The Co-operative Grocery & Drug Company will move to their new store room on Center Street about the first of the year 1903.

The Co-op. Grocery & Drug Co.

Leading Grocers and Druggists of Logan.

SPECIAL COURTESY TO STUDENTS.

PRESCRIPTIONS CAREFULLY COMPOUNDED.

GODS DELIVERED FREE.

from 5 to 20 CENTRE STREET

Joseph Howell, President.

OFFICE OF

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THE "U. O."

Leading Grocers and Druggists of Logan.

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51 and 52 MAIN ST.

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Clothing, Shoe and Funishing...............

BEST GOODS FOR LEAST MONEY.

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Clothing, Shoe and Funishing...............

BEST GOODS FOR LEAST MONEY.

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MURDOCK'S CANDY KITCHEN.

Manufacturers of Confectionery.

Carries the LARGEST, CHOICEST AND PUREST VARIETIES OF CANDIES AND NUTS IN THE CITY. SPECIAL PRICES FOR HOLIDAYS. We carry a Full Line of Bakery Goods. 31 Main St.

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LOGAN STEAM LAUNDRY

Have your work done at home, done right and save express.

C. A. CUMMINGS & COMPANY

Proprietors.
IN DARKER VEIN.

Dey aint no use fo to heap abuse
On youh brederin heah below;
But my blood do bile at de monstous pile
Dat de white folks thinks dey know.
O' cose dey's lahned in de bigges' schools,
An' live on de fat o' de lan':
But dey's some things, sho, dat a brack man know;
Dat de white folks nevah can.

When de Lohd made man wif a callied skin,
An' de big eyes gleamin' white,
He punctuh de swohd o' de spirit in,
An' let in de gospel light.
De man he lif up a voice o' prayeh,
An' raise he God all day;
An dey aint no white man sence dat time
Can pray like de brack man pray.

'De beasts' an' de birds come flockin' roun',
An' chuckle an' sing wif glee,
An' de brack man listen an' like de soun',
In de shade o' de 'simmon tree;
He set he tone to de song o' de woods,
De time to de blue-jay's wing,
An' dey aint no white man nowah 'bouts
Can sing like de brack man sing.

Still he 'joice in de lan' de good Lohd gib,
In de sunshine an' de rain,
In de cabin home whah de ol' folks lib,
An' de little patch o' cane.
Dat Nancy gal make de sweetes' wife,—
Her lips like de 'scentin' shrub,—
An' dey aint no white man in de lan'
Can lub like de brack man lub.

Dat brack man crawl whah de million sprawl
In de sweet white light o' de moon:
An' he's allus roun' when de tatah's brown
In de juice o' de roasin' coon.
He "chung" de strings when de day's took wings,
An' he dance'till he jes caint stan':—
Oh, dey's some things, sho, dat a brack man know,
Dat de white folks nevah can.
A TRIP TO THE LAND OPENING.

In the summer of 1901, Uncle Sam indulged in the lottery business, and many people, especially from the southwest, took chances at his wheel. A large strip of land, formerly the reservation of the Kiowa and Comanche Indians, was being opened for settlement, and prospective homesteads were the prizes to be drawn. I was then only a few hours ride, by rail, from the land office. So, with a number of young men from the same village, I decided to take part in the drawing. At this time we were engaged in threshing, but a good soaking rain delayed the work and gave us the opportunity we desired. Early the next morning we were taken to the railroad station. As the railroad company had more business in the passenger traffic line than they could handle, they had wisely decided not to run excursion rates. Their business was so heavy, in fact, that they did not attempt to move any freight at all during the "rush," but used both passenger and freight trains to carry passengers.

The train we boarded was already crowded, and several slightly intoxicated passengers were swaying about in the aisles imagining that they wished to fight. A party which sat immediately in front of me, consisted of a judge and some lawyers from Wichita, having what they evidently considered a "time," and the judge was showing the effects of liquor by behaving in a manner very unbecoming to his judicial dignity. The train traveled very slowly and stopped at each station, where it found many more home seekers awaiting passage.

Soon after leaving Caldwell, Kansas, we arrived in the "Strip" which was opened for settlement several years ago. Here, a few years before, the Indian grazed his ponies over the broad prairies; now it is a country of flourishing farms. Homes of settlers dotted the landscape and as far as the eye could see on all sides stretched fields of wheat.

Late in the night, we arrived in El Reno, Oklahoma Territory. A single glance at the surroundings told us that it was useless to look for hotel accommodations. On the platform of the station, as thick as they could comfortably lie, were large numbers of men and some women and children. Some cars were standing on the side-track, with human beings stretched out on the roof, on the floor inside, and even on the cinders underneath. In the town, people were lying on doorsteps and porches and in the yards. Some enterprising persons fenced off portions of the side-walks and sold the privilege of sleeping in blankets on the stones.

After searching in vain for a better place, our party finally found a freight car which had no occupants, and retired for the night. Although we were very tired and sleepy, I do not think many of us secured much refreshing slumber that night. We rose early next morning, procured some coffee and sandwiches at one of the numerous lunch stands, and then went to register. We had a notary public write out our papers for us. These notaries, by the way, must have made a great deal of money during the period of registration, as they received twenty-five cents from each person and about two thousand persons registered.

The papers which were procured from the notary public, stated whether you wished to register in the Lawton or El Reno district—the two districts into which the country was divided for convenience in opening,—that you had given oath that you did not possess one hundred and sixty acres of land, and that you desired to take up the land for the purpose of farming. You then turned in your papers at the office. Your name, post office address, etc., were put in an envelope, and when the drawing commenced, the envelopes were put into
a kind of wheel, which was turned to mix them thoroughly. The person whose name was in the envelope first drawn from the wheel had the first choice of about seven thousand quarter-sections of land. Thus it is seen that only the first seven thousand names could hope to draw a claim.

The privilege of registering was given to any one who was the supporter of a family and who was a citizen of the United States.

Under these provisions several boys and a great number of women were allowed to register. The second choice fell to a telephone-girl of Wichita, Kansas. When it became known that this girl had drawn the second prize, she was besieged by numerous proposals of marriage, receiving as high as thirty letters in one day.

The day we were in El Reno there were at least fifteen thousand people in the town. Hotels, restaurants, lunch-stands, and especially saloons, were doing a "land-office business" in reality. I saw one place, where the bar had an extension of about thirty feet built to it. This bar was said to have made for its owner a profit of four hundred dollars per day during the opening.

Even the churches were in the money making business. Cots were placed on the seats and the floors of the church building and each night these cots were filled with weary home seekers. The lights were left burning all night and the man in charge walked around with a large pistol in his belt to see that no thieving was going on.

The gamblers and confidence men were also busy, verifying the old statement that "a sucker is born every minute." Some of the gamblers paid fabulous prices for the privilege of running their business during the rush. They took in return, however, from five hundred to two thousand dollars daily.

It was impossible for the post-office force to handle the enormous amount of mail that came in. People had to stand in line all day to get their mail. This condition was afterward relieved by the government sending down a number of extra clerks. The great crowd represented all classes of people, from the wealthy man with his silk hat and his eye open for a speculation, to the tattered negro from the southern states who hoped to get a home that he could call his own.

Having arrived in El Reno and being duly registered, our next thought was of returning home. This turned out to be a more serious difficulty than we at first imagined. People crowded the trains as they pulled in and we had the mortification of seeing two or three pull out before we could get aboard. We finally managed to get away, some of the party hanging on the steps and platforms and some climbing to a more comfortable place on top of the coaches.

Owing to the great crowd on the trains, it was impossible to keep drinking water in the coaches. As it was very warm, many people suffered from thirst. At each stop, the men would run for the nearest saloon or the town pumps. At stations, small boys came to the train with bottled beer to sell and you could hear frequent yells from thirsty passengers for a "cold one."

On leaving a town in Oklahoma, a bull-dog attracted by the yells and commotion of the passengers, began a race with the train. Someone drew a revolver and fired at the dog. This shot was the signal for a fullscale, for revolvers began to crack from all parts of the train until it sounded as if a regiment of soldiers were at rifle practice. The bull-dog kept on in the race with distinctive "bull-doggedness" and strange to say was not hit, although bullets struck all around him.

At another station, we were met by a delegation of colored ladies—the wives and daughters of shovellers in the coalshutes at that place—who had for sale chicken sandwiches, apple pies and coffee like "mother used to make." Their stock was soon gone and I do not remember tasting anything that seemed more delicious than their pie and coffee did on that day.

We passed many trains which were going to El Reno and all were crowded with passengers. In many cases, cattle-cars and freight-cars filled with people were in the train. As we were not expected back for two or three days, there was no conveyance at the station when we arrived. Tired and sleepy as we were, we
A Midnight Surprise.

On July 22nd, 1898, the American army landed on the island of Luzon, a few miles south of the city of Manila. A series of outposts were "thrown out," forming a complete circle around Camp Dewey, to prevent surprise by the Spanish army. At the outpost facing Fort Malate, the most important Spanish position, the event herein described occurred. Fort Malate was held by a Spanish force of three thousand men, infantry and artillery combined, while in the city of Manila there was an additional force of about four thousand soldiers. Camp Dewey was three miles from Fort Malate and there were, all told, only about three thousand five hundred American soldiers. The American outpost was only a mile from the Spanish position and two miles from Camp Dewey, so that the outpost was in constant danger of an attack.

The morning of July 31st, 1898, dawned bright and clear in the Philippine Islands. Smiling nature seemed trying to infuse a little brightness into the lives of the sea-sick, discouraged American soldiers, who, having lived on Alger's "Fine Canned Roast Beef" for ten weeks, were not feeling as though life was "one grand sweet song." Slowly the hot tropical day came to a close. The sun sank to rest in all the brightness and glory of a tropical sunset. A few minutes later the sky became overcast with dark threatening clouds. The soldiers on duty at the outpost near Fort Malate, tired out with the day's work, lay down on the wet, muddy ground and were soon asleep, dreaming of their native land far across the Pacific Ocean.

As time passed, the sky became darker and more overcast with clouds. Soon it began to rain and steadily increased until there was a heavy downpour. The wind began to blow and rapidly increased in force, but the tired soldiers slept on. Suddenly the sharp crack of a rifle rang out above the storm. It was quickly followed by another and yet another until the cracking of rifles and the patter of bullets was like the patter of hail on an iron roof. Then a volley came whizzing over the heads of the sleeping American soldiers. In a few minutes the entire American outpost was under arms and sending deadly volleys into the ranks of the advancing foe. The artillery was waiting for permission to fire. To the dazed artillerymen the wind seemed to increase in its fury and the rain to fall faster and faster. But suddenly the quick, sharp tone of the bugle rang out the order, "Commence firing!"

Almost simultaneously with the order, the four American cannon rang out their deadly defiance to the Spanish army. The Spanish cannon's reply added to the awful din and roar of the battle. The shells came shrieking over the heads of the Americans and burst with a dull, sickening thud among our soldiers in the rear. The bursting of those shells struck terror to the souls of the bravest, and hearts that had not known fear before were stilled with awe. But as each scanned the face of his comrade, he saw only one thing written there, and that was to stand by the stars and stripes, which hung dripping above the trenches, or to give up his life in the attempt.

As the battle increased in its fury, the storm raged as only a turbulent typhoon in the Southern Seas can. The thunderbolts seemed to rend the sky in twain; the lurid flashes of lightning and the bursting shells made the place as light as day. The groans of the wounded and dying rose above the noise of the conflict.

The battle raged on, and the flashes of the opposing rifles seemed almost together. At this critical moment, word was passed along the American line that the ammunition was running low; in fact, only a few rounds remained. Then the order was given to reserve these rounds for the foe as they came over the trenches. Despair had seized the hearts of the
Americans, when faintly, from far away in the rear, a sound was borne on the wind to the waiting soldiers. Could it be, or were they dreaming? they asked themselves. Yes, there it was again, louder and clearer this time above the cracking of the enemy's rifles and the dull roar of the cannon. It was the sweetest sound ever borne to the ears of the soldiers, for it was the clear, metallic note of a bugle giving commands to the reinforcements that were coming up at a "double quick," with a new supply of ammunition.

The soldiers of the outpost, with one accord grasped their hats and gave three rousing American cheers. The advancing Spanish army heard the cheering, and, divining its cause, hesitated—and were lost. The reinforcements swung into the trenches and the volleys of the Krag-Jorgensens rang out on the night air. The Spanish rapidly retreated and in a few minutes the battle was over.

Where a short time before this awful conflict had raged, all was silent except for the groans of the wounded and dying. The fury of the storm abated and the typhoon passed on to the other side of the island and so on to the ocean. In a few hours the sun rose brightly, and all nature seemed as smiling as it had the day before. Oh, but what a mockery it was to the living as they gazed on the faces of their fallen comrades who lay cold and still in pools of blood and water. In a short time the dead and wounded were removed to Camp Dewey and nothing remained but the scarred bark of the trees and the shattered walls of an old monastery nearby to show that anything unusual had occurred there the night before.

R. S. '02.

Special Training.

Owing to the fact that the great majority of farmers in Utah, today, are practicing almost the same methods in operating their farms as their fathers did, the farming industry, so important in this state, is suffering.

Altogether too many farmers are practicing general farming and attempting to cover the whole field of agriculture instead of selecting some one branch of the industry and making a specialty of it.

By special farming we mean the raising of such crops as will aid directly in furnishing a finished product for the market. For instance: a dairy farmer might make a specialty of the production of milk and butter and raise a proper rotation of alfalfa, corn, grasses and such other forage as may be necessary for the proper support of the animals.

The great difficulty is that the general farmer attempts too much. He raises grain, potatoes, hogs, sheep, horses, cattle, chickens, all kinds of fruits, in fact everything that will grow in his section of the country. This was all right when there were no railroads or when the country was new and the people did not know what crops could be successfully grown and had to experiment in order to find out.

Competition is so keen in all branches of industry that the profit margins are usually narrow. The price of production must be kept down in order to allow the profits as wide a margin as is necessary to operate the business without loss.

A specialist reduces the cost of production in several ways. He becomes an expert in his particular line and applies his energy with more certainty and force. He has less capital invested in machinery and the extras which each line requires, therefore his capital is more available. He can better afford to buy for cash those things which he does not raise than to run the risk of raising them at a loss or at the expense of some other crop.

An important matter in connection with the profit of a crop is the marketing. Though it is just as important as the raising, it is a matter which is greatly neglected. A person must study his market and the things which control it. It is not possible to do this where you have a number of crops, to the same advantage as when you have one. Marketing requires time, and the more crops you have the more time will be spent in marketing. How much easier it is for the specialist to do his marketing. He has the advantage of quality, as his crop has reached a higher degree of excellence and is in demand on the market.
A specialist becomes known by the superiority of his product, and gets the best price for it. It is the inferior product that crowds the markets and tends to lower the price. A person must give special attention to a crop or it is very likely to be inferior.

Then, too, there is the waste in connection with the production. There is always more or less that is not marketable, and the general farmer will have more of this class of goods by reason of his having so many crops.

General farming has a tendency to make a man like a "rolling stone." This year, potatoes or some other crop sells at a very high price and next year he spends his time cultivating potatoes. Several others do the same thing and it results in a flooded market and a decline in price.

There is a great deal of difference between profit and income. A person may have an income of $1,000 derived from a number of sources such as the sale of cattle, grain, hay, milk, fruit, etc., and there may be no profit in any of them owing to the cost of production. On the other hand, an income of $1,000 derived from a single source, where a man has concentrated his efforts, may show a very large profit.

A specialist keeps better track of his business and knows when he is making or losing, while the general farmer is likely to carry a dead-head crop without knowing it. Success in any business depends largely upon the management and perfection of details, and a person engaged in special farming has a far better opportunity to take care of and develop the details. Neglect of details will result in a partial or complete failure. They are neglected at the expense of the profits.

The fact that a person has a number of crops often causes him to push them only half way but this sort of business will never succeed.

The reason that most people practice general farming is the idea that some crop is apt to fail and they are sure of one crop succeeding. This idea is the cause of a great many failures. It shows a weakness and lack of faith. In the majority of cases men are to blame for the failure of a crop. It may not be through the lack of will power or energy but it is very often through lack of knowledge. Energy without knowledge is like steam escaping into the air.

Specialization has been one of the prominent features in the rapid development of all professions and sciences. If doctors had continued to cover the whole field of medicine, the medical profession would never have developed to its present stage. The same is true of all arts and sciences and it is reasonable to suppose that agriculture would have developed much more rapidly if specialization had been incorporated into it earlier in its history.

Farmers' Institutes.

For those who may not be fully acquainted with the aims and uses of Farmers' Institutes, it might be wise to give a brief history of their organization in this State and throughout the country at large.

It was in the early seventies that definite shape was first given to the organization, which was later known as the Farmers' Institute. Previous to this time there had been scattered local agricultural clubs which, in some cases, had been doing educational work. In these the present Farmers' Institute System may be said to have had its origin. In 1871, the Iowa Agricultural College sent out some of its professors to lecture to the farmers. A year later, Vermont and Michigan followed her example. However, Michigan was the first state in this country to authorize an educational institution to carry instruction to farmers who were not students in the college. Year by year other states began to follow the example set, till now there is not a state in the union that has not some form or other of Farmers' Institute system. In nearly all cases the beginning came from the State Agricultural College, the work being organized and the lectures given by its professors.

In Utah, Farmers' Institutes were first organized in 1896. They began by virtue of an act of the State Legislature which authorized the faculty of the Agricultural College to hold Institutes for the instruction of the citizens of the State, in the various branches of agriculture. The course of instruction at such insti-
tutes was to be arranged so as to present to those in attendance the results of the most recent investigations in theoretical and practical agriculture. In addition, it was to be the duty of those conducting institutes in any county of the State to encourage and assist in the organization of local agricultural societies. At the close of each season's work, a report was to be published for free distribution to the farmers of the State. This was to give the leading papers and addresses given at meetings and the discussions thereon. Fifteen hundred dollars was granted each year for the carrying on of this work.

By many advanced agricultural educators, throughout the country, it was felt that though the agricultural colleges and experiment stations were doing valuable work, yet under the most favorable circumstances, the colleges could reach but a very small percentage of those who were eligible as students, while through lack of being educated to appreciate their work, the agricultural population at large were getting very little from the published bulletins of the stations. Through careful work of skilled experimenters, the Stations had a great deal of valuable data and in every department of agricultural work had investigated principles and methods which if applied in field, orchard, and ranch throughout the land, would increase the farmer's capital, and augment the nation's resources by millions. But, while scientific investigators had found out advanced methods, the great mass of farmers were everywhere following methods that had been in use by their forefathers nearly a century ago. The pioneers had started in with a virgin soil whose latent fertility gave abundant returns for culture however crude. But as generations passed by, with this crude treatment the soil yielded diminishing returns, till the farmer's lot became a hard one, and his life a round of more or less unrequited toil. Finally it was decided that the only practical way was for the professors of the Agricultural Colleges to go out on missions through their respective states and carry the gospel of agriculture to the people.

Such a crusade was not accomplished without considerable prejudice, and that on the part of those it was intended to help. The farmers said, "What can these college professors who work in laboratories tell us about farming? We have worked on farms for years." Many of those who first attended the meetings, came out of curiosity; others, who smelled a political rat, even out of animosity. But the speakers were earnest men, who, braving prejudice and sarcasm, soon showed that they had something of value to impart. Honest endeavor is always successful. In this case, as a result, requests came from all over the country for meetings and speakers which the colleges could not begin to supply. This was the beginning of Farmers' Institutes; a case of college extension movement by which those who could not, or would not, come to college had to be reached.

In a very few years, the fruits of this systematic sowing were being reaped. It was not hard to notice that where institutes were being held agricultural methods were improving. Farmers were finding by the application of the scientific principles worked out in the laboratories and experimental plats of the stations, that the fertility of the soil could be kept up and even improved.

On all hands, the Institute was recognized as an educator, and the call came for definite, specific information in all lines, instead of the general work given in the beginning. This necessitated increased organization and an administrative head. The child was now becoming too large to be fostered under the care of the Agricultural Colleges and many states gave their institute systems to the control of a director, who devoted his whole time to advancing the work.

In order to get in closer touch with the needs of the farms, local organizations were formed. These had the privilege of informing the director of the special needs of their district, and of selecting speakers who were specialists in the branch of agriculture in which they were most interested. This opened up the way for the use of practical men who had made a success of any branch of agricultural work. Catalogues of speakers were made in the de-
portments of Agronomy, Live Stock, Horticulture, etc., and lists of subjects sent out from which the local societies could select according to their need. This specialization served the purpose of a college curriculum with optional courses. Some Institutes have even purchased libraries for the use of their members, and provide agricultural literature as a premium of membership.

Thus the system has grown till it has become one of the nation’s foremost educational institutions. This growth has been reflected by a steady increase in the appropriations towards its maintenance. In 1891 these aggregated, in the United States, $80,000; in 1899 they had more than doubled, being $170,000; while no less than half-a-million farmers were enjoying the educational privileges. Last year the grants toward the Farmers’ Institutes approximated $200,000; while their range of instruction had extended to nearly three-quarters of a million farmers.

Phenomenal as this growth is, yet the maximum of usefulness of the Farmers’ Institutes has not yet been reached. The 750,000 farmers reached by the Institute system is only 7½ percent of those engaged in agricultural pursuits in the country, while the 10,000 students entered in agricultural courses at our colleges do not constitute one percent of those who are eligible for instruction.

However, Institute meetings are giving the boys on the farm an insight into the mysteries of the soil, into the laws of plant growth, and into the wonderful possibilities of animal development. This is the only thing that can ever make boys stay on the farm, and make its work interesting and profitable to them. A little knowledge well imparted always gives a desire for more, and we find the Farmers’ Institute system acting as a feeder for our Agricultural colleges.

It has been found that a very large percentage of the students entering Agricultural Colleges were induced to do so by attending Farmers’ Institute meetings. It might be to the further benefit of both if Agricultural Colleges and Farmers’ Institutes were more closely connected. Since it is impossible for college professors, on account of their classes, to give much time to Institute work, it might be a good plan to have meetings taken charge of throughout the State by the graduates of its own Agricultural College. This would increase the range of Institute work and put the farmers in close touch with the work and thought of the colleges and experiment stations. At the same time it would be of great educative value to our students in broadening their experience along different practical lines of agricultural work.

What the future of Institute work and organization will be it is hard to say, but if the advancement keeps pace with what it has already accomplished, it will certainly be the great motive power in progressive agriculture.

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**Things Musical.**

Wouldn’t that blow you? What? Why, the College band, of course. Perhaps they do not make much noise but they are still in the ring and before the season is over we expect to hear more of them. Already, they are nearly on a par with Sousa’s famous organization and are improving rapidly under Mr. Mitten’s efficient leadership.

There are now seventeen pieces in the band, including a strong lead of cornets and a battery of trombones, besides plenty of bass and harmony.

The boys have adopted a special insignia, consisting of two narrow red stripes on the white stripe of the trousers and a lyre of white on the sleeve of the coat.

With concerted practice, it is anticipated that before the end of the year the band will be one of the most praise-worthy organizations of the college and it will well merit the support of the school.

The new shoes and waists worn by the girls after holidays are very noticeable owing to the great number of them. No doubt during vacation, the girls applied the instructions received in the sewing rooms.
STUDENT AFFAIRS.

Class Spirit.

Class spirit was given a good shaking up during the last two weeks of school before the holiday vacation. Before the Seniors and Juniors sent out the "Proclamation to the Insignificant and Inferior (?) Freshman and Sophomores," one could hardly tell whether there were any class organizations in school or not. Notices were given out almost daily, but that is about all it amounted to. Possibly four or five faithful (?) members would come straggling in five, ten, fifteen minutes late, only to adjourn until next day hoping for a larger attendance. Next day they would again meet—with the same success.

The Seniors and Juniors saw that things were not as they should be, and decided upon the proclamation plan of reme...
it would be to issue a proclamation setting forth rules for the lower classmen to follow. The plan was a good one. It caused the classes, for the two weeks at least, to be unified. If we need one thing in this school more than anything else, it is class spirit and patriotism, and why do we not have it? Is it because we have so much work in school that we can not devote any of our time to our class organizations? Or is it because we are too slack, too easy going to do things that we are not compelled to do? It is not because we are over-worked, for those who are carrying the heaviest courses are the ones who, as a general rule, are doing most in the class organizations. Shall we admit that it is the second reason? Instead let us all work to remedy the evil. Create a little class rivalry. That will do as much toward uniting the members of the different classes as anything. Second year’s, challenge the First year’s for a game of basket-ball, and put the rooters off the field if they cheer too much for the opposing team. Juniors, challenge the Seniors to a debating contest and show them that there are other students in the school. Do anything that will create a little class rivalry, and it will not be long until we can boast of the class spirit and patriotism in the A.C.

The Aim of Physical Training.

Is physical training essential for me? Is it worth while? These are the questions a thinking man asks himself when he has an opportunity to engage in college athletics.

A young man comes to college to get an education. What is the aim of this education? One noted educator has said that it is to gain “the highest development of the best possibilities of the individual.” We may further distinguish between spiritual education which trains one in the moral purposes of man; intellectual education which shall develop an enlightened intellect; and physical education which, while partaking, in a measure, of the essentials of the first two divisions, has an educational aim of its own. This aim was stated as follows by a national committee on physical education. “It is the purpose of the system to develop the whole body and its parts symmetrically and harmoniously; to preserve, increase, or produce bodily health, strength, and perfection; and to maintain and promote physical activity, dexterity and efficiency.”

“Exercise!” Some husky lad will echo disdainfully. “Look at that arm from pitching hay.” We must remember that bodily strength is, perhaps, one of the least important benefits of physical exercise. We must not lose sight of the fact that a muscle is not a simple organ, but that it is made up of two clearly distinguishable yet co-operative parts. first a contractable executive mechanism, the muscle-proper, and then a stimulating, regulating, guiding part, consisting of the gray matter of the brain and spinal cord with the connecting nerve fibres. One may pitch hay all summer and gain a tremendous development of the arm and back muscles, but in the end these muscles have been taught but one trick. You are no better able to run, jump, or save yourself from a bad fall; you will learn no more easily to use a saw or a hammer, or to do the thousand and one things required of a man in active life. Activity, dexterity and efficiency are enumerated in our aim of physical training. A man must know how to use his strength that he may apply himself to the various demands of life with ease and confidence. In fact, as the Swedes put it, “the body must be subservient to the will.” Not that by a great effort the body should act as the will dictates, but that the muscles of the body should respond willingly and easily to the mere wish of the individual. One young college athlete, learning the building trade, was the wonder of all of the “men on the job,” because at the first try he could strike either right or left handed. He has left the men still wondering why he could learn so rapidly and has passed on over old and experienced tradesmen. It is matter of record that the time consumed by athletic exercises is in no way detrimental to the athlete’s standing in scholarship. On one occasion when the subject was under discussion, the faculties of Yale and Harvard
consulted their books and found that, taken as a class, athletes stood a trifle higher in their studies than those who were not athletes. These results have been substantiated by researches in other institutions. It may be argued that these men without there athletes would stand still higher. A few points more or less in scholarship marks are certainly not too great a sacrifice to make that one might take a course in physical training, for without the proper amount of natural physical excitement there is danger of a lack of spirit, dash and confidence which are such vital factors in a winning contest, even the stern contest of life itself.

Add to this value of a body trained to obey the owner's every wish, readily and powerfully, the rush and joy that comes in that animal-like vigor of a man in physical competition with his fellows, and one can not but wonder how a young man can afford to miss his daily hour in the gymnasium.

Many men decide that physical training, although very essential, is not for them because it draws them too much from their studies. Here again is involved the object for which a man comes to college. He can never become a great scholar, a renowned engineer or master mechanic, or a prosperous farmer by four years of study, no matter how hard. He must be able to do, as well as know. The college will have done its full duty if it starts him well on the road to success.

The Junior Class Ball.

The ball given by the class of 1904 on the evening of Dec. 18, was undoubtedly the most successful social event that has been given this school year. The same statement, however, is on record concerning the 63's annual ball, but, if we are to judge from the opinion of those who participated in both events, the Juniors possess the happy faculty of entertaining people in a degree not dreamed of by their elder and wiser brethren, the Seniors. An unusually large crowd, consisting of students brimming over with joy in anticipation of the Christmas vacation, a number of the people from the city, and a few members of the Faculty, was in attendance. The music and floor were excellent,—in fact everything was just in the proper condition for an enjoyable time, and all enjoyed themselves.

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Commercial Notes.

The Commercial Department has lost three members on account of Misses Baxter, Cooper and Hess discontinuing.

A new feature of the work of the Law Club is the organization of a justice's court. The first case is to be a charge of forgery against one, J. J. Frederickson, and no doubt it will be prosecuted with energy till the criminal is safely secured in "durance vile."

Farrell and Farnsworth have not reported to classes for some time, owing to their being quarantined for small-pox. We hope to see them in their accustomed places as soon as the quarantine is raised. Other commercial students who were also quarantined managed to escape and have resumed their regular work.

Mr. Hamilton Wright has been conspicuous by his absence since the Holidays. He is now attending the Academy at Pocatello, of which institution, Prof. Faris, former professor of commerce here, is principal. We wish Mr. Wright success in his new environments.

Preliminary measures have been taken to organize a "Commercial Club" and soon a permanent organization will have been effected. When established it will bear the same relation to the commercial department that the Agricultural club and the Engineering Society do to their respective departments, and it is hoped will materially aid in the work of the students of commerce.

At the meeting of the Law Club on Jan. 15th, a very spirited debate was the program. The question "Resolved that the United States should own and control the railroads," was defended by J. J. Frederickson and Mr. Tarbet, while the negative was strongly urged by S. G. Rich and W. H. Kerr. The affirmative carried on vote of the Club. It was also voted to change the time of meeting from Thursday to Friday afternoon.
STUDENT LIFE

Published Monthly by the Students of the
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Application has been made to enter this
periodical at the Logan, Utah, postoffice as
second-class mail matter.

Editorial.

The New Year

Another year has passed away and yet our
burdens are unlightened. Still the same or
equally difficult problems confront us to be
solved in the same old way—by labor. But,
"Labor is Life" is the motto of our college and
after two weeks with parents and friends we
return with renewed energy, new resolutions,
and a determination to succeed.

This year is to be an important one in the
history of our school. People are beginning to
recognize the merits of our winter courses and
as a result 75 new students have registered.
The work in athletics has already begun, and
the prospects for its successful continuance
throughout the year are favorable. So, too,
we are anxiously watching the work of the
legislature, hoping that its members will see,
as we do, that the appropriation we ask for is
not in advance of the rapid progress of the
institution.

One writer has said, "If all the resolutions
framed on January 1st were only kept, what a
change would take place before the beginning
of another year." Let us, fellow students, live
up to our newly formed resolutions and make
this year a cheerful one.

Mr. and Mrs. Beers

Student Life tenders its compliments to
Commandant W. D. Beers and wife. Mr.
Beers was married in Logan on December 23,
1902, and spent the holidays on a honeymoon
trip through Idaho and Oregon and along the
coast, returning in time to take up his work
January 6th. A long and prosperous life to
you, teacher and friend.

The Rink That Aint.

The skating pond has flown. The flight took
place about midnight just before holidays.
Some say that the bank gave way owing to
natural reasons. Others say that some one
had a grudge against the skating pond.
Whatever the cause may be,
the pond is no more, and
those who looked forward
to the delightful task of teaching the
girls to skate must mourn unwept. We
suggest that something might yet be done as there
remain about two freezing months. It seems
that the water is all that is necessary to com-
plete the enterprise. This should be furnished
in some way.

Terms Examinations.

First term examinations will be here in a
few days. The existence of so many new pro-
fessors this year makes the students look for-
ward to the approaching tests with doubt.
The new faculty members have not revealed
their weaknesses yet, which is not saying they
have any. The game is always interesting
until you know your opponent's "tap."

Winter Courses.

Too much cannot be said in favor of our win-
ter courses. They supply a want which has long
existed and will continue to exist for centuries. They satisfy the intensely practical needs of a practical people. The courses come during those winter months when it has been the custom of the farmer to hibernate, so to speak. During these months, any intelligent young man can equip himself to be better able to compete with the new generation. If he be in step with the times, he must realize that he cannot live and prosper exactly as his father has done. He must know that the farmer of tomorrow should be an intelligent scientific man. Different conditions are bringing about this change. The Agricultural colleges have realized the situation and the winter course is one of the results.

The Agricultural College of Utah offers excellent courses this winter in the following branches: Mechanic Arts, Domestic Science and Arts, and Agriculture in its various phases. More students are enrolled in these courses than ever before.

Dr. Moench's Journey.

Dr. Moench has returned from his Christmas vacation, which he spent in Missouri and especially in St. Louis, where he attended the meetings of philologists, most of whom were men who have studied in German Universities. He also attended meetings of the teachers of Missouri and heard inspiring lectures, among them one delivered by Dr. Jordan of Stanford University. He accepted an invitation to attend a meeting of 400 colored teachers. It is his opinion that the race problem is rapidly being solved by educating the "Blacks." The Dr. says that the most inspiring scene he witnessed was in St. Louis on Christmas day when he was invited to attend a celebration where 14,000 poor women and children were made happy by an excellent Christmas dinner, and in addition each child received a useful present.

Dr. Moench delivered three lectures, one on "Latin as a spoken language," the others on Goethe and Goethe’s "Faust." From newspaper clippings and private correspondence, we have seen that the Doctor's lectures were well received. One professor writes: "I enclose clippings from two papers and I want to tell you that the impression you made here could not be better."

Dr. Moench says that he has tried to represent Utah in a worthy manner. Judging from newspaper reports and other evidence, we feel sure that he has succeeded.

Miss Baker.

It is with regret that we announce the release, by her request, of Rena Baker from her duties in the College.

Miss Baker was made a member of the faculty in 1900 and since that time has labored as Instructor in English. As a teacher she has been earnest and thorough, sparing herself no labor that would be for the interests of the student. We that have been members of her classes have learned from her that self-reliance and persistent effort are the essentials of success.

She has rejoiced with us in our victories and has cheered us in times of defeat, and now as she passes from the halls of our Institution we but voice the sentiment of the student body when we say, may success and happiness attend her through life.

Professor Clark.

R. W. Clark, recently elected to the chair of "Animal Industry" in our Institution, has taken up the duties of his new position.

Professor Clark is a native of Minnesota. After graduating from the common schools, he entered the Minnesota University and in due course of time graduated from the College of Agriculture, and Dairy School with a degree of B. Agr. In 1896, he accepted a position as assistant in the Agricultural College of North Dakota, but in the following year returned to his native state to take charge of the Sub-Experiment Station at Grand Rapids. For one year he was student assistant in dairying and the department of dressing and curing meats at Minnesota University. From 1899 until the time he accepted the position in this school, he was assistant in charge of the dairy and live-stock work at the Alabama Agricultural College and Experiment Station.
In addition to his experience as a teacher, Professor Clark has had considerable experience in newspaper work and has prepared and published two bulletins on dairy topics.

He comes to us highly recommended and we feel sure that he will prove an able leader for the department of Animal Industry.

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**Glamour.**

In every enterprise the opening pertains, more or less, to the emotional. Everybody, on the impulse of the moment, is enthusiastic. Support is unbounded and substantial. Encouragement is heard on every side. The leaders in the enterprise feel that success is inevitable. They go to work with a vim that accomplishes wonders. No energy is spared to obtain the most desirable result. Under such conditions anything may be had for the asking. This is glamour. But gradually the glamour fades. The most earnest supporters fall back into a state of harmful disuse. Enthusiasm declines. Pledges are forgotten, pledges made when you supposed that there was nothing in life but loyalty, honor, enthusiasm and good fellowship and forgotten when you fail to remember that you live in a broad, broad world. After your momentary expansion, like a snail you draw your body into its shell by your narrow dwelling. Woe to the enterprise that has not secured a preponderance of advantages while the glamour lasted.

The inaugural glamour of our paper has passed away. And it faded while the stubs in our receipt books were yet scarce. Consequently we must appeal to that cold, cold cash. And after all, reason is a poor person to deal with in matters financial. We must therefore generate some more glamour. How? Drop a brilliant article in the contribution box and the editor-in-chief will drop dead. Take out a subscription and you will kill the business manager. This will be glamour. Then while it lasts we will accumulate stubs and good wishes sufficient to serve us, and when the glamour does fade it will leave behind a surplus in the treasury.

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**New Year's Tribune.**

The Salt Lake Tribune for January 1st 1903 was a tribute to the state. In sixty four pages it told exactly what Utah is from every conceivable standpoint and admirably illustrated the possibilities of journalism. Of special interest to us was its exposition of the schools of the state. And of special interest in the schools of the state was the representation, in its columns, of the Agricultural College.

Never before, through the public press, has the institution received such a "write up." Every branch of our school received some mention. Dr. Wiltsoe wrote of the work of the Experiment Station. Professor Coley represented the Domestic Science and Arts Department and Professor Jenson the Mechanical Arts Department. Besides these an article on the college in general was contributed by Professor Upham. Other subjects were treated by Professor Merrill, Professor Hutt, Mr. Dryden and Mr. Crockett. To say the least there is some significance in the event.

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**What the Session Means to Us.**

The present session of the Utah Legislature means much for the Agricultural College. Our president has asked for $143,447 to improve and maintain our institution. We feel that the wisdom of the Utah legislators will enable them to see that the above sum can be most advantageously spent. Incidentally, we might mention the condition of our gymnasium, if we may be allowed the term. This need appeals more strongly to the students, perhaps, than to anyone else. No one, however, can fail to see that our position among the schools of the country demand an efficient gymnasium. Other necessities, equally important, but not so conspicuous, make the sum asked by President Kerr, a minimum.

Prof.—(In Lab.) "What tissues bind the bones together?"

Carmen—(Observing the skeleton) "Why the wires and screws, I guess."
DEPARTMENT NOTES.

Engineering in the Agricultural College of Utah.

"The College work will cover our distinctive lines of instruction, and three special courses. 1. Course in Agriculture. 2. Course in Domestic Arts. 3. Course in Mechanic Arts. 4. Course in Civil Engineering. The special courses will be as follows: 1. Three years' course in Agriculture. 2. Course in Mining Engineering. 3. Irrigation Engineering. The courses in Mining and Irrigation Engineering will be Post Graduate courses of one year each."

Such is the statement of the first issue of the college catalogue (1890-'91). Under the heading "Equipment" we find the following: "The last legislature gave the college $9,000 for equipping the college building for its illustrative work, with a library, desks, cases and apparatus for teaching in the several courses. Students will therefore have the advantage of a modern and effective equipment for the first two years of the college existence."

The term Mechanic Arts is evidently used in the broader sense, for under the description of courses we find it described as Course in Mechanical Engineering. The engineering course outlines are as follows: Mechanical Engineering, Freshman year—"Practically the same as course in Agriculture save that special attention will be given to shop work." Sophomore year: The instruction will vary from the course in Agriculture mainly in Shop Work and Drawing." Junior year: "The work of this year will include two terms of Physics, including special attention to Electricity and Magnetism, Trigonometry, Geometry, Geology and Lithology; three terms of Mechanical Drawing, Pattern-making and Moulding, Vise Work in Iron and Steel, Principles of Mechanism and Heat, Analytical Mechanics, etc." Senior year: Surveying and Sanitary Engineering, Analytical Mechanics, Applied Electricity, Mechanical Drawing, Metallurgy, Steam Engines and Boilers, Strength of Materials, Machine Designs, Experiment Work in Engineering, Astronomy, Political Economy and other special work." Course in Civil Engineering.—The first and second years will run
parallel with the course in Mechanical Engineering. The third year will contain more of Mathematics and less of Physics and Machine Work and Designing than the course in Mechanical Engineering." "The fourth year will include Surveying and Sanitary Engineering, Mechanical Drawing, Analytical and Graphical Statics, Steam Engine, Stereotomy, Principles of Mechanics, Roads and Pavements, Engineering, Geodesy, and other technical work; also Astronomy and Political Economy." Satisfactory completion of these courses lead to the degrees M. E. and C. E. respectively. "Examinations for admission to full college courses will cover Arithmetic, Elements of Grammar, Geography, and the elementary branches taught in our common schools." Jacob M. Sholl is announced as Professor of Mechanic Arts and Mathematics. The professor of Civil Engineering was not appointed until the opening of the third year. It should be noted that during the freshman and sophomore years, engineering students, in common with all others, were given regular courses in English, Mathematics, Physics, Chemistry, Horticulture, Agriculture, Forestry, Botany, Bee-keeping, Book-keeping and German or French.

For the following year the courses in Engineering are less pretentious. All the Agricultural and Horticultural work as well as French is dropped out and German is made an alternative with "Music, Eloquence, Business Ethics or a Course in Reading," and two terms of Calculus is added in the Junior year. The degrees were changed from M. E. and C. E. to B. M. E. and B. C. E., respectively. The catalogue for 1893-4 announces Samuel Fortier as Professor of Civil Engineering. Several changes in arrangement, name and order of subjects offered were made. Music and German both dropped out and Eloquence was made a required subject through the freshman year, but the general grade or standard, so far as the technical work is concerned, remained the same.

It is interesting to note that under "Equipment" in the catalogue we have for engineering thirty-five benches, ten lathes, circular, and hand saws, twenty-four power-blast forges, iron planer, 20 inch crank-shaper, two engine lathes, drill press, sensitive drill, tool grinder, etc., and special tools such as standard gauges," also an 8 in. x 25 in. Harris Corlis experimental engine. The special point of interest is that a considerable portion of this equipment, notably the crank-shaper, sensitive drill, standard gauges, and experimental engine, were never had. The probable explanation is that the men who had this work in charge had not yet learned to keep their hopes out of print until they had been fully realized.

Thus it is observed that the engineering courses as at first outlined were very general, there being but very little really distinctive work offered. The standard from the standpoint of entrance requirements was very low i. e. four years from the common school to the engineers' degree, and as a whole very comprehensive but lacking in intensity. In 1884, Pres. Sanborn resigned and was succeeded by J. H. Paul. J. W. Mayo was elected as instructor in shop work and drawing. The Mining Engineering course was dropped from the statement of courses offered without comment. The courses of Mechanical and Irrigation Engineering each offered one year of post-graduate work. The following year Prof. Sholl resigned and Jos. Jenson was elected as Professor of Physics and Mechanical Engineering. The schedules of studies for Freshman and Sophomore years were common to all courses and consequently no engineering work offered in these years, except Surveying two terms ten weeks in Sophomore year. German was re-installed in the schedules of engineering courses. Calculus was cut down to full work for fourteen and two hours per week for ten weeks. The two courses in engineering were almost identical, the distinctive work of each course amounting to about one subject for each of the Junior and Senior years.

In 1896, Pres. Paul was succeeded by J. M. Tanner. The engineering courses were strengthened in mathematics by means of increasing the entrance requirements cutting Arith. out of the courses and in the engineering courses running Algebra and Geometry as parallel courses through part of the freshman
Manual Training and Domestic Arts.

The Manual Training Course in Domestic Arts is one of the most interesting and practical courses given in the institution. When young ladies know they can be in attendance only two years, or at most three, and that their work will be mainly in the home, this course is of intrinsic value to them. Besides the practical work, lessons in English, Mathematics, Drawing, History and Physical culture are given.

The practical work of the first year consists of sewing, beginning with the hand and machine models which include hand sewing, hemming, falling, buttonholes, darning, patching, etc. During the second term undergarments and a dress of washable material are made.

In the second year dressmaking, involving designing, cutting and fitting, is taught. Talks are given on design of costume, harmony of color, adaptability and form, etc. Two afternoons a week during the first third of this year are devoted to work in laundering, a subject which is taught in very few schools of domestic science in the West. Individual work is done in laundering flannel, undergarments, table linen, shirtwaists, white dresses, and polished linen, with instructions in the cleaning of silks, laces, etc. Removing of stains, methods of softening water, use of soaps, bleaching powders, bluing, and care of utensils. The scientific phase of laundering is understood by very few housekeepers, and as a consequence there is a great waste of strength and an injury to fabrics.

Alternating with the laundry work is a fruit class, in which instruction is given on the chemistry of fruits, their value as foods, the cause of fermentation, selection as to ripeness and height of flavor, and the methods of preserving the flavor and form. The wholesomeness of the finished article is also considered. Each pupil has a lesson on bottling, making preserves, marmalade, jam, jelly, pickles, ketchup, and meat relishes. The fruit cupboards with their bottles, glasses and jars are always interesting and attractive to visitors.

During the middle third of the year practice in cooking and serving foods is given. The class is divided into two sections, having a demonstration lesson, where the preparation and combination of different foods are shown, with necessary explanation of principles governing the best results, while in the kitchen the other section is doing individual cooking.
for the lunch table. A three-course meal is served daily, the pupils laying the table, and acting as hostess and waiter, each in her turn. Serving the meal neatly, promptly and in a pleasing manner is emphasized. The practice of this year consists in cooking vegetables, broiling, roasting, braising, preparing fowls for cooking, making dressings, croquets, scallops, soup stock, cream soups, salads, bread, Graham, white, muffins, etc. After the pupils have had a little experience in their duties, large parties come from town to visit the College and take lunch with the cooking class. These lunches have become so popular that tables are engaged several weeks in advance.

During the last third of the year, practice is given in plain pastry, pancakes, fritters, waffles, buns, etc.

Four hours a week throughout the year, "foods are studied as to their source, process of manufacture, conditions in which they are found in the market, and methods of cookery best adapted to each."

The third year includes practical work in making layer cake and leaf cakes, sponges, cream puffs, cookies, and fancy cakes; puff paste, tarts, patties, etc. A great variety of baked, boiled and steam puddings; also custards, blancmanges, creams, jellies, candy, etc.

Throughout the year, two hours a week, lectures are given on sanitation and hygiene, considering the location and arrangement of the house, its drainage, ventilation, lighting, heating and dangers from damp and unclean cellars. That the need of sanitary knowledge is especially urgent in the management of a household is made very evident. Instruction is given on the care of personal health, home nursing, emergencies and dangers accompanying the violation of certain laws.

The sewing of the third year is advanced dressmaking and fancy work. In the latter are included hemstitching, drawnwork, Kensington embroidery, Roman cut work, Spanish lind work, and modern lace making.

### Agricultural Notes

Professor Hutt gave his class in Horticulture 1, an examination before he left for institute work in the southern part of the State. Each one in the class was confident of a big triangular letter on his paper when it should be returned to him, but lo! What disappointments there are in life! Hard work is the road to success in the Agricultural Course.

This year's registration for the winter course in Agriculture is the largest on record. Five of the students entering January 6th, registered for the work in the regular course in Agriculture. There are now thirty-four regular students in the Agricultural department.

F. H. King of the Bureau of Soils at Washington, D. C. has written the College for eight or ten young men to assist in that department. Here is a fine opening at a good salary for the young men who have prepared themselves for such positions. Let us prepare ourselves so as to be ready for such positions in the future.

Another letter reached the College January 7, from a Kansas man stating that he wanted a manager for his 2,500 acre farm and would pay a salary of from $2,500 to $5,000 per year. This statement, representing, as it does, a great demand for their labor, sounds good to the agricultural students.

The College is the recipient of several gifts from prominent persons, who are interested in its growth and welfare. J. F. Jensen of Mt. Pleasant has given a fine Rambouillet ram lamb, while Nelson, Kearnes, and Co. of Gunnison have given an equally fine Rambouillet ewe lamb. These lambs are each valued at from $100 to $150. Another contribution to the College is that of some nursery stock for the Horticultural department given by President Seegmiller of Sevier county.

Taylor.—"My troubles begin tomorrow."

"Why so?" asked one.

"Well I have an examination in Physiological Botany, under Professor Hutt."

The manager can possibly get sympathizers from the class in Horticulture.
The new separators are now in the dairy ready for use.

"Clear the track for we are coming"—the Agricultural quartet.

A cut of Seeley’s prize-winning Short-horn herd at the Utah State Fair appeared in the December number of the "Breeder’s Gazette." Our State is rapidly forging to the front.

Howell—"The bones form the framework of the body and are also used in a diapering.

The foot ball boys are going to entertain the Sorosis girls in the near future. They say that they expect to make a lasting impression on the fair maidens.

If our young ladies would remember that Mr. Parkinson has a correspondent in an adjacent town, they would save the young man considerable embarrassment.

There is an unusually large number of ladies studying English this year. If we remember that the professor is a single man we will have no trouble in accounting for this.

It was noticeable that, on the first few days following the proclamation issued by the Juniors and Seniors, there were no feet to be seen on the radiators. A number of girls from the lower classes were seen carrying milk from the dairy to a crowd of Juniors.

Dec. 18, 1902.—Arthur Stover, R. B. Davis, and Max Cohn are around school today shaking hands with old friends. Mr. Stover has gone to California to take a Professorship in Irrigation Engineering. Mr. Davis and Mr. Cohn are both in Salt Lake City this winter. Mr. Davis is studying music and Mr. Cohn is doing business for his father.

Our skating pond is a thing of the past now. One morning just before holidays the basement floor of the main building was found completely immersed and the water was so deep in the boiler house that the fireman could not approach the engine. It was nearly eleven o’clock before the building was sufficiently warm for class work. One of our Senior Engineers is very sore over the affair yet, as he designed the dam for the pond and as a result has lost his reputation. Santosci however, is jubilant over it. He said the girls were continually trying to borrow his boots to skate with while we had the skating pond.

Pierre spent his holidays in Manti.

Lila Howard has left school on account of poor health.

Miss J. R. says her hands haven’t been warm since she returned to Logan.

Laura (tired of her theme work) "Oh dear! I wouldn’t be a ‘Riter’ for anything!"

Josephine.—"There’s nobody down at the sugar factory now." Only one person had left.

The library has received a copy of "Women of the Bible" presented by its author, Willard Done.

The Engineering society headquarters is now in their new room in the Mechanic Arts building.

The Librarian reports that the students in Greek History are doing considerable collateral reading.

Among the exchanges in the library we notice "The Polytechnic." This is a new addition to our magazines.

The advanced English students have been reading, Chaucer, Spenser, and Marlowe. They are now reading Shakespear.

The walk between the Main building and Mechanics Arts building has been improved by the addition of some gravel.

Prof. Campbell has objected, all the year, to being called "Coach" Campbell. His objections have now taken a more serious form since a young lady was heard inquiring for Coachman Campbell.

Barrack—"I have two tickets for the show. ‘Do you want to go?’"

May.—"I am very sorry Jim, but—"

Barrack—(Breaking in) "Don’t misunderstand me."

No doubt many of the girls would be pleased to learn the methods used by the Sorosis society in initiating new members. For their instruction we give the following article taken from their constitution: "Any member eligible to membership shall become a member of the society by signing the constitution." Since the adoption of this there have been amendments made, providing that members shall undergo certain sprinkling processes, and also wear at least fifteen yards of bunting around their necks one day in school.
Mrs. Ball is studying German at the college.

The band boys have their uniforms decorated now.

Student Life wishes a happy new year to all its readers.

Mr. Clark, our new professor of Animal Industry, arrived January 6th.

Prof. Swendsen was compelled to remain away from school the week before holidays on account of illness.

In one of his recent learned discussions in Geology, Nebeker spoke of the “solification” of sedimentary rocks.

John T. Caine and Orval Adams each received a nice Christmas box. They would be pleased to inform any one what the contents were.

Miss Barber is wearing a new ring on her left hand. Please be very quiet about it although, as she does not wish to have it announced.

Jan. 6, 1903.—Nearly all of the old students are at school today. Some of them look as though they have been working on night shifts of late.

We have often wondered why one of our students follows the time so closely. The mystery is solved now, because we learn that he has picture inside the watch lid.

Here is a proposition as it was written by a student in mathematics: “If two straight lines are cut by two parallel planes their corresponding segments are proportiontal.”

Dec. 12—Prof. Cotey finds it very unpleasant in the class room today owing to the hair ruffling processes going on above. But those above find it amusing to watch Pyle with his hands all over Humphreys’ head and the little fellow trying with all his might to reach Pyle’s hair.

The members of the engineering society have revised their constitution, and have subscribed for the “Engineering News” and “Irrigation and Forestry.” They expect to get a number of practical engineers to lecture to them at their meetings during the remainder of the year. They also expect to give a dance in the near future.

Solid Geometry is still worrying the Sophs.

It is said that Miss Morrell looks east for West now.

Dec. 19—Maud Egbert is suffering with sore eyes today.

Mabel wishes it to be announced that she has returned to school.

The Biological department recently received a large eagle from Millville. It has been mounted.

The young men of the Commercial Department have organized a representative basketball team. Other teams take notice and beware.

Harry Bennett, a former student, is back in school. He is not so easily recognized now, as he has two brothers here that resemble him very much.

As a result of the improvement in her mother’s health, Miss Munk has found it possible to return to school. She has stopped “Fishing” and has gone to “Howelling.”

Mr. Beers finds the ways of the world much more pleasant nowadays than formerly. This no doubt is due to the fact that “they twain are one.” He spent his holidays on a wedding tour.

A professor recently advised his students to employ an attorney to assist them in making contracts with women. The students are wondering if he meant to include “life contracts.”

Sixty-five new students have registered for the winter work given at the college. Among them we see a number of pretty girls. The attendance is larger this year than ever before, there being nearly five hundred and fifty students in school.

Christmas day Nebeker received a notice from the post office telling him there was a registered parcel for him. He immediately set out for the office and after paying 75 cents received the parcel. He then hastened home, thinking all the way of the pleasure he would have in opening it. But what did he find? Rolled up in about ten pounds of paper was a little wax doll.