

BRIGHAM YOUNG ACADEMY

AND
BEAVER BRANCH.



Photo by Anderson, Provo.

LECTURE HALL OF COLLEGE BUILDING.

This hall is furnished with seven hundred and fifty padded opera chairs. It is here that devotional exercises are held each morning, and it is the general meeting place of the Sunday school and the Domestic organization. Here are given also all the programs of the various societies—the Polytechnic, the Literary, the Pedagogical, the Parents' class, and the Music organization. During school hours, it serves as study room for the College students and the overflow of the High school.

Only part of the students are shown in this picture—others will be seen in the High school study room shown below. The attendance for the first semester is larger by two hundred than during any previous first semester in the history of the school. If the increase is the same during the second semester, this will be a banner year. Taken all in all, the Brigham Young Academy is without doubt the greatest school in the Intermountain region—greatest in the number of its students, and greatest in the variety and fulness of its instruction.



ONE OF THE COMMERCIAL COLLEGE BANKS.

This picture represents one of the banks of the Commercial College. The books are balanced every afternoon at 4 o'clock, and show each day's business as transacted by the students. The system, the books and the general equipment of these banks are both modern and complete, being exact copies of the National and State banking system of this country, so far as college banks can be such. The students fill in turn all the various positions usual in a bank, thus becoming familiar with every detail of modern banking. Some of the things that give our Commercial College advantages over all other schools of a like character in the West are the extensiveness and thoroughness of its courses; the moderateness of its tuition rates; the cheapness of board and other expenses in Provo; and the access without additional cost to a hundred collateral studies taught in other departments of the Academy. The student may pursue any one or more of the following excellent subjects of college work, as his time and ability will warrant.

Bookkeeping, Banking, Grammar, Rhetoric, Com. Law, Algebra, Civil Government,	Shorthand, Typewriting, Economics, Com. Arithmetic, Penmanship, Geometry,	Telegraphy, Com. Geography, Business Correspondence, Spelling, General Law, Physical Geography, Rules of Order.
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These courses are designed primarily to give to young people a successful start in business with the least sacrifice of time and money. As is self-evident an education along these lines is what every man needs whatever be his vocation in life. Another thing that the student should take into account is the fact that the Commercial College is connected with the biggest school of the State. Its students come not only from many states of the Union, but also from Mexico, Canada and the Sandwich Islands.

Think what it means to enjoy the advantage of association with a thousand young men and women from such widely separated parts of the country—the future leaders of enterprises in Western America.

This institution is peculiar in that it emphasizes the moral and industrial side of character. A prominent railroad official of this State recently remarked: "All else being equal we prefer your graduates to others because of their industry, sobriety, and attention to work."

This year the College has nearly doubled its facilities both as to room and fixtures, and these accommodations were furnished none too soon, judging by the excellent and steadily increasing attendance.



ONE OF THE CLASSES IN TYPEWRITING.

The typewriting department of the Commercial College of the Academy is fitted up with eighteen new standard typewriters, all of which are used from 7:45 a. m. until 5 p. m. every day except during the hour for theology. The students are taught to operate the machines by the Touch Method. That there may be no temptation to look at the keys, all of the machines are provided with blank key-tops.

"Accuracy first, speed afterward," is the first lesson impressed upon the learner. The student's work is subjected to the most severe criticism, and no paper is O. K'd. If a single error or mistake is discovered, the correct copy the first week is better than ten imperfect copies the first day.

The care and use of carbon, making press copies of letters, indexing, filing, etc., constitute a part of this course.

Most typewriting students are also students of shorthand. Quality in graduates, not quantity, is the watchword. A good stenographer is a great help to any business man, but a poor one is a hindrance—and a very trying one, too.

Time for assimilation and application is an important element in the mastery of any subject, especially with undeveloped minds. The average public school graduate can not retain his mind for a few months and be suddenly transformed into a first class stenographer and typewriter. For this reason the Academy offers brief courses only for those of matured minds. The average student is required to spend at least one year.

Nor are students given certificates in typewriting without the equivalent of three semesters' work in grammar, rhetoric and orthography. Students of the Commercial College have access to the regular English courses of the High school, and must take in addition a special course in business correspondence.

THE EXPLORING EXPEDITION.

The aim of a great school should be not merely to act as a cistern into which fills of knowledge may flow from every source, to be dipped out according to the capacity of the mental buckets dropped into it; but to become a spring, a source of truth and knowledge in and of itself. And in setting out to make original researches, it should, moreover, keep in mind the hopes and aspirations of the people whose fountain of learning it aspires to be.

Such at least was the conception of President Benjamin Cluff, when he planned an exploring expedition to South America. It was in this little known country that the history of the Book of Mormon began. For you and me, to whom the Light has come, that sacred record needs not the evidence of buried cities, and ruins in swamps, the slime of the jungle swamp, the home of the alligator. But what of the millions too indifferent to question the popular idea of its origin? Such evidence might not, indeed, convince these—for God only can do that—but might it not put them into the attitude of earnest investigation whence the light could come to them?

It was a purpose no less generous than that which led President Cluff to ask the consent and blessing of the authorities of the Church in this venture. When confronted with the fact that the Academy was too weak financially to bear such an expenditure, his reply was: "Nor shall we ever grow strong by waiting till we are strong. If we demonstrate that we have at least the courage to attempt things, means will come to us. Such has been the history of every great enterprise, and such, I feel confident, will be our experience."

With the vicissitudes of this remarkable journey, the readers of the "News" are already familiar. It was inevitable that mistakes should be made. The wisdom of experience is gained in no other way. But already the enrichment of the Academy museum; the prospects that missions will be opened to several pure tribes of Indians; the blazing into hidden solitudes of a path which may yet become a highway—these things have justified the expedition, even should its prime purpose fail; and above all errors of judgment, all unforeseen reverses, stand out for admiration the indomitable pluck of the leader and his brave companions.

When, therefore, this copy of the "News" shall reach our beloved President somewhere in the forests that now hide the ancient site of Zarahemla, let him know that his faithful envoys and a thousand students are standing by the Academy Expedition to a man; and let these brave explorers feel that we have wished them a merry Christmas and a new year filled with rich discoveries.



ONE OF THE CLASSES IN HOUSEHOLD ECONOMICS.

The most rational education is that in which the activity of mind and hand are reciprocal. Manual training is education based on this principle. No branch of learning brings the home and the school into closer relations than does that known as Household Economics, imparting as it does the information essential to successful house-keeping and home-making.

Domestic Art, unlike its twin sister Domestic Science, has so far like its chief instrument—the needle—pursued its way in comparative silence among the studies of the Brigham Young Academy, until today when the increasing click of sewing machines, and cries for more room, have forced it into a position where public notice can no longer be avoided.

The purpose of household economics as pursued in the Academy is threefold: scientific, artistic, and utilitarian. From the science side, it seeks to make a nucleus in the mind of the student for a wide range of collateral information. From the aesthetic point of view, it aims to supplant the crude notions so widely prevalent in home-decoration by principles of true art. As to the utilitarian idea, little need be said in its advocacy. The preparation of food, the fashioning of useful garments, the lessons in cleanliness, thrift, and economy, lie at the basis of all that is great and good in life.

Aiming at such ideals, the department of Household Economics, with its annual enrollment of hundreds of western young women, and its bright prospects for increased facilities, makes its greeting for the first time to the homes of Zion through the columns of the Christmas News.



THE BECKSTEAD LABORATORY OF MECHANICS.

HISTORY.—Although among the most recent departments of the Academy, this laboratory has rapidly come to the front in popular interest. Work was begun in 1892, and the sloyd exhibit of that year won favorable notice at the Chicago fair, and afterward at the Midwinter fair in California. Four years ago the Beckstead family of West Jordan, formerly founded the laboratory with a liberal sum of money for the purchase of tools; since which time it has been under the supervision of Professor B. T. Higgs.

METHODS.—As now conducted the aim is to turn out practical carpenters and cabinet makers. The first semester is devoted to becoming exact and painstaking in the use of tools. Marking with the gauge, sawing, planing, mortising and tenoning are among the exercises. The utmost precision is insisted upon. Dove-tailing, glue-jointing, turning, and carving are taken up the second semester. The making of tables, sashes, doors, and other cabinet work occupies the third twenty weeks; and the fourth is devoted to difficult problems in house carpentering, such as stair and roof building. Students must make their own drawings. A third year's work has recently been added in which students take turns in acting as superintendent of the shop, drawing up designs and laying out work for the rest of the class. In this course the teacher acts merely as critic.

PRACTICAL RESULTS.—Students of a mechanical turn of mind love this work. One hour a day is required during the first year, and two hours a day during the second and third. It has been found that students taking this course can carry as many hours of intellectual class work as those who do not. It is in fact the utilization of the waste in the physical exercise necessary to good health. About sixty students elect wood work each year. A good percentage of these become average workmen, capable of commanding the ordinary wages of the trade, and a few become expert mechanics with ambitions toward architecture and civil engineering as given in the collegiate courses. The work of the second and third year classes has been turned to practical account in saving the institution hundreds of dollars for furniture. In this category may be mentioned teacher's desks for all the rooms of the college building and the new Training School; thirty fine large tables and a teacher's office in the Commercial College; a half dozen large mineral cabinets for the Museum, and all the repair work necessary in the hundred odd rooms of the institution. Among the fine pieces which visitors delight to inspect are guitars, mandolins, and violins.

CHRISTMAS GREETING.

In most of the forty thousand homes which will be reached by this edition of the News, the Brigham Young Academy will have one or more of its children. To these the dear old school sends the season's greeting—and also to their parents, brothers and sisters, and friends.

"Dear old school" is the phrase which love coins when these bearded boys and matronly girls look back to their Alma Mater. But is it not a misnomer? Dear the spiritual mother will ever be, but old never. On the contrary, she is growing younger every year in the splendor of maternity; more beautiful, more lovable, more fruitful.

It is they—the students—that are growing old. Already the first ranks are turning gray, and soon shall resemble him who stood like a glory among us for so many years! Dear, lofty, snow-crowned head! Spirit that glowed with God's own light of truth! Heart that beat warm and loving even for the scapegrace!

Aye, let the tear of memory fall, and be glad that once he took your hands and said: "God bless you, my boy," when the way seemed dark through the valley of repentance. Clasp your little ones to your bosom and say: "Children, I knew him, and he loved me when I was not deserving of his love. . . . No, darlings, he is not dead; he will never die!"



ORCHESTRA, BRASS BAND, CHOIR, AND SINGING CLASSES.

Ever since the founding of the Academy its music department has been a notable feature; but during the last few years, under the management of Prof. A. C. Lund, it has won a place second to none in the West. An average of two hundred students take vocal or instrumental music every year. In the vocal work, the instruction is both by the class and the individual method. Prof. Lund is himself a graduate of the Royal Conservatory of Music in Leipzig, Germany, and uses the latest and best methods of voice culture known to the profession.

In the instrumental department instruction is given on the piano, the organ, the violin, the mandolin, the guitar, and on all wind instruments common to a first-class band. Prof. Albert Miller, recently a member of one of the finest orchestras in Germany, is the instructor on the wind and stringed instruments. Special attention is paid to fitting young men for leadership in bands and orchestras. Miss Arvilla Clark assists Prof. Lund in the piano and vocal work.

NEW TRAINING SCHOOL.

It is with no little pleasure that the Academy announces the completion of its new Training School building, which has been under course of erection during the last six months. The rooms having been designed especially for normal training work, and the pedagogical faculty of the Academy being stronger than ever, it goes without saying that the school to open there on January 6, 1902, will be second to none in the West for efficiency.

NEW GYMNASIUM.

The new Gymnasium occupies the third floor of the Training School building. In the erection of this building the students of last year took the initiative by a subscription of one thousand dollars themselves, and followed it up by assiduous canvassing among the public spirited citizens of the state. A thousand dollar order for apparatus has just been placed, and work will begin with the opening of next semester. A gymnasium expert, who recently visited the building, pronounced it the best he had seen west of the Mississippi.

THE BEAVER BRANCH.

This part of the Academy is in a very flourishing condition, a fact which may partly be accounted for by the unusual facilities the school offers to its patrons. As will be recalled, all the buildings of Fort Cammer, together with a 200-acre farm were purchased and turned over to the school. It is therefore really a student community two miles east of the city of Beaver. Young people of the adjoining counties load up their wagons with the necessary provisions and settle down for the school year, at an expense, but little above that of boarding at home for the same time. The courses offered embrace a sub-freshman or preparatory grade and the first three years of the high school.



Photo by Anderson, Provo.

ROOM D: DEVOTED TO SILENT, INDIVIDUAL STUDY.

The Academy aims primarily at character-formation, the making of MEN and WOMEN. It gives knowledge not as an end but as a means. The end in view is power—power to do the thing that is to be done, whether in church or state or private life. It is this constant emphasis of the character-side of education that has given the institution so fair a fame in western communities. Its Domestic organization seeks to surround the student with all the safe guards of the home, and aims to break up vicious habits like smoking, drinking, idleness, hoodlumism, and profanity; supplanting them with lofty ideals of manhood and womanhood. Whether it succeeds, let every village and hamlet throughout the Intermountain region bear testimony.