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Student Life

Published Weekly by the Students of the Utah Agricultural College.

VOLUME XIII.

LOGAN, UTAH, FRIDAY, JANUARY 29, 1915.

NUMBER 17.

Parental Responsibility in Education

By State Superintendent
E. G. GOWANS.

"I Stepped in Your Steps All The Way."

(By Roy Semple House.)

A father and his tiny son
Crossed a rough street one
stormy day;

"See, papa," cried the little one,
"I stepped in your steps all
the way."

Ah, random childish hands that
deal

Quick trusts no coat of proof
could stay!

It touched him with a touch of
steel—

"I stepped in your steps all
the way."

If this man shirks his man-
hood's due,

And heeds what lying voices
say,

It is not one who falls, but two
"I stepped in your steps all
the way."

But they who thrust off greed
and fear,

Who love and watch, who toil
and pray—

How their hearts carol when
they hear

"I stepped in your steps all
the way."

At the present time not many hesitate to criticize the schools. The flood of criticism just now is not to be taken as an evidence of new and enlarged interest on the part of citizens in education. Be it said to their credit, most people are perennially interested in the schools. Rather is it to be taken as an additional evidence that the people generally are determined, while they are about it, to look into everything, to give themselves a thorough overhauling. And this is well. We live in a democracy. Here it is the right of the people to rule. And the rulers depend upon free, universal, indeed compulsory, education to qualify them for their high office. We should be allowed to scrutinize whatever belongs to us, especially when it must serve us in such signal manner. Most of the criticism can fairly be said to be constructive in character, although some of it is of the grumbling, fault-finding sort. Even this latter kind is preferable to indifference on the part of parents

of the school children. Now because of the school's having usurped one after another many of the functions of the home, parents have come to entertain the notion that school education is the whole of education, and have actually abdicated in favor of the teacher, thus evading their responsibility and failing to meet some of their most solemn obligations. It is no trivial matter to bring children into the work, and the responsibility entailed thereby is not to be lightly thrust aside nor placed on other's shoulders. It is of some of these parental responsibilities that I would speak to you; and I do so the more readily because I feel sure that

(Continued from page two)

Trees and Shade

Ben R. Eldredge.

The home should be sunny. We often plant trees when they are small in close proximity to the home, and our rapid growing varieties of shade trees soon make a growth that gives a heavy shade. We have become gradually accustomed to this and do not realize how much sunshine the trees are shutting out from our homes. Then, too, we sometimes make improvements and in order to get shade and playroom for children we build large porches, which often extend out over windows, making our houses dark, and again shutting out sunlight. Let the sunlight in. It is a sterilizer, a preventative of disease and every home should be so constructed or arranged that good, bright, solar light can reach every corner sometime during the day, and if the sun can pour right in, so much the better. To my mind the ideal home stands amid flowers and shrubs but unshaded by trees. Shade, however, should be provided so that the children and other can reach it easily, but the large-growing shade trees should be planted far enough from the house so that their shade will not darken a room or interfere with the rays of the sun, searching, as it would almost seem for germ life, that loves to seek its shelter in the corners and darkened places of man's dwellings.

Now, just another hint here. I know I am on dangerous ground, but often a well-planned house with fine windows, splendidly placed, will be, what shall I say, furnished, decorated, or cursed (I guess that is the word) with dark, heavy blinds

that shut out every ray of light and even under the most favorable conditions are drawn so that the lower edge of the blind comes exactly opposite the middle sash bar of the window. Remember we need sunshine, more sunshine and again sunshine.

Affiliated Club Convention

During three days of this week the affiliated Boys' and Girls' Club, the High School Agricultural Clubs and the Home Economics Clubs have been holding a convention under the direction of State Leader, J. C. Hogenson. The convention was open at 1:30 Monday by a talk from Dr. E. G. Peterson, director of the Extension Division. This was followed by meeting and conferences during Monday afternoon, Tuesday and Wednesday.

The great feature of these meetings was the addresses of Prof. O. H. Benson and Prof. George Farrell of Washington, D. C. Prof. Benson is the National leader of the club movement and Prof. Farrell is his assistant. These men brought a message of inspiration and encouragement to the club workers and boys and girls of Utah.

This State has reached a considerable degree of prominence in the Boys' and Girls' Club work. The work was begun some two years ago in a very modest way. Since then it has grown into the most complete club organization in the Northwestern States. The work of these clubs is directed by the Federal Government and consists of various Agricultural and Home Economic activities, usually arranged in contests. Prominent among these the Potato contests, Canning contests, Poultry contests and others. Utah has furnished two National Champions. Merle Hyer was the national Potato Champion a year ago and Hatti Holbrook stood at the head of the Girls' work. This year Howard Dalton of Box Elder county is the greatest Potato grower among the boys. All of this and much more received prominent mention of by Prof. Benson.

The work as a whole, said Prof. Benson, is more thoroughly organized and worked in Utah than anywhere else.

A large number of the prom-

(Continued on page Eight)

High School Club Plans For February

It is rather difficult to outline a set of plans from the office which will fit all the clubs in the state, but a few general hints will not be amiss and may do much to help stimulate the work in general. The work is yet in the early stages of development and much must depend on the initiative of the officers and members of the clubs.

There are, however, a few general projects that we would like to emphasize during the month. One of these is the problem of Milk Testing and Record Keeping. We are sending out this month circular No. 6, Vol. 3, which deals with this work. There is probably not another industry in the state with a greater future than the dairy industry and none which so lacks in scientific management. The object of the work in the clubs is to show the club members as well as their communities the value of careful records and scientific treatment of the whole problem. Dr. W. E. Carroll and Prof. George B. Caine have prepared an outline for this work.

Several of the clubs are already working at it and have found it very profitable. We would, therefore, urge all the clubs to consider this matter and if they have not already taken it up to do so if possible. In several cases the school has purchased a Babcock Tester with outfit and the boys are conducting tests of milk from their homes. In all cases a great deal depends upon the instructor and he should be inclined to help at all events.

During this month we would also suggest that some time be given at the meetings for further discussion of dairy problems. If we can be of any help in this matter we will be glad to furnish material and to answer questions from any one. A Milk Testing meeting would be very valuable. You might be able to get an experienced farmer to talk to the club on some phase of dairy farming and this would undoubtedly form a strong feature.

In counties where there are Agricultural Demonstrations or agents a request for a talk on this subject will meet with a hearty response. Make your Milk Testing meeting a feature

(Continued on Page Four)

PARENTAL RESPONSIBILITY IN EDUCATION.

(Continued from page one)

earnest though critical parents will be willing to hear whatever we school people have to say in our defense or in the way of advice to parents.

The compulsory school attendance laws settle with considerable definiteness most of the conflicting claims of the home and the school upon the time of children, and it should be remembered that when the school is getting the full legal allotment of time, it is getting daily about one-fourth of the total or one-half of the waking time of the children on school days. When we take into consideration Sundays, holidays, and vacations, it will be seen that parents have at their disposal a much larger amount of the children's time than that given to teachers. Further, children spend the first six or seven years of life in the home prior to the beginning of school life; and when we reflect upon what these six or seven years really mean to children we begin to realize something of the responsibility of parents for the wise use of them. This is the time during which the duty of children to parents is nothing and that of parents to children is everything; the time when parents must first secure unquestioning obedience following later by intelligent and cheerful obedience as matter of safety. The beginnings of self control lie in these years, and so also the dawning of conscience manifesting itself simply as a desire for approval. If the fears, due to the naturally vivid imagination of this period are to give place to courage, if the natural selfishness of the child is to be replaced even in small measure by courtesy and unselfishness, if the lying which can be traced to that same vivid imagination is to have substituted for it the ability to tell the truth, there must be an abundance of wholesome example more or less constantly in the children's environment, which means in the home. Adults in dealing with children must be sincere. Their very innocence pricks the bubbles of our sincerity with unerring facility. It is what we are that really counts. The author of *The Simple Life* says: "We teach more by what we are than by what we say, the child holding our hand walks as we walk." If every father in the land could realize during these years that at the close of each day the child might look into his eyes and say "I stepped in your steps all the way." I am sure there would be an abundance of wholesome example in every home in the land.

So, too, after these years are gone and school life begins the

major portion of the children's time is spent in the home. Surely the schools are not to be rightly held responsible for the use of this time. It is true, no doubt, that the teachers who are aroused to a realization of full social responsibility reach out to rehabilitate the unsatisfactory home and raise the standards of living of unfit parents; and that they will continue to do so; yet parents are not to be absolved of their responsibility for the use of this large amount of time. Education is a twenty-four hour a day process which begins at birth and lasts as long as life itself. It is a process of adjustment of the individual to his total environment and only a part of the process is carried on in the school. For the part actually carried on there the school and the teachers are willing to assume all responsibility, but for that part of the process carried on in the home the parents are and must be responsible.

How shall parents meet this responsibility? First, by realizing that there is only one thing greater than to be a child and that is to be a parent; by devoting to the chief business of life, sacred, difficult and complex as it is, at least as much time and thought and energy as is now devoted to some of the less vital businesses of life; by setting about the work of preparing for parenthood with as much earnestness as they use in undertaking the study of agriculture or stock raising or engineering. Second, by making themselves familiar with the work of the schools, the aims and purposes of education and the means provided by the community for the accomplishment of those aims and purposes. Third, by co-operating with other agencies. I plead for a clearer appreciation on the part of both parents and teachers of each other's and of their mutual responsibilities, a realization of the fact that the failure of the other of these two great human institutions concerned with the welfare of children—the home and the school, a realization that will be followed by permeating and interlacing co-operative effort to make the schools responsive to the needs of the community; a love for the children second only the fact of the parents themselves, a desire for cooperation in this most difficult work in the world, a determination to render real service, and an appreciation of the human and spiritual sides of the sacred work of teaching. Parents have a right to expect the schools to launch young people into life—young men qualified to maintain a home, to discharge with fair intelligence the duties of citizenship, and possessed of some degree of culture; and young women qualified to care for a

home and its chief product, children, efficient in practical civics, and possessed, too, of the womanly graces which have always adorned the sex. They have a right to expect the schools to fortify the home and reinforce the work of homemakers in their efforts to maintain the bonds of home and family life.

Teachers are not unmindful of the present status of the family in American life. They realize that there was a time when a man's home was his castle and that it afforded him and his family the greatest luxury of his time—safety; that each member of the family was dependent upon every other and especially upon the head of the house for every life, and each defended the other's with his life. At that time the father was lord and master; his word was law; his authority was unquestioned. That home has passed away. Later there came the home in which the family working together did the work of the world. The home was factory. The family used what it needed of its own product; and bartered the rest. The family was held together by industrial and economic bonds quite as enduring as the need of safety. But that home, too, has passed away. In the past two hundred years and particularly in the last hundred years the world has witnessed a tremendous decline in authority which, together with the decline in parental authority incident to the marvelous development of the present industrial era, has reacted most unfavorably upon the home and the family, increasing the difficulty of the work of parenthood almost beyond measure.

I say, teachers are not unmindful of these facts and are ready to co-operate. This sort of co-operation, this mutual understanding is sorely needed just now when criticism is rife, when a marvelous transformation in educational means and ideals is taking place before our very eyes, when society is undergoing more rapid socialization than ever before, and when the difficulties and stress of transition from the old to the new education in an effort to adjust to the new social ideals make daily work more arduous. It is needed because it means the welfare of children—the welfare of the next generation. Love and devotion to the welfare of children is the greatest thing in all the world. It has brought about most of what we regard as valuable in civilization today. It is the one concern that crosssections everything else in life. Greater than the love of man for woman or of woman for man, it enables us to bury our differences, to forget our prejudices, to lay aside our political partisanship, to overcome our religious bigot-

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ry, to condemn to the oblivion of the past our sectional strife, to transcend the limitations to which race prejudice would condemn us, to make dominant and powerful in our lives the Christ-like spirit of service unrough sacrifice; and when parents and teachers and church workers stand on a common platform we shall not have to plead guilty to the indictment contained in the following notice:

LOST—A BOY.

"Not kidnapped by bandits and hidden in a cave to weep and starve and rouse a nation to frenzied searching. Were that the case, one hundred thousand men would rise to the rescue if need be. Unfortunately the losing of the lad is without any dramatic excitement, though very sad and very real. The fact is, his father has lost him! Being too busy to sit with him at the fireside and answer his trivial questions during the years when fathers are the only great heroes of the boys, he let go his hold upon him. Yes, his mother lost him! Being too much engrossed in her teas, dinners, and club programs, she let the maid hear the boy say his prayers and thus her grip slipped and the boy was lost to his home. Aye, the church lost him! Being so much occupied with sermons for the wise and elderly who pay the bills, and having good care for dignity, the minister and elder were unmindful of the human feelings of the boy in the pew, and made no provision in sermon or song or manly sport for his boyishness, and so the church lost him." Yes, and worst of all, the school lost him. His teacher being much concerned with percentages, records, rules, and the mechanics of school; and now the school, and the church, and "many sad hearted fathers and mothers are earnestly looking for the boy."

LOCAL CO-OPERATION

The objects of local cooperation between the county agents and the people are to make country life worth while and equal to the city in its largest sense to be profitable and healthful. That is it should be made not only attractive but have the advantages of the cities in the homes in the way of sewers, heating and lighting appliances, good roads, amusements and buying and selling, etc.

Man is a gregarious animal and desires to associate with others of his kind in religious services, business meetings, political gatherings, amusements and entertainments in the county should work together in buying and selling.

The agricultural education of the past has been one sided, embracing only the production phase while the marketing of produce and investing money have been untouched so the poor farmers have groped in the dark, and been imposed upon because of their one sided development. He must learn to buy and sell as business men do, must learn cost of production, economic storage, how best to insure and invest his money.

Thousands of men living the farm and country life were asked why they did so and gave the following. First, because of bigger wages in the cities. Second, better opportunities of advancement. Third, More interest because of many people close together and always something doing.

The cry is back to the farm but for every one that goes back a thousand go away says Dr. Coulter, and they will continue to do so until country life is made just as attractive, profitable and worth living in its broadest sense as it is in the cities today and I believe this object can be accomplished only through local cooperation.

Cooperation educated the farmers in business ability because they are interested in the buying and selling even if done by a manager so they study the methods and learn how to drive a bargain which is the point of success or failure in many business enterprises, for instance in marketing hogs, the farmer waits for the local butcher to come around and offer a price for which he cannot afford to sell, but he must accept because he needs the money and is not acquainted with what the market desires just at the time or prices paid so he either sells at a loss or takes his hogs to the city and finds all the butchers agreed on a certain price combined against him and he must either return home with his animals or sell at the mercy of the buyers or if he sells to commission men

he must accept the amount they desire to give because he is completely at their mercy. So the farmer in the country has prices dictated to him for everything he has for sale without even a voice or a share in the profits to be obtained; which ought not to exist.

The first and most important is the church of whatever denomination. I believe the company agent should continue in a county for a number of successive years and so lay his plans to become thoroughly acquainted with every church official in his county, explain his efforts and that his mission is to aid the people every possible way both on the farm and in the home. And if he meets opposition trip and make friends, then convert to the movement. This should be carried on through stake presidents and counselors, bishops, superintendents and teachers of Sunday schools, president of mutuals and officers, primary and religion class officials, relief societies and any others that may exist that could be induced to share the spirit of betterment, of individual and community life.

At the same time we are acquainting ourselves with church officials we should not forget the political organizations, county commissioners, mayors, city council, superintendent of schools, boards of education, commercial clubs, boys and girls clubs, irrigation officers, millers, cannery, manufacturers of farm products, blacksmiths, school teachers, any and all other organizations that will talk and spread the ideas among the people.

Then we can have such a force at work that popular

opinion will become so great that the people will be pulled together by one hand of unity and prosperity that will revolutionize or evolutionize the present rural districts of our state. They will soon catch the idea of community farming, for example, raising one breed of hogs and at the same season of the year so they can market in car loads and appoint one of their number to pay a food manager to keep them informed as to the beet market and thus save the middleman's profits or at least share them with the buyer and consumer.

The same could be accomplished in milk and fruit or anything else sold from the farm. Instead of one farmer taking one can of milk to the creamery daily he could take a load of cans for several of his neighbors and save most of the present cost of marketing.

Thus I believe by using local organizations winning their confidence and hearty support and through them educate the people we as county agents can work into a system of local cooperation that will make farm and country life more profitable more healthful and pleasant and worth while, more so than it is in the cities so the boys and girls will desire to remain on the soil and continue the happy healthy development of rural life.

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Volume XIII. Number 17.
Friday, January 29, 1915.

A great deal of the work and responsibility of the editing of this issue has been assumed by Prof. Carl Anderson of the extension division. As the issue is essentially a Round-up number, the extension division assumed this responsibility and is responsible for the Round-up reports and papers.

"MILESTONES"

There was a feeling of general satisfaction expressed by the large crowd of students which filed out of Niblel Hall after the play Monday evening. The play was very unique and gave a very good chance for a variety of acting. Everybody was agreed that the difficulty of representing youth, middle age and old age with its varying whims and fixed ideas was surmounted most admirably by Lowry Nelson. Several others accomplished the same thing in parts for which they were well suited. The young people of the third act did not get a chance to show what effect age would make on them. Mae Edwards took her part in the last act exceptionally well. It would be no exaggeration to say that every one of the cast did extremely well for a school play, and many touches of professional playing were seen. There was general satisfaction as to the fitness of the parts to the players. The play was repeated to a large crowd of townspeople on Tuesday and to the

Round-up visitors on Wednesday night.

THE ROUND-UP NUMBER.

This number of Student Life is largely given over to the Round-up. This has been the biggest, best and broadest of all the gatherings conducted by our school. In attendance it is the biggest. In material presented by our speakers and visitors it is the best and in its scope of material covered and information imparted it is the broadest. We feel that there are a few items especially that are worthy of attention in the columns of Student Life. Of course only those who have been privileged to attend the meetings can realize the wealth of good things given. We have heard but one criticism on the Round-up and that is that so much has been given that it is impossible to absorb it all.

We are printing a few of the addresses given during the last week. One of the very finest given was the address of State Superintendent E. G. Gowans, entitled: "Parental Responsibility in Education." It is a classic in itself and deserves to be preserved in a prominent place in the files of the paper. We hope that every reader of Student Life will read this carefully.

Another article worthy of attention is "Grain Standardization" given by L. M. Jeffers of the U. S. Dept. of Agriculture. One of the great problems before the farmer today is the problem of markets, and the great problem of markets is standards.

"Local Co-operation" is the title of a paper given by County Agent Heber J. Webb, of Salt Lake county. The county agent is perhaps the most important single factor in all the extension work of the college. He is employed to work among the farmers of his county, bringing the expert knowledge of every department of the college home where it will be of greatest service. Every where these men raise a cry for more cooperation. The farmers of the future will cooperate from necessity and it is well for us all to learn the lesson.

Another extension movement that received considerable time and attention during the Round-up was the Boys' and Girls' club movement. More extensive plans than ever before are being made to make this work a success. A short article on High School Club Plans for February has been written for this issue.

HIGH SCHOOL CLUB PLANS FOR FEBRUARY.

(Continued from page one)

during February.

Another project in which we would like to enlist the sympathy and help of every agricul-

tural club boy in the State is a Spring Clean-up movement. Much great work was done last year in the State Clean-up movement, but not nearly enough. This spring we hope to have the co-operation not only of the High School girls, but of the boys as well. There are dozens of high school towns in Utah that could benefit by such a movement and we would suggest that you discuss a Spring Clean-up Day in your clubs. If you would care for a lantern slide lecture on the present status of the clean town movement, the State Leader will be very glad to fill as many dates as possible for you. In case you desire such a date write early. February is the month to arrange for this. Your community would be the element and the best in the State and you can make it so. Another February feature should be plans for exhibits for next fall. We hope for an immense exhibit from the Ag. Clubs at the State Fair next fall. What are you going to do? Your club should be thought of and planned now. There is probably no better method to inject real interest into the work of the summer than by the ex-

hibit plan.

We feel that every club should plan something that can be presented at the county fair and at the State Fair. Poultry, pigs, beets, potatoes, and grains and garden stuffs are all good lines. We hope to inaugurate contests in the counties between individuals and clubs in all these lines.

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MYSELF, A "BRIDGET"

A very ambitious streak! Father objected, but it made no difference. I must have more "pin money." Hence, the first day of school found me before the Dean of Women applying for a job.

After receiving such admonitions as: "Don't apologize for your inexperience. Say you can do the work and accept the pay she offers. You are worth it and she can afford it," I left the office and knocked at the door of a modern bungalow. A sweet doll faced woman greeted me and I wondered if it could be Mrs. Brown for whom I was to work. It was.

We seated ourselves and went into full details as to capabilities and the work at hand, and it was decided that I earn two dollars a week and my board and room by such work as a house-maid regularly does—minus washing and the full responsibility of dinners.

That night my trunk came up and I had my first experience as waitress. She had company, too, and I wondered how I should bluff it through. Yes, coffee should be on the right hand side, but as I said before, I was in a modern home and the coffee would invade the polished floors. Why, I just knew it would. Had I not been called awkward all my life. Oh, that those people would please keep their eyes off the "new girl!"—imagination tricks one at times. I blushed continually, but finally the end came and I had made only one awkward move—no one hurt. How thankful I was!

Weeks passed by and I continued to please and displease. I remember once from force of habit that I entered the front door—I always entered the front door at home. Immediately afterward I was taken aside and told my place.

But, I could be displeased also. It isn't nearly so embarrassing to be a maid as it is to be constantly reminded of the fact. My reminder was a little silver bell at meal time.

Would you like to know where I took my meals? It was out in the kitchen on the work table. The sugar and flour bins were under it and I had to sit sideways or else use the

drain board. It is true I had pretty lunch cloths, but I hate lunch cloths now, especially those embroidered in violets or wild roses. Every time I see one I immediately associate it with a gas range, dirty kettles, and that drain board.

My work was comparatively light and I rather enjoyed it. However, there were drawbacks. Yes, I couldn't do justice to my school work, but I wasn't overly studious that year. I was quite content with skipping over my work and keeping the skull and cross bones "flunk" away from my door. My chief trouble was embarrassment.

One evening when Mrs. Brown was entertaining her club, I noticed an old friend of mine. She had attended the same school as I had a few years previous. When I served refreshments I was to speak to her or was it too presumptuous of a servant to think of such a thing? I'd have given anything to have been relieved of my service that evening. Fate wouldn't have it so, and I marched in with as much dignity as I could muster and kept my eyes turned in other directions, thus ignoring her.

Another very disagreeable thing was the lack of introductions. Every one coming into the kitchen called me Gertrude. That annoyed me, because I was at the age then when girls delight in being called "Miss" by everybody except very special friends.

Mr. and Mrs. Brown, however, were very kind and had it not been for their patience and thoughtfulness I should have given up and done what father wanted me to. They taught me a great deal. I say they, because they were like children in some respects, and he liked to play house and cook as well as she.

What an eye-opener work really is! One doesn't half appreciate the servant girl problem until one has been a "bridget." Both in regard to the girl and her mistress there is much to learn. Certainly one must learn by doing in order to get a truly sympathetic understanding of existing conditions. Then, too, how broadening it is to rub up against other people's ways of doing things. Again, notwithstanding its disadvantages, if a girl wishes to put herself through school with as little help as possible, one of the best ways, now that such work is becoming so scientific, is to work for her "board and keep." M. T.

All who have been in the Cafeteria of late have no doubt noticed the new clock behind the counter. This is a present to the Cafeteria by the Cardon Jewelry company.

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GRAIN STANDARDIZATION.

L. M. JEFFERS

(In charge of Portland Grain Standardization Laboratory, U. S. Department of Agriculture.)

In 1906 there was organized in the Department of Agriculture the office of Grain Standardization. The function of this division was the investigation of the handling, grading, and transportation of grain, and the fixing of definite grades thereof.

In order to secure definite and reliable data regarding conditions resulting in considerable loss in the handling and storing of grain, and to obtain information on which standard grades could be based, it was necessary to investigate existing methods in all steps of the grain handling business.

It was therefore necessary to study the methods of harvesting and handling grain on the farm, and the effect on the quality and condition of the grain. The various conditions under which grain is handled and stored in country elevators and warehouses were investigated; and considerable attention was given to the handling and storing methods in the terminal markets, the systems of inspecting and grading the grain export conditions, grain transportation by rail and water, and the problems of cereal manufacture.

Since the losses in handling, storing, and transporting of corn were general than with the other cereals, the investigations of the office were largely directed toward this cereal. The quality and condition of the corn at the time of the harvest, and storage conditions on the farm, were studied; country stations were visited in all corn producing sections in order to secure data regarding the corn marketed at different times of the year; the receipts at the large markets were samples; experiments were carried on to note the changes taking place in corn during storage; rail shipments were followed for the purpose of determining the deterioration while in transit; and large cargoes of corn were equipped with special apparatus and accompanied to the European destination to determine the changes in the quality and condition of the corn.

As a result of these investigations the Department was able to establish definite standards for corn, and these grades became effective July 1, 1914. These have been voluntarily adopted by practically all of the grain markets except those on the Atlantic Coast. In order to secure a uniform application of these standards, the grain dealers are urging the passage of a bill known as the Grain Grades Act, H. R. 17971, which had the endorsement of the Department of Agriculture. Under

this bill the grading of all grain would be carried on by the existing inspection departments, but the Department has supervisory power to enforce proper inspection on all interstate and foreign shipments. This bill recently passed the House of Representatives and is now pending before the Senate. Its passage will give standard grades and uniform application in all markets of the country, thus being a benefit to the producer, handler, and consumer.

The office has carried on some wheat investigations ever since its organization, and now it is able to concentrate the efforts along this line. A study is being made of the conditions existing on the farm in the country markets, in the terminal and export markets, and in the flour and cereal mills. The problems are many and intricate, and it is necessary to study thoroughly every phase of the business. It is not sufficient to know only the conditions that exist, but their effect on the quality of the flour and bread must be determined. The work must extend over more than one season, so that the standards may apply equally well to all crops.

At the present time the work is being carried on from the following laboratories: Baltimore Md.; Chicago, Ill.; Decatur, Ill.; Kansas City, Mo.; New Orleans, La.; and Portland, Oregon, with the head office at Washington, D. C. The office at Portland, was opened on July 1, 1914, and from this point the investigations in the Mountain and Pacific Coast states will be carried on.

Through work of this nature the Department is attempting to be of assistance in improving the quality and condition of the grain which is marketed. Any improvement is a benefit to all interests concerned, producer, handler, and consumer. In order to carry on this work most successfully it is therefore necessary that the Department have the cooperation of the farmer, the county agricultural agent, the agricultural College and Experiment Station, the county grain dealers, the terminal elevator man, and the manufacturer. Through the adoption of a uniform type of seed in each community the quality of the grain can be increased; better methods in tillage of the soil and care of the grain on the farm will put the product on the market in a better condition; a decrease in number of varieties and an improvement in the condition of the grain will better the handling conditions; and the adoption of uniform inspection will lead to better marketing conditions.

The Cafeteria will not be opened next Monday as there will not be enough students at school to justify it.

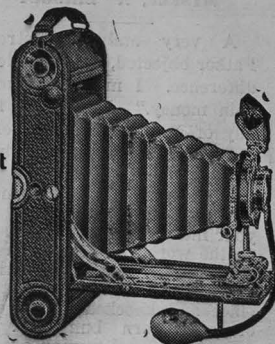
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COME AND BE CONVINCED





Locals.



Lost—a pair of glasses. Finder please return to this office.

Has the Ag. Club been dissolved or are its activities known only to a few?

Farmer, looking at squad making up drill.—What's that fellow chasing those guys with guns for?

Freshie, upon seeing Eben J. in line with the school children last week.—Gee, is that guy in the 8th grade yet?

All Seniors must have their pictures taken today or tomorrow. Caps and Gowns are at Torgeson's. Juniors next week.

All Home Economic Club girls meet at Torgeson's studio, to have their pictures taken for the Buzzer, Sunday, January 31, 1915, from 11 to 12 o'clock. Be sure and bring your 75c deposit.

A gymnasium class for men is to be started next semester. The hours will probably be from 5:30 to 6:20 p. m. on Tuesday, Wednesday and Thursday. A regular uniform must be used. All candidates are requested to speak to Coach Teetzel.

Mr. Willard L. Peterson, formerly of Peterboro, and editor of Student Life for the year 1909-10, was married to Miss Ellen Corona Mulroney, of Fort Dodge, Iowa, on January 21st. He is located at Pocatello, Idaho, where he has a book and supply store. Student Life offers congratulations and wishes him success and happiness.

Why not get busy on inter-class debating? Why not get the series over so the pictures of the winners can be put in the Buzzer? The Juniors are waiting for the Seniors to submit a question—the Freshmen are waiting for the Sophomores to do like wise—why not get busy, class debating managers? The final debates must be over with before March 10.

Prof.—A glacier gets its load by freezing on to it.

Student.—Why don't you come to poultry class?

Student.—What's the difference, we only have 20 chickens.

LOST—Gold bracelet last Tuesday night, somewhere between Center street and Third East and Nibley Hall. Finder please notify the registrar's office.

Why not make our cadets useful as well as ornamental? When distinguished visitors come to town, why not send a delegation of our "soldiers" to escort them to the school?

In this issue is the first of a series of articles by students of one of our English classes on subjects relative to experiences in earning money while at school and during vacation.

Prof. Hickman, upon overtaking an old man walking toward the A. C.—Well, sir, what honest man are you looking for so early this morning?

Old Man.—Oh, I'm going the wrong way to find an honest man.

IMPORTANT NOTICE.

Meeting of faculty and students, Saturday, at 2 p. m. in the Chapel. The Governor and the Committee on Education and the Committee on Appropriation will be present.

Faculty and students required to be present.

JOHN A. WIDTSOE,
President.

GYMNASIUM CLASS.

The proposed gymnasium class offering a systematic physical training in Swedish gymnastics has been accepted by the faculty and will be given Tuesdays, Thursdays and Friday evenings of each week, from 5:20 to 6:20.

Register for the course with your second semester work.

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"GETTING SMART."

Chenchiah.—Say, Dunford, did you meet that fellow?

Dunford.—Which fellow?

Chenchiah.—I do not know his name. He talks like a girl. He wears spectacles.

Burnett.—It it me you want? I wear spectacles.

Chenchiah.—But your face is not so good as that of his.

Miner.—You have insulted my friend. I would like to give you a good licking.

Chenchiah.—Say, if you can lick me, then, who can not?

Burnett.—This fellow is getting too smart.

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ATHLETICS

U. A. C. 63
O. S. A. 33

In the game against the Oneida Stake Academy last Saturday night, our basketball team surprised the students by the marked improvement over the exhibition against the Salt Lake high school.

The game was fast from the start, but the Aggies were too much for Preston and played them off their feet. Captain Peterson at forward set the pace for his team and kept them working hard all through the game. Kappel played a lively game at guard and with the help of Dorton held the Preston forwards to four field baskets in the first half to our 35 points.

In the second half Coach Teetzel substituted Hafen for Peterson, Johnson for Maughan and Twitchell for Erickson. These men worked hard, but could not keep up the pace of the regulars and Preston scored 24 to our 30 in the last period.

The line-up:

A. C.	O. S. A.
Peterson-Hafen..... r.f.	Gilbert
Maughan-Johnson... l.f.	C. Neeley
Erickson-Twitchell.. c.	Cutler
Kappel..... r.g.	V. Neeley
Dorton..... l.g.	Tanner
Referee—Assistant Coach Homer Christensen.	

Tomorrow night the basketball team will go to Preston to play the second game with the O. S. A.

Coach Macklin, of the Michigan A. C., is giving a course in athletic pedagogy, which immediately became so popular that a class room would not hold the students.

The editor of the Chicago Lampoon suggests that college football players receive a percentage of receipts from football games. This would probably help athletics.

Manager Wilson is negotiating with Colorado Aggies and University of Wyoming for football games next fall. He has contracts for games with the U. of U. and U. of Mon-

tant, and expects to have several preliminary games with high schools.

EXAMINATIONS.

The examinations are nearly over, but it is well to give a few suggestions for the ones that are left and for future reference.

First, be in as good physical trim as possible. Plan for the examination. Instead of cramming upon the work the evening before, retire early for a full night's sleep, with wide-open windows. If the examination is in the morning, eat an early breakfast; allow at least two hours to pass after the meal, before the examination starts. By all means get into a happy, comfortable frame of mind and body. You have now done all in your power along the line of physical preparation. Walk calmly to the room where the examination is to be held. Get your poise before looking at the questions. Never hurry to begin. Read all the questions through before you begin to write any answers.

Try to get the central thought of your questions and then think out your answer around the central thought. Remember that the people who grade your papers are human; that they have stacked before them, possibly, hundreds along the same line. If you can arrange your paper in such a way as to catch their eye, they will mark it as worth more than the next one that can scarcely be read. It is then worth more. One way to catch the eye of a professor is to underline important ideas; another is to leave wide spaces between single questions. This sets each answer in a more conspicuous place and calls attention to it. The little details may be written in finer writing or placed in outline form.

The examiner may be growing weary by the time he gets to your paper. Do you think that he will grade you more if you have written seven extra pages that you were not asked for? Answer just what is asked. Ponder over the whole question until you get the thought, then answer the question and put nothing else.

If the question reads *name* something, then a word or two is sufficient. If you are asked to *discuss* a subject you may then say all that you know about it.

Do not forget that a *clear, clean paper, well arranged*, is actually indicative of the character of the writer and will be graded accordingly.

Read the paper thoughtfully through before handing it in, and if you have followed these common-sense suggestions you will doubtless have a paper worthy of notice, which will be graded fairly.

AFFILIATED CLUB CONVENTION.

(Continued from page one)

inent club workers of the State were in attendance and spoke at the various meetings. Two counties in the State, Davis and Box Elder, have employed a man to give his entire time to club work. Those two counties as a result of this have attained a high degree of excellency. Prof. Sanders of Davis and Prof. Glenn of Box Elder, addressed the conventions on the progress of the work in their counties.

Among other leaders on the program were Prof. T. B. Ball, E. W. Stephens, R. W. Eardley, Junius Banks and others. Each of these men presented valuable ideas with regard to club work in their localities.

At the close of the Wednesday morning session a business meeting was held at which a state organization of club members was organized. The officers elected were: Howard Dalton, president; Ruth Bybee, vice president; Helen Durham, secretary and treasurer.

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