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Student Life

Published Weekly by the Students of the Utah Agricultural College.

VOLUME X.

LOGAN, UTAH, FRIDAY, MAY 3, 1912.

NUMBER 28.

The Piper

*Hush! the wondrous silence!
April winds are still,
Listening to the piper
Coming o'er the hill.*

*Nearer, nearer coming,
Hark the merry notes!
Like bird voices pouring
From a thousand throats.*

*Like the waters rippling
Through the rustling sedge,
Or the willows sighing
O'er the river's edge.*

*Like the tender calling
Of the Cushat dove,
Or the voice of Echo
Mourning for her love.*

*Like a pean of triumph
Borne o'er distant scaur,
Comes the magic piping
Of the piper from afar.*

*How our pulses quicken
As he draweth near;
What mad joy to follow,
To follow without fear.*

*To follow, follow after
The piper and his lay,
To trip with winged footsteps
Along an Arcadian way,*

*Through a myriad meadows
That are forever green,
By woodland spring and fountain
Where profane foot ne'er has
been.*

*To follow, follow after
The piper and his lay,
To forget to-morrow,
Remember no yesterday.*

*Hark, the merry piper!
Is he god or man?
O'er the hill he cometh,
The great god Pan!*



Elias J. MacEwan, A. M.

THE ENGLISH DEPARTMENT

Although the first incumbent of the chair of English, at the Utah Agricultural College was Henry L. Everett, A. M., who occupied the position from 1890 to 1892, yet Professor Elias J. MacEwan, A. M., is the real founder of the Department. Mr. Everett, although a very scholarly gentleman, had little chance to accomplish anything by way of outlining permanent policies or establishing traditions during his two years of service. The College had just been founded and English, like every other department, was in the experimental stage. The number of students

(Continued on Page Two)

ATTEND COMMENCEMENT

The baccalaureate sermon on May 26, class day exercises on May 27, and the commencement program on May 28, followed by the alumni banquet and ball—these constitute commencement, a significant term in college life.

We cannot exaggerate the importance of commencement, nor can we do too much to make it a noteworthy period in the school year. Members of the board of trustees will be in attendance at these functions, partly for their social and educative value but primarily for the purpose of measuring the growth of the U. A. C. Now, the readings

(Continued on Page 7.)

Thy Birthright

*Thy birthright, royal heritage,
Is the fair, unsullied day;
To keep it so, upon thy strength
The supreme test may lay.
Lend not thy thoughts to mar it,
Nor words of thine to scar it,
Nor deeds of thine ill star it,
But keep thy royal heritage
The fair, unsullied day.*

"THE LIBERATED TONGUE."

It is commonly believed that every muscular movement reacts upon the mind, that the effort to do careful, exact work with the fingers, for instance, develops in some way the mind. But no one has seemed to discern that employing the tongue carefully in articulation has any reactive effect upon the brain. While it is not a matter of exact demonstration, it may be held that the exact functioning of the "unruly member" is invariably accompanied by a more exact functioning of the mind in all directions. The habit of precision in speech cannot but react to produce general habits of precision. Space will not permit a lengthy discussion of the value of "exercises in Oral English" but we may say in brief that exercise in Oral English serves, first to co-ordinate the faculties of thought and speech; second, to correct faulty thought processes; third, to clarify the mental content; and, fourth, to confirm the mind in the things that it knows.—In the final analysis, is this not education—To know what one knows, and to know why he knows it, and to



In order to stimulate interest in high grade art, "Student Life" has decided to award a valuable prize to the bona-fide student who evolves the best title for the above half-tone. Your lucubrations in the shape of a tentative caption, in a sealed envelope, addressed to The Contest Editor, must be in "Student Life" box before six p. m. Wednesday next.

know the limits of that knowledge? In other words, oral expression is one way of realizing what one's acquisitions really are.

To co-ordinate, to correct, to clarify, to confirm—are these not matters of educational value? These terms represent what a noted educator calls "the efficiency of the liberated tongue." He says further: "Here is one great source of the difference between the educated and the uneducated man even though by native endowment they may be equal. The educated man thinks and speaks clearly, definitely, concisely, making distinctions when they should be made, qualifying when qualification is needed; he knows what an argument is, and when it is conclusive, concerning any matter with which he is acquainted; and he has an appreciation for the subtle, the artistic, and the refined, which he never could possess, had he been linguistically uneducated." One might enlarge upon the topic to say that sensible exercise in oral expression contributes unmistakably to the cultivation of memory, manners, manhood and morality, and find in these results reasons for what is known as "public speaking," but enough said. Let us close by asking ourselves if not only in our schools and colleges, but in our pulpits and senate, and on our public platforms everywhere, there is not great need for "the liberated tongue."

The U. A. C. Woman's Club recently gave a ball in the Pavilion. Inasmuch as this was one of the very rare invitation dances of the season, it deserves special eulogy. Both ends of the hall were made cheerful and homelike by a lavish profusion of easy chairs, settees, Navajo rugs and potted plants. Punch of exotic blue and flavor flowed in rivulets in the musicians' gallery. All the men were brave in their evening dress; and all the women diaphanous. The tensest moment of the evening was at the presentation of Empress carnations to the gentlemen by the ladies. All in all, it was an evening of unalloyed, unclouding social pleasure, making the favored guests loath to leave.

Prof. Pedersen: Are you acquainted with the young lady?

Student: Yes, I know her very well. Ma rose her.

THE ENGLISH DEPARTMENT

(Continued from Page One)

was very small and the majority of those were of high school grade. Courses were given, however, in the three fundamental divisions of the study of any language: technical grammar, composition, and literature.

It remained for Professor MacEwan, during his ten years of service as head of the Department, beginning in 1892, to give definite shape and policy to the work. Hundreds of students, including a considerable number of the Alumni, remember vividly the thoroughness of his drill in grammar. Whitney's Essentials, in most verdant of bindings, and later Professor MacEwan's own little grammar in sober drab, disturbed the peace and sweet serenity of most undergraduates during the nineties. The complete mastery of the contents of these volumes insisted upon by the professor was to the grammarless youths and maidens of the virgin West a veritable labor of Hercules. To many of them, then as now, it remained an attempt to fill a sieve with water, but to many others the hours of drill served to fix ineradicably in their speech habits, most of the principles of correct grammar. The students, one and all, became imbued with a wholesome respect, usually associated with sincere admiration, for the canny, hard-headed Scotch thoroughness of the curriculum.

Courses in grammar, composition and rhetoric, and literature were increased in number, modified, expanded, adapted to fit the needs of the schools, during these ten years. Practically all the required courses date back to this period. As aids in the Department Professor MacEwan had, at various times, during his career the following instructors: John T. Caine, Jr., who also taught English in the days of Everett, Herbert W. Hill, B. L., Miss Rena Baker; and as "eloquentists," so the early catalogues phrase it, Mrs. Lettie C. Richman, Miss Clare Kenyon, Miss Rosannah Cannon, Miss Ruth Evelyn Moench.

In 1902 Professor MacEwan was succeeded by Professor Alfred Horatio Upham, A. M., who occupied the professorship until 1907, although on leave of absence during the last two years. In the three years of actual service at the College, Mr. Upham,

who was a graduate of Miami University and of Harvard, initiated two movements of high significance. It was through his efforts that STUDENT LIFE was founded, and he alone is responsible for the beginning of the annual theatrical presentation. Those three years saw the performance of "As You Like It," "Midsummer Night's Dream," and "She Stoops to Conquer."

The new instructors who appeared on the scene during this period were: Miss Annie Pike, Mrs. Julie W. Ostien, Miss Amanda Holmgren, Miss Verna P. Bowman, James T. Jardine, and Miss M. Elizabeth Wyant, who in Professor Upham's absence, 1905-07, served as acting head of the Department.

That brings the history of the Department down to the present generation. Among the instructors of English not named above should be mentioned Miss Charlotte Stewart, of happy memory, Mrs. Rena Baker Maycock and Miss Bowman each returned for an additional year's teaching. Mr. I. B. Evans, Professor of History, also taught classes in English.

The English Department has always taken active interest in Debating and Public Speaking, in College Theatricals, and in Student Publications. The next activity to be fostered ought to be the founding of a real live literary society among the students. It is hoped that the season of 1912-13 may see such a society firmly and permanently entrenched in the ranks of college activities.

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Before and After

The complaint is occasionally heard that the formal class-room study of English is a species of vanity, profiting the student little or nothing. As fragmentary items towards a brief for the Affirmative we submit the following excerpts, culled from a large and representative collection of specimens. The symptoms that appear after taking are less alarming, to say the least, than those in the pristine outbursts.

BEFORE TAKING.

From First Year Themes

Of all the seasons I think spring the most entrancing because of the warm sunshine after the long cold spell. The farmer goes out to the field to prepare the soil for the seed that grows and flourishes by this warm sunshine that starts the germs to sprout and send forth tender shoots that being nourished by the spring rains and the sun grows up and forms a plan. There is not a time in the year that a person feels any better than in the spring because of the flowers that bloom by the roadside and in the fields that makes the person smile that comes in contact with the country or out on the farm where a man feels he is independent and not a burden.

It would be very difficult to describe the influence nature had upon Wadsworth. His flow of words which is the artist that paints the myriad tints of gold and rose, purple and aluminous veins that play upon the mountain sides or shimmer in the soft mists about their mighty peaks in the path of the snow. How can your sole help, being filled with desolation where he presents you the howl of a lonely coyote as it echoes through the shadowy canyons. Can you lose interest in him when he is able to direct the power of bringing homeward at sunset the vast melancholy fogs which seem to arise from the ocean?

When, considering his history,

you can see that he pursued the most fittest subject for his success. His qualifications were as many and as lofty as are required for a philosopher.

AFTER TAKING.

From English Seven Themes

The sheep remained restlessly huddled together at night, and in the day time trailed heavily, a gray seething mass against the whiteness of the snow. Occasionally one of the weaker ones dropped out and was abandoned by the wayside, a pitiful bit of bleating life on the hushed desert.

The stillness was unbroken save for the occasional screech of a wild cat, which came from the cliffs above and mingled with the dull roaring and lapping of the water.

As the close of each day came, bringing with it the purpled dusk and the silent starlit night, the tinkling sheep bells were hushed one by one, and the song of the wolf came floating through the crisp air and seemed to be telling weird tales of long ago.

Slowly the shining hook spun across the dark pool. A splash! A shower of spray, and the fight was on. The tip of the light rod touched my hand as the fish made his first desperate rush. Then was the critical time. If there was a flaw in rod or line it would surely be found. The fine thread, taut as a bow string, cut the water like a knife. Then it suddenly loosened as the fish made a mighty leap clear into the air. Then down again to the very depths of the pool, taking many yards of extra line. Then followed long rushes which made the line sing and the rod creak.

It was after we stopped talking that the solemnity of the surroundings struck us. Out of the silence came the cricket's chirp accompanied by the rhythmic

munching of the tethered horses. The occasional splash of a trout rose above the murmuring stream. High up between the pines which capped the eastern ridge, the moon was steadily rising. As she sailed higher into the cloudless sky, the entire landscape was lighted by the mellow beams. The mountains were now grander and more stately than ever. A spirit of contentment and harmony, which a canyon evening alone can offer, filled the air. As the soft, refreshing breezes fanned the dying campfire aglow, we were reminded of each other's presence and the conversation was again resumed.

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Student Life

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At the request of the regular staff, this issue of "Student Life" is edited by the members of the English Department Faculty.

THE READING HABIT.

The reading of bad books is a bad habit. Many books in addition to being poorly written are, in one way or another, mildly false; others are "lies frae end to end." This is a serious truth for frequently, to the uninitiated, such books are peculiarly appetizing. The yellow-back has instilled wrong ideals into many a boy and girl by making black look white.

The reading of good books may be a bad habit. It becomes such if over-indulged, a present-day tendency. Two evils result: with minds of a certain type nothing is retained, the reading in such cases being merely dissipation; with minds of the retentive type, however, so much is remembered that it actually clogs the mind of the reader. Who has not seen the musty bookworm who is actually afraid to sneeze lest he precipitate "the loads of learned lumber in his head?" It is thus possible to be deeply versed in choice books yet shallow in one's self. The reading of good literature, usually a virtue, may therefore, if abused, become a vice.

Finally, the reading of good books may be a good habit. It will be so if one reads little and thinks much, or reads much but thinks more. An hour with Tennyson or Bacon should be supplemented by some solid contemplation. Thus reading becomes thought stimulating. It is this process, long continued, that results in a good reading habit and that makes well-read men and women.

A well-read person holds an enviable position in life. He is usually happy, and happiness be-

ing contagious, he helps make others happy. His books keep him sane and cheerful. When he feels that the world is too much with him, he knows where to go for a tonic. Turning to Stevenson, perhaps, he takes a journey with Alan Breck across the heather hills of Scotland. On returning from this dogmatic realm to the workaday world he feels like a new man. Such a person does not allow life to pall upon him.

The well-read man is useful, in a practical way, to himself and others. Thoughts count in this old world. The man of ideas is the man of the hour. He gets the job; his family lives in comfort; his house is a home. Our successful men are learned. Such individuals are useful, not only to themselves but to the community, state, or nation. Our Lincolns, Washingtons and Franklins, all our public benefactors, have been well-read men. The wisdom and inspiration of books helped shape them for the important roles they have played in our history.

Get the habit, then, of reading good books well. It will be worth more to you than gold, yea, than much fine gold. Like other habits, it must be acquired in youth. Form it before the age of twenty or it may never be yours.

CO-OPERATION.

I wonder what would happen if every department of our school, if every teacher in our school should suddenly decide to co-operate with the English department in trying to raise the standard of English in the school, both the written and the spoken word. This co-operation need not necessarily place a heavy burden on any department or on any teacher. It might simply take the form of a felt but unspoken demand that the pupil in both written and oral work and in each and every department of the school, be required to express himself in clear, concise and correct English.

No one will deny that College Hill has "climate," it has a superfluity of climate, superb climate, too. What it needs is "at-

mosphere!" Why not co-operate, faculty members, in the creation of an atmosphere eminently favorable to the growth and culture of good English.

Some one has said that the great man of today is the co-operative man. Here is your chance to achieve greatness; don't wait to have it thrust upon you.

THE BUZZER.

With the advent of the fourth Annual Year Book of the Institution, the discussion of the name "Buzzer" which for three years has made its regular appearance, is again called to life. Supporters of the name assert that the vigor and force suggested by the word altogether counterbalance the lack of dignity. Hostile critics, on the other hand, gaining in numbers and strength year by year, point out the very self-evident fact that the title is colloquially undignified as to bring a smile to the face of all who first hear it; that it partakes of a high school tone and atmosphere, rather than of true collegiate associations. Moreover, they maintain, mere buzzing is by no means indicative of real work. We all know that genuine achievement goes on without noise, buzz, or ostentation. Inasmuch as the U. A. C. is likely very soon to emerge into a real college shorn of the secondary school work, and inasmuch as the Year Book is now for the first time published by the entire Student Body, it seems an opportune moment to raise the question of a re-christening. Cannot a name be found

which is compounded of dignity commensurate with the ranks of a real college, of virile force and energy, and of greater approximation to euphony than Buzz, Buzz!

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STUDENT LIFE'S ALMANACK for MAY

MAY hath 31 days

1912

Predictions.

The Class Day exercises this month will run one hour over time. Prof. George B. Hendricks and Miss Carrie McAllister will be married, May 24. Dr. Widsöe will make 5 chapel talks during this month, and Prof. Arnold's orchard, due to heavy frosts about the 15 of the month, will fail utterly as a revenue producer.



Poem.

I here indite a little lay
To usher in the month of May
I challenge any one to say
I writ in hope of any pay.
I 'gin to see space won't permit
My lay to have a proper fit.
Alas, I'd hoped to make a hit
And now my lay it can't be writ

My Pegasus without essay
Must back to pound like any
stray.
Why one would think the price
of hay
Had higher flown this month of
May!



Useful Information.

To find the diameter of a circle
multiply circumference by .31831.

From 7 to 12 bushels of apples are
required for a barrel of cider.

The teeth can be well preserved
if always placed in spirits of alco-
hol overnight.

Anagram

My first is in witty but never in joke;
My second's in fire but never in
smoke;
My third is in winter but never in
fall.
My fourth is in Judas but never in
Paul.
Answer—Wind.

Fascinating Facts.

The Battle of Gettysburg was
fought during the Civil War.

There are seven primary colors—
red, orange, yellow, green, blue,
violet, and purple.

Theodore Roosevelt's hat is in the
ring.

Shakespeare's vocabulary numbered
16,000 words; that of Milton 8,000.

Samuel Smiles, author of "Self
Help"—a book which should be read
by every young man—celebrates his
centenary this year.

For information about the treat-
ment of the American Indians by
the United States government during
the 19th Century, go to Helen Hunt
Jackson.



Anecdote.

A learned counsel of the Ex-
chequer, applying for a nolle pros-
sequi, pronounced the penultimate
syllable long. "Consider, sir, that it
is the last day of term, and don't
make things unnecessarily long,"
very cleverly remarked Baron Alder-
son, much to the said counsel's con-
fusion.

A Riddle.

I'm talked about in rooms and hall,
Which is a thousand pities,
At me the students poke their fun
In jeers and scoffs and ditties.
And shall I cease or weary? No!
A thousand times No! Never!
For rolls may come and rolls may go,
But I go on forever.
Answer—The College Roll.

FAVORITE HYMNS OF THE
VARIOUS DEPARTMENTS

Geology and Mineralogy: Rock
of Ages cleft for me.

Accounting: Ten thousand times
ten thousand.

Military: Surely the Captain
may depend on me.

Library: Peace, perfect peace!
Modern Languages: Let love
abound!

Agronomy: We are sowing,
daily sowing.

Music: Life up your heads, lift
up your voice.

English: Just as I am.

Cafeteria: Open the door for the
children.

Prof.: What did people use be-
fore steel pens were invented?

Stude: The pinions of one
goose were often used to spread
the opinions of another.

Prof.: I'm tempted to give a
test.

Stude: Yield not to tempta-
tion.

Teacher: What does B. C.
stand for?

Johnny: Before Christ.

Teacher: And what does A. D.
stand for?

Johnny: After the Devil.

He failed in French, flunked in
Dutch,

They heard him softly hiss,
"I'd like to find the man who
said

That ignorance was bliss."

"Last year I took more courses
than I could pack."—Special
student.

A LITERARY MAGAZINE.

Do you miss the magazine
numbers of "Student Life?" The
question was put to several rep-
resentative college students who
one and all, declared that the ar-
rival of the neat artistic narrow
folios of last year, with their
harmonious, delicate color scheme
and decked edges, provided a
sensation of pleasure quite inde-
pendently of the contents. The
U. A. C., of course, stands pri-
marily for scientific and mater-
ial, industrial development, but
it also supports and advocates
the development of culture and
refinement, and it is regrettable
that the Student Body Fund
cannot prove sufficiently elastic
to provide in the form of a liter-
ary magazine, a monthly or semi-
monthly stimulus to the aesthet-
ic side of student nature. The
cost is slight in comparison with
the results.

An old sheep herder was tell-
ing a bear story. A herder found
that a bear was in his flock. Tak-
ing a gun he started bravely af-
ter him, urging his little shep-
herd dog to "heel 'im up," but
at the same time taking care not
to get closer to Mr. Bruin than
politeness required. The dog,
however, was not so cautious, but
flew desperately at the huge
brute's heels, biting quickly and
then springing out of reach.
"Shep see there was blood in

his eye," continued the old ruf-
fian, "and of course he turned
to the man for help. He puts
his tail between his legs and
makes a bee line for the herder,
and the bear close at his heels
madder than Old Hell. Well,
that fellow was pretty flustered
but his brain did some active rea-
sonin', something like this: 'Here
comes Shep and the bear too,
straight for me. If Shep hadn't
come to me, why, the bear
would've left me alone, mor'n

likely.' So what do you think
he did?"

"What did he do?" I asked
breathlessly. The rough old fel-
low stooped down to the log fire,
picked up a hot coal and slowly
lighted another cigarette. There
was no sound but the crackling
of the camp fire. "What did he
do?" he repeated, with a twin-
kle in his eye, "Why, he ups and
shoots the damn dog!"—Ex-
change.

AGGIES DEFEAT B. Y. U.

In a game characterized by Coach Teetzel as one of the best intercollegiate contests he has ever witnessed, the U. A. C. baseball boys won over the boys from Provo by the decisive score of 9 to 0.

Although statistics can not visualize the game, still they may prove interesting. The Aggies made but three errors. Twelve hits were secured off Johnson, the star twirler from southern Utah. He fanned three men and walked two. Schweitzer fanned fifteen men and walked but one. In a game a few days ago Johnson fanned thirteen men from the U. of U.

The batting of the Aggies was a feature of the game. In team work they also excelled, although they lost their heads upon two occasions. If individual mention be given, Dorian, catching, and H. Schweitzer, pitching, deserve special comment.

For the most part the game went off without friction. However, in the ninth inning, with the score 9-0, with two men out and two strikes called upon the batter, the Provo boys saw fit to question a decision of the umpire and leave the field.

The game was awarded the Aggies by the umpire.

The Line-up.

Dorian c Greenwood
H. Schweitzer ... p. ... Johnson
R. Schweitzer .. 1b. ... Eastman
Matthews 2b. ... Woodland
Kidman 3b. ... Baxter
Laurenson ss. ... Halberson
Taylor lf. ... Baird
Peart cf. ... Ashton
Allan rf. ... Weight
Umpire—Morton.

Pray tell me why
A hypocrite's eye
Can best deceive
On how many toes
A pussy cat goes?
The eye of deceit
Can best counterfeet
And so I suppose
Can best count her toes.

Slips of Tongue and Pen.

"Mrs. Sarah J. Ober was robbed in her room after a severe struggle, last Saturday night at ten o'clock."—First year theme.

"Oh, there'll be plenty of work here next summer. They're going to build an inter-ruban railroad."—Second year student.

UTAH DAY EXERCISES.

An excellent program for the observance of Utah Day was given a week ago Thursday in the college chapel. "Utah, We Love Thee," sung by the choir aroused the enthusiasm of the audience, and they listened with keen attention to the addresses full of the praises of Utah.

In his characteristic convincing way, Prof. L. A. Merrill gave a strong presentation of the wonderful resources and possibilities of Utah. By means of statistics and forceful comparisons he made his proof of Utah's greatness incontrovertible.

O. W. Israelson of the Agricultural Club, followed with a carefully prepared exposition of "Utah's Greatest Agricultural Opportunities."

"If we are to retain our present high standard of living," he said, "we must have an agricultural education to enable us to interpret, obtain, and maintain the value of our natural resources."

"The opportunity to obtain this education, as a result of which a permanent system of agriculture can be built up, is one of Utah's greatest resources."

Miss Holmgren's paper on "What Utah Day Means to Utah People," was delightfully given and was a very pleasing part of the exercises.

Through the clever introduction of his theme "What Can the College Do to Improve Our Town," the Reverend Paul Jones procured the individual interest and attention of his audience while he urged the establishment of a high standard for our College, not only in scholarship but also in the spirit of the school. To stand for fairness, broadmindedness, cleanness, in all our dealings with others, so that just to be known as students of the U. A. C. will stamp us wherever we go as men and women of high integrity and high ideals in life, this, he contended, is the best thing the College can do for its students, the city of Logan, and the State of Utah.

The spirit of loyalty to our own State was manifested by every one present. The inauguration of Utah Day will unquestionably prove productive of great good.

"The room is extremely bare. There is no ornament whatever, except my own photograph."—Student's Theme.

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ATTEND COMMENCEMENT

(Continued from page one)
these men get from the measuring stick will be factors in shaping their policies with reference to us. That being the case, let there be no empty benches on these important occasions. Students, lay aside your books; temporarily you have a more important duty. We do not wish to create a false impression, but we do wish to produce a representative impression. Be there, and begin now to interest your friends so that they, too, will be there.

Whoever serves his institution at commencement serves, however, chiefly himself. It is blindness not to attend; ignorance of the benefits to be derived from such treats, and ignorance alone, will permit a student or citizen to absent himself. There is more information, inspiration, and even experience to be gained from a good baccalaureate or commencement address than from weeks of individual plodding and stumbling in any field whatsoever. It is worth while, occasionally, to go to the mountain top with a master, that he may help us look over the mists.

The letter killeth but the spirit maketh alive. Dry bones frequently rattle in the class room. Not so at commencement. That indefinable something, that subtle influence, that refining charm so intimately associated with learning and culture, is here. Whoever has felt it pervade his heart will never again be of the earth earthy—his face will be set towards higher things. Appreciating this, shall we not make the 19th U. A. C. commencement, in every respect, a record-breaker?

The Aggie track team left this morning for Provo, where they will meet the B. Y. U. boys in a dual track meet tomorrow afternoon.

Presented to Miss Huntsman by one of her students: A Fairy Tail. To Miss Manning: A Tail of Two Cities.

A DRAMATIC INCIDENT.

The leading lady had blown out the lights and climbed into bed. The critical moment had arrived when the runaway soldier should hastily break through the shutters into her room. She wondered and grew nervous over his delay. The shots of his pursuers had been fired and she pulled the coverlet over her face to keep the powder smoke from choking her. Still he did not come. Suddenly she heard a terrific kicking and banging as if all the scenery were being torn down. Then the curtains screening the shutters fell with a crash, and at last she heard the panting breath of the soldier; this time in real earnest. The property manager had forgotten to unnaill the shutters. The soldier had been obliged to break the bottom slats off and force his way through the narrow opening thus made. In doing so he had dislodged the curtains. A few minutes later when the warning came that the room was to be searched for the fugitive, the heroine used presence of mind. Instead of saying the lines which bade the soldier hide behind the curtains she told him to crawl under the bed. This he did with difficulty, the bed reaching so close to the floor that he scraped under, tearing his hair and almost diverting himself of his clothing.

The comments of the audience on this scene were that there was excellent dash and color to it.

Professor and Mrs. J. C. Høgenesen announce "the birth of a baby girl, born April 27, 1912, weight seven and one half pounds."

The Summer School circular, for 1912, is just off the press. It is a very neat little pamphlet, unpretentious but compact, giving all needed information. Copies may be obtained at the President's office.

Professor E. J. MacEwan, formerly head of the Department of English, is now Professor of English and History in Kalamazoo College, Kalamazoo, Michigan. His successor, Professor Upham, after receiving his Ph. D., at Columbia University, was Professor of English in Miami University, Ohio, and now occupies a similar position in Bryn Mawr College. Mr. Herbert Hill, formerly instructor at the College, studied at the University of Chicago, later taught in the University of Nevada, and is now said to be teaching in the University of Texas.

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Students Shoe Store.

MAGAZINE READING.

Ruskin asks to know a man's taste and learning in order to know in what category to place him. Perhaps it is the same thought that leads a popular advertiser to say, "Tell me what you eat and I will tell you what you are." In this same connection may we not suggest the magazines one reads as a criterion by which, if not to judge, at least to classify him?

Here at the A. C. we need not be limited to the periodicals we can afford to buy. Our library provides for us generously. Something like 200 publications, monthly, weekly and daily are received there. A large number of these are technical or scientific but there is also an abundance of excellent material for the general reader.

This general reader is apt to look on the magazine as a vehicle for the news of the day. There is a good list of periodicals made up largely of event and comment, with profuse illustrations. Such are: **Review of Reviews**, **World's Work**, **Outlook**, **Literary Digest**, and **Harper's and Collier's** weeklies.

Others will look to a magazine for recreation and at the same time they want to have the feeling they are reading something worth while. For such **Century**, **Scribner's**, and **Harper's Monthly** fulfil the demand. However one must read even the four-dollar magazines with discrimination for often the best short stories and some of the most readable and instructive articles appear in the less expensive monthlies, such as **Everybody's**, **American**, and **McClure's**.

There is a class of magazine too little read by the average student, possibly because there is in them no illustrative matter to act as a bait. The articles, however, appearing in **The Atlantic**, **Forum**, **Nineteenth Century**, **Fortnightly** and **North American Re-**

NOTICE!

Volume IV of the U. A. C. BUZZER will be out May 20. No orders can be accepted after May 10. Write for a copy. Price \$1. Address orders, accompanied by \$1, to Buzzer Committee, U. A. C.

views have often a distinctly literary flavor and richly repay the reader for his careful perusal.

A large number of the popular magazines give space to reviews of the new books and the season's plays. Foremost among the Reviews stands **The Nation**. The **Saturday Book Reviews of The New York Times** devote its pages entirely to the discussion of new books and authors, but here the reviews are often written in the interest of publishing houses and are not so reliable as those of **The Nation**. Perhaps some of the most readable pages of **Life** are those devoted to criticism of books and plays. Mr. Metcalf, the dramatic critic, gives us vivid glimpses into the Broadway play houses. The **Theatre Magazine**, also, keeps us in touch with the plays and players.

Current Literature is a magazine that is invaluable to the student whose time for magazine reading is limited. Through its pages he is given an opportunity for acquaintance with things happening abroad and at home in the political, social, religious, and literary world.

Another magazine that one would do well to examine each month is **The International Studio**, a periodical devoted to modern art and artists. It contains reproductions of some of the most notable and beautiful modern paintings and also illustrations of arts and crafts work.

The ideal has been attained in magazine reading when the reader selects his periodical not by the illustrations, nor by the titles of the short stories, nor yet by its religious or political persuasions, but rather by the men who contribute to it. He should familiar-

ize himself with the best contemporary writers for magazines and read whatever appears under their names whether it be in the realm of short story, science, travel, biography, or literary and dramatic criticism. Be critics all, as you read, and read with discrimination.

ELECTIVES

For 1912-13, the English Department expects to offer the following electives:

English 10a. A comprehensive study of Shakspeare's plays and sonnets. Three hours a week throughout the year.

English 11a. The history and development of the modern short story; its principal varieties. Two hours a week throughout the year.

English 11b. The Modern Drama. A study of the stage of to-day. Three hours, one term.

English 15. General Literature. A study of world classics. Three hours throughout the year.

English 21. The literary study of the English Bible. Three hours, one term.

English 25. Journalism. A study of magazine and newspaper writing. Three hours, one term.

In addition courses will be offered in Elocution, Debating and Public Speaking.

SUGGESTIONS FOR AN IDEAL A. C. FACULTY

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Agricola Hedger Fields, D. Sc.

Department of Agronomy:

Professor C. M. Root.

Associate Professor Clay.

Instructor Grubb.

Department of Horticulture:

Professor Berry.

Doctor Plummer.

Instructor Appleton.

Assistant, Mr. Bartlett.

Department of Animal

Husbandry:

Doctor Bullen, professor in charge.

Assistant Professor Piggett.

Instructor Shepherd.

Department of Veterinary

Medicine:

Doctor Horsley.

Mr. Cowley.

Poultry Division:

Professor Moulton.

Instructor Egbert.

Mr. Henry Cox, assistant.

Department of Eugenics:

Doctor Eugene Breed.

Department of Domestic Science:

Professor Cook.

Instructor Potts.

Department of Domestic Arts:

Professor Hemingway.

Miss Cutter.

Miss Kate Tubbs, in charge of

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