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## Student Life, July 13, 1928, Vol. 26, No. 32

Utah State University

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## STUDENT LIFE

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Editor

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Volume XXVI. Friday, July 13, 1928. Number 32.

## SHOOT'S BARB AT COLLEGE LIFE

The following is an editorial from the Baltimore Sun relating a Mr. Kendall's reply to the Cornell committee which urged that he contribute to his alma mater. The Associated Press carried a dispatch at the time which stated that Mr. Kendall has proffered a million dollars to Cornell if the social snobbery and the sexy nature of undergraduate life were abolished.

Young western institutions will look on with interest as the controversy which Mr. Kendall has precipitated rages, because it will be a hotly discussed matter. Certainly there are grave charges to be made against some of the modern universities as breeders of low ideals. The answer may be that the universities reflect the standards of their time. But of course this is the very thing they should not do. They should be miles ahead of their times.

Particularly they should not be imitators of the erotic habits of the males and females of our time who have perverted the dignified and beautiful relationships which should characterize the companionship of young men and women. If College is not an opportunity for consecration to the great virtues which are in life it is worthless. It need not be a sanctimonious affair; it can with great dignity lead its students up to the highest levels of thought and conduct.

A young western college, with its many limitations, has the priceless privilege of abstinence from the perfumed snobbery and the sex-liquor complex which has contaminated to the point of corruption many of the old and once fully, now only partially, honored seats of learning of America.

Of course a thousand good things could be said about Cornell and Harvard and the statement could be defended that bad as their social life may be, they are in some important ways high spots in our civilization. Yet even after this is said there is no denying the fact that there are influences at work in the universities which threaten to unmake them as great instruments of human usefulness. The fact is that the American public expects a new type of institution to arise to express the American ideal. Such a new institution may come out of these old colleges will arise on new social soil to re-establish American confidence in higher education.

Anywhere here is what the Sun says of the barb which Mr. Kendall shot into Cornell and Harvard and the others:

"Mr. Kendall is a plain speaker and a loud one. Nor can one avoid feeling that his voice is that of the alumnus incarnate, crying out in revolt in a wilderness of pleas, circulars, petitions and appeals. For years graduates have had to endure being told what was done for them for years they have been told to show their gratitude. And they could write no reply save in a checkbook. It was a question of being rude or generous. So most of them have checked back their feelings and kept quiet, hoping that their shame would never be discovered. But not Mr. Kendall. He threw a brick, all wrapped up in thoughts about the primitive woman and in tart phrases concerned with Galahad and Lancelots.

"Mr. Kendall talked about 'snobbish fraternities' and 'barren kneed cuties.' And he got an audience. He made a hash of the talk about 'priceless contacts.' He added that not all undergraduates were people who would welcome the addition of Alabard to the faculty. He intimated that often it is the college that owes the alumnus something besides requests for financial assistance. Mr. Kendall has made soliciting a much more hazardous business. And to prove that he wasn't just a crank he cracked a million new dollars in the face of the old school.

"At Cornell, of course, they are saying he can keep his money. But one thing won't be forgotten. 'The old legacy.' Was the licker habit, . . . And, quite frankly, I could have acquired the same habit in two years at Harvard, while it took me four at Cornell."

## OUR FARMER GUESTS

Before the week closes the U. A. C. campus will be transformed into a "tent city" in preparation to receive hundreds of farmers and their families who will arrive at the College Tuesday. For four days the Institution will be host to agriculturists from all parts of the State and from adjoining states.

The annual encampment is looked upon as one of the most important projects undertaken by the State College.

Every effort is made by the authorities to make the visitors comfortable and happy; to entertain, instruct and amuse them. The carrying out of the program requires tireless effort on the part of those in charge. Every effort should be made by the students to aid where possible in the success of the encampment.

## WHY A. C. COLLEGE?

Many communications are addressed to the U. A. C. as "A. C. College." This error can be overlooked when it is made by one who is not familiar with the meaning of the letters which represent the school; but when the mistake is made by one of the departments of the School itself, there is no excuse that will suffice to justify the error.

Appearing in bold letters on the ice cream packs sold at the dairy is the following sign, "A. C. College." We would suggest that all cartons remaining in stock that bear this glaring mistake, be heaped in one pile and given to the gods of fame.

Judging from the remarks heard during the past week, faculty members, students and visitors are not all touched by the same sparks of genius. Some crave scientific discussion; some are thrilled by scholarly demonstrations; others enjoy a friendly chat, while others remain untouched. The directors of the Summer Session are, indeed, wise men of the west; because they have chosen many types of lecturers.

## Democratic Laws Are Necessary in Schools Says Doctor Griggs

Child Develops Normally Under Rules That Give Room For Self Help.

Dr. Griggs, in his lecture Wednesday morning, showed the necessity for democracy in the home and school as well as in the state. "Children come in little contact with the state," he said. "It is only the lost children that feel the state's influence, but they come under the influence of the home and school. In the government of the home and school one finds the same principles as are found in the state, therefore there is reason ten times over for the teaching of democracy in the home and school. Here Dr. Griggs continued his comparison of the home, the school and the state in regards to the laws passed in each institution for the benefit of the individuals who are served. 'All members of the family circle live for all other members. They must live in harmony with each other and help each other to grow and be happy.' The speaker then laid down five laws which should govern the home if the members of the family grow and help each other to grow. They include: first, observe the laws of the home physically, mentally and morally; second, be cheerful and courageous; third, be cheerful and courageous; third, be positively loving; fourth, be healthy; fifth, work. 'The children will understand the laws of the home as well as the adult; it derails the laws of the state,' said Dr. Griggs.

The lecturer then told of the five laws that should govern the school if education attains its purpose. They include: first, promptness; second, regularity; third, order; fourth, attentive; fifth, love work.

Dr. Griggs then told of the effect of a monarchical form of government on the state and the school. He said that the problem of today is the development of character; the development of the child into a free, obedient citizen. He urged that parents insist that their children obey and not grow up impudent but to be democratic and just in guiding them.

## GEOLOGISTS BREAK CAMP IN CANYON TO MAKE A TRIP OF THE WEST

(Continued From Page One)

their study of geology, before the course is completed.

Since the majority of the class is made up of students from the Mississippi Valley the course was planned to give them two weeks of study and research on their way to Utah. The first stop made on the tour was at Lyons, Kansas where a study was made of the salt deposits found there. Their next stopping place was at Cripple Creek, Colorado. The most famous old gold mining camp in the world. At this time they also visited Uray, another of the Colorado mining districts. The call of the strata next took these enterprising geologists to Mesa Verde National Park, which is renowned for its prehistoric ruins that are to be found there. Moab, Utah, the next stop scheduled on their itinerary, was followed by visits to the Grand Canyon and Salt Lake City. The final stop made at Logan completed the first leg of the Geology Tour.

During the four weeks spent in the vicinity of Logan these traveling geologists have been recruited by several of our own Aggie students, who will finish out the course with the rest of the class.

One of the several interesting discoveries made in Blacksmith Fork Canyon, where the field work and study has been carried on up to the present time, was the uncovering of a number of fossil fishes hitherto unknown west of the Mississippi Valley. The fossils were thought to have been deposited during the Devonian age, which is known as the age of fishes, but up until this time no fossil from this age has been found in the Rocky Mountain region.

The field study pursued in Blacksmith Fork Canyon ends today, and the Geologists will move on to the Eureka, Tintic, Bingham and Potosi beds of Wyoming and Jackson Hole. A week will be spent in and around the mines, making a thorough study of the minerals and mineral ores to be found in that section.

The next point of interest to be visited by the class is to be out on Yellowstone Park. There certainly, they will meet nature in a new and capricious mood. The group will then proceed to Thermopolis, Wyoming, where the course will be completed and the Traveling Geologists will disband.

To man whistling—What makes you so happy today. My wife nearly called me honey.

Nearly? What did she call you. She said "When will you be home to dinner old bees wax."

The bees drive the drone out of the hive, we lock him up in jail and feed him.

## The Volunteer Valets

My father used to tell me that people little cared. How I dressed or combed my hair or how I daily fared. He said that all my "dolling up" was just a foolish whim—But since observing rather close I've come to question him.

Not long ago I chanced lean against a whitened wall. Then later passed where friends of mine were dashing thru a hall in spite of all their hurry along their beaten track. A half a dozen shouted, "you've got whitewash on your back."

Another time I chanced to dine at a straddle-stool cafe. Where hash is passed out hurriedly at any time of day. And passed from the wooden trough one word at my best—I met a pal who quickly said, "There's gravy on your vest."

I remember when I came from war, (I'd been in France two years) I dashed into my dear old home with my eyes chock full of tears. The scene with dad and mother will be clear until I die; But all my sis could say was this, "One eyebrow's arched too high."

One night I gave a stirring speech before a civic club. On how to quell one's appetite from eating too much grub. I railed against the human hog—the low-lived, pesky lugton. The president said, "your speech was good, but I could see one trouser button."

I went to see my sweetheart, one I had not seen for weeks. I thought that when she'd see me back, hot tears would wet her cheeks.

But when I crossed her threshold, and smiling she stood near. She stopped then whispered softly, "There's lather in your ear."

One day I felt heroic; by blood boiled in my veins. I vowed I'd help the needy and give relief to pains. So I spied a little urchin who had downtrodden been. And when I stooped to help him up, he gasped, "There's cob-webs on yer chin."

I was host one balmy evening to a group from my old frat. We'd told of old-time mixers; we'd talked of this and that. At last the group requested that I exercise my throat—But a fat dame rushed to save me, she'd spied hair upon my coat.

The other night some friends of mine asked me in to play. A hand or two of auction bridge, "To get up the day." I had unusual luck that night, felt like the king of spades. 'Til a sweet young maiden asked me, "You're out of razor blades?"

I know the people watch your dress, I know they eye you're clothes. I know they know when you shave and when you've holey hose.

And when I'm cold upon the bier, (I'll bet my bottom dollar) That some sweet, gentle soul will gasp, "there's dandruff on his collar."

—From Archie's Rhimes.

## COLLEGE ANNOUNCES ITS PROGRAM FOR EIGHTH FARMERS' ENCAMPMENT

(Continued From Page One)

m. to 8:30 p. m. where milk, ice cream, cream cheese, butter may be purchased.

Buttermilk free of charge at milk bar.

Playground for children (infants 2 years to 7 years) open daily from 8:30 a. m. to 5 p. m. No charges. Admittance by ticket secured at time of registration. No luncheon provided for children on playground.

Boys and girls 8 years to 14 years of age, in front of Livestock Building at 8:30 a. m. each morning. Movies provided at 1:00 p. m.

First aid station open day and night in tent on east lawn of campus.

Swimming pool and shower baths open all day free of charge. Pool for men 6:00 a. m. to 8:00 a. m. and 4:00 p. m. to 7:00 p. m. Pool for women and girls 8:00 a. m. to 9:00 a. m. and 3:00 to 4:00 p. m. Women and girls should bring bathing suits.

Encampment Speakers

George H. Dern, Governor of Utah.

A. W. Ivins, President U. A. C. Board of Trustees, Salt Lake City, Utah.

E. G. Peterson, President Utah Agricultural College.

William J. Peterson, Director Extension Service, U. A. C.

P. D. Farrell, President Kansas State College.

W. A. Lloyd, Regional Agent in charge of Western States.

S. D. D. A. Extension Service, Washington, D. C.

Mary Wood Hinman, Director of the Hinman school of dancing, Chicago, Ill.

J. E. Dornan, in charge of West of the Lady Introduction, U. S. Department Agriculture, Salt Lake City, Utah.

P. V. Cardon, Director Experiment Station, U. A. C.

Faculty members, Utah Agricultural College.

Outline of Program

College Chimes—6:30 a. m.

Breakfast—6:30-8:00 a. m.

Demonstrations and exhibits 8:00-9:00 a. m.

Department meetings—9:00-11:00 a. m.

Excursions to Experiment Farms (Thursday forenoon)—8:00-11:00 a. m.

General assembly—11:00-12:00 noon.

Dinner—12:00-2:00 p. m.

## Horse Shoe Pitching Contests—1 p. m.

Department meetings and demonstrations—2:00-3:30 p. m.

Movies for children—1:00-3:00 p. m.

General assembly—2:30-4:30 p. m.

Baseball and contests—4:30-6:00 p. m.

Supper—5:00-6:30 p. m.

Band concert—6:30-7:00 p. m.

Plas here open—7:00-8:00 p. m.

Movies for children—7:30-9:30 p. m.

General assembly—8:00-9:30 p. m.

Movies—9:30 p. m.

Dance (Thursday)—9:00 p. m.

## Idiotic Brevities

OBSERVATIONS

LIFE'S TOO SHORT

The girl of today seldom dies of a broken heart. It's more often a broken neck.

HOT WEATHER

It's a sure sign of summer when a Scotchman throws his Christmas tree away.

GIRLS CAN CHOOSE

God gave her her face, but she picked her nose.

INFORMATION PLEASE

We would like to know what the dairy department means by printing "A. C. College" on their ice cream cartons. Do they mean "A. C. College"? We suggest the English department watch their grammar.

TAKING INVENTORY

The following was seen in a Zoology Department inventory "Two flat top instructor's desks \$40. Rather cheap at that."

First Freshman: "Are you an atheist?"

Second Halfwit: "No. I have no religion at all."

He— "Are you a sailor's sweetheart?"

She— "Nix, I don't like salt with my mush."

Suspicious Husband— "Who called this afternoon?"

His Better Half— "Only aunt Sophie."

S. H.— "Well, she left her pipe."

Judge to officer who arrested a man for not wearing any clothes: "What is the charge?"

Officer: "Your Honor Sir, for impersonating a woman."

He— "I just heard of a girl who takes a shower and dresses in three minutes."

Why, that isn't so wonderful!"

He— "I'd like to see you do it."

Alma G.— "Golfing is pie for me."

Observer— "I notice you get plenty of slices."

WE FEATURE SANITATION—  
MODERN BARBER and BEAUTY PARLORS  
—13 West Center Street—Phone 1210

## Logan Hardware Co

Distributors for—

Bennetts Pure Paints

"Property Life Insurance Products"

Rawlings Athletic Equipment

Official in Every Respect

## The Whiteheaded Boy

By Lennox Robinson

Presented by  
SPEECH DEPARTMENTDirection of  
Miss Margaret Caldwell

U. A. C. Chapel

Thursday, July 19th

—8:30 P. M.—

Admission on Presentation of Summer School  
Registration Cards or Encampment Registration Cards.

General Public - - - 50c

A young couple went up to a minister just before church services and asked to be married. He told them to sit down and he would attend to the ceremony immediately after services.

At the close of church he asked those who wished to get married to come forward and the one man and thirteen girls came to the front.

Rastus: "Liza, why weren't you to marry church?"

Liza— "I belong to a different abolition."

First cook— "Do you assimilate your food?"

Second Darkie— "No. I buy mine from the store."

Fiddler— "The leading lady has a break in her enunciation this evening."

Orchestra Leader— "Say, you keep your eyes on your music."

Serge B.— "Someone has stolen my car."

Compus Cop— "These antique collectors will stop at nothing."

"Give me that shovel."

"That snow shovel."

"The hell it ain't."

Mary— "Yes I love you and I will marry you."

Bud— "Soon my dear?"

Mary— "Not till 1930, love, there are two ahead of you."

When a man ceases to be useful in the world nature takes an opportunity to work him over into fertilizer and other necessary earth elements.

## Goodyear

Shoe Repairing Co.

77 North Main

Rebuilders of Fine Shoes.

The Only Fully Equipped

Goodyear Shop in Logan.

## LOVE IS A BOOMERANG

I who thoughtlessly scorned love. Because of arid grown cold. Have a cutting, poignant passion. For her, whose clear blue eyes. Were oft pained by my insincerity.

She whom I carelessly wounded. Went her way, and recovering. Returned to laugh at me. To lightly kiss my longing lips. And leave me mad with hopeless devotion.

J. Scott

## The Shop Where the Students

—Like to Go—

Eccles Hotel Barber

Shop

Harry Wilson - - - Prop.

## Monsen Meat Market

Better Meat for

Less Money

123 South Main

Phone 419 We Deliver

## The Pioneer Drug

Company

of Cache Valley

welcomes you to

visit our store.

Riter Bros. Drug

Company

in business for

your health







## Scientist Enjoys Steady Climb To Heights of Eminence In Field of Nutrition Research

DURING the past two weeks the Utah Agricultural College has been honored by the presence of the greatest nutrition specialist of the nation, Dr. E. V. McCollum, head of the department of biological chemistry in the school of hygiene and public health at John Hopkins university.



Dr. E. V. McCollum

For the fourth session of the National Summer School, Dr. McCollum's classes have a large registration.

Dr. McCollum's biography shows that he has pursued a climbing path since he began his school training. Because of his love of research; his progressive nature; his high type of scholarship and his intellectual achievements he was appointed head of the department of agricultural chemistry at the University of Wisconsin. From Wisconsin he was called to Johns Hopkins university where he has been a member of the faculty for the past eleven years. He is the personal supervisor of all experiments carried out there in his field and performs many himself. He is also a public lecturer, instructor and author.

Only a few of his many worthy accomplishments in the field of scientific research can be mentioned here. In 1912 he discovered the vitamin A which has revolutionized the field of nutrition. In 1915 he formulated the theory of what an adequate human diet should consist. This theory formed the basis on which all the later work in the field of nutrition has been carried out. He next studied and determined the dietary deficiencies of food substances which included grains, peas, beans, etc. His researches led him into determining the values of the several proteins contained in the various foods.

It was found that grain proteins were inadequate and that the mixed grain proteins would not supplement each other. At the completion of this piece of original research he at once experimented with the proteins contained within the animal food substances, including milk, eggs, meat, etc. His findings were conclusive and established the fact that animal proteins, like cereal proteins, form an inadequate protein diet; but that one would supplement the other perfectly.

Following these discoveries he next turned his attention to the study of the modification of bone growth through the administration of faulty diets of various types. This led to the discovery of how to produce experimental rickets and then to the finding of the existence of vitamin D.

While these and numerous other investigations were being conducted he wrote and had published the most advanced work of his kind, "Newer Knowledge of Nutrition." Added to this voluminous text he published more than 150 individual bulletins of his research findings. Following these publications he next published a popular volume on the science of nutrition, entitled "Food, Nutrition and Health." His "Newer Knowledge of Nutrition" has enjoyed three additions and the fourth will soon be off the press.

Dr. McCollum is unquestionably a genuine scientist and stands only for what is basically sound. He refuses to lend his name to commercial propaganda and declines to even experiment with any of the manufactured products or with products with a trade name.

When asked for his views concerning the future of the field of nutrition he replied that the subject has always been recognized but the research of the last ten years has placed it in a class comparable to the greatest achievements in the field of physics and that the subject is still in its infancy.

The course he is now presenting is principally informational and deals with the facts concerning the present status of the knowledge we now have of human nutrition. He is emphasizing the conservation and protection of the human body through hygiene of the digestive tract. In short, he is teaching prevention rather than cure, beginning with the applications of the now known principles of an adequate diet.

Dr. McCollum's visits to this state will wield a mighty influence among those who are keeping in touch with his message.

### DANCERS TO ENTERTAIN FARMERS AT U. A. C. NEXT WEEK

Continued on page two

pressive Finnish Harvest, Trot, Frykdales and Weaving dances, complete the program by the three o'clock class, and in conclusion Miss Gowans will present a group of Mexican Portuguese and Spanish dances; La Cucaracha, and La Jencucha, Mexican peasant dances, the national dance of Mexico called Juarabe Tapatio, Fado Blanguita, a Portuguese number, and Espana.

Thursday evening the twelve o'clock children's class will play and dance a number of ring games and a Virginia Reel, and the Skol, Swedish, the Danish Skole, and French Reel, will be given by the three o'clock class. The Flamboyant Sword Dance, a "Swedish Hazing Dance," and The Olympic Games, a group of Greek dances. A group of International dances by Miss Gowans completes the national dance of class.

## We Need Experienced Teachers

with college degrees who can teach Home Economics, History, English, Social Sciences, and also Latin and Spanish.

Salary,  
\$1600 to \$1800  
and up.

Apply—

### Mountain States Teachers Agency

210 Templeton Building  
Salt Lake City, Utah

## Dr. E. H. Griggs Begins Series Of Lectures On Character Education

Growth Of Character Education Since War Shown By Eminent Public Lecturer.

Dr. Edward Howard Griggs in his opening lecture Monday morning discussed the most important fields of life, stating that at the present time there is a wide awakening in character education which is one of the essential things to a well rounded life.

During the war, according to Dr. Griggs, all private affairs were forced into the background for the sake of national interests. When the armistice was signed and peace came people relaxed with a sigh of relief. The war was over and they were happy because they could live as they wanted to. The result was a moral relapse during the ten years after the war. Some dazzling characters had been developed but people had forgotten that man does not live by equipment but by spirituality and love. Without this life has no significance. The post war influences had tended to cultivate a tendency in the whole world to live freely without consideration of other people. To rectify this condition there must be inner guidance and control of every external restraint so that freedom will not result in license.

The gradual movement to free women has culminated in uncertainty. It is a sad time to feel free with nothing definite to go with freedom. The time of anarchy then takes the place of happiness. Guidance and control of the inner life are needed.

Man suffers if different from his friends. If one girl's skirts cut a high altitude the friends' skirts must go up also. If parents attempt restraint they meet either rebellion or deception. The only solution which will help during a stress period is love and companionship of the parent and child or of teacher and student. It is not how education is freed, but how education fits the individual for the fields of life which are essential.

With the extended curriculum of schools, education is reaching out in every direction. However, in the final solution it is not how much is done nor how many new inventions are accepted, nor how many facts are learned without being thought out, but how the philosophy of education fits the individual for the fields of life which are essential.

The development of an individual Dr. Griggs said is not steady so it is of supreme importance that the right influences are in charge of the character at the right time.

There is a period of resting before adolescence. At this time the child in school is apparently in a stage of arrested development. To push the child at this time might do damage so the wise parent or teacher will wait until the child is ready. The child now, and if it is in the resting period it must be allowed to complete the change so that it will be ready for the next period of life.

"The four chapters of life," Dr. Griggs stated, "are childhood, youth, maturity and old age. Each phase has its own importance. Long ago people saw life here as a preparation for the world hereafter. The best way to live the life hereafter is to live right here."

"The old order was a get through childhood as easily as possible to enter the adult stage. Misguided people think Stevenson, Riley and wrote poems for children but they were written about children for grownups to read. So it was with so much planning. The adult life was the center of interest."

When a person has grown up he has gained a certain philosophy for himself. He knows that all will pass. The child doesn't know this. He lives in the moment. The tragedies of childhood, such as a broken doll, seem as great at that time as any problem of adult life.

Youth, the second chapter of life is dangerous because, first physical development and second the conscious reality of adolescence. The burst of a new sense comes as a shock. There is a chasm of awakening with trouble and pain. It is difficult for the adult to realize what is going on in the mind of a youth. Only some one with a great capacity for love can reach out across the chasm. The child is as a bud opening. If it has sunshine and warmth it will open as a flower. Its heart closes when understanding is denied.

In youth there is a four-fold awakening. They reach back into history for a philosophy of the universe. There is a awakening of interest in religion and live and a hunger for art and culture. "No one," stated Dr. Griggs, "wants the age of the trembling hand. Ours is an age of activity where there is little respect for age. But age should be a neposch of wisdom. The character of education is to prepare one to pass through each phase of life, not merely to make a living but to live. It is difficult to state the aim of education in terms large enough to include all stages of life. Dr. Haines has said that education is to initiate the individual into the experience of the race. The end of not freedom nor power but love and good."

A man with great power might be a great criminal or a great leader according to his character. Dr. Griggs defined a man with character as one who sees best with toleration, loves best, for the energy of life is emotion, and the best emotion is the emotion of personality is loving service. In conclusion he urged the teachers to frown down on the doctrine of restricting reality; to investigate and teach reality; to help students see the stars and reach back and see what has made history.

### NORTHERN DIVISION CLUB BOYS GIVING OUTING AT U. A. V.

Continued from page one

award was furnished by Prof. Gustav Wikner of the College dairy department.

Carl Frisknekt, who has charge of the Smith Hughes work at Box Elder high was in charge of the day program and the commendation of the authorities and club boys for the very successful manner in which things were handled. Credit for transportation and the students must go to the boards of education of Box Elder and Weber counties. They offered their high school vans for the purpose and many of the board members as well as the high school principals took their own cars and brought students to the campus.

The heads of the different departments in the school of agriculture also helped very materially to make the day a success.

Among the distinguished visitors of the day were Wm. Hobbs, president of the Utah State Poultry association; Supt. C. H. Skidmore of the Box Elder high; Jesse W. Hoopes, member of the board of education of Box Elder county; Robert Stewart, county agent of Box Elder county; L. R. Humphrey, state supervisor of vocational education.

Smith-Hughes men who were in charge of the boys were Vern Overlander, Weber board; Carl Frisknekt, and Noel Benson, Box Elder high; Mark Nichols, Bear River high; H. P. Anderson, South Cache high; J. W. Kirkbride, North Cache high.

Every boy who attended the college is doing project work in his respective county as well as a great many more who could not attend. Each year the college officials invite the vocational education students to spend a day visiting at the College. The large number who were here Tuesday, in view of the fact that it is probably the busiest time of the year, was very gratifying indeed.

The day's events were so well planned and executed, the situation so ideal for a good time, and the boys so thoroughly enjoyed themselves that the authorities are more than pleased with the results.

### Have Your Hair Cut

by one of our four First Class Artists

Main Barber Shop  
55 South Main

## Lecturer Shows Need Of Change In Child Training

Greatest Intelligent Development Comes Through enjoying Work Says Dr. Griggs.

The education of the child was discussed Tuesday morning by Dr. Griggs in his series of lectures on character training.

"There are two types of action," he began, "First, the actions we perform through compulsion; the wills of others, and the spontaneous action which comes as a result of an individual's loving to do a thing."

"Because of this fact there is a complication. Is an action morally better because it is difficult or because it is easy? The difference of opinion among the thinkers of the world. The one school holds that if work is done for the love of it it is no good. Others believe that if work is done that is difficult and not loved by an individual there is a moral reward."

Dr. Griggs gave his opinion, after giving several examples, that a tramp who sits on the curb is a moral hero, while the man who goes about his business without looking at the vice because he is not tempted, has earned no moral credit; but the higher moral plain is reached when doing good comes spontaneously.

"The man who climbs half way up a mountain and then sits down to rest is superior to others is a weakling."

The speaker then told of the belief of the old school that the child should be advanced in life if he liked his studies.

"There is a profound educational value in play," he continued. "It is a normal law in human life that youngsters must have external compulsion in the beginning, but if high school children have to be compelled to complete tasks of thinking by external compulsion, then education has failed."

Dr. Griggs pointed out the importance of acquiring the habit of doing the thing that is supposed to be done and after a while some of the difficult tasks of life will be performed with a ease for which he said that nature's procedure is opposite from logical analysis. To prove this statement he discussed the development of the human body; the modern method of teaching children to make a sentence before being able to write; the ability for drawing that comes to a child before it learns to draw a line. The first particular taken by the teachers of the old school to teach language and drawing.

"The play and then work is nature's law," said Dr. Griggs. "The great educators claim that we develop much more intelligence in the play than in the work. The child needs play activities in early education and it should be guided and controlled."

Dr. Griggs urged that too much equipment be guarded against. He said he, "One Christmas tree creates a whole forest in the mind of the child. Stimulate his imagination and activity. He then told of experiences which proved the necessity of having toys simple and few in number. He said that the child must learn to play alone; he must learn to cooperate with his playmates; he must learn to fill his particular place; he must learn to guard against over direction. The child must be allowed to choose his play for if the adult chooses it, it becomes work."

The lecturer then pointed out the necessity of teaching the child to work. "Any human being who is not willing to do a great many things he doesn't want to do is not fit to live," he said. He cited the American parents for being too kind and forgiving. They teach their children to be snobs by shielding them from work. The thought was also carried into the school room. "A student who is not willing to do a great many things he doesn't like. Make the road as clear as possible, if the child climbs that will be discipline enough. Help him to grow into a weakling, not into a flabby individual but into a strong healthy child with a high moral character."

### INFLUENCES IN SCHOOL AND HOME IS THEME OF LECTURE THURSDAY

Continued From Page One

The three great characteristics of Lincoln, sincerity, justice and love.

Dr. Griggs in closing stated, "You can teach a great deal higher than you are doing but no higher than you aspire to be."

## Dr. Griggs Expresses Views On Authors And Literature

I AM glad we haven't an academy of letters in America which would standardize our language," said Dr. Edward Howard Griggs, to the writer recently. "Syndicated stories and the like are signs of over-standardization. I am glad that we must rely upon the masters of literature for our knowledge of what is finest in speaking and writing. What we lack is a reverence for our language. This is not only true of the ordinary individual, but of some modern novelists, poets and other writers. They misuse verbs, resort to vulgarisms, break rules of grammar in ways which are wholly unnecessary."



Prof. Edward Howard Griggs

Dr. Griggs read one of Sherwood Anderson's recent books and found numerous mistakes, misuses, vulgarisms, "lay" instead of "lie," "two people" instead of "two persons," "all unreasonable errors. Dr. Griggs thinks that the authors are not entirely responsible. They will write differently only when the people think and speak better English. "Great lyric periods in England came only when a lot of the people were singing and expressing themselves in the lyric. America will produce great music, great art, great literature only when the people are expressing themselves in terms of art, music, and literature. Novelty as exhibited in modern tendencies in literature and art, is not a sign of greatness. If an artist comes whose work will live, he will succeed in spite of cubist and futurist expression, not because of them."

Some of our poets are doing careful work, not adhering to any particular school. Among these Dr. Griggs thinks Edna Saint Vincent Millay is one of the finest. Much of Edgar Lee Masters work he considers admirable. Also that of the more sane Edwin Arlington Robinson's, and the careful but experimental Any Lowell.

"Many of us," says Doctor Griggs, "thinks that anyone can write free verse. That is not true. As soon as a restriction is lifted, an inward restraint is necessary. When that beauty which results from metrical arrangement and rhyme are lost, some more subtle restraint and care must supply the beauty. Free verse is harder, not easier to write than metrical rhymed verse."

"Some people think that anyone who can write silly, witty or free verses can write for children. We make a mistake by giving mediocre poetry to the child. We don't have two suns, one for grownups and one for children, all of us enjoy the same sunlight. So it is with literature; let a child read Plato's Apology to Socrates, some of Emerson's essays, some of Shakespeare's plays and Shakespeare's poetry. When a grownup reads him and then again and he will meet them with a joyous sense of familiarity."

"We need to be more discreet in our choice of reading material. Always we should read the masters. I read Plato for his political philosophy, Dante for religious ethics; Goethe, Shakespeare, Browning and Ibsen cannot be overlooked."

"The 'Yale Review' stands foremost in literary magazines," said Doctor Griggs, when asked about modern periodicals. "It has in a way taken the place of the 'Atlantic Monthly,' which deals more with economics. For a quick knowledge of what is happening over the world the 'Living Age' is best. We consider the Literary Supplement to the New York Times the most useful review of current literature."

Doctor Griggs' list of periodicals includes Living Age, Yale Review, Harper's, Atlantic Monthly, and National Geographic.

Having imposed upon himself a careful method of study Doctor Griggs was able to enter college without high school training. Instead of being handicapped he found that he was ahead of the other students. He completed his college work in two years and was graduated. Never had this been done before but the faculty, finding that he had sufficient credits and knowing the quality of his work voted to graduate him, but never to allow another student to complete his college work in so short a time. Although his training admirably fits him for work as a professor of literature he claims that his greatest joy is in the study of humanities. Literature is valuable, he says, because it expresses humanity.

"It is remarkable," he said, "not only in resources, and natural beauty, but in the cordiality and sincerity of her people. I enjoy being here; never have I talked to people more sincere, more intensely earnest. The school shows the influence of a remarkable president, one who is able to get men on his faculty who are well trained and inspirational."

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