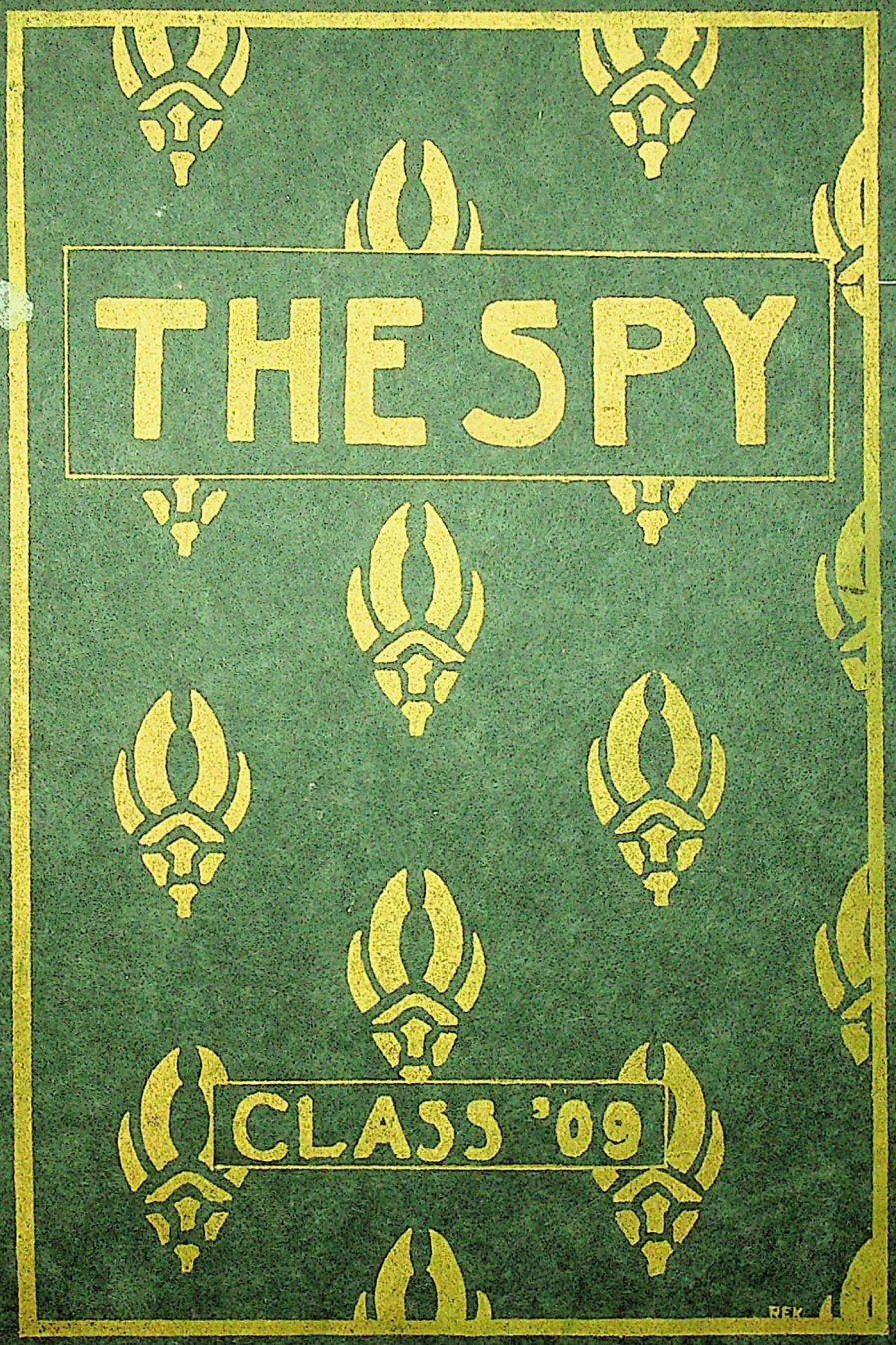
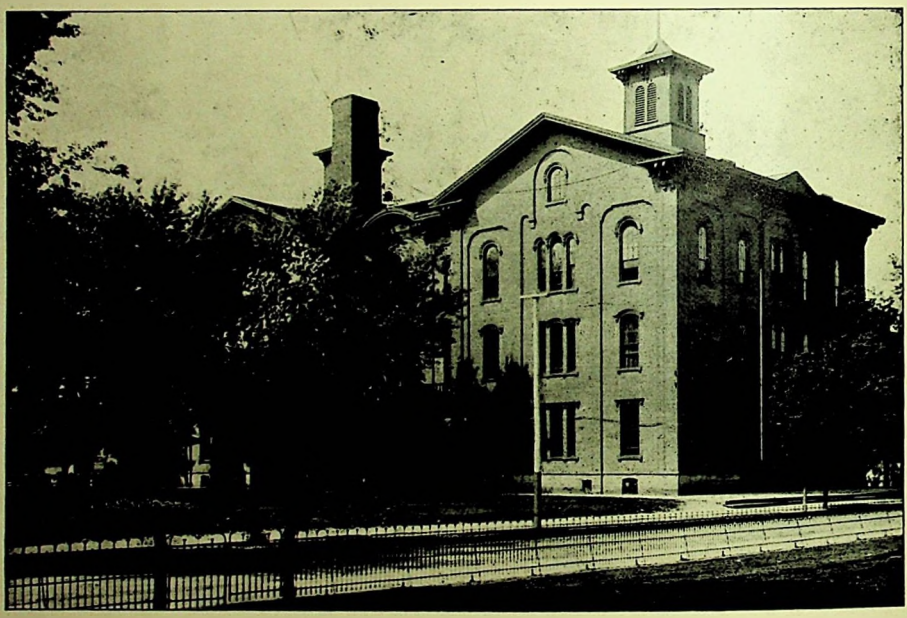

THE SPY
CLASS '09
R.E.K.

"THE SPY"

A RECORD OF THE CLASS OF
NINETEEN HUNDRED AND NINE
.....of.....
GALION HIGH SCHOOL

Published by 1909 SPY BOARD



GREETING

Four long years we have toiled within
The walls of Galion High,
Until at last we are prepared to explain
Many a "reason why."

But now in closing our school career,
With hopes of future meeting,
We wish to give you hearty good cheer
And extend to you this greeting.

DEDICATION

To the Faculty of Galion High School and our much respected friend, Miss Hofstetter, this volume is respectfully dedicated.

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1909 SPY BOARD

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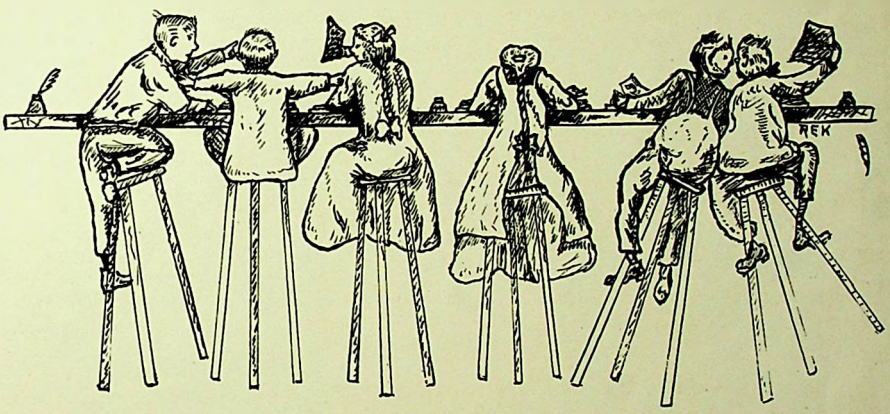
EDITOR'S PREFACE.

In confiding this volume to the tender mercies of the friends of Galion High School, there seems to be no need of entering into a detailed history of its origin, as this ground has been so well covered by our worthy predecessors, and consequently any repetition of the same, oft-told story would fall on deaf ears.

In the pages of this book we have aimed to set forth a true picture of Galion High School as it is today. We have not so much desired to make this a literary production as we have endeavored to honestly reflect the life of the School.

We feel that as we have done our best we need not apologize for anything which the "Spy" contains, but we deem it expedient to say that in



SPY BOARD

connection with our Grinds and Roasts our intentions have been good, and they are all said in fun, even though some may be personally directed, we hope that the subject of such jokes will laugh as heartily as the rest for "laugh and the world laughs with you, weep and you weep alone."

We feel indebted to so many individuals who have contributed to the success of the annual, that were we to personally thank each, and throw boquets at our many benefactors we must needs spoil an entire flower garden. But we cannot refrain from extending our thanks to Mr. White who has freely given much of his time in order to make it a success; also to Mr. Glass who has aided us materially in the preparation and to Mr. C. Burr Marsh whose excellent photographs have added much to the success of the "Spy".

SCHOOL BOARD

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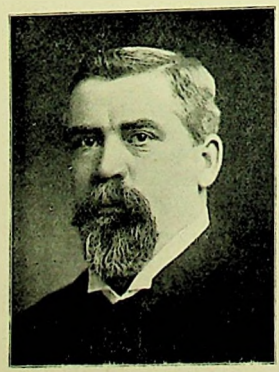


JOHN DAPPER

The Duty to and the Relation of the Board of Education to the Schools

The following is from the pen of a writer on school matters. "While the teacher makes the school, the superintendent in large part makes the teacher, and as the power to appoint both superintendent and teachers in the vast majority of instances lies in the hands of the board of education, this body is ultimately the strongest factor in making or destroying the schools." If this statement be true in only one instance and that of a large school, then that school board would have tremendous responsibilities resting upon it but how much more and heavier the obligation when we know that the above statement is true in the "vast majority" of cases. School government is much the same all over the land then think of the millions of children who are affected and have their careers shaped by the governing board.

The relation of the board of education to the schools can well be compared to that of a board of directors of a manufacturing plant. In the latter case, the board of directors represents the stockholders who in turn elects the general manager who then is made responsible for the various other employees under him. The results of the business is gathered together by the heads of the different departments, passed up by them to the general manager, who prepares a more detailed statement for the board of directors, but the final verdict for or against the entire organization is rendered by the stockholders. In the above comparison the people are the stockholders of the schools and to them the final accounting is made.

The efficiency of the manufacturing plant is determined by the value of its products on the market while that of the schools lies in how well the student leaving school is equipped for the real conflict of life. The system is now undergoing its annual test but it may be years hence before the net results are known. The training thus far is but the entering wedge for that fuller and more practical knowledge yet to come and what will the years bring forth.

To the average person, perhaps, the functions of the school board are simply to meet, pay the bills incurred and keep up the needed repairs. These duties are the least important. The little six year old starts to school; he must be under the care of an efficient teacher and it is a part of the board's duties to know that this teacher is in every way qualified. Year after year this child is in the hands of the board of education who is watching its progress, its health and safety and always planning to advance its best interests. Truly the responsibility is great when one considers the number enrolled in the schools of Galion and each one of the fourteen hundred claiming the same careful attention.

Very naturally, a board of education composed of business men more frequently than otherwise, must depend upon the superintendent and the corps of teachers to carry out the policies laid down. A failure on the part of any of these servants makes a break in the school life of the child that perhaps, in some cases, would almost be beyond repair. The average child aims to keep pace with its fellows from grade to grade but a disappointment in not being promoted at the end of the school year, due, possibly, to lack of interest or efficiency on the part of the teacher, this child grows discouraged and is beyond the age limit of compulsory attendance at school, frequently drops out. It is the aim of the board of education to prevent these occurrences by a careful selection of teacher and to retain the student until the full course of study has been taken. A young man or woman entering the high school is old enough to know from their own observations, and being further advised as they should be by their parents, that in these days of the strenuous life, its an all around equipment that is necessary to win. No pupil should drop out before completing the high school course; because, in many cases, the high school ends their educational advantages. The "job" and a little "ready money" lures too many students from school before completing the course that is needed so badly and perhaps to spend the balance of their life time in the dollar a day class. The boards of education can remedy this defect in the system by providing means for learning trades or at least laying a solid foundation for a lifetime occupation. This can be brought about by the establishment of manual training and domestic science departments and the local board is working toward this end. All that is needed is the support of the stockholders—the people. Too many students are turned out of school expecting to make a brilliant career in the law or other professions, only to make brilliant failures with nothing to fall back upon. Had their hands been trained jointly with their minds who knows but that with a great many, some spark of a hidden talent would have been fanned to a flame and a foundation laid for a useful life trade. An expert at ones trade no matter what it may be is a better revenue producer in the long run than no trade and changing of jobs with the seasons. There is little in the school system which makes for ambition and skill with the hands but rather a producer of misfits and inefficiency, by making the school life all one sided and forgetting that hands were made to work with and brains and hands go together. One of the greatest of factors in building up a community is the teaching of trades in schools that are adapted to the industries of the town, for, by so doing, we keep the young man employed at home and he does not seek employment elsewhere because there is nothing for him in his own town. How well we would appreciate having a young man who had had his mechanical abilities awakened and developed in our trade schools, finally find himself managing a large manufacturing plant and employing labor. It's not without its possibilities.

There is a new era unfolding in the school life of the coming generation as outlined above. The conditions demand it—are we going to meet the conditions? The board of education recognizes it as a duty and owing to the youth of our city.

C. C. COYLE, Pres. of Board.

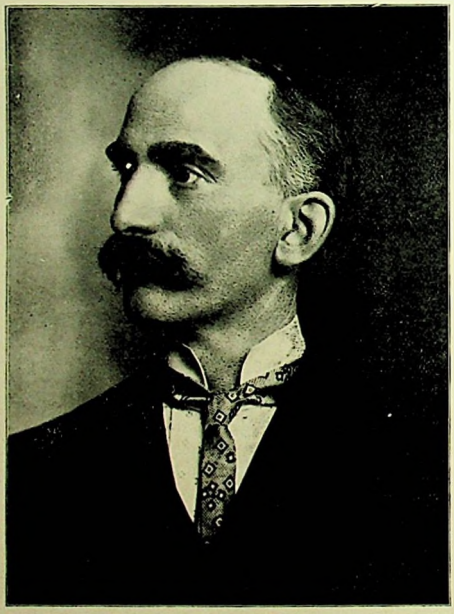
PUBLIC SCHOOL WORK.

It is impossible to assert that a policy or system is really good or bad until years have passed in sufficient numbers to see the results of the system.

Results shows that schools have reduced illiteracy to a minimum and are now supplying high schools doing more extensive work in education than colleges did fifty years ago.

Is it an advantage to our state and nation that it is so? The answer to the question comes from the citizens themselves. Citizens everywhere demand not less but more for the pupils and no one would willingly part with any achievements or accomplishments he gained through the public schools. You do not hear anyone claiming that he learned too much while in school, it is always the reverse, he did not learn enough. Hence it follows that each generation is encouraged to use more time and better faculties to obtain what it counted essential to complete living.

For many years the trend of education was away from the mechanical and domestic toward the bookish and cultural. Book learning and cultural studies necessarily advanced rapidly and hence we produced a reading public, so that it is often reiterated that schools do not fit for the necessities of life. Boys are said to be unable to enter into commercial and mechanical pursuits and girls are said to be without the knowledge essential to properly manage a household or preside over a home. Still there is no one urgently demanding a simpler life. Citizens want art, music, becoming style, and artistic tastes continued and improved.



I. C. GUINTHER,
Superintendent of Schools.

It remains then, for us to continue to teach the arts and sciences so well developed and so much demanded and add thereto the teaching of trades, manual work and domestic science.

Some one may say, the public can not afford to teach and train the youth in these varied pursuits and also in obtaining scholarly attainments. It does seem impossible, but when you consider that the youth now in school will very soon be the public, then it is clear that it is merely an investment for increasing the public welfare manifold.

The public can do no better than provide for the most complete advantages for the growing youth. Whatever can be made of them will be the public's gain, since they will be the public itself in such a short time hence.

Schools are endeavoring to train the pupils in their care to develop their best character. In this we believe them to be very successful. Society is everywhere far in advance of society of years gone by. Humanitarianism, brotherly love, sympathy for the unfortunate is everywhere abounding. Many foolish customs still exist, many erroneous ideas of what constitute a good social time are still in vogue; dishonesty still lingers, and the golden rule is not always observed. But the public schools are rapidly transforming communities so that high ideals of correct living are taking the place of things immoral and socially foolish.

The public schools are doing their part in training for right living. The outside public fosters the things detrimental to good character. The public schools do not teach gambling, cardplaying, swearing, drinking, lieing, stealing, smoking, chewing, and physical debauchery. These things are taught outside of the schools, to such an extent that they interfere with the welfare of the schools. If the public would only second the work of the schools there would be no need of laws forbidding the sale of narcotics to youth under the age of sixteen years. We would need no laws to prevent the youth of our schools from entering pool rooms and gambling dens and saloons.

The school will do its part in teaching industry and mental development and in teaching the golden rule. The public should give more thought to enforcing the good that the public school teaches. It seems unreasonable that a public should tax itself to engage men and women to train the youth in honesty, in good habits, sobriety, in industry and in courtesy and then indulge in fostering in the community the very things that its teachers are asked to discard and declare to be against what is regarded good for men and women everywhere.

United efforts in school and outside of school, in a community would effect much more in character building than can be effected when the out of school teaching is in direct opposition to what is taught in the schools along these lines.

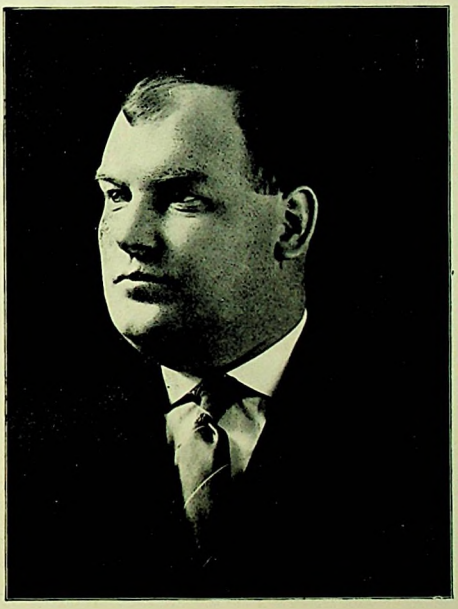
Yes, the public schools are justified. The results of their efforts are worthy of their cost. They will do much more in the future than they have in the past. The public will realize more and more that in proporition to the support given to their maintainance will be the gains secured in more liberal training in all things now demanded for more complete living. The public will realize also, that it is waste of time and money to inculcate principles of honor and morality in the schools and then tolerate social conditions which will negative such principles, as soon as the pupils are outside of the school rooms.

When the public realize these truths it will surely provide more liberally and will so conduct social and political conditions that the principles of morality taught in school, will be upheld outside of schools. Working together in harmony there will grow up in a new generation of people who will be fitted for complete industrial and moral living. Intelligence will increase and vice and crime will decrease. Idleness and social waste will be supplanted by moral and physical culture and all conditions will become better and better.

I. C. GUINTHER, Superintendent.

NEED OF A NEW HIGH SCHOOL BUILDING.

Many people are disposed to think that a new High School building would be a nice thing—a great addition to the town—if we only had it built, but that the old one is doing well enough, and that we do not need one now. But those people have not noted the crowded and cramped condition existing in the West Building. In this building there were enrolled this year in the High School 217 pupils and 518 pupils in the grades, making a total of 735 in the building. No grade teacher ought to have more than 35 or 40 pupils but all have more than that and in one room there are 80 pupils. In the High School there are about 30 classes a day, and only 6 rooms to hear them in. And besides these the laboratory periods and typewriting periods must be provided for. It is extremely difficult to arrange a schedule to avoid conflict now, but if there is an increase in attendance in the coming year it will be impossible. The building is crowded. We cannot take more pupils nor have we enough room to provide the best and greatest opportunities for those we have.



E. H. WHITE,
Principal of High School.

The High school pupils should be separated from the grades. The older pupils must be treated in a different way, and necessarily have more privileges than tbe younger ones. The latter are not able to see the justice in this, and in consequence cause their teachers much trouble. Grade pupils should have exercise out of doors at recess when the weather permits, but under the present conditions it is impossible to do that, as they would annoy the High School. Modern ideas regarding system of education that fails to provide for the development of the body is incomplete. The time is passing when we endeavor to make mental giants out of physical pygmies. A strong mind cannot long exist or do strenuous work if the body is not likewise strong. Our present system of athletics consisting of football, basket ball and baseball only gives opportunity for about a dozen or fifteen to participate in each sport. What we need is a more systematic training that can be placed within the reach of all—boys and girls alike. Each pupil should be examined by a physician to discover his peculiar physical short comings and systematic instruction given to remedy the defect. Such physical training can only be given in a gymnasium. The object of physical training should be the greatest good to the greatest number. The unqualified verdict of schools which are equipped with gymnasiums is that they improve the general health of the pupils and stimulate their minds until they attack their lessons with a new zeal and interest of a healthy sort. Good health and greater mental activity are sufficient reasons for providing a gymnasium.

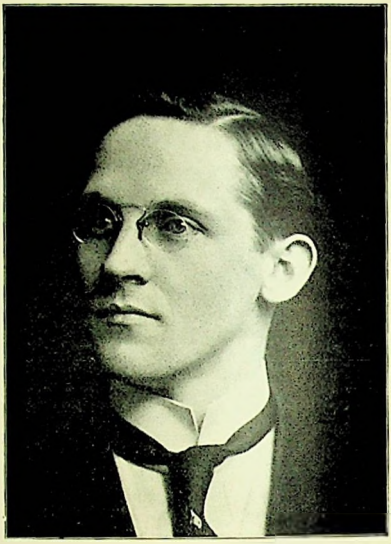
Every high school ought to have an auditorium where it could hold its commencement exercises; public rhetoricals; entertainments and lectures. Many entertainments could be given with little or no cost to the public if it did not have to rent an auditorium for the purpose. Galion needs a place where public addresses and entertainments could be given free of charge. The high school auditorium will provide such a place.

There is a growing and strong demand for industrial training in the high school. At the present time Galion can meet no part of this want because of lack of space. We can offer no more electives or make the course no more elastic to meet the needs of individuals until some provision is made for more rooms. To place our high school on a par with other high schools of similar grade we need to provide for manual training and domestic science departments to place along side of our classical, scientific and commercial departments. We wish our boys and girls to have every advantage and opportunity for education that other boys and girls have. But in order to keep pace with the growing demand we must bave space in which to expand. We need a new high school building and need it now. How we are going to accommodate the pupils that come to us from the grades next year is a problem. This year it was almost impossible to find rooms in which to hear the classes. And if as large a Freshman class comes in next year as this it will be next to impossible to accomodate them. The present rate of increase in the high school has been entirely without effort on the part of the teachers. Those only have come who so desired. With a new building offering increased facilities and opportunities and a little effort to encourage pupils graduating from the Grammar grades, and passing the Patterson examination in the country, we ought easily to have an increase of one hundred in the attendance within three years. Only under such conditions can our high school do the greatest good to the greatest number. If the Galion schools are to maintain their high reputation for excellence the people must meet at once the demand for greater facilities. They must construct a building which will be a credit to the town and to which they can point with just pride.

E. H. WHITE.

Ye Facultie

FLORENCE SWISHER, B. L.



N. A. ULRICH

D. E. SCHAEFER

MARY MATHER, A. B.

Ye Facultie

LOUISE JOHN

GRACE WESTON, PH. B.

HOMER H. NEPTUNE, B. S.

WALTER GLASS

CLASS POEM.

Life is a battle for truth and the right,
For glory and honor—a long, hard fight;
But if we are true to the best that we know,
We'll reap the bright harvest for which we sow.
Have we, in the days that will soon be gone,
Been true to the red, for whose honor we've won
The laurels that come only to those who say,
"We'll defend and uphold the right alway?"

When our school-days are o'er, and our paths divide,
And we're out in the world: We'll stand on the side
Of truth and of right; we'll be true to the red
Which has been without blemish, and in all things has led.
And, remembering the thorns not so much as the flowers,
That grow in this beautiful world of ours,
We'll help those who are burdened with care, to feel
That, tho' there are thorns, there are flowers as real.

We'll climb higher and higher, tho' the rocks rugged be,
We'll go onward and upward, 'till our goal we can see,
We'll set high our ideal, and strive to attain
The best and the noblest we could e'er hope to gain
And Oh, above all, we'll be loyal and true
To dear G. H. S., and in all that we do,
We'll forever and ever defend the red,
Which has been without blemish and in all things has led.

ESTHER MCCLURE.

SENIOR

THE ORACLE.

Sing, to me, oh heavenly Muse,
Tell me what each one will do,
Reveal to me, oh Muse, the future,
What e're thou tell'st, say 'tis true.

And now a darkness reigns around me,
And I look to ye, oh fates;
Tell me, oh sweet Muse, do tell me,
What will happen on future dates.

In the book of fate, oh fair Muse,
Which thou claspest to thy breast,
Therein is written many a fortune,
No matter what—'tis for the best.

The Muse speaks——
One winter evening in nineteen ten,
When you are sitting 'round the fire
The door bell gives a mighty ring
And this strange message will come by wire:-
"John Guinther and Ethel Sharrock married
This evening at eight o'clock."

Ruth C—who used to argue much
Has entered at the bar;
And because as a lawyer she's so fine
Her fame has spread afar.

In a well known eastern college
Is the editor Helen Dean.
She is giving Latin lessons
And of this work she is the queen.

At Congress now we'll take a peep
And see there Mr. Barr.
He proposes measures in the house
Whose fame will spread afar.

Edna Price, who first as Portia
Made her entrance on the stage,
Is an actress of great talent
Whose name is written on fame's fair page.

There is a lady riding past,
She's clad in the height of fashion,
Her gown was made by Nina and Fern,
For this work they've a passion.

Her hat was made by Marie E.
And it is awfully stunning;
Ladies ask her where 'twas trimmed
And then to Marie go running.

Just stop and see your friend Roy K.
Whom nothing would dishearten;
And just as in those old school days,
He watches e'er the kindergarten.

He is an architect by trade,
And has won much renown.
He's planned a model High School
To beautify this town.

Here is the fair haired editor
Who is known as "Fiddling Flo".
See has become a great M. D.
And famous too, I trow.

She fiddles 'till the patients come,
She fiddles while they stay,
She fiddles 'till they go again,
And thus wins all her pay.

Loretta fair, does ever labor
Bending daily at the keys;
Her employers praise her highly
For her aim is just to please.

Esther is a noted buyer
Of fine goods for an eastern store;
She is drawing a handsome salary
And many lands she travels o'er.

Joseph W—is a merchant
In the far off land of gold;
He is selling coats and mittens
To Alaskans, so I'm told.

Cleo G— and Hazel Kieffer
Are today two good trained nurses;
They are working earnestly
To keep their patients from the hearses.

Olive is the next we see
Who dwells in "Halls of Fame:"
She has written many stories
Also novels, not so tame.

And now we go to India's strand
To see the missionaries;
And there behold your Ada Shaw,
She's teaching dusky fairies.

A journalist is next in line,
With wit he's ever ready;
Of other writers Stuart's best
Because his head's so steady.

Annabell is in the south land,
Teaching poor folks how to write:
In this work she's very happy,
For she's helping them do right.

Mary Kate, who always giggled,
Has become a loving wife;
With her husband, she's so happy,
Between them there is never strife.

Here you see the Reverend Ocker,
Who, by another name was known;
He is really a fine preacher
For his "wild oats" have all been sown.

Carrie, who was ever joking.
Is a teacher in these schools;
She is training little children
Ne'er to break the high school rules.

Doris with her hair so curly
Has been married many years.
She is of the gay "four hundred"
Has no eyes for baby's tears.

Another M. D. now appears,
The surgeon Dr. Baker;
At legs and arms he saws away,
In this work he's no faker.

Fleta E—will soon be married
To a man of much renown,
She will be mayor's partner,
In a far off western town.

Gladys Dice is now a reader
And she is great, so people say;
But 'tis said that she's to marry
At some time not far away.

The saloon, this year is ringing
With the praise of Grace your friend
She is quite a noted artist
And will remain so to the end.

Your friend Herman D—is traveling north,
To find the long sought axis;
He has with him a Cook your know
And this avoids his taxes.

Bertha S—the great musician
Has for herself won fame and glory;
She plays the piano from morn' till night,
And never knows a single worry.

In the house of the wealthy
Is a decorator fiend;
Madame Blanche is what they call her,
In this work her fame does shine.

O'er there in Paris—see that throng,
And all are bending low!
It is your old friend Marguerite
Who sings so sweet and clear, you know.

Florence manages a college
Which is small but excellent;
In this work she's very earnest
And on success is surely bent.

Here is Simons, the hard worker
He's making money all the time;
Always just the same old "simple."
Head of an electric traction line.

Leta is a suffragette,
She has gained the right to vote;
Laboring ever for her sisters,
Loyalty is her key note.

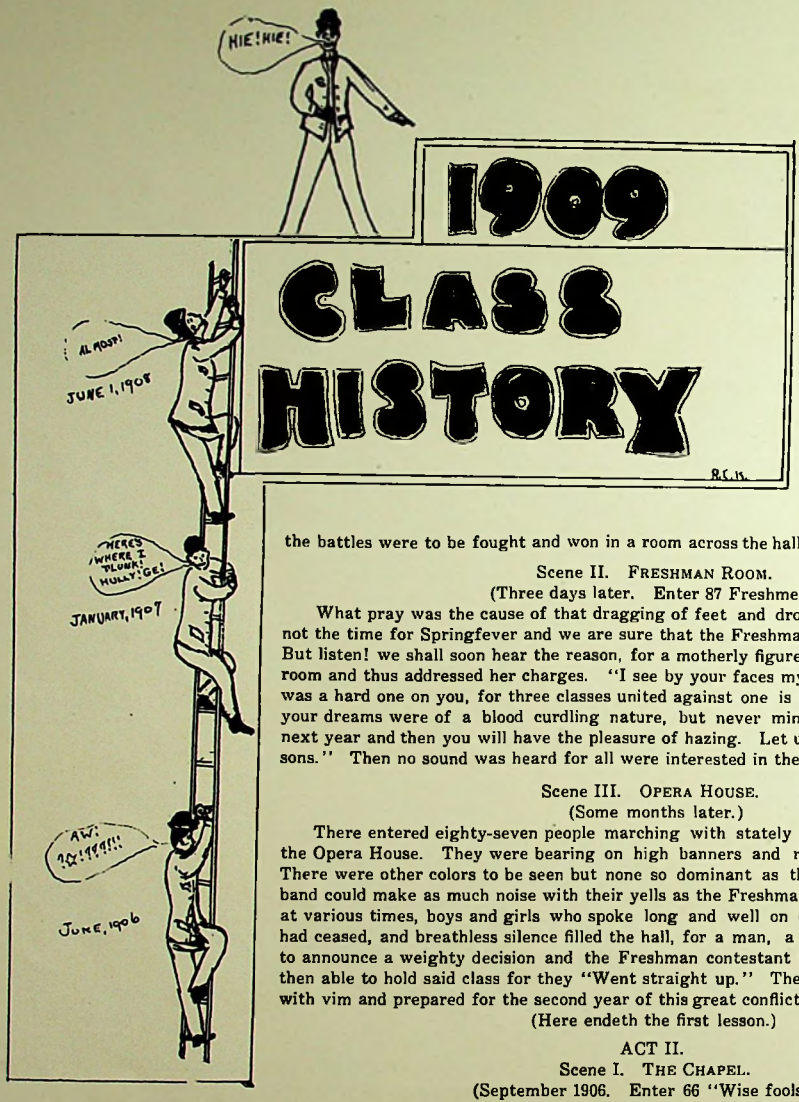
Marie Schuler, a German maiden,
Also is a singer sweet;
Just to listen to her music
Is considered quite a treat.

Now here are two of your old friends
Who always were together,
"Sis" Row and "Irish", I declare,
Who sing in every weather.

They've joined the selfsame concert troup
And sing most every night
They are not very happy 'cause
There are no boys in sight.

And now the author of this effusion
For writing such a heap of rot,
Is doomed to spend her days in scribbling
In some far off and unknow spot.

HELEN HACHETT.



A DRAMA.

ACT I.

Scene I. THE CHAPEL.

(There was a great noise before the curtain arose.)

Then lo! all within the Chapel was still and silence reigned supreme except for that steady tramp of the hostile army which was to revolutionize life in Galion High School. That was the triumphant entry of the Class of 1909 into Galion High School on September 4th, 1905. Indeed no wonder that the upper classmen were awe stricken for there were eighty-seven brave young folks, and contrary to expectation, of a hue far from green. Of course that was only the prologue for the battles were to be fought and won in a room across the hall, called the Freshman Room.

Scene II. FRESHMAN ROOM.

(Three days later. Enter 87 Freshmen.)

What pray was the cause of that dragging of feet and drooping of eyelids for 'twas not the time for Springfever and we are sure that the Freshman did not keep late hours. But listen! we shall soon hear the reason, for a motherly figure arose in the front of the room and thus addressed her charges. "I see by your faces my children, that last evening was a hard one on you, for three classes united against one is great odds, and I suppose your dreams were of a blood curdling nature, but never mind, you will be Sophomores next year and then you will have the pleasure of hazing. Let us now proceed to our lessons." Then no sound was heard for all were interested in their books.

Scene III. OPERA HOUSE.

(Some months later.)

There entered eighty-seven people marching with stately tread toward the front of the Opera House. They were bearing on high banners and ribbons of olive and cream. There were other colors to be seen but none so dominant as the afore said ones, and no band could make as much noise with their yells as the Freshman. On the stage appeared at various times, boys and girls who spoke long and well on diverse subjects. All then had ceased, and breathless silence filled the hall, for a man, a stranger, stepped forward to announce a weighty decision and the Freshman contestant had won. No building was then able to hold said class for they "Went straight up." They returned to their lessons with vim and prepared for the second year of this great conflict.

(Here endeth the first lesson.)

ACT II.

Scene I. THE CHAPEL.

(September 1906. Enter 66 "Wise fools.")

Who were those children of larger growth? Behold, the same as those in the preceding act but a smaller number. Why! where were all the others? Sad story to relate, they had either fallen in the fight or were delayed until they should receive marching orders. Instead of being gazed at by laughing eyes now they were gazing upon an oncoming army quaking with fear and with down cast look. Why did that army tremble so? Because they must come into mortal combat with the Sophomores (the heroes of this drama.) The Freshmen go to their camp and that having been done, the clock from its watch tower in the Chapel calls that all is well in '09's quarters.

Scene II. THE CHAPEL.

(Morning later. Enter Sophomores, and take their seats.)

What was the cause of that death-like pallor upon the faces of some of the fair sex? No it was not powder, for applied in such abundance 'twould bankrupt a millionaire; but fear had laid hold on them because they were to have a private interview with the superintendent and the Board. They had been hazing a Freshman.! Oh horror of horrors! to what will not beings turn? One by one they departed only to return with looks of defiance upon their faces, for they had been through a great ordeal but then they settled down to their studies and prepared to be the greatest and best Sophomore class that had ever been and, may I say, that ever will be? They also put one over the Class of 1908 in the Contest.

ACT III.

Scene 1. EAST SIDE OF CHAPEL.

(Enter the Jolly Juniors)

Again there entered forty-four boys and girls upon a great conquest, and we noticed that some had their arms full of weapons (books) for this was the hardest year of the

fight. Their minds should not only enlarge but also their pocket-books, for they must give a reception and banquet to the Class of 1908. They worked hard and not only conquered Latin, Geometry, German, Stenography, and Physics, but also made the necessary money. They had the best rhetoricals of the year just as they did when Sophomores. Thus we leave them "toiling, rejoicing, sorrowing, as onward through life they go."

Scene II. High School Campus.
(May 1908)

Behold! and see that fairyland bedecked with lights and with fairies dressed in white fluffy garments flitting hither and thither among the tables. That was the Junior Lawn Fete and the fairies were the Juniors. No wonder that the moon smiled so sweetly as she shed her beauteous beams and the stars winked and blinked so amiably upon that assemblage. Every one seemed to be there, all the classes of the High School, the teachers and the citizens. What was that table about which the boys all gathered? Was there a beautious maid selling "real kisses"? No! How stupid not to have guessed. It was the fudge sale. No maid was needed there, for fudge hath charms of its own. Thus the festivities continued until a late hour and then the various couples departed for realms unknown.

Scene III. The Armory.
(June 17, 1908)

Look ye, at that hall! Who on this earth could have created such a bower save the Juniors? From all sides of the room there seemed to be strips of colors, first the olive and cream and then purple and gold (which were the Seniors colors in whose honor the reception was given). There were plants and flowers of all kinds, and a cozey corner too. At the door there stood in receiving line six people, three boys and three girls ready to welcome all the others who were to come. Then all at once the room was filled with gayety and conversation, the reception was on, the guests had arrived, and none too soon for now there wafts from the stage strains of sweet music played by our own High School Orchestra. The guests found seats and listened to the program prepared by the illustrious Class of 1909. Then there was another form of entertainment, the girls proposed marriage to the boys and were receiving either hearts or lemons. It was in the midst of this, that a voice "Ho! get your partners for the march to the Phoenix."

(Exit all in pairs)

Scene IV. Phoenix Hotel.

What meant those tables all about, decked with flowers and ferns and foretelling by their beauty the good things yet to come? Oh! yes! the Banquet. All those from the Armory filed in and took their places. When all were seated they partook of— Oh! its just too good to tell. After that our Toast-master arose and called on two Juniors and two Seniors who responded with the following toasts; "Snuggle up Closer", "I Dont Know Where I'm Going but I'm on My Way," "Somebodys Waiting for You," and "Retiring from the Stage." Some conversation was then in order and all departed tired and happy, although sorry that '08 and '09 would probably never meet again as classes.

ACT IV

Scene I. The Chaple.
(Enter 41 Seniors)

Note these young people, seated on the east side of the Chapel, they seems so different from the others, as though they were from one of the colleges, but not so, for those were the Seniors of Galion High (no wonder they seemed so dignified for there was great responsibility resting upon them; that of leading G. H. S.). The eyes of all the under class men were upon them as if to know what to do. The Seniors seemed to enjoy the mistakes of the Freshmen, for they could then laugh without having anyone to laugh at them in return and of course "who laughs last laughs best". They have books of all sorts however and so must intend to study.

Scene II. The Chapel.

What meant that down cast look upon the face of every student as they glanced from place to place over the room, and why were the Freshmen, Sophomores, and Juniors placed among the Seniors? 'Twas examinations in the High School. There were guards stationed at various places throughout the room and they paced up and down the aisles, giving out long strips of paper with printing upon them. Then—Oh! the expression on the faces of the pupils, it was anywhere between a storm cloud and sunshine; for some of the questions they knew and could answer but others they had "Never heard of before." After the first sorrow was over they went to work to do what they could and to try and call to mind what they did not know. Five days in succession those awful ordeals were met and some came out victorious but some fell never to rise again.

Scene III The Office.

The Board of Education and the Superintendent were seated about the room and there was one vacant chair in their midst. At various times members of the Senior Class entered and questions were put to them by the board and these were the questions. "Did you have written or printed lists of the Mid-year Examinations before the teachers gave them to you"? "Were you told any orally and if so what ones"? Now, just to think of it! Well those who had them owned up and took the exams, thus freeing those who were innocent. Why did they not "go after the other classes? Because they were afraid that they could not survive, so it all fell on the Seniors for they always got the worst of everything. After those private interviews all resumed the old course of hard work.

Scene IV Opera House.

The stage was filled with about two hundred High School students and a twenty-five piece orchestra the most of whom were also from High School. Three soloists were seated before the chorus and Prof. Wm. Hood Critzer, Director of music in the Public Schools, entered, baton in hand, and all was then ready for the rendering of the oratorio, "The Creation". From the Overture to the Amen Chorus everything went off as well, if not better than professionals could have done. This we must say was due to the untiring efforts of Prof. Critzer who has made Galion famous musically. This was the fourth Oratorio that the Seniors had taken part in, the previous ones were "Judas Maccabaeus." "Elijah" and "The Messiah". (And may I here say that there is nothing throughout our school course that has afforded us more pleasure.)

Scene V Opera House.
(To be played)

In my mind's eye I see forty Seniors, with their teachers seated upon the stage, I hear delightful music and pleasing orations and recitations. Then I see the Seniors each receive their diplomas, the prize for which they had labored 12 long years. Thus ended "Commencement."

Scene VI Opera House.
(To be played)

The production of Shakespeare's "Merchant of Venice" by the Senior Class. (I can not improve on Shakespeare so begging that the reader will not be too critical I close.)

Doris Gregg.

CLASS SONG.

To the tune of "Almost" from "A Fair Co-ed."

In us you see the kind of class
Such as another ne'er can surpass
We are a firmly united band
In all school affairs together we stand,
Although some indiscreet things we've done
Our good deeds outweigh the others a ton
And now we've reached that most sorrowful day
When from High School life we must sail away.

REFRAIN

We're just about the cleverest class that ever through school has gone
We've done a great many remarkable things
We have done the best we could
In any old line we were always strong
Our praises the Faculty sings
Because by their sagest of council we stood
And always did just as we should.

Of course we did not tax our brain
Until we lost all our humorous vein
We often filled the young "Freshies" with glee
By deeds that almost meant twenty-three
In every way we were up-to-date
Our athletic stunts were just simply great
And if in a contest we had to compete
The class of '09 would alway beat.

REFRAIN.

We're just about the cleverest class that ever through school has gone
We've done a great many remarkable things
We have done the best we could
In any old line we were always strong
Our praises the Faculty sings
Because by their sagest of council we stood
And always did just as we should.

SENIOR CLASS ROSTER.

LATIN COURSE

Ruth Critzer
Herman Dapper
Helen Dean
Fleta Edgington
Olive Gelsanliter
Florence Gottdiener
Doris Gregg
Carrie Gugler
Helen Hackett
Esther McClure
Blanche Price
Ada Shaw
Leta Swaney
Annabell Van Meter

ENGLISH COURSE

Stuart Ebert
Fred Barr
Earl Ocker
Irvin Cook

LITERARY COURSE

Guy Baker
Florence Berry
Roy Kinsey
Earl Ocker
Joseph Wisterman

ELECTIVE COURSE

Gladys Dice
Mary Eise
Edna Price

COMMERCIAL COURSE

Helen Dougherty
Nina Eisele
Marie Erfurt
Cleo Garberich
John Guinther
Loretta Helfrich
Grace Jacobs
Marguerite Poister
Isabel Row
Bertha Schneeberger
Marie Schuler
Ethel Sharrock
Vance Simons
Fern Umbarger

OFFICERS

President - - - Fred E. Barr
Vice-President - - Joseph Wisterman
Secretary - - - Roy E. Kinsey
Treasurer - - - Ada Shaw

YELLS.

Rip, Zip, Zay,
Fa, Me, Re,
The Class of '09
Is all O. K.

Rick—a chick—a chick—a chick—a Boom
Rick—a chick—a chick—a chick—a Boom
Boom ! ! ! —— Boom ! ! ! ——
Gallon Seniors ! Rah ! Rah ! Rah !

Motto: "TO BE, RATHER THAN TO SEEM."

Colors: OLIVE AND CREAM.

Flower: CREAM TEA ROSE.

THE CLASS

IRVIN L. COOK

"Cook" is a quiet fellow with a lot of energy. He is one of our country lads, and every morning, rain or shine, through thick or thin—mud, lunch box in hand, he may be seen coming to attend his regular classes; while at night he seeks again the enjoyment of his home. When called upon for a recitation he always promptly responds.

FLORENCE LUCILE BERRY

"Frizzles," "Fluffy," "Sis." Here's to her curly locks and ever smiling lips. We all know her as a jolly good fellow. "Her voice is ever soft, gentle and low.

Her music being fine,
She always takes time,
To play "Dill Pickles."

In fact we think it was she who inspired that late musical hit, entitled "Say Sis, give me a kiss."

OLIVE GELSANLITER

"Ollie," we call this class-mate,
Who has a charming way;
But desire for knowledge is so great,
That she studies night and day.

Her recitations are always fine,
And honors will be her's sure as fate,
At that most illustrious time
When the class of '09 doth graduate.

HERMAN DAPPER

"John D." "Be a philosopher; but amidst all your philosophy—be a man." "John D." is the highest in stature, the lowest in voice and as a result of these natural gifts commands the respect of all the Faculty. He has very convincing manners and a decided mind of his own, in fact he is quite strong minded. He is the only man in the Virgil class and consequently all matters of weight are differentially submitted to him. He is planning to tour the World so just ask him for postal cards.

CARRIE GUGLER

Smiling, ever smiling, honored through life she goes. Carrie is the kind of a girl that everyone likes. Do you want to know the secret? Well, it's her sense of humor. She can always see the funny side of everything. She studies thinks and is practical.

HELEN DOUGHERTY

"Irish," "Shorty," Notwithstanding the immensity of Helen's coiffure and minuteness of her feet she always manages to retain her equilibrium.

Now our Helen she can laugh
And who'll make the better half
Is no question, for there's one
Who just loves her streak of fun.

FRED E. BARR

"Peaches and Cream," is our strong minded president. In looking over old "Free Fair Chronicles" we discovered that he took first prize in a Baby's Contest, and well he might! It is said that his heart and mind are on the Hudson. But Barr says, "(The) I D(E)A; there's nothing like that in our family."

HELEN M. DEAN

Nearly all of the Seniors look upon Helen as there bright and shining ideal of a scholar. As conscientious as the day is long, and though loving fun as much as any girl, she never flunks. Her Latin makes you sit up and take notice. She has uncommon common sense and is always the same in rain or shine. She thinks more than she talks, (which is a good sign), and will some day in the near future be favorably heard of.

FLETA EDINGTON

Here's to a girl who is dainty and still
Here's to the girl who is sweet
For here is a girl who'll always smile
No matter how seldom you meet.

Here's to the girl who is loved
Here's to the girl that is clever
For here's a girl who can always please
With just a little endeavor.

GUY H. BAKER

"Bake" is the football hero of 1908, at least the girls think so, for didn't he break his classic nose? "Bake" is synonymous for Ball; he plays football, baseball, basketball and always shines at any "Ball." Moreover he plays in the High School Orchestra and really is quite a fiddler. Guy is the Lady's man of the Senior Class. For proof ask the Freshman girls.

MARIE ERFURT

"Marie doesn't talk much, but when she says something it will quite likely be witty. There is nothing of the bluffer about her and if she doesn't know the answer she says so. "Rose" would have been appropriate as a name for Marie because her blushes rival the American Beauty itself.

There is a young girl called Marie,
As sly, just as sly as can be,
There is a young fellow named L———
But more of this I daren't tell.

NINA EISELE.

There was a young lady quite mild,
Who peacefully studied and smiled,
She said, "It's not fun,
But when it is done
I feel like a virtuous child".

STUART EBERT.

"Eberts" is a right jolly young fellow, and although he has the best kind of a time he always manages to get excellent grades. His favorite pastimes are singing soprano and talking like a parrot. He is generally good natured and greets you with "Hello Kiddie" and bids you farewell "Good Bah, going away Sah?"

MARY KATHRYN EISE,

"Mary Kate", one of our charming lasses,
Is often quite late to her classes;
But if anything's doing, the rest of the day
She's always on hand, her part to play

To hear her tales of woe is quite funny,
For to school each she takes candy to eat;
And, as a repast she holds with a certain "Sonny",
The teacher sings out, "Mary, take a front seat!"

DORIS LOUISE GREGG.

"Dodie" is a girl that we could not get along without for she is clever at almost anything. In athletics she is simply immense, even when it comes to playing baseball. She can entertain you with a piano, or vocal solo, or a good story and as for making fudge, well, she's a star in that line (so the boys say). "Captain" as she is sometimes called is a very good name for her.

JOHN C. GUINTHER.

"If he be not in love with someone there is no believing old signs: He brushes his hat o' mornings; what should that bode?" John is a debater of no mean skill and has more than once shaken the walls of old Galion High with his oratory. Some people think John's hair is "marcelled" but we can vouch for it's genuineness.

GRACE EDNA JACOBS.

Grace is the kind of a girl who thinks more than she talks. She swallows and flutters a bit when she gets excited but it's good when it comes out. She studies hard and is well repaid for her labors. Her painting is far above the average and her singing, too, is fine.

MARY LORETTA HELFRICH

Studious and quiet,
Actions sweet and kind,
Always ready to help a friend,
Our Loretta you'll find.

Her recitations it is true
Do not always merit "10"
Yet she trys and trys again
And masters it ere she gets through.

ROY E. KINSEY

We have here before us an athlete of no mean repute. But "Kinnie" is interested in something besides athletics. For does Galion High School not contain many beautiful maidens? And especially are these to be found among the short Sophs. He has a lot of energy and push and is certainly the fellow to be the Business Manager of the Spy; for to see him walk through the chapel is enough to show you that he has a great deal of business ability.

HELEN HACKETT

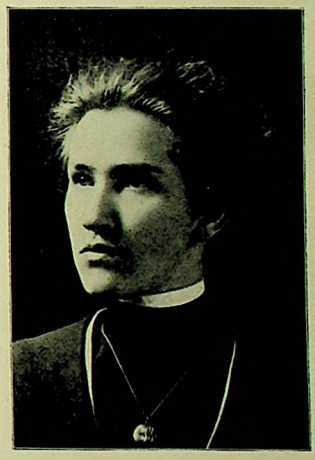
"For voices pursue her by day
And haunt her by night,
And she listens, and needs must obey,
When the Angel says—"Write!"

Helen writes poetry because she can't help it. And no wonder, did you ever notice the poetic expression in her eyes? And her nose —it's slightly, only slightly retrousse. A good specimen of Helen's poetry may be found elsewhere in this volume.

ESTHER McCLURE

There was a young girl called McClure
Whom of studiousness we ne'er could cure,
But after she's done
She's ready for fun,
So we pardon her studious nature.

No one ever saw Esther when she was't busy; it seems to be sort of habit with her, and by the way, it must be a pretty good habit because she never flunks in Virgil.



FLORENCE GOTTDIENER

"I am never merry when I hear sweet music."

"Fiddling Flo," "Floss" is fond of everything that is good. She reads Philosophy, studies Violin and more often seeks the company of her own thoughts than that of others. She is versatile, impulsive and has a keen sense of humor, is afflicted with "Dictionarius Vocabularius," but is loquacious and taciturn by spells. Her eternal question is "Cui Bono."

GLADYS DICE

"Dicey" or Felix"

"Thine eyes are stars of morning
Thine lips are crimson flowers."

One of the chief difficulties encountered by the friends of Gladys is to decide whether she is prettier when she smiles or when she frowns. It is certainly a delight to hear her recite German, she always gets so naively confused. We believe that her eyes give her trouble, she just cannot make them behave. "A laugh is worth a hundred sighs in any market."

EDNA MAY PRICE.

"Pricey", "Fair Portia".

The reason "Pricey" is so well liked is because she is no sham, no veneer—just herself. She can be rather spirited when the occasion presents itself, but it is always the real righteous anger.

"Edna is not a grind
To that she would say, "go soak"
Edna is not a belle,
But Edna *is a joke*".

VANCE W. SIMONS.

Of all the boys in the Senior class "Simp" is the only one who may be considered quite a clown. Just let him get started and he is more fun than a "box of monkeys". He is very musical, too, and it gives much pleasure to everyone to hear him play on his guitar or sing; but his piano solos are especially entertaining. (?) He is also an athlete and simply stars in base-ball.

E, MARGUERITE POISTER.

This maiden so fair
With blue eyes and light hair
In music doth shine
For her voice is really fine.

True and faithful is our Marguerite
And her sweet disposition
Mingled with a love for fun,
Endears her to all she doth meet.

ISABEL ROW.

"Sis". To begin with her hair is auburn with streaks of a lighter hue. She can always see the funny side of everything and can take a joke.

"Sis" is liked by lots of girls
She is liked by lots of boys,
She simply stars in the typewriting room
Where she raises stacks of noise."

BERTHA M. SCHNEEBERGER.

This young lady, tall and stately, possesses that sweet and gentle dignity which inspires only love and respect. Of her many accomplishments music we think comes first. She plays the piano with the greatest ease and grace, as well as accuracy, and her splendid execution of the difficult music of our Oratorio this year called forth much favorable comment, and caused the High School chorus and, especially the class of '09, to feel very proud of its pianist.

ANNABELL VAN METER.

"Sarah Maud" is one of our most kind-hearted and sympathizing girls, always ready to extend a helping hand to anyone in trouble. She uses rare judgment in every thing and never slights anyone or anything.

She talks with her eyes and nose and mouth
She talks with her head and hands
And some day she'll cheer the people up
In far off heathen lands.

HAZEL M. KIEFFER

"Loveliness needs not the foreign aid of ornament, but is, when unadorned, adorn'd the most."

Her eyes are brown and so are her tresses
And the smile she possesses
Will win her away, some future day,
To the heart of a young man called J———

BLANCHE PRICE

Blanche doesn't care to study much
But if she did, without hesitation
We feel sure she'd create a sensation;
For her memory is such
That she can make a recitation
In that awful hard, hard "Dutch"
With just a little preparation.
Though she always seems quite keen,
Yet at some time she may be "Green."

ETHEL SHARROCK

"Quaint, quiet and sweet—
Such is a maid I know
[Modest, gentle and [neat,
But (Dear me!) ne'er say beau!"

To tell the truth she's not as quiet as all this sounds and as to the last half of the last line, well—we all are entitled to do our own surmising!

MARIE SCHULER

She's the maiden with the dark brown eyes
"In whose orb a shadow lies
Like the dusk in evening skies."

Marie is quiet and unassuming and yet she always appreciates a good time. She shines in German Class and often exceeds the speed limit at the typewriter.

CLEO C. GARBERICH

Possessed of rare determination and pluck is this girl, for in order to derive the benefits of the city schools, she has been obliged to be separated from parent and home most of the time since she entered the grades; but Cleo is a hustler for she has gone through school at the rate of a hundred miles a minute, and has a head full of knowledge, although still quite a wee girl.

RUTH CRITZER

Of all the girls in the Senior class the most determined, hardest-working and most persevering one is the subject of this brief sketch. To adequately describe her would exhaust our supply of superlatives. The knottier the problem which confronts her the keener her enjoyment. One of her mental stunts was receiving 100 per cent in Geometry Exam. Ruth claims her hair is red—we disagree—but there is one indisputable fact, her eyes have conversational powers.

ADA L. SHAW.

We have no adjectives of fine enough calibre to describe our Ada. Perfect sincerity, the gentlest, friendliness, and selforgetful generosity—These are some of the qualities that endear her to us. We all love her and we suspect that there is at least one that can second the sentiments of her class-mates.

EARL J. OCKER.

"When I became a man I put away childish things." Earl's worst fault is his extreme bashfulness. And what makes him so bashful is more than we can say, for he's good to look at and pleasant to talk with, and he has a fine bass voice. Earl is a quiet fellow, but he has a lot of energy and will surely get there.

LETA SWANEY.

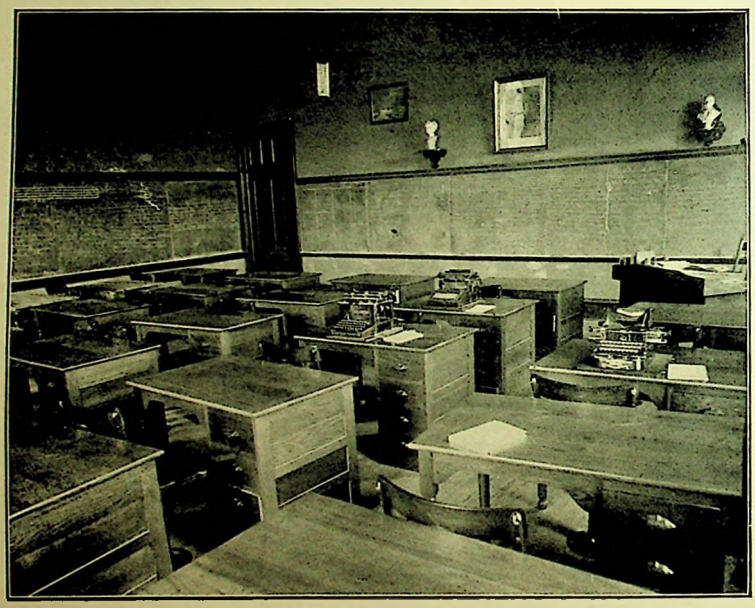
"I am nothing if not critical" A veritable cyclone is Leta—quick to see, quick to speak, quick to act—(after she once starts.) The greatest trouble is she don't get started quite early enough in the morning, judging by the time at which she puts in her appearance at school. Leta will learn in time that "Haste makes Waste", and tone herself down to just a little whirl-wind.

JOSEPH W. WISTERMAN.

"Jo," "Josie." Jo is a little man with a little voice, but he has an inexhaustible supply of wit, and he always hits the nail on the head. He can dance "perfectly lovely" and what's more he knows everything about electricity. Next year Jo is going to a Co-Ed. school. Any school can only gain by the acquisition of such material.

FERN UMBARGER.

"Some women rise to heights that others cannot reach." Fern is a living proof of the law that opposites attract opposites. You know she is an "Inseparable"—She and Nina are occasionally seen together, and the latter isn't quite so tall as Fern. There is just enough philosophy about Nina and enough good humor about Fern to make a happy combination.



COMMERCIAL ROOM

THESES

HIGH IDEALS.

When we are brought forth into this beautiful world we are pure, clean, and innocent, and as God's word tells us we are only a little lower than the angels. We have a whole life time before us and: What are we going to make that life? We are watched and cared for by tender, loving hands until we reach the age when we must look out for ourselves. At the age of six we are started to school and our education properly begins. We are too young to know just what is expected of us or to realize the necessity of taking advantage of the opportunities afforded us. Here we meet many little children and for the first time we are left to choose those whom we wish to make our associates, some of whom will be our friends throughout our school life, and a few our life friends. We are surrounded by many different influences to which we are not accustomed at home.

We advance from one grade to another, learning more and more and hence becoming more responsible for ourselves each year. We are taught what is right and wrong and the results of following either course. It rests with us, what our life will be and desire which we should all possess is to make the best of our life and raise the standard of morality. Therefore as soon as we know what is right we all should try to do it, and guard our lives from all things that might have a tendency to take from us that pure, true, and upright life toward which we are striving. We should raise our standard so high that we can always climb higher but cannot reach it. This is the kind of aim that makes life worth living, a life in which there is always something better to strive for.

One of the best and most essential ways to reach our aim is by education. Whatever our calling, we cannot accomplish much without preparation. We must make the best of our education and acquire all the knowledge we can. "Take fast hold of instruction; let her not go: keep her; for she is life." Without knowledge we cannot understand others, we are narrow minded, lack sympathy, and cannot expect to attain to any high position. It is education that raises our lives to a higher moral standing and fills us with a desire to strive after better things. Therefore this is one of the important stepping stones for a better life.

Along with our education come many struggles, trials, and temptations, being young and our habits unformed we are more liable to yield and do wrong than when we are older. If besides our book knowledge we have cultivated cheerfulness, diligence, politeness and courage during our school life, it will be much easier for us to get along in the world, for gentle ways and polite manners help greatly to further one's advancement. The habits we form in our youth are the ones that usually stay by us through all our life.

After our school life is over we are usually away from home, among strangers and people who do not understand us. This is another test or trial for us. Are we going to listen and obey the still, small, voice within us, having a mind of our own or will we let ourselves be influenced by that other voice, that loud, deceiving voice of the world? Let us take care in forming friendships for unless we are strong we are liable to be led astray. But are we who are so careful in choosing our friends, friends to others? To be a friend means more than we sometimes think. Christ is our friend of friends, He is our example of what a friend ought to be, and while we cannot hope to be a friend as He is, we can try with His help to be better friends than we are.

Then it is necessary for us to read, for next to acquiring good friends the best acquisition is that of good books. We must not read poor literature for it will do us more harm than good. Better not read any literature than poor literature. Our lives reflect our inmost thoughts and feelings and if we read poor literature from which we cannot help but be filled with evil thoughts we will not have pure, clean, true, lives. We should never read a book that does not have something good to give to our lives, nor cease to read it until we have found and received that good. To study good literature will elevate and broaden our minds, raise our ideals, and help us to better understand our fellow men. It is this understanding of people that creates in us a love and sympathy for others, and draws us nearer to each other and closer to our Heavenly Father.

Then too we must have amusements for "All work and no play makes Jack a dull boy," but what kinds of amusements are we going to choose? There are various kinds, some of which will benefit us and others will lead to crime and degradation. Amusements which will better us physically, mentally, and morally are the ones in which we should indulge. Any amusement which will lead us to bad habits as smoking, drinking, and gambling, we should let alone. Keep away from the tempation of wrong and then the wrong will not bother us.

Life means much if we will make it. The world does not need or want the young man or woman who cannot refrain from bad habits, withstand the temptation of sin, look others in the face with frank, honest, trustful, eyes or have moral strength. How fine it is to be so pure and true that we need not fear anyone on earth! Success is not what we have in worldly possessions, but what we are. If we have guarded our lives through youth, grasped all opportunities to do and be good, and have succeeded in doing little things well, the greater and nobler things will take care of themselves.

Live each day as God would have you live
So that when your life here on earth is o're
He can say, "Well done thou good and faithful servant."

ADA SHAW.

THE PANAMA CANAL

Columbus was the first to propose a water highway from Europe to Asia, by way of the Atlantic. He sought this highway instead of the continent which he discovered. The explorers of the sixteenth century, seeking more gold, searched the bays aud gulfs of America for a shorter route to the Indies. Nearly two centuries had been squandered in the vain effort to find the north-west passage when the Spaniards planned a canal across the Isthmus, about the same time that Balboa discovered the Pacific. In 1520 Angel Saavedra first suggested piercing the Isthmus by a canal. The Nicaraguan route was advocated in 1535 by Alveredo and in 1551 Lopez de Gomara first discussed the advantages of the Panama route. The latter induced Philip of Spain to send engineers to examine the Isthmus. Charles V. studied the subject but discarded it as impracticable and threatened death to the person mentioning it. The French became interested in a canal in 1840 when Garella reported a well developed plan. The subject was discussed and the proposed routes multiplied until there were seven. Practical beginnings were made in the surveys of Riclus and Wyse in 1877. Delesseps based his sea-level plan upon their labors. He was a diplomat instead of an engineer but by his enthusiasm and genius for organization he made the scheme a success. He appealed to France in the excited days of '81 and instantly became the hero of the hour. Speculation ran riot and thievery and graft prevailed. Work stopped on the canal in 1899 and a great financial crash followed in France, but the storm died down in delayed investigation. An attempt to reorganize the company failed and after many difficulties the French, to whom the canal was of more speculative than commercial interest sold it to the United States for $40,000,000 on April 22, 1904.

The Panama and Nicaraguan routes were the two available ones. For many years the former belonged to the French, and the United States could only hope to secure the latter. This had been examined repeatedly and in 1899 the debates in Congress indicated a favorable action and the beginning of operations. Large vessels must be able to approach with ease and at Nicaragua natural harbors do not exist, but at Panama this difficulty would be overcome. Here the distance is only about forty-five miles from ocean to ocean, just one fourth that of Nicaragua. The summit level at Panama is about sixty-five feet, which is a little more than half that at Nicaragua. Just before the arrangements were entirely completed a revolution broke out in Columbia. At its close the Republic declared its independence. The recognition of this by the countries of the world, made it possible for the United States to purchase the canal.

When the United States came into possession of the canal every thing was in ruins. The sanitary conditions were terrible. The machinery left by the French Government was rusting away, and in fact chaos itself reigned. To remedy this the United States instituted the Panama Canal Zone. This is a strip of land ten miles wide and forty-five miles long, extending on either side of the canal, which is under American jurisdiction. There are many small towns here but neither Colon nor Panama are under American rule except in a sanitary way. By exterminating the mosquitoes, by drainage, by sewage systems and by other means the country is now very healthy.

Delesseps first attempted a sea-level plan but fearing he would not succeed, he changed to a lock system, which was feasible, but which would take more money than was available. Until the present time these two plans have been thoroughly discussed by many experts. Ex-president Roosevelt during his administration designated six engineers to visit the Isthmus and decide on a general plan of construction. This commission decided in favor of a lock system which will be able to raise the largest ships one hundred feet from sea-level in a series of three steps and to lower them by the same plan. In order to avoid great excavations both types of the canal must have considerable curvature. The curves are made long and as gentle as possible but they are to be considered in connection with the possible current in the canal produced by the water which is to be let in from the streams of the valley through which the canal is to be built. The sea-level plan would cost about $272,000,000 and it would take from fifteen to twenty years to build it. Although the expenses of a lock canal will be greater (about $360,000,000) the time to build it will be much less as it is estimated that the canal will be finished in 1915 unless something unlooked for occurs. The amount $360,000,000 is not for the construction of the canal alone, but it also includes the cost of governing the Canal Zone.

The advantage of the canal will be inestimable, not only to the United States but to all the countries of the world. This government carefully avoids interference in the domestic politics of these southern republics but on account of their weakness these governments may at any time cause a dangerous conflict with Europe. With the open canal our naval power will be doubled. The ocean coasts will be drawn nine thousand miles nearer each other and it will be possible to concentrate our fleets in three weeks, a feat that might otherwise require three months. The canal will not only give us a highway to lands where some of our most necessary food staples are produced, but will bring Japan, China, and Australia much nearer. As far as the countries of Central America and South America are concerned, no one knows what value the Canal will be to them. It may awaken them to a sense of their responsibilities. Although the canal will divert little European trade from the Suez, Great Britian will be the first to profit from the new waterway and she will be followed by all the nations of Europe.

It has been estimated that the canal will soon pay for itself. It has been conceeded, by those who are studying the question, that the net earnings for one year will be about $6,500,000 and although the cost is $325,000,000, at that rate it will soon pay for itself. The canal may pay its way much sooner than this estimate shows, for it is not known what commercial forces may be in play in China, South America, or the United States in the near future.

For four centuries the building of a Panama canal has been the desire of all nations, and the United States is about to complete this monument to her fame. It will be of profit to the whole world, it will open up a waterway of peaceful commerce between the two great oceans, it will fulfill the desires of Columbus and Cortez and it will add to our own honor and glory.

HELEN HACKETT.

CASTLES IN THE AIR.

Near the horizon of each one of our lives lie the dream castles, so dear to our hearts, that we have erected from our imaginations and desires and toward which we are journeying. Although we are often advised by our elders not to waste our time in building these castles in the air but to get to work and do something, yet it is worth while sometimes to take time to look into the future.

High School scholars as a general rule build many air castles, especially the Seniors, for they must decide what to do after graduating. Some are planning to enter a business college to further their knowledge of shorthand and typewriting and then to go into an office, perhaps going to a large city where they feel their chances for higher wages will be better. Some of the boys will go into business for themselves no doubt, and some of the girls will stay at home helping to lighten their mother's work, but let us hope that by far the most will continue their education by entering some good college. It has been said that a boy or girl going through school without any fixed idea of his future is like a ship sailing on the sea not headed for any special harbor but just sailing with the wind.

When we get vexed and wearied or cannot find our wonted solace or when we get discouraged we refresh ourselves with building wondrous air castles. Sometimes we wonder whether we shall find those realms as fair as they appear, for the land of air castles is a country famously romantic and our castles are all of perfect proportion and appropriately set in the most picturesque situations. The sun always shines upon them. They stand lofty and fair in a luminous, golden atmosphere, a little hazy and dreamy, perhaps, like the Indian summer, but in which no gales blow and there are no tempests. All the sublime mountains and beautiful valleys, and soft landscapes, that have ever yet been seen, are to be found in the grounds. They command a noble view of the neighboring ruins, which, too, are picturesque. All impossible things are there. We are always brave in the future, in all struggles we are the victors, in all accomplishment of great things we are the heroes, in fact, as it was once said of Boston, we are the hub around which the whole universe turns. Fortunate indeed is the man who finds in the realization of his dreams all the joys of anticipation.

While we plan for the future we must not forget the present and in thinking of doing wonderful things and of gaining great victories in coming days, let the duties, which look homely and common place to us, slip by undone, for they may be the means of accomplishing just what we most desire. We often wonder how we shall reach our castles. The desire of going comes over one very strongly sometimes. We are eager to reach them at once but we are not quite sure of the way.

We read in a legend, of Shapur who with many sacks of salt on his camel hurried over the desert to reach the City of his Desire before the Golden Gate, which was opened only once a year, should be closed, for this gate admitted all who entered through it to the Royal Presence, where they received a fabulous price for their wares. But in the evening his camel became suddenly sick and Shapur, unloading all his salt, in his haste threw the sacks in a little brooklet, which he did not discover until all but a very little of his salt was dissolved. He now had no reason to hurry to the Golden Gate even if his camel had been able, so he stayed here on the oasis. One day a bee attracted his attention and he decided to follow it for where the bee went there would be sure to be honey. Many weary miles he ran after it until he came to another oasis—the bee had lead him to the Rose Garden of Omar, an alchemist. There he poured the whole story of his misfortune in the ears of the alchemist, who said, if he would patiently work for him, he would be richly repaid. For many long nights Shapur discouraged, not knowing the alchemist's secret, patiently plucked rose leaves, for it was his task to fill a large number of stone jars with them before morning. But finally one summer evening the alchemist showed him a very small vial filled with attar which it had taken the sweetness of two hundred thousand roses to make. From all of Shapur's rose petals a large vase was filled with the precious attar. Then once more he set out on his camel, with his precious burden, to the City of his Desire, whose Golden Gate, that would not have opened to the vender of salt, swung wide for the Apostle of Omar with his costly treasure. And this is the message of cheer that Allah, the merciful, gives to each heart in the Desert of Waiting on the way to the City of his Desire: "Patience! Thou camest into the desert a vender of salt, thou mayest go forth an Alchemist, distilling from life's tasks and sorrows such precious attar in thy soul that its sweetness shall win for thee a welcome wherever thou goest, and a royal entrance into the City of thy Desire!"

Let us dream our dreams, not in an idle fashion, but with courage, cheer, and faith working out their realization, not content with present victories but with broader visions of things to come, meeting each new difficulty, while the words of the "Chambered Nautilus" ring in our hearts:

"Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine out grown shell by life's unresting sea."

CLEO C. GARBERICH.

PURPOSE AND WILL.

Can we estimate the value of purpose? Let us see. It enters into our hopes, aim in life, our philosophical thots and religion; its sphere is greater than we comprehend it to be.

The indomnitable will and unwavering purpose amidst all the evils of the present or past has commanded success and confidence which qualities may be seen in the study of the life of Poe and Milton, who devoted their life's energeis to that one purpose, the writing of poetry which won them their world wide fame.

A young man for instance says he intends to be a lawyer, he studies much of the work of the best ordinary law books, then attends a law school, graduates from this place, goes to his home and secures a minor position for an avocation; then you ask him what he desires to be, he replies; "A lawyer". This person is not shirking his purpose but is only waiting for a chance which characterizes his will.

We say that the men whose names are written on the pages of history were men of iron; what does this mean? They possessed an indomnitable will and a fixed purpose. They spent their lives not at a single vocation but many had several avocations with which to earn their butter while their vocation earned them their bread. A good example may be applied to Franklin.

Success is a victory in battle over a foe. Someone may say that success is not attained by ones own will; but by the exercise of forward reaching industry; there, men attain eminence in intellectual life. Eminent men of all nations declare that they did not attain their success without willful, arduous, prudently directed, pains taking labor for the self improvement; activity in life and gumption to proceed: if success be attained by trusting in something as luck, that persons genius is temporarily willed and of no avail, with the exception he be victorious occasionally; but if self will is a characteristic of that person his efforts are available on most occasions. Luck lies in labor. Labor in purpose and will. Thrones have been built on labor. Kingdoms stand with labor as a support. Homes are made by labor and filled with the fruits of industry.

Every man ought to have a mark in view and pursue it steadily and untireingly. It is his motive or real object toward which he is consciously directing himself to lay to heart and lives for the most potent agent to call forth his powers.

The Iron Duke as Wellington's men called him could not have withstood the terriffic fire of the foe until the Blucher came had he not possessed iron will and purpose to his cause. Washington would not have crossed the Delaware and to have lost the nations cause. Ceasar would not have crossed the Rubicon for the consulship when rivalled by Pompey. In our country the most marked purpose is to acquire riches. Wealth enters into the fullest life, the well being of a community, and there is not a single feature in our civilization of to-day complex as it is that does not depend on wealth for its continuance. When rightly used it is a good thing provided it is utilized to the best advantage to all classes, but is apt to become abused and become an evil. Nevertheless it is activity or purpose which brings this to pass and not idle motives.

Many young men with noble and good aspirations loiter around town droll thru the country dreaming that they may thrust to luck for their living of a high standard. But alas, this does not come to pass, they are in great need of bare sustenance and soon they become gentlemen loafers. Their youthful aims have thwarted their purpose, their luck turned to meanness and covetousness; now they get a living as best they can; they may convince themselves about the truth of this old adage, "The world owes no man a living."

It is will power, force of purpose that enables a man to do or to be whatever he sets his mind on being or doing. Someone has said "that whatever you wish to be, by the force of your will that you are." No one can be submissive, modest or liberal who does not ardently wish to be so. Will may be called the monarch of the mind, ruling despotically at times and with powers like tyranny, giving course and destination, speed and force to our mental machinery. It acts like a stimulant to dull powers, uniting them into a strong bundle of the soul's faculties. It is mans momentum; ie. his energies are directed or concentrated to a single aim, a united force on one point. The intellect the legislative the sensibilities, the judicial; and the greatest of all, the will the executive element of the mind of man.

Among the many causes of failure in life none is more marked and frequent than the feebleness of the will revealed by a wavering action, fitful effort or lack of persistence. A noted man says that the difference between one boy and another consists not so much in talent as in energy. This quality, together with an invincible determation, an honest fixed purpose and a fighting quality of victory or death, marks the difference between the great and insignificant. These qualities can do anything in the world; have done in the past, are doing in the present and is bound to do in the future.

A reputation of being strong willed, plucky and untiring has a priceless value. It may arouse enemies, but as the old adage says, "Where there is a will there is a way." He who resolves upon doing a thing be it what it may soon scales its barriers, secures its achievement before we are aware of the actual fact. It terminates at success thus enlarging the sphere of human knowledge, a sure total of private and civic virtue. He who has done his best to obtain goodness that the heavens know; and goodness is not of the earth, but of God, and he who gets it joins himself thereby with the Creator of all things and must succeed.

"The heights of great men reached and kept,
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night."

IRWIN COOK.

THE CHILDREN OF THE TENEMENTS.

Those who are now the children of our great nation will in the near future be the rulers and lawmakers of our Republic. For that reason, if for no other, the children of our country should be educated, both morally and physically, and brought up in such a manner that they will make good citizens.

It is very easy to say the children should be educated, but the question is: Is this possible? It is possible for some but not for all. The poor immigrants coming to America from foreign lands to seek their fortunes in this land of plenty cannot send their children to school. They live in Tenements in the slums of the city and in such crowded conditions that their health is badly affected. In these Tenements many different nationalities live, in one large home and as one large family. It is said that Irish poverty in Ireland is very picturesque, but in America it is the Italian poverty that is picturesque and it is the Italians that yield first to the evil influences of the street. The Italians who come to this country rarely learn to speak the English language, and their children speak it only in an indifferent manner. Many of the rag pickers live in back alleys where no one except the rent collectors can find them. In those filthy surroundings children grow up, not shunning the sunlight but the sunlight shunning them.

Poverty and child labor go hand in hand. It is the poor children who are sent to the factories instead of the schools. Thus they create child labor and child labor makes a decrease in wages. Laws have been passed which make education compulsory and prohibit the employment of children under fourteen years of age. Those laws we try to enforce, but they are disobeyed more often than they are obeyed. Often children are found in the shops and elsewhere working with drooping shoulders and wan faces, while their fathers idly wander about the streets. There are inspectors appointed to canvas the factories and send home the children, who are under age, but most of the children who are under age, are taught to lie about their age and thus they remain at work. The child labor law does not diminish the number of children who labor but it does breed perjury among them and their parents and this perjury defeats the law. If the employers would only stop to think and reason, they would readily see that child labor is not a profit to them because it takes them longer to do the work; they destroy the machinery more quickly than older people would; and not understanding the work, they can not do it as well as an adult. This work also destroys the health of the children and that is the greatest loss of all, for what is life without health?

Some of the chief barriers to child poverty are: The Industrial School which was first founded by Charles Loring Brace who thought that "dirt was a disease" and disease was getting too popular; The Kindergartens and Nurseries where the only ticket needed for admission is a clean face; and the greatest of the enemies of the street, the Boys Club. Here the boys choose their own leaders, make their own laws and maintain order with success.

The Boys Club has many followers. Some aim at teaching them trades; other content themselves with trying to mend their manners, while weaning them from the street and its course ways; while others keep the moral improvement in view as its object. Some of the Boys Clubs charge no admission; others charge a weekly fee to encourage self-help and self-respect among the boys. Most of the Clubs have excellent libraries which are in constant use. Many of the boys read History and Science but the girls usually read Fiction. The Boys Club in St. Marks place is kept entirely free from religious influence and their experience has led many of its friends to believe that success is possible only in that way. The carpenter shop of the Avenue C Boys Working Club has been a distinct success for several seasons. The work done by the boys after a few months instruction is equally compared with the work of those who have worked at the trade for years. A shop is fitted out with benches and all necessary tools. Some of the boys work in the daytime at the trades which they are taught in the evening at the Club, and the instruction thus received has helped them to earn better wages. The best pupils receive medals at the end of the year and once every summer the managers take the boys out to the country for an outing.

More than fifty Tenements in Cleveland are now on the blacklist as a result of investigations carried on by Supt. Cadwaller of the Board of Health. The law recently passed in Ohio concerning the Tenements is as follows: Municipal corporations shall have the right to control, regulate and repair buildings used for human occupancy; the number of occupants and the manner of occupancy, for the purpose of the healthful, safe and sanitary environments of the occupants therof; to prohibit the use or occupancy of such buildings until the above rules have been complied with.

There are many children in New York and other large cities who are not even so fortunate as to live in a Tenement, they live on the streets and belong to the class known as "The Homeless." New York has her share of homeless children, but society is coming out ahead in this problem, for in ten years, during which New York added to her population one fourth, the homeless of the streets instead of increasing proportionally has decreased one-fifth. Every homeless child that is rescued from the street is a man or woman saved, not for this day only but for all time. What if there be a thousand left? There is one saved and what he might have meant on the wrong side of the account will never be known till the last day.

Many things are occurring which cause a decrease in poverty; laws are being passed which will make the Tenements as healthy a home as can be had; laws regarding child labor and education are to be enforced more rigidly. This improved condition will raise the standard of life in the Tenements breeding self-respect and cleanliness among them, and above all will give to the children of the Tenements the rights which have formerly been denied them; health and happiness in childhood pleasures.

HELEN DOUGHERTY.

THE AGE OR THE INDIVIDUAL, WHICH?

It is the tendency with all classes to attribute the marvelous achievements of a few individuals entirely to their own efforts, rather than the circumstances which surround them or the age in which they live.

During this present age there have probably been more wonderful inventions than in any preceding one and the great majority of these are in the electrical line. Thus, this age has justly been termed the age of electricity. Before the year eighteen hundred the world's knowledge of electricity was confined to observations on the attraction of electrified pith balls and to a few facts in regard to electric sparks. If it had not been for lightning no one could have felt respect for the feeble manifestations of an agency which was destined, in less than one hundred years, to change the channels of trade, to revolutionize methods of communication, and to light the cities of the world. Thomas Edison with his phonograph, incandescent electric lamp, electrical devise for the making of cement and numerous other inventions, Alexander Bell, with his telephone, Guglielmo Marconi, with his wireless telegraphy, John Mackey, with his Atlantic cable and many other electrical inventors, have gained world wide fame in this age. The world was ready for them; they are indebted to those who preceded them and to this age in which they live. As a rule the majority of the people are prepared to comprehend the best thoughts of their own times, because the whole people are, in a measure, a party to the thought. The people of today are far enough advanced in electricity to appreciate the genius of these inventors. But it was the discovery of Franklin in a preceding age that formed one of the most important stepping stones for this developement. Hence, the individual is only one factor in a great achievement; the age the other. Without the sympathy of the age in which one lives, one can accomplish nothing.

We are all endowed with genius, varying but little in different persons. Of course some have more and others have less. But taking the mass of people as a whole, the differences dwindle into insignificance. We all know that the surface of our earth is by no means level, and yet taking the size of it into consideration it is comparatively level. If we would represent the earth by a globe as large as our High School building; the mountains could be represented by the smallest pebbles. So, if those whom we honor as great inventors, discoverers and reformers had never lived these great inventions, discoveries and reformations would have taken place in due time, but men of genius of but a little lower order would have received the honor. The sun lights the mountain top while it is still beneath the horizon, as it approaches it, the rays softly glide down the mountain slope; finally it peeks out and in a moment the whole valley beneath is bathed in its glorious light.

We may regard Luther as on the mountain top, with regard to the reformation, but had Luther never been born, the reformation would have taken place just the same, only someone situated on the slope, we may say, would have been the benefactor. The inventors of this great electrical age may be considered in the same light.

Had Columbus not conceived the idea that the earth was round at the time he did, we would probably be living in this country of rapid progress, just as we are now. Most likely, the only difference would be a slight one in the date of the discovery. Others, besides he were of the same opinion, as to the earth's shape and had Columbus not made the expedition it would have been made by someone else.

If Edison, Bell, Marconi, Mackey and the other inventors of this wonderful electrical age had lived during the Elizabethan reign, the influence of the age would not have been such as to give rise to inventions of this nature or stage of advancement. There had been no stepping stones in the previous ages. Even Franklin had not yet made his electrical discovery. The world would not have been ready for them; the people were not far enough advanced. The men would probably not be known to us today, but some other geniuses of this age.

If Luther was living today instead of at the time he did, he no doubt would be a reformer of this age, but of course not of the very same kind. On the other hand, there would have been a reformer of that age who would have accomplished nearly the same reforms as Luther; or whatever the difference would be, its effect on the civilization and developement of the world would ultimately be the same.

The civilization and progress of the world in the main would be as far advanced as it is now if Columbus, Luther, Franklin, Edison, Bell, Marconi, Mackey and a host of others had never lived.

So let us not be hero worshipers, but let us feel grateful that we live in a world of progress and in an age of unparalleled progress, because it is the age which gives us the accumulated wisdom of all preceding ages.

FLORENCE BERRY.

MAN AND THE JOB

In point of detail there are probably as many ways of doing business as there are men doing it. The method of handling minor matters of commercial and industrial routine are in most cases the fruit of individual invention or developed by individual experiment or sometimes they result from conditions peculiar to a particular concern.

What is most important as applying to the great number of persons constituting an individual class, is to keep them in touch with the general principles and attitudes of large establishments.

It has been said by men at the head of large establishments that a boy at the bottom, the workman's son, the youth unprepared by collegiate training, has an equal chance, if not a better one than the young man with a diploma, a large number of flashy clothes, and a father or an uncle who is one of the leading men in the town or city.

So many people become discouraged when they hold a position for some time and do not get a promotion, but one must not expect too much, it is patience and perseverence that wins in the end. The vice president and treasurer of a railroad in charge of the finance and accounts began as a clerk in a subordinate office, the chief engineer was probably when he started, a trainman. Most all railroad officials rise from the ranks. It could not be otherwise for such a business requires of its managers a vast knowledge of the details in every department which can only be acquired by long and varied experience There are really no successful railroad men who have not begun at the bottom, and there never will be. I refer of course, to men who operate roads, not to those who finance them.

A good many times favoritism is shown, but its use must be limited. By favoritism I mean the putting forward of relatives and proteges and thereby defeating the purpose of advancing the most competent, and securing the most responsible positions for the men who can do the company the greatest amount of good. In large establishments favoritism cannot be shown, for a great amount of earnest study and thought is needed to develop their business to perfection, so in many cases merit is the only basis of promotion.

To safeguard against the promotion of incompetent persons, higher officials have appointed men to oversee all the work that is done by the individuals in a certain department. In this way the man who has done his work with the most care and greatest speed is the man who will get the promotion. In other cases there are companies in which promotion to any office is a formal cabinet affair, a regular board being maintained for the consideration of all promotions.

It has been said that a managing head of the big departments of a business forms one of the most powerful corporations in America. But this has been contradicted, for there are a large number of men, while they are not qualified for higher positions, perform the duties of the places they hold in a manner beyond reproach, and are, as a matter of fact, invaluable in those positions by reason of their familiarity with the work. A system which advises that the dismissal of such men from employment because they are not fitted for higher positions would, in my judgment, deprive a business of a basis element which no business can afford to lose. Moreover here is where the human element enters.

Modern industries as conducted by the large corporations, are so varied and extensive, that subordinate positions in such concerns are held, and necessarily so, by men of more than the average ability. Business has been so thoroughly systemized that it takes, in the first place, a man of considerable knowledge to grasp the system. But when he has once grasped it, he has added a great deal to his knowledge, and he also has a broader view of business in a general way.

When companies are consolidated the men in them who have the greatest ability and who have the greatest influence over men, are the men who will receive the highest positions.

In the arraignment of corporations one of the many counts in the great indictment has been, that in the developement of so huge a machine the value of the individual has been lost, his personal views as well as his identity merged in the mass, opportunity for distinction and field for personal accomplishment abolished; that a man's incentive to big endeavors is now done away with, all efforts as well as all result depersonalized.

The perfection of organization and mechanism of management in large corporations needs the distinctive ability of individuals, and has been increased in order to maintain that perfection of organization. Individuality counts more today than ever before. No machine has been invented, or ever will be invented, which will replace the genius and initiative of the individual.

Some one has said, "One of the first qualifications for a manager, superintendent, or foreman is the ability to recognize ability in those under him. Any establishment where this is overlooked will be full of dry-pot. The ideal corporation is the one that makes the best use of the brains that are in it."

Those who are actually possessed of the ability and the power of intiative and are industrious as well as determined in their efforts are the ones that climb up and up until they reach the top, and this is true, we believe no matter if a man is employed in a large or small concern. The interests of modern corporations are so great, that a broader knowledge of general business is more necessary now than in time past. The very existence of a corporation depends upon its being able to secure and keep the best talent.

VANCE SIMONS.

UNITED STATES OF BASE BALL

Base ball as a game can be divided into three distinct parts: an investment to the financier, a trade or profession, and a manly sport. Base ball to the public is a game; to the president of the league it may be a good or bad "performance." Its scope is increasing every year; at first there was only one league, now there are two; major and minor, with a distinct separation between them.

The two major leagues, the National and American, are each an association of clubs which employ the star players of the country. The multitude of minor leagues, also composed of professional players, employ the best that can be afforded by the crowds of smaller cities. There are only thirty-six base ball leagues, and the seasons pay-roll for their players amounts approximately to $4,000,000. The clubs of the major leagues contest only with the clubs of their own league, and at the end of the season the pennant winners of each, match skill for the championship of the world. At these games the players are eagerly watched by thousands, seated on backless boards in a burning sun, and the account of their proceedings, telegraphed from Maine to California and from the Great Lakes to the Gulf, are scanned by the men and boys in every town on the map. The hords who haunt the bleachers every day could not be induced to go to hear the great orators now living. The "tribute" is paid to these eighteen perfect ball players, who are selected out of 80,000,000. They are the nation's "idols." The teams are seldom spoken of by their official names but are fondly "nick-named": the Cardinals; the Red Sox; the Naps; and since there is a club in Sharon, where Billy Whitla, the kidnapped boy lives, it will be called for the season of 1909 the "Kidnappers."

The minor leagues cover less territory but each little city or town yearns for the championship of its community. In these places the "Brass Band" plays a prominent part, for it escorts the conquering heroes to the train or receives the foe. While the local teams are at war with their opponents, the big major teams are engaged with someone their own size, crossing half the continent to do battle until each has met the other in a series.

The base ball world is all bound together by contracts of obligations; men to their clubs, clubs to their leagues, and leagues to one another, making a base ball confederation, at the head of which is that supreme authority, the National Board of Commission, whose members are not elected by the players but by the financial backers. This body keeps the whole weight of the National laws and penalty impending over league and team; it rules everybody down to the players. This Board of Commission has final authority in all disputes between the teams and it's power is like the Supreme Court in disputes between states.

This organization first divides all professional players into classes A and B, and their salaries are set according to the class they belong. A base ball player is a professional in the same sense that a doctor or lawyer is professional. In general it pays better than those professions. The player may not leave his club, his employers, and go with others for a higher salary. Other clubs dare not lure him away. If he breaks his contract he is "tabooed." All players have a thorough training before the opening of the season, and this constitutes a property-right in them like the government and its soldiers. The penalty for any ordinary misconduct is a fine, for money has been found to be the most eloquent moralist. The capital penalty is the black list, which "boycots" a player from the base ball world.

Secondly, the government of base ball announces its general purpose to be the "ruling of professional players." A player cannot be bought off to make a base ball game swing such a way that professional gamblers can flourish. The players cannot prove to the public that it is a square game, therefore the financiers step in and prove it; they cannot afford to have a dollar show its head inside the diamond for a moment. Should the public find that the game is not played on the "square," they would lose all interest in the game and desert it.

Thirdly, nothing more entirely human than a base ball crowd is ever seen. Every close decision against the home team is a robbery, and the umpire, who made it, is a thief. Therefore it has been made a rule that the home team is to receive somewhat the better of the decisions, to lessen the tendency to gloom and riot. Many an umpire has fled by the way of woodshed and alley, and been locked in the police station for safe keeping. In the minor leagues especially the umpire has led a "dog-life." So that the Board of Commission has decided that the umpire stands for the national government and not for the local interest, in this way saving a lot of hard feeling.

An interesting problem in the base ball world is: "Who started it?" There are two sets of opinions, certain authorities claim it had its beginning in the old English game of rounders, but the majority maintain that this is not so. The first known of it was in the early fifties, when it was called "old cat" and "town ball". The highly developed game as it exists today is decidedly a growth of this country. America and base ball met each other when they were young and grew up together. A commission has been organized to look up the origin of base ball, so let us hope that when the decision is made that it will not be ascribed to any Foreign Power, but as the Greeks claim the Olympic Games, so may we claim base ball as our National Game.

ROY E. KINSEY.

A TRULY GREAT WOMAN.

Have you not felt sometimes that you wanted to do something? You didn't decide just what, but something which would make the world better. Don't misunderstand me, you didn't want to know just enough to show off. No, you wanted to get this knowledge for yourself. It all depends upon yourself, whether you are great or not. The opportunity is given you, it is yours to grasp. We cannot all be the greatest person in the world, nor in the country. But we can be great even in a small circle. We can have high ideals, noble inspirations and uplifting thoughts; which unconsciously we impart to those around us. There are great leaders in the world whose lives and works we may well study. A recent leader in the educational world was Alice Freeman Palmer. Let us take her life and follow it step by step; as she conquers difficulties, achieving success after success,

Alice Freeman was born February 21, 1855, at Colesville, New York. She spent the happy days of her childhood playing in the woods and fertile fields which border the Susquehanna. Her father and mother were hard working, intelligent people. Her home was religious and early in life she learned to love the Bible and to read Pilgrim's Progress. When she was seven years old her father, who had always been ambitious for higher work entered a medical school.

Dr. Freeman after finishing his course moved his family to Windor. In September 1865 Alice entered Windor Academy, a school much like our modern High Schools. Here she really began her education and mixed for the first time with boys and girls. Throughout life she acknowledged her indebtedness to this school. About this time a young man came to teach at the Academy, he had the discernment to single out Alice and devote much time to her. This marked a turning point in her life. He awakened in her a desire for learning, power, public service and encouraged her to go to college. It was quite the natural course of events that he should fall in love with Alice who was a bright girl and a leader in the school and the society of the town. In sincere natures like hers love and thoughts of God are often allied. At this time she joined the Presbyterian church. Her religion was always joyous and unrestraining. But the broader out-look on life now gained was not altogether favorable to her engagement. As the young man was to be a minister she knew what life with him would mean. So when he went back to his studies they parted with kindness and deep respect.

Alice finally decided on Michigan University as the strongest co-educational College then in existence. In June 1872 she took the entrance examinations and on account of poor preparation failed. But through the kindness of President Angell she was admitted. She carried extra studies and all through her college life worked hard. Yet she had time to have fun. She joined college clubs, was fond of long walks and always could find time for a picnic, sleigh-ride, or party. Alice had never been strong, she must always fight fatigue. She never saved herself and used all her strength on each new movement. Financial anxieties burdened her. She never knew from year to year whether she was going to College or not. She earned much of the money to pay her own expenses until she graduated.

We have followed her thus far through the years of preparation, now she is ready to step out into her life's work and do for herself. The first year she spent at Lake Geneva teaching in a seminary for girls. The summer of 1877 she spent at Ann Arbor working for higher degrees. In 1882 the University conferred on her the degree Ph. D. In September she accepted a High School at Saginaw which had fallen into decay. In two months all friction had disappeared and the standards were raised. Her family moved to Saginaw where she had a happy home until it was saddened in the Spring by the death of her youngest sister. Alice loved this sister dearly and it took her a long time to recover.

During the next summer she accepted a third call to Wellesley. She entered on her duties the next fall as Head of the Department of History. She spent eight years at Wellesley, two as teacher, six as President. Space will not permit me to tell all she accomplished here. Her work was creative not imaginative. She was a wonderful organizer. Her career here is most interesting, she governed with tact and foresight. Living much with the girls, inspiring and helping them.

In 1885 she became engaged to Professor Palmer of Harvard but as the College could not spare her she taught another year. Believing her work finished now at Wellesly, she married Professor Palmer in December 1887. Mrs. Palmer now enters on what her husband terms, a period of self expression because all that was done, sprang from the promptings of her own heart. Her time was in her own hand, her own interests she was free to follow. She was the head of all the colleges in the land. The highest authority on education in the United States. In girls she was especially interested. Many were helped by the great number of letters sent out each day from her hand. She was a Wellesly trustee, President of "The Woman's Educational Society." A leader in the making of Massachusetts Normal School. A member of "The State Board of Education." One position which she enjoyed much was that of President of "The Woman's Home Missionary Association." Besides all these she made many public addresses.

Many times during her married life Mrs. Palmer took long vacations when she completely rested. At Boxford twenty miles out of Boston they had a delightful country home, on a farm, it was secluded and quiet. Here Mr. and Mrs. Palmer spent long vacations. They also made many trips to Europe. During one of these trips while in Paris, she suddenly died December 6, 1902, not having been sick but a few weeks. Her death was peaceful and gentle. She had lived her life in a few short years: putting into those years the events of a long life. Naturely of an implusive nature she carried it through life. Using all her force to make it move and accomplish great ends. Her life was not unusual she herself made it what it was. She grasped each new opportunity. Making each new thing she undertook the better for her presence. A leader and yet a true woman. She worked always for the good of some one else, never for herself, yet unconsciously strewing her own way with happiness. Scattering sunshine up and down neglected ways. Giving to the miltitude from her store of wisdom, peace, hardihood and merriment.

ANNABELL VANMETER.

TWO ENGLISH QUEENS.

Women have played apparently a less prominent part in the world's progress than men—at least the men seem to have made most of the history. But among the famous sovereigns of England two queens have made their names imperishable by great deeds and enterprises.

Queen Elizabeth is not a popular favorite, neither is she a faultless woman, but as a queen she has many admirers, and her name is one of the great names in history. She showed to mankind that a woman could hold one of the most difficult and responsible positions of the world. She is the first great woman ruler of Europe in whose reign there is decided progress in national wealth, power and prosperity, so that she ranks with all the great men rulers of the world.

When Elizabeth came to the throne of England in 1558 the kingdom was not prosperous; the crown owed many debts, and the people were poor, the navy was very small, there was no regular army, the nation was threatened by the most powerful monarchs of the world. The characteristic excellence of Elizabeth's reign was good government. She chose for her counsellors the wisest and ablest men of that day. She had extraordinary executive ability, being always mindful of the public's interest. There was no passion for military glory, no succession of court follies, no extravagance in palace-building. It is true, she was entertained grandly, but those who entertained her could well afford it. Elizabeth never had a standing army of any size, but when the country was threatened by Spain she depended upon the patriotism and liberality of the people.

Perhaps the greatest service which Elizabeth rendered to the English nation and the cause of civilization was her success in establishing Protestantism as the religion of the land. In this she was aided by some of the best clergy England ever had. Next in importance was the development of the country's resources under the patronage of the queen. The government of Elizabeth did not aim at foreign conquest; it sought the establishment of the monarchy at home and the development of different industries, commerce and exploration were encouraged. She was the first to establish trade with Turkey and Russia and was the first sovereign who sent ambassadors to those courts.

The Elizabethan age was an age not only of brave deeds but of high thoughts. It is known as the "Golden Age of English Literature." It has been said that one might become a person of broad culture from the study of only two books, the Bible and Shakespeare's writings which are greater than any other writings of ancient or modern times. Perhaps the most direct cause of this greatness was the freedom of thought that Elizabeth allowed the people. Spencer, Bacon, Jonson and Shakespeare were making English literature the greatest of all literatures.

As a queen rather than as a woman, Elizabeth's is one of the great names in history. She ruled a little island but her memory and deeds are as imperishable as those of Cicero, Pericles or Marcus Aurelus.

Queen Victoria the second of the great woman sovereigns of England ruled for sixty-three years. This fact alone would make her reign illustrious, but more than this, she ruled in the nineteenth century one of the greatest periods of history. It is true there was no Shakespeare, Spencer or Milton but the Victorian age ranks second only to the Elizabethan age in literature. The poetry is not so good as that of the Elizabethan age, but in prose, fiction, history, philosophy and science it has had no equal. It produced great writers such as Macualay, Carlyle, Ruskin, Ernold, Dickens, Thackeray, Tennyson, Browning, Byron, Burns and Wordsworth.

It was a period of progress not only in England but throughout the whole civilized world. Although there was no change in the sovereign of England for sixty-three years, there were important changes in the parties which controlled the government of that country. The English people played a more prominent part in the making of their laws during Victoria's reign than during the reign of Elizabeth. The voice of the people was not only hard but was obeyed. The reign of Queen Victoria established the principle that the Cabinet should be held directly responsible to the majority of the House of Commons, and that they should not be appointed contrary to the wish, or dismissed contrary to the consent of the majority of that House. In the reign of Queen Elizabeth only the wealthy classes were allowed to vote. By the passage of the reform bills of 1867 and 1884, suffrage was extended so that not only the wealthy but the working classes had a voice in the affairs of the nation.

The principle wars during this period were waged for the purpose of quelling revolts in India which resulted in the transfer of the Indian government to the Crown of England and in 1876 the Queen received the title of Empress of India.

At the age of twenty-one the Queen married her cousin, Prince Albert of Saxe Coburg Gotha. After twenty years of happy married life the Prince died. Prince Albert would without doubt have made one of the best rulers that England ever had, if he had been the sovereign. It was to his clear judgment that Victoria was indebted for many of the popular measures of her government during his life. In him the nation lost a promoter of social, educational and industrial reforms. Prince Albert's death was probably the greatest loss that the Queen suffered during her reign. It was said that "the real Queen died with her husband."

In 1887 the people of Great Britian and the colonies celebrated the golden jubilee or fiftieth year of Queen Victoria's reign. Ten years later they celebrated the diamond jubilee of her reign, by ceremonies more imposing than have attended any similar event since the Romans left the shores of Britain.

The Queen passed away on January 22, 1901. At her own request the funeral was a military one. She was laid to rest at the side of Prince Albert. The epitaph written by the Queen herself reads:-

"Victoria - Albert.
Here at last I shall
Rest with thee:
With thee in Christ
Shall rise again."

GLADYS DICE.

FORMATIVE INFLUENCES IN AMERICAN HISTORY.

The first real colonizers of the American Nation were a small party of English emigrants called Pilgrims. Their reason for coming to this country was to build up a community on soil belonging to England, where they might enjoy both political and religious liberty, according to the Pilgrim standard. Their first compact was drawn up and signed in the cabin of the Mayflower. By this agreement they declared themselves loyal subjects of the king, and at the same time they affirmed their purpose of making whatever laws were needful for the general good of the colony. Here also they elected their first governor and the new commonwealth began. A few days later the men went ashore and a log hut was built for general use. The winter following was so severe that by spring only half of the colony remained, but when the Mayflower went back, not one of the Pilgrims returned in her. Thus we see that our American Nation was founded by men whose sterling qualities, and strong belief in the right have had a mighty influence in making our Nation one of the foremost powers of the world.

In regard to the development of the government, all public matters were discussed and decided in town meeting where every man met his neighbor on equal terms. There the laws were made and a pure government by the people was established. A few years later, the Pilgrims bought out the English merchants shares in Plymouth colony which gave to every man a right to whatever he could gain for himself by fishing, fur-trading or farming. Later the London Company transfessed their charter and government to Massachusetts and John Winthrop was elected governor.

During the first two years the settlers permitted a governing council to manage all public affairs but as the population increased, the towns sent representatives to the legislature of General Court. These representatives made the laws and only the church members were allowed to vote. After a time they became too independent to suit the arbitrary ideas of the king so he took away their charter and sent over a royal governor to represent his authority. After three years of tyranny they again recovered their former power of managing their own affairs in their own way, but only for a short time. After this a new charter was sent to them which permitted all forms of religion but the Catholic, and the right to vote was no longer confined to church members. Here we have the beginning of a representative form of government.

All this time a number of companies continued to come from England with charters from the king granting them a small territory in New England. The colonies as a rule had little association with each other, but as the Indians became more annoying, they saw the need of uniting against them. In the various struggles with the Indians and the French, who tried to get possession of the country, the colonists were united still more closely and saw the advantage and protection derived from it. Later on when the Parliament of England began to enact arbitrary measures, a Continental or General Congress met in Philadelphia to consider what course the colonists should take. They sent a petition to the king and also issued a new Declaration of Colonial Rights. They next formed an American Association and ordered that another congress should meet the following spring to take action on the result of the petition to the king. But before this second congress could assemble, the war of the Revolution had begun. The Second Continental Congress which met in Philadelphia, recognized the King of England as the rightful sovereign of the American colonies, but it voted for fifteen thousand men to defend the liberties of the country. The humble petition of the colonists to the king had received no answer, but when he heard of the resolutions formed by the Second Continental Congress, he immediately ordered troops to come over and put down the rebellion in America. Instead of discouraging the colonists, this act only served to drive them on and in June 1776 the resolution was passed that the "United Colonies should be free and Independent States." When the representatives of the colonies had added their names to the Declaration, the thirteen British colonies had ceased to exist and in their place stood a new nation—the United States of America.

Having thus before us a brief sketch of the founding of our great Nation let us consider some of the influences which brought about this separation from the Mother Country. About the first evidence we have of the Colonist's love and freedom was shown by their ideas of religion. In England the law required every one to attend the Protestant Episcopal Church. Among the three classes of good and loyal citizens who objected to that law, were the Separatists or Pilgrims. They protested against the injustice of being obliged to aid in maintaining a creed they did not believe to be right, and although they accepted the religious teachings of the Church of England, they did not approve its forms, and had separated from it and set up an independent congregation of their own. But they were not able to obtain the freedom they desired in England, and for that reason they came to America where they hoped that they might be able to worship God without molestation, according to the dictates of their consciences.

Another great influence which caused them to separate from England was the hatred of oppression which was made manifest when the Pilgrims demanded their rights. Americans were no longer allowed to trade with other countries except England and ships of war were stationed along the American coast to enforce this law. Then it was decided that the Colonists should pay taxes, and stamps were immediately sent to this country to be placed on certain articles. The colonists declared that "Taxation without representation was tyranny." This stamp act also caused the Non-Importation Agreement to be passed, in which a great body of merchants throughout the colonies refused to import taxed articles. Accordingly when three tea-ships were sent to Boston, the citizens refused to permit the tea to be landed and every chest was emptied into the harbor. This so enraged the king that the Intolerable Acts were passed. These events all served to bring about the signing of the Declaration of Independence and the Revolutionary War.

Now we can easily see that the persistent spirit of the colonies in demanding what to them seemed just and right, naturally brought about an excellent form of government. The laws which were passed were sanctioned by the people and no injustice was tolerated. This common union among all the colonies and the peaceful condition of the entire nation, allowed the people to turn their attention to other matters than strife and war. Explorations were made in the West, industries were established, inventions were discovered, agriculture became more advanced, and many other influences were at work which have made the American Nation one of the foremost powers of the world.

NINA EISELE.

EDGAR ALLEN POE.

On January 19th we celebrated the one hundredth anniversary of the birth of Edgar Allen Poe. Everywhere commemorative exercises were held, articles of biography and appreciation filled newspapers and periodicals and Poe was hailed as the greatest genius of this country.

When a poet, historian, artist or some person has become famous, the people in general desire to know something about his ancestors. Nearly all the famous men we find are the first and last noted ones in their line. The ancestors of only a few can be traced back to early times. Poe is one of the few; his ancestors came from Italy. The Poes journeyed from Italy to France then to England and then to America.

Poe's father, David Poe, a son of General David Poe who came to America in the middle of the 18th century, fell in love with a beautiful English actress, Elizabeth Arnold of a good family, and married her. David was not yet nineteen; his people did not want him to marry the actress and when he did they disowned him. He succeeded in procuring a place in the company his wife was traveling with.

Three children came to the Poes of which family Edgar was the second, born in Boston January 19, 1809. When he was only two years old his parents died and he was adopted by Mr. John Allen of Richmond Pa. His boyhood which he spent with the Allens was happy and care-free. They liked and humored him very much, delighting in watching him "show off."

Mr. Allen was called to Europe in 1816, and Mrs. Allen and Edgar accompanied him. Here Edgar was placed in a boarding school, returning after a stay of two years, In September of that year he entered an academy in Richmond, Pa. remaining here possibly five years. While here he spent much of his time in writing verse both in and out of school, and one of his feats was to swim in the rapids of the James river a distance of six or seven miles against a high tide. The boys declined his leadership because his parents were actors.

From this school he went to the University of Virginia at Charlottesville. He held the highest honors being an excellent scholar in Latin and French. During his attendance here he incured a large gambling debt, having a great passion for cards. The debt was later paid by Mr. Allen. A short time after he left the University, Mrs. Allen died. Mr. Allen soon discovered that Poe possessed a martial spirit and sent him to West Point as a cadet. Soon after his entrance Mr. Allen married again and Poe knew that he could no longer hope to inherit any of the Allen property so he became despondent and wanted to quit that institution. He accomplished this by disobedience to orders and various neglects of duty, for which he was court martialed. Before he was dismissed he had secured several subscriptions, for a small book of his verse entitled "Poems," from the cadets. After he was out he had the book published, but it was not a great success.

He went to Baltimore spending three or four years, which were called "silent years" with his aunt Mrs. Clemm. He noticed that a prize of one hundred dollars would be offered by a newspaper for the best short story and also for the best poem. He decided to try for it. His story entitled "Manuscript found in a Bottle" won for him one of the prizes. Not long after this he was offered a position on the Southern Literary Messenger at Richmond. The same year he married his cousin Virginia Clemm, who was beautiful but had very poor health. Under his power the Messenger flourished and became one of the leading periodicals of the day. In it he published his stories and poems and in this way he succeeded in placing his work before the public.

Poe soon became famous, he was taken into society and was admired very much. Mrs. Poe often accompanied him although taking no part she enjoyed watching him. Poe was rapidly making friends. He had a comfortable home and a loving wife, and he was rapidly winning his way as an author. But owing to a difference of opinion in the editorial staff he left the Messenger of his own accord and by so doing let his fortune slip through his hands.

From Richmond he went to New York where he succeeded in getting a position on the New York Review. Here he worked with men inferior in ability to him. They secured the "literary plums" and left to Poe the drudgery. He became dissatisfied with this because he yearned to give his best, and so being discouraged he left and went to Philadelphia. Here his reputation as a writer steadily rose. In 1841 he published his first detective story, which was the first one of its kind ever written. Poe has had a great many imitators in this kind of fiction, but "He has never had a real rival." After a stay of six years in the city of "Brotherly love", he moved in 1844 to New York, where he lived the remaining years of his life.

After living in New York about two years he moved to a small cottage in Fordham just in the outskirts of the city. At no time had the author's income been sufficient to warrant many luxuries, but now they were in bitter want. His wife was dying and he did not have bedclothes to make comfortable the woman he loved. Near the end of the year an appeal was made to the public in the newspapers, stating that the poet's family were in need of help. As a result his needs were promptly supplied. "Poe's natural pride impelled him to shrink from public charity even to denying those necessities which were but too real." Mrs. Poe sank lower every day and died early in 1847.

The drinking so widely published began after her death. He did this, thinking he could drown his grief with wine. He was flattered by women and to these he went for sympathy. He was reported to have been engaged, but for some reason his engagement was broken. Two years after his wife's death he went to Baltimore, where one morning he was found lying on the street in the last stages of delerium. He was immediately taken to a hospital where he died on Sunday, October 9, 1849. The next day he was buried beside his wife. There was only about half a dozen people in his funeral procession.

Poe was a great imaginative poet, his thoughts are often unreal yet there is a charm in his poetry that lingers in the mind of the reader. His themes are vague and do not stimulate thought. There is no moral in his poems; they celebrate the beautiful only. Some of his best poems are "The Raven", "Israfel", "The City in the Sea," "The Haunted Palace," and "The Annabel Lee", which is known by all and loved by many.

Poe is not alone considered a poet, for what he did in fiction is hardly less remarkable than what he did in verse. He was a great story writer and had few equals in America. Nearly all of his stories are of a depressing nature, very weird and mysterious. As a critic he was at first very good and the writers of that time considered it a great honor if he gave a good criticism of their works. But toward the last he became very narrow and could not be depended upon. The works of Poe are read and much admired by European people, who would place him first among the American men of letters. Many have often wondered why Poe's name has not been incribed in the Hall of Fame. Father Tabb accounts for it, thus:

"Into the charnel Hall of Fame
Only the dead should go,
So write not there the living name
Of Edgar Allen Poe".

FLETA EDGINGTON.

INDUSTRIAL EDUCATION.

Industrial Education was established to prepare students for a vocation, as well as to give them an education. The National Society for the promotion of Industrial Education was organized at a gathering in New York City, November 16, 1906. President Henry S. Pritchett states three aims of the society, which are as follows: to examine and report upon conditions in respect to industrial training in this country, of model trade schools adapted to the needs of particular communities, to propose methods by which the schools may be articulated with the existing system of puplic education.

Heretofore the work of our public schools has been done almost entirely with reference to "culture", very little having been done in prepairing the students for a vocation. Also, not infrequently the schools have even disparaged vocational purposes in the training they give. Many of our children leave school at an early age, with no preparation except that which is given them by the elementary schools, which is not sufficient to give them a useful position in life. Many of these are employed at places where no demand is made of their education, and when later they wish for better positions their education and training is not sufficient to obtain such positions for them. The result of such education is, that in a few years many of these people are more ignorant than when they left school.

Although boys are not wanted in industries until they are at least sixteen years of age, nevertheless the years from fourteen to sixteen are the years valuable for industrial education, an education which will give them a vocation when needed. Manufacturers are continually seeking skilled labor. They have encouraged their men to seek instruction by correspondence, but this usually turns out to be a failure, as most men discontinue this before sufficient knowledge is obtained. Many young men instead of spending their time at industrial training schools go to shops to learn a trade. This also is usually a failure, as most of them are employed at several different shops before their trade is learned, and then they often can run only one machine, or work at one kind of work throughout their life. It is clear, however, that the means hitherto employed are inadequate to meet the demands for skilled labor.

There are many more industrial educational schools in foreign countries than in America. Bavaria which has a population not much greater than that of New York City has more schools than the whole United States. Germany is an example of a nation which is greatly interested in this work. It has been said that "Germany trains its youth for a vocation; the United States trains its youth for a job." In Germany every youth who graduates only from an elementary school is obliged by law to continue his education in some continuation school during the period of his apprenticeship to his trade, for from three to five years. These employees do not attend evening school, but acquire their instruction in the daytime. The German nation has been unwilling for more than a generation, that a youth after he leaves the elementary school should be without a systematic education until he reaches the age of citizenship, while in this country we are just beginning to realize our responsibilities in this respect.

Georgia was the first state to introduce practical industry in its public school system. An institution was established at Brooklyn by Charles Pratt. Mr. Pratt's advantages were small when he was young, and through pity for the poor class he established this school, which has done much good for the United States, as sixtyone thousands have been trained here in twenty years, to use their hands skillfully. In this institution no textbooks are use, but each student is taught certain things just as he will have to do out of school. The tuition of this school, which is forty-five dollars does not meet the expenses, but the deficiency is made up by the trustees.

Our elementary schools and our high school together constitute, theoretically at least, one continuous educational scheme through which a youth, whatever his circumstances may be, may secure the elements of general culture, and through which if his circumstances permit, he may attain on the basis of preparation secured in school a college education, or enter at once on professional study in almost any of the professional schools of the country. Our educational scheme has been thus planned in the interests of those who have a long educational career ahead of them, and who need therefore not to give any immediate attention to preparation for a life pursuit. As many of our children are obliged to leave school at the end of the grammar school period, they have not the advantage of a complete elementary and high school education. For this reason an industrial education for the time they were in school would be very helpful.

In many cases the workshop is combined with the school, and the students are paid by the hour for the work which they perform. By this combination the students learn the practical side of life, together with the business details and acquire some knowledge of the labor problem by working as an employee in a commercial shop, under commercial conditions. This is very advantageous to many, as they receive some pay for their work, and many who would otherwise not be able to attend the schools, can under such conditions.

Every citizen should aid the starting of Industrial Educational Schools, where the boys and girls, the future citizens of our country may learn to use their hands and minds, may learn some trade on which they may depend for support, for by developing self supporting young men and women we secure self respecting citizens, and self respecting citizens are an honor to our country.

BLANCHE ALICE PRICE.

AMERICAN MUSIC.

The growth of music in America may be compared to the growth of a rose. Few roses are without thorns; just so, the great things that have been accomplished in this world, have had to pass through certain periods of struggle and hardship. Music is one of the things that has been accomplished with great results in America, although it had its thorns.

Just as a rose must have roots before it can grow, so the music of America had to first have roots before it could obtain the standing it has in this country today. A great many people think that the music in America originated from the early songs of the Aborigines, but upon closer investigation it is found that it first took root in New England. The Pilgrims and Puritans were very narrow in their views regarding music, rejecting hymns and other sacred music, and allowing only Psalms to be sung during their devotions. It is recorded that at the first they used but five tunes for their psalmody, "Old Hundred" being one of them.

One of the first thorns that appeared in the growth of American music was the great difference of opinion about vocal matters in the church of New England. It was during the seventeenth century. Some believed that only the elect, those that had found grace, should sing, while the body of the congregation joined in the final "Amen;" on the other hand, a few were not opposed to the addition of an accompaniment when the singing was done in private. Nevertheless, there were some cultured men in the country who were in favor of the advancement of music and with the aid of hard work, singing schools were established and books were published which contained primitive vocal methods.

Soon after this another important step was taken. This was the entrance of a church organ into Boston which was placed in the Episcopalian church, and although many were bitterly against it, it finally succeeded in exerting a great deal of influence. From this time on the growth of music was rapid.

Choir singing began to take the place of the crude congregational psalm-singing, and steps were taken to enlarge the musical repertoire. This involved another important step—the appearance of a few native composers. William Billings was the first of the native composers, and he is said to have introduced the use of the pitch pipe into the choir which was a very important improvement, for the tunes had always been pitched by ear. He is also said to have been the first to use the violincello in church music in England.

Toward the end of the eighteenth century, plays were occasionally smuggled into popular acceptance under the title of "Moral Lectures." The people were gradually learning to appreciate music and the beginning of the nineteenth century found matters free for the advance of American music.

Musical organizations now began to be organized, the earliest one of importance in America being the Stoughton Musical Society, but the Handel and Haydn Society which was organized shortly after this, had a much greater influence. This society gave a great many concerts, one of importance being the production of Haydn's "Creation." At first, only native Americans took part in the concerts, but later when they wished to give more difficult work, European soloists were obtained. In 1827 Dr. Lowell Mason became president and conductor of the Handel and Haydn Society, and by his faithful and earnest work in music and the great things he accomplished, he won the title of "the father of American church music."

Band playing first began to be popular in the eigteenth century. This resulted in the introduction of many new instruments into this country. Music stores began to appear with the earliest years of the nineteenth century. The instruments were not all obtained from Europe, for their manufacture had begun in the last half of the eighteenth century in America. About this time the pioneers of American piano-building, Jonas Chickering came to Boston. At first he only repaired pianos, but after many experiments with the instrument he finally patented in 1837 the first practical casting of a full iron frame to resist the tremendous tension of the modern piano without constantly allowing the wires to deflect from pitch.

The orchestra in America may next be considered. Gottlieb Graupner is the father of American orchestral music. He was a native of Germany. After a short musical career in London, he came to America and formed the first orchestra that this country possessed. This orchestra was far from being perfect. Mr. Graupner himself played the oboe and sometimes also the contrabass, and therefore it is natural to suppose that there was no real conducting in our sense of the word. Graupner's orchestra was called the Philharmonic Orchestra. The last concert it gave was on November 24, 1824. Sixteen years after this, an orchestra of much larger dimentions was founded in Boston through the instrumentality of the academy of Music, the first great school of music founded in America. In 1842, the New York Philharmonic Orchestra came into existence chiefly through the efforts of Uriah C. Hill, a mediocre violinist who had studied in Germany with Louis Spohr. This Orchestra still exists, an important factor in the musical life of the present, and is a strong instance of a musical republic. Many other orchestras have come into existence, among them the Boston Symphony Orchestra which began its career in 1881, the Chicago Orchestra in 1890, the New York Symphony Society in 1878 chiefly through the efforts of Dr. Leopold Damrosch. Walter Damrosch became conductor of this orchestra in 1903. Theodore Thomas deserves the highest place among orchestral conductors in America. He has done more to raise the standard of music in America than any other man. Mr. Emil Paur has also been an important figure in the advancement of the orchestra. Many others are achieving great things in orchestral work today, and without a doubt, the orchestral outlook is one of the brightest spots on the musical horizon in America at present.

Many musical societies have sprung up in America. There are many institutions wholly devoted to music, such as the Boston Academy of music, the Musical Fund Society of Philadelphia, the New England Conservatory, the Cincinnati College of Music, the National Conservatory of New York—in fact, every city in America has at present at least one large musical conservatory.

The story of opera is to be found almost wholly in New York and New Orleans. The earliest operatic performances in America were derived from English sources. To New Orleans belongs the credit of introducing operas of the French and Italian school. Many foreign artists came to this country to try their fortunes in concert tours. The opera has steadily improved, and today occupies a high place in American music.

In the matter of folk-music America is rather barren. It is also to be regretted that America has not produced an entirely original patriotic song. The chief cause is due to the fact that having no good composer during the Revlution or the War of 1812, this country was obliged to appropriate to its own use the tunes of other nations.

It would be impossible to name the composers and artists of today for they are too numerous. But it will be sufficient to say that many of them are continually winning fame and are giving their utmost efforts to push the standard of music higher and higher.

Thus we have seen that although American music has had many thorns, it has nevertheless developed many leaves, until today it may be considered as an almost full blown rose.

BERTHA M. SCHNEEBERGER.

CONSERVATION OF THE NATIONAL RESOURCES

Perhaps one of the greatest issues before the American people today is the conservation of the national resources. Polices which in the countries of Europe have been axioms for years are just dawning upon our National mind, but once awake we are taking up the policy with characteristic vigor. Ex-President Roosevelt named a commission last May called the National Conservation Commission whose duty it was to look after the conservation of our national resources. At the conference of this commission Mr. Roosevelt said, "Let us conserve the foundation of our prosperity." The majority of the American people do not realize how necessary it has become for the nation to conserve its resources. Many people do not even know what the National Resources are, although their very existence depends upon them. The four most important National Resources are: the inland waters; the soil; the forest; and the minerals.

Our waterways have been neglected more than any other national resource and we must put an end to that neglect. Our river systems are better adapted to the needs of the people than those of any other country. In extent, distribution of navigability, and ease of use they stand first. Yet the rivers of no other civilized country are so poorly developed, so little used or play so small a part in the industrial life of the nation as those of the United States. Every waterway should be made to serve the people in as many different ways as possible. We have not yet realized how many these ways are. First of all, a waterway is valuable because of its supply of water for drinking, for domestic and municipal purposes. Again, from time immemorial a waterway has been valuable for irrigation. A waterway is valuable at its rapids for the storage of water power, as used for operating mills before the introduction of electricity, or now also for the generation of electrical power. Waterways are valuable for national defense, especially the deep channels along the Atlantic and Gulf coasts. Every man, woman and child within our borders has an interest in the waterways through navigation, power, irrigation or water supply or through all four. If the waterways are valuable because of their supply of water for drinking purposes and domestic use, the pollution of the stream must be prevented, because if the water is not pure the people using the water will become diseased and many people would die. The pollution of the waterways also kills the fish which live in the streams and lakes. The fish are a resource which the people do not consider as important, but they do not know how many millions of people live upon them; the health, happiness, and the very lives of many depend upon an ever present supply of this cheap and healthful food. Thus we can see how necessary it is for the waterways to be in a pure condition.

In New Mexico there is a gigantic work under way to build a dam in the Rio Grande river to dam up some of the water, that would otherwise be useless, into an artificial lake, to be used in irrigating thousands of acres of land which if waterless would be a dismal desert, but when irrigated become as rich as the best lands of the Persian Gulf or the valley of the Nile. This is only one example of the many places that are irrigated by the water from our inland waters. Ex-President Roosevelt has said that the greatest investment this nation can make today is to construct a canal from Lake Superior to the Gulf of Mexico, and I think we all will agree with him. If this canal were to be built it would be of great value in navigation and would save a great deal of expense, and it would also be valuable for national defense.

The forests, another resource, which is of much value to the prosperity of the nation, are fast disappearing, and if something is not done to conserve the forest they will soon be exhausted and the lumber industries will fail. The forests of Maine are disappearing so fast that it has caused serious apprehension, so serious in fact, that the government is now taking measures to preserve at least a remnant of what at first seemed to be an inexhaustible supply of timber. The forests of Maine are mostly of spruce pine. The wood from these forests is used mostly for the making of pulp for paper. It is estimated that there is barely a sufficient supply of spruce pine to last for three years more at the present rate of consumption, and when you consider that it requires twenty eight acres of this wood to furnish the pulp to make paper for one edition of a large metropolitan newspaper, you may possibly get some idea of the acreage that must be cut over every year to secure pulp wood for the stock on which we print innumerable papers, magazines and books aside from the enormous quanity used in other ways. The forest fires have destroyed a great quanity of the timber and caused the loss of many thousands of dollars. A great part of the wood obtained from the forests is wasted, hundreds of millions of dollars worth of trees have been recklessly burned in the forests during the past few years; hundreds of millions more cut and stripped of bark and left to rot and hundreds of millions more dragged to the saw mills and the largest portions thrown away. We can see by this that it is very necessary for the nation to conserve our forests, one of the important national resources, by protecting them from the fires, stopping the wasting of the timber, and by discovering something that will take the place of wood pulp for paper.

The inland waters and the forests are not the only national resources that must be conserved, but they are the ones that have been neglected the most, but we all hope that in the future the conservation commission will be able to conserve all of our national resources and that each person in the United States will do all in his power to help this good cause along.

FERN UMBARGER.

LIFT OR LEAN.

All the people of the world are divided into two great, undeniable classes, namely; the people who lift and the people who lean. These two classes include every race and color, every man, woman, and child, in fact they are found in every profession and walk of life. There is no middle class, although some do not realize that if they are neither for or against a movement, they are leaning. No you cannot be left out, for if you are not boosting, are you not discourageing the movement? It may need just your support and co-operation to make it a success.

Many leaners are made by misunderstandings. This not only concerns itself with the greater problems of life but the smaller ones as well. There are always a great many sorrows that have to be borne, many plans that have to be worked out and numerous problems that confront us in our daily lives. Some have to bear their share of the burden and the share of some leaner too. And strange to say there are twenty leaners to one lifter.

By these two classes of people all the questions of the world have been settled and in their hands lies the fate of the nations. What a wonderful world this would be if all the people were lifters, advancing every good and noble cause. What might have been accomplished in times past if such had been the case. But as it is, history shows the fact that the leaners either impeded or blotted out many noble enterprises. How much farther advanced civilization would be, in fact everything would be better if it had not been for the leaners. Learning and literature would be much better if the leaners had helped the lifters in their many struggles. Queen Elizabeth is possibly one of the best examples we have of a genuine lifter. She encouraged every effort made by her subjects along a literary line. To her Shakespeare, Marlowe, Spencer, and Ben Jonson owe much of their success. Sculpture never surpassed the ancient Grecian perfection. Why? Because the ancient Greeks were original they lifted that art, while the people that followed them were leaners, thus they choked its progress, and centuries of lifting will not regain its perfection.

So we could trace this wonderful advancing or retarding influence through the arts, sciences, and languages, even through the progress of nations. For a nation is either a lifting or a leaning nation, which every class of people are in the majority. Look at China for example! While her people were an independent people the nation rose. She was once foremost among nations, but instead of retaining that position she ceased to advance, depending upon the glory of her ancestors. What was the result? Other nations soon surpassed her, leaving her a thousand years behind the times. What is she today? A nation of leaners.

If every cause was just and good and every one would lift in the right direction, every one do his share of the work, and bear his share of the burden of life, what an ideal world this would be! Peace, patriotism and union in every nation, and love and happiness in every home, over half of the sorrow could be avoided, and devorces would be entirely unknown. Art would be perfect, science complete, there would be a universal language and Christianity would be the prevailing religion. Of course this lifting must be in the right direction for if it were not, the result would be worse than the French Revolution. Greed, oppression, and all their allied vices would rule. A man would not be safe in his own castle.

Now let us suppose for a moment that the world had always been composed of leaners, who were afraid to advance one step because they thought it would not pay. What would it be today? Life would not be worth living, we would be savages, every man would gather only enough food to sustain life and build nothing but a rude hut to protect himself and his family from the weather instead of our modern home. There would be no social difference and no division of labor, all would be the same. We do not care to dwell upon this thought longer.

One may think that both classes are necessary but they are not. No one justifies the leaner in a good cause. Do not stand back and let others fight your battles for you, be independent, root out the evil, polish the good and you will become a lifter. You are benefited by the lifting of the lifters so why not ease their load and make them happy.

The busy world hates a leaner. Is it not lifting that made the United States a great nation? Take for example Alexander Hamilton, He is a typical American lifter. He served in the Revolutionary War until the war was over. When the nation tottered upon her foundation he came forward to aid her by advising the revision of the Articles of Confederation. No man perhaps did more to secure the ratification of the Constitution than he. By his contributions to Federalist and his speeches he convinced the people that the the Constitution was necessary. When he become Secretary of the Treasury the national debt was enormous but he soon planned means by which to raise the money to pay it. He originated the plans for a national bank and pushed them until it was established. He often stood almost alone in his argument, but his strength of character won him supporters. He served the nation well, in fact he gave most of his life to serving her. Independent of public opinion he formed plans of his own, and pushed them to success at a time when most needed to establish a sound financial basis for our Government. A leaner never became a great man, so if you have any dreams of greatness lift and you have won half the battle.

"In which class are you? Are you easing the load
Of the other task lifter who toils down the road?
Or are you a leaner who lets others bear
Your portion of labor and worry and care?"

GRACE JACOBS.

HELEN KELLER OR POSSIBILITIES UNDER DIFFICULTIES.

"There are no crown-wearers in Heaven who were not cross-bearers here below." This little quotation can be applied to many persons who have labored under difficulties to win success. Many persons have begun toiling without a cent or a place to lay their head and having a high ideal constantly before them and striving to reach this, they have finally won success. One of the most important factors of Success is self reliance. The person who relies upon his own strength and ability, although his advantages may be few, will make the most of them and thus win success. The boy who depends upon himself, working his way through college, and meeting all the difficulties involved, may have a hard time of it, but he will know how to work his way in life, and will usually be of more use to the country—a better citizen—than the son of a millionaire. Success is not always obtained by riches. Franklin says: "If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest." A lowly beginning and a humble origin are no barriers to a great career. How many men famous in History have gone hungry for many days in order to win success? The persons who have struggled for what they have earned are the ones who live the most noble lives. This life of ours is like a long journey. Many times the path becomes rough and tiresome. Many grow weary and fall by the way, but the persevering ones push onward and onward until they at last reach the desired goal. Then they can say: "I came upstairs into the world for I was born in a cellar." Success cannot be obtained in one days time for many barriers have to be swept away. "Rome was not built in a day," Twenty four hours is too short a time in which to win success. Man owes his growth chiefly to that active striving of the will, that encounter with difficulty, which we call effort; and it is astonishing to find how often results that seemed impracticable are thus made possible.

In looking over the pages of History what better example could we find than some of our Presidents: Lincoln, Grant and Garfield. They were very poor and it was not through riches that they won honor but through their perseverance. There are many, many other persons who have won success in nearly the same way. Bunyan was a thinker for many years and won his fame by writing "Pilgrim's Progress," while imprisoned in Bedford. Another good example of struggling for success was Christopher Columbus. He encountered many difficulties but soon succeeded in surmounting them all. Probably the persons that have to struggle the hardest in this world to win success are the blind people. The deaf and blind find it very difficult to acquire the powers of speech. How much more difficult this must be in the case of those who are both deaf and blind. Children learn to talk by hearing others talk, It is impossible for the deaf to hear others, nor can the blind watch the expression of the speakers face and a look is often the very soul of what one says. Fannie Crosby, a blind lady in New York taught the blind many years and also wrote many beautiful hymns. Laura Bridgman a blind and deaf girl, accomplished a great deal by perseverance. Perhaps the most noted of the blind and deaf is Helen Adams Keller.

At the age of eighteen months Helen lost her sight and hearing through sickness. No attempt was made to educate her until she was about seven years old. Then Miss Anne Mansfield Sullivan became her instructor. Perhaps the day on which Miss Sullivan arrived was the most important day in Helen Keller's life. It connects two lives; one of darkness and solitude, with another of light and happiness. Helen learned very slowly at first, but one day as Miss Sullivan and Helen were walking in the garden, suddenly Helen seemed to feel a misty consciousness as of something forgotten—a thrill of returning thought and somehow the mystery of language was revealed to her. After this she learned very fast. Later she learned to speak by feeling the lips of her teacher. Her finger tips, resting lightly on the lips of her friends, carry to Helen's mind the messages from the world in which she lives unseeing and unhearing. Those fingers keep her in touch with the intellectual life of the world. For a while she had the advantage of the Perkins Institution in South Boston.

In 1896 she entered Cambridge school to prepare herself for Radcliffe College. She studied all the higher branches, such as German, Latin, Arithmetic, History and Geometry. She labored hard in this school and passed her examinations with honors in German and English. In 1900 she entered Radcliffe college. Now her tasks became harder but she worked and worked and finally she graduated receiving the degree of B. A. Helen had many difficulties to overcome but by perseverance she soon swept all the barriers away. It can well be said of her: "How can you keep a determined soul from success? Place stumbling blocks in his way and he uses them for stepping stones."

If it has been possible for this girl—deaf, dumb and blind, to make such wonderful progress in her education, and at the age of sixteen, to be prepared to pass the Harvard University examinations, what might not some of the boys and girls who are blessed with all their faculties accomplish, though perhaps possessing only ordinary ability, if they could only realize the value of the gifts they have instead of idling away their time, waiting and longing for genius to help them along! Be persevering and self reliant! Often one becomes discouraged when they see some difficulty ahead of them, but we should not get discouraged but keep on and on until finally we have left the trouble behind us. A beautiful lesson of perseverance can be drawn from Hellen Keller's life. She never gave up but kept working away, no matter how difficult the task was, until she had overcome all her difficulties. It would be well for us to remember to be persevering and:

"Though in the strife thy heart should bleed,
Whatever obstacle control,
Thine hour will come—go on, true Soul!
Thou'lt win the prize, thou'lt reach the goal."

MARY LORETTA HELFRICH.

ABRAHAM LINCOLN—1809-1909.

"With malice toward none, with charity for all."

The centennial of the birth of Abraham Lincoln on the twelfth of February, 1909, is one of the important events of the early part of the year, and an event that creates a new interest in the greatest man of the last century.

The character of Abraham Lincoln is beautifully described in his own words,

"With malice toward none, with charity for all."

Although he was extremely uncouth, shy, and awkward in appearance, he was a man gifted with rare qualifications, which more than out-number these unfavorable characteristics, and to know him one must not look at the outward appearance only, but to his character.

In his boyhood, "Abe", was earnestly devoted to reading and study. Every moment of his spare time he made to answer to reading and reflection. His stock of books was small, but he knew them thoroughly. Among his books were the Bible, "Aesop's Fables", "Robinson Crusoe", Bunyan's Pilgrim's Progress", a "History of the United States", Weems's "Life of Washington," and the "Statutes of Indiana". He kept the Bible and "Aesop's Fables" always within reach, and read them again and again. These two volumes furnished him with the many figures of speech and parables which he used with such happy effect in his later and public utterances.

It will always be a matter of wonder that, from such restricted and unpromising opportunities in early life, Mr. Lincoln grew to be the great man. Few, if any, American boys of today are so handicapped as was Abraham Lincoln throughout all his years of his childhood, his boyhood and his early manhood. But he had the advantage of having been well born, for his ancestors were men of real force of character. They were a sturdy and industrious people, and one sees in Abraham Lincoln these traits strengthened. He performed his tasks cheerfully and even merrily, and his hard work swinging the axe surely did him no physical harm, for he was noted for his great strength as he approached the years of manhood. He had come into the world with a good constitution that the abundant fresh air of his cabin home and the plain and coarse food he had to eat later helped to keep him strong.

From a standpoint of mental energy he was one of the foremost of his day. He dwelt altogether in the world of thought. His deep meditation and abstraction easily induced the belief among his hornyhanded companions that he was lazy.

Lincoln became noted for his wit, his clever stories, his abounding good humor and his willingness to do any one a kindly turn. He had all of the best elements that make a young fellow popular, and it is doubtful whether he had many enemies, although a man could hardly stand so firmly for the right as he did without getting the ill-will of some.

He made rhymes and wrote essays with much ease. During his school years he wrote:

"Good boys who to their books apply
Will all be great men by and by."

He had acquired his education in law through many perplexities, inconveniences and hardships, and had met with temptations such as few men could resist, to make a temporary use of any money in hand He worked at whatever he found to do. He worked for his board oftener than for any other compensation, and his hearty vivacity, as well as his industry in the field, made him a welcome guest in any farm house in the country. His strong arm was at disposal of the poor and needy; it is said of him, with a graphic variation that he visited the fatherless and the widow and chopped their wood.

"Let no young man choosing the law for a calling yield to that popular belief", he wrote. "If, in your judgment, you cannot be an honest lawyer, resolve to be honest without being a lawyer. Choose some other occupation rather than in the choosing of which you do, in advance, consent to be a knave." No man ever believed in his calling more thoroughly than did Abraham Lincoln, and he had no patience with the much mouthed charge that honesty was not compatible with its practice.

Lincoln never sought to make a general favorite of the people, and yet, he had in time become a favorite of the great mass of the people. He could tell a good story, make a creditable stump speech, give an excellent account of himself in contests of strength and hold his own against all comers in the daily debates at the village forum. Moreover, he listened attentively when other people talked, never boasted of his physical bravery, and was tolerant of all intelligent opinion.

His extreme popularity with men of his own age is particularly remarkable, when we remember that he neither drank nor smoked; for young men are apt to regard the use of tobacco and stimulants as essential to good fellowship, and this was especially true in those days, and probably so today.

The right to the proud title of "Honest Abe", that attached to Lincoln in his later life might well have been given to him in his boyhood. All the records of his early life prove that he was an honest boy and one as frank and open as the day.

Lincoln could not rest for one instant under the consciousness that he had, even unwittingly, defrauded anybody. On one occasion while clerking, he sold a woman goods amounting in value to two dollars and twenty cents. He received the money and the woman went away. On adding the items of the bill again to make sure that he had made no mistake he found that he had taken six and a quarter cents too much. Closing the store, he started out on foot, a distance of two or three miles, to return to her the sum, which possession had so much troubled him, and returned home satisfied. On another occasion, just as he was closing the store for the night, a woman entered and asked for a half pound of tea. The tea was weighed out and paid for, and the store was left for the night. The next morning Lincoln entered to begin the duties of the day, when he discovered a four-ounce weight on the scales. He saw at once that he had made a mistake. He at once started out before breakfast to deliver the remainder of the tea. These are the humble incidents, but they illustrate the mans perfect conscientiousness—his sensitive honesty—better, perhaps, than if they would if they were of greater moment.

The end of the life of this man of integrity, absolutely honest and honorable, pure in life and thought, brave as a lion, yet tender as a child, was a sad blow to all the American people. We hope and believe that the coming-men of America will be better, nobler, and be inspired with higher ideals if they now be trained to work into their young lives the matchless spirit and the magnificent virtues of Abraham Lincoln, whose name, as has been well said, "will glitter with permanent glory when suns have gone out and time has forever ceased."

In commemoration of Lincoln, Lowell writes:

He knew to abide his time,
And can his fame abide,
Still patient in his simple faith sublime,
Till the wise years decide.
Great captains with theirs guns and drums,
Disturb our judgment for the hour,
But at last silence comes;
These all are gone, and standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, fore-seeing man,
Sagacious, patient, dreading praise not blame
New birth of our new soil, the first American.

E. MARGUERITE POISTER.

THE PASSING OF THE INDIAN.

Once upon a time, (so the old fable relates), a camel in the desert, being cold, begged his master to let him just put his nose under his tent. His master consented, and pretty soon he begged to put his head under. This also was permitted him, and in a short time he succeeded in getting his whole body under the tent and pushing his master out.

This is a striking simile of the relations between the white man and the Indian. When America was discovered the Indian held complete possession of the land. He had full sway, and roamed about among the primeval forests and the wild country, inhabited only by the people of his own race and the wild beasts. The wild beasts he hunted and killed with the aid of his trusty bow and arrow. He had plenty of food for by early and careful training he had become skilled in the art of the hunter. Nor was he ignorant of how to grow the Indian maize, or corn; this was one of the many useful things he taught the white man how to do. But this freedom and dominion over the land was not destined to last. After the discovery of the New World people began to explore and settle it from all countries of Europe. Although they only settled a very small part of the country at first, they have in the course of time gained possession of nearly the entire land, and have practically "pushed out" the Indian, the original owner of the country.

The early white settlers of America supposed a great many more Indians to inhabit the country than really did. Most of the tribes wandered about, so that the white people often saw the same tribes at different places, and of course thought they were different tribes. Also one tribe often had several names. This too gave a false impression as to their numbers. It has been estimated that the number of Indians in America at the time of its discovery was between eight hundred thousand and one million.

That the Indians were skilled in the art of war is not doubted. For over two centuries the Apaches, Comanches, and other Southwestern tribes withstood the Spaniards. For more than a century the Iroquois Indians fought the French on the St. Lawrence river and on the Great Lakes with similar success. Yet they could not have been so successful if the white men had not been so few in number. What would be the result now if the whites should wage war against the Indians? Would the Indian have as good success as he then had? No. There are so many more whites than Indians, and the whites have so much more improved methods and weapons than they, that the red men would have very little chance of success. In 1904, the population of the Indians in the United States was only two hundred and seventy thousand.

Until a short time ago the Indian was allowed a government of his own, although living on land under the government of the United States. But this system of government was not a great success; for there cannot be two distinct forms of government governing the same nation.

The conduct of the Indian was at times unbearable. In the spring of the year the red men would start forth on the war path. He did not particularly care who his victim would be; but he was determined not to return home without getting a scalp. If there were none of his own race to get it from, he would get it from some unfortunate white man. But this has not been so much the case in later years, either on account of better soldiers, who have shown the Indians that they have power to suppress riots, or on account of better agents. Once in awhile the Indians resist the government officers in the performance of their duty, as was recently the case in Oklahoma, when a large party of half-breeds and negroes under their chief, Crazy Snake, by firing upon them, opposed the deputies sent to arrest three cattle thieves. But the Indian, when given fair play rarely causes any annoyance.

The government is trying to make something of the Indian. It is endeavoring to make retribution to the Indian in the best way for having taken away his lands from him. The Indian is permitted by taking his land in severalty, to come under the same law as his white neighbor. Along the banks of the Upper Missouri and its tributaries, and on the Rosebud and Pine Ridge Agencies many Sioux have taken up farms on these conditions. But there are many Indians between the Sierra Nevada and Rocky Mountain Ranges, and in Montana whose condition is discouraging on account on insufficient effort in their behalf.

The government has also provided schools for the Indians. Half of the time is devoted to common school studies, while the other half is devoted to useful industries. Here the boys learn such things as will be of practical use to them in the future, as: shoemaking, carpentry, blacksmithing, farming, wagonmaking, and tailoring. The girls also learn such useful industries as are suitable for girls, among which are, sewing, cooking, baking, laundering, and household work.

The results of these provisions have been very promising. The Indians who have taken up land claims have cultivated their land as well as their white neighbors have. The are willing to work if only given a little careful attention. The old saying, "The only good Indian is a dead Indian," does not apply here. These Indians are not only as good as a dead Indian, but they are much better. For are they not doing as much for the people of the United States as the white man who provides grain for our people?

Besides being willing to work the Indian has brains. Many a time have the Indians defeated the white man's armies in some skirmish or other on account of the strategies and tactics which the red man employed. Any army officer who has been engaged in conflicts with the Indians will readily admit this. The Indian is also a diplomat. The Indian Bureau recognizes the fact that the messages sent by chiefs of different tribes through their interpeter to the Great Father at Washington, although they seem nonsensical to some, have a great deal of diplomacy in them.

It has been proved that the Indian as a savage cannot long exist; but that if he adopts civilization he is able to survive. "The Indian as an Indian is doomed by the law of the survival of the fittest. The Indian is being evolved into a civilized man."

CARRIE GUGLER.

PHYSICAL EDUCAUION OF WOMEN.

Education is made up of three divisions instruction, training, and development. The highest object of education is development. In ancient times the body was thought to be the enemy of the soul. The Egyptians alone, of all ancient peoples, appear to have had much respect for the body; other nations thought it religious to despise and ill-treat the body. Good health is the basis of all physical, intellectual, moral and spiritual development. The nations recognizing this, have advanced and surpassed those rejecting it.

The Greeks, so far as education is concerned, have been the despair of all succeeding ages. No other schools can be compared with theirs. Wherein lies the secret of their success? We point to Greece for the greatest orator, the greatest creative poet, the greatest sculptor, and for the first man in what we consider the highest mental philosophy. We must remember that that which made the Greeks what they were about four or five hundred years before Christ, was the natural result of their physical development.

For nearly two thousand years the subject of physical education lay dormant. During this period most men depended for their bodily development upon the exercise derived from their respective occupation, and among the better classes, upon that derived from the indulgence of various sports. Today the modern gymnasium and athletics have revived physical education. Not only men, but also women seeing that success is dependent upon good health, are devoting much time to this art and the good effects already accomplished can be readily seen.

Success consists in the individual having a full rounded mental development, a full rounded moral development, and a full rounded physical development. Any standard which does not include these three divisions, is a narrow and one-sided standard. The physical development is that most neglected by our schools today. It is marvelous what can be done for the body by a little systematic physical education, and yet how many people are ignorant of this. Success in life depends quite as much upon energy as upon intellectual attainments.

Until recent years woman's success has not depended upon her physical education. Content to stay at home, our women and girls having spent their time day after day, evening after evening, sewing, knitting and doing other house work, while their husbands and brothers enjoy all freedom and exercise such as hunting, fishing riding, etc, which if she attempts to take at all, it is with the risk of being termed "unlady-like." Therefore she had to be content to spend her hours with in-door work, surely growing old before her time. This type of girl is to be found today, but is of a limited number.

The new condition is arriving by the women entering into the realm of sport and regular physical exercise. Far are we from the goal, but each year brings us a step nearer. To learn what physical education is doing in our day we naturally look to the educational system, the schools and colleges. Not only in these do we find the physical department, but also in clubs and such organizations as the Y. M. C. A.

Of all, which, each year adds to the importance and wealth of this nation, it is almost a truism to say, that none is more significent, and none will bring more enduring strength, than the enthusiastic young people pouring out of our colleges each year. At present a normal course in physical culture takes two years, eight months each. In 1861, Dr. Lewis' Normal School for Physical Education, a full course of training could be had in just ten weeks consisting of dumb-bell and club movements. Today a normal course consists of physical examination, physiology, anatomy, hygiene, anthropometry, theory of gymnastics, etc., besides the various forms of gymnastics and athletics.

All good co-educational colleges require the girls to take a course in physical training, and to obtain a degree, must have completed a certain amount of physical exercise, unless medical examination proves them absolutely unfitted for it. In addition to gymnastic work, various kinds of out-door exercise are offered, such as tennis, English field hocky, golf, rowing, swimming, skating, basket ball and others.

The mind and body are very closely related to each other, and to approach the ideal there must be a harmonious development of the physical and mental natures. The brain derives its nourishment from pure arterial blood, and blood is oxygenated by the lungs. Exercise promotes respiration and hastens the circulation of the blood. Soundness of brain depends upon soundness of body. Perhaps nothing will so much hasten the time when body and mind will both be adequately cared for, as a diffusion of the belief that the preservation of health is a duty.

Miss Nellie Hatten Britan, Director of athletics and women's sports, at Hanover College, Hanover, Indiana, says: "At Wellesly, rowing is a favorite out-of-door sport. Measurements taken on forty girls before training in November, and after training, and one month of actual rowing, show that the average girth of chest increased from 31.5 inches to 34.4 inches or 1.9 inches; shoulder measurements increased from 14.4 to 15.3 or .9 of an inch, and the strength of back from 145 pounds to 162 pounds. Forty other girls who were excused from various causes showed no increase of chest or shoulders, but strength of back decreased from 146 to 118 pounds. At Hanover College, on entering college, 49 per cent. of Freshmen, (and these figures considered 120 girls), carry uneven shoulders or hips, and 28 per cent. have curvature of the spine slight or accentuated. Both can be and have been materially helped; and some cured in even a few months."

Physical education is teaching our women that, to get the best results, we must learn how to develop our bodies that we may have proper control over them, and is educating our nerves that they will govern our muscles and organs aright. Physical control means poise, ease in mental and moral life as in physical. Physical courage induces moral courage. There is no way to create an all-round courageous woman, that is nearly so good as to educate the physical being, and it will in turn dominate the mental and moral characteristics.

ISABEL ROW.

WORK WINS.

Work is the weapon of honor, and he who lacks the weapon will never triumph. No man ever made a fortune or rose to greatness in any department without work and careful attention to details.

"I scorn the man who boasts his birth,
And counts his titles and his lands;
Who takes his name and heritage
From out a dying father's hands."

Who are often the most successful of men? They are those who when boys were compelled to work either to help themselves or their parents, and who, when a little older were under the stern necessity of doing more than their real share of labor; who as young men had their wits sharpened by having to devise ways and means of making their time more available than it would be under ordinary circumstances. A gentleman once said, who was at that time a private banker of high integrity, and had started in life without a dollar, "For years I was in my place of business by sunrise and often did not leave it for fifteen or eighteen hours." Abraham Lincoln is probably the most striking example. His early life was one of toil, hardships and poverty, when he was eight years old he had already learned to swing the ax. From that time until he came of age he literally chopped and hewed his way forward and upward. He learned to read from two books, the speller and the Bible and he borrowed, "Pilgrim's Progress" and "Aesop's Fables." When the Lincoln family moved from Indiana to Illinois, father and son set to work to build the log-cabin, which was to be their home. Abraham then split the rails to fence in their ten acre farm. When resolved to begin the study of law, he walked twenty-two miles to get books from a friend, who had offered to lend them to him; he studied hard and a few years later he opened a law office; in 1846 he was elected to Congress and later to the Presidency of the United States.

Therefore let no one be discouraged if he has to make his own living or even to support a widowed mother or an unfortunate relative. For this has been the road to the eminence of many a proud name. Many times we think the difficulties to be surmounted are very great in proportion to the magnitude of the end, they are, and so great in fact that the greatness of human achievements have often come of an energy and determination more than earthly. Men of great talents have sometimes lost an occasion worthy of themselves, simply from indecision and the lack of labor while smaller minds have seized the hour, and with resistless will accomplish their purpose.

One of the great secrets of success in life consists in bending efforts to do the work in which you are engaged. Do not let other things lead you to slight your present occupation and to think lightly of it, hoping that something better will come by and by. The way to get along is to make every step one step ahead.

Stick to one thing. The continual dropping of water wears away the rock. Plodders are laughed at by the world in general but they nearly always live long enough to laugh if they wish, at the fools who passed the judgment upon them. Plodders are philosophers. They work on solid rock, they select with caution and hold on with courage. If there is merit, they discover and develope it.

If a person has prospered in business, we often hear people say, "he's lucky." Luck! There is no luck about it. There is no such factor in the race for success. Labor alone is luck. Garfield once said; "If the power to do hard work is not talent, it is the best possible substitute for it." Luck is a false light, you may follow it to ruin but never to success. If a man has ability which if it is re-enforced by energy, the fact is certain, that he will not lack opportunity.

The world estimates man by their success in life, by general consent success is evidence of superiority. In any age, but especially in our own the weak hearted must fail. But success in life is not measured altogether by victories. Failures properly understood and appreciated, are frequently sources of life's ultimate success. Many of our most successful men of today owe their success to their failures. They taught them prudence, forethought and deliberation three of the essentials to success. It is an old saying that a dollar lost is often a dollar made. The man who profits by failure, who is richer by the lessons learned from failure, is the one to whom when success comes it comes in generous measure.

No man can go through life without failure at times in the things he may undertake to do and sometimes he fails almost completely. "Not failure but low aim is crime." The man with the mark of success is the one who has not allowed failures to discourage him, but who has risen from each failure with the determination of studying the cause in order to avoid future failure. The history of successful men in every walk of life has many chapters of failures. It is but another experience of the crown through the cross. Difficulties are often our best masters, they reserve to discipline and give the sterling ring to the character. The mere sighing after ability to do great things done by others never goes beyond the difficulties that arise at the very suggestion in the sigh. Success is the wish when with it there is energy and determination. Every temptation to discourage conceals a victory which may be won by fidelity to the aim and purpose which lies before us. The conquest of difficulty brings the pure gold of success.

"He has achieved success who has lived well, laughed often and who has gained the respect of intelligent men and women and the love of little children; who has filled his niche in the world, has accomplished his task; who has left the world better than he found it, whether by an improved invention a perfect poem, a book or a rescued soul; who has never lacked appreciation of the earth's beauty or failed to express it; who has always looked for the best in others and given the best he had; whose life was an inspiration, whose money a benediction."

MARIE ERFURT.

JOAN OF ARC.

Perhaps the best known and most popular of all heroines is Joan of Arc. Certainly she is one of the most interesting characters in France during the Middle Ages, and for undaunted courage, a connection with a series of brilliant achievements, and an exhibition of almost superhuman strength of character, she has few equals in history.

Joan or Jeanne was the third daughter of one of the peasant laborers of Domremy. She was born in poverty and her youth was not spent in acquiring an education but in spinning and sewing. Joan was naturally devout and faultless in her morals and her mother who very carefully instructed her in regard to all religious principles, early imbued her mind with the sense of duty, and so the ruling passion of her life was religion and upon that topic all her thoughts, conversation, and actions hinged. Her beauty attracted universal attention and she had many advantageous proposals of marriage all of which she promptly refused.

Joan was of a very imaginative disposition and when a mere child she seemed always to be dreaming of celestial beings. The most remarkable thing about her is that she claimed to have had visions which it is difficult to distinguish from the supernatural.

At the age of sixteen another passion equally strong with religion claimed a share of her affections. This sentiment was patriotism and was increased no doubt because at that time a great struggle between France and England was raging and England by the power of the sword held possession of a greater part of the French Kingdom. English troops were garrisoned in all the cities, a powerful army was daily extending its unlawful encroachments and plundering the land. These events made a strong impression upon the ardent imagination of Joan and she conceived the idea that she was commissioned by heaven to deliver her country from the enemy and so on the 24th of February Joan offered her service for the delivery of her country.

Joan had much opposition to encounter, her own family very strongly opposed her course and in order to see the King she was obliged to leave home secretly. The prince was very much surprised and impressed with this extraordinary young maiden and after she had been examined by the president of the king's council, doctors and professors of theology, her request was granted and with six thousand men under her command she set out to raise the seige of Orleans. She entered this city at eight in the evening and was eagerly received by the people and succeded in forcing the English to leave the city in terror and confusion on the eighth of May. This was but the beginning of her achievements, town after town opened its gates to the French troops led by her, Rheims at length surrendered and on the 17th of July, scarcely five months after Joan entered with the army, Charles, the dethroned monarch of France, was solemnly crowned in the cathedral of this last conquered city.

Now it was that Joan made her fatal mistake. Having accomplished her mission and having retired from public life and returned home. This she earnestly and eagerly desired to do, so humbly she presented herself before the emperor and asked permission to retire to the quiet and obscurity of her native village but the king truly grateful, entreated and even commanded her to remain in public life, and the other leaders in France, seeing how much she was adored by the people, did not wish to part with her, so finally she was persuaded to again take command of the troops.

Her career had up to this time been one of success and boundless enthusiasm but now the tide turned and her subsequent life was one of signal failure. Probably she became too self confident, for although still brave and dauntless, she now made mistakes and was thwarted in her plans. The king and his ministers who had never secretly admired her nor fully trusted her, grew suspicious and jealous of her and began to act unfriendly toward her.

King Charles of France now made a truce with the great Duke of Burgundy, who was in Alliance with France. Joan vehemently denounced this truce and urged immediate action, but her councils did not prevail. The king wished to regain Paris by negotiation and all his movements were dilatory but at last he attacked the city. One corps was led by Joan but she was wounded in the battle and her troops in spite of her were forced to retreat. After four months of inactivity, during which she was full of sad foreboding she went to Campiegne, a city already beseiged by the enemy, which she wished to relieve. During this attack the treacherous governor shut her out from the very city she was so gallantly defending and being overpowered by superior numbers she was compelled to surrender to the enemy. She fell into the hands of John of Lukenburg and was actually sold by him to the Duke of Bedford and taken to Rouen.

The saddest part of the capture of Joan was that so little effort was made to rescue her. She had rendered to Charles an inestimable service and yet he seems to have deserted her, neither he nor his courtiers appeared to regret her captivity, probably because they were jealous of her, so not a single effort was made to obtain her freedom and the unfortunate maid was left entirely to the mercy of a personal foe.

Nothing could be more cruel than the treatment of this heroic girl. For nearly four months she was daily brought out of prison, where she was kept on bread and water and obliged to pass the ordeal of severe questioning. She was tried before judges who were determined on her death, who tried every possible means to entrap her and extort some damaging confessions. These judges framed seventy accusations against her, the most important of which were infringement of the laws of the church, dressing in man's attire, taking up arms contrary to her parent's wishes, and announcing revelations which were not sanctioned by ecclesiastical authority. Under her rigid trials she fell sick, but they restored her, reserving her for a more cruel fate. All the accusations were sent to Paris and the learned doctors decreed, under English influence, that she was a heretic and sorceress and she was condemned to be burned at the stake. She was taken in a cart under guard of eighteen hundred soldiers to the place of execution and fastened to a stake and fire was set to the fagots. She expired exclaiming, "Jesus, Jesus! my voices, my voices!"

Thus perished one of the purest and noblest women in the whole history of the world. She died among enemies, unsupported by those whom she had so greatly benefitted. Her heroism, even at the stake should have called out pity and admiration, but her tormentors were insensible to both.

Twenty years afterward her mother demanded a reversal of her sentence, and by the Bishop of Paris, her character was cleared of all guilt at Orleans, Rouen, and various parts of France, monuments were erected to her honor, and by a bull of Pope Calixtus III, she was declared a martyr to her religion, her country and her king.

MARY KATHERYN EISE.

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MARY KATHERYN EISE.

PATRIOTISM.

Patriotism in its highest and noblest sense is the passion which aims to serve one's country in defending it from invasion or in protecting its rights and maintaining its laws and institutions even to the sacrifice of one's own life to aid the principles contended for. It is the passion which characterizes the good citizen and animates him to action tending to promote the general welfare of his city, his state and his country and instills veneration and enthusiasm whenever the flag of his country is displayed.

Patriotism is assuredly compatible with love of all humanity. Cesara Lombrosa, the celebrated Italian criminologist, believes that patriotism has been respossible for all the bloody wars of history; that a lover of humanity cannot be a real patriot.

"In times of transition there arises a struggle between two forms of patriotism. One form may be intellectually or politically more primitive than the other, but it may at the same time be no less pure and honorable. Those on the one side, who think of the Federal troops as mere traitors, miss the real tragedy of the Civil War. It is perfectly consistent to honor both sides as patriots."

An American, having a great country, has wide relations in his patriotism. He loves something great, which is important in the character of a people. With our vast and opulent domain, we need never be ashamed of the object of our affections, but can be enthusiastic for our country without seeming ridiculous. There is no contradition between our patriotism and our ethics. One need not be a bad man to be a good American. The first duty of American citizenship is a liberal patriotism. American patriotism must be a love, not of race, but of many kinds of people, (of English, German, Irish, French, etc.) American patriotism comes near being humanitarianism. The word patriotism is in danger of falling into disgrace. At the present time it is not very difficult for a man to become known as a patriot.

Patriotism is ever united with humanity and compassion. This noble affection which compels us to sacrifice everything dear, even life itself, to our country, involves in it a common sympathy and tenderness for every citizen, and must ever have a particular feeling for one who suffers in a public cause. With patriotism in our hearts, there is no danger of anarchy, and there is no danger to the American Union.

There have been many interesting and patriotic scenes witnessed but none of them stir so many memories or quicken such patriotic feeling as the dedication of a beautiful memorial to commemorate the deeds of the loyal soldiers and sailors who contribute their lives to save the Government in time of its greatest need.

It is patriotism which instills in us a spirit of pride when we read of the achievements of Washington, of Jackson, of Scott, of Grant and Sherman and the brave men who fought and died that this nation might live and government of the people and by the people should not perish,

It is patriotism which inspires love and veneration for our national emblem, the stars and stripes, whenever they are displayed. It is patriotism which causes us to rise and remove our hats whenever the national anthem, The Star Spangled Banner, is played. It is patriotism which causes the old soldier to love the flag under whose folds he fought and for which his comrades shed so much blood. He loves it for what it is and for what it represents. It embodies the purpose and history of the government itself. It records the achievements of its defenders upon land and sea. It has been sanctified by the blood of our best and our bravest. It has been glorified in the hearts of a freedom loving people, not only at home but in every part of the world. Our flag expresses more than any other flag, it means more than any other national emblem. It expresses the will of a free people, and proclaims that they are supreme and that they acknowledge no earthly sovereign but ourselves.

It is patriotism which inspires the building of monuments to commemorate the deeds of our brave soldiers and sailors; patriotism and love of country alone could have inspired three hundred thousand men to die for the union. This alone could have inspired over two million eight hundred thousand soldiers to leave home and family and to offer to die if need be for our imperiled institutions. Nothing less sacred than this love of country could have sustained one hundred and seventy-five thousand brave men who suffered and starved and died in rebel prisons, nor could anything else have given comfort to the five hundred thousand maimed and diseased who had escaped immediate death in siege and battle to end in torment the remainder of their patriotic lives. And similar love of country will inspire our remotest decendants to do homage to their valour and bravery forever.

Our strength rests in our patriotism; we are the freest government on the face of the earth; peace and order and security and liberty are safe so long as love of country burns in the hearts of the people.

The high, the exalted, the sublime emotions of a patriotism which, soaring towards heaven, rises far above all mean low, or selfish things, and is absorbed by one soul-transporting thought of the good and the glory of one's country, is the noblest of all public virtue. It is this kind of patriotism which permeates the entire history of the United States and has enabled us to reach the highest eminence among the nations of the world.

Enemies of patriotic effort will lurk everywhere as long as human nature remains unregenerate, but nowhere in the world can they create such desolation as in free America, and nowhere can they so cruelly destroy man's highest and best aspirations for self government.

Our government was made by patriotic, unselfish, sober-minded men, for the control and protection of a patriotic, unselfish and sober-minded people. It is suited to such a people, but for those who are selfish, corrupt and unpatriotic it is the worst government on earth. It is so constructed that it needs, for its successful operation, the constant care and guiding hand of people's faith and love.

Within the limits of this law of patriotic American good citizenship there is abundant room for intelligent party activity, but this activity must be clean and uncorrupted, sincere in its intentions, frank in the declaration of its purpose and honest in the affairs of the people.

It is clear that if the patriotism of our people is to be aggressively vigorous, and if politics are to subserve a high purpose instead of degenerating to the level of a cunning game our men in every walk of life must arouse themselves to a consciousness that the safety and best interests of their country involves every other interest; and that by service in the field of good citizenship they not only do patriotic duty, but in a direct way save for themselves the share of benefit due them for free institutions.

MARIE SCHULER.

MOHAMMED AND MOHAMMEDANISM.

Mohammed, the only son of Aballah and Amina, was born at Mecca about 570 A. D. In early infancy he was deprived of his father, his mother and his grandfather; this left his youth under the guidance of Abu Taleb, one of his numerous uncles. In his twenty-fifth year he became the agent of Cadijah, a wealthy widow of Mecca, and he performed his duties with so much fidelity that she soon rewarded him with the gift of her hand and fortune.

According to the traditions of his adherents, the outward aspect of Mohammed was commanding and majestic. When he spoke his countenance painted every sensation of his soul and his gesture enforced each expression of his tongue. He possessed the courage both of thought and action, and, although his designs expanded with his success, the first idea which he entertained of his divine mission bears the stamp of an original and superior genius.

From his earliest youth Mohammed was addicted to religious contemplation, and each year during the month of Ramadan, he would withdraw from the world, and retire to a cave in Mount Hera, three miles from Mecca and dwell there in solitude. The belief which grew out of this contemplation, is a compound of truth and fiction, that "there is only one God, and Mohammed is the prophet." Mohammed began his mission in the fortieth year of his life by announcing his apostleship to his own family. His wife was one of the first to believe in him, and among other members of his family who acknowledged his mission was his cousin Ali, the son of Abu Taleb. An estimable citizen of Mecca, Abu Bekr by name, persuaded ten of his fellow citizens to become followers of the new apostle. They were all instructed by Mohammed in the doctrines of Islam, which were given as the gradual revelations of the divine will, through the angel Gabriel, and were collected in the Koran. After three years, Mohammed made a more public announcement of his doctrine, but for years he had few followers.

In the fifth century Mohammed was compelled to retire, for a time to the city of Tajf. At this time having a sufficient following, he adopted the resolution of encountering his enemies with force. This resolution was carried out and it so exasperated his enemies that they formed a conspiracy to murder him; he, being warned of the imminent danger left Mecca, and concealed himself in a cave not far distant.

After spending three days undiscovered in this cave, he fled to Medina, and arrived there in 622 A. D. This event which marks the beginning of the era of the Mohammedans, is known by the name of the Hegira, which signifies flight. In Medina, Mohammed met with the most cordial reception and was followed thither by many of his adherents. He now assumed the sacredotal and regal dignity, married Ayesha, daughter of Abu Bekr, and as the number of the faithful continued to increase, he declared his resolution to propagate his doctrines with the sword. The use of fraud and perfidy, of cruelty and injustice was often subservient to the extention of the faith; and Mohammed even approved the assassination of the Jews and idolators, who had escaped from the field of battle, and his character must certainly have been gradually stained by the repetition of such acts.

In the battle of Bedr, the first of the long series of battles by which Mohammedanism was established over a large portion of the earth he defeated the chief of the Koreishites. He in turn was defeated by them at Ohod, and in 625 they successfully besieged Medina and a truce of ten years was agreed on. Wars with the Jewish tribes submitted, and in 630 Mohammed took possession of Mecca as prince and prophet. The idols of their sacred shrine were demolished, but the touch of the revered prophet made the black stone again the object of the deepest veneration and the magnet that attracts hosts of pilgrims to the holy city of Mecca. The whole of Arabia was soon conquered and a summons to embrace the new revelation of the divine law was sent to the Emperor Heraclius at Constantinople, the king of Persia and the king of Abyssina. Preparations for the conquest of Syria and for war with the Roman Empire were begun, when Mohammed died at Medina in 632. His body was buried in the house of Ayesha, which thereafter became a place of pilgrimage for the faithful.

The practical part of Mohammedism teaches certain observances or duties of which four are most important. The first is prayer, including preparatory purifications. At five stated periods each day, with his face toward Mecca, the Moslem is required to offer up certain prayers held to be ordained by God, and others by his prophet Mohammed. Second in importance is the duty of giving alms; next the duty of fasting. The fourth important religious duty of the Moslem is making at least once in his life, if possible, the pilgrimage to Mecca after which he becomes Hadji.

Wine and all intoxicating liquors are strictly forbidden the Moslem. Music, games of chance and usury are condemned. Charity, honesty in all transactions, truthfulness and modesty are indispensable virtues.

After Mohammed's death, Abu Bekr became his successor, but disputes immediately arose, a certain party holding that Ali, the son-in-law of Mohammed was entitled to be his immediate successor. This led to the division of the Mohammedans into two sects, the Shutes and Lunnites. The former constitute at present the majority of the Musselmans of Persia and India; the latter, considered as the orthodox Mohammedans are dominant in the Ottoman Empire, Arabia, Turkestan and Africa. The total number of Mohammedan followers in the world is estimated at 176-834,372.

Mohammedanism has had a decidedly blighting effect on civilization, although in forming our opinion of it we must bear in mind that it has degenerated a great deal since the time of Mohammed.

In the thirteenth century, the Ottoman Turks allied with the Saracens and Siljukians against the Monguls and founded upon the ruins of these three powers the Empire of the Ottoman Turks in Asia, which from 1300 to 1566 A. D. ranked first in military power both in Europe and Asia. From earliest history of this empire, Turkey was almost constantly waging war with other countries and committing the cruelist of depredations. Russia forced the Turks to give up to her Crimea and the country between the Bog and Dnieper, and open its seas to Russian merchants ships. In the seventeenth century, Herzegovina and Greece compelled Turkey to cede some of her territory to them. The Turkish government had numerous revolts to deal with during the last decade of the nineteenth century. The great powers have been unable to deal with these troubles in a satisfactory way because of a general upheaval and an unsatisfactory distribution of power among the nations of Europe.

ESTHER MCCLURE.

THE TRAINING OF QUEEN ELIZABETH.

Queen Elizabeth came to the throne of England in 1558, and the period from that time until the close of her reign in 1603, is known as the Elizabethan era. The Elizabethan era is rightly regarded as the greatest and wisest in England history. When we consider the establishment of the state religion and the continued peace of the country, the good administration of justice, the flourishing state of learning and literature, the increase of wealth and the general prosperity, and take into consideration the condition of the country at the beginning of that time, it makes the period seem all the more remarkable. The kingdom was far from prosperous when Elizabeth came to the throne; she began her rule amid perplexities, anxieties, and embarrassments. The crown was covered with debts, the nobles were ambitious to gain power, the people were poor and distracted by the claims of two hostile religious sects. So fierce were the religious disputes that only one bishop in the whole realm could be found who was willing to crown Elizabeth. But before her reign closed we find she was successful in establishing the Protestant religion.

The good government of her reign was due partly to her extraordinary executive ability and to the wisdom she displayed in selecting as her advisers and supporters the ablest, the wisest, and the most patriotic statesmen that were known to her generation.

Never before in the History of England, was there such profound peace. The queen herself detested war and never ventured into a conflict unless it was to save the country.

Notwithstanding her great qualities, however, she had detractors as well as admirers. The most common charge against Elizabeth as a sovereign is, that she was arbitrary and tyrannical, but the times demanded just such a ruler and besides, her people had more freedom than in the preceding period. Other charges brought against her pertain to her as a woman rather than as a sovereign. They say that she was jealous, haughty, untruthful, and that she was a coquette. But we lose sight of all these things in the undoubted virtues, abilities, and services of the great queen.

When we contemplate such a career, we begin to wonder how it has all come about. How did it happen that a woman of her time was able to guide the affairs of a great state not only safely but triumphantly onward through dangers and difficulties to greater eminence? Was she born great? Did she have "greatness thrust upon her?" Did she grow great? Perhaps these three factors combine to make her what she was. We know that she inherited many traits from her father, who in some respects was a very great man, but we are inclined to attribute still more to the training which life gave to her precarious and friendless youth.

Elizabeth was born September 7, 1533, at Greenwich palace, a little below London. Her mother was Anne Boleyn, second wife of Henry VIII, and one of the unfortunates whom he brought to the block. Elizabeth was three years old when her mother was executed, and the little princess was left in a forlorn condition, indeed. It was evident that her father did not care much for her as he was disappointed in her not being a boy. Her claims to inherit the throne had been set aside, but then she was the daughter of the king, and must therefore be the object of some ceremony. She had a residence assigned her and was put under the charge of a strict governess, Lady Bryan.

To Henry and his third wife was born a son, who was called Edward. Thus the king had three children, Mary, Elizabeth, and Edward, each one the child of a different mother. For some time Edward appears to have monopolized the king's care and affection, but in time he began to look with more favor on Mary and Elizabeth and would sometimes ask them to the palace to visit. Elizabeth and Edward became fast friends and remained such until Edward's death.

Elizabeth was educated as a daughter of a king should be. She had the very best tutors. Much of her time was spent in study; she liked it and was very brilliant and often astonished her teachers by her great attainments. She was educated in the different languages and classics and was always well informed on important questions of the day. She is said to have been the best educated woman in England.

When she was fourteen years of age her father died. Her brother Edward became ruler in name but not in power; the Duke of Somerset was made protector until Edward should come of age. It was about this time that Lord High Admiral Seymore, who was a brother of Somerset, and who was desirous of getting into power, made a bold attempt to marry Elizabeth.

It is said Elizabeth loved Seymore and would have married him if he had gained the consent of the royal council, but he was arrested on the charge of high treason and after the show of a trial was beheaded. Elizabeth was examined very closely but nothing could induce her to implicate anyone, although she was in danger of her life. Thus at an early age she shows her strong will and determination. This tragic event made a great impression on her. The execution of her mother and of her first lover must have embittered her early youth.

When Elizabeth was twenty, Edward died and her sister Mary came to the throne. Unfortunately differences soon sprung up between them, especially regarding religion. Mary was a zealous catholic, while Elizabeth was the hope and boast of the Protestant party, which later formed many conspiracies to depose Mary and put Elizabeth on the throne. Mary's party led her to believe that Elizabeth was implicated in the plots. She was summoned before the courts but enough evidence could not be found against her and, in order to dispose of her, she was placed in the Tower, where she remained for several months, not knowing at what moment she would be summoned to the block. Elizabeth's mind was finally relieved when she was removed from the Tower to a residence outside of London where, for a while, she was strictly guarded. Several years later, upon the death of "Bloody Mary", she came to the throne through a provision of her father's will. When she was told she was queen, she knelt and said the solemn words "It is the Lord's doing, it is marvelous in our eyes."

In summing up her career it is not difficult to find in her early life many conditions which molded her character to future greatness. It is small wonder that she was the best educated sovereign England had ever had, since nearly all her youth was spent in study, which indeed furnished about the only pleasure she got of life. When not absorbed in her books, her mind was in a constant turmoil, as she was watched continually and had to weigh everything that she said very carefully, so that she would be sure not to say or do the wrong thing and so draw upon herself suspicion or revenge. Thus, when she became sovereign, she continued in this habit and had always a clear insight into important questions, before she gave decisions. She could sympathize with her people, not because people had sympathy with her, but because she had had experience of injustice and sorrow. The character which she developed under the severe conditions of her youth made her great.

EDNA PPICE.

CUI BONO?

Cui Bono—For what good, To what end, or taking a freer interpretation, we have in our modern vernacular, "What's the Use?" This may seem a somewhat pessimistic subject for the consideration and contemplation of a High School Graduate, one who has the whole world from which to choose. But even the most optimistic student has found himself confronted by this question at various times during his school career.

The question is as old as humanity itself, and in the answering of it lies the future happiness or the unhappiness of the individual.

It has been said that to be born is a much more serious thing than to die; and so it is. Death relieves us at least temporarily of all responsibility.

Life presents to each individual a ladder of equal height, with a given number of rounds. To begin with life doesn't seem to be fair. Compare the fortunate person who, on account of the financial or social position of his parents, begins life already half way up the ladder, to his less fortunate neighbor who begins at the bottom and has achieved success, as an example we can cite Booker Washington—born a slave, of a despised race, amidst the most desolate surroundings. In spite of the numberous difficulties he encountered he has made his influence felt throughout the nation. Did he ever ask himself "Cui Bono?" Yes, but his answer was energetic action not desperate inactivity.

Man very rarely attains his desired goal without much struggle and persistency. "The generality of men are more capable of great efforts to attain their ends than of continued perserverance; their inconstancy deprives them of the most promising beginnings; they are often overtaken by those who started after them, and who walk slowly but without intermission."

In view of this fact we must work while we have the inspiration. But even if we work diligently and do accomplish something, very often discouraging criticisms are made and the question comes to us—"Why should we strive after that which does not bring us happiness?" Quite often the things one desires most to pursue, while bringing the most happiness to himself brings the least to humanity; why such is the case is difficult to say, except that our highest duty lies in thinking first of others, and in pursuing our own happiness we become oblivious of the happiness of others.

There are times when the question "What's the Use" is a dangerous one, and the wrong answer would prove disastrous, for instance: if any of the many benefactors of mankind should suddenly become possessed of the desire to reason things out and should come to the conclusion that all their charitable efforts directed toward the elevating and improving of mankind were futile, what a misfortune it would be for those who are in a measure dependent upon their charity!

Now to state a specific case: the writer had occasion recently to visit a school room which had in its class a child delinquent in physical as well as mental strength. This same question immediately presented itself, what is the use of trying to educate such a child—why worry the teacher? Why attempt such an apparent impossibility?

The question was hard to answer, but with clever methods and personal interest the teacher may overcome in some degree the obstacles which beset the path of the unfortunate child; though he gain ever so little knowledge, he will by just so much be prevented from becoming a charge to the public either as a criminal or as an object for charity.

When the question occurs to the mind of a young person it will likely bring with it a variety of answers. Life itself is beautiful. It is a pleasure to live this life simply and without a thought of fame. Then why struggle to gain supremacy, why expend so much energy in gaining knowledge, why contend everlastingly with the powers that be—why wrestle with the problems that another might just as well solve?

When we see that others have devoted years of patient labor to attain a desired goal and have perhaps sacrificed health and all pleasures in its acquirement and then can only retain their place by an unceasing struggle, is it to be wondered at that we ask ourselves "Cui Bono?" Or take the extreme case where after years of toil the struggler must leave this world with the battle half won,—there we may well ask "What's the use?"

But there is a use; there is more good in these things than we see or can understand. The struggle of any one who has been in the least successful always offers inspiration and encouragement to others. and so they are helped indirectly.

And as to why we should strive to reach a higher goal and not remain ignorant—in the first place, the more we know and the deeper our experiences, the more we can appreciate life and its possibilities. Besides this there is a better reason, we owe it to ourselves and our associates "to develop every talent however small and to use it to the fullest extent possible."

There is a constant struggle going on within us between right and wrong, an everlasting contention as to why we should do that which does not materially aid us. Often it takes much determination to bring ourselves to the point of self-sacrifice.

In his "Les Miserables" Hugo shows to us the struggle that his hero had between right and worng. Jean Val Jean, without any education, undeservedly a convict for half his life, comes out of prison and is despised by all mankind. Still his instincts were not stunted, he was capable of much kindness and of inconceivable sacrifice. If at any time any person were ever justified in asking the question "Cui Boni?" it was then. But as this story shows, even the most desperate person may at some time become a benefactor.

It really all lies within ourselves, whether we get much or little out of this life. In order that life shall mean much for us, in order that we may enjoy it to the fullest extent and may feel that we have made others happy and have accomplished some good, be it ever so little, we must think last of self. We must seek the beautiful in life, in nature, in art and literature. The more we do this the easier will we answer the question "What's the Use."

When we adhere only to those customs and conventionalities which agree with the dictates of our own conscience, when we have courage to do that which is right, notwithstanding public opinion and criticism, when altruism becomes our religion we will answer the question "Cui Bono" by the attainment of the most perfect state of happiness possible.

FLORENCE GOTTDIENER.

AFTER THE PRESIDENTIAL TERM.

Has it ever occurred to you to wonder how an ex-President spends the remaining years of his life? Since the presidency is the highest position to which an American can attain, it looks as if it would be rather a "come-down" to keep on living after the term in office has expired. Five of our presidents have been spared this ordeal, since they died during their term, three of them by the hand of assassins, one, it has been said, through the importunity of office seekers.

A most fortunate and truly great man, taking it all in all, was George Washington, the Father of our country. After the Election of John Adams, Washington retired to his home in Mount Vernon, to take up those rural pursuits so congenial to his nature. He was made president of the inland navigation movement and took much interest in this work. His mind was filled with different ways of settling the wildnerness, and his conversation with visitors turned much on these thoughts. He spent much of his time in reading. He lived only two years after he was out of office, but the evening of his life was very happy, and he had warm friends wherever he went.

John Adams, Jefferson, and Madison all retired to their respective homes after their busy public careers were ended. Adams lived in Quincy with his family and friends, but his friends were few, for, during his administration he had made many enemies among the men of high office. I think the time must often have seemed very tedious to him after leading so stirring a life amid great events. Jefferson passed the remaining years of his life on his estate His home was always thronged with visitors, who brought their families and stayed for months. In his latter years he was poor and was really in want. But he kept up his interest in public affairs and he corresponded with the new president, Mr. Madison. His chief interest in his last years was to establish the University of Virginia of which he was made rector. Madison retired to Montpelier. He loved to remember the part he had taken in the nurture of the young republic. He thought and wrote much about the subject of slavery. Although he owned many slaves he always treated them kindly. He wrote extensively in his old age and left a legacy of "Advice to my Country" to be read after his death.

Monroe, John Q. Adams, Jackson and Van Buren each spent the remainder of his life in doing the things that interested him most. Monroe, like Jefferson, had many friends, he spent most of his time with his daughter in New York. He was the third president who died on that memorable day, July 4.

It is a striking circumstance that one who had been Senator, Minister to England, Secretary of State and President, should, after his term expired become a representative in Congress. But this is what John Q. Adams did. Mr. Adams said that no person could be degraded by serving his people as a Representative. He continued to represent his district until his death. Jackson was a retired and prosperous planter. He owned a large estate, but lost it through the folly of a friend. He then moved to a small loghouse to try his fortunes once more. He was a careful farmer, overseeing everything himself. He was very fond of horses and owned two good racers. Ex-president VanBuren spent the first two years after his term in Europe. After he returned he took an active part in the social life of New York He began writing memoirs of his life but these he never finished. He died when the fortunes of the nation were at the darkest epoch.

The next five presidents, John Tyler, Polk, Fillmore, Pierce and Buchanan each had one term and were not so important as the preceding presidents. John Tyler retired to his country home in Virginia where he lived in comfort and peace. He joined the confederates and was made a member of their congress. He was the only ex-president who lifted a hand against the government that had honored him. James Polk traveled in the southern states and while there he took sick and lived only a few days after reaching his home in Nashville. Fillmore traveled extensively through New England and Europe, afterwards he retired to his home in Buffalo, N. Y., where he spent the rest of his days enjoying the honors of a nobly spent life. Pierce traveled through European countries. During the rebellion he made many speeches in defense of the confederates. He was a northern man with southern principles. James Buchanan retired to his home at Lancaster, Pa., as soon as Lincoln was elected. He passed the rest of his life in quiet obscurity.

In the seventh period of the nation, Johnson, Grant, Hayes, Arthur, Harrison and Cleveland were the presidents of our country. Johnson's closing years were very unhappy. He was in sympathy with the slave holders and used his power in their behalf. Grant traveled more extensively than any other president, he visited all the countries of Europe and part of those in Africa and Asia. In the latter part of his life he lost much of his property and was forced to write for a living. He wrote a series of articles on his great battles, which were immensely popular. Hayes retired to his home in Fremont, Ohio. He was honored and happy in his old age. After Grover Cleveland's election, Arthur returned to New York City and resumed his practice of law which he continued up to his death. Mr. Harrison, like Arthur, devoted the remainng years of his life to the practice of law. Grover Cleveland was the third of our presidents to give his time to college work. He was a great friend of all the students at Princeton University, and he seemed to be "the Princeton spirit". He attended the college ball games, and loved to help play base ball. He kept up his work for Princeton University until his death.

In spite of the fact that the only living ex-president, Mr. Roosevelt, is on his way to Africa, two bills have already appeared in Congress intended to provide occupation for a President when he retires. One makes the former President a member of the Senate for life at a salary of twenty-five thousand dollars a year, the other gives him a seat in the House of Representatives, with the right to speak but not to vote, and provides that he shall receive the salary of an ordinary Representative. The ex-presidents of recent years have managed to take care of themselves pretty well without assistance from the government, but the feeling persists that the country ought to have the benefit of the experience which these men have acquired, and ought to make some compensation for it.

HAZEL M. KIEFFER.

THE HEROES OF THE RUSSIAN REVOLUTION.

In the record of each great battle there stands out in bold relief at least one man's name, distinguished by some deed of daring. But the world's heroes are not confined to battles waged in arms, the men and women of Russia, who for more than thirty years have been giving, with absolute devotion, their time, talents, rank, fortune and in many cases, their lives, for the physical, moral and intellectual development of their people, are as brave and bold in heart as any warrior, who has won renown on the field of battle.

The names of the most noble of these will never be written on the pages of history, but the fame of the terrorist, with his horrible deeds will be handed down from generation to generation. The truest heroes of this great struggle are those who have dragged out their lives, amidst toil and privation, giving up all for the true cause of liberty. The teachers, doctors and nurses, and those who under constant danger of arrest have aroused the people by telling them of liberty or by writing pamphlets and distributing them among the people, the booksellers who sell the revolutionary literature, these we prefer to call true heroes.

Many young men and women of the nobility renounced by their parents, have answered to these calls. Some, by putting forth great efforts, succeed in getting through the universities and then go forth on their great mission, living among the peasants, enduring their hardships, labor and coarse food, that they may influence them to believe, desire and stand boldly for the principles of liberty. Sooner or later these seed sowers of liberty are detected and arrested but they endure their penalties cheerfully, glad that they have done enough to be considered worthy of punishment. If exiled to Siberia to work in the mines, they endure the cold, hunger and hard labor, buoyed up by the hope that they will some day again be free and can go back to their people and teach them to love liberty. They all aim to lift their countrymen from their ignorance and place them in a position, that they may throw off the yoke of the Czar and secure for themselves liberty and life.

The heroines of this war have played a most remarkable part. Their zeal has almost surpassed that of the men. In other wars it was the woman's part to stay at home alone and endure hardships and suffering, while the men went forth to fight the battles. It is true there have been some women, who have thrown the bombs and killed their oppressors, but the far greater number of heroines are the teachers, doctors, and nurses, whose lives are ones of continual privation and elimination of self. In this cause the women do not forsake their true place; the noblest and most womanly characteristics of the women are brought out; even the women terrorists are most tender hearted. There is an account of a woman who was imprisoned for complicity in a terrorist act, who in the prison would not even hurt an insect and refused her privilege of a daily walk because the other prisoners were denied it. Zinaida Konniplannikova was prevented from shooting General Minns because several children ran to greet her, as she was about to fire. The women are truly devoted to the cause of freedom, when punished they endure their fate with the fortitude and bravery of a true martyr. Many of them are less than thirty years of age, but so dangerous have they been considered by the Russian government that as many as twenty have been put to death at the same time. It is touching to read how Nadegida Sigida died, during her Siberian exile, for protesting against the brutal treatment of another prisoner. Catherine Breshkovsky, called the Mother of the Revolution, has survived twenty-three years of Siberian exile and is now about sixty five years old and as much interested and as vigorous in her work as ever. The most famous and one of the noblest of these women was Sophie Perovskaya, who was of the highest nobility and very beautiful. At the age of twenty seven, after ten years of hard work and exile, she was hanged, the first woman martyr to the cause. Her crime was complicity in the plot by which Alexander II was assassinated. Many are the women of almost equal, if not of equal nobility, who have willingly poured out their blood, a sacrifice for the people.

The neglected heroes who have often played an important part are the doctors of the Zemstov or Red Cross society. Each doctor has a very large district to look after and is paid for his service by the society. He devotes his life and energies to the very poor, attending from one hundred to two hundred patients daily, besides his hospital patients. If any of these poor patients offer him money, he absolutely refuses to take it lest he may seem to pay more attention to one patient than to another. These doctors also greatly improve the sanitary conditions of the poor and while giving medical service do not forget to inspire the poor with a love of freedom.

Many of the Russian booksellers, under great risk, persist in selling revolutionary literature and if they escape detection they continue selling the forbidden pamphlets. Most of the great literary men of Russia have suffered Siberian exile; Count Tolstoy, one of the most brilliant men of this age, alone has not been exiled, although he has written many pamphlets on freedom and has more influence in arousing the people than any other man.

Some Russians have come to this country to learn the improved methods of wheat growing and other industries, that they might go back to Russia and teach their people, though they well knew it would be against the law to seek to enlighten their countrymen.

There is a marked contrast between the heroes of the French and of the Russian Revolution. All the French heroes are fiery and impulsive, there are no instances of long privation and toil to cure the existing evils. The French acted on the spur of the times. They rushed forth and killed men and women on both sides. We do not like to call such men as Robespiere, Dante, and Marat, heroes, for they more truly are called murderers. We rank Charlotte Corday as a heroine, but her heroic effort was but instigated by surging passion and lasted but a short time, while the Russians patiently continue their heroic efforts from year to year. The French when worked up to a high pitch would do some marvelous act. The Russians work every day amidst trials and hardships, not seeking glory, but only trying to do what they can, in a quite way, for the cause of freedom and liberty, and when they have done enough, to be adjudged worthy, of death, to die, as Shakespeare puts it:

"As one that has studied in his death
To throw away the dearest thing he owed
As 'twere a careless trifle".

RUTH CRITZER.

THE AGE OF PROGRESS.

The golden age is past and gone. We are no longer living in ethereal realms but rather in a practical sphere. A modern Renaissance is now at hand. The Age of Progress.

History tells us that the brilliant age of civilization dates back about four or five hundred years. Altho it is true that the Greeks and Romans of two thousand years ago made some progress and advancement in civilization and knowledge, which, at that time raised them above all other nations, what was that knowledge compared to the knowledge and learned minds of to-day? In those times education was very hard to get, the great teachers such as Plato, Socrates, and Demosthenes, taught their pupils orally and instruction was passed from lip to lip or written out at an enormous expense, both of time and labor. They did not have the printed text of to-day. Years and Centuries rolled by yet the process of writing and then occupying with a pen was a very tedious process. The mind of man began to struggle for something new to develope. This great move led to the invention of the printing press with movable type, by John Guttenburg and Dr. Faust of Germany. This great invention which occurred in 1441, might be said to be the greatest invention that has been produced in the history of the world, it is the foundation of modern education. It started civilization to progress more rapidly. New scientific theories arose. It started a mighty reformation in art, science, in new discoveries and in practically everything. The press was and is now the great power of human progress, it brings mind in contact with mind by spreading wide it's printed matter.

After a few years, the discovery of America opened up new conditions. The art of navigation was extended, thousands of inventions were studied out, the invention of the telescope, which gave a new impulse to astronomy happened in this way. About the beginning of the nineteenth century two children of a spectacle maker were one day playing in their father's shop, picking up two spectacle glasses and placing one before the other at a little distance, they observed by looking through them that objects appeared inverted drawn near and greatly increased in size. Their father noticed the simple experiment with much interest, and he prepared a rude instrument for himself. This proved a success and opened the way for the invention of the telescope. The application of steam power to navigation by Robert Fulton started great activity in ship building and marine industry. The cotton gin, invented by Eli Whitney, increased the out-put of seeded cotton from a few pounds to about a thousand pounds a day. It not only did this but it lowered the price of cotton cloth. McCormick's harvesting machines made a great change in the labor to be performed on the farm. The Morse telegraph brought mind closer to mind and shortened the distance between places. The telephone which was still better brought this great convenience to the home where every one had the advantage of it. The Wireless telegraph and telephone is an improvement of these. They do away with the expense and labor of putting up the wires.

These inventions gave light to a New Era or Age which we might say has opened the gate to the field of progress. Altho the gate may have been open a great many years we have not gone far enough into the field. Some may ask; "Where is the field of progress?" They are directed to the different sciences such as Astronomy, which has been a science for nearly two thousand years but is far from being complete. They might also be directed to the science of Chemistry, which is in it's infancy. Natural Philosophy and Geology, are old but thousands of unanswered questions could be asked concerning them. Every day we experience light and heat, also the force of gravity but no one can tell us what they are.

This age is so greatly superior to the former ages that many think man has reached his height of perfection of knowledge. This is not true. There is always something to learn or find out which is new. No matter what the extent of his knowledge may be there is plenty of work and plenty of room. As the saying is; "Genius must not slumber." Inventions are called for every day which are now unknown, but which the future will bring out.

What the past has left undone the future must accomplish. This age of invention or progress is one of the greatest ages that the world has ever known. The percentage of ignorant people (that is people who cannot read or write) is less today than ever before in the history of the world. This is probably due to the invention of the printing press. Years ago the writing was done on tablets of wood and stone until they found the art of paper making. After this was accomplished they would write their works on this paper which was called rolls. Today it is replaced by the bound volumes and the typewriter has almost displaced the pen. At the present time we can write a letter on the typewriter in a very few minutes and have it to it's destination in a very short time, while, years ago it took several days to perform such an act.

The age of invention or progress not only lessens the time in which we can perform an act, but it lowers the price of an article so that the poor man can have the pleasure of the article as well as the rich man. It is said that Aristotle payed three thousand dollars for a few books. A Bible at that time sold for what would be in our money, about $150, which now we could buy for as many cents.

We are now living in the age of invention. There will no doubt be better centuries to come, but there has not been a better century than the twentieth. Let us consider what this age is and what it is doing. It is calling upon each person to put a hand to the great wheel and give it a boost, as Edison and Newton did. It is calling upon each High School pupil to continue this great work, and in the High School work-shop is just the place for the beginning. We may not all become an Edison or a Newton in every respect but we can in one and that is in doing whatever we attempt. We are each a part of our great civilization and should do our share to keep the Flag of Progress Waving.

JOSEPH W. WISTERMAN.

THE AERO-PLANE PRIZE.

One Saturday afternoon in the latter part of February, Harry Rexford was just returning to his country home from a visit to the little town of N—where he had made a few purchases including the "Weekly News." This paper was usually of little interest, still Harry liked to look it over to see whether there were any extras besides the regular course of Tea Parties, Sewing Clubs, Great Bargains in Shoes etc. But the paper was uninteresting as usual, so he threw it down, when the word "Notice" in large letters suddenly attracted his attention. He read on. "Notice: The Aerial Club of Tremont offers $3,000 as a prize for the person making the most successful flight in a heavier than air type of aerial machine. The distance is to be from Tremont to Sullivan, the time not more than one hour. Those wishing to enter the contest write to the Tremont Aerial Club of T— etc.

Now this was of great interest to Harry Rexford. In fact anything of a mechanical nature had always been of interest to him. He had made an improvement upon his mother's washing machine which had much lessened the drudgery that was always connected with him and this machine. From time to time he had invented other labor saving devices for which he was well paid. This money was very useful to Harry, whose mother had made many sacrifices to help pay for his time in school and the hired help to run the farm; but now he could do this work himself and make enough to help along with his mechanical contrivances, for it was plain that he was going to be an inventor.

During the preceding fall he had replaced the little shanty which boasted his shop and in which he had planned and built many boyish as well as useful things, by a large, well built one which he equipped as well as his money would allow.

On a bench in this shop lay the model of a machine which will explain the interest which Harry had taken in the Notice in the Weekly Review. It was an aero-plane equipped for flight with the exception of the propeller which lay beside it. For the last few years its owner had taken much interest in the aerial navigation problem and had read everything about this subject that he could lay his hands on. He had also watched the birds in their flight and tried to fathom the mystery that kept them floating, like a vessel upon the waves, but much more free, wherever they wished to go, never seeming to notice gravity doing her utmost to hinder their flight. He at once saw that it was not a gas that kept them up, for the birds were many times heavier than the air in their lungs and this air was as heavy as that in which they were enveloped. So he decided that the only navigable aero-machine that would be a success must be one heavier than the air. He soon found that there were many difficulties here which were not at all found in the balloon kind.

The machine would have to be going all the time else it would come down.

All that winter he had been planning and working during his spare time, to do what so many were breaking bones and using their gray matter to accomplish, namely a motor that would do the work.

Harry wrote to the address in the Weekly Review and received an answer giving full particulars as to entry fees, the kind of aero-plane required, the distance and time. He also found that two others had applied for entry and upon inquiring a few weeks later he was told that one of the contestants was a most successful aerial navigator, having already made two noted flights. At first he thought his chances were slight, he being a little more than a novice. But he recalled that Edison had started like himself with many disadvantages and had been successful in his inventions. So he went on working and at last his machine was complete and ready for flight.

The 30th of June was now only three days off. Fearing the rough handling it might receive Harry stayed with his machine, which went by express. When he arrived at Tremont he was told that one of the contestants would not be there having had an accident a few days before. The other, Edgar Wright, had just arrived. He was an experienced navigator and knew considerable about aerial navigation. Conversation with him developed the fact that they did not agree in the kind of propeller to be used. Harry maintained the one fourth of turn of thread type could draw much better with less power than the one half of turn of thread type, besides being much stronger, and strength is the requisite to the aerial navigator while in the air.

The day of the contest was bright and beautiful. Quite a crowd had already gathered for news of the coming event had been spread far and wide. The place to start was a large open field at the edge of the town. Both machines were there set up ready for action, their broad planes of heavy canvas stretching out like the wings of some huge bird. Harry's friends were clustering around him, shaking his hand and wishing him success. Newspaper men were busily engaged taking pictures of the field and of the machines. At last the starter told the contestants to get ready. This they had already done, so now they took their places in the machines. The propellers were set in motion and at signal started on their sixty mile flight to Sullivan and back. Mr. Wright's machine started first because of the four springs on the bottom which were released by a lever. Harry depended upon the drawing power of his propeller for a start and this delayed him so that the other contestant had traversed quite a distance before he was up in the air. Soon however both machines were soaring high and were moving forward at a rapid rate. The houses and church steeples of Tremont grew smaller while neighboring villages and hamlets began to make their appearance. The machines became separated after fifteen miles of the distance had been passed and Harry did not see his contestant until he had reached Sullivan and was starting back, when he made his appearance far ahead of him and headed straight for Tremont.

The wind had been with them coming but now it was strongly against them and the test would fall hardest upon the propellers.. Harry pulled the lever controlling the mottor to nearly full speed. The machine bounded forward. His opponent put on more speed but his propeller began to give so that he had to check it. He was going nearly as fast, but Harry's speed never slackened, so that soon he was even with him. Then gradually he went ahead and when within one mile of Tremont he had gained an eighth of a mile. At last the church steeples and the tall buildings of Tremont again put in their appearance. He could now hear the people cheering and see them wave their hands, for most of them had been rather doubtful of Harry's success, while still favoring him. Their doubts were now all put to flight when Harry after a grand circuit of the town, came down nearly where he had started.

The eager people gathered around him again, but pushing himself through the crowd he sought refuge in the Aerial Club rooms, nearly exhausted from the great strain that the trip had put upon him. Still he was happy for now the prize which was not only the $3,000 but the prestige which his success gave him, would assist him immensely in furthering the aerial navigation problem.

EARL OCKER.

BURR AND HAMILTON.

It seems strange that history should choose to belittle the character of a man who was an undoubted genius; a man who, had he been given an opportunity would have given the United States a far greater prestige than she has today. Yet this man, Aaron Burr, is depicted as a traitor, a murderer and as a despoiler of public peace. Still farther history goes on to eulogise a man who was far from being the equal of Burr in genius, morals, or in education, as a hero, a statesman and a martyr. I mean Alexander Hamilton, whose name is pronounced along with that of the great Washington himself.

To Hamilton we owe a great debt for the financial system which he established. No one ean doubt his ability as a financier but when that is said Hamilton's usefulness to the government has been considered. His attempts at building up a government were very crude and were clearly imitations. He copied promiscuously from the English law and in many cases the result was not satisfactory. To him we owe the blame of the establishment of the Senate, that powerful body, patterned after the English House of Lords, that is elected by graft, money, or any other means except by the vote of the people. To him we also owe the blame for the establishment of the present system of courts, in which a trial may be drawn out year after year and then finally be thrown out of court. Burr would have made the Senate a body elected by the people and the graft present there today would not have been possible. He would also have changed the system of courts. A special school would have been established for the education of professional Jurors. Here they would be made familiar with the law and Justice could have been more readily obtained. He would also have allowed only one appeal to a decision and in this way prevent a long drawn out trial.

Burr and Hamilton were parties in three distinct rivalries. First in the army, then in love and lastly in politic. The first two rivalries were comparatively unimportant, but the last one suddenly assumed gigantic proportions when the two men headed powerful parties and strove for supreme power. Burr's conduct and method of handling and managing his campaign were strictly honorable, while Hamilton resorted to every means possible to gain advantage over his opponent. He wrote and published a pamphlet denouncing Burr, stating that he was a dangerous man and not to be trusted in the least; but when had Burr ever betrayed a trust? He said he was a deceitful man; yet when had Burr ever deceived a single person? Then Hamilton went further and wrote personal letters to influential men denouncing Burr and requesting cooperation against him. At last Burr obtained one of these letters from a friend and together with a pamphlet and a newspaper clipping sent them to Hamilton and demanded an apology. Hamilton refused and the result was Burr challenged him to a duel. Hamilton took almost three weeks to consider before he even answered the challenge. Then he accepted, requesting a stay of proceedings for a month or six weeks in which to close up his legal practice. Burr allowed him the stay and at last the day was set. Burr's enemies say that he spent the days preceding the duel, in practicing with the pistol but this is false. He spent his time in closing up his business and in writing letters.

The day for the duel came at last and the parties met on the old famous duelling grounds of North Chester and the seconds proceeded to arrange preliminaries. Fate was unkind to Hamilton. He won the toss aud made the choice of position. He chose a position directly facing the river just below him and into which the sun glared brightly. This must certainly have affected his aim. The two men faced each other and at the word "present," lifted their pistols. The hankerchief dropped. Hamilton fired first. He missed his aim and as he caught the eye of Burr he quailed beneath his gaze like a condemned felon. Then Burr shot; the bullet entered the right side just above the hip and inflicted a mortal wound. Burr was hurried away from the scene, and Hamilton died the next day.

Then the storm burst on Burr. The Federal party raved, for it had lost its champion. Burr was denounced as a murderer and people called for vengeance. Duelling was common but never before had a duelist sought so shining a mark. Burr was called a murderer for fighting one duel but the people elected Andrew Jackson, president and he was the hero, "Old Hickory," who had fought more duels than battles. Burr was unprepared for the great clamor which was raised against him and to escape it he took a tour through the South. Everywhere he was met with a hearty welcome but in the north the feeling ran high against him. After awhile he eluded the charge and was again practicing law when he conceived a scheme by which he might yet make his mark in life. Disgusted with the government in the United States, he conceived a plan of forming a Western Empire. Mexico was being governed very tyranically. The people he knew, were ripe for revolt. He proposed with other Americans to go to Mexico and start a revolt, overthrow the Spanish power and set up an Empire organized on a sound political basis, and there put forth his ideas of a model government. His chief associate was Mr. Blennerhasset, an English Lord, who also saw a chance for temporal power. Before he had crossed the line however, he was arrested on a charge of treason. He was astonished and he nor any of his companions could see any treason connected with the affair. The trial came off and in it Burr displayed his exceptional ability as a lawyer. He said that the constitution of the United States, stated that "Treason shall consist of levying war against the United States or adhering to, or giving comfort to their enemies." "Now" said Burr, "when have I or any of my party waged war against the United States? When have we aided or comforted its enemies?" The court then saw that it had been to hasty and Burr was acquitted of the charge of treason.

Finding that he could not carry out any plans which he might lay without the interference of the government, Burr retired from active life. His life had been one continuous succession of unhappy events. At this time his daughter was lost at sea, and as a result of all this, he was never himself again. He suffered three attacks of apoplexy and died from the effects of the third one. He died a wronged man. He had faults, no doubt, but where breathes the man who has not?. That he deserves a great deal more credit than he receives must be admitted, and some day the people will realize this and a fitting remembrance will be erected to his name.

FRED BARR.

THE IMPERISHABLE AENEID

Looking back over the ages, we kind certain works of literature which in spite of the ever wearing power of time, stand immortal, holding high the eternal torches of knowledge, thus guiding the thought of men into broader avenues of life. Among these works may be found that great Latin epic "The Aeneid" of Virgil.

Review the works of Shakespeare and see what is in them that makes them as true today as they were centuries ago. Is it his working out of the plot, his characters, or the beauty of his verse? Is it his remarkable universality, his power to portray the good and the evil, the happy and the sad, with equal truth to nature?

"He painted the white soul of a Cordelia, the black one of an Iago, Macbeth in the grasp of ambition, and Lear after ambition has passed." He could present the prince and the shepherd, the youth and the old man with equal fidelity. But it is not of these that make his work immortal so much as it is his power to portray emotions that appeal to us, for we find these same emotions implanted in ourselves today. We sometimes feel we have thoughts deep within us that are new, and we are about to claim them as our own, but we look through Shakespeare's dramas, we shall find them there. These gems that tell of the emotions and passions of the human heart and mind, make literary works immortal. I have delved into the Latin, and find a delight in rehearsing some of the parts that make "The Aeneid" imperishable.

A striking passage that has been often quoted from "The Aeneid" is "Whatever it is, I fear the Greeks even though they bear gifts."

We may have had enemies at one time we feared, and suddenly they come to us under friendly guise, or even bearing gifts: but we must be careful, for behind those gifts may be a heart bent upon our ruin. For was not the wooden horse that fateful gift placed without the walls of Troy by the Greeks, a piece of stratagem, a work of the crafty Ulysses, and was it not the cause of the downfall? In this this day and age it is as true as of old that we can not be too careful regarding whom and what we trust.

In another famous verse, Dido says to Aeneas; "Myself no stranger to suffering, I am learning to aid those who suffer." There could be no words that would more truly voice the emotions of one in sympathy with another, whose burden seems almost unbearable. No matter how keen our wish to sympathize with suffering, another's grief is more than we can understand unless we have had a like experience. We may sympathize, but never to the same degree or with the same depth of feeling as when we have tasted of the same bitter cup of sorrow.

Then we have Dido's words; "Trojan and Tyrian shall be treated alike by me." This is the motto of the "North American Review," so that proves its immortality. How much more we think of a person who is so whole-souled as to make welcome and happy, all classes of people, and not only of those who are in "their set." As that was true at the time Virgil wrote, and later when Shakespeare wrote, so it is true today, and it would be well for us to cultivate broad sympathies within ourselves as we make life's journey. Another quotation very true now in this age when people seem to look more at the material side than the ideal side of life, portrays one of the great passions of humanity: "To what extremes, oh accursed love of gold, dost thou not drive the mortal heart!" Every day we see where some one has done wrong in order to get money, for today people think that is the way success is measured. Read of the murder, kidnapping, forgery and bribing going on throughout this, a "Christian Nation." It is for us, the rising generation to do all in our power to change the ideals of men, and direct their minds toward the eternal things, for money avails little in the sight of God.

Then comes that sentence always on the lips of the stronger sex, that "Woman is ever fickle and changeable." Much as I should like to deny it, I can not for that is an imperishable part of "The Aeneid", as it is an unchangeable characteristic of women. But are there not enough good qualities to redeem that one? Besides, we are told that men rather admire that power in woman that does not allow herself to be completely understood.

In describing the boat race, Aeneas says; "They win because they think they can." Have you ever been discouraged? You must make up your mind that you will conquer whatever may come in your way, for unless you say, "I can and I will," many opportunities will pass by you never to return. He who gives up and says "I can not;" will fail, but he who says "I can" surely can, for "Where there's a will there's a way."

Here is yet another. "Oh cruel love! to what dost thou not drive the human heart"! I can not vouch for the truth of that sentiment, in so far as experience is concerned, but we all know that this passion has been the destruction of many. It drove the strong willed Dido to such a frenzy that she took her own life and breathed out a curse upon Aeneas, to follow him in the rest of his wanderings.

Then we have that beautiful and pathetic picture of Andromache the wife of the murdered Hector, meeting Aeneas far from Troy, and the little Julius with him. Her thoughts turn to her own dead son, and our hearts go out to her in her grief. One of our younger poets has beautifully expressed it.

"You say the tale is very old
And all the sorrow that it told
And all the sadness and the tears
Have been o'er past two thousand years,
Why should it fill my soul with woe?
I can but answer you, "I know";
But when I watch his mother fold
The little cloak she wrought in gold,
About another boy and say,
"He would be just your age today,
With just such eyes, such hands, such hair."
Her grief is more than I can bear."

DORIS LOUISE GREGG.

THE DEBT OF THE 19th CENTURY TO ROME.

Debts may be of two kinds, payable and unpayable. A debt might be unpayable according to the character of the debtor, also the enormity of the debt might render its payment absolutely impossible. Such is the debt of the 19th. century to Rome. This debt cannot be reckoned in mere dollars and cents but it is to be expressed by nations, by civilization itself. It is impossible to estimate what the people, the civilized world today, owe to Rome, in fact it is absolutely impossible for a person of ordinary intellect to conceive of the maganimity, the colossal character of such a debt. Multitudes of people have never heard of Rome, but every person who has been reached by modern civilization owes something to her influence. This debt may be small or great but no matter what may be the size, it can be traced back through generations to that city whose unconquerable legions and citizen statesmen once ruled the world.

The first great item of our independence is our civilization itself. History says that man first became civilized somewhere in Eastern Asia. The people who first rose from barbarism and savagery were the Aryans, who, in their nomadic wanderings gradually moved westward into India and Asia Minor. From them were descended the Medes and Persians, the Phoenicians and the Egyptians. The Egyptians and the daring Phoenician mariners carried their civilization still farther westward into Greece. Here civilization was fostered and developed until it reached its highest mark. The Greeks for a time were warriors as well as people of culture and against great odds they defended and saved their little republic from the Persian hosts of Datius and Xerxes. During a period of prosperity and peace they planted colonies and founded cities at various points on the Mediterranean shores. Several of these colonies were founded in southern Italy and from these settlers sprang up the various Italian tribes, among which were the Romans. They founded a city on the Tiber and by colonization and conquest they gradually grew stronger and stronger until they were able to cope with and destroy the great African city of Carthage. This was of as great importance as the triumph of the Greeks over the Persians for in each case Europe was saved from the threatened danger of becoming a mere dependency of Asia. The Carthaginians had not the political aptitude and moral energy which characterized the Italians and other Aryan people of Europe. Their civilization was lacking as the Persian in elements of growth and expansion. Had this civilization been spread over Europe by conquest, the political, literary, artistic and religious instincts would have been smothered and the world of today would be composed of nations having a civilization as lacking in political and intellectual interests as the races of the Orient. Therefore the checking of the spread of Carthaginian civilization is the first service for which the 19th. century is indebted to Rome.

Greek culture reached its highest mark during the age of Pericles and from that time on there was a gradual decline as there had been in the nations before them. The Greeks became incapable of protecting and governing themselves, and Rome established a protectorate over the country. The Greek cities finally rebelled against the Roman power, were defeated and reduced to subjection. Thus were the sturdy sons of Rome destined to rejuvenate and spread the declining grandeur of the Periclian Age. Rome became almost Hellenized and thus were the manners and customs, modes of education, literature and philosophy of the most cultured people of the world saved to the 19th. century by Rome. Just such a people as the Romans were needed to absorb and spread the civilization of the fast declining Greeks. No other people could have performed this great work as did the Romans for their armies reached and conquered all the known world. When the Empire finally fell she left the stamp of Graeceo-Roman civilization upon her conquerors whose descendants make up the people of Europe today.

Rome further increased the already enormous debts of the 19th. century when she united with the Germanic tribes of the North against the terrible non-aryan Huns. These fierce nomadic horsemen from the plains of Asia, led by Attila, who called himself the "Scourge of God," nearly over-ran Europe with their countless hordes. "They were finally met by the German and Roman forces at Chalons in France where they were defeated in a desperate battle and Europe was saved. This was of the greatest significance for it decided that the Christian German folk, and not the pagan Scythian Huns, should inherit the civilization and dominions of the expiring Roman Empire and control the destinies of Europe. Had the Barbarian Huns been victorious they would have over-run all Europe and smothered out all culture and refinement. The great powers of Europe today would never have existed, the new world would not have been discovered and the present stage of civilization would have been centuries delayed if ever reached at all.

Though Rome twice saved Europe from becoming an extension of Asia and served a great and efficent medium for the saving and spreading of Greek civilization, probably her greatest service was the giving of laws to the world. She was the pioneer in the making of laws. Throughout all the Republican period the laws were becoming less harsh and cruel and were becoming more liberal and scientific. During the first two centuries after the establishment of the Empire there lived and wrote law writers and jurists who created the greatest and most remarkable law literature ever produced by any people. The great and unvarying principles which underlie and regulate all social and political organizations were then examined, illustrated and expounded. When Justinian became Emperor over the East he appointed a committee, headed by the great lawyer Tribonium, to collect and arrange in systematic order the great body of Roman law. The result of the work of this committee was what is known as the "Body of the Civil Law." This work forms the basis of the laws of the great nations of today and its influence has been felt in some way by every organized government of the world.

Thus the debt of the world of today grows, and when we think that millions of people are even indebted to Rome for the language they speak, we give up hope of ever imagining, even in our wildest dreams, the colossal character of such a debt. The body of Roman law preserved and transmitted to us was the greatest contribution of the Latin intellect to civilization. Thus does the once little Palatine city on the Tiber rule the world. The religion of Judia, the arts of Greece and the laws of Rome are the three very real and potent elements in modern civilization and, when we recall that it is to Rome that we are directly indebted for the last and indirectly for the first and second, we despair of ever gaining even a faint conception of the debt of the 19th. century to Rome.

STUART EBERT.

OTHERDOM.

Otherdom is that ardorous spirit, that grandest of all trait sacquirable which causes its possessors almost unaware of any sacrifice to abandon every thought of self for the good and happiness of others not neccessarily kindred or friends—and to be most happy in the results. Otherdom is nobler than unselfishness, grander than self-sacrifice, greater than altruism and more than generosity. It is the exalted and noble opposite for mean and ignoble selfishness.

All persons possess more or less of this spirit of otherdom, more or less according as each has cultivated it. No one whatever advantages he may enjoy as results of the otherdom of his parents and those about him can be truly happy unless he has cultivated the same spirit at least to a moderate extent. But some have never exercised their spirit of otherdom, have never cultivated the trait and so possess merely a mite of otherdom hidden away from ordinary perception and unused. But even the most selfish people at some time in their lives have done something very unselfish surprising even to themselves. That is their mite of otherdom so long buried has suddenly asserted its existence and then, perhaps, having exhausted its feeble strength by this, one generous deed has died. Others have cultivated otherdom until it has become with them an indomitable trait reconstructing their character as it has grown. These last have been in the past and always will be the prominent figures in history, the men and women who have done great things, who knew only with the tenderest and most reverent thoughts and grateful hearts.

A typical otherdom man was Sir Philip Sidney and almost everyone is familiar with the manner of his death, how he when dying gave the last drop of water in his canteen to another wounded soldier by his side. Frances Willard was an exemplary woman of the otherdom type and in her generous life contrived to undo what many selfish people had conspired to accomplish during several decades past and to further the temperance cause much at a bound. Such a woman, too, was Alice Freeman Palmer who probably during her short life moulded the characters of more girls than any one individual. Her rule for happiness was to do something for somebody quick. She gave this rule to the slum children of Boston and told them that if they skipped a single day the rule wouldn't work. It has been said of her that, "each eye that saw her blessed her, each ear that heard her was made glad."

Otherdom is only one of the excellent qualities possessed by most illustrious people but with the greater number of them it is the predominating trait, and in many instances may, as it itself expanded have been a potent agent in the development of some of the other desirable qualities. Whether that is the rule or the exception, anyway, too many Americans have allowed their otherdom to sink into a dormant state while they have blindly followed the whisperings of self. It is the spirit of otherdom which the people of this nation need most to arouse and to cultivate.

Modern reformers tell us that this is the age of graft and greed and that the fault is the individual's. Will honesty in the individual remedy this? It is possible but hardly probable. Anyone will be honest in a decision or action that does not in anyway concern himself and that cannot be made to concern him. But almost all of each individual's decisions or actions concern himself either directly or indirectly. To be honest both to one's self and to others concerned is to be exact. To be exact a person must be painstaking. A perfectly honest man may and always does give himself the benefit of the doubt. The otherdom man never. Then it is not probable that honesty in itself is sufficient to bring about a national reform. For to be perfectly honest both to one's self and to others concerned leaves too narrow a margin for judgment. It is the otherdom men—men actuated by the spirit of otherdom that are needed for national reform.

If then each and all would rouse their spirit of otherdom, exercise it and cultivate it before many decades pass this age of graft and greed would merge into an age of altruism and for this era of individualism an era of concert might be substituted. In such an age humanity would not be divided into two great classes those who pull and those who ride. But in an altruistic age such as would result from everyone's cultivating otherdom all would take equal turns in pulling and in riding at labor and at ease. There would prevail a universal economic equality—all would be on an equality in the resources and wealth of the country. For if all would practice the art of otherdom each in his attempting to better the conditions of others would indirectly be helping himself as well as being aided by all the others. This could result in nothing but concerted action and equality in material well being and thus in every advantage for getting the most out of life. Some people claim that this equality will result from the nation consolidating the entire capital of the country and becoming the one great business corporation, the sole employer, the final monopoly in the profits of which all citizens will share. And perhaps no better theory or scheme has up to the present time been advanced for an ideal nation of enlightened and care free men and women. This theory or any other which now seems impracticable might be put into actual use in an era effected by and abounding in otherdom. An otherdom age certainly would be an ideal and most happy one.

To the stream of tendency setting toward the ultimate realization of such an era, every sigh of compassion, every tear of pity, every humane impulse, every generous enthusian, every true religious feeling, every magnanimous deed or noble action have contributed from the beginning of civilization. If then all practice the art of otherdom and cultivate the traits this stream of tendency over widening and deepening will some time in the near future sweep away the barriers of selfishness which it has so long snapped and a most happy and ideal era will be ushered in, an era when the enlightened people will attain the highest developments ever reached, when selfishness will not exist and the repugnant word will be unknown, when the word Utopia will have become absolute and in its place people will say America

LETA SWANEY.

SHAKESPEARE'S WORLD-WIDE INFLUENCE

"He was not of an age but for all time." Shrewd old Ben Jonson never wrote a phrase which contributes more to his own immortality than this in which he describes William Shakespeare's greatness and foretells his everlasting fame. If an academy of Immortals, chosen from all ages could be formed, there is no doubt that the English-speaking people would send Shakespeare as their chief representative. He alone could speak in their behalf, of life and its joys in the presence of Homer, of death and its mysteries in Dante's presence, he alone could respond to the wisdom of Goethe with a broader and sunnier wisdom, he alone could match the laughter of Moliere with a laughter as human and more divine.

Now, the question arises as to why he possessed such rare powers of interpretation: his genius was not born full-grown, as many may suppose; neither was his attainment snatched in haste; they were won through long and strenuous endeavor. In his early comedies he moves brightly over the surface of life: "Love's Labor Lost" is a young man's good humored and confident satire of the follies of the day. He was a scholar, in love with the book of life, and in time he would understand its meaning; but as he turned the pages he saw obscure and awful things; he was only a man among men and his life was like that of every other human being: full of woe and sorrow, full of love and happiness. To be sure had the dramatist not been an unusually close observer, he could never have produced such masterpieces and on the other hand had he used only books for reference he could never have become a close observer. As it was, no little flower, no matter how small, no phase of human life, no matter how difficult to understand, escaped the bard's critical eye. In all of his productions each character, each detail is suggested by some little circumstances in his own life. This close observation and personal experience rank him as the world's greatest teacher.

In Shakespeare's day historical plays, on English subjects were strong in the public interest and patronage; the public taste evidently favored, not to say demanded them; and so the natural literary trend of Shakespeare was to make his productions more or less historical in method and arrangement. Through these plays he has probably done more to diffuse a knowledge of English History than all the historians put together; our liveliest and best impressions of "Merry England in ye olden tyme" being generally drawn from his pages. Though we seldom think of referring to him as authority in matters of fact, yet we are apt to make him our standard of Old English manners, character, and life, reading other historians by his light. Even when he makes free with chronology, and varies from the actual order of things, it is in quest of something higher and better than chronological accuracy; and the result is in most cases favorable to right conceptions. When we read Shakespeare the historical facts are more easily remembered, because his characters are so real that we do not see simply representation of people but pictures of living human beings talking and acting just as we ourselves talk and act.

Even when we are not familiar with his works, we cannot escape the influence of others, who have been swayed by this master hand; and our thoughts and imaginations are influenced to an unknown degree. For generations certain modes of thought have crystallized about his phrases. Who at sometime in his life has not felt the influence of such words as these:

"Naught's had, all is spent
When our desires are got without content"

It would perhaps not be too much to say that the play of Hamlet has affected the thought of the majority of the English speaking race. Shakespeare's influence on the thought of any individual has only two circumscribing factors, the extent of Shakespearean study and the capacity for interpreting the facts of life. No intelligent person can study Shakespeare without becoming a deeper and more varied thinker. Continually his delicate humor works on our imagination, for while dealing most seriously with his characters, he uses a certain guile, making his humor act in such a way as to possess us with mixed emotions; the characters while moving us with their thoughts at the same time stimulate other thoughts which have no place in them; and we share all that they feel and more too.

The chief reason that Shakespeare has had such a great influence on the ages since his time, is his universality. He does not exhibit some popular conceit, folly, or phase of thought which was merely the fashion of the hour, but he voices those truths which appeal to the universal heart of humanity. People in every walk of life can derive some benefits from his plays. He identified himself with the joys and sorrows of the King, and of the shepherd, of youth and of old age. His source of expression was not to be found in books but in familiar every day speech. His well selected words were from the very lips of the common people and the intelligent men of the world: farmers, mechanics, tradesmen, housekeepers and professional men, as they spoke when conversing about practical things. Hence we find him using the special terms of the street, garden, shop, kitchen, pantry, counting room, exchange, and even the technical terms of law, of medicine and Divinity, all as they actually lived on the tongues of men and what better way is there to influence men's thoughts than to speak to them in their own language? Moreover he not only expresses the ideals and feelings of all these people in words but in action. He places them before our very eyes, we see their good traits, their bad ones, how they attained good fortune, in what ways they failed and we therefore are easily benefitted by their failure and success. He does not place his highest characters, in an atmosphere so pure that average mortals cannot breathe in it. He depicts good and evil striving in them for the mastery; and so through their weakness they come near enough to wield a direct influence over us, while at the same time, in their strength they are enough higher than we to lift us upward.

Thus we see Shakespeare lived to influence mankind and to show how pleasure can be converted into a noble exercise of the soul; how mirth can be transformed into a pure voice bearing a part in the majestic symphony of the world's mourners; how the terror that arises at the sight of violated law may be purified from gross alarms, and appear as one of the dread pillars of order which sustain the fabric of God's world.

HELEN M. DEAN.

THROUGH TRIALS TO TRIUMPH.

All people as they travel life's path, no matter where they may have been, have trials sometime in their experience, for life is made up of sunshine and sorrow.

The world is full of experiments and consequently is full of failures. All success when closely viewed, are seen marks of failures. If you fail now and then do not be discouraged. Bear in mind it is only the part of the successful person; and those who are the most successful at the end, are often the ones that have had the most failures. If we are determined to succeed, the failures will only be stepping-stones to success, but if we are weak they will be great stumbling blocks before us. Before us there is always a mountain we hope to climb and behind us still a deep valley out of which we seem to have ascended; as before swift ships there swims a hill of water, and a corresponding billowy abyss glides along close behind.

But because you find a thing very difficult do not presently conclude that no man can master it, but whatever you observe proper and practical by another, believe likewise in your own power.

The successful man or woman is generally the one who is first to sieze an opportunity. Some always wait until the opportunity is gone and it is too late. Opportunities are the offers of God, and great opportunities are generally the result of the wise improvement of small ones. Opportunity is the flower of time, and as the stalk may remain when the flower is cut off, so time may be with us when opportunity is gone forever. "There is no open door to success, but everyone who enters makes his own door, which closes behind him to all others."

In looking over the pages of history we find that the success of most of the statesmen was not due to wealth, greater genius, and more opportunities but to their determination to rise higher and to solve difficult problems of life. For instance, Abraham Lincoln was a poor boy; his father could neither read nor write. The only books that the family possessed were the Bible and Pilgrim's Progress, and Abraham often walked many miles to borrow a book, after he had worked all day, but he was willing to do it for he could not afford to buy. He was determined to rise higher in life and today he is considered to have been one of the greatest American statesmen. "A lowly beginning is no bar to a great career."

Some may say that "good luck" is the means of success. There is no such thing as "luck" for no one ever becomes great just by "luck." It is only by determination and labor that success can be attained. For our life is similar to a stream rippling over pebbles, through the forest, either broadening into a river and finally ending in the mighty ocean or before reaching the river, becoming imbeded with sediment and ending in a stagnant pool.

One of the essential parts of success is self-denial. We cannot take a share in all the pleasures of life and accomplish much, for nothing that is of real worth can be achieved without courageous working. If we work hard and each time we complete a task can say that we have done our very best and then fail we shall be honored; but shrink from our task and we shall be despised. When you put your hands to a work, let the fact of your doing so constitute the evidence that you mean to prosecute it to the end. Stand like a beaten anvil, it is the part of the great champion. to be stricken and then conquer. "Our greatest glory consists not in never falling, but in rising every time we fall." For the path of success is open to all.

Young people sometimes think that when they become older they will be something and do something in this world: they often neglect their duties at school and think there is sufficient time to attend to them later, but remember our habits are formed while we are young, and if we do not learn to do our duty then, it is hard to tell whether we ever will. Those men whose lives stand out prominent among their fellows are generally those who have done their work while young. One who began his work while young was Benjamin Franklin. He was a very poor boy, he was the youngest son of many children. His father was a soap-boiler and tallow-chandler; as a boy of ten Benjamin was employed in cutting wick for the candles, filling the dipping molds, tending shop and going on errands. From a child he was fond of reading, and laid out on books all the little money that came into his hands. Among the books that he read when a boy were "Pilgrim's Progress," Mather's "Essays to do Good;" which influenced his conduct through life. At the age of twelve he was apprenticed to his brother James as a printer. As Benjamin set type he often thought that he could write as well as the contributors. He was then a boy of sixteen, and already had been training himself as a writer. He began to think of accomplishing something when he was young and we all know that he has done much for our country.

If we do not lead upright lives while we are young, we cannot expect to succeed when we are older, and if we do succeed in this world and have not done it honestly, that is not what we call true success but if we have tried and then not succeeded, it may be said of us, "They will triumph in the Great Beyond."

ETHEL SHARROCK.

THE CRITERION OF EDUCATION.

From our earliest youth we have heard the cry, "Educate the mind to think, the body to act, the soul to feel." So often have we heard the word "educate" that it has become a rather vague term and we find ourselves asking again and again, "Of what should an education really consist? By what standard should it be measured?"

In an address given recently, Dr. Charles W. Eliot, late president of Harvard University, has answered this question in a very satisfactory manner. As he tersely expresses it, a liberal education should consist of a knowledge of past and current events in the world's progress, power of expression, an intimate acquaintance with some parts of the store of human knowledge, and a well developed imagination.

We see, then, that an important place is given to the general knowledge of those factors which have entered into the development of the civilization of the world. It is not the rise and fall of empires or of kings and queens, nor is it the account of battles lost or won, or of invasions undertaken, that is so eminently useful in the acquiring of a liberal education. But it is the principles which underlie facts and give them their significance, and that part of the history which relates to the progress of the human mind that proves so beneficial to education. We must not, however, neglect those events which are today making the progress of the world; for a knowledge of our own age is equally as important as that of past ages. A lively interest in current events, a careful reading of the magazines and newspapers, and an eagerness for the announcement of new discoveries, inventions and investigations in science will do much toward increasing our knowledge of the world's progress at the present day. It is but the foundation of this general knowledge that we lay in High School. If we wish to raise our structure any higher we must carry on the work whether it be alone or in some college or university. Yet if we have a good general knowledge of past and current events in the progress of the world, does this imply that we are well educated? Most certainly not! This is but the stepping stone. We must possess also the power of expressing onrselves.

By this art we mean the perfect expression of that which is within us; the full revelation of mind and spirit. But we must not think that it is simple and easily acquired. It is true that the ability to speak well and fluently seems to come naturally to some, but to the most of us it comes only with effort. The slightest review of our attempts at expressing ourselves in public or in private shows how imperfectly we reveal our highest aspirations and our best thoughts to others. Those who have mastered in some measure the art of human expression testify to the difficulties which attend its acquirement. Demosthenes was laughed down in his first attempt to speak in Parliament; Webster failed in his first declamation. But how did these men at length succeed? It was through perseverance and perseverance only. So must we persevere, for we cannot acquire power of expression in a day or a year. A careful and intelligent study of the great masters in literature will often give us inspiration and will perhaps do most for us in developing the ability to choose the most pleasing and most fortunate words in which to express our thoughts. But we must first have thoroughly mastered the subjects we wish to discuss, for we are able to express ourselves only when we feel strongly. Our words, tones and gestures will then be informed with our thought and feeling. Also, when we once have acquired this power of expression we are better prepared to continue our education; for an intimate acquaintance with some part of the store of human knowledge is likewise indispensable to a well-rounded education. Yet the tendency today seems to be to make education consist of a mere smattering of twenty different things instead of the mastery of two or three. This is deplorable both morally and intellectually. For we know that "he who sips of many arts drinks none."

If, however, we thoroughly master some special branch of learning the benefits that we derive from it will be far reaching. It is not the knowledge that we obtain from the study of some particular art or science that counts so much, as it is the power, it develops in us to grasp new principles and new ideas, to gain vision and insight that we may think clearly and sanely when more difficult problems confront us. For the great aim of education is not so much to furnish the mind as to discipline it, not so much to fill it with the accumulations of others as to train to the use of its own powers. Moreover a high school education will often bring out our own latent talents and peculiar aptitudes, or where none exist create inclinations which may serve as substitutes. What the world needs today is the young man or woman who besides having a good general education is well-trained in some particular line of work. Specialization is growing more and more to be the key-note of success not only from a financial but also from an educational point of view.

However, specialization is not alone sufficient. The development of the imagination also plays an important part in education. This, is too often understood to be mere fantasy, the image-making power common to all who have the gift of dreams. It is not, however these airy fancies and day-dreams of ours that will contribute most toward a liberal education, although they have their part; but it is that imagination which enables us to give a sympathetic interpretation to life round about us, that is most beneficial. How was Shakespeare able to portray so many classes and conditions of men so faithfully and so well? It was without a doubt, his vivid imagination together with his keen observation of human nature that gave him this power. How then, are we to develop the imagination? In the first place our imagination is dependent upon the store of knowledge that we have gleaned, whether through books or by learning from other people We draw for our imagination upon what we have at some time read, heard or seen. Then, to develop our imagination we should not only increase our store of knowledge but, what is more important, meditate upon what we have learned. For in the words of Confucius, "Learning undigested by thought is labor lost."

But perhaps you would ask, is not this so-called liberal education just a little superfluous? If I have a high school education is it not sufficient? That depends upon your point of view, upon your aims. A High School education lays a good foundation of general knowledge. It aims to teach us to think and to develop our mental faculties. We know however, that the world is constantly demanding better trained men—men with more liberal views, broader sympathies and keener insight. This and more is what a liberal education will give. There can be no doubt that a good college course will do much in this generation in assisting us to acquire a liberal education. Yet wide reading and thoughtful observation are indeed wholly as important.

Education then, teaches a man to use the whole of himself to develop all of his faculties instead of using only one or two out of the score with which he may be endowed. He has learned to make use of every faculty, he has taken to himself a companion which no misfortune can depress, no despotism enslave. He has won at home a friend; abroad an introduction; in solitude a solace; and in society an ornament.

OLIVE GELSANLITER.

WILLIAM HOWARD TAFT.

In this fair state of ours have been born a large number of America's great men, who have won the highest honor our country may confer. Perhaps no man towers so high among his fellowmen as does our own President, William Howard Taft.

He was born in a suberb of Cincinnati. Mt. Auburn is proud to be called the birthplace of this great man, and it was here that he spent his early life. His youth was one of strenuous activity, and at an early age he showed wonderful skill in managemeut. Upon graduation from Yale University, he began the study of law in Cincinnati. Later as a judge, he demonstrated his absolute freedom from any taint of class prejudice, in making his decisions.

And thus began the undertaking of big tasks, and Taft's life has been one of continual accomplishments. Foremost stands that of his work in the Philippines. He was appointed chairman of the Philippine Commission by President McKinley and this served as a stepping-stone to a higher national prominence. When he and his fellow Commissioners landed at Manila, it was necessary to win the confidence of the natives, who had learned not to trust their rulers. Messages of good will were scattered about by the Commissioners, but the Filipinos had little faith in them. The Commission's first act was one of wise simplicity; it began the building of roads. Judge Taft believed that this would have a great civilizing influence. He knew that the Filipinos would be thinking less of political independence if many of them were not perishing from famine. A plague had carried off many of their cattle and left them helpless in their sugar and rice fields. But with roads and harbor improvements, they might at least market what they did produce, and supplies could reach them the more readily. Mr. Taft greatly aided them in their struggle to live, by buying with public funds, large quantities of rice, the chief food, and selling it to the people in small amounts at cost. But more than a benevolent ruler, they needed a farm expert. Their industrial condition was even more helpless than the political yet they looked to legislation as a panacea for all their ills. The Commission immediately sent to Washington for agricultural experts and organized an Agricultural Bureau to teach better methods of farming and fruit growing. Thus the Filipino was taught to coax content out of his own resources. A Health Department was established at the same time, and a costly yet gratifying campaign was waged against cholera, smallpox, and the plague as well. This shows Taft's attitude and method of work. His success has been called the success of personality, but the real explanation lies in the man's great sympathy and deep sincerity. The Taft Commission was charged with a difficult task in colonial government. Taft, however, was always at his best when contending with big undertakings. Since the underlying motive was the good of the home country as well as the welfare of the dependents, the Commission had to completely change the Spanish system of government which had been in vogue since the Middle Ages. To inaugurate a permanent form of government would have been comparatively simple, but it was their task to invent a flexible kind, a form that could be expanded or enlarged as the Filipinos became more and more capable of self government. Judge Taft said: "I believe that ultimately self government is the best government for all people, and that all people can be prepared by constant labor and attention ultimately to enjoy the blessings of civil liberty and self-government. Hence, when an alien people come under our control, we deem it our duty to try the experiment of educating them to govern themselves, and we should deem ourselves cowards and recreants if we declined to accept the responsibility, thus throwing the people back into a chaos of anarchy which could not but result in self-destruction and despotism." But it was not enough that the Commission should work for the good of the Filipino: it was necessary also to make the Fillipino believe it. Judge Taft did that, and it was one of the most wonderful things he ever accomplished.

It was at this time the dearest ambition of his life was within reach; a seat on the Supreme Bench of the United States. And now, when the reward was at hand, he realized that he was needed longer in the Philippines, and he declined the appointment.

On account of ill health, he was forced to absent himself from the islands for a time to recuperate. He was warned that he would died if he returned to Manila. But he went. Upon his return the Filipinos were truly glad to see him. He governed them for two years longer, and, when he left, his part of the task was accomplished. He had started the Filipino question on its way to solution.

Upon leaving the Philippines, Mr. Taft accepted President Roosevelt's appointment as a member of his cabinet, and he had behind him a practically unanimous public opinion. When he went to the Philippines he was known in Ohio as a great lawyer. When he returned the whole country hailed him as a great administrator. Even in time of peace, the Secretary of War is a very busy man. His department has in hand tasks that overshadow those which usually go with the office. Many people are not aware of the fact that it is the War Department that is building the Panama Canal. It nurses and chastises dependencies. It discourages repudiation and revolution in Latin-America. The army, an instrument of war, must also be provided for, and numerous other duties of minor importance.

As a candidate for the Presidential nomination there was never any compromise of Secretary Taft's straight forward simplicity. President Roosevelts' own estimate of the Secretary of War is not overdrawn; he says "Mr. Taft combines as few men ever combine, a standard of absolutly unflinching recitude on every point of public duty, and a literally dauntless courage and willingness to bear responsibility with a knowledge of men and far reaching tact and kindliness, which enables his great abilities and high principles to be of use in every way that would be impossible if he were not gifted with the capacity to work hand in hand with his fellows."

To this we attribute Taft's wonderful success. And what should all this mean to the American boy of today? Should we not seek to cultivate those traits of character which develope a great personality? Every day great problems are confronting us. The nation calls for just such men. Every hour, every day, every year, we need yet another William Howard Taft.

GUY BAKER.

THE IMMORTAL POET.

In all the world there has lived no man, with the exception of Christ, who so thoroughly understood human nature like Shakespeare. He like any other man was very human, yet his perception was keener, his memory better, and his imagination stronger, than that of the average man. These three qualities together make him the greatest poet and play writer in the world's history.

In his youth Shakespeare's education was limited and the knowledge he gained from his books was much less than that which the average school-boy of today receives, yet his remarkable mind enabled him to perceive things in nature which he never could have learned from books. His imagination was wonderful and he seemed to have given it free rein, yet he always adhered strictly to the truth and as a result we have his wonderful masterpieces. These are being more widely read every day and have stood the test of time, which is the best contribute that could be given to their author. The influence which Shakespeare exerts over the world today shows how great the man really was. The value of a study of him can readily be seen since he gives us a glimpse of almost every phase of human life and its environments. From his works we gain ideas of good and of evil, of the beautiful and the hideous, of sadness and of joy. He cannot lead us astray because of his strict adherance to the truth.

The influence of these works is world wide. They have influenced the literature of the world and made it purer and better. Shakespeare's master mind conjures up for us the scenes of every day life of his time clearer than any history and in fact the history of those times is largely influenced by his historical plays. He also portrays life in ancient times in his Roman plays. Nearly every one has read the play, Julius Caesar. What historian can give us such a clear insight into the times, customs, passions, vices, and feelings of the Roman? His English plays reveal to us the tyrannies of the English kings, life at court, and life in the lower classes; by his unfailing sense of humor they are kept from becoming tedious. The chief value of the study of Shakespeare is the developing and broadening of the mind. Human nature is one of the most interesting of studies and in the portrayal of it, Shakespeare was a master. He shows us its every phase so clearly that a study of his works is a pleasure. His Touchstone is the very personification of wit and humor and we laugh with him; King Lear is sad and we sympathize with him; Shylock is treacherous and we are indignant at him; Romeo and Juliet are in love and we sigh with them. A writer who can thus sway our feelings deserves to be called the world's greatest teacher.

Aside from human nature, he is an artist in portraying Nature. We can see his landscapes, sunsets, quaint old inns and taverns, and the very birds and insects as he saw them. When he shows us life as it was in old Italy in the Merchant of Venice, he first portrays to us through his characters, Antonio's ships on the sea, the interior of Portia's home, the Jews abode and the argument which takes place there between Antonio and Shylock; then the crafty plotting of the Jew to exact the pound of flesh in forfeit of his bond; the miscarriage of Antonio's ships, and the friends trying to aid him. Afterwards Bassanio's choice of caskets and the winning of his bride; Antonio brought before the court and Portia's disguise as she comes to the rescue. Finally we are relieved by the frustration of Shylock's cruel plans and his punishment, the happy return home of Antonio, the lovers and their friends and the safe arrival of Antonio's ships. The language throughout is very simple and easily understood. The description of the scenes is through the mouths of the characters, so that the imagination of the student is brought powerfully into play. A man is not educated unless he has a well developed imagination and frequent usage broadens this faculty; as a natural result his education is broadened. Shakespeare supplies the natural, hence he is the educator. His works all vary in themes, yet there are none of them unworthy of him. In studying them we gradually gain his ideas and see things as he saw them. Shakespeare's optimistic views influence us also to see the bright side of life and he teaches us to enjoy nature as it was meant to be enjoyed.

What Shakespeare brings to us is this: to each one courage and energy and strength to dedicate himself and his work to that, whatever it may be, which life has revealed to him as best and highest and most real. We can do no better than to copy after him and his ideals to become really great in life, for he shows us clearly that vice and crime lead only to remorse and mental anguish, when he says in Macbeth:

"Naught's had, all's spent,
Where our desire's got without content,
'Tis safer to be that which we destroy,
Than by destruction dwell in double joy."

The witches personify remorse and continually haunt Macbeth for his wrong doing and finally lead him to betray himself and cause his death.

Emerson says of Shakespeare: "A good reader can in a sort nestle in Plato's brain and think from thence, but not into Shakespeare's. We are still out of doors. By Plato, Emerson means, that the average author and poet betrays himself by some artificial move, but Shakespeare, never, because he is always true to nature and tries to get us into the same habit.

Shakespeare's works have stood for centuries and bid fair to stand for ages to come and his ideals to continue exerting their good influence as they have done in the past.

Some attention is paid to his works in the high school course, but not enough. The lessons which they teach are worthy of a much broader study and the pupil has nothing to lose but much to gain by studying. The works can tell better than the speaker, their true worth, so get them, read them and find out for yourselves. What is their money value to you in comparison with their educational value? Money is won and lost, but while an education is easily won it is never lost as long as the mind lasts. Great men praise Shakespeare and great men know, therefore we need not fear to copy after him, for, while his body was mortal and passed away, his works like his soul are still alive and will remain so, if not materially, certainly in influence 'till the end of time.

HERMAN DAPPER.

CHARACTER.

There is a structure which everybody is building, young and old each one for himself. Every act of life is a stone for this great structure. It is called character. Character is human nature in its best form. It is moral order embodied in the individual. Men of character are not only the conscience of society, but in every well governed state they are its best motive power, for it is moral qualities in the main, which rule the world. Even in war Napoleon said, the moral is to the physical as ten to one. The strength, the industry, and the civilization of nations, all depend upon individual character; and the very foundation of civil authority rest upon it. Laws and institutions are but its outgrowth. And as effect finds its cause, so surely does quality of character among a people produce benefiting results.

If there is anyone thing which immediately concerns a young man, it is the formation of his character—for upon it depends his prosperity and success in life. If he is upright in his dealings, courteous and agreeable in his manners, his character is of more value to him than can well be estimated. If on the contrary he is immoral, vulgar in his social intercourse, it will surely have a bad influence on others and he is sure to find the result to be one that will bring him a life of wretchedness. There is nothing which adds so much to the beauty, happiness and power of a man as a good moral character. It is his wealth— his influence— and his life. It dignifies him in every station, and glorifies him in every period of his life. Such a character is more to be desired than anything else on earth. It makes a person free and independent. No treacherous honor-seeker, ever bore such a character, and the pure joys of truth never spring in such persons.

It has often been rightfully said that a good character is to a young man what a firm foundation is to the artisan who proposes to erect a substantial building. If the foundation is well made he can build with safety, and with confidence in its solidity, and a helping hand will never be wanting; but if a single part of this be defective no great or lasting structure can be built upon it, and ten to one in a few short years it will mingle with all that was built on it in ruin. So it is with character, if it is not built upon the truth and upright principles, we may succeed for a short time, deceiving our fellow companions, but sooner or later we are sure to be found out and our whole career will crumble in shame and disgrace. Without a good character poverty is a curse; with it scarcely an evil. Happiness cannot exist without character. All that is bright in the hope of youth and in the many trials of life, centers in and is derived from good character.

Aim at the real. Character always implies, as it always requires, manly virtue in its structure. A reputation can be acquired quickly but that is far from being character. The aim should not be for the appearance of things, but for the reality. In placing our standard for our character and ideal in life each one ought to say this for himself, "I will be what I am really and not in pretense; and what I do I will do and not simply make believe that I am doing it; and what I get I will earn and not obtain dishonestly." If this be your settled purpose in the beginning it will be wrought into a habit that will keep away many temptations later in life. The only true test of a man and his success in life is character.

Character is like stock in trade the more a man possesses the greater his facilities to add to it. Character is power and influence; it brings funds, makes friends and opens a sure way to honor and happiness. Colonel Chartres, who was one of the most notorious rascals in the world and who by all sorts of crime obtained great wealth, was once heard to say, "I would give ten thousand pounds for a character, because I should get a hundred thousand pounds by it." Is it possible then that an honest man can neglect what a rogue would purchase so dear?

Gold is every day becoming of less consideration in society for we are living in an age that satisfaction is more to us than money. The accumulation of money alone, is far from being success. "Character is success and no other." This is the one thing which every young man and woman should seek when starting out in life. "Character is a diamond which scratches every stone." Gladstone says, "Character stands behind and backs up everything; the sermon, the poem, the picture, and the play. None of them are worth a straw without it "

The value of character is the standard of human progress. The individual, the community and the nation tell its standing, its advancement, its worth and glory in the eye of God by its estimation of character. The man or nation who lightly esteems character, is low and barbarous. Whenever character is made a secondary object, crime is apt to prevail. He who would prostitute character to reputation is base. He who enters upon any study, pursuit or course in life without considering its effect upon character, is not a trusty or honest man. Just as a man prizes his character, so he is.

We may judge of a man's character by what he loves— what pleases him. If a person manifest delight in low and sordid objects, the vulgar song and debasing language; in the misfortunes of his fellows, or cruelty to animals, we may at once determine the complexion of his character. On the contrary, if he loves purity, modesty, truth—if virtuous pursuits engage him and draw out his affections—we are satisfied he is an upright man. A mind debased shrinks from association with the good and wise. A writer says: "When we see a young man found of fine clothes and making a fop of himself, it is a sure sign that he thinks the world consists of outside show and ostentation and he is certain to make an unstable man without true effection or friendship, fond of change and excitement, and soon wearying of those objects and pursuits, which for a time give him pleasure." Human character publishes itself forevermore. The most fugitive deed and word, the mere air of doing a thing, expresses character. An ardent sensibility to the impressions of great virtues and abilities, accompanied with generous oblivion of the little imperfections with which they are joined, is one of the surest indications of a superior character. Therefore if, day by day, we are careful to build our lives with pure, noble and upright deeds, at the end will stand a fair temple honored by God and man.

JOHN C. GUINTHER.

RHETORICALS.

Recently we have found a program of Senior Rhetoricals of the very ancient date of 1896 which reminds us that "there is nothing new under the sun." Well, when we think, 1896 isn't really ancient, and perhaps we are wrong in calling it so, but when we look back and think that while the class of '97 were preparing their program we the class of '09 were looking forward with expectation and longing to our first day of school, we are impressed, that it is certainly ancient. We are also impressed with the fact that the class of '97, many of whom are now occupying responsible places in life, were prepared in some measure to overcome their difficulties and fight their battles by their efforts on Rhetoricals.

Indeed it is true that the great effort and the moral courage, required to appear on Rhetoricals strengthens all, for the later difficulties of life. These programs also show the public what High School students can do and forms a source of entertainment as well as of instruction.

The Rhetoricals of the school year of '08 and '09 did not fall below the high standard of the preceding years. The Seniors rendered three interesting programs, which sustained their reputation of always doing things well. Edna Price amused us by giving "A Critical Situation" which is brim full of Mark Twain's humor, while Olive Gelsanliter startled us with her wonderful preaching of Uncle Peter's doctrine that each woman has seven devils. The two programs of the Junior class were well rendered and much enjoyed. They gave a very interesting play "The Doctor," in which many different phases of life were represented. Hortulana McLaughlin, with her Irish wit and Frieda Matthias as a German book-agent were very true to life and kept all laughing. We are now looking forward with curiosity to a program of Sophomore Rhetoricals and we are certain we will not be dissapointed for they have always come up to our expectations.

RUTH CRITZER.

SENIOR RHETORICALS

OCTOBER 16th, 1908

PART I

Music—Chorus—"Songs of The Vikings"——Senior Class
Oration—"The Power of The Human Mind"——Roy Kinsey
Oration—"Corruption in American Politics"——Earl Ocker
Debate—Resolved That The Cities of The United States Should Own and Operate Their Street Railways

Aff. { Dorris Gregg / Guy Baker } Neg. { John Guinther / Herman Dapper }

PART II

Music—Piano Duet——Bertha Schneeberger, Ada Shaw
Reading—"The Lance of Kanana"——Ruth Critzer
Reading—"Piller Fights" Ellsworth——Loretta Helfrich
Reading—"My Ships" Ella Wheeler Wilcox——Mary Eise
Reading—"As The Moon Rose"——Leta Swaney
Reading—"The Piece That Robert Spoke"——Carrie Gugler
Music—Violin Solo—(a) "To The Spring" Grieg
(b) "Berceuse From Jocely" Godard——Florence Gottdiener
Reading—"The Rivals" Sheridan Knowles——Helen Dean
Reading—"What William Henry Did"——Gladys Dice
Reading—"A Critical Situation" Samuel Clemens——Edna Price
"The Silent System"——Isabel Rowe, Roy Kinsey

SENIOR RHETORICALS

NOVEMBER 25, '08

Oration—"The Age of Invention"——Joseph Wisterman
"Why is Thanksgiving?"——Florence Gottdiener
Reading—"The Old Man"—Eugene Field——Annabel VanMeter
Reading—"Ma's Attic"—Crissey——Grace Jacobs
Reading—"Even This Shall Pass Away"—Tilton——Fern Umberger
Reading—"Calamity Jim"—Chas. T. Grilley——Ethel Sharrock
Reading—"Uncle Peter's Masterly Argument"—Stockton——Olive Gelsanliter
Music—Chorus—"Let Our Voices Be Glad"
Reading—"At the Department Store"—Grilley——Nina Eisele
Reading—"The Widow's Light"——Marie Schuler
Reading—"How Did You Die?"—Edmund Vance Cooke——Esther McClure
Reading—"Romola and Savonarola"—Geo. Elliot——Bertha Schneeberger
Reading—"A Soldier of the Empire"—Thomas Nelson Page——Helen Hackett
Reading—"Katie's Answer"——Helen Dougherty
Reading—"The Imaginary Invalid"—James K. Jerome——Fleta Edgington
Reading—"A Piece of Red Calico"——Marie Erfurt

SENIOR RHETORICALS

DECEMBER 18, 1908.

Music—Chorus——Senior Girls
Debate—Resolved that the Constitution should be so amended as to vest in Congress the power to impose a General Income Tax in the United States.

Aff. { Vance Simons / Irwin Cook } Neg. { Fred Barr / Stuart Ebert }

Music—Piano Duet——Bertha Schneeberger, Florence Berry
Reading—"The Return of the Hoe"——Blanche Price
Reading—"The Second Trial"——Florence Berry
Reading—"The Reconsidered Vervict"——Marguerite Poister
Reading—"Aunt Sarah on Bicycles"——Cleo Garberich
Reading—"The Organ Builders"——Hazel Kieffer

JUNIORS

JUNIOR CLASS ROSTER

Bernice Berger
Grace Cooper
Beatrice Clark
Ethel Diamond
Blanche Fox
Nellie Freer
Norma Gelsanleiter
Ethel Guinther
Ruby Haynes
Beatrice Hoffman
Inez Jacobs
Elfrieda Kreiter
Alma Miller
Frieda Mattheias
Roberta Porter
Ruth Reynolds
Clara Schaefer
Bess Sharrock
Aurelia Simons
Maud Sweeney
Jean Smith
Perry Brick
Addison Crissinger
Ralph Cullison
Paul Howard
Wilbert King
Walter Mason
Porter Richey
George Schelb
Arthur Schelb

OFFICERS.

President - - - Walter Mason
Vice-President - - Wilbert King
Secretary - - - Elfrieda Kreiter
Treasurer - - - Blanche Fox

CLASS YELL

Allah! Allah! Kachee! Kaching!
Flip Flop! Flip Flop! Biff! Bang! Bing!
Kickapa Wallapoo Singum Sess!
Galion '10 Yes, Yes, Yes.

CLASS COLORS

Emerald and Rose.

JUNIOR CLASS HISTORY.

It was early in the month of September 1906, when we, after wandering many years in the Primary and Grammar grades, entered into that civilized sphere, the High School. There were about sixty energetic and brilliant looking boys and girls, who entered the Freshman or "Green Room." How well we remember the first morning when we entered the chapel! We were applauded by the upper classmen, who intended to frighten us, but were amazed to find that we did not seem alarmed in the least.

As the class was large there was not sufficient room to seat them in the chapel, so we were given seats in the room commonly known as Number Six, where we remained a year. The surroundings were so new that it was several days before we could readily find our recitation rooms and become thoroughly acquainted with the recitation periods. Every morning we were allowed to enter the chapel for morning exercises and remain there about fifteen minutes receiving excellent advice from the teachers and admiring the statues of the famous men, which decorate the walls.

We then thought that we ought to have a class meeting and what a glorious time we had,—everyone talked at once (?) After considerable discussion our officers were elected and we were then recognized as an essential part of the Galion High School. Later we chose our class colors. We also distinguished ourselves by winning the oration in the oratorical contest and by lending our melodious voices in the oratorio "Elijah", which was given in the spring.

The following fall we returned once more, reduced in number, but stronger in resolutions. This year we were given seats in the chapel, but a few, on account of their playful nature, remained in the Freshman room to serve as models for the coming Freshmen. As soon as the Freshmen were benefited by their presence, the remaining Sophomores were permitted to reside in the chapel with the others. Soon came our turn for rhetoricals. We had watched and listened to the upper classmen with pleasure, but now all was changed. Nevertheless we had confidence in ourselves and our program was one of the best ever rendered in the High School. In the spring the oratorio "Messiah" was given by the aid of the sweet and musical voices of the Sophomores, which proved such a success, that we were invited to repeat the production at Bucyrus, astonishing the audience by our excellent voices. All too soon the year came to a close and we were Sophomores no more.

We next found ourselves entering upon the Junior year, slightly diminished in number, but still confident of winning, and glad to resume our studies. Soon we were called upon for rhetoricals. As the class was too large for one section, we were divided into two, thereby giving the other class men the privilege of hearing us twice. In the oratorio "Creation" we were very helpful and again displayed our vocal abilities.

And now, we earnestly hope that the following classes may enjoy their High School career as greatly as we have, and may they all be as successful.

ROBERTA PORTER. '10.

SOPHOMORES

SOPHOMORE CLASS ROSTER

Carl Anderson
Charles Artman
Leona Bell
Ethel Benberger
Warren Clark
Wade Condon
Hazel Covault
Lloyd Casey
Howard Cook
Eugene Critzer
Edna Davis
Marian Davis
Anna Louise Daze
Jean Diamond
Willie Eise
Viola Ernst
Isabel Freer
Oliver Goldsmith
Lawrence Guinther
Emmette Green
Helen Green
Edward Hall
Ernest Hickerson
Ruth Harding
Susie Kiddy
Fred Kiddy
Mary Larkworthy
Cora Mains
Bernard Mansfield
Hortulana McLaughlin
Roy Marlow
Fannie Mitchell
Guy Marsh
Maude Miles
Merle Midgley
William Pfeiffer
Lawrence Place
Arthur Price
Paul Robbins
Florence Shealey
Norbert Shea
Ralph Sief
Glenn Stoller
Ralph Stoner
Esther Smythe
Lucile Somerside
Florence Sweeney
Clara Thompson
Hazel Townsend
Emma Weiler
Fred Wilson
Mabel Zimmerman

OFFICERS

President - - - Eugene Critzer
Vice-President - - - Roy Marlow
Secretary - - - Lucile Somerside
Treasurer - - Anna Louise Daze

COLORS

BLUE AND GOLD

CLASS YELL

Boom, chick, Boom,
Boom, chick, Boom,
Boom, chick, a ree, a, chick,
Boom, Boom, Boom,
Sis Boom! Bah!
Hah! Hah! Hah!
Sophomores, Sophomores,
Rah! Rah! Rah!

HISTORY OF THE SOPHOMORES

In September 1907, a band of sixty some happy, young children (as we were called by our elders) entered upon their new life in Galion High. We were very cordially welcomed at the door of Number Six by Miss Hoffstetter, who, we learned by experience, was our best friend during the first year in our new home. Then Miss John visited us and again welcomed us to our new home.

We soon became settled, but we were obliged to be contented with our seats in the Freshman room, and have the privilege of studying a short time each day in the chapel. Oh, how we did sometimes long to be in there with our upperclassmen! We were ever receiving praise from Miss Hoffstetter, for our excellent compositions, for she thought "her" Freshmen were the most promising class that had ever entered this High School, and, according to our Latin recitations, Miss John had the same opinion, and we think both were not far wrong in their estimation of the class of 1911. We learned our lessons so well that a half-day was given to us about every two weeks. Mr. Guinther took charge of the boys, who organized a debating society. The girls brought their sewing or spent the afternoon in cooking.

I do not wish to praise the class of 1911 too much for their fine work, but the boys of the Freshman class certainly did a good deed when they founded the "F. V. B. B." (Freshman Volunteer Bucket Brigade) on April 13, 1908. Of course by their agility and bravery they extinguished the fire, which was very near the school-house, before the fire department arrived.

Just about a week before the close of our first year in the High School, it was decided that the four classes should have a new holiday. This was called Field Day. We spent the day at Seccaium Park, and in the form of entertainment, a program, consisting of ball games and races, had been prepared.

At the end of our summer vacation we were glad to be back in old Galion High again, but a few of our number did not join us this year. We were assigned seats in the chapel and the second year of our High School life began. Perhaps the most important event dur ing this year, for the whole class, was our first class meeting. However we had two or three meetings before everything was settled—choosing our officers, colors, and yells. Although our life in the High School of Galion has been of short duration, yet we feel it has been one of pleasure and profit to all concerned, and we hope that we may succeed as well in the last two years of our course as we have in the first two.

ANNA LOUISE DAZE, '111

FRESHMEN

FRESHMEN CLASS ROSTER

Roy Arnold
Nellie Biebighauser
Ellis Bonen
Ada Cook
Raymond Cook
Maud Corwin
Charles Crew
Mildred Dallas
Hazel Decker
Hazel Devenney
Helen Dressler
Louis Dye
Arthur Ebert
Miriam Ebert
Estella Erret
Ralph Evans
Harold Faine
Florence Franks
Clyde Wise
Guy Franks
Harold Gieger
Arlene Green
Blanch Groff
Mildred Hall
Arthur Harris
Elmer Heidlebaugh
Guida Hess
Helen Hess
Earl Hottenroth
Mildred Hunter
Mary Huston
Lydia Klawann
Meyer Kline
Louis Kreiter
Fay Lamb
Esther Lanius
Ruby Lanius
Carrie Woodward
Robert Lewis
Jay Maish
Marshall Mansfield
Aurelia Martin
Naomi Martin
Dwight McClure
Edgar Menges
Arthur Meyers
Alena Miller
George Miller
Morris Miller
Anna Ness
Lawrence Newman
Vesta Nungesser
Malinda Orr
Ruth Perrins
Emma Poister
George Poister
Kelsie Poister
Mathew Quay
Erma Resch
Wilda Sames
Irvin Schreck
Carl Shaw
Bessie Shawber
Clara Simon
Garret Smith
Ella Spraw
Charles Stewart
George Stoner
Bessie Strode
Bertha Swartz
Olah Tracht
Mary Volk
Ethel Wells
Bert Wilson
Rachel Worley

OFFICERS

President - - - - - Guy Franks
Vice-President - - - - Wilda Sames
Secretary - - - - Florence Franks
Treasurer - - - - - Helen Hess

COLORS

SCARLET AND GRAY

FRESHMEN CLASS HISTORY.

Reclining on the cushions of a gondola I was slowly paddled down the Grand Canal of Venice west of the Rialto, The moon far up in the heavens cast a soft, mellow light over the still peaceful waters of the canal and over the marble palaces which rose abruptly from the water. On turning one of the many graceful curves of the canal, I caught sight of another gondola not far distant. Suddenly the strange wierd salute of the gondolier was wafted to me by a cool gentle breeze and an instant later the gondolas were floating side by side. To my amazement I recognized the occupant as my old school mate Carl Shaw.

"I arrived in Venice only two hours ago," said Carl, "but it is such a nice evening I could not think of remaining in the hotel." By the time we had glided around another beautiful curve and the old Rialto was before us "Oh look!" I cried. "See that man standing on the Rialto, doesn't he remind you of Shylock, whom we studied under Miss Swisher's guiding wing when we were Freshmen? Let me think, how long has it been since we graduated from High School. We entered in 1910 did we not?" "No," he replied "I remember just as well as though it was yesterday. It was in September 1908. Don't you know when the seventy Freshmen marched into the Chapel, and how they gave us the "Laugh?" "Oh yes! That's right, and do you remember how hard that schedule looked? It seems so simple now, and yet we couldn't understand it. Poor Elmer, it makes me laugh when I think of him. He wandered around like a lost sheep for the first several days."

"Of all our studies I thought physiology was the most interesting, said Carl, "and especially when Mr. Ulrich would tell of his experiences. Do you remember he told us about the coon hunts in which he participated when a boy?" "Yes," I said, "I remember, but I thought we had the best time when Miss Swisher took us to Venice, Stradford-On-Avon and Ravello. I never realized at the time the great value of that mental drill. I didn't like Latin or Algebra, did you?" "Oh, I liked Latin alright," he answered. "Yet I did not realize at the time what great benefit it would be to me in the future. But I certainly did not like Algebra. The lessons that Mr. Ulrich assigned were very short and the problems very easy; but, when I was a Freshman, I thought that they were awful. Then it seemed to me that you might as well try to add potatoes and apples as x and y."

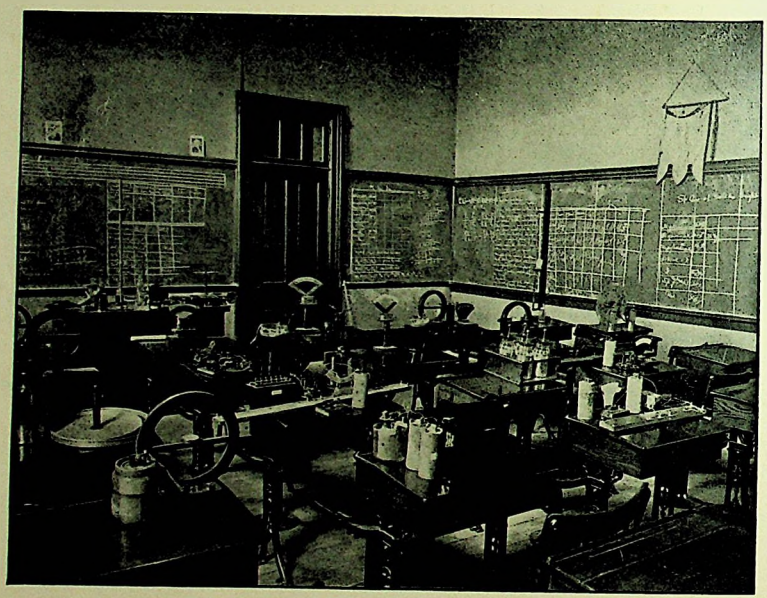
"Do you remember the Freshman Football Team and the hard fought games we played with the Sophomores?" I asked. "Yes" replied Carl." But do you remember what a splendid record our Base Ball Team made in the spring? Did we have a class president long before we organized the nine?" "Oh, yes! We had a president long before that," I said. "You know it was shortly after the midyear examinations when we had a class meeting and elected Guy Franks president and chose scarlet and steel gray for our colors." "So it was," said he, "but we had not taken up Botany as yet had we?" "Yes," I said, "and I have often thought of the delightful trips we took with Mr. Ulrich, over the meadows and through the woods in quest of wild flowers. Even Silas Marner's knowledge of flowers and herbs could not compare with Mr. Ulrich's." "I did not find much delight in those trips," said Carl. "I enjoyed the meeting of the Freshman Literary Societies organized, one for the girls and one for the boys".

"Do you remember when the High School rendered the Oratorio 'Creation', I asked. "Yes", replied Carl. "The Freshmen materially aided in making it a success. Very few High Schools enjoyed the musical privileges that we had under the directorship of Miss John and Prof. Critzer."

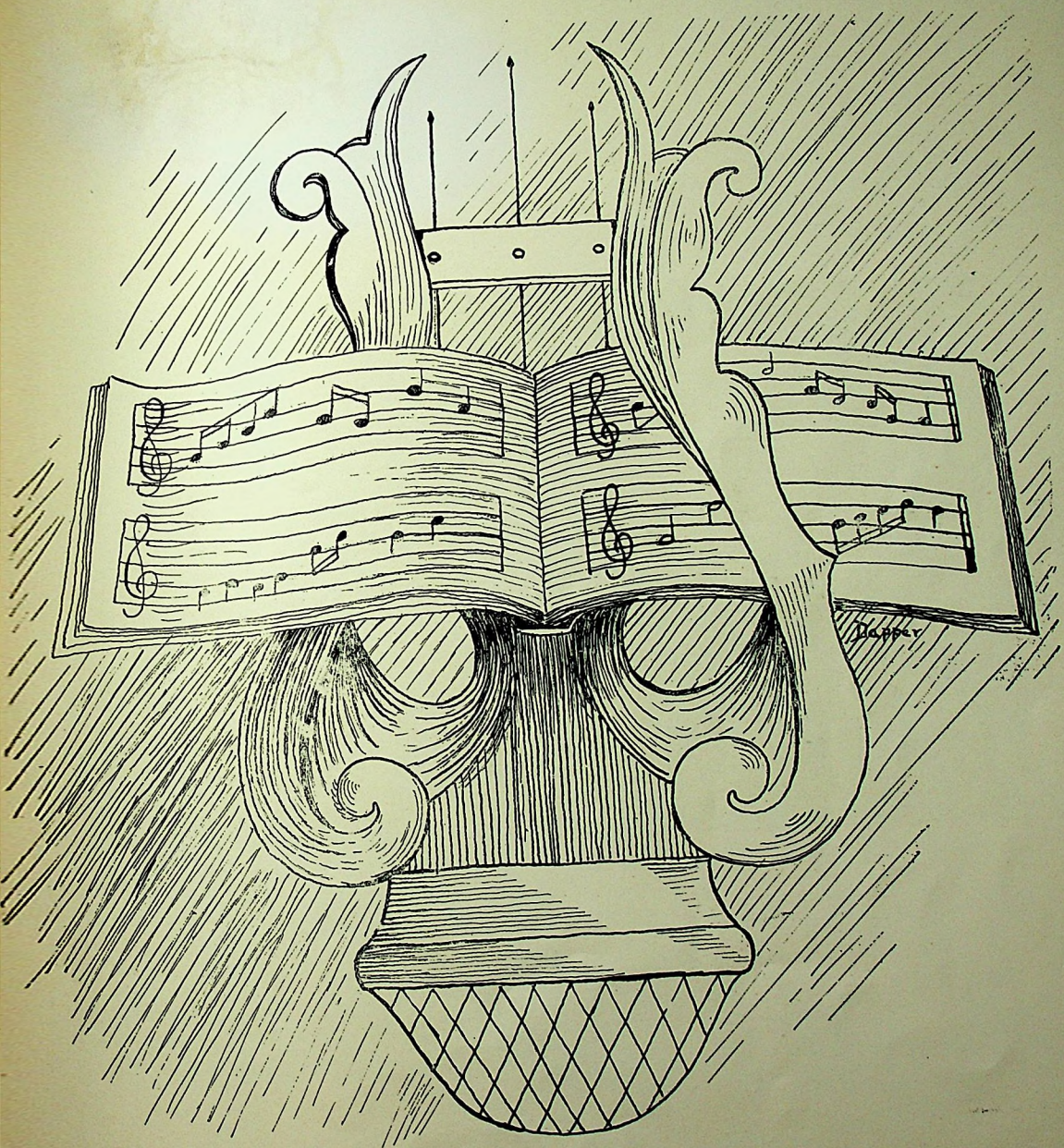
At this point in our conversation Carl looked at his watch and to our amazement found that it was nearly midnight. Good Nights were exchanged and this ended our retrospect of our Freshman School days.

MARSHALL MANSFIELD, '12.

"OUR PET"



PHYSICIAL LABORATORY.


Dapper

GALION HIGH SCHOOL ORCHESTRA.

OUR MUSIC.

"He that hath a pleasant face
And will join in catch or glee,
He shall have a welcome place
In this goodly company.

"If he cannot sing or play,
Why then pity of his heart;
Notwithstanding let him stay,
He can do the listener's part.

"If he cannot play or sing
And he only comes to talk,
That is quite another thing;
He may take his hat and walk."

WM. HOOD CRITZER,
Supervisor of Music.

The editors of the Annual have requested me to give a view of the work in music in the high school. I cannot do better than to begin by quoting the above song, which has been often sung here and which expresses our sentiments very fully. A review of the year's work is given on another page of this publication, and I need not enter into a discussion of this feature further than to state that our students show steadily increasing proficiency as they come up year after year from the grades. Whereas the preparation for the production of an oratorio formerly occupied the time allotted to music for nearly the whole school year, three months would have sufficed for the work this year. Since we could not be permitted to give a second oratorio this season, and very little other music worthy of our powers was within reach, we were in the position of Alexander who wept because there were no more worlds to conquer. If the high school had an auditorium sufficient to accommodate an audience, it would be easy to give throughout the year a series of concerts with admission free or at popular prices and with programs varied to please various tastes. Both the members of the school and the music lovers of the community would be benefitted and delighted by such a course.

We are well aware that the participator in a musical performance gets fully as much pleasure out of a concert as the audience. There is something inspiring and elevating about the sensation of being carried and swept along on the billows of a great chorus as they rise and fall and glide and rush along at the direction of the conductor and in keeping with the interpretation of the composer's thought. Such experiences are truly potent to "lift a mortal to the skies" and they put meaning into the words: "The heavenly hosts sang together." There is no part of our school work that is more delightful or will abide with the student longer than this, after his school days are over.

It is not possible to dismiss this subject without a reference to the originator and promoter of these good things, whose picture appears on this page. From the lowest primary class through all the intermediate grades to the graduates of the high school, he gives direction and enthusiasm to the work. Why is it, that, when he has a plan, every student in the high school from the youngest freshman to the most efficient senior, and everybody else, in and out of school, whose cooperation may be useful, is willing and enthusiastic to help? We find the answer in the old adage: "Nothing succeeds like success." Everybody knows that when Prof. W. H. Critzer undertakes anything he will carry it through to success and "it will be great."

LOUISE JOHN.

MUSIC IN THE HIGH SCHOOL.

We as pupils, enjoy a great many pleasures in the High School, but no doubt the one which is enjoyed the most is the time devoted to music.

Fifteen minutes each day, except Wednesdays, are spent in music under the direction of Miss John. On Wednesday afternoons we are under the instruction of Prof. Critzer for one-half hour. While this time thus devoted is a source of musical improvement, at the same time it is a source of recreation. We are all assembled in the chapel, there is a general relaxation, and we enter heart and soul into the music.

We would probably not be enjoying today, the reputation we have gained if it had not been for the patience and the excellent instruction of Prof. Critzer. He has always exhibited a great amount of interest in everything we have undertaken, and by his patience and apt instruction, he has brought our music up to the standard of which we are so proud.

For a number of years the musical ability of the pupils in the Galion High School has been shown to the public by the production of Oratorios. Four of the best known have been given—"Judas Maccabaeus", "Elijah", "The Creation", and "The Messiah", the latter three having been given twice.

Last year, after the rendition of "The Messiah", we began to practice "The Creation". It was evident that this would be the next oratorio given. But at the beginning of the school year, we were all grieved to learn that we were to lose Prof. Critzer. Nevertheless, by a streak of extraordinary good fortune we were permitted to be under his instruction again.

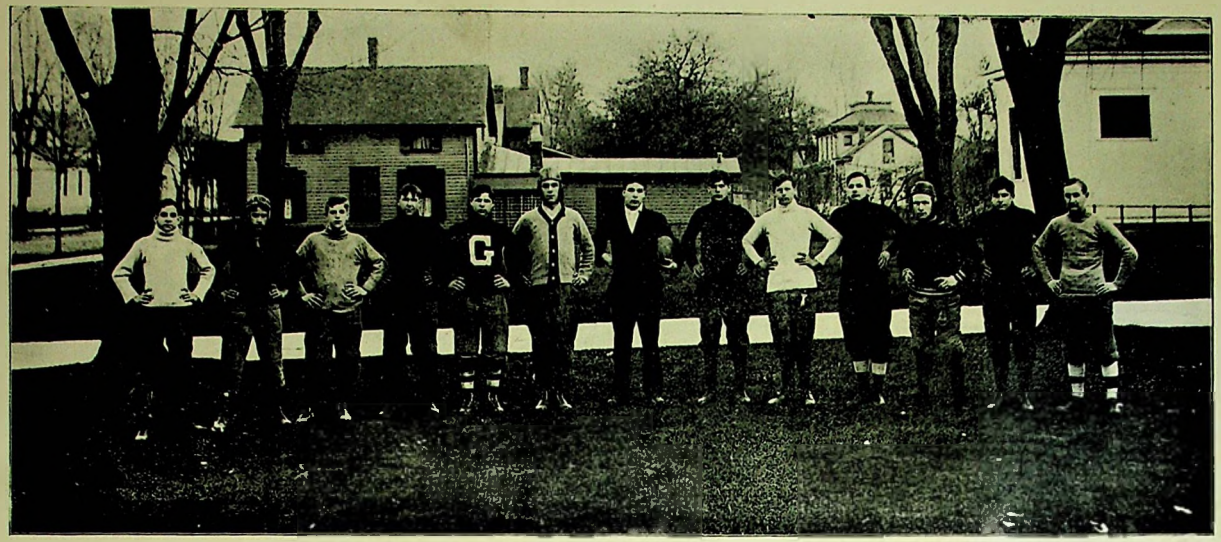
We began our study of the Oratorio once more with renewed zeal. We practiced every day and progressed quite rapidly, and we were very much pleased to hear Prof. Critzer tell us that with a little extra practice we could have given the work in December. But the time was set for March. We soon began to think about the music examination which is always held before the production of the oratorio. This is a source of pleasure and amusement for some of the pupils, but a source of some anxiety for many others, especially the Freshmen. Soon after the examination, we practiced in the High School chapel with the orchestra one evening a week for three weeks. On Friday evening, March 26, the oratorio was given which was a decided success. The soloists who assisted in the production were Mrs. Clara Turpen Grimes, of Dayton, Mr. John Hersh, of Cincinnati, and Mr. John E. Parry of this city.

We, as the Senior class, have been privileged to enjoy an Oratorio every year since we entered the High School. It is with a feeling of sadness that we think of the good music we will miss when we are out of school. But our recollections will ever be pleasant when in years to come, we look back upon our school-days and think of the many delightful hours spent in the study of music.

BERTHA M. SCHNEEBERGER.


Yell-Like-H—
Hi-O-Hi—
O-Hi-O—
Mary Had A Little Lam
— — — A Bull
O.H.S.-Rah! Rah
Fare-Well—
Ladies—

ATHLETICS.



Reading from left to right.

FOOT BALL TEAM.

Howard, q. b. '10 Kreiter, sub. '12 Eberts, l. h. '09 Capt. Barr, c., Mgr. '09 Eberts, r. g. '12 Critze, f. b. '11 Baker, l. h. Ex-Capt. '08
Harris, l. e. '11 Anderson, l. g. '11 Midgley, l. t. '11 Richey, r. t. '10 Kinsey, r. e. '09 Crew, sub. '12
Stoner, r. h. '11

FOOTBALL.

"Every boy who knows how to play baseball and football, to box or to wrestle, has, by just so much, fitted himself to be a better citizen."—Theodore Roosevelt.

Athletics have proven to us conclusively that we need search no farther for the means of maintaining strong bodies as well as strong minds. It has been a known truth for years that in order to educate the mind, it is also necessary to physically educate the body, so that it may more readily withstand, in later years, the strain placed upon it in the battle of life. With a well trained mind and a good healthy body, man can overcome every obstacle placed in his way on the path to that highest of all earthly pinnacles—Success. The boy who is trained to meet the strain placed upon him individually in a football game is, at the same time being trained to meet the repulses and failures that are bound to be his in after life. And if this boy finds the tide of battle going against him, he is all the more determined that victory shall be his and his fellow combatants at any cost, if it can be obtained concientiously, if not, he learns to meet defeat with a smile upon his face, and a word of praise for his conquerors.

Stoner's Touchdown.

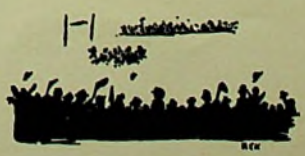
The Football season of Galion High for the year of 1908 was not what we would determine a success. Although we were not defeated badly, we did not win a game, but succeeded in tying the score in several. The cause of this is obvious when you consider the difficulties we, the members of last year's team and those of previous teams, have labored under. We have no gymnasium, we have no Y. M. C. A., and no coach. Without a gymnasium we have no means of getting the body into physical condition to compete with our more fortunate adversaries. And the much boasted spirit of High School loyalty of former years has been in the decline until now, what is it? From personal observation at the time I began my baseball career in 1906 as a sub, the games were attended by large crowds of H. S. enthusiasts, but I can truthfully say that during the football season of last year the spectators were made up largely of the Alumni.

Citizens of Galion, and Fellow Students of the High School, you and you alone can remedy these conditions, and I charge you in the name of your children and those of the next generation to settle the important questions now before the public eye (i. e. the new High School building and the Y. M. C. A.,) justly and according to the dictations of your own hearts, and may God guide you aright. Respectfully,

GUY H. BAKER, Ex. Capt.

GAMES PLAYED.

Sep. 26,	Galion High	0	Lenox Club	11
Oct. 3,	Galion High	0	Lenox Club	0
Oct. 17,	Galion High	0	Mansfield High	6
Oct. 31,	Galion High	0	Mansfield High	11
Nov. 14,	Galion High	10	Marion High	12
Nov. 26,	Galion High	0	Alumni	0
Total	Galion High	10	Opponents	51



Reading from left to right.

TRACK TEAM.

Kinsey, '09 Mgr. Richey, r. g. '10 Midgley, c. '11 Crissinger, l. f. '10 Capt. Howard, r. f. '10
Baker, l. g. '09 Clark, r. g. '11 Stoner, c. '11 Simons, sub. '09

BASKET BALL.

In reviewing the record of the Basket Ball team of '08—'09 we find that we were successful in the most of our games.

We secured the Galion roller rink to play our games in on the condition that the management of the rink was to receive all the gate receipts.

At the first call for practice in December there were about sixteen candidates. After a few nights practice we went up against the strong Mansfield team and were defeated by a large score. After this defeat at Mansfield some of the players wanted to disband but we finally stayed together and by hard practice, we only lost three games the rest of the season as the schedule of our games show below.

Through the coaching of Mr. C. V. Hadley, the photographer, our team progressed nicely, and at the end of the season we had a fairly good team. There were a few members of our team that had never been on a Basket Ball floor before this year, but by heeding the pointers given by Mr. Hadley they soon discovered the trick of the game.

Near the close of the season the Sophomores sent a challenge to the Senior, Junior, and Freshman classes wishing them to play a series of three games for the championship of the High School. This challenge was accepted and the first game was played and won by the team composed of the Seniors, Juniors, and Freshmen. After this defeat the Sophomores were determined to win the next game and they did although it was doubtful which side would win until the timekeeper's whistle blew at the end of the second half. The third game was a great fight because each team had won one game and the result of this game was to determine who were the champions of the High School. The Sophomores with their colors flying high were seated on one side of the rink and the other three classes on the other. The games started out with vim and vigor each side scoring once in a while but neither side could get a lead on the other. Near the end of the game the Sophomores were not able to overcome. At last when the timekeeper's whistle blew the Sophomores had the little end of the score and were defeated to the tune of twenty-seven to eighteen.

The manager this year had to work under difficulties because we were not sure what nights we would be allowed to use the floor at the rink. For this reason he could not arrange any games ahead of time. A Young Men's Christian Association would overcome these difficulties and let the cry of every one be a new Y. M. C. A. and a winning Basket Ball team for the season 1909-1910.

ADDISON CRISSINGER, Captain.

Clark's First Basket

GAMES PLAYED.

14	Galion	Futures	13
7	Galion	Futures	11
19	Galion	Futures	17
19	Galion	Futures	18
18	Bucyrus	H. S.	20
24	Galion	Futures	11
15	Mansfield	H. S.	26
36	Crestline	H. S.	6
26	Crestline	H. S.	18
15	Crestline	H. S.	13
35	Crestline	H. S.	7
G. H. S. Total 228			160 Opponents

Reading from Left to Right.

BASE BALL TEAM.

Miller, 1st b. '12 Shaw, ss. '12 Eberts, l. f. '09 Baker, ss. '09 Evans, r. f. '12 Crissinger, 2nd b. '10
Poister, sub. '12 Simons, c. f. '09 Prof. Ulrich, Mgr. Crew, sub. '12 Shelb, 3rd b. '10
G. Stoner, c. '09 R. Stoner, p. '11

BASE BALL.

Base Ball is the National Game, and why should it not be, for base ball is played by more people in the United States than any other game. Any boy with the least amount of spirit likes to play, and when he plays to win.

In the few years that base ball has been played in Galion High School many winning teams have been turned out, and they have succeeded, for the members of the High School have stood by them, but the High School spirit in Athletics has been on a gradual decline, until now, few of our High School students attend these games.

Our teams of the past and present have had to work under difficulties. We are given to little support by the High School. We have no coach, no gymnasium. But we are willing to work at a disavantage if we can have the support of the High School students.

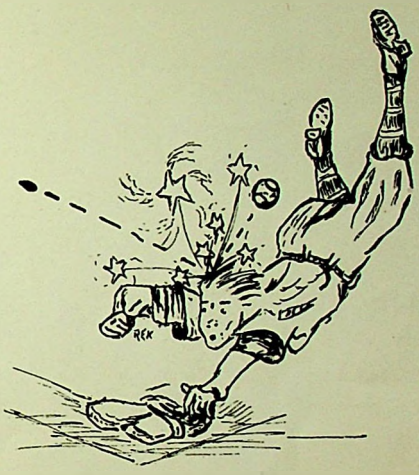
The outlook for a good team this year is very encouraging, at the first call for practice thirty two men reported. Although we have lost some good men through graduation, and others leaving school, we have some very excellent material to pick from.

We have been greatly handicaped this year in the way of getting grounds to play on, and in arranging a schedule, but these difficulties are being overcome.

The schedule has been arranged and if we win the majority of the games we will be at the top in base ball.

The following is the schedule which has been arranged by the manager. In these games which we have already played the score is marked.

VANCE SIMONS.



Ebert's Slide for Second.

GAMES PLAYED.

April	17	Bucyrus at Bucyrus	B. H. S.	11	G. H. S.	6
"	24	Chicago Jnct. at Galion	C. Jt. H. S.	1	G. H. S.	13
May	1	Mansfield at Mansfield	M. H. S.	4	G. H. S.	3
"	7	Crestline at Crestline	C. H. S.	5	G. H. S.	12
"	9	Mansfield at Galion	M. H. S.	5	G. H. S.	4
"	15	Chicago Jnct. at Chicago Jnct.	C. Jt. H. S	3	G. H. S.	2
"	22	Bucyrus at Park	B. H. S.	7	G. H. S.	0
			TOTAL—Opponents	36	G. H. S.	40

Reading from left to right.

TRACK TEAM.

Condon, '11 Cullison, '10 Harris, '11 Maish, '12 Dye, '12 Kinsey, '09 Capt.
Clark, '11 Franks, '12 Robbins, '11 Shea '11 Anderson, '11 Critzer, '11
Prof. Neptune, Mgr.

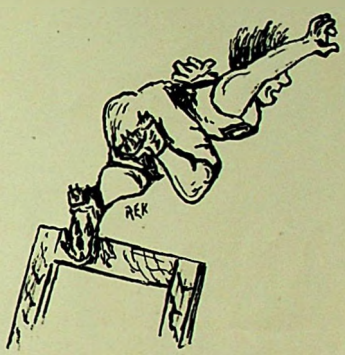
TRACK TEAM OF GALION HIGH.

The Track Team of Galion High School for the season of 1909 will without a doubt be the best that has represented the School for many years. Galion High's Track Teams have always been handicapped throughout the season by lack of indoor and outdoor track. Yet with these hardships to contend with she was able to turn out a gritty team for the season of 1908 with "Irish" for their captain. On May 23, our team, composed of five, competed with all the large High Schools of central Ohio at Denison. Although our team received no points she made a good showing, ranking 12 out of 25.

The following week after the teams returned Ex. Captain Boyer spoke to the High School, his subject was "Our Trip." This aroused such enthusiasm that an Inter-class Track Meet was held at Seccaium Park on June 5. The Senior class, which had five out of six of the regulars, challenged the remaining classes. We had a fair day and a large crowd. The eternal feminine was well represented and whether her hero came first or last he got her wave of kerchief and her cheer. At the close of this June day it was found that the Seniors had received 47 points to the Fields 7. In return the Field had taken both ball games, scores being 10 to 3, 15 to 14. The first Inter-Class Track Meet was a decided success and it was then and there decided to hold one next season. At the present writing all classes are looking forward to this day with anxious eyes.

The Inter-Scholastic Track Meet will be held at Delaware this season on May 29. Our team will probably participate, and it is desired that they uphold the standing of Galion High.

ROY KINSEY, Captain.



Cullison Taking the Hurdle.

TRACK RECORDS OF GALION HIGH.

100 yd. dash	Connors	10 2-5 sec.
220 yd. dash	Mahla	23 3-5 sec.
440 yd. dash	Mahla	52 4-5 sec.
180 yd. dash	Dull	2 min. 14 sec.
220 hurdle	Diamond	29 4-5 sec.
1 mile run	Mahla	5 min. 10 sec.
2 mile run	Mahla	11 min. 1-5 sec.
Running broad jump	Diamond	19 ft. 7 1-4 in.
Running high jump	Diamond	5 ft. 6 in.
Pole vault	Dull	9 ft. 4 in.
Shot put 16 lb.	Diamond	29 ft. 9 in.
Shot put 12 lb.	Pounder	34 ft. 6 3-4 in.
Hammer throw	Diamond	92 ft. 7 in.

PHYSICAL CULTURE CLASS.

PHYSICAL CULTURE.

One of the most encouraging signs of these times is that people are coming to recognize that there is no virtue in being sick. Soundness of brain depends upon soundness of body. There is no such thing as a sound mind in an unsound body. It is astonishing that men do not see that in a republican government, we must depend upon the strength and power of the men and women who carry it forward. I scarcely need refer to the Greeks, and yet, so far as education is concerned, they have been the despair of all succeeding ages. We have had in no other age schools to be compared in results with the Greek schools. Nowhere else has there been such personal education. What did they have as their basis? Physical culture. In that is the secret of their success. Greece has given us representative men in every department. We point to Greece for the greatest orator, for the greatest creative poet, for the greatest sculptor and Plato intellectually stands at the head of all the philosophers of the world. We must remember, then, that which made the Greeks what they were, was the natural evolution from physical culture. For nearly two thousand years the subject of physical education lay dormant. The modern gymnasium has revived it. The Senior girls inspired by Miss Swisher to become more like the Greeks, conceived the idea of establishing a gymnasium even though we had to transform the Parish building into one. Much time was spent in deciding, whether or not, it would be imposing too much on Rev. Hawthorne's generosity, to even approach him on the subject; but timidity was finally overcome and our leader went forth to seek his aid. He gladly gave his consent to the transformation saying, he would willingly do anything for the G. H. S. girls. He was immediately hailed as our deliverer—and, behold! a modern gymnasium emblazened forth.

In accordance to Miss Swisher's lecture on rhythm, "Gym" life would not be complete without music, so once more our brave leader was sent forth into the land, this time in search of a piano, and soon it came to pass that an elegant Grand piano was moved in. Immediately lively strains of music were heard throughout the land fifty girls, from all four corners of the High School, assembled in the "Gym" for their first lesson, each one clad in the regular "Gym" suit. In the beginning we heard the word, that as yet we had not learned how to walk, neither had we learned how to stand, nor to breathe properly. And many times Miss Swisher spoke unto us saying, "Girls if you would exercise the muscle of your body as much as you do the muscles of your jaws, you would be stronger physical beings." We did heed thereunto and before many months rolled by each one of the girls grew and waxed strong. Great feats were accomplished by different members of the class and they took great delight in performing for the rest of us and in telling how it was done. With greatest ease Hortulania could stand on her head and turn somersaults and even Gladys, after much diligent practice, succeeded in rolling over without assistance. Almost every one in the class excelled in some one specialty.

The social side was not forgotten and one evening after physical culture, an attempt was made to replenish wasted energy and lo! a feast was spread and there was much rejoicing throughout the tribe in the satisfying of our ravenous appetites.

As a result of all this each sunrise saw fifty girls more and more like unto the Greeks, but this is only a foretaste of the great benefits to be reaped from the new Gymnasium that will be erected when the new High School is built. Would anyone doubt the necessity of a "Modern Gym?" I am sure not one of the physical culture girls would. And one from us prophesied that the time would come when America would tower above ancient Greece, and when the prophet was asked how she expected this great change to take place she immediately replied, "By the gradual revival of ancient physical culture."

EDNA M. PRICE.

AN EPISODE.

We were coming home from the "Gym" one night
The stars weren't shining very bright
Edna was going to lock the door,
Our teacher had left some time before.
We were all outside but Edna May
When suddenly we heard her say:
"Girls! my skirt's fast in the crack,
I can't move forward and I can't move back."
We all ran back to help her away
But try as we might she was there to stay.
Some went to get the janitor kind
But the combination he had not in mind.
The rector was not anywhere around
The only one left was the Bishop Brown.
He gave us a key and soon we fled,
The girls had all laughed until nearly dead.
And right then and there
We resolved ne'er to be
Without our teacher or at least a key.

—H. M. H. '09.

CHRONOLOGY---1908-1909

September 8th.—School opens. A "White" day.

" 10th.—Prof. Critzer speaks to the High School. Oratorio "Creation" is begun.

" 11th.—Schedule changed. Athletic Association meets.

" 14th.—His Highness deems it expedient to make a radical change. All seats are changed and labeled "in order to assist the individual student in discerning and distinguishing the location of the seat." The Senior girls also find it more convenient to be labeled—it adds such an air of "distingue."

" 15th.—Senior Class meeting. Foot-ball practice. Schedule changed again.

" 17th.—Girls meet to discuss Physical Culture Class.

" 18th.—No school because of County Fair.

" 19th.—Everyone suffers from intense heat.

" 20th.—Whew! it's hot. Commercial Law Class discusses Marriage License and evince considerable interest and curiousity.

" 22nd.—Heat is intense. We sing "As Pants the Hart" with unprecedented fervor.

" 24th.—Foot-ball team meets; Stoller resigns—Kinsey is elected captain.

" 25th.—Awfully hot! School is dismissed an hour earlier. Thanks are due the "Powers that be."

" 26th.—Foot-ball game. Lenox Club vs. G. H. S. Lenox Club is victorious.

" 28th.—Rain!!

" 29th.—Nothing doing.

" 30th.—Prof. White perpetrates a pleasant (?) surprise on the Seniors in the shape of a Geography test. Seniors are dee-lighted!

October 1st.—Prof. Guinther announces the plan for the Lecture Course for 1908-1909. Seniors enjoy the first Literature test of the season.

" 2nd.—Seniors' pulses are abnormally fast until Literature test returns are in when they gradually fall.

" 6th.—Grade cards are anticipated all morning. They might be worse.

" 8th.—Girl's Gymnasium Class meets after school.

" 14th.—Nothin' doin'.

" 15th.—Heavy lessons all around—Lecture Course in the evening.

" 16th.—Football game. Stung again, and in the nose too. Our sincerest sympathy to Baker.

" 17th.—Senior Rhetoricals. Best in the history of G. H. S.

" 22nd.—Rev. Burghalter conducts morning exercises. His interesting talk on "Self-Renunciation" proves very inspiring and offers a stimulus for at least one day's hard work.

" 26th.—Guy Baker back in his place again. Prof. White speaks on "Success."

" 27th.—Attorney Pigman addresses the High School in a very interesting manner on "The Need of a High School Education in Fighting Life's Battles."

CHRONOLOGY (Continued.)

" 28th.—Miss Weston leads morning exercises and quotes Confucius. Seniors are again surprised by a quiz in Geography Prof. is so fond of surprises! We consider and examine class pins nothing definite is decided upon.

" 29th.—Rev. Griffith has morning exercises and gives an unusually interesting talk on the "Beatitudes." Discovered—Prof. White is addicted to———tests, another one!

" 30th.—School is given twenty five minutes at noon to hear Gov. Harris speak.

November 2nd.—Mr. Miller the Evangelist gives an interesting talk. Grade cards are anticipated but not received.

" 3rd.—Prof. Neptune, the man who can do things, gives a much appreciated and wholly unusual talk on Science and capped the climax by making fire burn under water and then modestly retiring to his seat leaving the chapel in open-mouthed astonishment. Grade cards.

" 5th.—A new piano and a beauty too. Mr. Miller the evangelist conducts morning exercises and gives another of his forcible talks.

" 6th.—Col. Brown, the "Original Bug and Bird Man" swept over the chapel like a hurricane, leaving us breathless.

" 10th.—Mr. Eagleson of the Ginn Publishing Co. gives a short talk on "Education in Ohio Compared with that of the West."

" 12th.—Rev. Hundley conducts morning exercises and gives a brief talk on "Mediocrity."

" 13th.—Marion school teachers visit our High School.

" 15th.—Football game, Mansfield High School vs. Galion High School. Galion is defeated.

" 16th.—Seniors have a spelling lesson in Geography.

" 17th.—Miss Swisher gives a very interesting talk about the Detroit School System. Fire drill.

" 18th.—Prof. White reads to us on the "Economy of Time." Second number of the Lecture Course.

" 24th.—Miss Mather talks on "Dry Bones and Latin—a Dead Language." Latin may be dead but the Seniors have a lively time of it in Vergil class.

" 25th.—Senior Rhetoricals.

" 26th.—Football game. Galion High School vs. Alumni. Alumni is victorious.

" 30th.—An epidemic of mumps has struck the Senior Class—and we always prided ourselves on being modest and not swell-heads!

December 1st.—Grade cards. Deportment—maximum is 100 per cent., "Minnymum" is 95 per cent. (?)

" 3rd.—Rev. Snyder conducts morning exercises and gives a brief talk.

" 4th.—Prof. White warns us not to sleep too late. I wonder why.

" 9th.—Rev. Burghalter conducts chapel exercises and gives us an exceptionally interesting talk.

" 17th.—Mr. Fossan of the Mac Millen Book Co. gives a very interesting talk and tells us that "attention is the key to success."

" 21st.—Seniors enjoy another Geography test, also a Chemistry quiz.

" 23rd.—Last day of school this year!

HOLIDAY VACATION—1909

January 4th.—Back again! Only twenty one cramming days till exams.

" 7th.—Rev. Griffin has morning exercises. Lecture in the evening by Judge Alden of New York.

" 11th.—Geography exam.

" 14th.—Rev. Huddleston conducts chapel exercises.

" 15th.—Girls have a grand spread after Gymnasium work is over.

" 19th.—Pres. Bookwalter of Otterbein University speaks to us.

" 21st.—Rev. Hundley conducts morning exercises.

EXAMS.

February 3rd.—Grade cards and examination returns.

" 8th.—Mock trial held in Prin. White's office. "Sir, I cannot tell a lie....

" 25th.—Mr. Hopkins speaks in Chapel. Entertainment by Adrian Newens.

" 26th.—Seniors enjoy a History quiz.

March 10th.—First choral practice for Oratorio.

" 11th.—Lecture Course entertainment.

" 17th.—Jay Sweeney gives a very interesting talk on "Success."

" 18th.—Rev. Perrins speaks on "Courage."

" 25th.—Sophomore examination in Algebra. Junior Rhetoricals.

" 26th.—Oratorio "Creation" is given and proves a grand success.

April 14th.—School opens and epidemic of spring fever is feared. Class pins arrive.

" 17th.—First baseball game of the season. Galion vs. Bucyrus. Galion defeated.

May 7th.—Galion High School plays Crestline and Galion wins.

" 8th.—Galion base ball team plays Mansfield and is defeated.

" 14th.—Rev. Burghalter addressed the school.

" 15th.—Galion High base ball team goes to Chicago Junction and is defeated by the score of 3 to 2. Sophomores have picnic.

" 17th.—Seniors have examination in history in the afternoon. Not any too easy. Pictures out.

" 20th.—Rev. Snider addressed the school.

" 21st.—Mr. Wolfe of Wooster University spoke to the High School. Sophs have first rhetoricals.

" 22nd.—Galion high has a game of base ball with Bucyrus at the park and goes down to defeat by the score of 7 to 0. Freshmen hold their picnic at the park.

" 24th.—Seniors invitations arrive and there is much rejoicing.

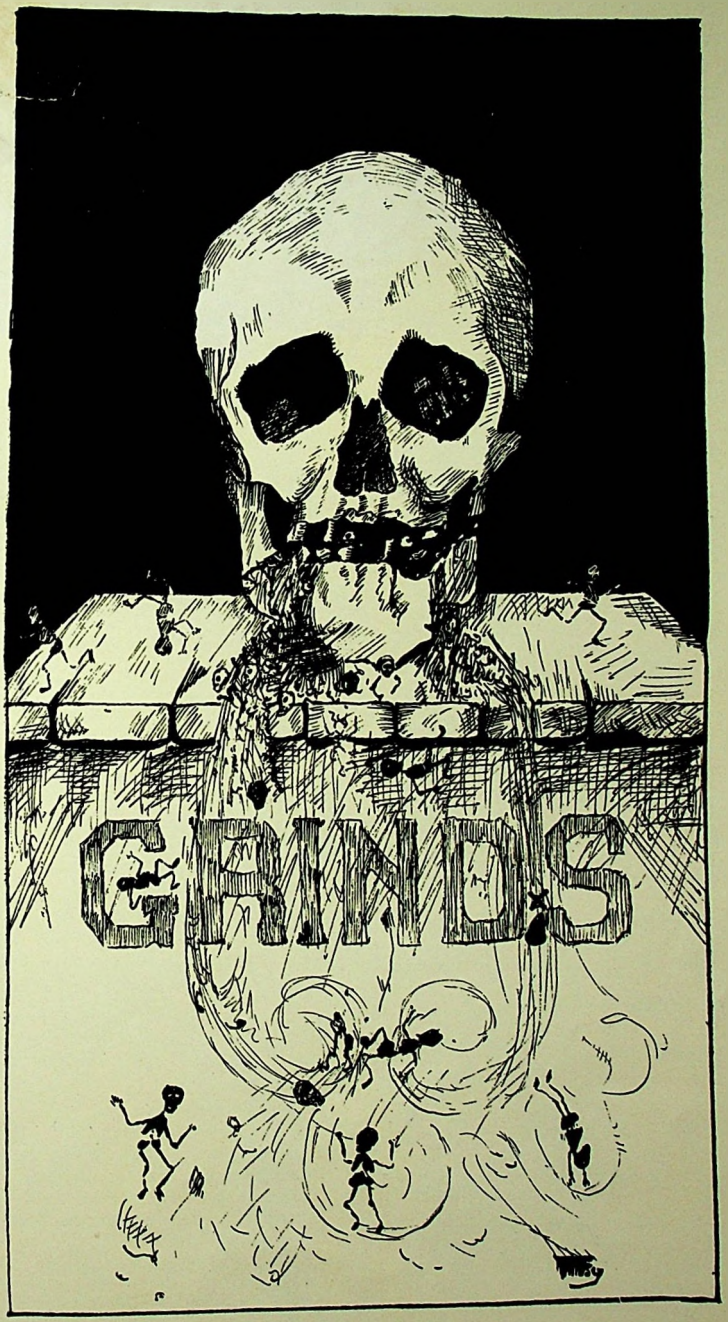
" 27th.—Junior Lawn Fete is held.

June 6th.—Baccalaureate services are held in the Methodist church.

" 10th.—The Seniors have Commencement exercises at the Opera house and receive diplomas.

" 11th.—The "Merchant of Venice" is given by the Senior class.

" 17th.—The Juniors give a reception and banquet to the Seniors.


GRINDS

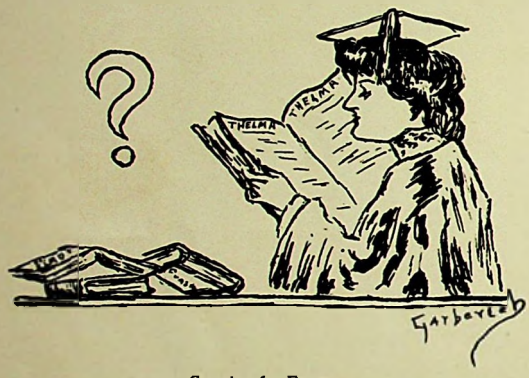
GRINDS.

Prof. White:—The medieval idea of the antipodes was that downward was down all the way down.

ALMOST A TRAGEDY.

On May 4th. during the recitation period of one of the Sophomore English classes, Lawrence Oliver Guinther, a prominent youth of Galion, Ohio, was discovered with a rope around his neck, which he was frantically endeavoring to loosen. (He had evidently changed his mind.) Kind friends hurriedly cut the rope and resuscitated the rash youth, thus averting what might have been a tragedy.

Extract from a Sophomore Debate:—One of my opponents said that as the High School building has lasted this long, it is very likely to last much longer—well—just because I've lasted sixteen years I don't expect to last a hundred more.



Craming for Exams.

Leta Swaney (translating in Latin class)—Crateres olivo—A crate of olives.

Every day Kinsey says "I et my dinner".

Fred Barr's frequent query is, "Now who done that?"

Neptune:—Of what does the executive department consist?
Soph:—Why--er, it consists of men I suppose.

Soph.—Under the articles of Confederation they didn't have a head like we have.

Dubby:—What is love anyhow?
Miss S:—O, just another word for affection.

An excited pupil in shorthand transcribed his first sentence thus: "Obey the law and fire nothing at the judge."

Prof. Nuptune:—What is the center of oscilation?
E. Kreiter:—The lip.

Prof:—What is coherence?
Soph,—Sticking together.

Miss Mather:—Name a word that is not reputable.
Soph:—Skidoo.

SCYLLA, CHARIBDIS & CO.

Or, Dangers of the High School.

When Swisher points her pencil at me
I'm as scared as scared can be.

Mr. Ulrich—he come's next,
Who can't see without his specs.

When Prof. Neptune marches by
I gently, softly heave a sigh.

When Prof. Glass taps his pencil for me
I always look for twenty-three!

Miss Mather puts her pencil in her hair
And quietly at me does stare.

When Miss Weston comes in sight
I study hard with all my might.

And Fraulein dear—when she gets near
My heart—it seems to jump with fear.

But the mightiest of might, who's never out of sight
Is Mr. Professor E. H. White.

L. S. '11.

WHO IS IT?

Who is it that is not always cross
And of the High School is surely "boss"?
Professor White.

Who is it teaches us to speak
And makes the Freshman act so meek?
Miss Swisher

Who is it who teaches us all how to add
Subtract and divide till we nearly go mad?
Miss Weston.

Who is it so gayly terms it a cinch
To measure electricity by the inch?
Mr. Neptune.

Who is it that is always laughing and gay
And teaches us Latin every day?
Miss Mather.

Who is it that is not very tall
And keeps taping his pencil out in the hall?
Mr. Glass.

Who is it that comes up here just once in a while
And with German and "Lit" does the Seniors beguile?
Miss John.

Who is it that takes care of the Freshman so green
And outside the Freshman room seldom is seen?
Mr. Ulrich.

Who was it that wrote this?
(I told her you would ask)
She said if I tell she would take me to task.
Notwithstanding I will take the dare,
Though I know there'll be a rackett,
For the author of this poem was Helen Moore Hackett.
—Ed.

Prof:—Did you write that note?
Freshman:—No, I did not.
Prof:—Haven't I always said you should tell the truth?
Freshman:—Yes, and you always told me never to become a slave to habit.

An explanation:—Adhesion is the attraction of the molecules of one body to the mollycoddles of another body.

Miss Weston:—What plane figure has the fewest number of sides?
Junior:—A
—"Senic

Prof. Neptune:—What is gravitation?
Hortulana:—Why--er—its the stuff that holds you down so you wont go up.

Prof. Neptune in Physics:—Define Force.
P. H.—Force is a breakfast food.

SPRING POETRY.

The Freshmen have the swell head,
The Sophs are flip and gay,
The Juniors are great dictators,
But the Seniors are O. K.

There is a professor named White,
An exceedingly learned person,
His manner is charming,
His exam is alarming,
And he would if he could give us a worse un.

AN UMBRELLA.

There's a maid on North Columbus Street,
And Oh! but she has nice wee feet,
She is just as nice as pie to meet,
And owns a silk umbrella.

In rain or shine it's o'er her head,
To it she's most sincerely wed,
In fact it goes with her to bed,
That wonderful umbrella.

ODE TO MARY.

Our Mary is a bonnie lass,
But Oh! the queerest ever,
She loves to talk and walk and dance
And "sometimes" at a boy she'll glance
But as for study——never.

Revised:—Honor thy teachers so that thy years in the High School will not be longer than four.

Mr. White (in history)—"Who is the straightest man in the world?"
W. Pfeifer—"King Edward."
Mr. W.—"Why do you say that?"
W. P.—"Because he is a ruler."

NOTICE.

Roy Kinsey is starting a kindergarten and has several pupils already. All applications are welcome.

Will someone please ask Miss John what the acceleration of a falling body is at the end of the third foot? There's many a slip twixt the chair and the floor.

Miss Mather—As a rule people in a warm climate are more sympathetic than those of a colder one.
Leta S.—Why— the cannibals live in the tropics.

Prof. White (calling Nina to attention:)—Nina!
Nina:—I don't know.
Prof.:—Don't know what?
Nina:—I don't know.

Prof.;—What do we get from the Indies?
Fern:—Rubber!

Prof.:—What are cochineal bugs used for?
Leta:—For catsup. (Will you have your oysters with or without?)

Guess Who?

Joe:— (translating in German) "He heard strains from the depths of the violin player."

(Prof):—What two kinds of vocabularies are there?
1st. Soph:—Latin and English.
2nd. Soph:—No, every day and Sunday ones.

Soph. (in Latin):—Amandus sum, I must be loved!

Miss Mather:—Well, just translate your sentence whether you know the meanings of the words or not.

Prof. White (giving instructions about escaping from a fire)—If the room is full of smoke get down on your hands and knees and run.

Prof:—What do we find in connection with geysers and hot springs?
Marie S:—Icebergs.

Freshman:—If care is not taken with dusty corners, microscopes will breed there.

Prof:—What happens when a light falls into the water at an angle of 45 degrees?
Brilliant Pupil:—It goes out.

Father:—Here's a telegram from Guy.
Mother:—What does he say?
Father:—Nose broken, how shall I have it set, Greek or Roman?

A Freshman's definition—An abstract noun is the name of something which does not exist, such as goodness.

Miss John:—Helen I am surprised at you. I never before saw you act in this manner, in fact this is the first time you ever were impertinent to me.

Helen Doughtery:—Well Miss John this happens to be the first time I ever ate deviled ham and I feel perfectly devilish.

EXCHANGES.

Wanted:—To Exchange One Pair of slippers for a good Websters Dictionary.—Joe Wisterman.

Wanted:—To Exchange One Bid to the Junior-Senior Reception for a stand-in with the Freshman teacher.—Isabelle Rowe.

Wanted:—To Exchange a Handsome Face for Mary's giggle.—Stuart Ebert.

Wanted:—To Exchange Popularity for six more inches of height.—H. Dougherty.

Wanted:—To Exchange a Senior Class pin for a man with a good disposition.—Leta Swaney.

HELEN DOUGHERTY'S PRAYER.

O Lord why did thou not maketh me as the rest of the Seniors—Tall and good looking?

To be conscious that you are ignorant is a great step to knowledge.

Found:—A cravat-the kind that hooks on. Any Freshman may have it who can produce an empty collar button.

Miss Mather:—Paul, what is the reason that you don't get your lessons in Latin?

Voice in the back of the room, singing:—"Its brainstorms, brainstorms, everybody has them don't you see?"

Prof. Neptune in Physics:—What's matter?

Junior:—Oh I've got the tooth ache.

The Seniors know and they know they know,
The Juniors know but they don't know they know,
The Sophomores don't know and they know they don't know,
The Freshman don't know and they don't know they don't know.

F. G. (attempting to explain the family tree of Aeneas in Virgil class) made the startling statement that some woman was Aeneas' sister-in-law by marriage.

Miss Mather:—You have seven feet.

F. G.—(Who was scanning) Not quite, I only wear sixes.

Miss John:—What is a "juvenile" production?

Brilliant Senior:—The first work one produces.

Miss John:—Then if I were to write a production, would it be juvenile?

Embarrassed Senior:—Well-er-no, not exactly juvenile but slightly mature, only slightly.

Prof.—Give a sentence in which there is a preposition, and underline same.

Pupil:—The boy on the bridge is my sister.

Miss Weston:—Who was Hasdruval?

Mary Eise:—He was Hannibal's brother.

Miss W.:—Who was Hannibal's?

M. E.:—Hashruval's brother.

Cullison:—A thermometer is a short glass tube that regulates the weather.

"Money is not at the bottom of everything" sadly remarked a Freshman as he plunged in hands into his pockets.

Freshman in Composition—"Our football field is surrounded by a fence that has been torn down."

Soph. in History: Chivalry is when you feel cold.

Ebert:—"King Henry VIII was married six times and beheaded three."

ACCORDING TO EVOLUTION.

A thousand years is the span
That it takes to change a monkey
Into the form of a man:
But up-to-date, quick action
Lays science on the shelf,
For man in the space of a minute
Makes a monkey of himself.

Neptune:—What is steam?

Berry:—Water gone crazy with the heat.

Fern in History—John Brown was executed and then he tried to get the Indians out of Canada.

SOME THINGS THEY SAY.

Guess what they mean.

Emerson's father died at the age of eight.
Drake died in 1820 and was happy ever after. (I wonder!).
Ulysses had him killed—that's why he died.
The hollows resound with the reverberations of the interior.
(Certain Seniors affect the Johnsonese).
The lumber in Washington is mostly fur.
They make their living by hunting and fishing and also travel great distances to catch this for their livlihood. (Found in a Senior Geography paper).
When does a volcano become distinct?

ARE THE DEAD ALIVE?

If, so Vergil please take notice;

Some modernized translations of Vergil, done under the stress of eating breakfast at eight o'clock in the morning and translating Vergil at the same time. Also a few inspirations from the Recitation room.

Scylleam rabiem—silly madness.
Sedes quietas—cemetery.
Arrectisque auribus astant—they stood on their attentive ears.
Senior—I don't know how to say Juno in Latin.
Miss Mather (phonetically)—Yu-no.
Germanum fugiens—"Flying Dutchman".
Scindit se—skinned himself.

A young Freshman wanted to know if there really was an insurance sign painted on the rock of Giberalter.

Why is it that a girl is afraid of a mouse but nevertheless puts a rat in her hair?

Prof. White:—"Mary, you may give us a description of the 'Monitor'."

Mary Eise:—Why—it was something like an oyster shell.

Miss Swisher:—who was drilling the somewhat awkward girls in the Physical Culture Class, commanded thus: "Now girls, listen to me, when I say 'Halt!' put the foot that's on the floor beside the one that's in the air and remain motionless."

Prof. White:—"Seniors will go from Tibet to Australia this afternoon." (That's going some isn't it?")

Brilliant Senior:—"Mir kommt ein guter Gedanke—I have a good idea."
Voice (in the back of the room):—"Then put it on ice."

Miss John (in German class)—"Paul, what are the principal parts of the verb write?"
Paul:—"Written, wrote, gewritten".

Prof. Neptune:—"What is a machine?"
"Dubby":—"A conglomerate mass of heterogenous matter."

Prof:—(In history class)—What subject do we begin with today?
Senior:—Hard times.

Prof:—Have we any modern writer of Myths?
Soph:—Yes, Sherlock Holmes.

Philosphications of a Freshman:
Pride goeth before destruction.
'Tis a wise Sophomore who knoweth his history lesson.
Freshmen are classed very much like eggs:-Strictly fresh, fresh, not so fresh. The later usually gets the highest per cents.
Revised definition for genius—In these days genius is the capacity for taking gains.
If we know people better dey hain't so foolish as dey are.
All that shivers is not cold.
To make the teacher think you know what you don't know is true genius.

Prof. W.:—Who was King of England during Sir Francis Drake's time?
Class:—(Suppressing giggles) Elizabeth.

Dougherty:—(Innocently ignoring her commas) Peru manufactures sugar beerwagonsmachinery.

Prof. White:—Caesar had grey eyes; you know ther's a certain stability about grey eyes. (We believe Professor White possesses a fine pair of bluish grey eyes.)

A certain Senior defines Transcendentalism thus:—A certain sex of which Emerson was the leader.

Mr. Ulrich:—How many in this class likes poetry?
Ruth Perrins (who has been day-dreaming)—"What's that, something good to eat?"

It was a clerk in a book-store of whom a prim matron demanded a book for her son. "No fiction please," she explained, "But absolute literal, truth without unnecessary verbiage or absurely fanciful pictures." "Well madam—The bookseller paused his eye running over his shelves; then with a flash of inspiration he took down a volume. "I should think this would meet your requirements" he said and handed her Wentworth's Geometry.

—Ex.

In Latin class:—"The Phoenicians were feasting on embroidered couches." What digestive powers those furriners must have!

"Sing a song of Chemistry
A test tube full of nitre
Add some powered charcoal,
And pack a little tighter,
Hold it o'er a Bunsen Flame,
And try to smell the fumes;
The hos-pi-tal is very near,
And you can stay till June."

Prof:—In what direction do the railroads run in the Piedment section?
Bright Senior:—All directions—Especially up and down, its a mountainous district.

Prof:—Where are coal deposits found?
Senior:—Under the earth.

Miss J.—I committed those verses when I was sixteen and they still stay by me.
(Voice in the back of the room:—Powerful memory that!)

At last! Prof. White's titian locks were burned off, not pulled out as some might erroneously surmise!

Miss J.—Do any of you remember seeing those pictures that were common in the homes twenty or twenty-five years ago? (Now, how old does she think we are, anyhow?)

Found in a Freshman MS:—In the center of the city was a village green. (How metropolitan.)

Miss Jones.—Hawthorne ceased to be queer after he was married. Moral—Get married.

Prof.—What is a demagogue?
Unsophisticated Soph.—A school teacher.

There is nothing new under the sun, but a Senior states that "The Rio Grande River forms a boundary between Manitoba and Mexico."

Prof.—Spell delight.
Junior:—D-e-l-i-g-h-t.
Prof.—That's correct, now use it in a sentence.
Junior:—The wind blew out de light.

Miss J:—Thoreau had two acres of land from which he obtained his living, and on which he grew cabbages and other things.
Voice (from the back of the room):—He must have had sourkraut every day.

Prof:—What are found on the tops of those mountains?
Mary Eise:(Vaguely)—Horse latitudes.

Prof: (speaking of the Grecian troops):—Where were they mustered?
Domesticated Soph:—Mustard? Why, I suppose in the Spice Cabinet.

Prof:—Who was the author of the "Iliad and Odyssey"?
Marian Davis:—Holmes.
Prof:—Oliver Wendell?
Marian:—His first name wasn't mentioned.

nd
n, O.

ALUMNI

ALUMNI.

1871

† S. S.
† W. Ick Alst[illegible] tte
[illegible] enw[illegible] Burt
[illegible] ag-W[illegible]

72

Almeoy[illegible], Cl[illegible] apn[illegible] n
Ida Campbe[illegible] v land
Geo. Daily, Galion
Almia Duck-Hackedorn, Galion
† Almanda Knisely-Warr
* A. W. Lewis, Attorney, Galion
Helen Oburn-Crafts, Washington, D. C.
Clara Odgen-Stewart, Columbus, O.
Alice Riblet-Wilson, California

1873

† Jessie Mann-Wood
Mary Martin-Knoble, Aspinwall, Pa.
† Anna Young

1874

"Mihi Cura Futuri."

† Lizzie Armstrong-White
Hortense Camp-Lee, Supervisor of Music, N. Y. City
Helen Harding-Meridith, Santa Anna, Cal.
May Hays-Wheeler, Manila, P. I.
* Charles McBeath, Clerk, Denver, Colo.
* James Vining, Hotel Keeper, Ormond, Fla.
Alice Whitworth-Wheaton, Port Clinton, O.

1875

"Idleness Tends to Vice."

* Webb J. Kelly, Physician, Piqua, O.
* C. M. Pepper, Lawyer, Washington, D. C.
Lena Pepper, Journalist: Cleveland
* S. C. Smith, Teacher, Bellefontaine, O.

1876

"Onward to the Goal".

Estella Coyle, Librarian, Galion
Carrie Euler, Stenographer, Washington, D. C.
Clara Frankeberger-Sawyer, Ft. Wayne, Ind.
Lou Hofstetter, Teacher, Galion
Nettie Kinsey, Teacher, Galion
* Frank Kinsey, Physician, Belleville, O.
† Sadie Linsley-Merrill
* Melville Smith, Electrician, Cuyahoga Falls
Hester Smith-Ridenour, Clarksburg, W. Va.
Anna Stiefel, Artist, Galion
* Frank Stough, Teller, Galion
† Mary Young-Bodkin

1877

Emma Cave-Lowe, Galion
Ella Campbell-Adair, Cleveland, Ohio
Ollie Crim-Crim, San Francisco, Cal.
Ada Gochenour-Williams-Daza, Galion, Ohio
Will Hayes, Traveling Salesman, Cleveland, Ohio
Lizzie Hosford-Plowe, Peoria, Ill.
Lula Homer, Galion, Ohio
Ed Johnson, Insurance and Real Estate agent, Los Angeles, Cal.
Carrie Johnson-Riblet, Galion, Ohio
† Emma Linsley-Standford
Jennie Martin, Teacher, Galion, Ohio
* A. W. Monroe, Secretary of the Home Building and Loan Company, Galion, Ohio
* John Talbott, Lawyer, Galion, Ohio

1878

"They Work Who Win."

Gussie Carhart, Los Angeles
* Frank Campbell, Mngr. Steel Co., Philadelphia, Pa.
Ella Crim-Leach, Dallas, Texas
* Judson Hales, Paper Hanger, Concordia, Kansas
* Albert Kinsey, Pharmacist, Crestline, Ohio
* Rufus Moore, Attorney, Toledo, Ohio
* Frank Snyder, Grocery Business, Galion, Ohio
Jessie Young, Bordwell, Ky.

1879

"Find a Way or Make It."

Helen Basset-Spittle, Bellefontaine, Ohio
Cora Coyle-Funck, Wooster, Ohio
Frank Foltz-Brokaw, Indianapolis, Ind.
* Dick Harding, Lawyer, Lawrence, Kansas
Mary Alice Krohn, teacher, Galion
† Maybelle Mann-Mahannah
* Eugene Monroe, Carpenter, Galion.
† Nettie McBane
† Carrie Oburne
Laura Pague-Elliot, Kansas City, Mo.
Ida Traul-Fate, Lacygyne, Kan.
Tillie Wernle-Nichols, Tacoma, Wash.
Nina Wineland-Snyder, Galion

1880

"He Conquers Who Endures."

† Forest Bowlby
Addie Bull-Clark, Marion, O.
* Julius Eise, machinest, Galion
* Frank Fralic, Mgr. Gas Co., Galion
* Clarence Johnson, Real Estate agent, Chicago
Ida Krohn-Seif, Galion
Estella Krohn-Healy, Delaware, Ohio
Della Quigley-Euler, Cleveland, O.
Ella Riblet-Billow, Galion, O.
* Alonzo Snyder, lawyer, Cleveland, O.

1881

"Finis Coronat Opus."

Lulu Burgert-House, Galion, O.
Ella Connor-Kane, Galion, O.
† Milford Park
* Fred Row, Engineer, Galion, O.
Kittie Spittle-Holinsworth, Columbus, Ohio
Maud Wineland, Tacoma, Wash.

1882

"Strive For Higher Culture."

Kittie Barlow, Stenographer, Philadelphia
Carrie Barlow, Stenographer, Philadelphia
Cora Carhart-Larkin, Cal.
Mamie Dietrich-Brown, Columbus, O.
Jennie Durgin, Stenographer, Los Angeles, Cal.
Carrie Fisher-Marshall, Kansas City, Mo.
Lou Smith-Bundy, Indianapolis, Ind.
May White-Freese, Springfield, Ill.

1883

"Prove All Things."

Nattie Belton-Booth, Greenville, Pa.
Anna Chateau, teacher, Galion, O.
* Will Krohn, Lecturer and Physician, Chicago
Susie McNeil-Wellings
† Roskin Moore
Belle Ridgway-Hellyer, Urichsville, Ind.
Nellie Stewart-Gill, Galion, O.

NOTE—The deceased members are indicated thus (†) and the married male members thus (*).

ALUMNI.

1884

"For Life, Not For School, We Learn"

Mary Baldinger, teacher, Galion, O.
Laura Clase, post-office clerk, Galion, O.
Jennie Cook-Rowe, Galion, O.
Ella Connors, Galion, O.
Carrie Gill-Todd, Syracuse, New York.
Lydia Kinsey-Porter, Lindsey, O.
John Laird, machinist, Galion, O.
Sadie Mackey-Pounder, Galion, O.
Jennie Miles-Moonen, Chicago Junction, O.
† Anna Paul-Boyer
Rena Reese, teaching, Indianapolis, Ind.
Lulu Ristine-Hanlin, Union City, Ind.
Frank Rule, Milliner, Dundee, Mich.
† Inez Reed
Carrie Spittle-Davis, Galion, O.
Sadie Winans-Moss, Galion, O.
Mabel Wineland-Herbold, Galion, O.

1885

"Trifles Make Perfection, But Perfection is No Trifle."

† Zoe Cowden-Chipperfield.
† Blanche Davis-Diffenberfer
* Prosper Gregg, Engineer, Galion, O.
Jennie Logan-Shauck, Galion, O.
Ida McFarquhar-Smith, Galion, O.
* John McIntosh, Shull Bros. Drug Store, Philadelphia.
Belle McManes-Rowley, Columbus, O.
Chick Mastick, milliner, Cleveland, O.
Olivia Mochel-Beringer, Fremont, O.
May Rogers, massagist, Cleveland, O.
* John Wineland, Elkhart, Ind.
Ida Wentzell, Harper's Ferry, Va.
* D. E. Zimmerman, Insurance, Galion, O.

1886

"Give Your Good Qualities Action."

Gertie Busch-Bugg, Cleveland, O.
Maud Campbell-Clokey, Cleveland, O.
† Lucy Finical
Lovie Hosford-Roodhouse, Roodhouse, Ill.
† Edward Jourdan
† Clara Kopp
* Frank Krohn, printer, Hensdale, Ill.
Daisy Langenderfer-Winans, Shelby, O.
* Charly Linsley, board of trade, Hensdale, Ill.
Mary Miller, artist, Galion, O.
Lizzie Morrison-Wineland, Elkhart, Ind.
† May Osburne
† Bernice Osburne
† Etta Sames
Luella Tracht, teacher, Galion, O.
Belle Wooley-Joyce, Cleveland

1887.

"Be A Hero In The Strife."

Jennie Bland-Irwin, Galion
† James Bryant
* Thad Bryant, Contractor, Texarcano, Ark.
* Frank Cook, Erie Agent, Galion
Emma Hoyt-Whittlesay, Cleveland
Ella McCool, Stenographer, Cleveland
Inez Miller, Teacher, Galion
Laura Mitchell-Johnson, Ontario, O.
Belle Myers-Porch, Mansfield, O.
* Homer Quigley, Engineer, Benefontaine, O.
Etta Rhinehart-Cook, Galion
† Emma Shaeffer
† Michael Shea
Cora Taylor-Belser, Bellefontain
* Charles Tracht, Florist, Galio nd
n, O.

1888

"They Conquer Who Think They Can."

* Ed Barr, Gov. Clerk, Washington, D. C.
* Robert Carhart, Lawyer, Los Angeles, Cal.
* Richard Dowsett, Milwaukee, Wis.
Jennie Ledman-Stout, Galion
Bell Morrison-Barr, Washington, D. C.
Laura Morgan, Bellefontaine, O.
* James Ross, Cleveland, O.
Mary Tuttle-Mateer, Mt. Gilead, O.
Maggie Wineland, Stenographer, N. Y. City

1889

Grace Barbour-Meglish, Spokane, Wash.
Mary Caldwell-Fink, Galion, O.
Melvin Cloak, Erie Clerk, Galion
Cora Helfrich-Gerhart, Bucyrus, O.
Erva Krohn-Cook, Galion
† Willis Quigley
Maud Reed-Slough, Mansfield, O.
* Francis Shoemaker, Mail Transfer, Galion
Ella Traxler, Bucyrus, O.
Bertie Walters-Wildenthaler, Galion
Grace Weston, Teacher, Galion

1890

* Judd Casey, Traveling salesman, Dayton, O.
Katie Chateau, Bookkeeper, Galion
Nina Faile-King, Crestline, O.
* Fred Schaeffer, Dry goods merchant, Galion
† Maud Wyant-Luddington

1891

"No Steps Backward".

Grace Bryan-Morgan, Galion
† Nettie Burkley-Conklin
Laura Case-Nichels, Galion
† Clara Canaan
Ernest Cleverdon, Physician, Austin, Ill.
Nettie Ernsberger-Werner, Fremont, O.
Georgia Hackedorn-White, Galion
Ollie Mackey-Yeager, Galion
Ida McLelland-Decker, Seville, O.
Mamie Prince-Bates. Kansas City, Mo.
Grace Raymond, Book-keeper, Galion
* Fred Spittle, Cashier, Bellefontaine, O.

1892

"Look Beyond The Present."

Emma Alstaetter, Galion
Laura Barker, Teacher, Galion.
* Lewis Barker, Lawyer, W. R. U., Galion
Bertha Barr-Stiefel, Galion
Katherine Biebighauser-Helfrich, Galion
Emma Davis-Bodman, New York City
Nettie Harriman-Schillinger, Galion
Euphemia Morrison, Stenographer, Galion
Maud McCuen-Morgan, Bellefontaine, O.
Irene Meuser-Buchholz, Raton, N. H.
Ernest Pilgrim, Electrical Engineer, Schenectady, N. Y.

NOTE—The deceased members are indicated thus (†) and the married male members thus (*).

ALUMNI.

1893
"Rowing, Not Drifting."

* Frederick Alst[illegible]tter, Wheeling, W. Va.
† Eva Cronenw[illegible]urt
Edith Hoag-W[illegible] O.
Alice Hoy*, Cl[illegible]apn
May Murrel, Gal[illegible]
Jay Persons, Physician, Montana
Estella Reisinger-Lovett, Columbus, O.
Emma Rick-Shultz, Ashland, O.
Harriet Uhl-Goettman, Bucyrus, O.

1894
"Pluck, Perseverance, Prosperity."

Clara Barker, teacher, Galion
Leila Castle-Harmon, Cleveland, O.
† Charles Everts
Marion Hackedorn, teacher, Brooklyn
Jennie Hoag-Albin, Cleveland, O.
Lillie Lepper, Lima, O.
May Miller-Henderickson, Phoenix, Arizona
Lora Persons, teacher, Hiram College, O.
* Wilbert Shumaker, with Armour Co., Chicago, Ill.

1895
"Non Quis, Sed Quid."
Carnation
Cherry and Cream

Hedwig Alstaetter-Love, Waynesville, N. C.
Bertha Auckerman-Maple, Galion
Maud Atkinson-Snodgrass, Galion
† Eva Cronenwett-Burt
Mayme Colley-Busch, Crestline, O.
Grace Cook, Clerk, Galion
Bertha Dice, stenographer, Galion, O.
Bess Hayes, Cleveland, O.
Lenore Igou-Highlegman, St. Louis, Mo.
Jennie Jenkinson
Edna Krohn-Line, Galion, O.
Robert Kunkel, physician, Piqua, O.
Myrtle Lovette-Knote, Galion, O.
† Anna Meuser-Bodley
Ethel McBeth-Colley, Chicago, Ill.
Aural Marvin-Ward, Chicago, Ill.
Nina McBeth-Perrot, Pittsburg, Pa.
Estella Robe, dressmaker, Galion, O.
Alice Reisinger-Shumaker, Galion, O.
Laura Sayre, teacher, Galion, O.
* Arthur Shumaker, Erie clerk, Galion, O.
Lester Shelly, pharmacist, Toledo, O.
Maud Tea-Wilson, Marion, O.
Ruth Wimmie-Wagner, Chicago, Ill.
* Clarence Winans, teacher, Marion, O.
Nellie Wemple-Jones, Bucyrus, O.

1896
"More Beyond".
Rose,
Cardinal and Green.

* J. George Austin, Erie Auditor, Galion, O.
Kate Baldinger-Reed, Crestline, O.
Bertha Block-Bradfield, Columbus, O.
* Floyd Davis, Erie book-keeper, Galion, O.
† Henry Davis
Jennie Davis-Bland, Bellevue, O.
* W. V. Goshorn, editor, Galion, O.
* Elmer Harmon, clerk, Portland, Oregon
* Fred Helfrich, Gardener, Galion, O.
Bertha Hackedorn, Galion, O.
George Kochenderfer, reporter, Mansfield, O.
* W. M. Curtis Laughbaum, Minister, Nevada
† May McWherter-King
Myrtle Ness-Blackman, Cleveland
Nella Neff- Herndon, Galion, O.
Ethel Reardon, married
Cora Sherod-Mengel, El Paso, Mexico
† Emeline Simon
George Wemple-DeGolley, Marion, O.

1897
"On! On! On!"
Cream Rose
Olive and Cream

Norma Allen-Smith, Elyria,
Olive Barr-Henkle, Galion, O.
Florence Barker-Goshorn, Galion, O.
Grace Boice-Miller, Galion, O.
† Samuel Cook
Wood Colver, optician, Middletown, Ind.
Evelyn Gilmen, Saleslady, Cleveland, O.
Bertha Gugler, teacher, Galion, O.
Anna Helmuth-Blyth, Cleveland, O.
* Carl Henkel, attorney, Galion, O.
Nellis Hackedorn, stenographer, Cleveland, O.
Harry Heiser, R. R. clerk, Buffalo, N. Y.
Katherine King, nurse, Columbus, O.
Will Miller, artist, Cleveland, O.
Myrtle Moore, stenographer, Galion, O.
Bertha Poister, compositer, Galion, O.
Bertha Reisinger-Matthias, Galion, O.
Mary Reagle, Galion, O.

1898

Eda Alsteatter, teacher, Panama
Florence Bryan, Music director, Parkersburg, W. Va
* Elmer Christman, Civil Engineer, Seattle, Wash.
Carrie Cuthbert-Barr, Cleveland
Glenmore Davis, Press Agent, New York
Mattie Dunham-Davis, Cleveland
Minnie Flanery, Clerk, Galion
Harry Funk, Civil Engineer, New York
Ruth Hagerman-Winans, Marion, Ohio
Elsa Helfrich, Reporter, Galion
Harry Kinsey, Reporter, Galion
Valeria Kiess-Nitzler, Toledo, O.
Iva Kincaid-Christmam, Bucyrus, O.
Laura Koppe, Bookkeeper, Galion
Grace Knoble, Musician, Galion
Alma Klopp-Sayre, Galion
Nellie Kline-King, Mansfield, O.
Wade Lewis, Physician
Georgiana Lewis, Teacher, Tacoma, Wash.
Grace McCool, Stenographer, Galion
Ora McNeil, Galion
Hilda Miller, Teacher, Geneva, O.
Bella Monroe, Teacher, Galion
Adelaide Murray-Siegler, Cleveland
Anna Pilgrim-Reid, Lima, O.
Karl Rick, Teller, Galion
* Rollin Reisinger, Druggist, Barberton, O.
† Mabel Safford-Willson
Jessie Sayre-Winans, Crestline, O.

NOTE—The deceased members are indicated thus (†) and the married male members thus (*).

Adella Simons-Waters, Galion
Vinnie Spraw-Warden, Upper Sandusky, O.
Leo Sauerbrum, dentist, Mansfield, O.
Iva Zimmerman-Reiser, Tiffin, O.

1899
"Commenced."
Violet
Purple and Green

* Arthur Block, druggist, Columbus, O.
Laura Crissinger-Castle, Galion
Adelia Dice-McKeown, Buffalo, N. Y.
Lottie Guinther-Heinlin, Bucyrus, O.
* Milo Hart, Agent, St. Louis, Mo.
Nettie Helfrich, clerk, Galion
Dan Hassinger, artist, Dayton, O.
Irene Harmon-Hull, Galion
† Charles Heiser
Mannie Herskowitz, merchant, Oklahoma, Okla.
* Joe Jepson, Pharmacist, Cleveland
* George James, book-keeper, Galion
Myrta Kincaid-McFarquhar, Buffalo, N. Y.
Agnes Kelley-Vaughn, Ingram, Pa.
* Carl Knoble, Physician, Sandusky, O.
Ora Lonius, clerk, Galion
* Fred Lersch, Cincinnati, O.
Josie Merrick, Galion
* Clarence Rybolt, teacher, Oklahoma, Okla.
George Rhone, conductor, Kern City, Cal.
Charles Smith, druggist, Bucyrus, O.
Edna Unckrich-Knoble, Sandusky, O.
* John Wiggs, Military Instructor, Upper Alton, Ill.

1900
"Leave No Stone Unturned."
American Beauty Rose.
Crimson and Steel.

Clarence Barr, Draughtsman, Ensley, Ala.
Jennie Beck-Klopp, Galion,
Jennie Carr, Clerk, Galion
Gertrude Castle, Baileys, Cleveland
Earl Casey, Bank Clerk, Galion
* John Condon, Yardmaster, Marion, Ohio
Dan Cook, Lawyer, Lorain, Ohio
Kathryn Colly-Andress, Cleveland
Herbert Freeze, Draftsman, Galion
Claude Funk, Motor Works, Cleveland
Bertha Graham, Pianist, Bucyrus, O.
Carl Gugler, Lawyer, Galion
Mary Hollister, Geneva, New York
Alfred Johnson, U. S. Signal Corps, Camp Statzenberg, P. I.
* John Kleinknecht, Farmer, Oklahoma
* Edwin Laughbaum, teacher, Galion
Kate Mitchell, teacher, Galion
Laura Miller, clerk, Galion
* Will Moore, Machinist, Birmingham, Ala.
Otho Monroe, Physician, New York
Gail Ridgway, Music Instructor, Mt. Vernon, I.
Ada Slough-Newman, Galion

1902
"We Pass This Way But Once."
White Tea Rose.
Purple and Gold.

* Edward Baldinger, Galion
Ernest Barr, Journalist, Terre Haute, Ind.
Mabel Bracher, Teacher, Bucyrus, O.
Marie Brown, Teacher, Corsica, O.
Tressy Ely, Student, Delaware, O.
Ida Grebe, Stenographer, Cleveland
Anna Gugler, Stenographer
Blanche Hart, Stenographer, nd
Dana Hassinger, Milliner, Dayton, O.
Roy Hagerman, Cartoonist, Columbus, O.
Myrtle Hunter-Dennick, New York, N. Y.
Emily Hollister, Columbus
† Maud Jacoby
Mame Kelly, Stenographer, Galion
Earl Longstreth, Druggist, Sacramento, Cal.
Lydia Marcus, Stenographer, Galion
Cora Poister, Stenographer, Galion
Emma Rexroth, Teacher, Galion
Adra Rusk-Romig, Urichsville, O.
Ethel Reisinger, clerk, Columbus, O.
Horace Sayre, Druggist, Sacramento, Cal.
Ethel Sharrock, Teacher, Galion
Ruby Stough, Big Four Time-keeper, Cleveland, O.

1903
"Onward, Upward, Never Backward"
Daisey
Turquoise and Black.

Blossom Burgert, Galion
Nina Berger-Kahen, Cleveland, O.
Emma Burener-Sherar, Pittsburg, Ha.
Earl Crissinger, Big Four Clerk, Galion, O.
Harry Davis, Shipping Clerk, E. M. F. Automobile, Detroit, Mich.
Liane Eysenbach, Galion, O.
Gayle Dull, Ann Arbor, Mich.
John Fox, Doctor, Galion
Frank Humberger, Detroit, Mich.
Bertie Jackson, Wooster, University
Mildred Jackson, Galion
Grace Kates-Cook, Lorain, O.
Hattie Kern, Book-keeper, Galion
Ben Koppe, Machinist, Galion
Cleo Kreiter, Galion
Etta Kunkle, Cashier, Galion
Carrie Kreiter, Galion
May Lovette, Stenographer, Galion
* Aldon Metheany, Ins, and R. E. Agt. Galion
Mary Monnett-Smith, North Robinson, O.
Paul Monroe, Bookkeeper, Galion
Bertha Nelson-Plack, Galion
Roy Riblet, Gambier, O.
Georgia Shumaker-Philips, Markleton, Pa.
Boyd Schneeberger, Electrical Eng. Pittsburg, Pa.
Minnie Stentz-Henderson, Mansfield, O.
Jay Sweeny, Druggist, Galion
Clarence Unckrich, Machinist, Galion

1904
"The End Is Not Yet."
Fern
Orange and Black

Enid Anderson, teacher, Galion
Jessie Barr, bookkeeper, Galion
Clara Cronenwett, bookkeeper, Galion
Allie Diamond, hardware business, Galion
Wilbur Elser, student, Columbus
Effie Ely, teacher, Galion
Arthur Freese, student, Ann Arbor, Mich.

NOTE—The deceased members are indicated thus (†) and the married male members thus (*).

ALUMNI.

Edna Flannery, journalist, Galion
Tacy Gledhill-S ith, Galion
Rosa Ila Grinde Galion
Paul Guinther, urt . Galion
Naomi Holme ., Galion
Mable Jones, S apner, Galion
Ethel Kincaid, stenographer, Galion
Carrie Lanius, Galion
Vivia Larkworthy-Marlow, Galion
Clara Miller, stenographer, Galion
Wesley Miller, farmer, Phoenix, Ariz.
Cortland Meuser, student, Columbus
Edgar Mahla, Erie R. R., Youngstown
Ruby Pitkin, student, Columbus
Edith Poister, clerk at Freese Works, Galion
Lizzie Ricksecker, Galion
* Rodney Reese, clerk N. Y. C. R. R., Pittsburg, Pa.
Dorothy Shuls, stenographer, Galion
Ethel Wilson, drawing teacher, Akron

1905
Fern
Orange and Black

Marguerite Armour, Cleveland
* John W. Bair, fireman, Galion
Alice Barker-Goshorn, Wallace, Ind.
† Abba Boice
Glenn Bradin, teacher, Galion
Herbert Burgerner, Galion
Inez E. Cronenwett, Galion
* Marco Farnsworth, machinist, Galion
Selma Gommel, Cleveland
Inez Green, stenographer, Cleveland
Howard Hackedorn, student, Columbia, Mo.
Helen Hollister, student, Columbus
Gaylord Humberger, musician, Detroit, Mich.
John Hunter, Pa. R. R., Crestline
Naomi Knight-Metheany, Galion
Florence Lanius, teacher, Galion
Earl Laughbaum, mail-carrier, Galion
Beatrice Marvin, telephone collector, Galion
* John U. Miller, farmer, Phoenix, Ariz.
Bessie Moderwell, Indianapolis, Ind.
Helen Parkinson, reporter, Galion
Frieda Plack, student, Tiffin, Ohio
Laura Poister, Galion
Carrie Rexroth, teacher, Galion
Herman Ricker, mail-clerk, Galion
Cliff Rogers, undertaker, Chicago, Ill.
LaRena Shelley, bookkeeper, Galion
Tony Schreck-Laser, Shelby, O.
Harry Tamblyn, Cleveland

1906
"Excelsior".
Syrenga.
Blue and White.

Ethel Adair, Stenographer, Cleveland
Herbert Baker, Clerk at Ligget's Drug Store, Galion
* Edna Berger-Snyder, Galion
Oscar Block, Galion
Mert Brown, Student, Columbus, O.
Hazel Brown, Bookkeeper, Galion
Laura Bryfogle, Ass't. Librarian, Galion
Sylvia Colmery, married, Mt. Gilead
Vassar Dressler, Book-keeper, Galion
Grace Flagle, Cleveland
Horace Freese, Student at Case, Cleveland
Cora Gillespie, Galion
Francis Gottdiener, Student, Painsville, O.
John Green, Electrical Engineer, Westing House, Pittsburg
Fred Guinther, Student at Case, Cleveland
Mart Helfrich, Seemann's Drug Store, Galion
Muriel Herbold, Student, Oberlin, O.
Russel James, Student, Mich.
Blanch Kieffer-Eichorn, Galion
Minnie Kreiter, Galion
Helen Larkworthy, Student Nurse, Youngstown, O.
Edna Lowe, Galion
Clara Manzer, Bookkeeper, Galion
Hazel Mains, Stenographer, Shelby, O.
Kenneth Marsh, Student, Mich.
Lena Monroe-Snyder, Galiou
Stella Morton, Teacher, Galion
Lois Priest, Stenographer, Galion
Virginia Reese, Nurse, Cleveland
Argale Riblet, Jeweler, Galion
Harold Row, Student, Columbus, O.
Clark Schneeberger, Machinist, Alliance, O.
Leo Shultz, Galion, O.
Norma Snyder, Bookkeeper, Galion
Hilda Sickmiller, Stenographer, Cleveland, O.
Estella Sweeney, Nurse, Galion, O.
Gertrude Sutter, Norwalk, O.
Alta Sharrock, Nurse, Akron, O.
Dean Talbott, Student, Columbus, O.
Carl Tracht, Clerk, Galion
Ada Whitesell, Retoucher, Hadley's Photograph Gallery, Galion.

1907
"Ich kann"
Daisey and Fern.
Turquoise and Black

Roy Arter, Galion, O.
Howard Barr, Iron Works, Galion
Mary Bechtol, Galion, O.
Ollie Brick, Student, Tiffin, O.
Edna Critzer, Student, Delaware, O.
May Cronenwett, Galion, O.
Esther Dressler, Galion
Cleo Gledhill, Galion
Robert Guinther, Student, Wooster, O.
Ethel Hale, Clerk, Big Four, offices, Indianapolis, Ind.
Gardie Holmes, Stenographer, Galion
Foster Huffman, Student, Delaware, O.
Hazel Kline, Student, Wooster, O.
John Laughbaum, Student, Springfield, O.
Albert Lemley, Cleveland, O.
Cleo Lonius, Stenographer, Galion
Hugh Menser, Ass't chief clerk-Erie, Galion
James Neff, Clerk Erie, Galion
Esther Pfeiffer, Galion
Dora Pilgrim-Davis, Galion
Nina Pletcher, Galion
James Porter, Student, Ada, O.
Edith Ricker, Teacher, Galion
Hazel Rowe, Telephone Office, Galion
Chauncey Rusk, Galion
Fanny Snodgres, Galion
Roy Socin, Clerk, Galion
Hazel Socin, Clerk, Cleveland, O.

NOTE—The deceased members are indicated thus (†) and the married male members thus.

Archie Unkrich, Student, Ada, O.
Jeannette Wyne, Peoria, Ill.

1908
"Peg Away."
Violet
Purple and Gold

Harry Albrecht, Erie time keeper, Galion
Maurice Allen, Erie clerk, Galion
Miriam Allen, studying music, Indianapolis
Edward Boyer, Plumber, Galion
Ethel Beck, Galion
Etta Bersinger, stenographer, Mansfield
Fred Cleland, Erie ticket agent, Galion
Joseph Connor, Erie clerk, Cleveland
Pauline Davis, Galion
Edna Draa, milliner, Galion
Beatrice Ebert, Business College, Cleveland
Edna Grebe, stenographer, Cleveland
Nellie Grindell-Richey, Galion
Edna Gugler, clerk, Galion
Anna Hollister, teacher, Galion
Helen Judge, Carbon Co.
Calvin Knisely, Iron W
Fred Krieter, Erie cler nd
Joseph Kunkel, stu.
Milton Larkworthy, student, us, O.
Donald Marsh, Galion, Ohio
Torry Marsh, Marsh's Photograph Gallery, Galion
Hugh Mitchell, Business clerk, Galion
Ansel Morton, Mansfield, Ohio
Lena Morton, Galion
Reuben Pounder, Galion Lumber Co., Galion
Leila Poister, Galion
Ulah Price, stenographer, Galion
Louise Smith, Galion
Maud Snyder, bookkeeper, Galion
Ida Weaver, Galion
Marion Walker-Freese, Galion

ALUMNI.

Edna Flanne[illegible] rnalist, Galion
Tacy [illegible]ledb[illegible] ion
Rosa[illegible] la[illegible]
Paul G[illegible] ion
Naomi H[illegible] ion
Mable Jones,[illegible]
Ethel Kincaid, steno[illegible], Galion
Carrie Lanius, Galion
Vivia Larkworthy-Marlow, Galion
Clara Miller, stenographer, Galion
Wesley Miller, farmer, Phoenix, Ariz.
Cortland Meuser, student, Columbus
Edgar Mahla, Erie R. R., Youngstown
Ruby Pitkin, student, Columbus
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Lizzie Ricksecker, Galion
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† Abba Boice
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Inez E. Cronenwett, Galion
* Marco Farnsworth, machinist, Galion
Selma Gommel, Cleveland
Inez Green, stenographer, Cleveland
Howard Hackedorn, student, Columbia, Mo.
Helen Hollister, student, Columbus
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Harry Tamblyn, Cleveland

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Daisey and Fern.
Turquoise and Black

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John Laughbaum, Student, Springfield, O.
Albert Lemley, Cleveland, O.
Cleo Lonius, Stenographer, Galion
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James Neff, Clerk Erie, Galion
Esther Pfeiffer, Galion
Dora Pilgrim-Davis, Galion
Nina Pletcher, Galion
James Porter, Student, Ada, O.
Edith Ricker, Teacher, Galion
Hazel Rowe, Telephone Office, Galion
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1908
"Peg Away."
Violet
Purple and Gold

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Etta Bersinger, stenographer, Mansfield
Fred Cleland, Erie ticket agent, Galion
Joseph Connor, Erie clerk, Cleveland
Pauline Davis, Galion
Edna Draa, milliner, Galion
Beatrice Ebert, Business College, Cleveland
Edna Grebe, stenographer, Cleveland
Nellie Grindell-Richey, Galion
Edna Gugler, clerk, Galion
Anna Hollister, teacher, Galion
Helen Judge, Carbon Co., Cle[illegible]
Calvin Knisely, Iron Works
Fred Krieter, Erie clerk, [illegible]nd
Joseph Kunkel, student, [illegible]
Milton Larkworthy, stude[illegible], [illegible]us, O.
Donald Marsh, Galion, Ohio
Torry Marsh, Marsh's Photograph Gallery, Galion
Hugh Mitchell, Business clerk, Galion
Ansel Morton, Mansfield, Ohio
Lena Morton, Galion
Reuben Pounder, Galion Lumber Co., Galion
Leila Poister, Galion
Ulah Price, stenographer, Galion
Louise Smith, Galion
Maud Snyder, bookkeeper, Galion
Ida Weaver, Galion
Marion Walker-Freese, Galion

BACCALAUREATE SERMON

—TO—

GRADUATING CLASS OF GALION HIGH SCHOOL

—IN THE—

FIRST METHODIST CHURCH, GALION, OHIO

SUNDAY, JUNE 6TH, 1909, 7:30 O'CLOCK

ORDER OF SERVICE.

Choral—"Let All Men Praise the Lord."—Choir
From "Hymn of Praise," Mendelssohn.

Invocation—Rev. W. A. Perrins

Hymn, No. 180—"All Hail the Power of Jesus' Name."—Congregation

Prayer—Rev. A. A. Hundley

Anthem—"The Light is Departing."—Soloists and Chorus
From Mendelssohn's "Hymn of Praise."

Scripture—Rev. A. Snyder

Announcements—Rev. C. E. Griffin

Offertory—Mrs. A. W. Monroe

Anthem—"I Will Lift Up Mine Eyes."—Choir
"Psalm 121" by Parkhurst.

Sermon—Rev. D. Burghalter

Prayer—Rev. J. W. Lowe

Hymn, No. 210—"Glorious Things of Thee are Spoken."—Congregation

Doxology—Congregation

Benediction—Rev. Emil G. Boch

The United Choirs of the First Reformed and First Methodist Churches will render the Musical Program.

Soloists—MISS ETHEL KINCAID and MR. J. E. PARRY.

Organist—MRS. A. W. MONROE. Pianist—MISS GRACE KNOBLE.

Director—PROF. W. H. CRITZER.

COMMENCEMENT PROGRAM

THURSDAY, JUNE 10TH, 1909

Music ..... High School Orchestra

Invocation.

Oration—"William Howard Taft." ..... Guy Baker

Reading---"Her First Appearance." Richard Harding Davis ..... Cleo Garberich

Oration---"The Immortal Poet." ..... Herman Dapper

Music ..... High School Orchestra

Original Story ..... Annabelle Van Meter

Oration---"The Criterion of Education." ..... Olive Gelsanliter

Reading---"The Lost Word." Henry Van Dyke ..... Ruth Critzer

Reading---"The Arena Scene from Quo Vadis." ..... Hazel Keifer

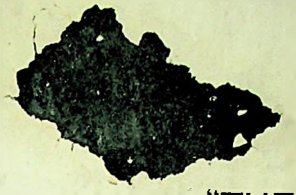
Music ..... High School Orchestra

Reading---"The Arena Scene." Lew Wallace. ..... Helen Dean

Class Song ..... Class of 1909

PRESENTING OF DIPLOMAS.

BENEDICTION.



CLASS DAY PROGRAM

FRIDAY, JUNE 6TH, 1909

"THE MERCHANT OF VENICE"

A COMEDY BY WILLIAM SHAKESPEARE

DRAMATIS PERSONAE.

Shylock ..... Roy Kinsey

Friends to Cintonio and Bassanio—

Salarino ..... John Guinther

Salanio ..... Joe Wisterman

Antonio, a merchant ..... Herman Dapper

Gratiano, friend of Bassanio ..... Stuart Ebert

Lorenzo, in love with Jessica ..... Guy Baker

Bassanio, a gallant suitor to Portia ..... Fred Barr

Launcelot Gobbo, in Shylock's service ..... Vance Simon

Balthasar, servant to Portia ..... Irvin Cook

Old Gobbo, Louncelot's father ..... Earl Ocker

Tubal, friend to Shylock ..... Helen Hackett

Salerio ..... Irvin Cook

Duke of Venice ..... Florence Gottdiener

Portia ..... Edna Price

Nerissa ..... Gladys Dice

Jessica, daughter of Shylock ..... Florence Berry

The Clerk ..... Doris Gregg

MAGNIFICOES OF VENICE, OFFICERS OF THE COURT OF JUSTICE, SERVANTS TO PORTIA AND ATTENDANTS.

Bertha Schneeberger, Marguerite Poister, Leta Swaney, Fleta Edgington, Marie Erfurt, Loretta Helfrich, Hazel Kieffer, Ruth Critzer, Olive Gelsanliter, Annabel Van Meter, Helen Dean, Fern Umbarger, Nina Eisle, Helen Daugherty, Carrie Gugler, Cleo Garberich, Mary Eise, Ethel Sharrock, Marie Schuler, Grace Jacobs, Blanche Price, Esther McClure.

Prologue ..... Doris Gregg

Characterization of the play ..... Isabel Row

Eulogy of Shakespeare ..... Marie Schuler

Epilogue ..... Ada Shaw

Fare thee well, oh books and tardy bells,
And thee too, oh rooms without ink-wells.
Recitations, bluffs and little zero marks,
Examinations, flunks and nearly broken hearts,
We will think of them as fun when we older grow,
Even Review will seem a joy, so they say who know.
Loved ones, whose kindly care helped us on our way
Lastly we must say farewell, with spirit not so gay.