology at meetings of Utah State Medical Association, American Urological Association, at Boston and the Western Urological Association at Los Angeles. Besides being engaged in a practice in Ogden he is instructor of nurses at the Thomas D. Dee Hospital. In alumni affairs Dr. Fister has been president of the Utah State Alumni Chapter in Ogden for one year and is now serving his second term as a member of the Alumni Council of the College.

Washington Aggies

Melvin C. Merrill, S.M., A.M., Ph. D., who has served on the faculties of both Utah State College and the Brigham Young University, resides in Tacoma Park, Maryland, about ten miles out of the District of Columbia. He is Chief of Publications of the U. S. Department of Agriculture; also a member of the Presidency of the Washington, D. C., Branch of the L. D. S. Church. Mrs. Merrill was formerly in charge of the Home Economics Cottage at the College.

Mr. Louis Ballif is a member of the staff of the United States Tariff Commission. His address is 4000 Cathedral Avenue, N. W. Mr. Ballif has established an enviable record with the Commission as an economist and accountant. At Utah State he was conspicuous in track, football, and debating in addition to his scholarship record. Since leaving the College and while on leave from the Tariff Commission, Mr. Ballif has been graduated from the Harvard Graduate School of Business Administration.

Mr. and Mrs. Joseph Rich since arriving in Washington last fall have acclimated themselves very nicely. Joe is with the Public Works Administration of the U. S. Department of Interior and is studying Law at the George Washington University night school. Some three months ago the size of their family was increased to the extent of an 8-pound daughter.

Mr. and Mrs. Edward G. Foxley are now spending their third year in Washington. Ted is attending school at George Washington University in addition to his responsibilities as teacher and baseball coach at McKinley High School. Last year Foxley's ball team won the interscholastic championship of the District of Columbia.

Odell Thompson, one of the most recent arrivals in Washington, wasted no time in getting situated. After only a few days of job hunting he located an opening with the United States Census Bureau. Odell resigned a school teaching job in Utah to take a chance on finding himself a job in Washington where he might attend

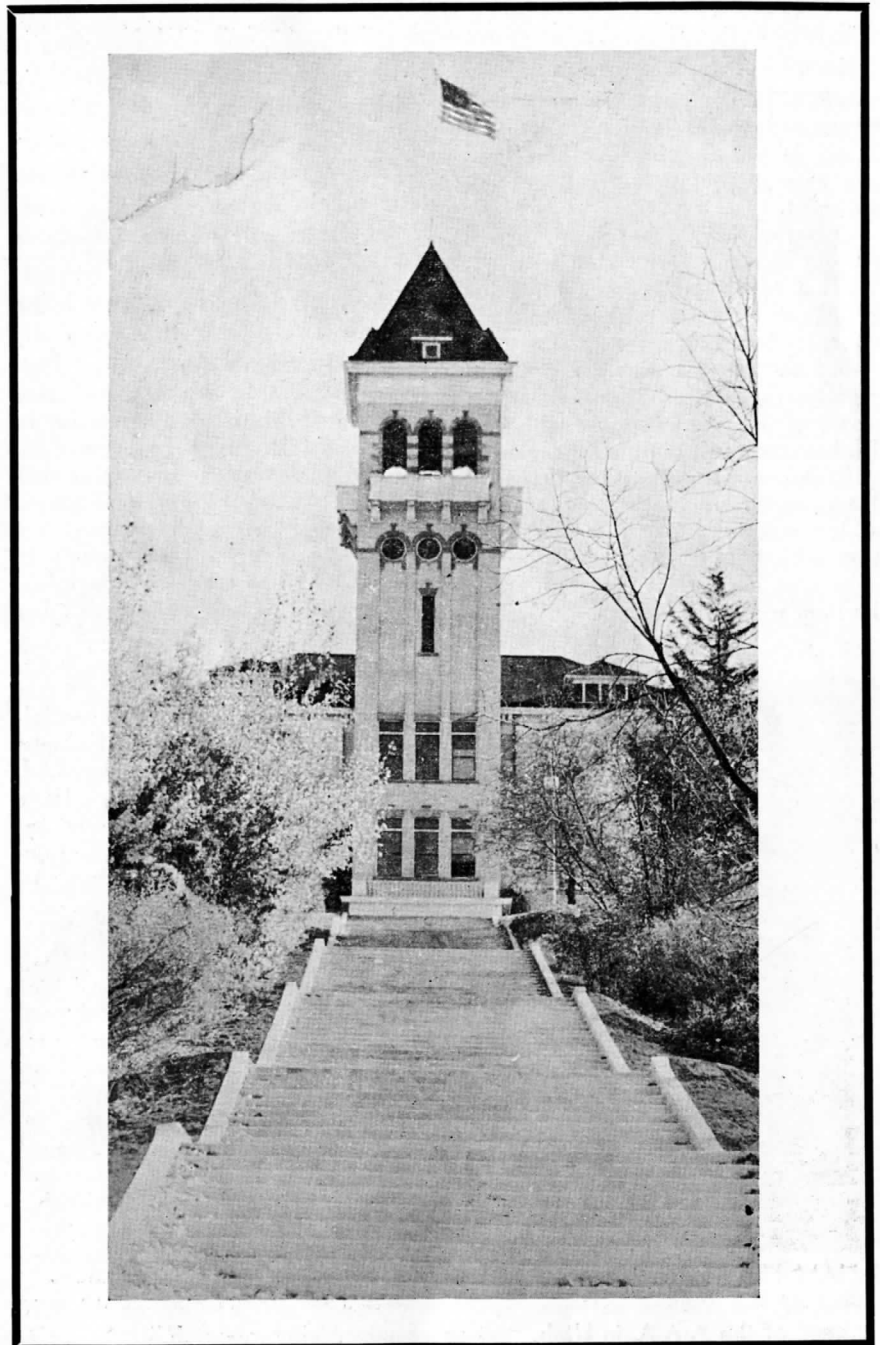
Law School at George Washington University.

Mr. A. C. Cooley, who is director of vocational guidance of the Indian Service, U. S. Department of Interior, has moved his family from Salt Lake to Washington.

Serge Benson, a member of the

staff of the U. S. Tariff Commission, has recently been admitted to the Bar of the District of Columbia. Mr. Benson will be graduated from the George Washington Law School this Spring. He became a father during the past year. During his spare moments, Serge has developed into one of the Utah colony's best golfers.

Paul C. Layton was recently married to Miss Edna Marval Scharr, of Salt Lake. The wedding took place in the new L. D. S. Church, the cere-



mony being performed by Edward P. Kimball. The home address of the newlyweds is 1301 Fifteenth Street, N. W. Mr. Layton is an employee of the Potomac Power and Electric Company. He is also Secretary of the Utah State Society.

Ralph Wanlass, from reports current among Utah students here, is establishing a very fine scholarship record at the George Washington University Law School. He is employed

National Finalist

Joe Cowley, '30, wearing the colors of the District of Columbia Y. M. C. A., captured third place in the recent National A. A. U. Junior Handball Championship Singles Tournament at Baltimore, Maryland. The matches were held on the courts of the Young Men's Hebrew Association during the week of March 12. In advancing to the semi-final round Cowley eliminated Max Trivas, Baltimore; N. W. Maher, Cleveland; and Alexander Silverblatt, New York City. He dropped a close decision in the semi-final round to the tournament winner, Karl Walter, of Cleveland, by scores of 21-19, 21-20. In the play-off for third place the Utah State alumnus won over Nathan Rosenfeld, of Baltimore, another semi-finalist.

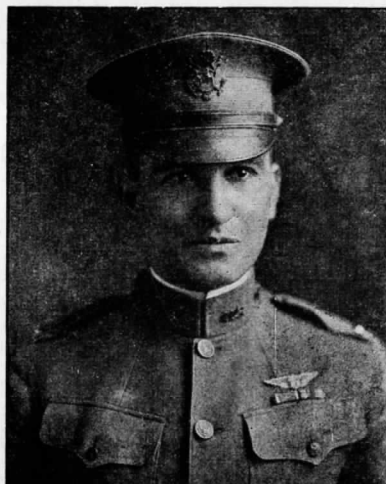
Cowley is occupied as Secretary to Commissioner Edgar B. Brossard of the United States Tariff Commission and as a night student at the Benjamin Franklin University, school of accountancy and business administration.

News Briefs

"Butch" Knowles, '24, coach at Martinez High School in California, recently innovated the Martinez Relays. These relays are regional track and field confabs for interscholastic competition. Quoting the *San Francisco Chronicle* Sporting Green we find that "Few relays have got off to such an auspicious start as did the Martinez relays. The idea of this latest of our sports events originated in the brain of Butch Knowles, the very efficient coach at Martinez. It must have taken a lot of industry to gather together all of those boys we saw on the field at Martinez. Surely track sports are gaining vastly in popularity among Northern California high school coaches."

Arthur B. Erekson, '31, was recently appointed by Secretary of Agriculture, Henry A. Wallace, to represent the United States at the International Dairy congress which was held in Rome, Italy, in April of this year. Mr. Erekson is at present in Switzerland doing research work in dairying. He will be there the remainder of the summer after which he contemplates returning to the University of Wisconsin as a member of the teaching staff. Mr. Erekson is generally regarded as an American authority on Swiss cheese. His major work at the College was in the field of Dairying and Dairy Manufacture.

If one were able to use military terms in the Extension service, Alice Pederson would be known as a wearer of the Croix de Guerre instead as an efficient Home Demonstration agent. She began her work in Uintah County. Then as the county economized and curtailed its expenses Alice was brought back to Logan as a specialist and general handiwoman around the state extension office. Most recently she has been elected as State President of the Business and Professional Woman's Club of Utah. In this capacity she attended the national convention of the organization at Chicago representing Utah clubs. Her most recent appointment is as Home Demonstration agent for Utah County.



CAPT R. L. MAUGHAN, '17'
 Chief, Aeronautics Divison, Department of Commerce and Communications, the Government of the Philippine Islands, is located at Nichols Field, Rizal, P. I.

Program

- ORDER OF EXERCISES**
- Thursday, May 31st
 Sunset Music Festival at Logan Tabernacle, 7:30 P. M.
- Friday, June 1st
 Alumni Business Meeting, Studio Theatre, 8:00 P. M.
- Saturday, June 2nd
 Commencement Exercises, address to graduates by the Honorable Henry A. Wallace at College Stadium, 9:00 A. M.
- Reception to alumni and graduates by President and Mrs. Elmer G. Peterson, President's Residence, 4:00 to 5:30 P. M.
- Alumni Banquet, College Library, 6:30 P. M.
- Sunday, June 3rd
 Baccalaureate sermon by Rabbi Samuel H. Gordon, College Stadium, 9:00 A.M.

Insurance

Surely graduates of 1916 remember Dave Freedman. If you could see him now, he would hand you a card—it would read: D. A. Freedman, 212 Fifth Ave., New York City, New York, representing the Equitable Life Insurance Society of the United States—Million Dollar Corps.

Twenty-one years ago he received his degree under the tower. Since that time he has studied at Harvard University, has taken a degree in law at Lawrence university in Brooklyn, become an officer of U. S. reserves, married a New York girl, and climbed into that exclusive Million Dollar Club of insurance writers, which means more correctly, that D. A. Freedman has averaged \$1,242,000 in insurance sales for the past five years.

Due to his legal education (he is a member of New York State Bar Association), he is well equipped to handle business insurance. As a matter of fact, 85% of the insurance he has put in force is covered by trust agreements for beneficiaries.

By the way, this old Aggie has two boys and a girl whom he raises a la Utah fashion in his Long Island home.

The Summer Session

at the

Utah State Agricultural College

June 11 to July 20, 1934

MANY prominent national educators will offer another broad and varied program for the 1934 Utah State Agricultural College Summer Session. In addition practically the entire resident faculty, including department heads, will give work during the period in graduate and under-graduate courses.

Lecture and Class Work

BAND AND ORCHESTRA—Superior high school students, selected from the intermountain region will form a demonstration band, to be directed by Professor A. R. McAllister of Joliet, Illinois.

HEALTH EDUCATION AND RECREATION—Dr. John Sundwall, Director of Physical Education at the University of Michigan.

EDUCATION—Dr. Elbert K. Fretwell of Columbia University, Recreation and Education; Helen Heffernan, Chief Supervisor of the Division of Elementary Education and Rural Schools, California State Department of Education; Hazel Brockbank, Utah State Supervisor of Primary Education; Loftor Bjarnason, Former State School Supervisor; Irvin S. Noall, Utah State Supervisor.

POLITICAL ECONOMICS—Dr. Calvin Bryce Hoover, Professor of Economics at Duke University, North Carolina. "One of the twelve Americans who deserve the nation's thanks."—The Nation, January 3, 1934.

COACHING AND PHYSICAL EDUCATION—H. O. "Fritz" Crisler, Princeton University—Football; John Bunn, Stanford University—Basketball.

ART AND PAINTING—Professor David Ericson, a painter of international standing.

HOME ECONOMICS—Dr. Caroline Hedger, Physician of Chicago and Advisor in Nutrition and Physical Development of the Elizabeth McCormick Memorial Fund.

GEOLOGY—Dr. L. M. Gould, Carleton College, geologist of Admiral Bryd's Antarctic Expedition.

PHILOSOPHY—A week of lectures by Dr. Alexander Meiklejohn; courses by Dr. E. E. Erickson, University of Utah.

ENGINEERING AND MECHANIC ARTS—Professor Chester O. Reed, Engineering, Ohio State University.

LECTURE PROGRAM—A varied and interesting lecture program will include, in addition to the above, faculty members and the following national leaders of American thought:

DR. ALEXANDER MEIKLEJOHN, University of Wisconsin

DR. THOMAS NIXON CARVER, Harvard University

DR. HENRY NEUMANN, Brooklyn Society of Ethical Culture

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Utah State Agricultural College

LOGAN, UTAH

Return from Elba



... Lined across the road in a narrow defile near Laffray, stood a nervous detachment of Bourbon troops. Nervous, because they knew that coming nearer every moment down the winding road from Digne walked a small dark man who had once been master of Europe, more recently exile-Emperor of Elba. For this man they had seen their comrades die at Austerlitz and Jena. For him they had bled and suffered. And for him they had again gone into battle, not once, but many times. But now their officers spoke of him as "the enemy" and he came suddenly with a handful of veterans to reconquer his lost France. Their duty: to head him off before he reached the discontented city of Grenoble. Their orders: to shoot him the moment he should appear. Their attitude: doubtful. Muskets charged, faces inscrutable, they waited.

Behind them their officers were discussing a retreat, when the Little Corporal came in view, paunchier than before but dressed as every soldier in France had known him, in the old gray surtout, cocked hat, tri-color cockade. The soldiers paled, hesitated. Napoleon paused, ordered his followers to lower their guns.

"There he is! Fire!", cried a Royalist captain. In tense silence the click of muskets being cocked startled even grizzled veterans of Austerlitz. Napoleon advanced within pistol shot, walking slowly, alone. Throwing open his coat, he displayed the familiar uniform. In a strong, calm voice he called: "Soldiers of the Fifth, recognize me! If

there be one soldier among you who would shoot his Emperor, let him do it. I am here..."

Bewildered Royalist officers saw their ranks melt into a mob of sobbing, cheering men, throwing themselves at the Emperor's feet....

Within a few hours towns-folk, peasants and soldiers were hilariously battering down the locked gates of Grenoble so their Emperor might enter. Later, a delegation brought him pieces of splintered wood and bronze. "Since we have no key to the city we have brought Your Majesty the gate itself..."

... So in part, had TIME been published in March, 1815, would it have chronicled Napoleon's first bloodless victory of the Hundred Days, three months before Waterloo. So, too, would TIME have told how Napoleon left Grenoble thirty-six hours later with seven thousand men; how Louis XVIII despatched regiment after regiment to stop him and how, almost to a man, the armies sent to stop the "Usurper" joined Napoleon's army in its march towards Paris; how, less than ten days later, a placard was found on the Vendrome column in Paris: "Napoleon to Louis XVIII. My good brother, it is useless to send me any more troops, I have enough."

Cultivated Americans, impatient with cheap sensationalism and windy bias, turn increasingly to publications edited in the historical spirit. These publications, fair-dealing, vigorously impartial, devote themselves to the public weal in the sense that they report what they see, serve no masters, fear no groups.

TIME

The Weekly Newsmagazine

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