

Utah State University

DigitalCommons@USU

---

The Utah Statesman

Students

---

7-3-1929

## Student Life, July 3, 1929, Vol. 27, No. 31

Utah State University

Follow this and additional works at: <https://digitalcommons.usu.edu/newspapers>

---

### Recommended Citation

Utah State University, "Student Life, July 3, 1929, Vol. 27, No. 31" (1929). *The Utah Statesman*. 1212.  
<https://digitalcommons.usu.edu/newspapers/1212>

This Book is brought to you for free and open access by the Students at DigitalCommons@USU. It has been accepted for inclusion in The Utah Statesman by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



## LEADERSHIP AND IDEALS NEEDED SAYS GRIGGS

Our country is desperately in need of leadership in politics, society, culture, art and religion, stated Dr. E. H. Griggs in his lecture on Tuesday evening. And further any democracy needs guidance, a lack of leadership resulting in the disintegration of the race.

But there are many difficulties in the way of the development of leadership. Our ideas of the ideal democracy vary greatly. If we all had the feeling for everyone else that we ought to have, all expressed a desire—and felt it—that "everybody else ought to have as good a chance as I" then the problem of educating for leadership in democracy would be lessened.

One of the greatest errors we have ever allowed ourselves to make is the everlasting unbelief in our leaders. That doubting mind which will not believe that our leaders are worthy of their offices—past and present heroes torn apart by ruthless gossip—and the result has been that the really fine and intellectual souls are reluctant to enter political leadership.

But we must have leadership! Our age is one of such complex intellectual machinery and equipment that we cannot utilize it safely without leadership. Our organization is so complex that we wonder, sometimes, if the mind of man can cope with it. Because of this increasing complexity the importance of leadership increases.

and womanhood which make for progress. Are those ideals worthy of the democracy which we represent? Dr. Griggs says we cannot afford to leave such a problem to chance. So far Providence has been generous to us in times of need. Great men have appeared to aid historical crisis, but

Continued on Page Two

U. B. I. C. Held At  
Fort Duchesne  
In August

The Uintah Basin Industrial convention, the institution that gave Uintah Basin a smile, will be held at Fort Duchesne on August 7th, 8th and 9th. This convention is an annual educational convale in the sense that it is for the purpose of bringing light to the people of this country. In 1923 the first Uintah Basin Industrial con-

Six successful conventions have been held, however, and each one

has brought to the thousands who pitch their tents in the shady spaces of the old military post at Fort Duchesne, three days full of education, refinement and recreation.

This year's convention promises to be the greatest of all. Some of the features of this year's program in the general assemblies are lectures as follows:

Dr. George Thomas, president, U. of U. Subject: "Shall We Educate the Masses?"

Dr. E. G. Peterson, president of the U. S. A. C. Subject: "Can We Maintain American Standards of Living on the Farm?"

Governor George H. Dern. Subject: "The Annual Toll of Weeds in Utah."

Mr. Henry H. Blood, chairman

Dr. R. W. Dunlap, first assistant secretary of agriculture, Washington, D. C. Subject: "Farm Problems of America."

Director William Peterson, extension director director, U. S. A.  
C. Subject: "Irrigation and Culinary Water Problems of the Uimah Basin" with illustrations.  
Dr. Levi Edgar Young, University of Utah. Subject: "Are We Making History and is it Worth Keeping?"  
Congressman Don B. Colton. Subject: "What Saver Means"

Dr. R. H. Rutledge, district forest supervisor, U. S. department of agriculture. Subject: "Shall We Have Government Supervision of the Public Domain?"

Miss Helen Calder, Uintah high school and Dr. Everett Harrison, Duchesne high school, contest.

Continued on Page Four









## Give Communities Dancing of All Nations Says Hinman

Miss Mary, quite a fairy  
How your classes do grow!  
With boys in long pants, that are learning to dance  
And pretty maids all in a row.

Mary Wood Hinman is again delighting summer session students by her presentation of folk and recreational dancing. Entirely unassuming as to her reputation as international collector and editor of folk dances, and as a noteworthy teacher in Chicago and New York, Miss Hinman has become a most valuable and vital part of the College visiting faculty for five years. Each year's work has brought new inspirational material, the success of the classes aiming for a revival of uncommercialized dancing of educational value, participated in by all ages for the sheer joy of wholesome recreation. This directly benefits rural life, for it is believed "the standard of rural life will be best raised when it is made more attractive and when the same or similar attractions are devised to keep the man on the land as now so successfully lure him to the town."

Mary Wood Hinman

Miss Hinman repeated recent statements made in the amphitheater.

"While I was in Honolulu I read of a gentleman of the sixteenth century who gave his idea on play for women in this wise, 'Girls should never play. They should weep much and meditate on their sins.' And in the same article I came across the rules of a Methodist college for men, suggesting to teachers in the year 1872, 'We prohibit play in the strongest terms. Pupils must rise at five winter and summer and shall indulge in nothing which can be called play. Let this rule be observed with the greatest necessity. Their recreating shall be gardening, walking and swimming without doors. For those who play when they are young will play when they are old.'"

"From Rousseau to Dewey there has been a constant stream of people insisting on the beauty and necessity and even the utility of play, until now it is admitted that adults as well as children have the right to play. The most rewarding forms of play are those in which the player participates with his own muscles. . . . where he himself is the stuff with which he expressed himself."

"If one is really honest with oneself one wants to use the muscles to move in rhythm. The body is a lovely thing—it always have it with us, not like hats and balls and skates left at home when most needed."

But to exercise vicariously through another person's play, as when we watch dancing or watch swimming, is a dangerous business.

"Twenty billion dollars is the figure given by Chase as spent annually on vicarious recreation. This includes the 'funnies' in the newspapers, the movies, smoking, chewing gum, radio, the motor car. It shows the tremendous waste of energy and the emptiness of mind. Another compilation on the various recreations indulged in by the city child from six to twelve surprised me by giving the first place to the 'funnies!' But when the question read 'What would you rather do? . . . the figures brought out quite a different story—'play ball,' 'hunt,' 'swim,' 'dance.'"

"Dr. Dewey came into my early life and started me off on the educational possibilities contained in dancing; and President Peterson has given me every opportunity to realize my dreams on this matter of group responsibility built through the dance. When Belgium passed the eight hour law they found it necessary to organize activities for the proper use of leisure time, and they have done it. So here in Logan, as elsewhere I am anxious that the dancing groups will so make this work a part of themselves that as groups and as individuals they will go back to their respective communities as exponents of the dance as a recreation of socializing value. Utah communities are fortunate in not keeping dancing banned as it is in the small communities of certain parts of the country."

"Why is it, then, that even here recreational dancing has not developed to its fullest possibilities? There are three reasons, I believe. First, the Pilgrims gave dancing a black eye which has lasted to this day.—Reread the history of Merrymont and you will see why the mark is still visible—they drove out dancing and the violin and in crept the solon which we are now trying to wipe out. Second, the average grade teacher cannot dance, or more often are not equipped with the right graded material for the age of the children they are handling. They teach folk dances to girls alone whereas folk dances did not emerge from the people in that manner. Perhaps a few boys are drafted and expected to be interested in folk dances when their legs are without blemish and their rhythm sense undeveloped. Start them off with clapping and sword dancing, the Oa dance and Indian dance and they will dance. The Scout leaders are the people for the boys to turn to for work of this kind. The third reason is that the family does not dance as it did. This is especially true of the middle class and is quite natural because there have been three distinct cuts in rhythm in the lives of most heads of families. The Waltz was cut down to the Two-step in 1898, or thereabouts. The Two-step was cut to the One-step in 1914; and now we have gone through jazz which cut the Two-step into bits. At each of these vital changes those who did not have rhythm and fundamental steps at their command simply fell out of the active group. Get these people back into the game through simple dances like the 'Virginia Reel' and 'A-Hunting Will Go', and they will be surprised to find their dancing legs still hold good."

"Give your communities good dancing of all nations and give it to them as young as they happen to be when you see the possibilities contained in dancing taught with group responsibilities."

DR. GRIGGS AGAIN  
WELCOMED TO U. S. A. C.

(Continued from Page One)

all the ages. The thought that emanated from Athens had been surpassed, and Plato has not only given us of the choicest of it, but also portrayed the lives and the men that produced this thought.

Dr. Griggs reminded his audience of the versatility and the universality of this student of Socrates. He had faced every thought and every condition that the human race has met and battled. Dr. Griggs has even found him pondering the effect of jazz-like music on youth. This, too, is nothing happens today that he has not touched upon, makes his philosophy illuminating for modern study.

Plato's Dialogues show the highest result of thinking for the student. They provide a wonderful mental gymnastic, the strictest intellectual discipline, but higher than that is the peak of wisdom that they lift to. This is all the

found the ethical symbolism of numbers. A third step, finding quality and substance, is indicated by qualitative truths led finally to the fourth step, the theory that all matter was composed of masses of atoms. These are typical of all the thinking that man has done subsequently.

The Sophists represent the return of Greek spirit to study of itself. Like the period we live in today, that was a time of questioning, and skepticism. The aim of the Sophists was personal success, and because of this success, expressed the very modern belief that, "Whatever I choose to think is right."

Socrates accepted their fundamental premise; that the study of the mind of man was the place to look for the superior knowledge he went deeper than that. He came to the truth by searching for facts which were thought to be true, but which he really knew and felt.

Plato was Socrates' most distinguished student. Dr. Griggs gave a short sketch of his life bringing out the fact that, having seen the U. S. A. C. in a young man right at the time when Athens surrendered her military supremacy and became the school of the world, Socrates was an aristocrat, but in the five years of exposure which he heard from Socrates, balancing mind against mind.

Plato began where Socrates left off, in the attempt to reach the unifying elements of truth, using the dialectic method which leaves problems with no solution offered but the problem is opened up and clarified for the reader himself to explore.

In the *Charmides*, the first of the Tentative Dialogues, discussed by Dr. Griggs, the question of temperance is discussed in the language of the word, is discussed pro and con in a way that makes a very good case for each side. The problems of temperance are thrashed out but, in Plato's typical way, the solution is left to reader who is given the definite thought that it is more important to be harmonious than to defeat it.

In the *Republic*, the discussion of Plato's philosophy of the minority is explicated. He never believed in the majority as the common sense is right where it is experienced but Philistine where it is unexperienced. Plato opened the minds of his students to the desire to find the truth rather than to win the argument.

Dr. Griggs pointed to the drama the pathos, the humor, and the human nature, in his line discussion of the *Dialogues*, and brought to light the heart of Plato's teaching—his technique of opening the mind of the majority by plan on play of minds, to get rid of superficial prejudice, for the majority of the people at the truth, then you begin where Socrates stops."

LOGAN JULY FOURTH  
CELEBRATION READY  
FOR IMMENSE CROWD

(Continued from Page One)

officer of the day, and will lead the procession. Following will be the American Legion Pipe and Drum corps, members of various Cache county towns; Ogden, Salt Lake and Cache Valley bands; Boy Scouts, national guard, Elks, civic organizations, and bands, including Cache Valley queens, dogs and horses. The parade will begin at 9:30 a. m.

At 10:30 o'clock, a patriotic meeting will take place in the Logan Junior High School. Guest speaker, Congressman Don B. Colton will be the orator.

Children's sports will be conducted on the playground square at 11 a. m. The program will continue at 1:30 o'clock, with a Boxer county rodeo at Adams field. Special entertainment on the playground square will follow and will feature the card Logan Junior High school gymnasium. An athletic show will take place. Twenty-one rounds of boxing will feature the card Logan and Richmond baseball teams of the Cache Valley league will clash at Johnson's grove during the afternoon.

The pageant and fire works at night will depict of early American history.

Dr. N. P. Pedersen, head of the department of English at this college, will read the story of the celebration. He will also read a paper that will be so vividly illustrated in the fireworks pageant. These were presented by the loud speaker and audiphone apparatus installed for the occasion for the first time at the stadium to read perfectly.

Special attractions at the celebration will include the setting of a fire and the lighting of the torch.

PIANOS  
FOR RENT  
THATCHER MUSIC COMPANY  
39 South Main

## Director of New York Station Recalls "A" Of Thirty Years Ago

Mrs. Blanche Condit Pittman of the Experiment Station received a letter Wednesday from the station which was formerly known as the New York City Station. It recalls his day in the U. S. A. C. Mr. Hendrick is now director of the New York City Agricultural Experiment Station at Geneva, New York. The letter, which will be of interest to all members of this institution especially, states: "I have, as I think I have written you before, a very warm and hearty welcome for the Utah Agricultural College, and am always glad to hear from anyone there and to serve the college and station in any way possible."

"By the way, some thirty-odd years ago I organized a girls' society in the college, the first of its kind at your institution. It is still in existence, and now it is progressing. It would be a pleasure to me to hear from someone of its members as to what they are doing, and what they think of its work."

The organization he is referring to is the Sorosis sorority and no doubt its members will be interested in replying to this inquiry from the station which inaugurated its foundation.

## Corn Silage Subject Of Extension Bulletin

The U. S. A. C. Extension Division announces a bulletin on "Silage Corn Varieties for Utah." The bulletin was prepared by George Stewart and A. L. Wilson, agronomist and superintendent of the Division, respectively.

As Utah is rapidly developing an important dairy industry, silage corn is likely to be an important crop on the great Salt Lake and Utah Lake valleys, where corn does well. Silage corn varieties were tested for six years at the Experiment Station in Farmington, Utah. Since the soil was rather variable, precautions were taken to reduce the experimental error.

The silage corn varieties were tested on the kind of soil on which the experiment was conducted. The soil was sandy, loam, and gravelly loam. About half of the land in central Utah is of this type. On heavy sandy soil, the silage corn should be continued for silage corn as Boone County White is too late. Early planting of Boone County White will result in a late maturity without undue frost risk in spring.

Copies of this publication, which is in the press, may be obtained without cost.

U. S. F. C. HELD AT  
FORT DUCHESNE IN AUGUST

(Continued from Page One)

Subject: "Why Dairying in the Utah Basin?"

Mr. Anderson, scout executive, Timpanogas council. Subject: "Boys Will be Men—What Kind of Men?"

These instructions and demonstrations will be conducted in dairying under the supervision of Professor George Stewart and his assistants. Under the supervision of Dr. George Stewart and Professor J. C. Henson; Forest Ranger by Director Forsling and Director William Peterson; Ladies Work, class in Foods and Nutrition, under the supervision of Miss Elma Miller, Extension Nutrition; Health and Clothing, under the direction of Miss Afton Odell; and lectures and demonstrations on the Care of the Feet by Dr. Greenwood of Ogden.

The recreational program includes: Folk dancing conducted by Miss Mary Wood Hinman; the Hinman School of Dancing, New York City; games lead by Coach J. R. Jensen; Free moving pictures every night, furnished by the University of Utah; two entertainments by the University Players; horsemanship and horseback pitching contests and baseball games each day.

The children will be entertained in a special playground constructed for their amusement and will be supervised by expert leaders of children.

The variety of the program to be presented is a picture of the land surrounded by native beauty, and a large group of America's native sons and daughters, the Indians, should serve as a reminder to many in the Utah Basin section of the country to draw them to the U. S. A. C. in August.

The variety of the program to be presented is a picture of the land surrounded by native beauty, and a large group of America's native sons and daughters, the Indians, should serve as a reminder to many in the Utah Basin section of the country to draw them to the U. S. A. C. in August.

methods of diversification and rotation have been adopted resulting in a material increase in revenue from the annual harvests. Dairying has increased 200 per cent and the weekly payroll of the station is making it possible for the inhabitants to educate their children and raise the standard of living in each community.

The farm sheep have increased at least 300 percent, another source of revenue heretofore practically unknown. Poultry has been put on a practical basis and is being raised greatly to the farm income. Nearly every home in the basin, due to the excellent class work, has been touched with some new idea which has lightened the load of drudgery and given cheer and comfort to the life.

Automobiles, daily mail service, good roads, telephone and electric light, railroads and business institutions are changing the spirit of the basin. The spirit of the Utah Basin six years ago, to one of optimism and progress as a result of the U. S. A. C.

## LITERATURE AS AID TO CULTURE SPOKEN OF BY DR. GRIGGS

(Continued from Page One)

Dante did in his day but we can be open to all influences. As today man becomes increasingly a cog wheel in life. This over-specialization may defeat our aim of becoming a more complete human being, not just an arm or a head, at a task for effective. We may be the good, the days the golden egg if we kill our men, women and children through over emphasis of the spirit and intellect, that believes Dr. Griggs we may defeat the deeper meaning of life which is not to make a machine of the universe. We must first make a living then the real meaning of life comes in. We must first make a living then the real meaning of life comes in. We must first make a living then the real meaning of life comes in.

Dr. Griggs pointed out that literature is the most universal of the arts. It is the most universal in relation to man's spirit. It has the harmony and rhythm of the human mind and the color of the human soul. All the qualities of other arts are unified in literature.

Literature is the most accessible of the arts. We need no sculptors or painters or architects or musicians to tell the story of the past. History is in every book. The story of the human body is there to tell the story of the age. That history is even embodied in the language of our language, telling, for instance, of the struggle between Saxons and Normans.

Literature helps to the vision of the ideal and more than this it finds the ideal in the real which is the only place it actually exists. Dr. Griggs believes that life is always commonplace to commonplace people.

But, he showed through short poems, "The Irish Tramp" and "The Coast" how little fragments of the ideal can be found in the commonplace. He always see the beauty that gives cultivation of the mind, the heart, and the soul, and concluded his lecture by charging us to begin early to seek the companionship of the masters.

## PLAY IDEAL SUMMER ENTERTAINMENT

(Continued from Page One)

Present at the production is as follows: Stuart Randolph, a good-looking young man; John Anderson, Richard Belden, his brother-in-law; D. D. Keller, John Belden, the gentle uncle of Irene and Richard; Parley Kilburn, Irene Randolph, wife of Stuart; Ruth Agnes Elliott, Nora, an elderly maid-servant; and Angela Larsen.

U. S. A. C. PROFESSOR  
AUTHOR OF TEXT BOOK

(Continued from Page One)

At this time requests are being received daily for information about the book, many colleges remarking that there has long been a need for a book of this kind to be used in connection with books of economic theory so

## Dr. Griggs Further Reveals Plato in Lecture Handbook

With so much to say and so little time to say it in, as a result of the brevity of this week, Dr. Edward Howard Griggs finds himself in a predicament that he regrets. But Dr. Griggs regrets it no more than do his hearers who have manifested their trust in his ability to have something and to give that to them by attending his lectures so regularly.

"The Philosophy of Plato" has been somewhat condensed and in view of that fact we are publishing here extracts from the handbook which Dr. Griggs has prepared to accompany his lectures in Plato.

"There are certain great masters of thought who belong to all time. Wholly modern, because universal, their thinking, even when thousands of years old, seems freshly coined in answer to the needs of the day that is on. They are artists as well as philosophers, giving direct insight and grasp of the living world, and not merely a residuum of metaphysical theory."

Supreme among these is Plato. Has the world seen another thinker so universal in character, whose thought is so alive in application to every passing age? At once poet and philosopher, severe thinker and bold dreamer, Greek in love of all life yet striving ever from the details that confuse to the unity that interprets, Plato fulfills for every time the function of the great mind in relation to the world of common men. With an art unequalled among philosophers, through the characters of his dialogues, he clothes his deepest dreams and highest wisdom in all the dramatic beauty and vitality of life; while, with an irony at once smiling and grave, suggesting ever a deep below deep, the master seems to rise behind his characters voicing in lofty poetry his own highest thought, though somewhat inaccessible to that of fact we are publishing here extracts from the handbook which Dr. Griggs has prepared to accompany his lectures in Plato.

Believing the students who once have this field opened up to them will want to study the subject further, Dr. Griggs has made these suggestions to students:

"Plato's Dialogues furnish a text peculiarly available for earnest student work. Aside from giving an unrivaled introduction to the whole of philosophy, the study of Plato's work is one of the most helpful forms of intellectual gymnastic accessible to the student. Whatever be one's estimate of Plato's dialectic as a method the Dialogues are an unequalled instrument of mental discipline. Thus the student should read actively, not passively, testing each step of the argument and its conclusions. Plato then becomes as instructive in his mistakes and limitations as he is illuminating in his insight and wisdom."

"Jovett's wonderful rendering of Plato is one of the few great masterpieces of English translation. Virile and flexible in English style, it is remarkably faithful to the spirit of the original. The Symposium—which best illustrates the essentially Platonic in its influence on subsequent thought. The aim is not only to present the thought of Plato in the great phases of life with which it deals—education, morals, art, knowledge, and the state—but in each aspect to point fully the illuminating applications to our own life today."

"There is an added value in devoting such study to a world thinker who stands remote from our time and this, not only because of the greater wholeness of the philosophy which expresses in union elements separately worked out in later thought but for a far deeper reason. In the hurry of our active life little and great things surge in upon us in an overwhelming sea, while we have no standard by which we can distinguish the essential from the unimportant. This lack of perspective with reference to the world that is nearest us is the source of the greatest error and confusion in both public and private life. The supreme value of intimate and loving contact with a great mind that 'saw life steadily and saw it whole' is in lifting us away from the submerging stream of petty events and giving us vision of the eternal and universal elements of life. Perhaps beyond all others Plato aids us to this."

This handbook furnishes a table of the Dialogues arranged in groups in probable chronological order as shown in the admirable study of Lutoslawski.

This handbook will be an invaluable aid in reading Plato as it makes the most pertinent comments on thinking and style that Dr. Griggs makes when he is on the lecture platform.

Dr. Griggs is a noted lecturer and author who was born in Owatonna, Minn. January 9, 1868. He was instructor of English Literature at the Indianapolis University from 1892-93, professor of ethics, 1893-97, head of combined departments of ethics and education, 1897-98, Stanford University. Since January 1899 he has been a public lecturer.

Dr. Griggs is the author of the following: *The New Humanism*; *A Book of Meditations*; *Moral Education*; *The Use of the Margin*; *Human Equipment*; *The Philosophy of Art*; *Self-Culture Through the Vocation*; *Friendship, Love and Marriage*; *The Soul of Democracy*; *For What Do We Live*; *Blossomed Hours*; and many handbooks to lecture courses.

He is president of the department of Philosophy, Brooklyn Institution of Arts and Sciences, and is a member of the American Academy of Politics and Social Science.

This is his fifth year at the U. S. A. C. summer school.

that the student receives the reality of the subject, the concrete, that it can never have when confined to abstract principles and remote hypothetical "cases."

strongly that the I. Q. may be changed by diet, exercise, proper health measure, and by improving the environment as a whole.

The Fatalists teach that attitudes and prejudices are inborn, such as race hatreds and tendencies to worship Dr. Neumann assures that this is not so, our outlook may be more cheerful.

It is the job of the parents and teachers to see that each new generation be born with the best left off in the formation of worth while and better habits.

Dr. Neumann concluded his week of inspiring lectures with a beautiful quotation from Michael Angelo, "What you contain is both ugly and beautiful. What you emerge depends upon the unspired sculptor, the teacher. His touch may leave each commonplace thing enriched."

Continued from Page One only instinctive fear.

Before giving children up as lost because they are impulsive, our modern schools and institutions are giving them opportunities to work off their energy in useful pursuits, such as swimming, athletics, construction, and social activities.

Intelligence tests at first catch both the good and the bad. The 'Intelligence Quotient' is a misnomer. However, recent investigations in the line of mental development, indicate rather

FINAL LECTURE ON HUMAN NATURE

Continued from Page One only instinctive fear.

Before giving children up as lost because they are impulsive, our modern schools and institutions are giving them opportunities to work off their energy in useful pursuits, such as swimming, athletics, construction, and social activities.

Intelligence tests at first catch both the good and the bad. The 'Intelligence Quotient' is a misnomer. However, recent investigations in the line of mental development, indicate rather

Continued from Page One only instinctive fear.

Before giving children up as lost because they are impulsive, our modern schools and institutions are giving them opportunities to work off their energy in useful pursuits, such as swimming, athletics, construction, and social activities.

Intelligence tests at first catch both the good and the bad. The 'Intelligence Quotient' is a misnomer. However, recent investigations in the line of mental development, indicate rather