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Student Life, March 15, 1912, Vol. 10, No. 22

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Utah State University, "Student Life, March 15, 1912, Vol. 10, No. 22" (1912). *The Utah Statesman*. 784.
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Student Life

Published Weekly by the Students of the Utah Agricultural College.

VOLUME X.

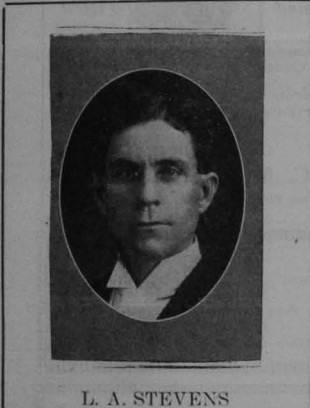
LOGAN, UTAH, FRIDAY, MARCH 15, 1912.

NUMBER 22.

STEVENS LANDS FINE POSITION

WILL HEAD MILLARD STAKE ACADEMY.

President L. A. Stevens has accepted the position tendered him some time ago to become Principal of the Millard Stake Academy. He has had the offer under advisement for some time but



L. A. STEVENS

only after a personal conference with the trustees of that institution did he finally conclude to accept.

Mr. Stevens is the first of the class of 1912 to be offered an acceptable position and is to be congratulated on this distinction as well as on the very desirable position secured. It is said that the remuneration is such that Mr. Stevens and family will be able to resume full rations again in the near future. That he will be successful in his work goes without saying. School teaching is not new to him and he will enter upon his new duties with a wide practical experience and with an increased fund of information.

Mr. Stevens has acted as President of the Student Body for the past two years and has ably presided over all functions and meetings. The duties of his office have been conducted with dignity and credit and his earnest efforts are surely appreciated by all the students. Student Life unites with the Student Body in congratulating him.

LECTURE

Saturday afternoon at 3.40 Mr. H. E. Hatch will deliver a lecture before the Commercial Club on "How the Banker determines the amount of credit he can give." All students interested are urged to attend.

U. A. C. Victorious In Debate

ON QUESTION IMPLYING RECALL OF JUDGES

In the debate held at Provo March 8th, our team won from the B. Y. U. team, by a decision of 2 to 1, in their defense of President Taft's action in vetoing the Arizona statehood bill on account of the recall of judges clause.

We were represented by Mark H. Green and Samuel R. Judd, with Orson Israelson as substitute. Professor Hendricks accompanied the team, and reports that the boys gave a very good account of themselves—a report well confirmed by the judges' decision.

Mr. Greene gave the opening affirmative speech in which he outlined the stand upon which they would attempt to justify President Taft and then proceeded to show his legal justification. Because of the power vested in him by the Federal constitution and the Arizona-New Mexico Enabling Act; because of established precedents of former like exercise of power by a president; because the judiciary should be maintained as a division of gov-

ernment separate and independent from the executive and legislative departments as they are by their natural functions, and for the further reason that the Arizona constitution provides adequate provisions for the removal of undesirable judges without the recall provision.

Arthur Beeley, first negative speaker, urged the necessity of the popular recall in Arizona, because of the existence of judicial corruption. He cited instances where the courts in general had presumed to usurp legislative powers, and where judges had been influenced by powerful interests.

Samuel R. Judd in the second affirmative speech dwelt upon the moral justification of the president. He contended that there are inherent evils in the recall as applied to the judiciary; that the independence of the judiciary would be destroyed and its standard lowered; and that such power delegated to the whole people.

(Continued on Page Four)

A TIMELY CONTRIBUTION

How To Study, By Professor Mosiah Hall.

MR. I. B. BALL,
Student Life, Agricultural College, Logan.

Dear Mr. Ball: At the request of Prof. Stewart I send you the enclosed article on HOW TO STUDY, trusting it will arouse interest in the question. I hope you will insist on Prof. Stewart writing you an article on the subject. You might send me a copy of Student Life containing this article, if you publish it.

Very truly yours,

MOSIAH HALL.

Associate Prof. Education.
U. of U.

HOW TO STUDY.

Studying is thinking. The printed page sends stimuli through the eyes to the brain where they are received and interpreted by the experiences that are awakened in consciousness. The learning process consists in relating and associating the new to the old and in making such inferences and drawing such conclusions as are natural or possible to the experiences thus aroused. To know a thing is to become aware of its relations. Anything is well learned when it fits easily into experience and becomes widely associated. Books do not contain knowledge, but knowledge is read into books by experience. The printed page stimulates the mind and to a certain extent decides which mental processes shall be active, but further than this the printed page is powerless. The sum total of experiences that are capable of revival determines, therefore, the student's capacity to learn.

Studying is feeling. This statement may appear strange, but the fact is that thought must be accomplished by feeling in order to be effective. The feeling element in consciousness gives warmth to the learning process. It adds in-

Three Rahs For The Faculty

Farces Huge Success. Buzzer Fund Eased to Substantial Extent.

Last Wednesday night Nibley Hall was packed by over 600 A. C. students and their friends. The occasion was two playlets by the A. C. Faculty. The purpose of the occasion was to raise funds for the Buzzer Fund, still much in need of aid.

The Farces were one act each. Whitten by W. D. Howells they were high class in every particular. Plays and cast were as follows.

"A Likely Story."

Mr. Willis Campbell—Mr. W. E. Carroll.

Mrs. Willis Campbell—Mrs. W. L. Walker.

Mr. Arthur Welling—Mr. A. C. Carrington.

Miss Margaret Rice—Miss Jean Crookston.

Miss Nelly Greenway—Mrs. A.

C. Carrington.

Jane—Miss Blanche Cooper
Place—Boston.

Time—The Present.

Act I.—Scene 1. Dining Room of the Campbell's Summer home near Boston. Scene 2 and 3 same.

"The Register."

Miss Ethel Reed—Miss Coral Kerr.

Miss Henrietta Spaulding—Mrs. C. W. Porter.

Mr. Oliver Ransom—Mr. D. E. Robinson.

Mr. Grinnidge—Mr. H. C. Dale
Place—Boston

Time—The Present.

Act I.—A Boston Lodging House.

Scene 1. The room of Miss Spaulding and Miss Reed.

Scene 2. The room of Mr. Grinnidge and Miss Reed.

(Continued on Page Five)

terest to study and intensifies effort. Furthermore the feeling or emotional phase of consciousness forms the mainspring of motive without which study is weak and vacillating. Feeling is largely the cause of action and of effort; and its close relation to motive helps to make it a vital factor in the learning process.

Studying is expressing. At first the student may be inclined to question this assertion. The common notion is that learning is purely on intellectual exercise, hence little regard is had for the emotional element and still less for the active factor. Consciousness, however, operates as a unit, and it runs at full flood only when its related phases—knowing, feeling, and action—work in harmony, each at its maximum of power. Thought and feeling, therefore, to be most effective must find natural expression in some form of action. The active consciousness requires that the end of the activity shall be seen at least in outline from the beginning. This means that an end or purpose is necessarily involved in all effective expression, and that any action not guided by purpose is blind and meaningless. Much profitless studying is done by students because the subjects studied afford no means of expression and are consequently unrelated to any vital purpose of life.

As suggested above, the mind acts as a whole or unit; it works most effectively also with stimuli or subject-matter presented to it in the form of wholes or units. In other words presentation in consciousness must first be apprehended as units, hence an isolated object or a fractional part has no significance when unrelated to the whole or unit from whence it came. In studying a lesson, therefore, it is necessary first to glance through it or read it rapidly in order to grasp its significance as a whole. This rapid survey should make clear the aim or purpose of the lesson as well as give a general idea of the contents and the mode of treatment. The clearer and more definite the purpose appears to the learner, the easier will the lesson be assimilated. The next step is to discover the natural divisions or sub-units in the lesson and to note the relationship of these to each other and to the whole. After this each sub-unit must be

analyzed in turn and the important facts interpreted and organized. If the motive for studying the lesson is sufficiently strong, activity will not cease here, but will proceed to draw inferences and make conclusions and decide how these may be employed to further certain purposes that are vital to the student.

A lesson therefore that presents a problem to be solved which is in some way related to the life-interests of the student is a lesson that offers the favorable conditions for effective study; on the other hand a lesson lacks value and is difficult to study in proportion as it offers no problem for solution and is consequently deficient in motive and purpose.

Unfortunately the student is required to recite lessons that have little motive value and but the mere shadow of a purpose. How shall such a lesson be studied? A lesson of this kind may be studied and recited with the least waste of energy, if the student has acquired the habit of effective study. This habit we believe may be acquired through following the suggestions given. If the student finds that in spite of his desire to use system in his study his mind wanders and his work is ineffective, a device that may assist him is to take pencil and paper and write out clearly the essential features of the lesson. The student should lend every energy towards the attainment of a correct habit of study. This habit will enable him to tide over with least waste of energy many an uninteresting and profitless lesson. In studying a lesson which affords the student neither motive or purpose of his own, he must attempt to discover the purpose the author had in writing the lesson and use this in place of his own purpose. To the extent that his imagination will permit the author's purpose to become his own, will he be able to pursue the lesson with some degree of system and profit. But in spite of the aid that system or habit may give to the studying of an aimless lesson, the results will be superficial and will influence but slightly the character and conduct of the student.

The teacher may be an aid or a hindrance to effective studying. The function of the teacher is to stimulate and guide the activities of the student. He may assign lessons in such a manner that

the student is led to properly attack the subject—to discover a purpose in the lesson, to find for himself the significant facts, and to draw his own conclusions. He may arouse the student to greater effort, suggest motives to him, assist him in forming aims, purposes, and ideals, but the one thing he cannot do is to impart knowledge to him.

The teacher who monopolizes the recitation period in talking and lecturing is usually a weak teacher, but the teacher who says little, but gets much said by the student is generally a strong teacher. The teacher should get problems solved, he should rarely solve one himself; he should awaken interest, but not strive to be interesting; he should make the recitation a clearing house of ideas, but he should not himself clear the ideas; he should see that his class sweats sometimes, he should not sweat himself. This does not mean that the teacher should be inactive and lazy, but it means that it is the sacred right of the student to think, feel, and act for himself. The teacher has done his best when he has made himself unnecessary to the student's further progress.

Learning is therefore an individual process; it cannot be acquired vicariously. He who enters the kingdom of knowledge must do so through working out his own salvation.

MOSIAH HALL,
Associate Professor of Education,
University of Utah.

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LOCALS

How's the family getting on, Brother Stewart?

Mechanic Arts news: Mr. Puncy has had his hair trimmed. He says he thinks he won't catch cold now.

Why does Prof. Will-yum Peteren so love to chase his students up trees by rapid fire questions?

Anybody would guess Guy Rose was an artist just by his looks. But it would have to be the second of two possible guesses.

Seems odd to have President Widtsoe around College two days a week, as lately. Our head isn't getting the loafing habits, is he?

Myrt (junior): "Gimmy your pencil."

George (senior): "Hain't got none."

Braithwait's Latest.

"In English six nobody means to shirk

But we all love to see our teacher work."

Roy Stewart in Vet. 1: "Is there any cure for glanders?"

Dr. Frederick: "The best and only cure is to pour a pint of coal oil in the left ear."

A SPRING VACATION. YES?

How would a Spring Vacation of two or three days be, about the first week in April? Many would like to hear the U. A. C.-U. of U. debate in Salt Lake City and if two days are given with school the previous Monday only one day of school would be missed. How about it?

Wm. Quale, to workman over at the Gym.: "What's that pole used for? How long is it? Are you sure? Where did it come from? Who owns it? Where are you going to take it now? How much does it weigh? Are

you sure?" And the barber kept on shaving.

Miss Singleton in Civics, was answering a question. However, getting part of it wrong Mr. Gates could hardly wait until she sat down, before he commenced snapping his fingers.

Prof. Robinson: "What is it, Mr. Gates—"

Gates: "Wh! wh! why! I believe she's twisted."

The Zoo, students were highly entertained last week. Sorry the class room could not accommodate the whole school. They enjoyed free moving pictures by Dr. Titus, and as specialties between reels, "Come Walk Into My Parlor Said the Spider to the Fly," and "I'm Bugs About You," were beautifully sang by Prof's Mathew Nelson and Ed. Barrett.

"KITTY BELLAIRS"

The cast of "Kitty Bellairs" received their costumes Wednesday, and they are more than delighted with them as they look very charming in these elaborate garbs. The cast plays for the first time tomorrow night at Smithfield, and at Providence on the 20th. We will have the pleasure of seeing the play at the opera house, Mar. 22nd, and 23rd. We are all waiting to witness the best ever in Dramatics from the "Sweet Kitty" cast.

Hard to Kill.

Gonzalez said Bermuda grass was a nuisance. "Why," he went on, "We plowed some up, shook out the dirt, burned the roots, and used the dirt to make cement. It was sand. It was hot all summer, but when the fall rains came, it sprouted and we cut it from off the side of the cement wall twice before it went to seed."

Suggestion—hand him up the pup.

The coeds' latest is the establishment of two riding school clubs at the U. of Minnesota.

New Medical Building

Plans have been completed and bids will soon be advertised for, for the new \$66,000 Medical Building at Nebraska U.

University of Illinois.

In the sale of one of the college magazines an "honor system" was tried. It proved very successful and showed that 97 1/2% of the students were honest. The magazines were left unguarded for and a box for the money was also left. No one was there to watch the magazine and the students were left entirely upon their honor.

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"WONDERER"

We are wondering. We have been wondering. And we are wondering whether it will be necessary for us to continue wondering. Year after year we have watched eagerly the outcome of the contests in which our athletic teams have participated. We have seen them make "creditable" showings and fancied we could appreciate the joy that would come by really having winning teams.

But our basket ball results! Ss, gently. Each season after the smoke of battle has cleared away and the history is written of the "glorious" achievements that have crowned our "efforts" we are dealt up the same old "reasons why" and assured that when the history of the succeeding season is written it will record a different story. We have had five of the best individual players in the state on our team, and yet fail to win. We have had five of the best individual players in the State in our school and but two or three playing on the team. We have had men make brilliant starts and play excellently during a season and then new men in their places the following season notwithstanding the fact that the old men were in school. Again we wonder.

Are the students of the U. A. C. any less loyal and do they fight any less vigorously for their colors than the students of other schools? No! a thousand times no! In all the world there is no school we love quite so well or would exert our best efforts quite so earnestly for as our dear old U. A. C. Our possibilities, however, are circumscribed. We may be endowed with latent powers that would make us eminent in the field of art, music, or literature and in our ranks may be the greatest possible skill lying dormant or but partially developed in the field of athletic activity, but if a maximum of these possibilities are realized it must be the direct fruitage of a successful system successfully administered. Is our system wrong? Is it successfully administered? We

are not prepared to say, we only know what the results have been. Whenever we hear the name of the Utah Agricultural College mentioned our pride arises; whenever the name of our President is mentioned we instinctively say "there is a man;" whenever the names of the Faculty are mentioned our respect goes out to them; but when the Athletic department is mentioned—well, we wonder!

CONTRIBUTED.

U.A.C. VICTORIOUS

IN DEBATE

(Continued from page 1)
ple would be liable to abuse.

Thomas Morton of the negative made the last principal speech, in which he pleaded the right of local self-government of the people, and argued that President Taft was not justified in interfering in local questions—in setting up his opposition to the will of the sovereign people of Arizona. He granted the legal right but claimed that did not constitute justification and proceeded to show a difference between the reasonableness and the justification of the stand taken by Taft.

Each of the speakers made a short rebuttal talk, and it was not until this stage of the debate that the pendulum was swung permanently to the affirmative by the superior preparation and ability to meet squarely the fundamental arguments of the opponents with the result that two of the three judges were satisfied that the laurels were ours.

The boys say they were royally treated while away, and speak highly of the spirit of good will exhibited by our sister school at Provo. We sincerely hope that this spirit of friendliness, mutual good will, and sportsmanship in intellectual and physical contests between our schools may be long continued.

It is significant that the Provo Floral company presented each of the debaters with a bouquet of carnations bound in ribbon of their respective school colors. Heretofore it has been participants in athletic contests who have received recognition by private business firms. We hail the

dawn of a new era when this class of contests is also being drawn within the range of such recognition.

LOVE CAKE.

One shady tree, or a narrow bench; take one armful of pretty girl, one loving face, two laughing brown or blue eyes, two rosy cheeks, and two lips like strawberries. Mix together, and press two lips, then put in one hundred pounds of love, and hands well clasped, stir well and serve after dark.

Frosting—One piece of dark piazza and a little moonlight; then press into one large or small hand, so as not to attract attention, two ounces of romance and one or two whispers; dissolve one-half dozen glances into a quantity of hesitation, and two ounces of yielding; place kisses on blushing cheeks or rosy lips. Flavor with a slight scream and set aside to cool.
"D. S. 12."

John Alder appreciates very much one who brushes any dust particle or small hair from his immaculate shoulders, or coat collar. Girls, this is a little secret to John's heart.

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SHALL AGGIE STUDENTS TAKE LITERATURE AND ART

There is one thing in regard to the courses offered at the A. C. that strikes me, especially favorably, Mr. Editor. And that is the breadth of the courses; the amount of knowledge given the student outside the narrow limits of his major work itself.

Let me say that before entering the A. C., my main thought was that, by attending the College I could attain proficiency in my chosen line of work, Agronomy. That idea alone was present. As I am about to leave the halls of our dear Alma Mater, the above idea is modified till now I feel that valuable as has been my major work, equally valuable have been the minor studies.

The major work has fitted for success in the vocation I chose. The minor courses have fitted to be a broader citizen; have somewhat made tenderer the heart through opened to it the literature of the world with its beauties, ideals, sympathies, and morals; have given a perpetual well spring of pure joy in music and its emotions of the souls of men and in the beauties of nature as revealed through art.

Somehow I often think that if, as the Savior thought, the soul is more than eat and drink, and if the soul's development is man's chiefest concern, then the cultural side of education, which aims mainly to enlarge the heart and its broadest sympathies, should always receive liberal recognition in any course of study. In other words the culture side of a College education ought never to be neglected in the pursuit of mere vocational training.

Now, Mr. Editor, I contend that the above advocated balance of the two aims in education is pretty well observed in our courses. And I am truly grateful for this fact. I advise my fellow students to give freely of their time to literature, to music, and to art, not in an inane emotional sense, but in a big manly spirit to broaden their lives.

A STUDENT

Logan, Utah, March 8, '12.

U. A. C. DEBATORS,

Provo, Utah.

Student Body wish you victory. Confident of success. Fight 'em.

L. A. STEVENS, Prest.

Telegram sent to Provo anticipating the debate.

THREE RAHS FOR THE FACULTY

(Continued from page one)
Grinnidge.

Scene 3. Same as scene 1.

The performance was under the direction of Miss Sara Huntsman, and reflected all kinds of highest credit upon that capable lady. The large crowd was very gratifying to the Senior class. The "Tag Day" worked like a charm.

A splendid orchestra under the capable direction of Prof. Spieker rendered most pleasing music.

In the first Farce Mr. Carroll was the picture of the self-satisfied but indulgent young hubby. Mrs. Walker charmed all with such realistic portrayal of the romantic young ma'ra who wishes to go on dreaming thru all her married years. Bert Carrington portrayed the bashful lover, tho none the less ardent letter writer. Mrs. Carrington was most pleasing as the entranced beloved love-lorn maid. She and her husband amazed the audience by their demonstration of such true-to-life love making by the already wed. Miss Cooper also took a leading part, but it seemed to lead altogether into the maid's room and behind the scenes. She created a sensation by her appearance in maid's costume, and liked just "too cute."

In "The Register" the stage machinery made the enjoyment of the play a fore gone conclusion. But the characterizations were splendid. Mrs. Porter was so easy and true to life, and Miss Kerr so charmingly preoccupied with the other room conversation. But Prof. Dale was a perfect delineation of the bachelor student. And his opportune slumber and terribly inopportune dropping of a whole library over "The Register" was well done. But the climax was when the "perfect gentlemen" almost stood on his ear to catch every word of the love making. Mr. Dale gave us a splendid anti-st-lover, but humble-suit. His embarrassing was so realistic as no doubt to cause Miss Bullen a temporary pang.

All in all it was a mammoth success, and everybody thanks the Faculty for the Farces.

Get the Coach to show you through the new Gym and watch him point out where every hat hook is to be; other details to match.

OBITUARY

Agronomy 13: Bowman killed it; Barker cleaned it; Baker cooked it; Stewart served it; Price paid for it; Godbe blessed it; Clyde strode down the Hall-faker Glenn; White colored it; Telford told Bullet after it was all Gonzalez; Wangsgaard did Picket duty, while Carroll sang a dirge; Bra(c)k(e)on stopped the Tanner; Adams used the Caine and Burch on John(s)on for Harris-ing Vere Lowe Peart in a Woodland. None went home hungry for they Had dock(s) to eat.

ETWAS TUN.

In Hort 1.

Prof. Batchelor had just explained that some times trees sent up shoots from buds near the ground, when Israelson asked: "How long do they sucker?"

Bingham, who thinks in dairy terms answered, "Till they're weaned."

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FARMERS AND HOUSEKEEPERS MEET AT HEBER

Next Monday morning the Agricultural College begins a Housekeepers and Farmers conference at Heber City, Utah. Practically all the live subjects of the farm and home will be treated by able men and women of the institution. The program as arranged will include discussions of horticulture, dry-farming, irrigation, animal husbandry, crop rotation, seeds, soil fertility, improved methods of farming, and industrial education. The housekeepers school will deal with such topics as diet, bacteria, poultry, household conveniences, and saving of strength, art needle work, mending, cereals and bread, etc. Among the lecturers will be Dr. E. G. Titus, Prof. J. T. Caine III, Prof. L. A. Merrill, Prof. J. S. Hogenesen and Dr. H. G. Frederick, of the U. A. C. Miss Leach Ivins will conduct the housekeepers school.

ART NOTES

In education a few years ago it was thought one must study Latin Greek, and philosophy in order to become a person of culture and ability. "The student may never have use directly for either in practical life, but there is an atmosphere about such subjects that is conducive to refinement, and no other subjects can give it." Such was the belief and it is still the belief of many today so slow in evolution in education. The modern educator says all human activity if presented to the student in the right way is conducive to refinement as well as equipping him directly to meet the problems of life. The aim of modern education is to begin with the natural activities of the child and, by means of the school, make judicious use of them gradually, evoking him towards the individual fully equipped to meet the problems of life; in fact already living and solving those problems. The subjects in the High School and College then will be very practical in their nature; those that the student has a direct interest in. These ideas should be incorporated into the curriculum of all courses of study—in Art as well as in other subjects. There are those still who maintain that the only way to develop good taste in Art is to pursue the usual course of the Art Academy; cast drawing, life drawing, and nature drawing. We admit that good taste can be

developed by such work, but average persons have little direct interest in it because they cannot feel the practicality of it unless they expect to follow artistic pursuits. On the other hand every woman is directly interested in beauty of dress, beauty in the fittings and arrangement of the home, etc., and we maintain she can develop just as much taste in properly solving such problems as in the other work. At the same time, because of the direct interest manifest, she will enjoy and absorb more genuine good taste in the same amount of time and because she enjoys she will continue her study through life. Schooling is the beginning and should be so adjusted that it does not become the end of education.

WINTER COURSE STUDENTS ENTERTAINED

Realizing that ere long the faces of the Winter Course students will be seen no more this year, the First Years decided to give them a farewell party. Saturday night, March 2nd, each First Year and his partner gathered at the Fifth ward Hall to spend an evening of untold enjoyment.

The hall was artistically decorated with the class colors. Dainty refreshments were served, and the extra fine music caused each person's heart to throb with the keenest joy and pride for theirs, the "First Year High School Class of the Agricultural College." This makes the third party given this year by the "social loving class," all of which were declared a success. But of course this being the last it was also the best.

Although we are but on the second round of the educational ladder, we feel that with such a loyal and intelligent class, we will bring, in the future, untold pride and admiration to the "Grand Old A. C."

Nine rahs for the 'First Years' They're "there."

CONTRIBUTED.

A TRAGEDY

Their meeting it was sudden,
Their meeting it was sad,
She gave her sweet young life away;

'Twas all the life she had,
And so beneath the willows
She's sleeping gently now,
There's always something doing,
When a freight train meets a cow.

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THAT MONTANA FOOTBALL GAME FOR 1913

Every student in the school is anxiously awaiting to hear of any football games for 1913. The game with Montana University is one of the big games that the manager is now working for. We have offered the U. of M. a big guarantee to meet us in Lo-

gan next fall on October 26. But the "huskies" do not seem desirous of coming, and as yet no definite arrangements have been made. However, let us hope that we will be able to induce them to come. HOPE.

Mrs. Carrington is taking incubation work. So is Bert.

Locals

Etta: "Gee! I'm hungry. Wish I had a dime. Say it's fierce to be poor and fat at the same time."

D. C. Jensen: "When you think of Xmas, what do you think about?"

Jack Sadler: "A decrease in cash."

Miss Manning: "When a thing is painted it isn't real."

Student: "The some of these girls around here aren't real, are they?"

Canute Peterson says he can set his alarm for five o'clock and wake up just one minute before it goes off in the morning and close it off.

Dr. Titus is at last ready to give to the world his latest discovery. Although he is willing to admit that he can't conceive of it, he is positive that it will take exactly twenty six quadrillion, and nine and one-half flies to extend from the earth to the sun.

A student in English 5 a, intimated a desire to see Hamlet if it was ever played near by.

Prof. Pederson: "Yes, students, Hamlet is a great play, and it is going to be played in Salt Lake very soon. Now if any of you have five or ten dollars you don't know what to do with, why—why,—why, slip it to me."

Axel had just told the class in Psychology that one of the natural methods of telling time was by the stars. Soon after Prof. Jensen was accounting for the time passing fast at certain times and slow at other times. "You know, boys, when you are counting time by the stars," he said, "how fast the time passes, and when you think of it the next day, so many things happened that it seems as if it might have been a week."

Anna: "Say, Vern, come over to the Woman's Building and I'll feed you on laughing gas broiled over hot air."

The Sorosis Society entertained its members on Tuesday evening at the B. Y. swimming pool, with a luncheon afterwards at the Hendrickson home. Miss Hoff, a "Sorosis" of last year, was guest of honor.

Braithwait: "Prof. Larsen told us there were ten Misses. Now Miss Smith, I can find nine, who is the tenth?"

Miss Smith: "Prof. Larsen?"

Braithwait: "No, I don't think he's the one."

Miss Hovey had tried desperately in Elocution to distinguish in the change of voice between all the different sweethearts in "The Sorrow of Rohab," finally she gave up. "Miss Smart, all sweethearts are the same to me."

Miss Smart: "Can that be possible?"

Misses Margaret and Edna Nibley and Marie Eccles and the Messrs. Clarence and Luke Wright, returned Saturday evening from Ogden, where they went to attend the ball given by the Wingoff club. The affair is said to have been one of the most brilliant of the year.

On Friday evening the Misses Marie and Louisa Barber entertained in honor of Miss Myrtle Hoff. The evening was spent in dancing, after which a delicious luncheon was served at their home. Those present were: Misses Vivian Hatch, Florence McAlister, Harriet Thatcher, Irene Hendrickson and Myrtle Hoff, and Messrs. Heber Bennion, Gordon Kirby, Goodspeed, Howard and Roy Schweitzer, Laurence Godbe and Frank Spencer.

Miss Florence McAlister entertained a crowd of girls at a slumber party on Thursday night at her home.

Prof. Peterson in physiology: "Dogs have a keener sense of smell than man."

Bean: "Man has quite a keen sense of smell. I know a little boy that can tell the owner of clothes by the smell."

Dr. Thomas: "Miss Holmgren, if you could catch ten fish without a boat and thirty with one; if some boy offered you a boat how much would you pay him for it?"

Miss Holmgren: "Why I'd give him a fish."

Mr. Bjarnson: "I know a man who knew it took exactly one hour to water his lucern. He could turn the water on, go to sleep and wake up just as the water got to the end."

L. Richardson: "I have an idea he slept at the end of the row."

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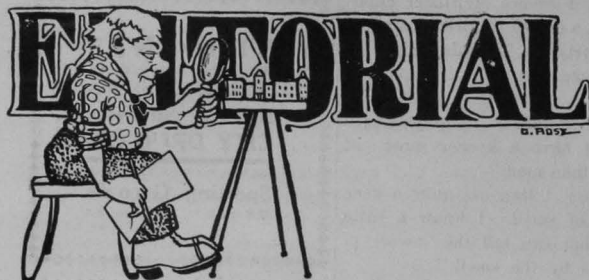
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Published every Friday of the School Year by
Student Body Organization of the U. A. C.

Subscription \$1.00 Per Year
Single Copies 5 Cents

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"Entered as second-class matter September 19, 1908, at the postoffice at Logan, Utah, under the Act of March 3, 1879."

College Delivery is made from Student Life Office, Room 275.

HOW TO STUDY.

With great pleasure we call attention to the paper in this issue by Prof. Mosiah Hall of the University of Utah on "How to Study." Prof. Hall is an eminent teacher. His students say his methods make easy the mastery of a subject.

But the student must know how best he might study a lesson. To benefit students at the A. C. in this line Mr. Ball of Student Life requested the Normal Department of the State University to contribute an article to our paper. Prof. Hall has very kindly responded. We thank him most heartily. We hope to present

other articles along similar important lines in the future.

THAT SPRING FEELING

We are approaching a time of the year when that "spring feeling" begins to take root. Already there have been mutterings heard from different sources about quitting school—going home. We confess there is a psychological something that takes hold of one on the approach of spring that instinctively takes his thoughts from books and school, but we can see no good reason why it should so influence anyone as to cause him to discontinue.

It is so easy to make starts. We know of many who have made glittering beginnings—in fact many beginnings—but it is a notable fact that those who make flashy starts and many of them rarely ever finish anything. The world is not looking for the spasmodic, intermittent, now-and-again performer but the steady, incessant, "always at your post" kind.

Now forget it! Keep plugging. Make the splendid start in September culminate in a glorious and successful finish in June.

SPRING TRYOUTS

We hope there will be no inclination on the part of anyone who has any athletic ability whatever, to refrain from getting into the spring try-outs. If we are to retain the championship which we so gloriously won last year it will be necessary to get right into

earnest work at once. Many of the old men of last year's team are not back and their places will have to be filled and the old men who are back will have to show that they have no superiors before they are given their old places. So get in, put forth your best efforts, and give the coach an opportunity to select the best material and get a winning team.

JUNIOR-SOPHOMORE DEBATE

Before a large and interested assembly of students March 12th, at chapel hour in the College chapel, the Sophomores sealed their title to the inter-class debating championship by defeating the Juniors by a decision of 2 to 1.

The Juniors were represented by Heber Bennion and Charles Rees in their defense of the question: "Resolved, that the system of popular recall should be applied to the state judiciary." The negative was upheld by Neil Sammons and Edwin Holmgren, of the Sophomore class.

The speeches were all of high order and showed a careful preparation by each of the debaters. In the principal speeches the Sophomore team seemed to gain the margin of argument which bridged them over the more efficient and coherent rebuttal of the juniors, and left still a narrow margin upon which the judges based their decision.

The winners of this debate will be awarded the Thomas medals given annually by Dr. Thomas to the winners of the inter-class series. They are certainly valuable moments and the holders are to be congratulated.

This same question is the one upon which our debaters are to

meet the University of Utah the fore part of April. The pleasing way in which it was handled in this contest should offer some stimulus to the men who are to represent us then, for from the standpoint of merit it demands a place in the class of inter-collegiate debates.

The following poem was a prize winner in the Denver Post last summer. Its author is G. E. Winterbourne of De Beque, Colo.

The Cowboy's Lament.

Kind 'o tired knockin' round;
Shack an' bunk-house ain't no home.
Pshaw, there's somethin' lackin'
somewhar
For a man wot has to roam.

In love? W-a-a-l not egzactly—
When a man gits forty-five—
Still I sort o'long fer someone
Who'll be glad that I'm alive.

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