Agriculture is the greatest single vocation in the United States. The output of six million American farms annually exceeds five billion of dollars. Here is certainly opportunity for the best there is in any young man.

Consider for a moment the openings in the line of agriculture. In each state and territory of the union there is one agricultural college and at least one experiment station supported jointly by the state and national government. The United States Department of Agriculture alone employs thousands of scientific experts and spends millions of dollars each year in a number of divisions of research. In the state of Wisconsin three county agricultural schools have been established. A principalship in these schools is one of the most creditable and desirable positions ever opened to the ambitions of a teacher.

Modern agricultural practice rests more and more upon definite, specific knowledge and training. Many of the modern sciences are now so advanced that one must not only possess a high natural ability, but must labor long and patiently to reach the boundaries of the known, even at a few points. In agriculture the line that separates the known from the unknown lies close about us. In spite of its great importance, we as yet know very little about the soil, and the opportunities for the study of plants and animals of the farm are almost unlimited. Everywhere are agricultural problems, simple and profound, awaiting solution, and no matter how high the order of talent, one can find honor and credit following as a sure reward for his efforts in this great field of research. The teaching of agriculture is only slightly developed and offers great opportunity to minds trained in this line.

It must be understood that teaching is not a money making proposition for the true teacher sacrifices financial opportunity in his zeal for training the young and helping them to a better and higher life. No person should enter the field of agriculture as a teacher for the purpose of making money any more than he would follow teaching in other lines for that purpose. Those who do take up the teaching of agriculture will find their pay not differing materially from that of teachers in other lines. Because of the character of agricultural colleges and experiment stations, and the nature of their work, there is often more satisfaction and permanency than obtains in public school work. The fact that one pursues but a narrow line of effort in these institutions is appreciated by many.

Let us look for a moment at some of the positions open for men well grounded in scientific agriculture. There is a steadily increasing demand for farm managers, superintendents, herdsmen, flockmasters, operators of pure milk supply stations, etc. These positions call for men with not only
good general ability, but large practical training. From the Atlantic to the Pacific, from Canada to Mexico, and numberless places out of the United States there are calls for young men to work on farms in all kinds of positions, from ordinary laborers to the very best positions of this kind. The increased wage to farm laborers who will specially train themselves, pays a large return on the money and time invested in such preparation. It will be found that one cannot afford to stay away from the agricultural college if he is a farm wage worker. It should not be forgotten that if one secures better wages, it is because his employer expects better service.

Farm wages may seem small compared with the wages paid in factories but several important factors must be taken into account. Twenty-five dollars, board and washing, per month in the country, is better pay than fifty dollars in the city. Even more important than what one can earn is placing one's self in line for larger opportunity. It is the end to which one can finally attain that should be uppermost in the mind of a young man, rather than the wages his employment offers at the beginning. The young man who finds employment with an up-to-date farmer, or in a modern creamery, is gaining experience and learning methods of doing business that are of the highest possible value. To the better class of young men subordinate positions generally lead to partnerships or an interest in the business, and later, possibly the control thereof. When one becomes a wage worker in any great manufacturing concern he must struggle along for recognition with thousands of others. In agricultural employment there are usually but few intermediate competitors, and the able, ambitious young man is more easily discovered and recognized.

In agricultural lines intensive farming is coming to be practiced more and more. In the eastern portion of the United States intensive farming is practiced almost universally and it is gradually going farther west. The day is not far off when intensive farming will be practiced all over the vast, fertile plains of the middle west and coast regions.

Another line we may take up is how are we to keep the soil in a condition to produce crops year after year? The very important subject of fertilizer is being studied by both state and national experimenters. Under this line comes the use of all the different commercial fertilizers, green cover crops, etc. A study of crop rotation would come under this line of work.

Another important line is the feeding and care of domestic animals. How many California farmers can figure out a balanced ration for their animals? I dare say that not one in ten could do it. You may say: "Of what value is it to feed such rations?" The farmer should know how to feed so as to entail the least expense at the greatest profit and still keep his animals in first class condition. In many cases a knowledge of veterinary science is of value to the farmer. He should know enough about the diseases of his stock to know when to call in a veterinary. How many animals have been lost because of ignorance on the part of the owner?

Everybody likes apples and oranges. But where would these two great crops be were it not for the farmer? Think of the study and time that has been spent in trying to save the apple crop from the devastating effects of the codling moth, and the orange from the scale.

What has brought about the reclaiming of thousands of acres of desert land? The call for more farming land is slowly but surely changing the deserts of the west into veritable garden spots. Men are needed in these reclamation schemes who can, when the water is turned on the land, go ahead and lead the way for other men to fol-
low after and make into a profitable place of business what has hitherto been waste land.

Agriculture is a safe investment. Who hears of an agriculturalist failing? There may be failures because the farmer does not sufficiently understand his calling but if the farmer has a good understanding of what he is to go into success will be his.

For the past forty years thousands of people have left the farm and turned to the city. The balance between city and rural population has been disturbed and the country has suffered thereby. At last people are beginning to realize the importance of agriculture and thousands are leaving the cities to enter into the field of agriculture.

The question is sometimes asked if there is not a chance to make more money by studying agriculture than can be secured by the same amount of study and effort in other lines. The young man who looks solely to the money making side of life will usually fail in his ambition. The agriculturalists wish to have with them that steadily growing class of young people who have a real love for country, and country life—young men who feel that they will be most content and useful when exercising their trained powers on the farm. Occupation in any productive industry is honorable. Let each follow his own strongest inclination.

This is an age of specialization. No one can reach the highest possible usefulness in life unless he is trained in some special line. This will be read by some young men, who have a real love for the farm. To such let it be said, knowledge and training pay on the farm as they pay elsewhere in life.

E. W. CURTIS.
With apologies to Prof. W. A. Henry, University of Wisconsin.

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**Domestic Science**

The following is taken from a course of lectures in Home Economics given by our instructor, Miss Mae Reece:

Method and order are the two most important factors in the management of the household. A place for every thing and every thing in its place is a rule that should be strictly adhered to in the household, and it will insure order. Daily attention to the little things is what keeps the machine running smoothly.

Sweeping and Dusting—

Every thing possible should be taken from a carpeted room, first brushing and dusting each piece thoroughly. Cover the heavy pieces of furniture with cloths. Then dust the pictures and cover closely. Damp paper, sawdust, salt or bran is sometimes scattered over a very dusty carpet to prevent dust from rising. Sweep in one general direction and take up the dirt.

Remove cloths from furniture when dust is settled and dust, using a clean, soft cloth.

To dust rugs they should be laid upside down on a porch or on grass and beaten with a rattan beater, then turned over and brushed.

Upholstered furniture should be dusted with a brush and wiped with an old silk cloth. Woodwork should be rubbed with a soft cloth and the carving should be dusted out with a brush. When the woodwork of upholstered furniture needs polishing wipe at first with a soft cloth or sponge or cloth which has been wrung out of tepid water or warm milk. Wipe dry and polish either with furniture polish or turpentine and linseed oil. Apply with a soft cloth, using a
circular motion. Finally polish with another soft cloth, rubbing with the grain. All stains must be removed from the wood before polishing. Leather furniture should be dusted first with a cloth, then washed with a soft cloth wrung out of hot milk, rubbing until dry, then polish, rubbing well with a dry cloth. If the leather is dark it may be polished with turpentine and oil. 

JEANNE TOUT.

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**A Plea For Rational Spelling**

By La Rue C. Watson.

I cannot expect to make this article more than suggestive; but if it sets you to thinking and investigating, it will have accomplished its object. There is nothing which a good cause welcomes more than publicity. The Simplified Spelling Board invites everyone to investigate and then decide for himself whether he will be a slave to ancestor worship or will assert his independence as a rational being. Most of the opposition to simplified spelling arises through sentimentalism and superstition which a knowledge would entirely dispel. Many people object to the change on the ground that it is desecrating the spelling of the masters. They thus merely show their ignorance, for the spelling of today is not the spelling of Shakespeare, Milton, Tennyson, Pope, Bacon, Scott, and others of their day. Furthermore, a great many of the proposed simple forms were used by those same authors.

Absolute phonetic spelling is not to be thought of—it would not be advisable—but vast improvement is possible and necessary. There is nothing sacred either thru origin or association, in the forms now in use, as the following will prove: About the middle of the eighteenth century Dr. Johnson crystallized English spelling into a standard. In this work he sanctioned the erratic spelling of ignorant newspaper compositors in preference to that of literary men, educators, and other students of the English language; with his greater knowledge of Latin than of English as it had been before the days of the printer, he inserted many silent letters and perverted forms in such words as comptroller, debt, receipt, agast, and delight; but one of the worst features was that he followed no rule, for he spelled design one way and disdain another, accede and exceed, precede and proceed, receipt and deceit. Why should we Americans, who are the most businesslike and systematic people in the world, put up with such foolishness? When England's rule became oppressive we threw off the yoke. We freed the colored slaves and relieved Cuba from her oppressor. In most things we refuse to be bound by tradition and conventional forms, and at all critical times we earnestly cry: "Give me liberty or give me death." Why should we then be tied to a "lack-of-system" of spelling which is as far out of date as the original United States postal system?

But many of the unwieldy forms authorized by Dr. Johnson have already been eliminated. We no longer use waggon, gaol, or governour, while numerous words are now gradually undergoing change. In modern text-books sulphur has given way to sulfur, oxide to oxid, iodine to iodin, hypothemuse to hypotenuse. Program, catalog, cigar, fantom, legalize, mold, plow, subpoena and many others are forging ahead, tho the old forms are still in common use. During the coming years the simpler spellings are bound to work into the
language. Our descendants are certain to get the benefit of them, but why should not we, as well? The aim and desire of the Simplified Spelling Board is not to make radical and sweeping changes which would overthrow all of the present rules of spelling, but rather to strengthen those rules by eliminating the exceptions.

There is no final authority as to how a word should be spelled. Dictionaries can merely record the varying usages, but they are rapidly incorporating the simpler forms. Of the famous "list of 300," more than half are preferred by Webster, more than six-tenths by the Century dictionary, and more than two-thirds by the Standard dictionary. Nearly all of the rest are given as alternative spellings by all three of the above mentioned dictionaries, while the small remainder consists mostly of inflected forms (such as the ending in -ed) which are entirely ignored by lexicons. While the Spelling Board has no more authority than the dictionaries, it may certainly be regarded as qualified to judge of conditions and make recommendations. Among its members are presidents and professors of such colleges as Columbia, Harvard, Yale, Leland Stanford University, and the University of Michigan; editors of the three principal American dictionaries; editor of the Century Magazine; justice of the United States Supreme Court; "Mark Twain" (Samuel L. Clemens); and others equally high in their professions.

These are men who have the courage of their convictions. Years before the Spelling Board was thought of, many of them were exerting their influence for more rational spelling. Those who have studied the question and really understand the situation are a unit in favor of the movement. It would be a "movement" even if there was no Spelling Board, for that organization wishes merely to accelerate the natural processes of revision.

But of what benefit will all this be? I have not time to enter deeply into this question, but will endeavor to furnish a little material for thought and investigation. One of the great benefits would be in primary education. It is variously estimated that ultimately from one to two years will be elided from the school course by the simplification of spelling. And then our present "system" of spelling is contrary to the general principles of education and at the outset gives the susceptible child a blow from which it never fully recovers. The subject of education is classified knowledge, while the object of education is to teach the child to see analogies and draw conclusions according to certain established laws. However, in the first subject taken up, the child is very forcibly impressed with the fact that "tough" is not necessarily pronounced similar to "though." Thus, with one word after another, the child's sense of the eternal fitness of things is destroyed. Not only would this be remedied, but the shortening of the school course will mean an annual saving of millions of dollars to the educational system of the United States.

Speaking of finances leads to another phase of the question. It has been very conservatively estimated that from $89,000,000 to $95,000,000 is annually wasted in teaching, writing and printing the superfluous letters in English words. Is not your time worth money? If it isn't, it should be. Your conservatism will not kill the cause; it will merely retard it. However, you need the cause more than it needs you. If you are at all interested in the subject and are willing to give it a little honest investigation, write to the Simplified Spelling Board, No. 1 Madison Avenue, New York, asking them for the circulars which they have published up to date. If you request them to do so they will
place your name on their permanent mailing list to receive future publications of the Board. There is nothing mercenary about the scheme, as necessary funds have been supplied by Mr. Andrew Carnegie, and the members of the Board gladly donate their time and efforts to the work. One of the recent circulars was written by Mark Twain in his usual glorious style and you cannot afford to miss reading it. Now in closing I beg of you not to condemn the Simplified Spelling Board before thorough investigation. Get their circulars, read them conscientiously, and then spell by what method you think best. It is your right as an American citizen.

The Manufacture of Ice

Since very ancient times some method has been used to produce ice artificially but it has been only in comparatively recent times that improved systems and apparatus have enabled such operations to be conducted profitably on a commercial scale. Mechanical refrigeration is now employed in the manufacture of artificial ice and has fast replaced all of the older methods.

The first compression machine made to produce ice for public use was invented by Jacob Perkins in 1834, but was remodeled later by De La Vergne. In the southern states the fruit growers depend almost entirely upon the ice supplied by the factories. Now there are ice plants all over the United States and one of the largest on the Pacific coast is in Bakersfield, Cal., where the compression system is employed.

The following law of physics is fundamental. “All substances during the process of passing from a liquid form to a gaseous state absorb a certain amount of heat from all objects coming in contact with them.”

In the compression system there are three steps, compression, condensation, and expansion.

(1) Compression. The refrigerating agent in a gaseous form is subjected to a pressure sufficient to reduce it to a liquid form. This temperature varies according to the kind of refrigerating agent used and during the compression a degree of heat is developed in order to produce liquefaction.

(2) Condensation. The heat that is developed during the compression of the gas is carried away by forcing the later through water cooled pipes. At this point the gas is ready to assume the liquid form.

(3) Expansion. The liquified gas is admitted to a series of coils of pipes and being suddenly relieved of pressure, instantly flushes or expands into a gaseous form, in doing which, according to the above law of physics, it is forced to take a quantity of heat which it draws from the surrounding objects, first, of course, the pipes wherein it is confined; and, secondly, such substances as may be in contact with the pipes and which it is desired to cool, as air, water or brine.

Of all refrigerating substances anhydrous ammonia is the best and most commonly used because of its great heat absorbing power. The ammonia goes through the above process and in a gaseous form is forced through the coils of pipe passing through the cooling substance. Brine is most commonly used for this but water or air may be used. The cans filled with distilled water are placed, or set, in this brine with their tops projecting above the surface, and
in twenty-four hours a three hundred pound cake of ice is produced.

The water used in making ice is thoroughly distilled after going through several processes, therefore producing absolutely pure ice.

Much care is taken in storing the ice to keep it from melting. After the water is frozen it is handled entirely by conveyances propelled by compressed air. A long iron crane extends across each large tank containing about three hundred cans and the cans are pulled up two at a time and taken to an apartment where they are emptied to be taken back to be refilled with water. The ice, after sliding into the storage, is raised to the required height by elevators also run by compressed air. In the storing of the ice small strings of lumber must be placed between the tiers to prevent the cakes from freezing together. The ice is not allowed to touch the walls or any part of the building except the floor, and thousands of tons of ice can be stored in this manner. The walls and ceiling of the storage are packed with sawdust besides several other inner linings to prevent air from getting into the storage. The floor is slanted slightly so the meltage from the ice will drain off. The ice that is used for local use is taken into a smaller apartment, called the lobby, so the warm air from the outside will not reach the storage.

The storage is kept cold by practically the same method as that used in making ice, except that air is used in place of brine. The ceiling is lined with coils of pipe and the ammonia is forced through these pipes, taking all heat out of the air, therefore keeping the temperature sufficiently low to prevent the ice from melting to any extent.

In the early summer a great amount of citrus fruits are shipped east, therefore, ice is needed to preserve them. Most of the fruit from southern California is shipped east by the way of the San Joaquin valley, therefore passing through Bakersfield, where the trains are iced. A great amount of ice is needed for this and the plant has a separate storage of a big capacity, and this is emptied by the fruit trains by the end of the season. G. A. T., Jr.

In English, reading Julius Caesar—Clara S.—“Do you confess so much? Give me your hand.”
Roy L.—“And my heart, too?”
Clara—“Oh Brutus!”
(Instructor)—“This might be in earnest, but it is not.”

ida B.—“I tasted that compound that I am testing.”
Prof. T.—“Don’t eat too much of it.”
Ida—“Why?”
Prof. T.—“I don’t think you will make a very good angel.”

Why do the girls look with such longing eyes towards the Administration Building?

Prof. T. thinks that the boys of the second year Agriculture Class had better try and form a partnership with some of the girls of the class who know something about chemistry of the farm as none of them are overstocked with the subject.

Prof. S. (In assembly)—“A meeting of the Athletic Association is called at noon today.”
O· B. J.—“But Prof. S., the President and Vice-president are both sick of the association.”
Prof. S.—“We will postpone the meeting until a later date, then.”

A note was found in Clara D.'s history. “A plea for less Kissing.” Did Clara write it?
Editorials

The March issue of the Journal is late in appearing because we have had some trouble in securing material for the paper.

In a school of our size we should have an over abundance of material instead of the editor having to go to you personally and plead and beg with you to get you to give the paper an article. Many of you, in fact all of you, are capable of contributing articles to the Journal that would make it one of the best published in any of the preparatory schools on the coast. Where is your school spirit? It appears very much as if school spirit were a thing unknown to many of you. It is not only in connection with the Journal that school spirit is lacking but it is in athletics, and in fact, every thing taken up by the students outside of the work required by the teachers.

But you say: "We go to the games and debates, and cheer our schoolmates on." That is all very well as far as it goes but don't let it stop there. Get out on the home field or on the assembly platform and make the people that are now representing the school work harder if they are to continue to do so. In that way we can produce better material to oppose other institutions who may come up against us, and we stand a better show of coming out victorious in the end.

Show your spirit and interest. You don't know what you can do until you try. And if you do not win the highest honors the first time you try, do not be discouraged, but try again. At least make somebody else work harder for the honors that they get and you can in that feel that you helped them to do it.

Wanted to Know.

Why Francis B. Starts for church every Sunday evening and never gets there?

Where Oliver B. got his ring?

Why Livia and Grace T. like to walk toward the canyon?

Why Fred T. has business in the Warden Building?

Why the Senior girls are so quiet during the fourth period??

Why Valente D. is so small?

How Annie S. and Fred T. always manage to meet so near the same place every morning?

Why Nat Lewin doesn't want the girls to go with the baseball team?

Ruth—"Rachel, do you ever dream of chemistry?"

Rachel—"No, I dream of Miss Howell and sewing."

Two Freshman Girls studying Chemistry—

First—"O, say, what is the formulae for heat?"%

Second—"O Heavens, I don't know."%

First—"Let's go ask Mr. Gassoway."

Lost—March 2, between the hours of 11 p.m. and 12:30 a.m., somewhere between Marsh and Palm streets, two love sick Kittens. Finder return to Dr. C., Palm street, and receive reward.
Rules Governing the Telegram Series of Debates

Rule I.
Section 1—The number of debaters representing each school shall be three. Each speaker shall be entitled to ten (10) minutes and in addition thereto the leader of the affirmative shall be entitled to five (5) minutes, in which to close the debate, provided that he be not allowed to introduce any new arguments in this closing speech. The negative leader shall also be allowed five (5) minutes for a rebuttal speech.

Section 2—Students who have been members of their school for at least one month and who are doing passing work in at least fifteen recitations per week shall be eligible to represent their school.

Section 3—The spirit of these contests is that the work shall be the student’s own. The teacher may give such help as is usually given in English composition.

Section 4—The principals of contesting schools shall exchange names of debaters at least fourteen (14) days before a debate.

Rule II.
Section 1—There shall be three judges of the debate.

Section 2—There shall be one set of judges for all the debates. In case there are three schools only (Santa Maria, San Luis Obispo, Polytechnic) in the series of debates, each school principal shall chose one judge. The invitation to a person to serve as judge shall be accompanied with a copy of the score card to be used.

Section 3—The judges shall not be students or have any other relations to any of the contestants or schools, nor have had official or student relation with any of the schools.

Section 4—Each school shall pay its own expenses. The judges’ expenses shall be a common expense. The home school shall advance the money for the judges’ expenses until final settlement can be made.

Rule III.
Section 1—The judges shall be seated apart from each other and as nearly as possible in neutral territory. The seating shall be directed by the joint committees. They shall mark each speaker upon the score cards furnished, on a basis of one hundred (100) points perfect, divided as follows: Fifty (50) points upon argument, twenty-five (25) points upon delivery, fifteen (15) points on diction, and ten (10) points on continuity, or team work.

Section 2—Each judge shall add the points secured by each speaker, as shown by the marks he has recorded on the score cards, render his decision for the affirmative or negative side in the proper place on the score card, and hand the same to the ushers, without leaving his seat in the audience.

Rule IV.
Section 1—Representatives of the two schools shall collect the reports of the judges, retire to a private room, place the marks of the judges in the proper blank, and hand to the presiding officer a statement showing the total affirmative and total negative points, and the name of highest and the next highest and third speaker with the number of points of each.

The judges’ reports must be kept private, except they are for reference in case of difficulty.

Section 2—No announcement by word or sign shall be given as to the result of the debate until given from the platform by the presiding officer.

Rule V.
There shall be a joint committee consisting of one person selected by each of the two contesting schools who shall...
have power to arrange the business of the debate not otherwise provided for.

**Rule VI.**

Section 1—The school named by the executive committee shall submit two (2) questions, essentially different, for debate to the other school. The school not submitting questions for debate shall have the right to choose one of the two questions and also either side of the question. Present day American, non-sectarian questions are preferred. The school submitting questions shall choose place for debate, except that the schedule for the spring of 1907 shall be as follows:

- Santa Maria vs. Polytechnic school, at Santa Maria, February 15.
- Santa Maria vs. San Luis Obispo, at San Luis Obispo, about third week in March.
- San Luis Obispo vs. Polytechnic school, about fourth week in April.

Section 2—The school whose duty it is to submit questions shall submit questions six weeks before the debate, and the school receiving questions shall submit choice not less than five (5) weeks before the debate. The school submitting questions shall be notified of this duty at least eight (8) weeks before the debate.

Section 3—No school shall submit a question which it has debated in a contest in that or a previous year.

**Rule VII.**

Section 1—It shall be the duty of the presiding officer at any joint debate to preserve order during the entire time. All applause and disturbances, since they might influence the judges and disconcert the speakers, must be prevented during the speeches.

Each school shall be held responsible for the conduct of students and adherents.

Section 2—The presiding officer shall keep the time of the speakers. He shall rap with his gavel so all in the house can hear at the expiration of the time, and also at such time before as warning as requested by the individual speakers.

The time shall begin when the debater addresses the chair.

Section 3—The presiding officer should be given a typewritten statement of explanations containing such general and special points as agreed upon.

**Rule VIII.**

In order to meet home and league expenses an admission fee may be charged. Members of visiting schools shall pay the admission just the same as home members, but debaters, judges, officers and the press should be admitted free.

**Rule IX.**

In each debate the winning school shall receive sixty-five (65) points toward the championship for the year, the best debater twenty (20), the second, ten (10), and the third, five (5). A school defaulting shall forfeit ninety (90) points to the opposing school.

The high school having the greatest number of points at the end of the school year shall be the champion and shall be the custodian of the cup until the following year’s championship has been decided; provided that, if for any reason the cup series is abandoned, the cup shall be returned to the Daily Telegram.

**Rule X.**

The principals of the competing schools, or their representatives, may amend the rules of debate at any time by correspondence or otherwise by a majority vote; provided that amendments concerning the general plan must be approved by the editor of the Daily Telegram.

**Rule XI.**

It is recommended that each school elect its team by a system of preliminary try-out contests.
Athletic

BASEBALL
Poly. Vs. Santa Maria.

On March 2d there hailed from Santa Maria a jolly set of girls to play basketball with the Polytechnics, so scheduled under the San Luis Bay Athletic association.

The train arrived from Santa Maria about 10:15 o'clock a.m., which was met by buses engaged to carry the visitors to the Poly, where they donned their regalia and the game was called about 11:30, a.m.

In the first half Santa Maria seemed to have it all their own way and the fifteen minutes play ended with the score 5 to 2, in favor of Santa Maria.

But in the second half our girls took a brace and ran the score up 9 to 5 in their favor and this score remained at the end of the game, giving us a victory, won by hard play and diligent practice.

Ester Biaginni threw three field goals in the second half, and on the whole, Polytechnic put up a better game.

"Keep up the good work girls!"

The line-up of the two teams was as follows:


Referee—A. O. Petree.
Umpires—Miss Secrest, Mr. Tucker.
Liners—Geo. Buck, E. Campbell, Loma Cortney, Elsie Fleisher.
Time Keepers—E. Steinbeck, Miss Williams.
Score Keepers—Mac Langlois, E. W. Curtis.

The baseball team from Santa Maria Union High School accompanied the baseball team to this city to play the team of the California Polytechnic School. The game was called about 1:30 on the Ramona diamond, with Poly. at the bat, there being no score for the first inning and not until the last half of the second inning, when Santa Maria scored two runs which started the log a rolling and in the fifth inning Wallbridge made a safe hit, which was followed by a number of others, resulting in four runs for the Polys. In the next inning the score was tied.

The remaining part of the game grew interesting, the score standing 8 to 6 at the end in Poly.'s favor.

Miossi played a fine game for the Poly.'s, also Cook, who did the twirling, his curves being too much for the visitors.

A. B. Kennedy umpired the game to the satisfaction of both teams.

The line-up was as follows:

<table>
<thead>
<tr>
<th>Poly.</th>
<th>Santa Maria</th>
</tr>
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<tbody>
<tr>
<td>F. Buck</td>
<td>Catch</td>
</tr>
<tr>
<td>S. Cook</td>
<td>Pitch</td>
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<tr>
<td>F. Wallbridge</td>
<td>1st b</td>
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<tr>
<td>A. Miossi</td>
<td>2d b</td>
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<tr>
<td>G. Buck</td>
<td>3d b</td>
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<tr>
<td>G. Worden</td>
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<td>L. McDowell</td>
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<td>G. Wilson</td>
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<tr>
<td>O. Boone</td>
<td>r f</td>
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</tbody>
</table>

Social

The delegation of assemblymen to inspect the California Polytechnic School was expected to arrive Friday, Feb. 1, and preparations were made to entertain them Saturday morning. Accordingly, school was dismissed at noon Friday with the understanding that we were to assemble Saturday morning at the usual time to meet the committee and were then to illustrate in labor, the manual part of our work. The cooking class made elaborate preparations to serve lunch to the committee and was most concerned of all when we learned
Saturday morning that our visitors had not arrived and the time of their coming was unknown. So we all went home except the cooking class who had to remain in readiness.

The delegation arrived here from Los Angeles on the late afternoon train, and as they were to proceed to the north to attend the session of the assembly on Monday, they came out Sunday forenoon to inspect the school. They were shown through the buildings and grounds, and all seemed well pleased with our work and the use we had made of former appropriations. Some were especially interested in the shop work, and some in the live stock; and a few, who had daughters, had to be fairly dragged away from the sewing and cooking rooms.

This proved to be the crowning glory of the day, and before they left, each member of the delegation declared that as far as he was concerned we might have all the money for which we had asked. One member even expressed the opinion that we had not asked for enough.

* * *

The dance given by the Athletic Association of the school, in the Maennerchor Hall on Saturday night, March 3d, was a great success in both a social and financial way. The friends of the "Polys were all remembered, and as none disappointed us, there was a large attendance.

The stage and lemonade stand were artistically decorated; the school colors, green and orange, being in evidence. Walling's orchestra rendered excellent music for the lovers of the ball room.

The dance broke up sharply at 12 and the dancers left with the thoughts of a most enjoyable time.

* * *

The 8th of March was Charter Day, the sixth anniversary of the establishment of the California Polytechnic School. The event was most fittingly observed by a program in the Assembly Hall at 11:15 a. m.

Special decorations were made for the occasion and the stage looked its best, draped with the American flag. Evergreens and flowers were also part of its decoration.

The exercises were opened by Dr. Anderson, who read a letter written by Mr. Myron Angel for the Breeze. The letter speaks of the founding of a state school in San Luis Obispo. Its reading held the closest attention of the audience.

Mr. Ernest Curtis, then read the original Legislative Act of March 8, 1901, which established the Polytechnic School.

This was followed by a brief talk from Mr. R. M. Shackelford, President of the Board of Trustees.

Hon. James K. Burnett, who delivered the principal address of the day, spoke next. The first part of his speech is here quoted below. He ended his talk by saying a few things about the foundation and elements of success. His speech was a very interesting one and much appreciated.

"Young men and young women, this is the first time I have ever come before an audience like this. It seems only yesterday that I was where you are and some one else was up here. I am glad to be here today. You young men and young women are a healthy looking lot and I am glad that you are. I am glad to see color in your faces and I think that the class of school that you are attending has something to do with it.

After this pleasing introductory Mr. Burnett outlined the subject of his address, which was on the "earlier bills of the Legislature." He reviewed in detail the first efforts to gain recognition for the splendid institution, the benefits of which we now enjoy, and his story of these early struggles was very interestingly told.
Santa Maria vs. Polytechnic School in Debate

The first debate in the "Telegram" series of contests occurred in Santa Maria, Friday evening, February 15th. Santa Maria Union High School was represented by Messrs. Harold Stonier and Mac Langlois and Miss Higgins, while Messrs. Earl Campbell, Allan V. Emmert, and Fred L. Thaler appeared for the Polytechnic School.

Richards Hall, in Santa Maria, was filled to the doors with an enthusiastic audience. The program opened with a band concert, after which the presiding officer read certain rules governing the contest. The question for debate read as follows: Resolved, That Federal Establishment of a Parcels Post With a Maximum Weight Limit of One Hundred Pounds is Expedient, and Would be Beneficial to the People of the United States.

The affirmative argued that the great success of the parcels post in foreign countries demonstrated the feasibility of the proposed plan and that the grinding monopoly of the private express companies in this country makes it incumbent upon the federal government to adopt some plan to free the people from the clutches of these transportation trusts. Mr. Stonier, in an excellent rebuttal speech, especially emphasized the great desirability of "knocking out the express companies."

The affirmative also showed the need of a parcels post in the rural communities, and urged that the plan be adopted for the benefit of the farmers. Perhaps the strongest argument of the affirmative was the contention that the government would transmit packages at cost and thus save a large amount of money to the people.

Mr. Stonier, Miss Higgins and Mr. Langlois were well trained in delivery and each one made a very pleasing appearance.

The negative argument was characterized by statement of hard facts, backed up by quoted authorities. Negative speakers held that the cost of installation of the parcels post was too great to be considered at the present time, $90,000,000 being the estimated cost to the government for installation of the service. Mr. Allan Emmert elaborated this argument with good effect.

Mr. Thaler argued with emphasis that the urgent need of the day in the postoffice is reorganization of the present departments so deplorably hampere'd by antiquated laws, red tape and official incompetency.

Mr. Earl Campbell, who unquestionably made the strongest speech of the evening, proved from postoffice reports the bad financial record of the department. Great deficits occur each year. He also showed from authorities mentioned, that the government pays vastly more to the railroads for service than do express companies for the same service.

The judges of the contest were Rev. B. D. Sudden, of Santa Maria, chosen by Santa Maria; Paul M. Gregg, Esq., of San Luis Obispo, chosen by San Luis Obispo High School, and L. C. Routzahn, Esq., of Arroyo Grande, chosen by Polytechnic School.

The decision of these gentlemen was in favor of the negative as supported by the Polytechnic team. Earl Campbell, of the negative team, was awarded first place among the individual speakers of both teams. Out of a possible nine hundred points the judges gave the negative 762, and the affirmative, 751. Out of a possible 300 points Mr. Campbell earned 271. Mr. Harold Stonier received second place with 259 points to his credit, and Mr. Mac Langlois third place with 255 points.

According to the rules agreed upon Polytechnic School has won 85 points toward the season's championship, and Santa Maria 15 points.
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