

Dwight Jacobs Mitchell,  
311 Gill Ave.,  
Galveston, T.



# The SPY

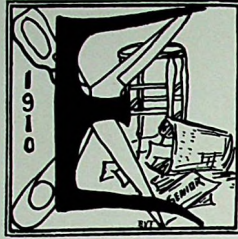


1910



## DEDICATION

In grateful memory of our four years of High School life, these pages are respectfully dedicated to the Faculty of Galion High School.



## DITORIAL

¶ "The Spy" of 1910 is now finished and is ready to submit to the reader either for praise or criticism. We have

toiled early and late to make this year's Spy the best ever published by any Senior Class of Galion High School. We feel that we have no apology to make since we have done our best.

We wish to thank the teachers and pupils who have so kindly aided us in making the Spy what it is. We also wish to thank the advertisers who have given us monetary aid.

We have asked a higher price for the Spy this year, not because we think our Spy is worth more to the public than previous issues, but because of a great amount of extra expense. We have increased the number of cuts and have used a more expensive cover and have had a great many extra items of expense. We also offer the old excuse of the increased cost of living. The Spy is always published at a loss. This is usually off-set by the proceeds from Class Day exercises, but as we are not having Class Day we felt we would have to raise the price from thirty-five to fifty cents in order to pay part of the debt contracted by the publication of the Spy.

We hope that no one will be offended with the "grinds;" although some may seem personal, they are only an iota of what might have been said. Our best productions have gone to the waste basket.

## *Staff of 1910 Spy*

Editor-in-Chief - BLANCHE V. FOX

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Business Manager - PAUL HOWARD

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### *Associate Editors*

ROBERTA PORTER      ELFREIDA KREITER  
WALTER MASON      ROY VIRTUE

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### *Board of Managers*

RUTH REYNOLDS      BESS SHARROCK  
CLARA SCHAEFER      NORMA GELSANLITER

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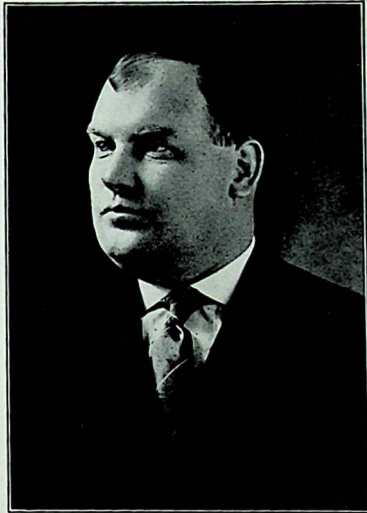
Subscription Manager - RALPH CULLISON  
Custodian - WILBERT KING



# Seniors

## GREETING

To those who have helped us and guided our course through our four years in High School, we extend this greeting.



Principal E. H. White

Senior Review  
Geometry  
General History



Louise John

German  
Literature



Homer H. Neptune, B. S.

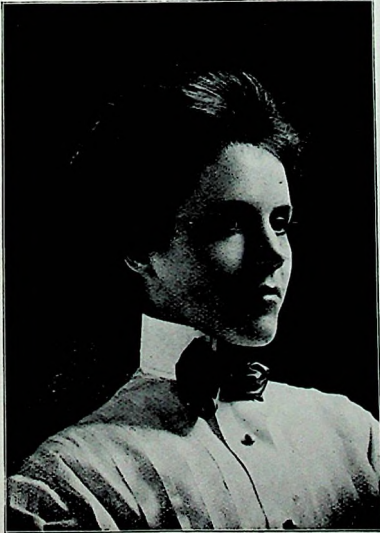
Chemistry  
Physics  
Civics  
Physical Geography





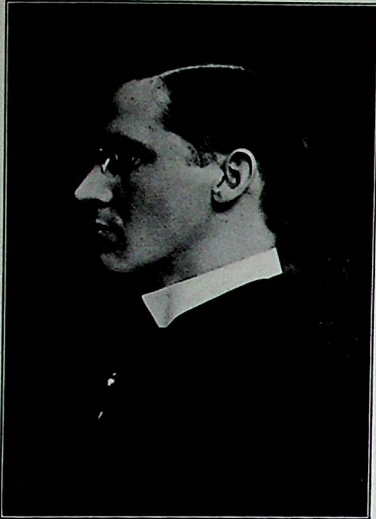
Walter Glass

Stenography  
Bookkeeping  
Commercial Law  
Political Economy



Mary Mather, A. B.

Latin



N. A. Ulrich

Botany  
History  
Commercial Arithmetic  
Physiology



Florence Swisher, B. L.

Classics  
Elocution  
English



Grace Weston, Ph. B.

Geometry  
Algebra



D. E. Schaefer

Manual Training  
Drawing  
Writing

## CLASS POEM

—Porter Richey,  
G. H. S. '10.

Sadly we pass out thy door  
To go forth where duty may call,  
Perhaps never to enter more  
The portals of our Chapel Hall.

We may think of the trials we've had  
As we struggle along our ways,  
But we'll find they were not so bad—  
O! how blessed were our Schooldays.

We'll think of the pleasures we've had  
When we become women and men,  
And the very tho't will make us glad  
That we were the class nineteen ten.

We sometimes may have been troubled  
By the things we have had to do,  
But we overcame them doubled  
When our efforts we did renew.

If at last we do not attain  
The ends which so hard we sought,  
The glory and honor of fame  
Which has been by other souls wrought,

We know we have tried our best,  
With all of our main and our might,  
A standard to leave for the rest  
Of justice, of truth, and of right.

But in the great battle of life  
If perchance at last we succeed,  
O, Schoolmates, for you to strive  
To follow, we earnestly plead.



*Senior*

## *Senior Officers*

President - - WALTER C. MASON  
Vice President - - D. ROY VIRTUE  
Secretary - - INEZ M. JACOBS  
Treasurer - - BLANCHE V. FOX  
Sergeant-at-Arms - GEORGE M. SCHELB

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### *Yell*

Allah, allah! Cachee, caching!  
Flip flop, flip flop, biff, bang, bing!  
Kickapa, wallapoo, singum, sees,  
Galion '10, yes, yes, yes!

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### *Motto*

"Ever At It."

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### *Colors*

Emerald and Old Rose.

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### *Flower*

Pink Tea Rose

## SENIOR CLASS ROLL

CARL ANDERSON  
PERRY BRICK  
RALPH CULLISON  
ADDISON CRISSINGER  
PAUL HOWARD  
WILBURT KING  
WALTER MASON  
PORTER RICHEY  
GEORGE SCHELB  
ARTHUR SCHELB  
ROY VIRTUE  
BERNICE BERGER  
GRACE COOPER  
BEATRICE CLARK  
ETHEL DIAMOND  
BLANCHE FOX  
NELLIE FREER  
NORMA GELSANLITER ✓  
ETHEL GUINThER  
RUBY HAYNES  
BEATRICE HOFFMAN  
INEZ JACOBS  
ELFRIDA KREITER  
FRIEDA MATTHEIS  
ALMA MILLER  
HORTULANA McLAUGHLIN  
ROBERTA PORTER  
RUTH REYNOLDS  
BESS SHARROCK  
CLARA SCHAEFER  
MAUDE SWEENEY



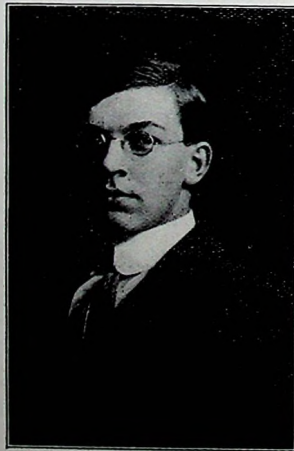
Carl Anderson

English Course  
Foot Ball Team  
Base Ball Team  
Track Team



Bernice Berger

Commercial Course



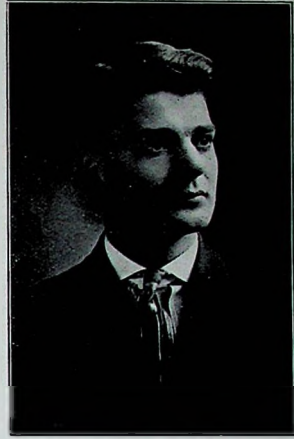
Perry Brick

Classical Course





Beatrice Clark  
Scientific Course



Addison Crissinger  
Scientific Course  
Base Ball Team  
Basket Ball Team



Grace Cooper  
Classical Course



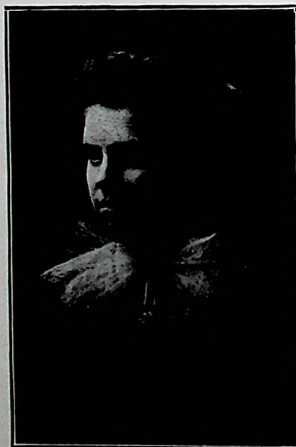
Ralph Cullison

Scientific Course  
Subscription Manager "The Spy"  
Foot Ball Team  
Track Team



Blanche Fox

Scientific Course  
Editor-in-Chief "The Spy"  
Treasurer Senior Class



Ethel Diamond

Scientific Course  
High School Pianist  
High School Orchestra



Ethel Guinther

Commercial Course



Nelle Freer

Classical Course



Norma Gelsanliter

Classical Course  
Board of Managers "The Spy"



Beatrice Hoffman

Classical Course



Paul Howard

Classical Course  
Business Manager "The Spy"  
Basket Ball Team  
Foot Ball Team  
Track Team



Ruby Haynes

Commercial Course



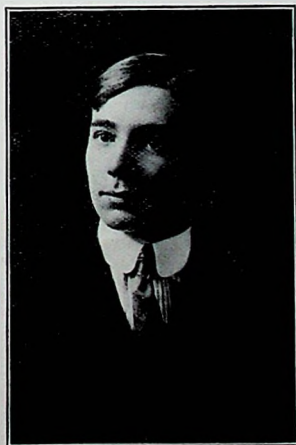
Inez Jacobs

Scientific Course  
Secretary Senior Class



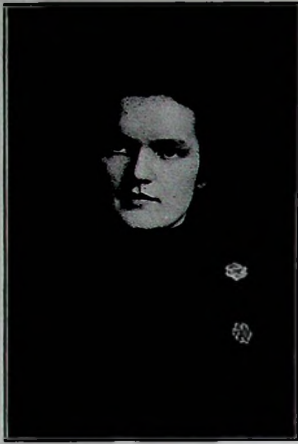
Elfrida Kreiter

Classical Course  
Associate Editor "The Spy"



Wilbert King

Commercial Course  
Custodian "The Spy"



Hortulana McLaughlin

Classical Course



Alma Miller

Scientific Course



Frieda Mattheis

Commercial Course



Walter Mason

Classical Course  
President Senior Class  
Associate Editor "The Spy"  
Manager Basket Ball Team



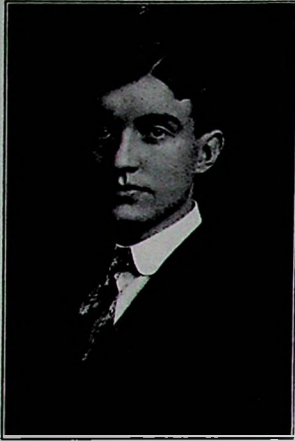
Roberta Porter

Classical Course  
Associate Editor "The Spy"



Porter Richey

Classical Course  
Basket Ball Team  
Track Team  
Foot Ball Team



George Schelb

Commercial Course  
Base Ball Team  
Foot Ball Team  
Track Team  
Sergeant at Arms Senior Class



Ruth Reynolds

Commercial Course  
Board of Managers "The Spy"



Bess Sharrock

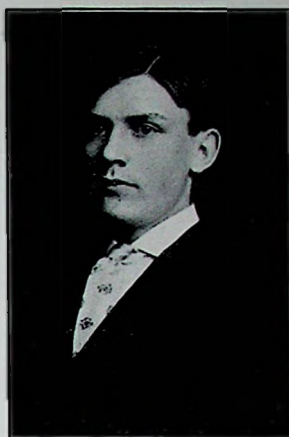
Commercial Course  
Board of Managers "The Spy"





Clara Schaefer

Classical Course  
Board of Managers "The Spy"



Arthur Schelb

Commercial Course  
Foot Ball Team  
Base Ball Team



Roy Virtue

Graduate Iberia H. S. '09  
Classical Course  
Vice President Senior Class  
Associate Editor "The Spy"



Maud Sweeney

Scientific Course

# NEW HIGH SCHOOL COURSES

CLASSICAL COURSE		SCIENTIFIC COURSE		COMMERCIAL COURSE	
Yr.	First Year	Yr.	First Year	Yr.	First Year
1	Latin.....	1/2	English History.....	1/2	Commercial Correspondence.....
1	English.....	1/2	Commercial Arithmetic.....	1/2	Commercial Arithmetic.....
1	Algebra.....	1	English.....	1	English.....
1/2	Physiology.....	1/2	Algebra.....	1	Algebra.....
1/2	Botany.....	1/2	Physiology.....	1/2	Physiology.....
		1/2	Botany.....	1/2	Botany.....
	<i>Second Year</i>		<i>Second Year</i>		<i>Second Year</i>
1	Latin.....	1/2	Algebra or Correspondence.....	1/2	Correspondence and.....
1	English.....	1/2	Physical Geography.....	1/2	Physical Geography.....
1	Plane Geometry.....	1	English.....	1	English.....
1/2	Civics.....	1	Plane Geometry.....	1	Plane Geometry.....
1/2	Ancient History.....	1/2	Civics.....	1/2	Civics.....
		1/2	Ancient History.....	1/2	Ancient History or Hist. of Commerce.....
	<i>Third Year</i>		<i>Third Year</i>		<i>Third Year</i>
1	Latin.....	1/2	Commercial Law.....	1/2	Commercial Law.....
1	Physics.....	1/2	Political Economy.....	1/2	Stenography.....
1	Med. and Modern History.....	1	Physics.....	1	Bookkeeping.....
1	German or.....	1	Med. and Modern History.....	1	German.....
1	Com. Law and Polit. Economy.....	1	Latin or German or Elocution.....	1	Med. and Modern History or Physics.....
	<i>Fourth Year</i>		<i>Fourth Year</i>		<i>Fourth Year</i>
1	Latin.....	1	Literature.....	1	Stenography and Typewriting.....
1	Literature.....	1	Chemistry.....	1	Literature.....
1/2	Advanced Algebra.....	1/2	Advanced Algebra.....	1/2	German.....
1/2	Solid Geometry.....	1/2	Solid Geometry.....	1/2	Chemistry or American History.....
1	German or.....	1	Latin or German or.....	1	Geography and Arithmetic.....
1	Amer. Hist., Geog. and Arithmetic.....	1	Amer. Hist., Geog. and Arithmetic.....	1	

# THESES

# The Value of Little Things

—Roberta Porter

Ever since the beginning of man, he has had his attention called to the little things which have produced such great results. This is made manifest on every side; nature herself taught us,

"Tiny seeds make boundless harvests;  
Drops of rain compose the showers:  
Seconds make the flying minutes,  
And the minutes make the hours.

Little things are not to be neglected; upon them depend our happiness and whatever may be termed great. All things are made of littles and we need but look at surroundings for illustrations. The great earth upon which we all live is composed of countless atoms, and from the small acorn springs the mighty oak, the giant of the forest. The fountain-head of the great Missouri breaks through the rugged steeps, trickles down the rocks, and drop by drop forms the turbulent stream that swells our inland shores. Near the source, it is a very small brooklet, yet in its onward course, its force and power overcome the works of man. It wafts its sands to the harbor's mouth, perchance to destroy thousands of lives on our southern shores. The little bird also protects the life of man by eating the small insects which destroy the crops. If the birds were all killed, man would die of famine in two years. A stamp act to raise 60,000 pounds produced the American Revolution, a war that cost 100,000,000 pounds. What mighty contests rise from trivial things!

Knowledge, too, is progressive. We do not gain knowledge at one step but little by little, it being made up of little grains of information, little observations picked up here and there. Sometimes we think it is not worth while to do the little things, but by doing these each day that goes by, we soon gain and are surprised at our storehouse of knowledge. These little things ought not to be neglected, for in them lie the great things of the future.

How often we think it is not worth while to improve a few leisure moments and so we waste them in idleness, while if we had improved them each day, we might have accomplished something, which perhaps now consumes many hours of our time. It is just in these little spare bits of time, these odd minutes, which most people throw away, that men who have risen have gained their education, written their books, and made themselves great. "Do little things now," says a Persian proverb, "so shall big things come to thee by and by asking to be done."

Reading some striking passage, culling a verse from some page, here a line and there a sentence, is what makes the learned mind of a sage. So we, if we search for the little things and improve the small moments, might become as learned as the sage. Nothing, however small, should escape our notice, for we know not what great things lie therein. Things that seem but trifles and of no importance often suggest to the thinking mind ideas which have revolutionized the world.

The discovery of so great a country as America,

the land of wealth, opportunity, and plenty, is due to a floating sea-weed, which is of such insignificance as not to be noticed or observed by most people. Our modern telescope, which is very beneficial and necessary in the sciences, is due to the children of a spectacle maker, who spent their leisure time in placing two or more pair together and looking at distant objects. Thus again we see a few leisure moments improved and a great invention resulting from it.

The person who waits to do a great deal of good at once will never do any. Do good with what you have or it will do you no good. Every day is a little life; and our whole life but a day repeated. The happiness of our life is made up of little courtesies, little kindnesses, pleasant words, genial smiles, and good deeds. You turned a cold shoulder but once, you made but one stinging remark, yet it lost you a friend forever. Perhaps one may think some little weakness, some self-indulgence, a quick temper, are little things, but they have wrecked many a career. It is the little acts which determine our character, and many an honorable career has resulted from a kind word spoken at the right time. He is great who sees great things where others see little things, who sees extraordinary in the ordinary.

Napoleon was a master of trifles. He gave the greatest attention to details which his inferior officers thought too small for their notice. Nothing was too small for his attention. He must know all about the provisions and when the bugle sounded for the march to battle, every officer had his exact orders as to the route which he should follow, the date of his arrival at a certain station, and the hour he was to leave. It is said that nothing could be more perfectly planned than his memorable march which led to the victory of Austerlitz, and which sealed the fate of Europe for many years. Everything was carefully planned before he attempted to execute it.

Wellington, too, was "great in little things." He knew no such things as trifles. While other generals trusted to subordinates, he gave his personal attention to the minutest detail. The history of many a failure can be written in three words "Lack of Detail." How many lawyers have failed from the lack of details in important papers causing great losses? Physicians often fail to make a reputation through their habitual blundering and carelessness in writing prescriptions.

Great men are noted for their attention to trifles. Goethe once asked a monarch to excuse him, during an interview, while he went to an adjoining room to jot down a new idea. Hogarth would make sketches of rare faces and characteristics upon his finger-nails while walking on the streets. To a truly great mind there are no little things. Small things become great where a great soul sees them.

"Do not then, stand idly waiting  
For some greater work to do;  
Fortune is a lazy goddess  
She will never come to you.  
Go and toil in the vineyard,  
Do not fear to do or dare;  
If we want a field of little things,  
We can find it anywhere."

## Importance of Being Punctual

—Bernice Berger

There is no instructor so wise as the Creator of the universe. There is no model so perfect. There is no other example that can be so safely and beneficially followed. In every movement of the entire universe the importance of punctuality is taught. He who knows all things and controls all things is so observant of its necessity that the sun, moon, stars, as well as the earth, move on, each in its own orbit, for thousands of years, without once being behind time for a single moment. So punctual and accurate is nature's machinery, so prompt is the engineer, that astronomers can determine the rising and setting of the sun and moon, and the eclipses that will occur for centuries to come, but none can calculate the consequences of a failure on the part of any of the heavenly bodies to be on time.

So, in business, punctuality is the soul of industry without which all its wheels come to a dead stand, while the duties that fall to the lot of any one individual are so small when compared to those which affect the whole creation that they are scarcely discernible by the maker's eye, yet every one, no matter how humble, has functions to perform that affect not only one's self but one's associates. One must not think it is easy to attain, or that you can practice it by and by when the necessity of it shall be more urgent, for it is not easy to be punctual, no, not even in youth, for the habit of being tardy even on the part of the boy and girl at school unless broken off by a determined purpose and firm will, affect life's work in after years, for when the character is fixed, when the mental and moral faculties have acquired a cast-iron rigidity to unlearn the habit of tardiness is almost an impossibility.

There is no line of life's work where punctuality is not a necessity. However lofty may be the aims and aspirations of individuals, in ninety-nine cases out of a hundred they cannot be realized without this cardinal virtue.

The men whose names adorn and honor the pages of history have been renowned for the possession of this trait of character as much as for any other. On time! On time! has been their motto from the beginning to the end of their career. Napoleon studied his watch equally as much as he did his maps of the battlefield. His victories were not won by perfect military command only, but by impressing his subordinates with the importance of being punctual to the minute, and Washington was so strictly punctual, that when Hamilton, his secretary, claimed his watch was slow as an excuse for being five minutes tardy, he replied: "Then, sir either you must get a new watch, or I must get a new secretary." But we need not look alone to the lives of the distinguished. Perhaps it is wiser not to do so, for but very few live the lives of the distinguished, and even these few need no prompting; they understand the importance of punctuality. In everyday life it is just as essential. The clerk in the store, bank, or commission office will never rise or become a necessity to his employers unless he is in and out of season on time. This must become a part of his very life. Unless he does this, neither his employers nor his customers can rely upon him. And the rule that applies to the employee must be well learned and practiced by the employer.

The same rule applies to all the callings in which men are engaged. The farmer sometimes acts as if he thought that his calling was exempt from an application of this rule but he, like the great star must be punctual in the orbit allotted to him in nature's economy. He must plow, plant, and cultivate on time, or the burdens imposed upon him at harvest time will be light indeed and thus will be destroyed the pillars of the edifice that sustains commerce, manufactures, and trade throughout the world.

But how to be punctual is a question that confronts all and torments many in response to chiding or prompting but if you are a close observer you will become impressed with the fact that those who perform the greatest tasks are the most punctual, and those who do the least most frequently disregard all rules relating to punctuality. The men who do the most seem to have more time to assume new duties. How do they perform all of their tasks is a question that comes home to all of us. The answer is found largely in the fact that they are always punctual, and enforce it upon their employees and others with whom they associate. They also are misers of minutes. In order to be punctual one must be systematic; a definite amount of time must be allotted to a discharge of the various duties assumed. If the work of one hour is postponed to another, it must encroach upon the time of some other duty, or remain undone; and thus the whole business of the day is thrown into disorder, for only a little is accomplished without method.

The misfortunes which arise through want of method and punctuality are recorded on almost every page of the world's history. For the want of it, battles have been lost, and national banners have been trailed in the dust. Both history and observations bring to our attention the awful results of being a moment too late. The opportunity comes and passes by never to return. We may grieve over the fatal consequences that are caused from our want of punctuality. We reflect upon the failure of daring objects, but are, when too late, powerless to avert the disaster. How many persons have been ruined by neglecting for a day, or even an hour, to renew an insurance policy! How many merchants are made bankrupts by delay of their customers in paying their notes on account! Often the failure of one man to meet his obligations promptly causes the ruin of a score of other men, but of all the men on the earth who should be punctual in the discharge of every duty, are those who run the trains over the rails of steel, that checker this whole country from ocean to ocean, and from lake to gulf; for how often do we hear of the terrible disasters, caused by the engineer on the railroad locomotive being one moment too late in the performance of his duty. Yet less painful and important results come home to all of us as we review the experiences and the observations of a lifetime, and we think if we had only been there on time, it might have been different.

"For of all sad words of tongue or pen,  
The saddest are these—  
It might have been!"

## "Wanted—Men and Women"

—Hortulana McLaughlin

Races and nations are measured by their contributions to literature, sciences, laws or legal institutions, to religion and to the arts or aesthetics. In order that a nation may become great, it must first have the necessary material; then the development and contributions. To maintain a nation on a great basis, its contributions must needs be of such a character, that will not live for the time being but survive thru ages. To attain anything truly great we must have character. This is the vital element. The world to-day needs men and women of character, not character that feeds upon the sands of the surface, but character that reaches to the depths of bed-rock. Without the elements or the essentials of good character, one is like a material blown together by a thousand winds. The universal cry of the twentieth century is for men and women. Look at our Washington, Lincoln and Franklin. Men that have left their names written as imperishable monuments upon the sands of time. Are our statesmen of to-day men of character? Men of honor? These questions require deep thought and consideration, but without men of character, a nation can not hope to attain true success.

All need not become Washingtons, Lincolns, Napoleons or Franklins to reach the highest pinnacle of fame, but all can be men and women. What we would term a truly great man, would be a man, possessed of honor, virtue and honesty. These may be called the elements of good character. A true gentleman may be quoted as Mark Twain late, our American humorist, views him. Before Mark Twain's departure for Honolulu, he addressed a meeting in New York and referred to the death of his coachman as follows: "He came to us thirty-six years ago. He was my coachman on the morning that I drove my young bride to our new home. He was slender, tall, lithe, honest, trustful and he never changed in all his life. He was with us in New Hampshire, with us last summer, and his hair was just as black, and his eyes were just as blue, his form just as straight, and his heart just as good, as on the day we first met. In all the long years Patrick never made a mistake. He never heard an order; he never received a command. He knew. I have been asked for my ideal of an ideal gentleman, and I give it to you—Patrick McAleer." Is it not to be deplored that the world contains so few a number of men and women of such qualities?

Can anyone possessed of a just mind point out a greater character than that of ex-president Roosevelt? He is one of a few that can be classed as a great character. A man, whom history will record upon its broad and untainted pages. A man who in the estimation of the majority of American people can be duly ranked with our Washington. Some may ask why? Was not George Washington our greatest American? Indeed, he may be termed greatest but not without dispute. Patrick Henry, by his marvelous and eloquent speech, freed the hearts of his countrymen with a burning patriotism and a love of freedom, to such an extent that they demanded liberty or death. Washington likewise preferred war to taxation, without representation, supported by the majority of his fellow-country men he

was forced to fight. Thus we can readily see that circumstance prevailed throughout Washington's career.

Now let us bend our gaze on ex-president Roosevelt, "The Great," as he is sometimes termed. Under what force of circumstance, and under whose influence did he wage war on the combines and great trusts, which are a detriment, and even more, a disgrace to a civilized nation? We can safely reply that no one influenced or persuaded him to lay bare to the nation the degrading evils smoldering beneath the fire of corruption. He was influenced by no circumstance, but like a man he undertook a task so vast in extent that unfortunately it may never be completed. What is even more to be admired in this man, is that he stood alone, forsaken, as it were in his mighty battle. He did not retreat, like a coward. He was not afraid to face a battle line of such magnitude, alone and without a sword. His conscience and manhood were his weapons. Neither did he stand aloft, on a hill and fire his volley to depths below, nor did he hide behind a tree like a redskin or a highway robber, ready to strike his victim when the first opportunity presented itself, but like a true, honorable man, instilled with a love for what is just and right, he fought his opponents on open campus. Like a brave soldier he fought his battle in solitude. His character was his only solace, and I say that any man that bases his cause on such a foundation is worthy of the surname, "Great" and so long as our nation continues to reign under such men, then and only then shall we have true, wholesome government.

What is a real woman? A real woman is like a power behind the throne. She with her noble influence, and true womanhood has lifted many a man from a grave of blotted soil, and tainted memory. How often has the influence of a good, true mother led her wayward son to the haven of true manhood. Strength lies in balance of power. Sound judgement, pure life, dignity of character, are the results of a balance of power. All admit that woman is the morality and religion, the love and sociality, of humanity. In these developments of human attainments she is queen without a peer. A virtuous woman in the seclusion of her home, breathing its sweetest of influence and virtue into the hearts and lives of its beloved ones, is an evangel of goodness to the world. She is one of the pillars of the eternal kingdom of right. She is a star shining in the moral firmament. She is a princess administering at the very fountains of life.

"Be a woman—brighest model,  
Of that high and perfect beauty,  
Where the mind, and soul, and body  
Blend to work out life's great duty.  
Be a woman—naught is higher,  
On the gilded list of fame;  
On the catalogue of virtue,  
There's no brighter, holier name."

"Be a woman—on to duty  
Raise the world from all that's low,  
Place high in the social heaven  
Virtues' fair and radiant bow!  
Lend our influence to effort  
That shall raise our nature human;  
Be not fashions gilded lady,  
Be a brave, whole souled true woman."

## To Be, or Not To Be

—Clara Schaefer

Hamlet said, "To be, or not to be: that is the question," but it is no question. The sad and deplorable fact is, that many have made it one. Hundreds, even thousands of years ago it was a question to people, and many did not answer it to their welfare. At the present time, self-destruction is very general, and is increasing every day.

Statisticians have estimated that, in the world as a whole, there is a suicide every three minutes, and we know, with an approximation to certainty, that there is a suicide every six minutes and a half in Europe and the United States alone. Suicide has cost France 274,000 lives since 1871, Germany 158,000 since 1893, and the United States 120,000 since 1890. To show the rapid increase in the United States a few other statistics may be mentioned. In 1881 the annual suicide rate was only twelve per million of the population, and our total number of suicides was only six hundred and five; last year our suicide rate had risen to one hundred and twenty six per million, and our suicide numbered 10,782. One can readily perceive what this great loss of human life by self-destruction would mean to our country in a few years. If this rate of increase be maintained we shall lose in the next five years, nearly as many lives as we lost by the Union armies in battle in the five years of the Civil war.

Even children indulge in self-destruction. Statisticians say that in Germany it is as common among the children as among the grown people. Between 1883 and 1903 there were 1125 suicides among the pupils of the public schools in Prussia alone, and most of them were boys and girls under fifteen years of age. This certainly proves that there is a suicidal tendency in the race. Among physicians, journalists, teachers and lawyers is the highest rate of self-destruction, which plainly show that the most highly civilized and educated consider as a question, "To be, or not to be," most frequently. Thus it is found the world over.

Self-destruction is a most unmanly and unwomanly act. 'Tis true that many suicides have been the result of unbalanced and demented minds, and such unfortunate victims should be pitied. Thousands of others though with sound reasoning powers have yielded to suicide. They have crossed the plans of God, brought disgrace on themselves, sorrow to their relatives and friends and perhaps robbed the community of their talents. They have shown lack of faith in God and man, lack of character and will power, patience and endurance.

Have the suicide victims gained the peace they sought or rather, will they? As Hamlet said, "To die, to sleep: To sleep! perchance to dream:—ay there's the rub." Yes there is the rub. Do they sleep or perchance dream? Perhaps, but will awaken to find themselves bound to pay the bitter penalty of eternal perdition. This result is a certainty to the christian, for he as a christian believes a heaven and a hell and knows God's commandments and His punishments for their transgressions. Man has no more right to take his own life than that of his fellow man. He is placed in this world for a purpose and it is his duty to God and himself to do his utmost to fulfill that purpose. God, and not man, is to designate the time of its fulfil-

ment. No one has greater trials and tribulations than he is able to bear, therefore there is no justification in self-destruction. There is a certain fear of the consequence of suicide, for even to Hamlet, a seeming infidel "That something" after death was a dread. He pondered long and thoughtfully over it, debating with himself incessantly, but finally took his own life. It takes courage to commit suicide as well as to battle with many discouragements. Without doubt, many that have committed suicide, experienced doubt and hesitation, deciding one way and the other, but finally guided their courage towards the fatal deed. Never is it to their credit or welfare.

Why do so many consider it as a question? Numerous causes are given, yet none are totally satisfactory. For example, one who is a victim of poverty, a poor, wretched, desolate creature, driven about by hardships and bitter misfortunes, until nothing seems left in this world for him, resorts to suicide. Another, who is blessed with riches, surrounded by wealth and luxuries, with a host of friends, splendid opportunities, simply tires of living also commits suicide. What a marked contrast between the two, and yet we read and hear of such incidents almost daily. There was Dido, Queen of her own realm, beloved by her people, who, just because she was disappointed in love, took her own life. There are thousands today imitating her. Disappointed, spurned and rejected lovers can find no consolation in living and necessarily they think suicide the best way to end their troubles. There was Judas, an apostle of Christ's, whose greed for money lead him to obtain it by foul means, and having obtained it, he saw his folly and hung himself. There are modern Judases today. Although there are splendid opportunities offered them to retrieve themselves, yet they have not the courage to live and suicide is the consequence.

What can be done to lessen the suicide tendency? One very important cause of self-destruction which could easily be removed, is newspaper publicity. Everyone is acquainted with the eagerness of newspaper reporters to obtain information on such incidents. They seek for that which is startling and sensational, and a suicide answers the purpose. Many people read the accounts of them with interest. Another removable cause is the thrilling novel with its suicides. For some inexplicable reason it appeals to its readers. Besides, there are the moving pictures and the theaters, where frequently suicides are portrayed, which could easily be eliminated, without detracting from the production. As man is essentially an imitative being, these are dangerous stimulants to that trait of his nature. Since suicide has become so familiar, it has been deprived of its natural terror. Scores of unhappy men and women have learned from the newspaper, the novel, moving pictures, the theatre and such, how other unhappy men and women are daily escaping, through the always open door of self-destruction. If they had but remembered the proverb of the Caucasian mountaineers, "Heroism is endurance for one moment more;" or had they remembered the commandment, "Thou shalt not kill," the comforting words of Christ, "Come unto me all ye that labor and are heavy laden and I will give you rest" and His words, "My grace is sufficient for thee."

It is far nobler to suffer the slings and arrows of outrageous fortune, than to oppose the sea of troubles by ending them. "To be, or not to be" is no question. We are "To be."

## Education of Women

—Ruth Reynolds

"We must educate, we must educate,  
Or we must perish."

In the twentieth century the desire for a liberal education is universal on the part of young women. It is confined to no class and is as imperative in the homes of poverty as in the homes of wealth. There are young women who have spent their childhood in some part of a crowded city, and by some misfortune perhaps have been compelled at the age of fourteen and fifteen to leave the schoolroom and go to work in a shop in order that they may aid in supporting younger children. Many of these girls since they cannot go to day school, go to a night school, and there study the advanced branches. Why do they do this? Because they are ambitious and wish to prepare themselves for better positions and larger salaries.

In homes of mountaineers, in mining towns, where there are no colleges or advanced schools, girls who wish to go to college teach small district schools, work in stores, and do most any kind of work so that they may earn money enough to go to college. These are the kind of girls that make a success of life. Those who work earnestly for the high position to which they attain.

If it is her purpose to teach or to study medicine she must have a good education. The teachers of the coming generation are college trained women. The student in the school of medicine has her college diploma. The girl who is fitted to take her place as the wife in the home of a man, educated as he must be for politics, or business, needs an education similar to that of her husband. If she lacks this she will not be his comrade and companion.

All girls should look forward to the time when they may enter college. Some people think colleges are perilous places for girls. They say that girls who go to college return indifferent to home life, and religious things. But this is not the fault of the college. A college training is valuable for several reasons. First, it broadens their horizon, and adds to their pleasures. It teaches them how to study and gives them culture. They learn to be impersonal.

In the second place the college groups all classes of girls together. Girls from New York, California, New England, from the palace, and from the mountain farm, meet in chapel, at the table, on the campus, in recitation and in sports, and each derive something beneficial from the other. These girls also cease to be dependent on mothers and sisters and learn to be self-dependent.

For those who have not time or energy to spare, boarding schools have done as much for them as is done for their friends at college. The health of girls who enter college or boarding school is much better than when they were at home and in school. Every day a certain part of the time is spent in exercise and proves very beneficial to them. College girls have basket ball, tennis, golf, driving and many other healthful sports which they all enjoy immensely.

"Education is not an end but a means to an end."  
Colleges for women are founded because we prize the

efficiency which learning develops and not because we love learning. A century ago a woman's education was the starting point to look for a husband. They said it would prepare her for being a better wife and mother, but that was all the farther it went. I do not deny that an educated woman would not make the best wife and mother, but the world is crying for more educated women; and married women never have time to do anything great outside of their daily routine of work, therefore it is left for the unmarried women to perform the greater part of these duties. Sometimes these women almost risk their lives in helping others. I have in mind an incident which occurred a short time ago. "Don't you know your life is in danger?" said a lady to her friend, who was taking no thought of herself. "Yes" she replied, "I know, but I would rather die doing my duty than live and know that I had not done it." This is only one of the many examples of self-sacrifice of women who silently do their duty each passing day.

Milton has defined a complete and generous education as "that which fits a person to perform justly, skillfully and magnanimously, all the offices, both public and private of peace and of war." "Will an education pay?" some one says. Will it pay for a rosebud to unfold its petals and send out its fragrance and beauty to gladden the world? Just as surely will it pay a girl to get an education. No blighted life pays when a nobler and grander one is possible. The greatest question which comes up in every woman's mind is how to make life a success instead of a failure.

An education obtained in school and college along with fellow students is much better than one acquired by studying alone, no matter how faithfully one might study. If for no other reason, a college education pays for the pleasure and happiness it brings into one's life and through that life the happiness it may bring to others. No other years in one's life can be compared to the ones spent in school and in college, where the student is brought into the most delightful association with others at the age when high ambitions and ideals are not yet dulled by disappointment.

"How priceless is a liberal education!" exclaimed President McKinley. "In itself it is a rich endowment. It cannot be inherited or purchased, but it can only be secured by perseverance and self-denial, and by an individual effort." It is within the reach of all who really desire it, and are brave enough to struggle for it.



## The Claim of The Sea

—Arthur Schelb

The clouds raced sullenly across a leaden sky. At the foot of a rocky incline the white-capped waves broke in rapid succession, slopping against their granite boundaries and as quickly retreating. Near by sat a lad of about eighteen years of age, gazing with wide open eyes afar off, across the rocky cliffs and the boundless extent of the ocean. His mind seemed burdened with a load too heavy for him to bear.

Suddenly afar up the slope he heard a voice which he easily recognized as that of the village minister. The boy glanced up indifferently, but he said nothing and soon his eyes fell back upon the sea.

The minister recognized in the boy a well-known favorite of the village, William, the son of widow Wilson, and making his way to the shore in a few minutes was seated beside the boy.

"Well, William," said the minister, "so to-morrow you sail with Captain Browdie for your first fishing voyage. I doubt not but 'twill be a sore trial for your poor mother since your father went away last year forever."

The boy sighed. "Yes minister, that's just the trouble, I can't help but fear if anything happens to me, mother can't stand it since my father's death."

The minister smiled. "Lad! Lad! Don't be so gloomy. We've had fair weather for years at this time. Nothing will happen to you and think, William, your first fishing voyage and you do not realize what that will mean to you. Many times will you think of that cruise when you are a man and growing old." William turned impulsively, and spoke with the energy of pent-up feeling. "I feel that I might tell you though perhaps you won't understand, being a minister, but I'll tell you as it's a mighty heavy load to bear alone. Mister Dunbar, were you ever afraid of the sea?" The minister gave a silent negative. "Did you ever dream of drowning, of going-down out of the sun light into the terrible chasms of the sea while you're choking and struggling till at last you cease and grow faint? I've dreamed of it again and again. I've tried to get a job inland, but I just couldn't as the sea keeps calling me to it though I am death afraid of it."

The boy spoke hoarsely, his whole frame trembling violently. The minister laid his hand on the boy's shoulder but at the touch the boy jumped up and cried in a high strained voice, "The sea will claim me sometime, minister. It has my father! It has near killed my mother and soon it will claim me."

"Sit down, William, lad," said the minister gently, "don't think of the sea and some time you will forget your fears of it. Think of the Lord, boy, and she cannot hurt you."

Suddenly the boy rose again. "Well," he said wearily, "I must be going home, supper will be ready soon." With no other word of farewell he bent his steps homeward.

That night a heavy storm swept over, but by morning the wind died down after its fierce play and soon after the breeze carried the "Alert" over the horizon in the direction of the Banks. The ship arrived without mishap and in a few weeks, with

extra good fortune, the ship was again pointed homeward, a heavy fog enveloped the sea and continued so for several days and nothing could be seen five or six feet beyond the bow. At last a fog horn was heard in the distance but no directions could be ascertained. "If 'twere not for coast wise vessels we would be safe," said Captain Browdie after about forty hours of drifting. Soon, however, William, who had been crouching nervously near the companion hatchway, sprang up with a shriek of terror and dismay. Then was heard the turmoil of foaming sea, falling masts and cries of struggling men.

William fought wildly for life in the blind darkness and icy waters into which he was flung. Hampered by his heavy boots and thick clothing, he barely managed to reach one of the boat's dories which had been torn loose from it's davits, and, half filled with water had floated past him. Here out of the freezing water for a moment, he looked back toward the wreck, but it was already hidden from view by the fog and he surmised that it had sunk. Bits of wreckage drifted past him, and finally the lad's eager gaze perceived a man lying across a floating spar. He soon recognized him to be Captain Browdie with a bad gash in his head. With difficulty the boy dragged him into the small dory and then settled himself for a weary night's vigil.

Suddenly the boat seemed to lurch and the water began to rise, and with the extra weight of the Captain the dory threatened to swamp. With a shudder and a gasp as the icy waters clutched him in claws of steel, the boy swung himself over the side into the somber ocean and floated along side the now lightened vessel.

The night wore on slowly. To the exhausted boy and his wounded companion it seemed like eternity. The chill of the water seemed to numb his brain and filled his body with a desire for rest. He was tired, very tired. It was not death that was the answer to the riddle of the sea, it was rest—rest and sweet, oblivious sleep. He forgot his fear of the sea. Softly it wooed him to it's soundless depths. He saw, as in a dream, the fog lift and a dory manned by eager sailors rapidly drawing near, but he seemed to realize his task was done, his vigil ended. Slowly, his nerveless hand slipped from it's frozen clutch upon the side, and with a wan, tired smile upon his pale, exhausted face, before the rescuer's boat had touched the old boat's prow, he glided quietly down into the impenetrable depths and the gray water closed softly over his head. The sea had claimed it's own.

# Alfred Tennyson

—Porter Richey

Among the great poets of English literature stands Alfred Tennyson. Some one has said, "He was gifted with an original perception of the Beautiful in man and in nature, and with an original power of melody by which to constrain men to gaze upon his visions." His poetry reveals the feeling and characteristics of the age, and "reflects the most delicate civilization of the second quarter of the nineteenth century; its dainty elegance, its critical fastidiousness, its reflective musing, its slumbering might."

Tennyson was born in the rectory of Sommersby Lincolnshire, August 6, 1809, and his life was ended October 6, 1892; his remains rest in the Poets Corner, Westminster Abbey. The artistic impulse seems to have come from his father. His genius was not at first apparent, but none the less a few incidents of his childhood show that he was a poet from the cradle. He attended the grammar school at Louth, but he remarked later, "The only good I ever got from it was the memory of the words *sonus desilientis equae* and of an old wall covered with wild weeds opposite the school window." His regular schooling ceased before he was twelve and he was fitted for the university of Cambridge by his father with the help of a visiting tutor but his chief study was poetry, and at twelve he wrote a romantic epic of six thousand lines full of battles and mountain scenery that he had never looked upon.

Tennyson entered Trinity College, in February 1828, but he found the studies so dry that he would read his Vergil under his desk during the lectures. The thirst for experience, for wisdom, for fullness of being, with which the formal lectures of the university failed to make connections, was nevertheless stimulated in Tennyson by the youthful friendships that Cambridge soon afforded him in most liberal measure. There was a debating club called "The Apostles" because its membership was limited to twelve, of which he early became a member, it was a beautiful beginning to have gained for his genius the faith of these few rare-minded fellow students, but to win recognition from the British Public was, as he found, no such easy matter. In 1830 he published a volume of about fifty brevities under the title "Poems, Chiefly Lyrical," although half of these are discarded some of them remain standing among the best known lyrics, as *The Poet*, *The Dying Swan*, *A Dirge*. In 1832 he published another volume of poems among which were, *The Two Voices*, *The Lotus Eaters*, *Locksley Hall*, *The Palace of Art*. *Locksley Hall* is an admirable exception to Tennyson's general habit, its trochaic measure being highly suited for the expression of passion and in itself being comparatively the finest trochaic melody in the language. *The Palace of Art* is somewhat newer and it is only by degrees that its exquisite suitability to the style and the thought of the poem is perceived.

In 1831 his college career was abruptly ended by the serious illness of his father who summoned Alfred to the aid of Mrs. Tennyson in this necessity. After Mr. Tennyson's death, the care of the family devolved upon Alfred, and in 1837, they were obliged to vacate the rectory, and chose to settle near London, at High

Beach. At this time Tennyson was gradually coming to know the foremost Englishmen of his time, Gladstone, Carlyle, Thackeray, Dickens, and others. His fame as a poet was quietly spreading even to America. In 1832 he published two volumes of poems, old and new. The second volume contained new poems including *Morte d'Arthur*, *Sir Gallahad*, *St. Simeon Stylites*, and *Ulysses*, all England read and acknowledged him a great poet. Early in 1850 he published the projected elegy for Arthur Hallam, *In Memoriam*, which won the hearts of many among them that of Prince Albert and in November Tennyson was made Poet Laureate.

Tennyson had quite a number of teachers but of all there was none with whose genius his own was more closely allied, or whom he had or appears to have studied more diligently than John Keats. So close is the resemblance between the poetical genius of Tennyson and that of Keats, that the mention of the latter leads us naturally to what must be the central problem in a criticism of any poet, the question as to what is the particular quality and order of his imagination.

Tennyson's wording and melody are in perfect harmony with his imagination. To describe his command of language by any ordinary terms, expressive of fluency or force, would be giving an idea both inadequate and misleading. It is not only that he knew every word in the language suited to express his every idea and could select with greatest ease the word of all others most suited for his purpose, but also he combined old words with new epithets and daringly mingled old colors to bring out new tints which were startling in their originality. He must have been born with an ear for verbal sounds, an appreciation of the beautiful and delicate in words seldom equaled. As a poet of a period of unparalleled civilization Tennyson occasionally reflects moods differing in a peculiar and remarkable way from the moods of passion. Not a few of his poems suggest the time of wearied emotion and lagging sympathy when passion as it throbs in human souls is looked upon for its artistic effects and viewed with unsympathetic admiration.

The greatest poem, all things considered, that Tennyson ever wrote is *In Memoriam*, its name indicates one of the most difficult efforts which can be made in literature, it aims at embalming private sorrow, for everlasting remembrance, at rendering a personal grief generally and immortally everlasting. No poet save one possessed not only of commanding genius but of peculiar qualifications for the task could have attempted to delineate a sorrow like this. The genius of Tennyson found in the work, its precise and most congenial employment and the result is surely the finest elegiac poem in the world.

Tennyson's right to a place among the really great poets of the human race is vindicated by the fact that he has looked as a great man might upon what is most distinctive in the age in which he wrote and that he has poured forth the results with marvelous poetic realization.

# Wireless Telegraphy

—Perry Brick

After a great deal of experimenting had been done, J. B. Lindsay demonstrated in 1853 that a message could be transmitted across water between points five hundred yards apart without continuous wires. Many experiments of different kinds were made along this line, and between the years of 1884 and 1894, Preece made some very interesting experiments which culminated in a system of wireless telegraphy which depended upon induction, or the principle that a current of electricity flowing through a wire will cause a current in another wire parallel to it, but the system was not practical. Much interesting experimenting was done, but no discoveries of any permanent value were announced until the results of Marconi's experiments were published in McClure's Magazine in March, 1897. In 1899 Marconi was successful in signaling across the English Channel without wires. In 1901 the first wireless message was sent across the Atlantic by Marconi from Cornwall, England, to St. Johns, Newfoundland, a distance of two thousand miles. Since then he and many other experimenters have made many important discoveries and improvements which have raised wireless telegraphy to its present state of importance.

Wireless telegraphy has been growing more and more important every year, as a result of the constant improvements which are being made. At present it is more in use for signaling over water than over land, but in the future it will be used for all the purposes for which the ordinary method is now used. The system is especially beneficial to ships, both on the ocean and on the lakes. It enables them to keep in touch with the land instead of being cut off from the world, sometimes for weeks, as formerly.

It is almost needless to cite any specific cases of the usefulness of the wireless telegraphy. Since nearly every newspaper contains some account of an incident in which it played an important part. One instance will suffice, which is doubtless familiar to everyone, that in which J. R. Binns saved the lives of more than one thousand people by means of the wireless telegraph. In January, 1909, the Republic and the Florida, both passenger ships, collided in a fog off the coast of New England. Although both ships were damaged, the injuries of the Republic were much more serious than those of the Florida, and all her passengers were transferred to the latter ship. Mr. Binns, however, at the risk of his life, stayed on the sinking Republic, since the Florida was not equipped with telegraphic instruments, and sounded the call for help which he has made famous, "C.—Q.—D." Several ships heard it and rushed to the rescue, the Baltic arriving first. The passengers were removed to the Baltic, and not a single life was lost.

The medium for transmission of signals is a series of vibrations in either, a substance in the air whose character is not definitely known. These vibrations are known as Hertzian or electric waves and are very similar to light waves except that they are longer and less rapid. Like light waves they may be reflected, refracted, and polarized. There existence was proved by Prof. Hertz in 1888, and therefore they were called Hertzian

waves. Although similar to light waves they cannot be seen because of their great length. For practical use these waves can be produced only by passing an electric spark through the air between two metal conductors. Instead of simply leaping the gap between the conductors, the current surges back and forth several times, and these surgings are called electric oscillations. Their energy is used in producing electric waves. In practice the oscillations are set up by passing a spark between two large brass balls, the powerful current being supplied by an induction coil. One of the balls is connected with the ground and the other with a series of wires known as the antennae. This greatly increases the distance at which the same instrument will operate.

At the receiving station the waves are caught on an antennae similar to that of the sending station, which conducts the current to the coherer. This is the important part of the receiving apparatus, and consists of a small glass tube filled with nickel filings which are placed between plugs of metal, usually silver. These filings ordinarily form a very poor conductor of electricity, but have the peculiar property of becoming a good conductor when Hertzian waves strike them. A battery is arranged so that when the Hertzian waves strike the coherer and make it a good conductor, a current flows through the coherer and operates a relay, which is an instrument designed to bring into action a stronger current which, in turn, operates both the receiver, and the decoherer, a small tapper which taps the coherer and causes the filings to decohere and lose their conductivity. If this were not done, the filings would remain a conductor, even after the Hertzian waves had ceased. Of course, all these operations take place very quickly, so quickly, that they form dots and dashes on the receiver. Recently the coherer and decoherer have been replaced by more reliable detectors. To get the best results, the transmitter and the receiver must be in tune; that is, they must have various electrical properties in common.

The system just described is the Marconi system, which is generally considered the best. There are a great many other systems, several of which are very good. The best of these are the Slaby-Arco system, the De Forest system, the Fessenden system, and the Stone system.

There are still a great many disadvantages, even in the best systems. The chief of these is lack of secrecy, and tuning only partially remedies this. At present we have no way to overcome this difficulty, but there is every reason to believe that someone will soon discover a reliable method of secrecy.

There is a grand future open to wireless telegraphy. With such geniuses as Marconi, Fessenden, and many others working for improvement, there is no doubt that all the objections and obstructions which stand in the way of the final perfection of this branch of science will be removed, and that wireless telegraphy will become at some time in the near future a more important means of communication than any other yet known. It will take the place of the telegraph and the cable, and it is the only method of communication available for airships while in flight. Wireless telephony, which is now in its infancy, will probably be perfected and come into common use, and it has even been predicted that electric power will be transmitted without wires. What further discoveries in this line the future will bring forth, "no man knoweth."

## Progress

—Carl Anderson

In the known history of the world, nothing has made such rapid progress, as has science in the last few years. Almost every process in the manufacture of the necessities and commodities of life has undergone some radical change for the better showing that the rules and principals of science are being applied to the affairs of every day life.

The automobile was invented at an early date, but who would think of comparing the clumsy vehicle of that time, with the smooth, gliding and almost noiseless runabout of the present day. Here is an example of the application of science to useful things. The locomotive of the present day is not to be compared with the first vehicle bearing that name. The first locomotive ran a short distance, at a rate of speed slightly faster than that of a fast horse. This was considered almost wonderful and all the optimists of that time, predicted a great future for the locomotive, but none of them could see far enough in advance to tell of the wonderful achievements to be made along that line.

The subject which is uppermost in the minds of every one at the present time, is that of Aerial Navigation. The latest class of Aerial vessels, is the Aeroplane. There are several styles of aeroplanes, but they all operate on one principle, that of the friction of the air on a slanted plane, which is moving forward rapidly; the friction of the air causes them to rise. The first attempt at solving this question of the navigation of the air was the Dirigible Balloon. This type proved un-staple, so the matter was thought over by many of the greatest scientists of the world and they finally arrived at the conclusion that the only successful kind of air craft would be the heavier than air type or aeroplane. We have only to look at the rapid improvement in the locomotive and automobile to predict a greater future for the aeroplane and the navigation of the air in general. If such a thing does come to pass, all the established boundaries between states and countries will have to be abolished. There could be no customs or duties on exports and imports, and all methods of transportation would be revolutionized. The farmer could market his produce much cheaper than at present and because of this could farm districts where it is impossible to build a railroad.

Thomas Edison, one of the greatest geniuses the world has ever produced, only applied scientific principals when he began to give to the world his inventions. He found out whether the particular thing he was working on needed improvement and if it did, he then studied how to avoid existing evils or at least to remedy them. Along electrical lines is great room for advancement, notwithstanding the rapid progress which has been made in the last few years. At first very little notice was taken of this mysterious force, until someone proved that it could be turned to practical advantage, then Edison and others made the inventions which were the greatest wonders of the age. The incandescent light was one of the first inventions and was a great surprise to all but scientific men who had been expecting such things. But the telephone was the invention which caused the greatest astonishment. By a current of electricity the sound of the human voice was carried for miles almost instantly. At first it was hard

to convince the skeptics of the truth of these statements, until they had seen and used this wonderful new instrument. Then the invention of the talking machine was another wonder, when it came to hearing someone talk from a little box not half large enough for any one to be concealed in and from a small horn, then again, people began to wonder and to call its inventor a wizard. But when they started to running cars without any visible means of propulsion and finally explained that they were run by electricity from the wire overhead, thinking people refused to be surprised any longer and were prepared for almost anything in that line and they were right, for electricity can be used in many places where coal and steam are now used. It is used in the refining and preparation of many metals and chemical compounds and as a cure for many physical diseases and there are places where it eventually will have to be used, generated from water power, because it has been calculated by some great scientists that the coal supply will only last for two or three hundred years at the present rate of consumption. This means that the coal supply must be economized and that some of the unused and undeveloped water power must be harnessed and used for practical purposes and that the use and development of electricity, outside of Aerial Navigation will be the greatest field of advancement for future generations, for almost any place where power is used, an electric motor could take the place of the coal and steam now used or at least, take the place of part of that now used, for it has been proved that with the great efficiency of the motor it would take less coal to run a given amount of machinery by changing it into electrical energy than by running the machinery directly from the engines.

Perhaps the latest invention which has startled the world is the Mono-Rail Railroad. This wonderful car runs on only one rail instead of two, and is balanced by gyroscopes. This car can attain a rate of speed much greater than that of an ordinary railroad train, and there is absolutely no danger of overbalancing as the gyroscopes keep the car in almost perfectly upright position even while the car is at rest. The gyroscopes are driven by low power engines which keep them revolving all the time, thus keeping the car in stable equilibrium. These gyroscopes are now being used in the largest ships to keep them steady in storms.

I have mentioned only a few of the most important improvements of the last few years, but even these few will allow the reader to judge for himself, how great the progress may be in those lines which have just shown themselves to be important to mankind.

CARL ANDERSON.

# The Greek Theater

—Nellie Freer

A certain playwright says that in these days it is a long step from Religion to the Drama. But the ancient Greeks considered theater-going as an act of worship. The entertainments were given during the religious festivals in honor of Dionysus. All classes of people, rich and poor alike, attended these entertainments.

The drama grew out of these festivals. Tragedy grew out of the graver songs, while Comedy sprang from the lighter ones. The Greek Drama always retained a religious character and had two distinct features, the chorus, that is the singing and dancing, and the dialogue. At first the chorus was the most important part, but afterwards the dialogue was the more prominent, although the chorus always remained an essential feature.

In early times the Greeks had no temples. They worshiped in the forests, or on the top of some mountain; while the images of the gods were placed beneath some tree, or in its hollow trunk. Later the theater was only an open space before some temple or palace. Here the chorus sang and danced around the altar of the gods where a goat was being sacrificed. In the Bacchic chorus were fifty men and boys who imitated the manners and parts of the satyrs attending the god.

Even in early times they had theater suppers. Usually after the sacrifice there was a feast, where they drank to excess and sang praises of the god.

The Greeks always built their theaters upon a hill-side on which they placed wooden benches in ascending tiers. They enlarged the seating capacity by building artificial mounds of earth until a circular space about seventy-five feet in diameter, called the orchestra, was partially inclosed. At first they had neither background or scenery, and some house close by was used as a dressing room. But after a while a sort of tent was built at the back of the platform where the actors could change their costumes. Finally the platform and tent developed into the background and stage which we have to-day.

Although the poorer actors were held in little esteem, the better ones were highly honored. The tragic actor wore thick-soled buckskins, a large mask and padded garments so as to add to his height and size. The comic actor wore gay colored tights, a cloak, comic mask and thin-soled slippers. When the drama drifted from the worship of Dionysus to the wider field of mythology, the chorus was often dressed in gorgeous and fantastic costumes.

The expense of training the choruses was defrayed usually by wealthy citizens who were chosen from the different tribes. They often spent large sums of money in competition with other leaders and the one who presented the best chorus was given a prize. He was also given the privilege to erect a monument of his victory with the year of the play, the competitors and the place inscribed upon it. But he did this all at his own expense. One whole street leading from the theater of Dionysus was filled with these monuments.

The theater itself was divided into three principal parts. The division for the actors was called the stage or scene. The part for the spectators was termed the

theater, the third part, which was called the orchestra, was assigned for pantomimes and dances. One side of the theater was of a semi-circular form on one side and square on the other. The space within the semi-circle was allotted to the spectators, and the seats placed one above the other to the top of the building. The theater had three rows of porticoes raised one above the other which formed the body of the building and three different stories for the seats. From the highest of these porticoes which was covered from the weather the women witnessed the play. The rest of the theater was uncovered and all performances were given in the open air.

Each of these stories consisted of nine rows of seats, including the landing place which served as a passage from side to side. But there were only seven rows of seats to sit upon as this landing place took up the space of two benches. Behind these rows or stories of seats were covered galleries through which the people thronged into the theater by great square openings for that purpose.

The orchestra was also divided into three parts. The first part, more particularly called the orchestra, was appropriated to the pantomimes and dancers and to such actors as played between the acts or at the end of the entertainment. In the second part the chorus was generally placed. The symphony or band of music was usually placed in the third division.

The part of the theater called the stage or scene was also divided into three parts. The first part was properly called the scene. It occupied the whole front of the building and was the place allotted for decorations. At the extremity were two small wings from which hung a large curtain that was raised when a scene opened and let down between the acts. The second division was a large open space in which the actors performed their parts, and which represented either the public place or forum, a common street, or the country. But the place so represented was always in the open air. The third division was the part behind the scenes where the actors dressed and where the decorations were locked up. The machines were also kept here.

As only the porticoes of the building were roofed, it was necessary to draw sails over the rest of the theater in order to screen the audience from the sun. But as this contrivance did not prevent the heat, the Greeks took care to allay it by a kind of rain. They conveyed the water for the purpose above the porticoes from which it fell in the form of dew through a number of small holes which were concealed in the statues. This spreads a delightful coolness all around. Whenever the plays were interrupted by storms, the spectators retired into the porticoes behind the seats of the theater.

The passion which the Greeks had for plays is inconceivable. Nothing gave them more pleasure in dramatic performances than the strokes which were aimed at public affairs, whether they happened by pure chance, or by the address of the poets who knew how to reconcile the most remote subjects with the transactions of the public. By that means they soothed their passions, justified and sometimes condemned their conduct, entertained them with agreeable hopes, and instructed them in their duty. The effect of this was that they often acquired not only the applause of the spectators, but credit and influence in public affairs and councils. Thus the theater became so grateful to and so much the concern of the people.

# The World is Growing Better

—Ethel M. Diamond

Everybody realizes that this is the most enlightened age in the world's history, and as our knowledge increases, the greater will be our responsibilities. In no Century has the world developed at such a rapid rate, as it has in the last one. In most every periodical we find some new invention has been discovered, and whether it be classed as great or small, it is for the betterment and uplift of the human race.

In proving that the world is growing better, let us first consider it from a Religious standpoint. In answer to the question, "Is the spirit of Jesus more dominant in business and public affairs than when you entered active life, and is it an advantage or not for a public man to be known as a professing Christian?" Professor David Starr Jordan, President of Leland Stanford, Jr., College, and one of the foremost of American educators, replies, "I should say that the spirit of Jesus, that is to say, the spirit of kindness, consideration, and truthfulness, is more dominant in public affairs now than at any previous time. In some ways those things which are the reverse of this spirit are more conspicuous, but that is because they are brought into the limelight of the struggle against them. When evil is accepted as the normal state of things, it does not seem so conspicuous as when a fight to the death is made against it. To be known as a professing Christian and to be known to live up to what this ought to mean is certainly an advantage for a man in public life." Therefore the first step, necessary to take to fit ourselves for the uplifting of man-kind and betterment of the world, is to become a Christian, with a heart full of love for Christ, first, then we shall have a heart full of love for all humanity. Do good to every one, as the opportunity presents itself. Give a smile, a kind word and a hearty hand shake to all, who are cast-down and despairing, and by so doing, you can convince them that there is plenty of good and happiness in the world and eventually they are led to Christ and are again lifted up. People as a class do not fully realize how vastly important it is to be a Christian, and will not realize it until they are led to the belief that there is a God, who loves, guides and cares for us all. Suppose a business man is working on some great work, which in a great measure is for the general welfare of the country. Suppose at the same time there is grief and worry in his heart, which occupies his thoughts in such a measure that there remains so small a portion for the careful study and thought, necessary for his greater work, that he is unable to do his duty, which is absolutely needed. If he is a Christian, and believes there is a Heavenly Father who will help him, he will ask his Maker, to take the worry and grief from his soul, and to help and guide him, as it is His will to do so. Then when his thoughts are free from everything else except the work which he has undertaken, why shouldn't he accomplish his task? What benefit has this man derived from believing in Christ, and what benefit has the world in general derived from having this man believe in Christ? He has accomplished the great measure, which will eventually bring to him fame and glory, and for the

world, it places a new, great invention on its pages of History and wins for it also fame and glory.

Education is a prominent factor in helping to better the world. Addison says he "considers a human soul without education like marble in a quarry, which shows none of its inherent beauties, until the skill of the polisher fetches out the colors and makes the surface shine." Everyone is made better by education, and it is a great factor in the case of the immigrant and the negro. The Presbyterian Board of Missions gives Booker T. Washington seventy-five thousand dollars a year for his work at Tuskegee, realizing that by educating the negro they will become more law abiding and therefore better citizens. Every large city realizes that the flow of immigrants that come to them every year must be educated, and are organizing settlement work and night schools for this purpose. The moment they land on our shores, they are taught cleanliness, by being placed in a large room, that is sterilized every two hours. They are given soap, water and towels and the mothers wash the children, then themselves, after which, they receive a bowl of soup and the children bread and milk. The greatest men of our age are men of education and culture. There is a chance for every living person to secure an education, if they wish it. Everything is being done for the furtherment of education, and there are schools all over the country, for every known study. Those who wish to make their way through school, have not a barrier in this age, for the conditions and opportunities have so grown, that not even financial affairs stand in the way, for the enthusiastic college girl or boy of to-day is now able to work his or her way through any school.

In considering the Political Improvements look at the condition of Pittsburg, how corruption in politics is being exposed, when men of character and honor were supposed to reign politically, that city has turned out to be second in corruption next to San Francisco. Note also the great work being done by Judge Lindsley of the Juvenile Court in his methods to suppress the great crimes which are now so prevalent. A great amount of money is being given for philanthropic purposes; in fact, more than has ever been given before. Our millionaires were never so intensely earnest in giving their millions for the benefit of mankind. The latest gigantic movement for the betterment of the world is the Men's Missionary activity, in bringing together the men of all denominations to consider and assist the whole world in this all important subject.

## A Two Thousand Dollar Breakfast

—Atma I. Miller

It was recess at the little country school, and teacher and pupils came out of the door, weary from heat and lessons. They crossed the stretch of green and sat down under the shade of an old oak.

Though weary, the children begged for a story, the teacher hesitated, then she said quietly, "Did I ever tell you the story of the tulip bulb?" A chorus of "No-mam's please tell us," resulted.

"It was a very, very long time ago in a city in Holland 'the country of dikes,' a dutch sailor after having completed a little service for a store-keeper, was presented with a herring. You remember I told you how fond the Dutch are of fish, especially so, of herring. Now the poor sailor had had no breakfast, and he decided the herring would be a very good one, but, he could not think of eating this herring without an onion. Spying one on the counter, he watched his chance and, pocketing his prize, walked out of the store. He went to the quay and seating himself on a coil of ropes quietly ate his breakfast of a herring and an onion.

Meanwhile, the store-keeper, who was going to plant his wonderful tulip bulb, which should be the wonder of the city, and for which he had just paid "Two Thousand Dollars," went to the place on the counter where he had laid it, but alas! it was gone, gone,—gone. Then he began to blame his clerks, he blamed his customers, in fact he blamed every one on whom doubt or suspicion might be placed. At last after much discussion, he blamed himself for being so careless. Now every one as you might expect, was very angry with him for his accusations against them. Then all of a sudden he jumped up, "Dunner und Blitzen I haf it," he cried "de sailor who didt de service fur me stoldt idt." Then he started out of the door, his clerks following him. As they went through the streets, of course every one was very curious to know what was going on, and followed them, so that when they came upon the poor sailor he was very greatly astonished and alarmed at the great number of people.

The store-keeper, going up to the sailor and shaking his fist at him said: "Dunner why for you steal mine tulip bulb, after I even gif you an herring, ugh?" Without waiting for a reply he took the sailor by the collar and lead him to court, where an assembly was called. The sailor, when asked his reason for stealing the bulb, answered, "Ach I thot it was an onion, and I being hungry ate it with mine herring for breakfast." "Ate it," came in a chorus from the councilors. The poor sailor would have been beaten to death by the store-keeper, had not the "peace makers" interfered. He asked what the onion was for and why they paid, "Two Thousand Dollars for it. Then the court explained the worth of the bulb and he then understood that it was not a mere onion.

You see the people in Holland were going "mad" over tulips, just as many people go mad over things today. A gentleman living in Constantinople, the capital of Turkey, sent a bulb to a friend living in Berlin, the capital of Germany. The plant bloomed modestly among the other flowers in the garden, and one day it was noticed and made much of by a celebrated Swiss

naturalist, named Gesner. He wrote and talked about it so much that a rage sprang up for the flower, and no garden was considered complete without a tulip bed. The bulbs became so expensive that they were sold by weight, being weighed to the fraction of a grain. People would exchange half a fortune for a bulb, paying from "Fifty to Three thousand dollars" for a single bulb. All sorts of names were given the different varieties of bulbs. The people, after a while, really gambled with their tulip bulbs, until the market became so overstocked that panic and disorder followed. People were bankrupt. Fortunes were merely exchanged, that is, people that had been rich were now poor, and people that had been poor, were now very rich.

The poor sailor had a terrible outcome of his simple breakfast; the court's sentence was, "two thousand dollars or six months in jail!" As he was not able to procure the required "two thousand dollars" he was imprisoned for six dreary months. So you see you may have a very simple breakfast, and still it may cost you a goodly sum of money.

Now we must go back to work children, but remember this, no matter how trivial the things seems to you, that you may be tempted to take, it will cost you a great deal more than you expect. It may not cost in dollars and cents, but in the more important sense of reputation or character.

## Elizabethan Age

—Paul Howard

The Elizabethan Age, which is classed by the greatest classics of the world as the greatest literary period ever in existence, was ushered forth by the two great forces "Renaissance and Reformation." The Elizabethan Age was named after Queen Elizabeth, who was at that time (1560-1600) queen of England. During her reign the suppressions to which the people of former years had been subjected, were repressed to a considerable extent.

The first great writer was Christopher Marlowe. Marlowe, though not considered as great as William Shakespeare was placed in his class as a play writer. He helped or aided in the ushering forth of the English Drama which enlightened the whole world. Marlowe's greatest works were "Tamburlane," "Dr. Faustus," "Jew of Malta" and "Edward II." Each one of these plays was of the highest type of literature: each presenting a high moral lesson which went to the bottom of the hearts of that generation and the many generations following. He exhibited the striking characteristics of the age.

The second great writer of this great age was William Shakespeare—"The Wizard of the Pen." No other period can, or even attempt to claim a writer as great as Shakespeare. This one writer alone, regardless of the other writers of the age, makes the Elizabethan Age the greatest. Upon looking more closely into the life of William Shakespeare we will immediately observe that he was an earnest and sincere worker from boyhood until the end of his life. His home training and school education, which was not higher than the present high school, were two advantages similar to those which boys of today have. But besides this he was constantly working toward his great ambition. He was first an assistant on a stage in London, and although in this minor position, he prepared himself for future life.

Shakespeare was not only a play writer, but also a writer of sonnets and narrative poems. His plays, which were his principal works, were classed in three groups, namely: Comedies, Histories and Tragedies. No one has ever surpassed him in his writing of plays. He was a lover of nature, and also made a careful study of human nature, which of course aided him in play writing. He could bring out the human characters with such brilliancy that no other writer can hardly deem himself worthy of second place to him. The sources of his plots were obtained from Chronicles of England, Scotland and Ireland. With the greatest of ease did Shakespeare bring humor and pathos into his writings, and no writer before nor since has been able to surpass him. Shakespeare also possessed the breadth of sympathy which enabled him to produce his women characters in his works with the greatest of effectiveness.

Goethe, one of the greatest critics, has said of Shakespeare, "I do not remember that any book or person or event in my life ever produced so great an effect on me as Shakespeare's plays." This is the opinion of all great critics and men of note who are versed in fine literature. There is but one book which surpasses the writings of William Shakespeare, and that is

the Bible. A person making a study of the Bible and William Shakespeare's works can become an educated person.

Shakespeare's influence on the thought of an individual has 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, without securing a broader comprehension of human existence, its struggles, failures and successes. If we have before viewed humanity through a glass darkly, he will gradually lead us where we can see face to face the beauty and grandeur of the mystery of existence. He will also give us an added something, difficult of definition, he will alchemize the leading facts of life. After intimate companionship with him, there will be, in the words of Ariel, hardly any common thing in life

"But doth suffer a sea-change,  
Into something rich and strange."

Besides these two great writers of the age, there still is a writer worthy of comparison with William Shakespeare. This writer is Ben Jonson, one of the greatest writers in the history of literature. About nine years after the birth of William Shakespeare, Jonson, who was his greatest successor in the English Drama, was born. He like Shakespeare was a play writer. The most important of his writings were, "Volpone," "The Alchemist," and "The Silent Woman." The study of his plays adds to our knowledge a certain phase of the times. In point of artistic construction of plot, "The Alchemist" is nowhere excelled in English Drama. Ben Jonson was original in his selection of subject matter; his plays show the touch of a conscientious artist with great intellectual ability; his vast erudition is constantly apparent. He is the satiric historian of his age, and he exhibits the follies and humors of the age under a powerful lens. He is also the author of dainty lyrics and forcible prose criticism.

There were many other noted writers of the Elizabethan Age; since there were so many I preferred to speak only of the best. Now since the influence of the writers of this age has been shown it is now advisable to state the intellectual enthusiasm of the people during this age. Before the Elizabethan Age only the higher class of people were able to obtain an education. Now during the Elizabethan Age the poorer class was obtaining an education. They were laying the foundation for the generations to come. The people would travel great distances in order to have the opportunity of hearing some intellectual talk. This fact aids in proving the greatness of the Elizabethan Age. Had not the people of this age made such a movement towards education, it is probable that they would not be as devoted to educational interests as they are today.

During this age knowledge was expanding in every direction, and promising to crown human effort with universal mastery. The poets caught and reflected the spirit in the air. All forces seemed to work together to inspire the Elizabethans to produce the greatest literature in the world. Soon the English pupils were in a position to teach their Italian teachers, and this shows the greatness of the age. The Shakespearean Drama is neither theory nor justification of life; it is life itself. The chief excellences of the age consist in the freshness, spontaneity and universality or sympathetic grasp of all life.



# Carl Schurz

—Frieda M. A. Mattheis

America as well as Europe has recently lost one of her greatest men. He was an European by birth and, after performing many noble deeds there, came to America, not with the expectation of being among the most famous men of this country, but with the intention of continuing his patriotic career and loyalty to his country, since he could no longer remain in Europe, from which he was forced to flee for refuge.

He was born in a castle;—this however does not mean that he was of aristocratic ancestry. His father was at the time of his son's birth a schoolmaster at Liblar, on the left bank of the Rhine. His mother, Marianne Juessen, was the daughter of Herbert Juessen a tenant-farmer, who occupied part of a seignorial castle, called "Die Gracht," near Liblar. His father and mother lived for several years after their marriage with his grandparents; and so it happened that he, their first born son, came into the world on March 2, 1829 in a castle.

He must have been a little over four years old when his parents left the castle to establish a home of their own in the village of Liblar. When he was nine years of age he entered a school at Bruhl, where he studied Latin and music. It was in this same year that the Schurz family was sadly afflicted by the death of their son Herbert, after an illness of only three days. At the age of ten, Schurz entered the Catholic gymnasium at Cologne and remained there until he was eighteen years of age, when he went to the University of Bonn with the intention of studying philosophy and history. Like many other ardent and generous minded young students, he fell under the influence of Professor Johann Gottfried Kinkel. Kinkel was a poet, an orator, an idealist, a man fitted by nature to arouse the enthusiasm of youth, and ready when occasion called, to attest his faith by his works; he threw himself unreservedly into the revolutionary movement of 1848 and served as a private among the insurgents.

Schurz followed the example of his friend and teacher, served as adjutant of General Tiedemann, and when the latter surrounded the fortress of Rastadt with forty-five hundred revolutionary troops he made an almost miraculous escape from it through the sewer connecting with the Rhine and fled to Switzerland. In the following summer he returned to Berlin, under an assumed name, for the purpose of liberating Kinkel, who had been taken prisoner, tried for treason, and sentenced to imprisonment for life. With the aid of wealthy sympathizers, this daring romantic project was brought to a successful conclusion, and created a sensation throughout Europe. Schurz and Kinkel escaped on a Mecklinburg vessel to Leith in Scotland, and after the latter resided in that country for five years, he secured a professorship at a girls' school in London but soon accepted a call to the Polytechnikum in Zurich, where he died in November 1882.

Schurz spent about two years in London and Paris, supporting himself by giving music lessons, and by acting as the correspondent of German newspapers. In July 1852 he married Margaret Meyer, the daughter of a well known Hamburg merchant. The match was a romantic one, and was the beginning of a long and happy union, broken only by the death of his wife in

March 1876.

In September 1852, Schurz crossed the ocean and took up his abode in Philadelphia where he remained for three years, removing then to Watertown, Wisconsin. He attached himself at once to the newly formed republican party, and in the following year made German speeches which contributed so materially to carrying Wisconsin for Fremont by a majority of more than thirteen thousand votes that, although he had just become a citizen, he was nominated republican candidate for lieutenant governor, but was defeated. Two years later he was offered the same nomination, but declined it.

His first English speech made during the senatorial contest in Illinois between Abraham Lincoln and Stephen A. Douglas, attracted general attention and was widely circulated under the title "The Irrepressible Conflict." Later he was appointed a member of the committee to notify Lincoln of his nomination. During the ensuing canvass he made many brilliant speeches in German and English, which were an important factor in bringing about the election of Lincoln, who, after his inauguration, recognized the valuable services of Schurz, by appointing him Minister to Spain. He accepted this after having been urged very much, but in December resigned his post, and after a brief visit to his native land, returned to his adopted country to take service in the Union Army. He was commissioned Brigadier-general, and later on he took command of a corps of men, participating in the second battle of Bull Run. Soon after the surrender of General Johnston, Schurz obtained a leave of absence, proceeded at once to Washington and resigned his commission as general.

In 1870 he made a journey to Europe, and far beyond his expectations, he was received in Germany with distinguished consideration by Bismarck.

A year after the election of Grant, the legislature of Missouri elected him Senator. He was the first German-born citizen that had ever been a member of the senate. After his term expired, a complimentary dinner was given in honor of him.

During the administration of President Hayes, he was appointed Secretary of the Interior, which was only a just recognition of the importance of his services. When his term of office had expired, he returned to private life, and made his home in New York. There he became one of the editors of the "Evening Post" and retained that position for about four years. While in New York, he also became prominent as a man of letters, for the leisure which he now had, he could afford to employ in writing his "Life of Henry Clay," which brought him great honor, and a high rank in literature; he also liberally contributed articles to the "Atlantic Monthly," and his latest literary effort was devoted to his autobiography, but while at this task death overtook him on May 14, 1906. These reminiscences have since been continued and brought to a close by his daughter Agathe Schurz.

Of the idealist in the German national character, Carl Schurz was doubtless the finest example that Germany ever contributed to America. From youth to old age his idealism was all of a piece. Few instances could be found in any land or in any time, of a man who so consistently throughout a long life

—wrought

Upon the plan that pleased the boyish thought."

## The Father of English Prose

—Wilbert King

The English language, like other modern tongues, such as the French and Italian, passed through several phases before reaching its present form of character. During the prevalence of the Anglo-Saxon tongue, England boasted several authors whose names and work have partly descended to us. The "Venerable Bede" who left an "Ecclesiastical History of the Angles," which forms the basis of early English history. The monk Caedmon, who lived during the seventh century, wrote a "Paraphrase of Genesis" which is supposed to have given Milton the first idea of "Paradise Lost." The "Song of Beowulf," which is a spirited and stirring heroic. And above all King Alfred's poems which are among the best specimens of Anglo-Saxon literature.

King Alfred, the fifth and youngest son of Ethelwulf (King of Wessex), was born 849 A. D. When Alfred was four years old he made a visit to Rome with his father. This visit was connected with a singular event. The Pope "Took him to his bishop and hallowed him King." No question of the succession could arise in this instance, as both of the sons were thus consecrated; and if it was intended to give Alfred any right to the crown superior to his brother's the ceremony remained a dead letter. He was named by his father's will in the regular order of succession, but he did not come to the throne until after the death of all his brothers, although under the last, Ethelred, he seems to have born the title of King. The Anglo-Saxon King and his son spent some time at the Frankish King's court where Alfred would meet the chief literary Characters of the age—Rababus Maurus, Servatus Lupus, and above all Scotus Erigena. The example of the royal court where learning was highly honored must have been most suggestive and stimulating to him. Alfred's father died in 858 and in turn each brother ruled for a short time. Alfred coming to the throne in 871.

Alfred's more direct services to the literature of his country fall under two heads, his authorship and his endeavors to promote lettered culture. The former was the chief instrument of the latter and the two are so combined that they can hardly be separated. The Sovereigns who have deserved the highest praise as "A Protector of Letters" have not always been distinguished as authors. Alfred stands highest in both departments together though he does not attain first rank in either taken by itself. Inferior to the first Roman Emperor as an author, to the second as a patron, yet he achieved more in authorship than Augustus, and was a more useful patron of Letters than Caesar.

Alfred did not sit down to make a translation relying upon his general knowledge of latin but, with competent assistance, went carefully through the book that was to be rendered and made sure that he thoroughly understood it before he began to translate it. He translated the original accurately regardless of opinion or conscience. The point of view from which a translation appears a work of art was entirely foreign to him, he aimed merely at a production of usefulness or profit. Latin was then the key of Knowledge, which he desired to place in the hands of his countrymen. Among his writings and translations in English we find

the "History of Orosius," "Pastoral Care," (a treatise of the work of Pope Gregory the Great,) "Gregory's Dialogues," "The Consolation of Boethius," "The Venerable Bede's Ecclesiastical History," etc. Of these books three "The Orosius," "Pastoral Care," and "Boethius," were undoubtedly translated by Alfred himself. The versions of the Dialogues and of Bede were probably made by others under his instructions. Some other books have been attributed to Alfred, "King Alfred's Book of Martyrs," "The Blooms," and fifty of the Psalms which were preserved in a manuscript at Paris; this was probably his last literary labor, interrupted by death. By his writings and translations he gave the English speaking people some of the best literary works that were possible to get at that time, because his translations were mostly from latin and latin was the language of the Court and of Letters. France and Italy was said to be the place of the best literary works of the time.

Anglo-Saxon prose of that day was very straight forward and simple, without ornamental expression, and little capable of expressing thought that was difficult to understand. The impressiveness which it possesses arises mainly from the character of the writer. It must be remembered that Alfred's prose was almost the first prose that had been written in English. Prose is always younger than her sister poetry, and her beginnings are more timid and awkward. There is some doubt as to whether Alfred can be classed as a poet. The numerous poetical compositions scattered through the "Consolation" are in his version rendered into prose; but the work is accompanied by a metrical translation of them. Without doubt, however, the version of the age of Alfred, and extracts may serve as good specimens of the Anglo-Saxon poetry of his time.

Nothing is more noteworthy in the history of English Literature and Education in Alfred's time than the degree in which all intellectual impulse is imparted by the king, at once the machinist and the main spring of the entire machinery. He was his people's sole teacher and their sole legislator. Alfred's history repeats that of Charlemagne, who "Brought learning to France by drawing to it from Anglia and Italy the best plants for his new fields." Alfred not only brought the learning but he also put it in such a shape that his people could grasp it. That is, he translated it into English so the people could read it. He gave the people a new stimulus and made them eager for his translations. No work was ever done more eagerly or more practically. He brought scholars from different parts of the world. He set up schools in his monasteries "Where every free born youth, who has the means, shall attend to his book till he can read English writing perfectly." He made himself a master of a literary English style, and he did this that he might teach his people.

Alfred rescued our language as well as our independence and nationality. Richard Garnett, the noted literary historian has said of him:—"There is no contemporary partner or rival in his glory and no ground for thinking that English could have been preserved if Alfred had not existed." To him, then, we look back as the father of English prose literature.

# Perseverance

—Ethel M. Guinther.

Has it ever occurred to you how much has been accomplished by perseverance? Do we know what true perseverance means? It can be defined in a very few words. Perseverance is the continual working toward a fixed aim, through all discouragements and defeats. Our aim whether large or small can not be won without perseverance.

It has been said that, "Continual dropping wears a stone."

So persevering labor gains our objects. It is a lion-hearted purpose of victory. By this means we can accomplish whatever is great, good or honorable.

To what virtue can we place the success of Columbus, who by years of hard labor, finally succeeded in obtaining help from Queen Isabelle of Spain, to fit out a small fleet for him to use in search of a western route to the Indies? Why was it that he would not turn toward Spain again, even when threatened by his men to be thrown overboard? It was because of his strong will to finish what he had begun. Defeat only gave him power; difficulty taught him the necessity of redoubled exertions; danger gave him courage; he was inspired by the thought of doing something great. So it has been and will be with all who are successful. They have gained their success by persevering industry.

Who is not willing to befriend a persevering, energetic youth? Ask the men of business and influence who shall have their support and confidence. They will tell you, the man who does not idle away his time, who does not stop at every little defeat, whose eye is bent upward and his motto is "Excelsior."

Before you decide upon the goal that you desire to reach be satisfied that it is one that you never need to be ashamed of trying to attain and that it is one that God sanctions. Then be true to your ideal putting your whole self into it and you will surely be crowned with success. Every one admires such determination and will be willing to help him, who directs it to the good. The young person who goes out into the world with a persevering determination need not waste time in hunting a position, he will find instead that the position is looking for him.

Perseverance will make favorable circumstances. Everything will seem changed. The barriers which we saw before we were determined will vanish away. Think of Napoleon who faced the Alps. This was the barrier which stood between him and Italy the country which he had resolved to conquer. But he did not allow even the Alps to change his determination, instead he ascended the mountains and fell upon his enemy. By the crossing of this great barrier his victory was half won. Opposing circumstances create both mental and physical power. It gives us greater power to resistance. To overcome one difficulty helps us to overcome the next with greater ease.

"Attempt to the end, and never stand to doubt,

Nothing so hard but search will find it out."

If we look at nature we are taught one of the greatest lessons of perseverance. For instance the mountains which are slowly wearing down or the Pacific Ocean gradually being filled up by an insect so small as to be almost invisible to the naked eye.

More depends upon an active perseverance than genius. It has been said that, "Genius unexerted is no more genius than a bushel of acorns is a forest of oaks."

At the present day a high position is the result of hard labor. It can not be reached by one dash. After the position is attained do not look at some other profession and think that you might get along better if you had begun that instead of the trade which you are at. But rather be inspired to work harder, when seeing that some one else is getting along faster. You will some time be doing just as good. Think of the old adage, "A rolling stone gathers no moss." The person who is always debating in his own mind which of two things he shall try and then when almost decided allows some one to change his mind will never become successful in life. Be watchful and active and you can not fail. Failure is unknown to a true persevering man. Perseverance and success go hand in hand. You may study all the pages of history and you will find that no truly successful men have become so without persevering. Many people who are successful in life are spoken of as having "good luck," while those who are unsuccessful and everything seems to go against them say that, "that is their luck." There is no such thing as "luck;" instead it is success or unsuccess, which is gained only by continual labor. Neither labor nor perseverance alone can win success for you, but those two elements must be used together.

Think for a moment what has been accomplished by perseverance in the mind. It is natural for every one to think only of the business, which one is following instead of thinking of the tools, for instance, with which he works. These at one time were thought impossible, but as time passed on and people became educated they became possible. But in order that they become possible some one must put his mind to work and find out the different parts needed in order to make it complete and in working order.

Many people desire to do and to be great, but are slow at attempting it, fearing that it will not prove as successful or great as they wish it might. No one can achieve anything with such a determination. Only by persevering industry can we gain our desires. There is some great work for us all to do. Life is no idle game. It is fuller of duties than the sky is of stars. Though we should fail why be discouraged but think instead of other's discouragements and what success they are gaining.

# Labor

—George Schelb

Labor in political economy may be defined as an effort for the satisfying of human needs. It is one of the three leading factors in production. The other two being natural objects and capital. It is more fundamental than capital which originally is the result of labor. In the large circle of industry, labor has a great variety of functions which may be thus classified: (1) The production of raw materials as in mining and in agriculture; (2) Manufacturing or in the transformation of the raw materials in objects serviceable to man; (3) The distribution or transferring of serviceable objects according to human needs; and (4) The personal services rendered by teachers and physicians.

Many people say that there are only two kinds of labor, productive and unproductive. Productive labor is labor that produces utilities embodied in natural objects while unproductive labor is both useful and honorable yet it does not add to the material wealth of the community. Such labor is like that of a musician. Although it has the appearance of undervaluing some of the highest services that can be rendered to the community, the distinction has a general validity. Labor directly employed to make natural objects serviceable to man may, in the language of political economy, be distinctively called productive. But in order to obviate a too narrow and abstract view of the subject, it is hardly necessary to point out to you that the labor of the teacher or doctor may be indirectly most productive in as much as it increases the efficiency of the workman by improving his health and intelligence. And apart from the special services rendered by the teachers and artists and which can not be measured in material wealth, they raise the general level of production and even of material civilization by inspiring men with finer tastes and of higher needs. The wants to which productive labor ministers vary at different stages of social developments and grow more refined as the human race advances.

The social and legal forms in which labor has appeared have also advanced with the progress of civilization. In the early stages the labor of hunting and fishing was performed by the men while the drudgery fell on the women or worse on the slave. But at that time there were not many slaves. It was not till the stage of agriculture was reached that the conquering tribes spared the conquered in order that they might utilize their services as workmen. Ancient civilization was based nearly entirely on compulsory labor. The Pyramids and other great works of Egypt and Babylonia were possible because the governments could command forced labor on a large scale. The more developed society of Greece and Rome was founded on this same basis. The mediaeval organization of society was based on serfdom. In the course of the fourteenth century serfdom began to pass away in England. Its disappearance was followed by laws for the regulation in the interest of the ruling classes. The first and greatest of the laws passed, was the "Statute of Laborers," which was caused by the scarcity of labor consequent upon the black death. Its main object was to fix the amount of wages and was followed by a statute of Elizabeth, which besides ordaining an apprenticeship of seven years, empowered the justices to fix the rate of wages

both in husbandry and in handicrafts. This act was not repealed until 1814. Toward the close of the eighteenth century the effect of the industrial revolution was to organize labor in all factories and similar undertakings and in the first few years of the nineteenth century the growing ideas of freedom had begun to make other great changes in the condition of the workers. The right of combination received in 1824 was utilized in the formation of trades unions and co-operative societies and the admission of the workman to the franchise has given them a part in the political life of the country.

Serfdom was emancipated in France in 1789 and in Russia in 1861. Laws for the regulation of labor are now intended not to fix wages as formerly, but to protect the weaker class of workers. The factory acts in England is a good example of these laws. Efforts for the international organization of labor proceeding from socialism have been followed by the international conference for the regulation of labor which met in Berlin in 1890. In 1886 the American Federation of Labor was organized in Columbus, Ohio, and was composed of about eighty national labor organizations. In four years' time they had grown to 1017 local unions with a total membership of 850,000 and more than 70 different trades were represented.

At a conference of representatives of capital and labor held in New York on December 17, 1901, under the auspices of the National Civic Federation, a permanent board was appointed to settle all differences between employer and labor unions. This board appointed three different committees, and in behalf of the public, the second of representatives of organized labor, while the third was of the employees. On December eighteenth these committees organized on a permanent basis with Ex-Senator Mark Hanna as President, Oscar Straus as Vice President, Charles Moore as Treasurer, and Ralph Easley as Secretary.

In 1888 the United States created an office known as the Department of Labor. This department has charge of collecting and reporting information regarding labor, wages and capital. Since then many of the leading industrial states have also formed these bureaus. These bureaus have passed laws against boycotting and black listing. They have also named the number of hours which shall constitute a day's labor. But these bureaus have nothing to do in case of a strike. It is allowed to go till both sides have decided to arbitrate and then it is passed into the hands of the National Board. This board tries to fix up all differences between the employers and employed. They re-adjust all wages and working hours and any thing else that is brought before them.

# Thomas A. Edison

—Beatrice Clark

No man ever lived whose inventive genius conferred such benefits upon mankind, as Thomas Edison, whose inventions are of such universal value that they are used wherever civilized man is found. Mr. Edison has made the world lighter, brighter and better.

Thomas Alva Edison was born in Milan, Ohio, in 1847. He received a common school education and began work as a train boy on the Grand Trunk Railway. He learned printing and edited and printed the Grand Trunk Herald in the baggage car of the train on which he was employed. A station master whose child he had rescued, taught him telegraphy and he soon became a rapid and skillful operator. He was employed by the Western Union Telegraph Company and there he began the series of inventions which have brought him fame and fortune. After a few brief journeys in several western cities he settled in Boston.

The inventions and discoveries of Mr. Edison have been so extensive and varied that it is difficult to estimate the value of his inventions to the world today so far as capital goes. First among his long list of inventions is the incandescent electric light. But the Edison talking machine known as the phonograph seems to be a greater marvel. Mr. Edison made moving pictures possible by his invention of the kinetoscope. In the line of telegraphy Mr. Edison's inventions are numerous. They include the quadruplex telegraph, the carbon telegraph, transmitter and others. He is also the inventor of the useful mimeograph and megaphone. Among the latest of Mr. Edison's inventions is the pumped concrete house and still another is the electric storage battery.

Until October, 21, 1879, there was nothing in existence resembling our modern incandescent lamp. To-day there are in the United States more than forty-one million of these lamps. Until the beginning of 1882 there were only a few arc lighting stations in existence for the limited distribution of current. At the present time there are over five thousand central stations in this country for the distribution of electric current for lights, heat and power. There are about forty factories where these incandescent lamps are made. Mr. Edison created the incandescent electric lamp and invented certain broad and fundamental systems of distribution of current, with all the essential devices of detail necessary for successful operation. He spent great sums of money and devoted several years of patient labor and toil in the early development of the central station and isolated plants, often under depressing circumstances. His efforts resulted in the firm establishment of his system, which remains universally successful so far as commercial practice goes.

Mr. Edison was the first man to devise, construct and operate from a central station a practicable, life size electric railroad which was capable of transporting passengers and freight at variable speed and under complete control of the operator. Mr. Edison holds a certain amount of credit for his pioneer and basic work in the development of the electric railroading that has since taken place.

The phonograph which for about ten years had not been used finally gained popularity again under the leadership of Mr. Edison, who has for some time con-

trolled its manufacture and sale. The uses of the phonograph have been of four kinds: first and principally for amusement, second, for instruction in language; third, for business, in the dictation of correspondence; and fourth, for sentimental reasons in preserving the voices of friends. Phonographic records are manufactured at Orange, New Jersey, at the rate of about seventy five thousand a day. That does not include blank records of which large numbers have also been supplied to the public. Although it is only a few years since the business phonograph has begun to make some headway, yet, it is not difficult to appreciate Mr. Edison's prediction as to the value of such an appliance. The wonderful art of reproducing the human speech and other sounds, has given much enjoyment.

The invention of the moving picture or kinetoscope which has given the most enjoyment has been established only a few years. Mr. Edison invented the kinetoscope by means of which photographs are taken with such rapidity one after the other, that every movement of human beings, animals, machines, water, trees and anything that stirs is recorded, to be reproduced exactly and accurately over and over again.

The mimeograph, whose forerunner was the electric pen, was invented by Mr. Edison in 1877. He had long been impressed by the need of rapid production of copies of written documents and he had invented the electric pen for this purpose, only to improve on it by the more desirable device which he called the mimeograph, which is in use at the present time. The mimeograph has been for many years a standard office appliance. The manufacture and sale of the mimeograph does not come under the management of Mr. Edison, as he sold out to Mr. A. B. Dick, of Chicago, several years ago.

Among the latest inventions of importance of Mr. Edison is the concrete house. The claim made for this process of building is, that in half a day a three story house may be constructed by pumping concrete into molds at a cost so low that any working man may own his home. Mr. Edison reproduces houses—any number from the same mold—just as he reproduces the human voice and other sounds and the movements of man and things.

The manufacture and sale of the Edison-Leland primary battery is of importance. Beginning about twenty years ago with a battery that would furnish large currents, especially adapted for gas engines and other important purposes. It is claimed that the electric storage battery will revolutionize the motor industry, making it possible for the poor man to own and operate an automobile for business or pleasure. Although it has yielded a considerable profit to Mr. Edison and gives employment to many, it is only the smaller enterprises that owe their existence to his inventive ability and commercial activity.

Mr. Edison has always been very modest in referring to himself, about what he has done for the world so far as commercial value goes. But not long ago, after indulging in reminiscences of old times and early inventions, he leaned back in his chair and with a smile on his face said "Say, I have been mixed up in a whole lot of things, haven't I?"

## Proposition VII

—Roy Virtue

The moon and stars were shining brightly and the only noises to disturb the calm were the toot of a distant auto horn and the whistles of the engines in the railroad yards. I was strolling up Cherry Street on a warm evening in the middle of April, 1910.

As I walked I was trying to recall a proposition in Geometry which had been assigned for the lesson on the following day. "AB and CD are both perpendicular to the plane MN" I repeated, "Draw BD and FE perpendicular to BD thru D. From any external point in AB draw AD. Now prove AB and CD parallel." As I said this, half aloud, to myself, I had crossed Boston street and was going up the broad walk which leads to the West School Building. "Now what is the first step?" I continued "CD is perpendicular to EF, and AD is perpendicular to EF from the preceding proposition. Therefore CD, AD———" "But just at that moment a noise like a pistol shot rang out from directly in front of me.

My first thought was that a holdup or robbery was being committed nearby. Hastily stepping into the shadow of a tree I peered cautiously about. Not a person was in sight. The campus and nearby streets were brightly illuminated by the moon and stars, the street lights, and the small light on the veranda of the School Building. Not being able to locate the disturbance I stepped out from the shadow of the tree and was about to continue my walk and thots, when I again heard the same noise that had startled me but a few minutes before. The noise was louder than before and seemed to come directly from the School Building. Thots of robbers and thieves flitted thru my mind. I knew that several times before the building had been broken into and various articles had been taken. At one time the laboratory was forced and several dollars worth of apparatus had been taken. The thief, whoever he was, evidently wanted to start a laboratory of his own and had taken what appeared to be the cheapest method to do so. Thinking that I might be able to catch this thief I resolved to investigate the strange noises. As I stood debating what to do first, the strange noise again echoed through the air. This time I thought that it came from one of the lower windows near the center of that side of the building. I looked carefully at the window but not being able to see any thing strange about it I was about to look elsewhere when my gaze lighted on a small crack which I had often noticed before and which ran diagonally upward from one corner of the window. It seemed that the crack was not the same as before. Before I could determine what made it appear so, the strange noise sounded again, this time almost like a cannon shot, and to my horror the crack slowly widened a very little.

My hair stood straight up on my head, my tongue stuck to the roof of my mouth and I stood as if rooted to the spot. Again the noise sounded and this time the crack did not stop widening, but with a great roar and rumble opened continuously.

I was paralyzed with fear and I saw again my whole life in a series of pictures passing through my mind. And although I could see my whole life, the disagreeable things to remember were emphasized.

Here I had run off to play and there I had tormented the cat. In the next view I pulled the wings off a fly and imprisoned it in an inkwell where it starved to death. Here I played hookey to go fishing and there I broke my brother's ball bat. This day I flunked in history, that day I was tardy, the next day I flunked in geometry.

But this fit of retrospection soon passed and I turned my attention to the crack. All this brief time it had been slowly widening and it was now about eight inches wide. I could by looking through see the pictures on the opposite wall of the room.

I was now intensely interested, and was more interested in watching the strange actions of the opening in the wall than in escaping from the danger. With a great roaring and rumbling it crept up the wall. It soon reached the roof of the veranda. In a few seconds it appeared above the roof and continued toward the nearest window.

I now turned my attention to the other parts of the building for a few seconds. A great many of the windows were split diagonally as tho under great strain. The bricks and stones had started at their joints and were farther apart.

I again turned to the window, the crack had reached it and in a short time appeared above it. The noise of splintering timber and breaking glass was now something terrific. And still the crack crept upward. It was now at the third floor fire escape, and with a sudden leap it reached the fire escape door. Then the noise ceased and there was for a few seconds, as it were, a calm before the storm. The moon and stars shone serenely, the nearby lights burned calmly, and peace seemed to pervade the whole atmosphere.

Then a shudder ran thru the building, it rocked slightly and the foundations slid slowly outward. However, their motion was slow for only a short distance. When they had gone about a yard, the walls suddenly toppled inward throwing their bases outward.

Too late I realized my danger and fled. But the great flood of brick and stone caught me and flowed around me. I was carried along for a short distance and whirled around in time to be caught by the fire escape falling on my chest. Then all was silent and when the great clouds of dust had cleared away, the moon shone calmly down on the ruins of the High School Building. I struggled to free myself from the ruins and to raise the heavy fire escape from my chest. Being unable to do this I began to shout. In a short time I saw someone approaching. As he came closer I saw that it was the Janitor of the building. He was very excited and of course asked what was the matter. I told him I thot I could tell him better if the fire escape was raised from my chest. He seized it and tried to raise it but he could not lift it, so he hurried away to obtain a crowbar. He was gone but a few seconds but it seemed to be years. However he soon returned carrying a huge bar which he placed between the fire escape and a large stone. Then exerting all his strength he raised the fire escape a few inches and

—I awoke. In my hand was a Galion paper containing the State Fire Marshal's recommendations concerning the West School Building and near me on the table was a Geometry open to the proposition—"Two lines which are perpendicular to a given plane are parallel."

# International Peace

—Bess Sharrock

The young man of this age is doing all in his power to prepare to fulfill what the future will require of him. He is trying to discard what is degrading and promote what is helpful to the world, and to leave his part of the world a little better than he found it. He will find that the world is much better for him than it was for his ancestors, for as we all know, everything grows better. For instance, man is no longer slave to his fellow man. Life is no longer absolutely dependent upon climate and weather. Mankind has advanced in science, in art, and in subduing nature to its wants. But there yet exists one powerful evil among the ideals of to-day, which so far has exceeded all others in its extent and effect, and that is—War! Many valuable reforms have been accomplished in order to aid civilization, but there yet remains the darkest shadow that has ever been cast over the nations of this great world of ours—the killing of men by men as a mode of settling their disputes. Many times wars arise from small matters which could be readily arbitrated and save all this loss and national disgrace if the quarreling nations would consider all the points and then submit to the International Law. Had Russia and Japan stopped to consider what the result of their struggle might be, no doubt they would have arbitrated their difference.

The Hague Conference was the first assembly ever held to discuss the ways in which peace might be established other than by war. The conference was called by the present Emperor of Russia on August 24, 1898, and it has established for the world as a whole, the first court for the settlement of International Disputes. Representatives of twenty-six of the nations were present at this assembly. The first Peace Society of America was founded in New York by David Low Dodge and his assistants, in August, 1815, while the first of the present series of International Peace Congresses was held at Paris in 1889, and the second at London the following year. The subsequent Congresses have been held at places of world-wide interest, such as, Rome, Berne, Glasgo, Chicago, and The Hague. In recent years the need for National Peace Congresses, in addition to the International Congresses, has been making itself everywhere more and more strongly felt. Especially the Republic of France is yielding to this strongly, by holding Peace Congresses of its own at various places, namely Toulouse, Lille, and Lyons.

Peace does not in reality win its way abruptly, but instead, it appeals to the sympathetic side of mankind. This is clearly shown in the Hague Tribunal, for the members are not obliged to go by any definite set of rules, but they are left to their own free judgment. Some may be given to think that this is the weak point of the court, but no, it is a most powerful feature. The International Law is similar to this, for it relies upon its real value to win its course. International Law is unequalled in one respect. It is not harsh in its progress, and the civilized world owes an immense debt to the persons who started this movement, and more yet to those who are now so earnestly laboring for its future development. The nations in general seem to be only too willing to accept it. It is in force

in America to a certain extent, but the nations in general are not yet taking the interest in it that they should for the sake of their own future prosperity.

Peaceful arbitration is not altogether a new idea in this age, for Emeric Cruce, who lived in the seventeenth century, was the originator of the famous plea for arbitration. The nations owe a great debt to him, if they, in the age to come, gain what they should by the proper encouragement.

The present teaching of history should help to cultivate a feeling which will do all in its power to persuade the government of all nations, large and small, to yield to the idea of International Law. It will be, if ever strongly established, one of the greatest movements taken towards perfect civilization. The nations of the East as well as the West who have forms of government of any note at all, propose to call themselves civilized. They are so in many ways, but they are lacking in one of the important features. They have not reached and never will reach the actual goal of true civilization until International Peace is commonly established.

“Were half the power that fills the world with terror,  
Were half the wealth bestowed on camps and courts,  
Given to redeem the human mind from error  
There were no need of arsenals and forts.

The warrior's name would be a name abhorred!  
And every nation that should lift again  
Its hand against a brother, on its forehead  
Would wear forevermore the curse of Cain.

Down the dark future, through long generations,  
The echoing sounds grow fainter and then cease:  
And like a bell, with solemn sweet vibrations,  
I hear once more the voice of Christ say, “Peace!”

Peace! and no longer from its brazen portals  
The blast of war's great organ shakes the skies!  
But, beautiful as songs of the immortals,  
The holy melodies of love arise.”

# Halley's Comet

—Ralph O. Cullison

Halley's comet now hangs in the sky. It is visible at early morning and at sunset. The fact that it appears this year gives one unusual interest in the history and structure of comets in general.

With the assistance of an instrument called the spectroscope the modern astrophysicist has analyzed the head and tail of a comet and found it to be composed chiefly of hydrocarbons. It consists usually of three parts, the nucleus, a bright point in the center of the head, the coma, a cloud-like mass surrounding the nucleus, and the tail, which is a luminous train generally extending away from the sun.

Comets vary greatly in size but all have such an immense mass that the mind cannot conceive the vastness, although it may be calculated by modern astronomers, that the head is many thousand miles in diameter and the tail several million miles in length streaming from the head like a mighty streak of fire. Also we can not comprehend the size of the orbits of these fiery strangers which traverse the skies. It is clear that their orbits must be of great extent from the fact that such a great period of time elapses from one appearance to another. Again it is true that with some exceptions their orbits must be regular, because the intervals between their appearances are equal or nearly so, taking into account the length of the interval. What variances there may be are due to the attraction of the planets which they pass on their journey around the sun.

From the head of a comet is ejected the material which forms the tail, and it is a fact that, unless it by some means can collect these materials, it must finally in the course of time disappear. Examples of this breaking up and disappearance are given in our astronomical accounts: As in the case of Biela's comet when appearing in 1846, split up into separate bodies. When again it appeared in 1852 it was still in its double form, but when it was searched for by our astronomers sixteen years later it was no where to be found. The earth crosses the path of that lost comet every six and one-half years. At these periods meteors shower upon us, and these meteors are fragments of Biela's comet. Also another example was the breaking up of the great comet of 1882. This will be the case with Halley's comet, for at each return it will appear less brilliant, and will eventually be broken up into meteors of various sizes which will follow the path of their parent until they are attracted by some planet which they near on their journey and then Halley's comet will be no more.

The ancient ideas regarding comets appear to us absurd, but we can clearly understand why they had such peculiar opinions for their appearances were generally marked by some war, victories, calamity, or plague.

In 371 B. C. two towns of Achaia were destroyed by an earthquake and this was thought to be due to a previous appearance of a comet in the heavens. The successful invasion of Sicily in 344 B. C. was also awarded to the appearance of a comet. During the year 43 B. C. a comet appeared which was thought to bear the soul of Caesar to immortality. Louis I was so terrified by the appearance of Halley's comet that in

order to save his soul he was led into building numerous churches and institutions. Also it may be stated that the first English settlement in America at Jamestown was marked by the appearance of Halley's comet in 1607. These instances are few of the many which have occurred in the past centuries. The only fear with which comets are regarded now is that we may be asphyxiated by the poisonous gases in the composition of the tail, or that we may collide with one of them which is no means improbable, but which will be many centuries in the future as calculated by our astronomers.

Our interest in Halley's comet is not only because it is the brightest and the largest that astronomers have ever observed, but also because it is the most historical. With the appearance of Halley's comet begins the history of civilization. Another comprehensible fact is that practically speaking it appears only once in a life time, and to Edmund Halley we must give the credit of distinguishing this comet from all others.

Not only the grandeur of comets, but of all other heavenly bodies have much interest to us. It is wonderful when we think of this universe as a whole, how all the planets and constellations are held in space by some unknown force, and how they rotate on their axis and revolve about the sun. The sky is continuously being scanned by astronomers for some stranger, or a change in position of those already observed, and also the character of these heavenly bodies is studied to learn the composition and size of them, and to learn whether any of them are inhabited by man. Then when we think of the arrangement of our great railroad systems, and divisions, and how they are controlled and operated, it seems wonderful that the mind can figure out the complexity, but still greater is the complexity of our Nation's Government with all its major and minor departments, and the various divisions of each, maintained and carried on according to the ideals of the great geniuses, which established them, but how insignificant these things are in comparison with the arrangement of the universe, the harmony with which all the heavenly bodies change and interchange, mingle and intermingle without there being a great clash, all of which was arranged by one great mind which controls all others.

In early times the skies were regarded as the abode of evil omen and as the dwelling place of gods, and to the sun, moon and stars were given the names of certain gods. The sun was looked upon as a god driving his fiery steeds across the heavens, and then returning at night unobserved. To astronomers we must give the credit of changing the beliefs of men from the superstitions which they had in early times to the way in which they now regard these planets and other heavenly bodies. Sailors and travelers are guided by the sun, moon, and certain stars all of which they know the position of at a certain stated hour, also our time is measured as to the length of day and year, and the year divided into seasons. All these calculations are due to the labor of our astronomers, who have changed the tendency towards ignorance to a broad view and comprehension of facts.



# Robert Alexander Schumann

—Grace Cooper

In the foremost ranks of rare composers stands Robert Schumann, whose fame rests upon his wonderful works as a composer, altho his highest ambition was to rank as a Virtuoso. His career does not present the array of triumphs that glorifies the lives of some of the eminent composers, and it is very probable that the appreciation of his contemporaries was not as deep as his genius deserved; however the musical world has long since recognized his genius and accorded him his merited place with the other composers.

Schumann was born June 8, 1810, at Zwickau in Saxony. His taste for music was not inherited, for his father was a book-seller, and from him, Schumann inherited a literary taste, which later led him to pursue journalism.

The town in which Schumann spent his youth was not a musical town, in fact there were no teachers who were able to instruct Schumann beyond the point which he reached by his own efforts. His first attempts at composition were made as early as his seventh year, and his improvisations are said to have been wonderful. When he was nine years of age he heard the great pianist Moscheles, who made a most wonderful impression upon the young genius; when he was but ten, he composed some choral and orchestral works without any guidance or previous instructions. Between the ages of ten and eighteen his interest in music was not nearly so great as it had been.

His real musical study began when, in 1828, he went to Leipzig to study law and, in 1829, to Heidelberg for the same purpose. Schumann did not have a particle of interest in the profession, but his mother, who was deeply devoted to her son and did not wish him to adopt the musical profession, wanted him to become a lawyer. For some time he wavered between law and music, not because he did not know which profession he preferred, but because he was determined to please his mother. Finally, however, he could bear it no longer, and he wrote a letter to her telling her how great his ambition was for music and pleaded with her to grant his wishes. Mrs. Schumann appealed to F. Weick, a famous musician and teacher, for advice; Weick was of the opinion that Schumann had rare ability and that he should be permitted to pursue a musical course. This advice took effect and Schumann thus chose his profession.

At the age of twenty he began studying piano under Weick and composition with H. Dorn, devoting, however, his especial attention to perfecting himself in piano technic. While attempting to make his fourth finger rise higher in striking the keys he injured his right hand, which resulted in the loss of its use. In the hope that he might regain its use, he continued practicing with his left hand, but finally, when time brought no improvement, Schumann abandoned the hope of becoming a pianist. This was one of the saddest disappointments of his life, for his one great ambition was practically snatched from him.

When he began studying composition under Dorn, he studied with such untiring perseverance, that in a short time, he had advanced to the higher branch-

es of art, and his compositions began to show the results of his study; however, Schumann never obtained a mastery of form, and this was due to the tardiness with which he began his studies.

In the winter of 1832-33 Schumann visited his native town with a newly written symphony which he wished to hear played. The performance took place at a concert given by the thirteen year old daughter of Schumann's teacher, F. Weick. The symphony in itself lacked interest, but the audience was enraptured with the remarkable playing of the child, with whom Schumann was desperately in love, and her success was sweet to him.

At about this time the music in Germany was not of much consequence, for the general public was not interested in excellent music, but they were almost senseless in their sickly "honey-daubing" on worthless trash. It occurred to Schumann that he and some of his friends might start a journal and attempt to win the people back to worthy music. Among those engaged in this undertaking were Schumann, Ludwig Schunke, Julius Knorr, F. Weick, Carl Banck, together with a number of contributors from other cities. The truthful criticisms of the journal immediately won the sympathy of the public and the lofty aims of the journal were faithfully kept in view.

In 1834 Schumann produced a number of variations, and while they are much better than anything he had yet written, he did not think much of them. For some time past Schumann and Clara Weick had been secretly betrothed, but they had not mentioned the fact to Clara's father, until Schumann was about twenty-four years of age and Clara eighteen; Weick became furious and offered Schumann many violent insults. He always said: "My daughter shall not marry a common musician. A count or a prince would not be good enough for her." But Schumann appealed to the law and the marriage was rendered possible. It was a happy marriage and they became the parents of ten children. Perhaps Schumann's compositions would never have arrived at such distinction had it not been for the remarkable playing of his wife, who made it her life work to extend the fame of his compositions.

Schumann lived in retirement, devoting his time to great compositions. It seems rather sad that his genius was not recognized during his lifetime by the world at large.

His last years were clouded with insanity, traces of which extended through many years, and which was finally responsible for his untimely death. However he continued his great works, writing most of his melodies about this time. In 1854, he attempted suicide by throwing himself into the Rhine. He was rescued from drowning and placed in an asylum at Endenich, where he remained, hopelessly insane, until his death, over two years later.

His large list of compositions embraces the following classifications: vocal with orchestra; choruses a capella; vocal with piano; orchestra; chamber-music; organ-music; music for pianoforte. In addition to this, he wrote much valuable musical literature. Of Schumann, Von Wasielwski says: "In his death, the modern world of music lost one of its most richly and highly gifted creative spirits, one of its most devoted priests. His life is important and instructive for its moral and intellectual grandeur, its restless struggles for the noblest, loftiest objects, as well as its truly great results."

## Ideals

—Elfrida Kreiter

"The surest way not to fail is to determine to succeed" was wisely said by one of our well known authors. It is everyone's highest ambition to succeed in whatever he undertakes and above all to succeed in life. We know very well that the person who drifts with the tide, who takes whatever comes to him day after day, and who does not aspire to higher things is not successful in life. While the person who starts out each new day to win something and do nobler deeds will succeed much better than the man who drifts with the tide.

We know of young men who perhaps graduate from High School with a fairly good standing but who never in all their school work tried to win honors. After leaving school such boys get positions as clerks or other positions, yielding small salaries, which they think will always be good enough for them. They will keep on doing the same thing and never care to advance until finally they are old men in the same position, not advanced any intellectually and perhaps even degraded morally. On the other hand the young man who graduates with honors and ambition to do more, goes through college even if he must work his own way. He starts at the bottom of the ladder, graduates from college and keeps on climbing to some star in the sky to which he has "hitched his wagon." When he becomes an old man he is able to leave the world as a successful man.

By having ideals toward which one is striving, one does not feel that there is nothing in life for which to live. If our "wagon is hitched to a star" we continually see it and are very anxious to get into it or at least endeavor to come a little nearer to it. So every day we perform each little duty faithfully with a view to bringing us nearer to that star in the heavens. Perhaps after many days of failure and discouragement we feel that we are slipping farther and farther away from the star and that we had better hitch the wagon to something nearer us; but no, we must ever keep in mind these words of Browning:

"What I aspired to be  
And was not comforts me."

"Ah, but a man's reach should exceed his grasp  
Or what's a heaven for?"

And also this thought: "If you have built castles in the air, your work need not be lost, that is where they should be; now put foundations under them."

Tryan Edwards tells us: "We never reach our ideals, whether of mental or moral improvement, but the thought of them shows us our deficiencies, and spurs us on to higher and better things." From this we see that we are not extravagant with our time when we sit for hours under a beautiful tree to plan what we will become when we "grow up" but that we are laying foundations for a better, nobler life because we can only attain to high things by placing our ideals higher still. We may never even come near them and we may even as Scott says "Build statues of snow and weep to see them melt" but we are nobler for building them and having tried to keep them from melting.

Every well developed life has three distinct parts, the physical, intellectual and the moral ideal. "Without health life is not life." Health cannot be bought

with gold; it must be preserved carefully so that it may not be lost. In thinking of an ideal man or woman we think first of his or her physical nature. We picture them as being well built and having perfect health, everything is easily done and life is immensely enjoyed.

The intellectual nature is more easily developed and preserved than the physical, therefore more should have an ideal intellectual nature. An ideal intellectual person is not the one who displays his knowledge and brilliancy at every turn but the one who silently shows it without anyone noticing it. He understands and sympathizes with the people around him. He sees only the sweet and beautiful in everything. He acquires knowledge in order to be a greater benefit to the world, not for his own pleasure alone.

There are many examples of beautiful and good moral natures but none about us are perfect. It is difficult to reach an ideal moral nature but by keeping one constantly in mind we can ever come nearer the ideal which is Jesus Christ. We do not expect anyone to come up to the old Puritan standard but we do expect certain moral laws to be observed and by keeping them faithfully to the best of our ability we will come nearer to the highest and noblest ideal than any man can have—Jesus of Nazareth.

"There's many a crown for who can reach." Many ideals can probably be reached if they are faithfully and persistently sought. If we constantly keep in mind a perfect physical nature and daily do things which would bring about that perfect physical condition—health—we would be most happy and we would find other things easier to do. Then we could carefully study some ideal intellectual nature and strive to live up to that. This would require careful study, the reading of our best authors and a study of nature as well as all that is good and beautiful. The moral nature of Jesus Christ must ever be before our eyes and we must strive to be like him.

Ideals of home, a career, and any ideal that we may have, may be realized or at least sought. By having these ideals before us in the heavens we may ever strive to reach them and by daily performing some little task or duty that will carry us one notch higher, we will feel when the silver threads appear that we have not striven in vain. We will feel that many of our ideals have been realized and that those that we still see, are bright lights ever leading us onward. So that when the last, great Summons calls we may leave this earth with the joyful thought that we have done our best.

Oh that we might all have high ideals! It matters not if they are placed way, way up in the skies; just so we can see them leading us upwards. By doing this it may be said of us that the world was better for our living in it. They we may receive "The crown that Virtue gives after this mortal change, to her true servants."

## The Civic Duty

—Walter Mason

Every man, in his character as a social being, has a duty to perform in justice to his fellow man. If he fails to perform that duty he, in some measure, directly or indirectly injures the latter, and imperils the safety of the government under which he resides.

It is a truism that all should obey the law. It is a divine doctrine of the Anglo-Saxon's creed. More particularly is this vital where the law is not made for the citizen without his consent but where the citizen makes the law. The object of law is, the greatest good of the greatest number. The law of this country lays only such restraints on the actions of individuals as are necessary for the safety and good order of the community at large. It is a curious case that the people who make their own laws have the least respect for law. Look into the histories and characters of the people of monarchical governments. You shall find that they have more respect for law than the people of the United States. It is true that many laws are bad and perhaps unnecessary, but, as President Grant said: "The best way to deal with a bad law is strictly to enforce it. If it be a bad law public sentiment will soon repeal it." The perpetuity and dignity of a government by the people will not be assured until they revere the laws, which they themselves have made, as though their origin were divine.

Our government is a government of the people, by the people and for the people. Its underlying principle is equality. Each man is entitled to a vote. He who does not use it is not doing his duty and is of the same class as the voter who uses his vote for barter and for sale. Why do citizens neglect their civic duty by staying away from the polls on election day? Private business affairs keep a large number of the voters away, others yield to more trivial matters or to an inborn indolence. Do they not understand the value of their vote? On April 23 of this year, in Berea, Ohio, one lazy voter who failed to go to the polls killed the prospects of issuing bonds for the extension of an electric light plant. Owing to the neglect of one man who favored the extension of the electric light plant at a cost of \$16,000, the bond issue carrying that amount was lost. The vote was 185 to 99, one vote short of the two thirds necessary to carry the issue. That town is crippled and hampered in its progress by the negligence of one voter, and every man favorable to the issue who failed to cast his vote on that day is the man. The country is calling, begging, pleading with each and every voter to do his duty at the polls.

Our government is an agency created for the good of the people, and every person in office is the agent and servant of the people. But, our public offices are very often filled by dishonest men, too often filled for dishonest ends and by dishonest means. Many office holders wish to do right but they have mistaken and confused ideas as to the nature of their duty toward the people, and thus they labor, not for the good and welfare of the community at large, but to their own advantage. Public office cannot be the property of the incumbent, because it belongs to the people who created it, and those who are holding office are trustees of the people. When our national government

was founded, public offices were created, not as a privilege, but as a trust enjoined by the choice of the people and for their sole interest. No one was to be elected on account of his rank or wealth and every man who held an office was to be the agent and servant of the people.

Another great evil in the administration of our public affairs is the spoils system. For seventy five years our public offices have been permitted to be considered mere loot in a political warfare, not trusts belonging to the people, but spoils belonging to the victor. This is true not only of the national government but also of the service in separate states. Too much of the routine business of government is still made a matter of political preferment. A short time after entering upon his duties as president, Lincoln said: "I wish I could get time to attend to the southern question, I think I know what is wanted and believe I could do something toward quieting the rising discontent, but the office seekers demand all my time. I am like a man so busy letting rooms in one end of his house that he cannot stop to put out the fire that is burning in the other."

The spoils system is a system in which public employees are obliged to contribute a large percentage of their pay to party funds and still further they must work for the party in power in order to hold their positions. To do our duty toward our government we must blot out this evil. Not only must we cause laws to be enacted to stop it, but we must also eradicate from our own minds, and from the minds of our fellow citizens, the false and wicked notion that offices are spoils.

In order to have a good popular government then, we must have good citizens. Burke once said: "There never was long a corrupt government of a virtuous people." There never has been, and probably never will be, a perfect government of men by men. But this fact is not an argument that we should not improve our government. Since there have been and there are at the present time, far better governments than ours.

We must therefore rescue the noblest work of our polity from its basest hands and eradicate the national vices which threatens us with destruction. In order to do so every citizen must first of all and before all else do his duty when questions of vital importance come before the people, and especially when men are to be elected as trustees of public business. He must inform himself as to what is best to meet the needs of the people and, when he has done so, help to spread the rational view and induce men to vote for the best measures, so that the land may reap the rewards that come from a good government. Let every citizen look to the great model which stands out before all nations as a true statesman and Leader, Ex-President Theodore Roosevelt, and may a favorable Providence raise up more citizens like him. In the exalted words of J. G. Holland:

"God give us men! A time like this demands  
Strong minds, great hearts, true faith and ready hands;  
Men whom the lust of office does not kill;  
Men whom the spoils of office cannot buy;  
Men who possess opinions and a will;  
Men who have honor; men who will not lie;  
Men who can stand before a demagogue  
And damn his treacherous flatteries without winking;  
Tall men, sun crowned who live above the fog  
In public duty and private thinking.

# The American Press

—Blanche V. Fox

The American Press of to-day is often ranked as one of the foremost educational agencies. Its influence is great and far extended, but of course, this alone could not make it an educational agency. It is impossible, for one who is interested in social improvement, to read the daily press and not notice with regret that so small a portion is given to that which improves character and so much is devoted to trivial affairs.

There is a large amount of convincing evidence that one of the main purposes of the daily press is dollars. The daily press is generally owned by individuals or corporations who are not its editors or contributors. The object of ownership, as in any other business, is private profit. Editors are hired agents to accomplish the purposes of the owners.

The reading matter may be divided into four general classes. First, that which may be considered demoralizing, including reading matter which does not leave one's character quite so clean as it was before. Many items may not have the effect of ruining one's character but rather of depressing his spirits. To this class belong wars, murders, suicides and divorce suits, which occupy twenty-three percent of the daily press.

A second division includes the account of disease, insanity, disasters and catastrophies. This reading matter may not be demoralizing yet it may be termed unwholesome and seventeen percent is too much to be given to such material.

A third division may be called trivial, or light worthless matter, such as is a loss of time for one to read. It may not be harmful, it may not have meaning enough to have direct influence, but it is of no importance and can not be of benefit to anyone. The daily press is composed of twenty-one percent of trivial matter.

The fourth division is classed as worth while reading matter. Thirty-nine percent of the daily press is made up of clean news, free from scandal, murder trials, divorces, suicides and all other news for the publication of which there is no excuse.

One of the worst evils of modern journalism is the eagerness to print something startling, merely to attract people's attention. The tendency in this direction seems to be increasing. The harm done to the community by this is incalculable. The rude and often malicious pictures put in the papers merely to attract attention but under the pretense of wit can not help but destroy the artistic sense, and often leave a harmful impression on the mind that can not be forgotten. There are many people of a certain class who are influenced to commit crime by reading detailed accounts of horrible crimes. It has often been noticed that every extraordinary crime is at once followed by efforts at a similar crime.

Many people are ready and anxious to read startling reports of public addresses which may be entirely different from the speech itself. Orderly outlines of addresses are rarely given, they are either reported word for word or more frequently the reporter gathers a lot of phrases, regardless of connection. These may occasionally amuse but readers of today who wish to

to know the serious report of certain speeches turn less and less to the newspapers.

Another division of the press which is in a class by itself is the part devoted to advertisements. This gives the advertisers through the newspapers, the opportunity of reaching people and creating business beyond the borders of their own locality. There are great advertising agencies whose purpose is to aid the advertiser in knowing the best papers to use in order to reach certain localities. Many mail order business concerns are carried on solely through advertising in the daily press.

The gathering of the news for the daily press is very interesting. Most of it is done by the Associated Press. No place is too remote and no danger is too great to keep out their reporters. It is wonderful to think of reading of a battle fought on another continent while the sky is still darkened by the smoke. It will be remembered that but a little over one hundred years ago Washington, the foremost figure of the nation, died on the fourteenth of December at Mount Vernon and news of his death did not reach Congress, at Philadelphia, until the eighteenth. But now we expect and even demand that the daily press record events even of slight importance occurring during the previous day or night in the farthest corners of the world, that these records shall be collected, sent over thousands of miles of land and water, set in type, printed and ready for us to read at breakfast time. There are many factors which aid in the rapidity with which news is gathered. Telegraph and cable lines envelope the earth, touching nearly every spot where human beings are found and wherever there is a telegraph or cable station there is a reporter for the press. More than this the air is vibrating with information transmitted by wireless telegraphy. The news obtained by these workers of the Associated Press stationed in other countries is usually the best class of reading matter, much of which will constitute our history, while the sensational and worthless matter is usually collected in the vicinity of the paper for which it is written or else written almost entirely from the imagination.

Taking everything into consideration, the press in the past has done much brilliant service for humanity, it has a great many intelligent men associated with it's work, but it could without doubt be made much better if the press were subjected to the same authority of the state which governs the other relations of man. If working men may be prevented from committing riot by injunction proceedings so may the newspapers be prevented from publishing falsehood and scandal by the same proceedings. Although the Constitution protects freedom of speech, that privilege becomes a gross injustice and wrong when it serves to promote falsehood and vileness. If this class of matter were suppressed, it would result in loss of profit, and when scandal ceases to be profitable it will soon disappear.

The American Press may be a power for good or evil. If it caters to the depraved tastes of many, if it becomes mercenary in character there is great danger that the millions of its readers may be misled, but if the voice of the press is raised in behalf of that which is good, and true, and wholesome it's power for good is immeasurable.

## The Life Worth While

—Addison C. Crissinger

We cannot rely on authority to find out what it is that makes life worth while but upon experience and reason in answering this great question we must first find out what human nature itself has to say. We do not know human nature very well in its depth and scope, for it is only a little while since we began to study it scientifically and thoroughly. Science began with the stars; it ends with souls.

There can hardly be a greater mistake than that of so many young men and women who, on starting out in life decide that it is no use to mark out a course, then set themselves with a great effort to attain some worthy end. Those who aim at nothing in life never accomplish anything. The young man who sets an aim in life, who masters what he undertakes, who saves his spare money and who devotes his leisure hours to acquire more knowledge will accomplish something.

If we are to make this life worth while we must use our individual forces for it is the development of self that counts. In using and controlling these forces we should act from our mental world, wherein all power is controlled; in consequence individuality is developed. By individuality is meant the invisible man and that everything in man that is invisible is individuality. Whenever you find a person in this world who is making life worth while, or who is moving forward to greater things you find individuality clearly and highly developed. The value of individuality is so great that it cannot possibly be overestimated, but this value is recognized to a great extent. Every known method that will develop individuality should be employed thoroughly, faithfully and constantly, as there is nothing that will bring greater returns. If you wish to succeed in this world and make the best use of the forces in your possession then it is very important that you develop a strong individuality.

Through the power of individuality shines personality. By personality is meant the visible man. Nearly all the forces of man act through personality and the better the personality the more easily we can guide and express the forces we possess. If we wish to make use of the forces we possess, three fields are used, the conscious field wherein the mind acts when we are awake; the sub-conscious field where the mind acts when it goes beneath consciousness; the super-conscious field in which the mind acts when it touches the upper realms. It is in this field that we gain real power and inspiration and seem to become more than a mere man.

The source of great ideas comes from this lofty realm included in the power of personality. If you realize that you have been placed in a difficult position you should begin at once to work up your mind on higher altitudes until you touch the superconscious field, then you will immediately receive the ideas or methods you need. The highest forces in man are the most powerful and in using these forces we must train the mind in doing great and wonderful things. It is the full use of all the forces in man, through all the channels of expression, that leads to the highest attainments and the greatest achievements.

The most important force of an individual is that which comes thru the deeper development of the human mind or the psychical field in man. This is the real field of action and the field that not only determines the direction of the action, but the result that follows action. This field is expressed in the couplet: "Straws upon the surface flow, He who would seek for pearls must dive below."

This shows that ordinary minds skim over the surface, while great minds usually go to these deeper depths. If the psychological field or the field of action is well understood we then have a fair knowledge of the power that is back of a thing; the power that controls and directs it.

The fact that so many people fail to live a life worth while is simply that they have failed to develop and use properly their individual forces. We must then try to live a whole life, to develop our forces and to live a life that is worth while. It is easier to live a whole life than a half live or the dismembered life. We should ever think of ourselves, but never deceive ourselves as to what we really are. We are no world by ourselves but it takes all human life to make life worth living. It is not the form; "It is the spirit that maketh a life." But this spirit is celebrating its entry with irresistible power into our age. It is preaching the glad message to our world in many languages and tongues, and it will create a new people with a new morality and a new religion, a virile and free, a hopeful and energetic people, in which the individual discerns and honors the life of humanity in himself; in which he is uplifted and sustained by a feeling of infinite gratitude that binds him to all his fellowmen, even to the belated and the petty; in which also he is animated by a feeling of infinite obligation that he received in receiving life itself, and this spirit is the spirit of God. What we do in the name of this spirit is the true worship of God. For the infinite life and love which are ours as this spirit is ours, are the life and love of God, to whom we belong, from whose Deep we sprang, and to whom therefore our whole life belongs.—This is the life worth while.

## "A Rolling Stone Gathers No Moss"

—Norma Gelsanliter

"An enterprise when fairly once begun  
Should not be left till all that aught is won."  
—Shakespeare

As continental dropping wears a stone, so persevering labor gains our objects. It is this persistence which accomplishes whatever is great, good and valuable.

Perseverance built the pyramids on Egypt's plains, erected the gorgeous temple at Jerusalem, scaled the stormy cloud-capped Alps, opened a highway through the watery wilderness of the Atlantic, leveled the forests of a new world, and reared in its stead a community of states and nations.

But greater still are the results of perseverance in the world of mind. What are the works of science and art compared with the wonderful achievements won in the human soul? Successful men owe more to their pluck than to their natural powers, their friends or the favorable circumstances around them. Talent is desirable, but perseverance is essential. It will make mental powers or at least will strengthen those already possessed.

It will also make friends. Who will not befriend the wide-awake, energetic youth, the fearless man of industry? He who persists in the face of hardships and discouragements, will always find ready and generous friends in every time of need. Honest industry will procure friends in any community and in any part of the civilized world. No matter whether your object be great or small, whether it be the planting of a nation or a patch of potatoes, the same steadfastness is necessary. Everybody admires an iron determination and comes to the aid of him who directs it to good.

The men of business and influence in this busy age do not give their confidence and support to drifters; those who are willing to change continually from one thing to another for the sake of a dollar's increase, without ever stopping to consider the effect on their future prospects. Many of the tramps and those who constitute the vast army of "have beens" and "might have beens," have been drifters. If they were interviewed we should find that the majority had tried to do a great many things but had never learned to do one thing perfectly.

But perseverance will not only make friends, but will make favorable circumstances. It will change the face of all things around us. It is silly and cowardly to complain of the circumstances that are against us. Clouds of darkness, evil forbodings, opposition, enemies, barriers of every kind, will vanish before a stout heart, and resolute energy of soul. The Alps stood between Napoleon and Italy which he desired to conquer. He scaled the mountains and descended on his prey. He forced every circumstance to favor him. His greatest barrier proved a sure means of victory. So a barrier once scaled affords a vantage-ground for our future efforts. Opposition creates strength both mental and physical, and gives us greater power of resistance. Some people talk as if circumstances are always against them, and that it is useless for them to make

the best of things and keep on persevering against opposition.

Look at nature. She has a voice which is the voice of God, teaching a thousand lessons of perseverance. The lofty mountains are wearing down by slow degrees. The ocean is gradually filling up by deposits from its thousand rivers. The Niagara Falls have worn back several miles through the hard limestone over which it pours its thundering columns of water. These wonderful works are going on before our eyes, by a slow, but sure process. They teach a great lesson of perseverance. There is a large class of people who complain continually at fate, who long to be higher than they are, but who, perhaps on account of lack of preparation for their life work, fail to accomplish their desire. Perhaps they were born poor. In this case they generally despise the successful ones without ever striving to equal or excel them in prudence and energy. Perhaps they have seen their rivals more favored by accident. In this event, they forget how many have been less lucky than themselves, and have grown impatient with life and dissatisfied with everything. Everywhere in human experience we find that hardships are the stepping stones of the highest success. Men can no longer leap into eminent position, but have to climb by continuous toil.

Your success is in your own constitution, and purpose. There are tens of thousands of young men in the big cities who never see any great opportunities. They are wandering about the streets and waiting at the employment offices for positions, but get none. They fail to realize that the secret of success is in themselves, and do not stop to think that men who do great things do not leap into exalted positions at one bound. Did ever any poor lad have less opportunity to amount to anything in the world than Abraham Lincoln? There is scarcely a country boy in America today who has so poor a chance to obtain eminent position.

Who are the successful 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 or doing more than their legitimate share of labor, who as young men had their wits sharpened by having to devise ways and means of making their time more valuable than it would be under ordinary circumstances. Hence in reading the lives of eminent men, who have greatly distinguished themselves, we find their youth passed in self-denials of food, sleep, rest and recreation. They sat up late, rose early to the performance of imperative duties, doing by daylight the work of one man, and by night the work of another.

Success is the child of confidence. The talent of success is nothing more than doing what you can do well, and doing well whatever you do, without a thought of fame. If distinction is attained at all it will be because it is deserved, not because it is sought after. If you wish success in life, engage in one kind of business only and stick to it faithfully until you succeed, or until your experience shows that you should abandon it. A constant hammering on one nail, will generally drive it home at last.

# Conservation

—Ruby Haynes

Conservation is one of the most important and leading questions of the day under discussion. Policies which in countries of Europe have been axioms for years have just been dawning upon our national mind. The main point in Conservation is to make this country the best country to live in for us and for our descendants. Conservation stands for the perpetuation of resources which can be renewed like the forests and food producing soil. It stands for practical management of United States by the people similar to the management of any successful business. Conservation stands against the waste of the national resources which cannot be renewed, such as coal, iron and gas. It believes in prudence and foresight instead of reckless blindness. It holds that the resources which are now public property should not become the basis of monopoly. The resources are for the benefit of all people instead of a partial exploitation of a few. Conservation gives right to present generation to use what they need of resources, but also tells of the obligation the present generation has to their descendants, so they shall not be deprived of their need. It wants to secure a continuous and abundant supply of necessities of life.

Water power should not pass into private ownership because the greatest source of power we know is falling water and unfailing power of coal, oil and natural gas is likely to be exhausted. But rivers will never fail to give power if properly handled. It is wrong and foolish to mortgage the welfare of next generation by permitting the water power to fall into the control of a few. Science shows to-day, as it did years ago of steam, that coming motive power of railroads will be electricity generated from water power. The cost of living has increased from 100 to 300 per cent because we have used up and wasted our national resources. A poor man can no longer afford to build his home because the price of lumber and structural material has increased 300 per cent in the last few years. The forests of mountains, and at head of bodies of water, and along streams as well as in valleys have been denuded till the date can without difficulty be fixed when if past conditions continue there will be a lumber famine in the country.

One of the important events in the campaign for conservation was the "White House Conference, in May, 1908, called by Mr. Roosevelt. Governors of over forty states attended. They decided that forest protection and river development must go hand in hand. That ample forest protection should be provided against fire and reckless cutting, and against reckless destruction of all kinds. They also wanted to secure the forest of the Appalachian and the White mountains for government. Mr. Roosevelt appointed "the National Conservation Commission" at this conference, but it has been at a standstill on account of the hostility of Congress. Events in Washington have made the Conservation question one of acute interest and there is still ample room for more information on the subject. Those who are opposed to the conservation of National resources as a policy are much larger in number than the active supporters of the policy. Everyone who stands for conservation movement be-

lieves, as the president does, in the proper present use of our resources.

In the President's message to Congress he tells that at the beginning of our public domain in 1860 there was 1,055,911,288 acres, which have been reduced to 731,354,081 acres at the present time. About 325 million acres of this land has passed into private ownership during last fifty years, leaving largely mountain ranges and arid and semi-arid plains for sale. The lax methods of distribution caused this rapid passing of these lands into private ownership. And resulted in large areas of natural resources being transferred into hands of persons who thought nothing of promoting themselves at the expense of national welfare. Millions of acres of these public lands were fraudulently obtained. The President advises legislation which shall give the government the ownership of water power sites and of the natural treasures of coal, oil, asphaltum, natural gas, and phosphate. Legislation which shall also prevent private capital to control and operate on lease.

The soil is more important than all other resources, and this resource can be preserved, and developed by the chemical and educational work of the Department of Agriculture and especially by irrigation under the Reclamation service. The forest service exercises a very important influence upon the preservation of the soil both by saving it from being washed away in the floods, and by storing up water through agency of tree roots and deep forest soil for use in irrigation.

In the future the power of water falling in streams will, to a large extent, take the place of natural fuels. Many waterpower sites which are now owned by the government shall be disposed to individuals for investment of their capital in such a way as to prevent monopoly. Also under conditions that shall limit right of use to no more than thirty years, with a reasonable rental and with provision to provide for renewal, it would seem possible to prevent absorption of most useful lands, by a power monopoly. As long as government retains control and is able to prevent union of plants prices will be kept reasonable.

The cherry trees which line a German highway being used as well for shade are left untouched by the passers-by during the cherry season. Because every one knows that the fruit is sold to maintain the roads and he does not wish to detract from the value of them. Last autumn in the valley of the Loire the French army held its maneuvers. It was the vintage season, but the grapes were untouched by the soldiers because they realized that in some measure their prosperity depended upon the prosperity of the vineyards. This kind of spirit shall be manifest in dealing with all of our natural resources. The President, Congress, Governors and Legislatures should address themselves at once to the need of conservation and should form co-operative plans to secure forests and other national resources from destruction and waste.

## "Tact and Taffy"

—Maude M. Sweeney

"We come into this world with nothing, but some find wealth and power awaiting them, while others find poverty, some achieve fame and fortune; others lose ground day by day, some born to wealth leave life through the door of want; some who inherit poverty make their exit with the trappings of wealth."

These are the seeming inequalities of life. In most cases man is at fault for the unevenness in Life's Race for Success. Undeveloped talent lies dormant in the souls of many who have never risen above their fellow men. Some have risen in only a fair degree; while others perhaps less trained have gone higher. In tracing the careers of successful men, we find many, practically uneducated, untrained in the elements of business, who have mounted high on Fame's Ladder. Several of the attributes we naturally expected to find are lacking, but in every instance we find the all important one, the trait essential to keep a pace with the Modern March of Progress—Tact.

Tact is doing the right thing at the right time. The faculty of dealing with men, with their different temperaments,—the seeing, the starting and the finishing of the tasks in our respective walks of life. It is the initiative—That rare quality in man which makes him do a thing before being told, Rare, indeed, as one of our masters of commerce has said, "In my limited experience, I know of only three classes of people. Those to whom you suggest that this or that be done, and it is done; those who must be told three or four times; and that creative class, the class, which has made this country great commercially, who don't have to be told."

No nation can boast of greater progress in the practically short time of her existence than America. The place we occupy among the nations of the world, is due to the tactful policies carried out by tactful men. The blow for independence was struck at the right time and carried to a successful issue. Our government founded on the principle of equal privileges has successfully withstood the storms of Civil War, the one great blot in our history, which has closer linked the North and South and to-day however we can say without boasting, that in Government, Commerce, Finance and Leading Citizens, America leads and others follow.

The call of to-day is for tactful men. The commercial man finds this problem the greatest sense of worry. Public office demands that in addition to honesty and ability, a tactful man represents the people. A man who can stand the abuses of the disgruntled and execute his authority in keeping with the interests of the masses. No better illustration of this can be furnished than that of our ex-president, who astonished the special privileges by advocating legislature to protect the masses and by rising above politics and refusing to be dictated to by special privileges, has placed his name in the annals of our history as one, if not the greatest of our presidents, Theodore Roosevelt.

Tact is the trait that determines which position in life man shall occupy. Whether he shall rise to that place in the career of men, sought for by every energetic man and woman—namely Financial and Commercial Independence, or join the vast ranks of the

other class—that class who take orders but never give them—the men who follow but never lead—the class which is always subservient—those who must be led—the Dependent Class.

Numerous examples of those who have risen to independence by their own capabilities are everywhere evident. A striking illustration and one whose life might well serve as a model for every young man is the career of Hugh Chalmers, now President and General Manager of the Chalmers-Detroit Motor Car Company of Detroit. Starting as office boy in the National Cash Register, step by step he ascended until at the time of his resignation, which occurred when he was but thirty-four years of age and receiving a salary of \$72,000 he occupied the position of general manager of this concern considered by many to be America's model factory. He resigned to enter the automobile business and in the brief span of three years, by his wonderful personality and tact he has come to be recognized as one of America's leading manufacturers and is frequently quoted as an authority on salesmanship.

Realizing the possibilities for advancement to a man who is able and tactful, the vast army of untrained is endeavoring to impress the public that they possess this trait and seeking to obtain positions of trust, use what is frequently mistaken for the time being, as tact but what really is the up to date game of "bluffing or taffy."

The work of this make believe class is evident in all walks of life. Every one encounters the bluffer at some time or other. No line of trade is free from them. Every factory has its share of employes receiving the wages, mechanics who are lacking in proficiency and skill, each line of business and commerce has the bluffer to contend with. The professions are far from being free from this pest of legitimate practice, yes, and even our offices of public trust are often filled by men, who to secure the place, used the up to date game of taffy and palmed it off on the public as tact.

It is the game that is bound to come to surface. Men may succeed with it for a while and apparently seem to prosper but when the test for real ability is applied, in the crisis when true worth is needed to tide them over, they are not equal to the emergency and failure is the result.

This country stands to-day as a monument to the Master minds of America. Our vast business and commercial combinations are the marvel of the world. The cities with their magnificent buildings and beautiful parks are second to none on the globe. Our government with equal privileges to all, guided by the leading lights in statesmanship is admittedly first. Our progress has been the speediest in all history.

To keep pace and to continue this progress is the vital question confronting Americans. Its only solution lies with its citizens. If the progress is to go on and we are to continue as one of the world's foremost nations, the capabilities of American men and women must be cultivated and exercised. Our commercial welfare must be generalised by trained business men. Our local, state and federal government guided by the directing hand of upright men.

Modern conditions demand only able men. There is no place for the untrained. The world is moving too fast for them to follow the pace. The day for bluffing and make believe is rapidly passing. It's the day for Tact not Taffy.



## CLASS SONG OF '10

—Grace M. Cooper

O come let us sing of our merits!  
We'll spread them from east to west!  
For we are a band,  
The best in the land,  
The senior class of G. H. S.;  
We all like to joke and be merry,  
We all like to study too,  
But at lessons we'd rather not tarry,  
If there's anything else to do.

### CHORUS

Hurrah for emerald and rose!  
Thou, the pride of Galion High!  
We'll be brave in front of foes,  
With thee nigh, with thee nigh;  
And here's the class who will stand for thee;  
No matter where we be,  
And we'll be thy friends in all sorts of weather,  
Emblem true, farewell.

—2—

As Freshmen we won in the contest,  
And ne'er have known defeat;  
In work or in game,  
We've won just the same,  
And of our bright wit people speak;  
But now comes the end of our school-life,  
Life's battles have just begun,  
And we'll fight for the right in this hard strife,  
And at last we shall make our home run.

### CHORUS

Hurrah for emerald and rose!  
Thou, the pride of Galion High!  
We'll be brave in front of foes,  
With thee nigh, with thee nigh;  
And here's the class who will stand for thee,  
No matter where we be,  
And we'll be thy friends in all sorts of weather,  
Emblems true, farewell.

—61—

# The Youth of The Twentieth Century

—Inez Jacobs

The Revolution in travel and transportation which has taken place during the past centuries is typical of the changes which will take place in many directions in the centuries which are just before us. As compared with our forefathers, we are living in a completely new civilization, and this means that if we wish to succeed we must adjust ourselves to our new surroundings. In the fifth century before Christ two men stood on the walls of the ancient city of Sardis. One was Croesus, the richest man in the world, the other was Solon, the wisest of mankind. Croesus said, "Is this not the greatest moment in the history of the world?" Doubtless there were good reasons why those men should feel that they were living in an epoch-making age.

This new civilization has put men into new conditions with problems of labor which the wisest of men cannot understand. Take for an illustration our grandfathers, who were farmers. They not only tilled the soil but made most of the implements with which they worked. They could make their own furniture and build their own homes. Our grandmothers could take the wool from the sheep, card it, dye it, spin it and make it into clothing. They knew a half dozen or more trades and if they had been cast upon Robinson Crusoe's island they could have provided the necessities of life.

Now each of these trades are represented by possibly fifty machines. In our forefathers' time it took one man to make fifty things, but now it takes fifty men to make one thing. If we should trace the essentials of life back through their various processes we would find that many thousands of people have worked for us directly and indirectly. Another characteristic is the new wealth. The old law was "so much food, so much sweat." Then the power came from the muscles and if the power was to be doubled it was then necessary to double the number of muscles. But since vital power has been replaced by mechanical power, we can increase the products without increasing the demand on human strength, therefore we have the new increase of wealth.

Every person feels that he is living at the greatest moment in the history of the world. To a certain extent every age is profoundly significant.

There was the first century after Christ, when Augustus found Rome of brick and left it of marble; it then became the marvel and wonder of the world.

The fifteenth century followed with the Crusades, the awakening of Europe, the birth of the arts, the fall of Constantinople, the discovery of America, and the rise of the early universities.

But we feel that the present age is a moment of yet greater significance. There are a number of essentials which show this to be true. Intellectual liberty has come upon the world and we are enjoying opportunities never before offered. People no longer are victims of superstition and ignorance. Then people are beginning to understand they are living for the total social order and not for themselves alone. We have not yet attained industrial freedom, but we hope that it is just before us. Industry which before the

nineteenth century had been individualistic has become centralized and organized. Also science has opened all its doors in the universe and the appeal to facts has become imperative. The world and its long history are becoming familiarly known. Its relation to other worlds is the theme of serious investigation. Man's origin and relationship with the living beings about him form the theme of academic studies. People are no longer satisfied with mere theories but are insistent upon knowing the facts. The time is coming when mere theories will not be accepted. It is the age of the mastery of natural forces. Inventions have been made which have given us conveniences never dreamed of by our forefathers. Travel and transportation has become marvelous and we wonder how it can be improved in the coming generation. But especially is it the age of youth. The widening frontiers of life now include youth as a part of the world's inestimable possession.

What kind of young people does our present century demand?

First, the world demands young people of sound physical life. The days when physical life can be neglected have passed, and we hope, have passed forever. The people of this age live more nobly and more completely than previous generations.

Second, the world demands educated men and women. The time is not coming, but is already here, when no young person can start out and hope to succeed in business, social, or political life without some fund of intellect. The man who is blind may start out with all of his energies and exert himself to the utmost, but his efforts and exertion amount to nothing unless he has vision to direct the right use of his power. The educated young people of to-day are the bone and sinew of the coming generation, since they have insight to contribute to progress.

The opportunities offered by the public schools, academies, colleges and universities are not merely ornaments of life but they are the essentials which prepare for success. They also arouse the imagination, train the will power to difficult duties, and place before us high ideals.

Every young person of to-day should be interested in arts, such as music, painting, sculpture, poetry, beautification of our homes, the provision of gardens and parks. All of these are arts, which when employed will afford great satisfaction to the citizens of the present age. But above these are the qualities of personal character, which consist of kindness, courtesy, humility and the preparing of life for the highest good, which dare not be neglected.

# The Beginning of Rome

—Beatrice Hoffman

However and whenever founded—and it well may be believed that the foundation of Rome was due to some dominant leader, the earliest Rome was a small Latin settlement on the left bank of the Tiber, a few miles below its junction with the Arno; and the seven adjacent hills nearby, of which the Capitoline was the largest, were easily defended against the enemy. These hills rise about eighty to a hundred and twenty feet above the river, and are believed to have been formed by subaerial erosion of beds of soft lava formerly erupted by submarine volcanoes. But as to the date, Roman legends are confused and very contradictory, and refused by critics. The principal legend is, that after the fall of Troy, Aeneas son of Venus, Goddess of Love, together with his father Anchises and son Ascanius, also many followers escaped by sea. Though beset by trials and dangers finally reached the west coast of Italy—there he landed and commenced to build a city. He allied himself with Latinus, the king of the country, married Lavinia, the daughter of the king, and after his bride, named the new city Lavinium. The natives and Trojans lived together peaceably, all taking the name of the Latins, after their king, who was slain in battle, and succeeded by Aeneas.

The next ruler was Ascanius, who founded Alba Longa. Many passed and one Amulius wickedly expelled his brother Numitor from the kingdom and took the throne for himself. He had the son of Numitor killed, and compelled the sister to become a vestal virgin, so that she could not marry, and bring forth an avenger of her wrongs. Nevertheless she bore to Mars, God of War, twin sons, which by the order of the king were set adrift on the Tiber. These were rescued by a she-wolf, and afterwards taken and cared for by a shepherd, who when they grew to manhood, and discovered their royal descent, waged war against Amulius, and finally restored their grandfather Numitor to the throne. Though the two brothers, Romulus and Remus, were now received and recognized as of royal blood, yet they were so deeply attached to the home of their childhood, upon the banks of the Tiber, that they decided to build a city, nearby. They could not decide which one should build the city and as they scanned the sky for an omen, six vultures appeared to Remus, but twelve appeared to Romulus, who then founded the city.

Remus, while the construction was in process, made some jest about the walls, whereupon he was killed by Romulus. Thus Roman legend ascribes the founding of the city of Romulus, at about 753 B. C. But recent explorations have proved that the site was inhabited in the Neolithic and early bronze period. Hence the existence of a town with a large population, a long time before the date given to the founding by Romulus, was proven by the discovery in 1874 of a cemetery near the Esquiline, which contained pottery of the type ascribed to the ninth or tenth century B. C.

Following Romulus is a period of Legendary kings, next the Republic, then the Empire. Likewise in Rome as in all the ancient cities of Italy and Greece,

religion and government were closely united, which is not the case in advanced nations of this age. They considered their religion as a part of the state, hence their political history is closely connected with their religion. Unlike the Greeks—who had a vivid imagination and pictured their Gods as possessed of human form, and often appearing to them in their dreams—the Romans possessed little or no imagination. They thought of their Gods as merely the personifications of some thoughts or actions of men. Hence the early Roman temples contained no images or statues of the Gods, but merely symbols of divine power, as weapons, for Mars, the God of War, or fire for Vesta. They believed that the Gods were watchful of the conduct of their followers and consequently they were very careful in rendering the worship due them. The Romans did not serve their Gods for naught; they expected full return for the victims, incense burned on their altars, gifts hung up in their temples, and the games provided for their amusement in the amphitheatres. And the Gods were expected to give consul and success in all their undertakings; they believed that neglect angered them, but that it could be averted by gifts and sacrifices. The Romans judged their Gods by themselves, and if there occurred any interruption or flaws in the rites, the whole thing must be repeated again, so that there would be nothing of which their Gods could take advantage. Their chief God was Jupiter, who was designated as the father of Gods and men; Juno, his wife; Janus, God of beginnings, and the doors of whose temple were opened in times of war, but closed in times of peace; Venus, Goddess of Love; Mars, God of War; Vesta, Goddess of the Hearth; Minerva, Goddess of Wisdom; and many others. The principal household Gods were the Lares and Penates, which were kept in the interior of the dwelling. The Lares were considered the spirits of their ancestors, who lingered about the dwelling to protect the household from harm.

The Romans thought that the will of the Gods was communicated to men by oracles and strange signs. They had no oracles but usually went to Greece to the oracle of Apollo at Delphi; however they had four chief sacred colleges. The keepers of the Sibylline books, containing prophecies pertaining to the future of the Romans; College of Augurs, who interpreted the signs and omens; College of Pontiffs, who repaired the bridges over the Tiber; College of Heralds, controlled all matters relating to Foreign nations. Thus it can be readily seen that their religion was defective, and would not long satisfy a human race. The real source of Rome's greatness was therefore not its religion, but the character of the people, who were rude, superstitious, proud, stern, steadfast and possessing real genius for law and government.

## IN 1920

—Perry Brick

Comrades leave me here a little while as yet 'tis early morn;  
Leave me here and when you want me, call me up by telephone.

'Tis the place and all around it as of old the schoolboys cry,  
Merry youngsters who are playing round about old Galion High.

Now my memory call before me all the half-forgotten past;  
How my High school days were spent here, ere in life my lot was cast.

I remember all my classmates in those good old High School days,  
And their faces come before me as I wonderingly gaze.

There's Carl Anderson, our comrade; now I seem his face to see;  
He's a civil engineer which he had always hoped to be.

In my fancy Bernice Berger seems to come mine eyes before,  
Now employed as chief typewriter for a firm in Baltimore.

And the Misses Clark and Freer as dressmakers now reside  
In Columbus, but Miss Clark will soon return to be a bride.

While Grace Cooper, a pianist tours the country far and wide;  
She is much admired by critics and of her old home the pride.

Addison, a lad of standing, and of lofty social rank,  
Was elected lately to be president of a large bank.

Then I see my friend Cullison, who has taken the exam.  
And is in the civil service, working for old Uncle Sam.

Several of our famous number are together, as I hear,  
Misses Diamond, Sweeney, Kreiter on the stage do now appear,

As a comp'ny of musicians, and their fame has spread afar,  
Ethel Diamond is pianist, and she's certainly a star.

'Frieda Kreiter is the soloist, and Maud Sweeney's a success  
As a speaker and she's justly famous for her fine address.

Then there's Blanch, a girl of knowledge, and whom we did all admire;  
She is still working on, with ambitions higher.

Norma Gelsanliter, one of our most brilliant girls was she;  
Now I think she's tak'n an A. B. at a University.

And Miss Guinther, who is teaching in the schools of Galion, and  
Ruby Haynes, our friend, who's living in a town of Maryland.

Beatrice Hoffman is stenog'pher for a business man at home;  
She's content to stay in Galion and does not care to roam.

Lately I have heard that "Dubby" Howard is in old New York  
In the automobile business, which to him is simply sport.

Next in order, Inez Jacobs flits across the changing scene;  
She is making conquests with her eyes which still are quick and keen.

In my mind's eye I see Wilburt King, a man of great success,  
For he helps to rule the nation as a member of Congress.

Walter Mason is advancing high into the realm of fame;  
As the governor of Ohio him the people have proclaimed.

Miss Mattheis, I believe, has taken up telegraphy,  
And is now an operator of quite rare ability.

I remember Hortulana who was always light and gay;  
Now she's making some man happy in a town of Iowa.

Just the other day I heard Miss Miller, who a name has won;  
She's a soloist of note, and much admired by everyone.

Then too there's Roberta Porter, never known to shirk a task;  
She is now a latin teacher and she's all that one could ask.

And Ruth Reynolds who is now a milliner, as I am told;  
She is building lovely hats and making large amounts of gold.

Porter Richey is a doctor and they say he's quite a gem;  
Undertakers do not like him, since he leaves no work for them.

Clara for pipe-organ playing now is far and wide renowned,  
And George Schelb as a surveyor, measures off large plots of ground.

Arthur Shelb, the superintendent of a Cleveland factory,  
Used to be one of my classmates, always satisfactory.

Quickly now appears before me one who all of us did charm,  
Bess Sharrock who has married and is living on a farm.

Last but not least Mister Virtue in my vision doth appear;  
Having tak'n a course at Case, he's now an 'lectric engineer.

That was all except myself, and now I've come to old Galion  
Just to visit my old friends and see the High School once again.

Howsoever these things be, a long farewell to Galion High,  
For my merry comrades call me, and must go with a sigh.



## CLASS HISTORY

—Clara Schaefer

On September 4, 1906, our large body of students made their debut into the realms of High School. How our bosoms swelled with pride as we filed into the chapel for the opening day. While Mayor Geer, the teachers and others were giving their addresses, we were among the most attentive listeners and throughout the afternoon our conduct was admirable. Even the upper-classmen were compelled to admit that we behaved beautifully. After the afternoon's program we retired to the Freshman room, number six, where Miss Hofstetter made us feel perfectly at home. She told us what books to purchase and after she had given us some hints and advice we were dismissed.

The following day we were in constant excitement. After being frightened by that horrible signal, "the buzzer," and utterly confused by the many directions given by the teachers stationed at every turn in the halls, we were sure to rush headlong into the wrong recitation room. Nevertheless at the end of the week, we had become so thoroughly accustomed to the daily routine of recitations that we were no more alarmed at the buzzer and could find the various recitation rooms with our eyes closed. The study periods in the Freshman room will long be remembered by all of us, for then we learned the art of conversation and friendly correspondence. We had jolly times in number six.

Not long after the midyear examinations we were given permission to have a class meeting. We seized the precious opportunity and elected officers, chose our class colors and attempted to create some yells. We accomplished everything with little trouble. It was at this meeting also that we chose our Reader and Orator for the coming inter class contest. On March 22, 1907, the date of the oratorical contest, we, termed as the insignificant Freshmen, distinguished ourselves to the surprise of all. All were present, waving colors and penants and thoroughly enjoyed the evening's program; but when one of the judges stepped on the stage, there was a hush, and all leaned forward eagerly, even expectantly, with almost breathless attention, and when he said, "William Hill 98 $\frac{2}{3}$ " we broke out into one loud, prolonged cheer. Ah! That was a victory to be proud of, and so we were. After that the upper classmen no longer teased and jeered us and we held our heads high, much to their provocation. Ever will we remember our brilliant showing in that interclass contest.

A second time we displayed our ability in the oratorio "Elijah" Many excellent voices were found among the Freshmen during the examination in music, and they assisted greatly in the rendition on April 5, 1907. Later we gave Rhetoricals and rendered an excellent program. It is a rare thing in G. H. S. for Freshmen to have Rhetoricals, and we pride ourselves as being one of a few classes who had the privilege. Although we were enjoying our High School life immensely, we hailed the summer vacation with delight, and thus ended our Freshman year.

In the fall of 1907 we returned to school as Sophomores, somewhat diminished in number, but strong as ever. Much to our joy we were assigned seats in the chapel. Naturally we felt our importance.

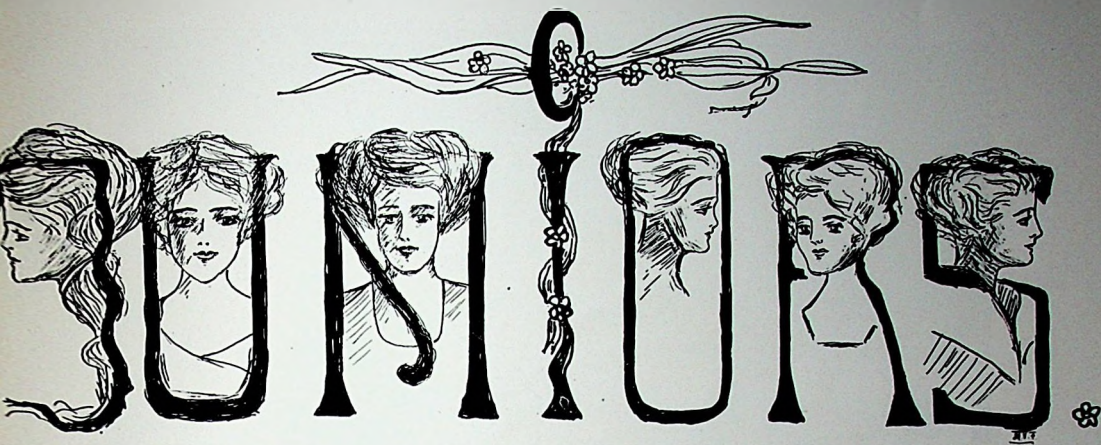
We had many interesting class meetings during this year, and appeared twice on Rhetoricals. Both programs were worthy of praise. Our voices had so improved with time that we were again called upon to sing in the "Messiah." We have many fond recollections of our Sophomore year.

As "jolly Juniors" we put in our appearance at G. H. S. in September 1908. Some of our former classmates had ventured into the sea of matrimony and consequently were not present. We gave two excellent programs that year, having brought all our talents to the front. "Creation" was given in the spring and all assisted. The crowning event of our junior year was the Junior-Senior reception. Many class meetings were held to discuss the numerous preparations to be made. The financial problems were easily overcome by holding exchanges and giving a lawn fete. Our treasury jingled with an ample amount to give the best reception and banquet ever given. The long looked for night of the reception arrived and our hopes were realized, for it was a glorious success. It was "the best ever given" so some of the faculty and others told us. We ourselves think so and always will. Thus ended our Junior career.

September 1909 with hearts glad and yet sad we again wended our way to old Galion High as the seniors of 1910. At first a strange feeling of loneliness overtook us as we saw the vacant seats of the class of 1909, but we soon took heart and bravely met the responsibility of being the leaders. This year our class meetings have been numerous. We have discussed rings, pins, invitations, annual, commencement and such ever since school began in the fall. We arose to the standard which is expected of seniors in our Rhetoricals. In Athletics our boys have played prominent parts. They have helped to win many victories for the school. Arbor Day we planted a stone with an appropriate program.

On the morning of May 6, 1910, we were much surprised to receive an invitation from the Bucyrus Senior class to meet them at Seccaum Park in the afternoon, for a joint picnic. We readily accepted, and needless to say we had a delightful time. Friendly feeling was shown by all and a bond of friendship was established between the two classes. In the evening of the same day we were entertained at the home of Ethel Diamond. It was an evening of fun and pleasure throughout.

The time is not far off when we will leave G. H. S. forever. We leave it as a class, but will soon be scattered far and wide as individuals in this great wide world.



### *Junior Class Officers*

President	- -	ROY MARLOW
Vice President	-	WAIDE CONDON
Treasurer	-	ANNA LOUISE DAZE
Secretary	- -	LUCILE SOMERSIDE

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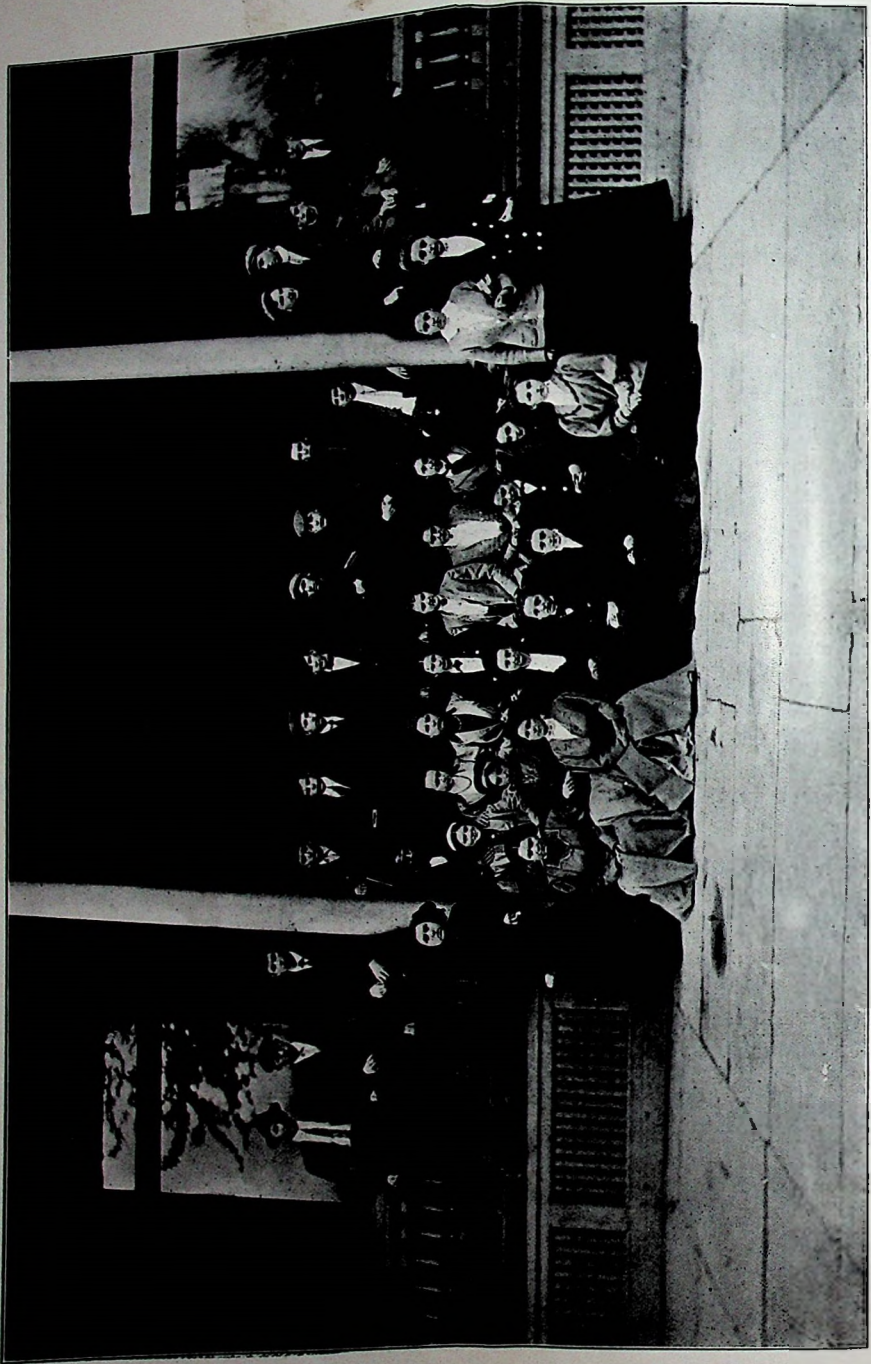
#### *Yell:*

Boom Chick Boom!  
Boom Chick Boom!  
Boom Chicka, Ricka Chicka  
Boom Boom Boom!  
Sis Boom Bah!  
Ha! Ha! Ha!  
Juniors, Juniors,  
Rah! Rah! Rah!

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#### *Colors*

Blue and Gold



JUNIOR CLASS



# HISTORY OF CLASS OF 1911

—Lucile Somerside

Looking backward has something of sadness as well as pleasantness in it, and when I think of those first few days spent in Galion High, a feeling of regret takes possession of me—regret that those days are over; but regrets are in vain and since we cannot recall that time, we must live in the present with a view to making our lives count for good in the future.

Fair was the day and blest was Galion High when the sixty-four pupils that composed the Freshman Class of 1908 entered its precincts. We were given a large and cheerful room all to ourselves, and well do we remember the kind teacher who stood at the desk waiting to receive us. We had heard much of Aunt Lou, but no one can fully appreciate our feelings toward her unless they themselves have been lonely friendless Freshmen; but we did not remain friendless long for she proved to be our friend as well as protector and defender. If anyone chose to pick flaws with our deportment or recitations she always had a kind word to say about us and when we were in despair she would cheer and encourage us to renewed endeavors.

In spite of the odds we had to struggle against (and many fall to the lot of Freshmen) we proved ourselves to be the most brilliant class that had ever crossed the threshold of High School life. Who of you that have entered the Chapel as a Freshie for the first time does not remember that queer sensation of exploring the mysterious and unknown? Well, that is just how we felt, but we did not show our feelings in our actions (as other Freshies do,) and if we were frightened or confused no one knew it.

The Oratorio was the first affair of any importance in which we took part; then later we had the pleasure of repeating the Messiah at Bucyrus. On the Friday before the last week of school we all went to the park for our Field Day and there showed that our athletic talent was not to be ignored.

In June we said "Goodbye" to Aunt Lou and when about fifty of our class came back for their Sophomore year, we found a stranger at the desk where Aunt Lou had been and learned that he was the new Freshman teacher, Mr Ulrich. We were seated in the Chapel where it seemed strange to be with so many and then, too, we must become accustomed to a new "Ruling Power"—Professor White. It was during this year that we were allowed to have our first class meeting and

here we elected our officers and selected our colors which are blue and gold. In the spring the High School gave the Oratorio Creation and the Sophomores composed a goodly number of the chorus. At the end of our Sophomore year we had rhetoricals; of course it was a good program and we astonished the upper classmen with our talent and fearlessness. The Field Day of this year was one long to be remembered and weren't we just the proudest class when the streamers of blue and gold were fastened to the class championship pennant? We had some athletic stars in our class.

In the fall of 1909 thirty-seven of us entered the Junior Class. We were beginning to be counted in with the "High School" and life assumed a more cheerful aspect for us. There was only one class to look down upon us and we were surely not awed by it.

The oratorical ability of our debaters and readers has been exhibited in the programs we rendered, and if any of my readers failed to be present at our Rhetoricals they certainly missed a great deal. We are looking forward with delight to another Field Day; but we have been denied the pleasure of giving an Oratorio this year and only because we have no auditorium in which to render it. We hope that by another year the people of Galion will have come to a realization of our need as well as their own, and have a building erected in which we can give our Oratorios and have our Lectures.

Now that this year is so nearly over we are thinking with a mingling of pleasure and sorrow of our last year in Old High and we utter this petition to Time,

"Touch us gently, Time!  
We've not proud and soaring wings,  
Our ambition, our content,  
Lies in simple things.

Humble voyagers we are,  
O'er Life's dim, unsounded sea  
Seeking only some calm clime.  
Touch us gently, gentle Time!

As we look back we will always remember our instructors who have tried to do their best in forming our characters and fitting us for whatever Life holds for us and with this we leave you till another year.

## JUNIOR CLASS ROLL

ChArLeS aRtMaN

LeOnA bELL

EtHeL bEnBeRgEr

HaZeL cOvAuLt

LIOyD cAsEy

WaDe CoNdOn

HoWaRd CoOk

WaRrEn ClArKe

AnNa DaZe

MaRiOn DaViS

JeAn DiAmOnD

ViOIA eRnSt

WiLLie EiSe

IsAbEiLe FrEeR

LaWrEnCe GuInThEr

RuTh HaRdInG

ArThUr HaRrIs

EdWaRd HaLl

ErNeSt HiCkErSoN

SuSiE kIdDy

GuY mArSh

MaUdE mIlEs

FaNnle MiTcHeL

BeRnArD mAnSfIElD

RoY mArLoW

WiLLiAm pFelfEr

ArThUr PriCe

LaWrEnCe PlAcE

PaUl RoBbInS

LuCiLe SoMeRsIdE

MeNzEnItA sMiTh

FlOrEnCe SwEeNeY

FlOrEnCe ShEaLy

EsThEr SmYtHe

RaLp sEiF

ClArA tHoMpSoN

FrEd WiLsOn

MaBeL zImMeRmAn



### *Officers of Class of 1912*

President	-	-	BERT WILSON
Vice President	-	-	CLYDE WISE
Secretary	-	-	MIRIAM EBERT
Treasurer	-	-	FLORENCE FRANK

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#### *Yell*

Sophomores Rah! Sophomores Rah!  
 Rah! Rah!  
 Sophomores!

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#### *Colors*

Steel Gray and Scarlet



SOPHOMORE CLASS

# THE CLASS HISTORY OF 1912

—Miriam Ebert

A voice was heard. I seemed to see the beautiful new High School building. As I stood gazing at this imaginary edifice it related at length the experience of the class of nineteen hundred twelve.

The popular class, which roams through the spacious halls, is the Senior class of nineteen hundred twelve. Their first two years in the High School were spent in the famous old edifice, the third floor of which has been discarded. There the Freshmen were shut off from their fellow classmen in a room which was known as number six. The first time they met their upper classmen was in the chapel a few mornings later. This was always considered a very hard task, but this class of nineteen hundred twelve with seventy-seven passed through the first ordeal very bravely. Miss Swisher was the instructor who took nineteen hundred twelve abroad in the realms of English; Mr. Ulrich was the one who taught that beautiful science that  $x$  equals  $y$ ; Miss Mather taught that ancient language, Latin, and Mr. Glass tried to teach the Freshmen that every trifle added to what you have, makes just a little more.

In a few months they had a class meeting and chose Steel Gray and Scarlet as their class colors and the members loyal to scarlet and gray were the most numerous on the stage the night the oratoria Creation was rendered.

Thus was their career in the Freshman room ended. Now they were Sophomores, the largest Sophomore class in the history of the Galion High School, and a very intelligent looking class were they. But when they entered the Geometry room to learn about all those angles, triangles, and circles their faces lengthened, their foreheads wrinkled, but later this period of depression passed and they again went about their work with cheer. Perhaps the most important event which happened during their second year was the Sophomore Rhetoricals. The old Chapel for the first time was decorated by the class of nineteen hundred twelve. They were the ones who would have received the banner had there been one awarded. These first two years which were spent in Old Galion High as it is now called, are ones to be remembered by the class of nineteen hundred twelve.

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## CLASS ROLL OF 1912

roy Arnold	helen Green	arthur Myers	wilda Sames
nellie Biebighauser	arlene Green	dwite McClure	bessie Strode
ellis Bonen	harold Geiger	aurelia Martin	george Stoner
ada Cook	blanche Groff	edgar Menges	irvin Schreck
raymond Cook	guida Hess	george Miller	carl Shaw
eugene Critzer	helen Hess	merl Midgley	bessie Shawber
charles Crew	mildred Hall	naomi Martin	bertha Swartz
helen Dressler	elmer Heidlbaugh	marshall Mansfield	charles Stewart
lewis Dye	mary Huston	jay Maish	ella Spraw
hazel Decker	earl Hottenroth	vesta Nungesser	olah Tracht
mildred Dallas	lewis Kreiter	anna Ness	hazel Townshend
miriam Ebert	myer Klein	laurence Neuman	mary Volk
arthur Ebert	lydia Klawann	kelsie Poister	bert Wilson
ralph Evans	esther Lanus	george Poister	clyde Wise
stella Errett	robert Lewis	emma Poister	ethel Wells
guy Franks	faye Lamb	ruth Perrins	rachel Worley
harold Faine	mary Larkworthy	matthew Quay	clyde Wildenthaler
florence Franks	alena Miller	erna Resch	carrye Woodward



*Freshman Class Officers*

President	-	-	-	Jimmie "greenest of them all"
Vice President	-	-	-	Marjie "next greenest"
Secretary	-	-	-	Marie "one who prints on her slate"
Treasurer	-	-	-	Robbie "one who counts the pennies"
Sergeant at Arms	-	-	-	Nicholas "one with the chubbiest fist"

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*Colors*

Greenish Blue and Milk

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*Yell:*

"Ma"



FRESHMAN CLASS

# HISTORY OF THE FRESHMAN CLASS

—Mabel Strode

Regardless of the fact the unlucky "13" figures so conspicuously in this year's Freshman Class, and alike regardless of the usual taunts, hazings, and superiority manifestations of the older classmen the class of 1913 entered Gallion High School with the usual hopeful aspirations, wondering how the world could get along without us until the year of our graduation. No obstacle seems too great for the eager enthusiasm of this class to overcome, not even the present antiquated equipment and dangerous building already condemned by inspectors of the state. We expect to graduate in a magnificent building, modern in every respect and unsurpassed by any in the state.

One noticeable feature in our year's work was the music which was superior to our past study in that branch. We were allowed the use of recitation rooms in which we enjoyed a daily, forty minutes visit with each of our teachers. Helped by Miss Mather part of the class gleaned the rudiments of Latin while the other portion were taught English History or Commercial Arithmetic by Prof. Ulrich. Miss Swisher carefully guarded us from the thorns while leading us thru the flowery path of English, aiding us to become more capable of mastering our own language. A deeper insight into the principles of mathematics by the use of algebraic symbols was acquired thru the aid of Miss Weston. Mr. Ulrich devotes his time the first half of the year to teaching us physiology, the latter half botany which we found to be very interesting. Aside from this daily routine of work the boys recreated in manual training once a week while the girls secured their diversion thru their debating society.

But the problem now confronting the class is not how our work has been accomplished but how to pass over our vacation and survive until school begins again. One plan presenting itself would be the organization of a traveling show and thus gain diversion by entertaining others. James Fetzter and Dorsey Mollenkopt make an admirable "Kentucky Giant" and "Tom Thum" combination. Olive Weaver and Laura Treash can play the part as "fat girl" and "walking skeleton" to perfection. Herbert Edler and Walter Smith can assist Miss Treash with the music. James Gill, our athletic representative, will star as the strong man in the daily exhibi-

tions, out-pulling local four-horse teams. Thekla Rick can give stage readings accompanied by Amelia Burkley and Hildegard Boch as concert players and singers. Mary Nichols may be seen before each performance parading the streets queenly mounted on a van covered with pictures and announcements, drawn by a pretty black pony. The artist of the troupe is Robert Shaefer who will also act as bill board poster and advance agent.

Helen Stewart will not accompany the show but will remain at home to chase the chickens from the garden on her bicycle and drive the geese to water. As Floyd Dent wishes to shine in society we will find him a place as boot-black. Ermel Anderson intends to apply for a position on the police force, but we are afraid she will not hold the place long for she will be sure to arrest every young fellow that comes along just to get to walk with him. Irving Beck will spend his vacation in a market wagon drawn by gander and roosters. Norman Tracht will take up the culture of flowers for our graduation. Paul Critzer, Lee Miller, Louis Homer, Charles Gelsanliter and a few others will spend their vacation lazing, lolling and laughing and come back to school sober as owls at midday. Roy Mason will learn the barber trade, practicing on himself, using cream for lather and a cat for the razor.

Harvey Myers works in a drug store. Louis Homer entered the store one day and asked if he could fix salts so you couldn't taste it. Harvey replied in the affirmative and offered Louis a soda. After he had finished Harvey asked if he had tasted it. "Tasted what!" said the surprised Louis. "Why the salts of course". "What!" said Louis much alarmed, "that was for my father."

The remainder of the class will meet on the square Wednesday evenings and give free concerts. Thus our vacation will quickly pass.

We have done each day's work of our school year faithfully, learning many lessons not taught in books and laying the foundation for our future. Our voyage as Freshman has been so successful; Our course so plainly marked out. With such a meritorious faculty as G. H. S. possesses we feel sure we will be able to anchor in the port of graduation in the schedule time-1913-with all aboard.

## FRESHMAN CLASS ROLL

ernie anderson  
haroldie allen  
ruthie arnold  
johnie arter  
haroldie barret  
irvie beck  
hildegardie boch  
marjie brobst  
amelia burkley  
dorie byers  
montie cleland  
bobby cupp  
paulie critzer  
aggie costello  
robbie dapper

floydie dent  
ednie devenney  
haroldie dulin  
paulie ebert  
herbie edler  
jimmie fetzer  
clemmie frank  
jimmie gill  
isadorie goddiener  
ruthie green  
louie homer  
gracie hoekstra  
waltie hessenauer  
hazie hoffman  
blainie jacobs

paulie koppe  
bobby marsh  
roie mason  
dorsie mollenkopt  
lei miller  
waltie muth  
harvie myers  
marie nichols  
malindie neumann  
belle paste  
millie pelham  
gerrie price  
marie reese  
helenie ross  
russie rothenberger

thecklie rick  
robbie shaefer  
waltie smith  
raie smith  
haroldie swaney  
esthie schumaker  
helene stewart  
paulinie shultz  
mabie strode  
normanie tracht  
laurie treisch  
altheie urich  
duddie van meter  
olivie weaver  
jennie wisterman

ednie zimmerman

marie weedman

# RHETORICALS IN G. H. S.

—Walter Mason

Perhaps the crowning events of the school year 1909-10 were the Rhetoricals given by the several classes of the High School. The first program was given on the afternoon of November 24, 1909, by the Senior Class in the High School Chapel. The entire class took part in this program and for several weeks before the day of the entertainment each one was busy preparing his own part with a determination to make it a success. On the afternoon of the final day the Chapel was crowded with pupils and visitors. The Assembly room was beautifully decorated with emerald and old rose and the walls resounded with class yells. The program itself was a marked success and many of the most difficult parts were delivered with much ease. Although the subject for debate was a difficult one for the debaters, especially was this true of the negative side, never-the-less their argument showed much thoughtful preparation. The orations, readings and musical productions proved to be interesting features of the program. Ralph Cullison, in a play entitled "A Button," took the part of a university professor, who as a token of his love for his wife sews and wears a button upon his coat, which he thought belonged to his wife's new dress. The Button caused a great deal of trouble and after much worry and bitter feelings it proved to be the property of his wife's cousin. Throughout the entire program the selections were well rendered and showed much training on the part of the participants.

The Junior Class entertained the High School and friends on December 17, '09. Class yells, decorations and many other things which go with a program of this kind were much in evidence. This program proved to be a most excellent one and each number was well delivered. The second sections of Juniors was dated for February 21, 1910. This section also gave a splendid program and much oratorical ability was displayed.

On March 18, the Sophomores, the largest class in the history of the High School, made their first appearance on the public platform and thoroughly demonstrated their ability in Rhetorical work. In this program the Sophomores displayed their ability as debaters. The second section appeared April 29th, and delivered their several parts creditably. The Freshmen because of their youth were excused from a public Rhetorical.

The records of the Class of 1910 show that it is the only class in the High School at the present time which gave a public Rhetorical when Freshmen. Much credit is due to Miss Swisher instructor of English and Expression who by much care and toil has made a success of the Rhetorical work in Galion High School. Let us hope that this success will ever remain with Galion High and that the future classes will uphold the standard set by their predecessors.

## SENIOR RHETORICALS

NOVEMBER 24, 1909

A STUDY OF CHARLES DARWIN		Reading—"Mr. Dooley on Lawyers".....	Paul Howard
"The Debt of Science to Darwin".....	Arthur Schelb	Reading—"Me an' Bab".....	Roberta Porter
"The Origin of Species".....	Porter Richey	Reading—"A Man's a Man for a' That".....	Burns.....
"The Death of Darwin".....	Frieda Mattheis	.....	Ethel Gunther
"In Memoriam".....	Bess Sharrock	Reading—"The Angels and the Shepherd".....	Lew Wallace
"The Origin of Thanksgiving".....	Ruby Haynes	.....	Ruth Reynolds
Piano Duet—"The Alpine Storm".....	Ethel Diamond Clara Schaefer	Reading—"Hannah Jane".....	Locke..... Beatrice Clarke
Debate—"Resolved. That for the United States the Presidential System is a better form of government than the Parliamentary System".....		Reading—"Sally Ann's Experience".....	Maud Sweeney
Affirmative.....	Roy Virtue Wilbert King Addison Crissinger	Music—Piano Duet.....	Clara Schaefer Nelle Freer
Negative.....	Walter Mason Perry Brick George Schelb	Reading—"A Boy's Experience".....	Norma Gelsanlter
Piano Solo—"Polka de Concert"—Bartlett.....	Grace Cooper	Reading—"A Study in Nerves".....	Alma Miller
Monologue—"Ann Jane's Mother at the Concert".....	Bernice Berger	Reading—"The Corpse's Husband".....	Hortulana McLaughlin
Reading—"The Universal Habit"—Gillilan.....	Beatrice Hoffman	"A BUTTON"	
		A Sketch Translated From the French.	
		Dr. Rudolph Bingen, a university professor.....	Ralph Cullison
		Gabriela, his wife.....	Inez Jacobs
		Dr. Carl Blatt, university professor.....	Carl Anderson
		Bertha Waller, Gabriela's cousin.....	Blanche Fox
		Vocal Solo—"Auf Wiederseh'n".....	Max Bendix...Elfrida Kreiter



## LECTURE COURSE

—Roy Virtue

During the season of 1909-1910 the pupils of the High School and the citizens of Galion again had the privilege of attending an excellent lecture course.

For seventeen years there has been a High School Lecture Course in Galion and during all that time has been a great benefit to the people of Galion.

The benefits to be derived from a good lecture course are many. In the lectures a person has the opportunity to hear many different views on important questions and to form new ideas which broaden and elevate the mind. In the concerts the best music is rendered in an artistic manner giving one an appreciation of good music.

In Galion the lecture course has been handicapped by the lack of a suitable place to hold the entertainments: They have been held in the City Opera House, which with its poor seating facilities, unartistic decorations, danger in case of fire, and inaccessibility makes it very unsatisfactory. Also it has been necessary to pay the regular rent for the Opera House, which in one season amounts to the sum sufficient to secure a good concert company.

In other places it is the custom to furnish a place suitable for lectures and other educational affairs free of charge. If this could be done in Galion it is certain that the course could be greatly improved.

This year the course tickets were sold for \$1.25 and as usual each pupil selling two full course tickets received a free ticket.

The first lecture was given on October 14, by the Hon. O. T. Corson. He spoke on the subject "How the Home can help the School." It was an excellent

and profitable lecture and was greatly enjoyed by everybody.

The second entertainment was given by the Gertrude Goodwin Miller Concert Company on November 4. Miss Miller is a reader of exceptional talent and is supported by a company of artists of equal ability in their several lines.

The Hon. J. Adam Bede gave the next lecture on December 14, on the subject "Our Nation; Its Problems and Progress." Mr. Bede is the humorist of the House of Representatives. Although his lecture was humorous in some parts he represented some real problems of government and their solutions.

"The Point of View" was the Hon. George Alden, subject, on January 13. Mr. Alden has some very wholesome views on the education of children and he is not afraid to state them plainly.

On the 10th of February the Evelyn Bargelt Concert Company gave the fifth number on the course. Their program was very well rendered.

The last lecture was given March 10, by President S. D. Fess of Antioch College. He spoke on "The Life of Abraham Lincoln." President Fess has made a long study of the life of Lincoln and any one hearing his lecture is sure to be pleased and benefited.

Although the course was not a success from a financial point of view, no one would deny that it was very successful as an educational factor.

The pupils of the High School feel greatly indebted to those who have had the management of the course for these excellent entertainments, and hope that for many years to come Galion High School may have a lecture course.

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## MANUAL TRAINING

—Clemence H. Franks

There has been a new educational course attached to public school work in the past year. It is manual training, consisting only of work in wood, while the boys of the seventh and eighth grade and freshmen only have the privilege of taking such a course.

We work regularly forty minutes a week beside having the privilege of working after school two nights in each week. This work is under the direction of Prof. D. E. Shaefer.

Forty minutes a week of regular work would not seem to do much good, but it has worked wonders with some of the boys who were a little awkward in the handling of tools. It teaches us to be skillful with the hands as well as the mind, and it is hoped the work will be carried on to a greater extent in the near future.

It is not intended to turn out skillful carpenters but to give the boys a mechanical start in wood-work-

ing. In the course of the training working drawings and blue-prints will be used and the utmost care and exactness will be demanded from the pupils.

The purpose is to create a knowledge of the principles of bench work, by teaching the use and care of wood working tools; to teach the elementary principles of construction; to develop skill in their use by means of progressive exercises, involving different tools and a series of different exercises used in bench work.

Manual training is good physical exercise, besides teaching us the use and care of tools. Ninety nine out of every one hundred citizens welcome this addition to our public school work. The one that does not may have a reason similar to this one: It is a waste of time when the boys ought to be at their books. This is not so; the ones who say that are mistaken. Nearly all boys like to work with tools; now they have the chance to do it. This kind of work creates neat and orderly habits which are needful to every boy's makeup.

# GIRLS'

## FRESHMAN DEBATING SOCIETY

—*Olive Weaver*

One of the most appreciated branches or divisions of our school work is the girls' debating society known by its members as the Alpha Omega Society. This organization was formed November twenty-fourth nineteen hundred nine, a constitution was adopted the following week and the first permanent officers were elected as follows: Mable Strode, President; Mary Reese, Vice President; Jennie Wisterman, Secretary and Treasurer. The place of meeting is in the freshman room usually known as number six at 10:45 each Wednesday morning. Navy blue and white were selected as the society colors which with the high school colors bring to us the colors of that most glorious symbol the stars and stripes, thus our society inspires our patriotic as well as our educational spirit.

During the period of our meetings we rendered many interesting programs consisting of hotly contested debates, humorous, pathetic, serious and instructive recitations. Stories, both real and imaginary, dialogues, the parts of which we rendered with great enthusiasm and vigor, orations, essays and many other written produc-

tions. After the business of the meeting is completed and the program rendered we have parliamentary drill which is very interesting. After a motion has had several amendments some lost, some carried, the original motion placed upon the table and some one rises to the point of order, the president thinks it is time to close Parliamentary drill.

Next comes extemporaneous speeches which we all adore so much. At first we were very timid about coming before so many people with a speech unprepared but after stammering and a little blushing we are improving along that line.

This society is of great value to its members being directed by one of the very worthy members of the faculty, Miss Weston, who with great pleasure corrects our wrongs and greatly praises our right doings, while to the Freshman girls, recitations are but intelligence of memory, debates but mere problems, stories but ready understanding of reading and thus the one society provides for all.

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# BOYS'

## FRESHMAN DEBATING SOCIETY OF THE CLASS OF '13

—*Paul Koppe*

This debating society for the freshmen boys was organized in December 1909.

The purpose is to benefit the society's members in literary features.

The meetings are held in the West School Building every two weeks on Tuesday evening from seven to nine.

A constitution was drawn up and by-laws adopted. As officers hold their offices for only two regular sessions, every boy holds or has held an office. So gaining a fair knowledge of parliament rules and regulations.

After the business session of each meeting, very interesting programmes are carried through which consists of stories, recitations and debates. I am sure none of the boys could forget the debates and interesting stories and recitations we have listened to during the year. Of course it means work for those who are on the programme and if when we study these debates, doing our best to gain victory for our side, we have a

vision of the future, when perhaps we may represent some mighty cause of our country. You dear reader who are interested in this debating society will forgive such a day dream for though such a dream may never come true, it made the work and the debate so much more interesting.

We aim in our exercises to reach as near perfection as possible, and Superintendent I. C. Guinther as our critic has been very helpful to us, in bringing out our weak points and showing us how to overcome them.

Our Society numbers twenty and each boy looks with pleasure to these Tuesday evenings spent so enjoyable and helpfully. Visitors are welcome but as we are not yet full fledged orators we haven't extended invitations very liberally. We hope however to turn out some speakers who may challenge members of the other classes in debate and prove to you that this year has not been spent in vain by the members of the Freshmen Debating Society of '13.



*Music*



HIGH SCHOOL ORCHESTRA

## MUSIC IN THE GALION HIGH SCHOOL

—Ethel M. Diamond

Chas. W. Landon has said that "Music is God's best gift to Man. The only art of Heaven given to earth. The only art of earth that we take to heaven. But like all our gifts is given us in the germ." It is for us to unfold and develop it, by instruction and cultivation. There are very few visitors present during our regular music period, who when asked to speak, do not begin their talk with praise for our music.

In 1875 the study of Music was first begun under the leadership of Miss Hattie McDougal. Mr. James A. Porter took up the duty as Music Director in 1876 when at that time Miss McDougal resigned. Music did not become a regular study in the schools until the year 1881 still under the leadership of Mr. Porter.

In September, 1892 Prof. W. H. Critzer began his duty as Instructor, which position he still holds. The first great work undertaken by the pupils of the Galion High Schools was the Oratorio "Creation" written by Hayden, given in 1900 under the leadership of Prof. Critzer. Each year since, excepting year 1905, a classical selection of the same type has been given. In 1901 the school produced Handel's "Messiah." This was followed in 1902 by Handel's "Judas Mac-cabeus." Mendelsohn's "Elijah" was presented in 1903, and in 1904 both the "Creation" and "Messiah" were given again. In 1905 the school presented the

comic opera "Dorothy." "Judas Maccabeus" was again given in 1906, and in the spring of 1907 "Elijah" was repeated. In 1908 "Messiah" was rendered and in 1909 the "Creation" again was produced. In 1910 Mendelsohn's "Hymn of Praise" and Longfellow's "Hiawatha's Wedding Feast," were prepared to be sung, but as no suitable place was available in which to render the Cantatus, Galion lost her annual treat for this year, and no Musical selection was given by the Galion High School.

In addition to the singing in our school, there was organized in 1904 an Orchestra, which has been popular in Galion and the surrounding cities since the beginning. The Orchestra is under the leadership of Prof. Critzer, and has at present sixteen members most of whom are High School Students. The music furnished by the Orchestra is of the highest type and furnishes the most of the instrumental accompaniments for the Oratorios and Cantatas, as well as for other High School functions.

The success of the Chorus and Orchestra work of G. H. S. is in a great measure due to the efficient work of Prof. Critzer under whose untiring efforts our music has grown until our musical reputation has spread far and wide.

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## THE HIGH SCHOOL ORCHESTRA

—Louis Kreiter

Beethoven said, "Music is the mediator between the spiritual and the sensual life. Although the spirit be not master of that which it creates through music, yet it is blessed in this creation which like creation of art is mightier than the artist."

For several years Galion High School has boasted of a High School orchestra, and almost every citizen knows that this is not a shallow empty boast for anyone who has heard the orchestra play will, I think, agree with me that this organization of young musicians play in such a manner and with such quality that any good college orchestra could be proud to do the same, this circumstance is not due to any individual player alone, although each member faithfully strives to do his best, and have worked diligently for years to be able to be a member of this organization, but the success which it has achieved is due to the untiring efforts of Professor Critzer, who under most discouraging situations has always worked on with untiring efforts, giving an encouraging word here and there, thus making each member all the more interested in his work

I will not state what the orchestra has done in the past with the exception of last year. The oratorio which is the climax of all the music work done during the year is under the direction of Professor Critzer, with the aid of Miss John. The orchestra with the aid of a few experienced musicians have rendered the accompaniment. Last May the oratorio "Creation" was given. Later the orchestra went to Mt. Gilead and Crestline where the same numbers were given. A little later on they again went to Mt. Gilead to play for commencement and also played for our own commencement and reception.

So far this year the orchestra has not played any place, but nevertheless have been practicing all winter and will play at Mt. Gilead in a short time, also for commencement and the reception here.

When the orchestra was first started there were just a few but it has steadily grown till now we have about twenty, and for some time has been a self-supporting organization, which is a great help to music in the High School and we hope it will remain so.

## AN EXPERIMENT ON SOUND

—Elfrida Kreiter

One day last May, Mr. Neptune informed us that in a few days we would perform an experiment on sound. We knew that we must go to the country for this, so we were all delighted especially because expeditions to the country are so much fun. We expected to be dismissed from school the entire afternoon, but were disappointed. Nevertheless we were consoled by the thought of what was yet to come. We were excused the last period, however, for which we were very thankful, as it was a study period.

We hurried noiselessly down the stairs and collected at the corner with Mr. Neptune as guide. Paul was sent home for his field glass but was soon with us again. Nothing exciting happened except that considerable time was taken in separating Ernest Hicker-son from the steam roller which was at the time working on West Main street. That worthy young man is always investigating the "whys" and "wherefores" so that is the reason we had all that trouble.

At last we arrived at the bridge on the State road, a few steps from West Main street. Perry, Ernest and Mr. Neptune were left at the bridge with the apparatus for performing the experiment. This consisted of a pendulum and boards with which to make the sound. The rest of us were bidden to walk about a mile north. We walked quite a distance when Mr. Neptune came running after us, telling us to wait and see. We came, we saw, but we did not conquer for we were not far enough away for the sound to pass from the pendulum to us in one second.

After walking some feet farther we found the correct distance the sound traveled. We all had our turn in looking through the field glass at the boys stationed at the pendulum, who looked very, very far away and small. Mr. Neptune "paced off" the feet and we found that we had just walked 1078 feet, which was not so far after all. Our walk back was pleasant but not exciting; only, the fact that the boys carried our coats seemed a bit unusual because up to this time they had always been so shy.

After we had all arrived safely at the bridge, Mr. Neptune asked if we would not like to go through the Power House. We were delighted to go and inspect the mysterious realms of that center of power. We were kindly greeted by the engineers who warned us not to go too close to the machinery. We were amazed at the massive wheels and belts and we profited much by Mr. Neptune's lectures about different parts of the machinery. All those who wished to receive "shocks," did so. "Shocks" they were for one could hardly get loose and when loose we really felt "shocked." We looked in every nook and corner and demanded explanations where we did not understand.

At last we had learned so much that we thought if we should learn more, our heads would overflow with knowledge. So tired and weary, but happy, we started for home. We parted on Main street and decided that Physics was not so bad after all, especially if all of it would be like this. Every one declared that the experiment on sound would never be forgotten.

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## A PHYSICAL GEOGRAPHY EXCURSION

—Anonymous

On one of those delightful "May-days" which the weather man sent us in the last of March the Sophomore sections in Physical Geography were permitted, under the direction of the instructor, Mr. Neptune, to go to the fields for a little closer study of nature at close range. They went about one and a half miles north of town to see the peculiar glacial deposits found there. There is some difference between studying about the thing and seeing it as it is in nature.

Small streams with their windings and changing of channel were observed. A spring which comes out on the top of a mound composed of sand and boulders was an object of interest. The land around is swampy on all sides and at a lower level. What pressure or force causes the water to flow out on the top of the mound we could not learn.

Farther back along the ridge we came to some large boulders which showed the action of the agents of weathering on materials of different hardness. The ridge varies in height up to about twenty feet above the surrounding country. In three or four places the gravel, of which the ridge is composed, had been hauled away. In one of these pits there was a small pond showing that it is underlain with clay. The ridge is in the form of the letter U with the bottom toward the south. The space between is occupied by a maple grove and numerous ponds and swampy spots. This swampy, spongy ground was the cause of some amusement and the ponds made good background and scenery

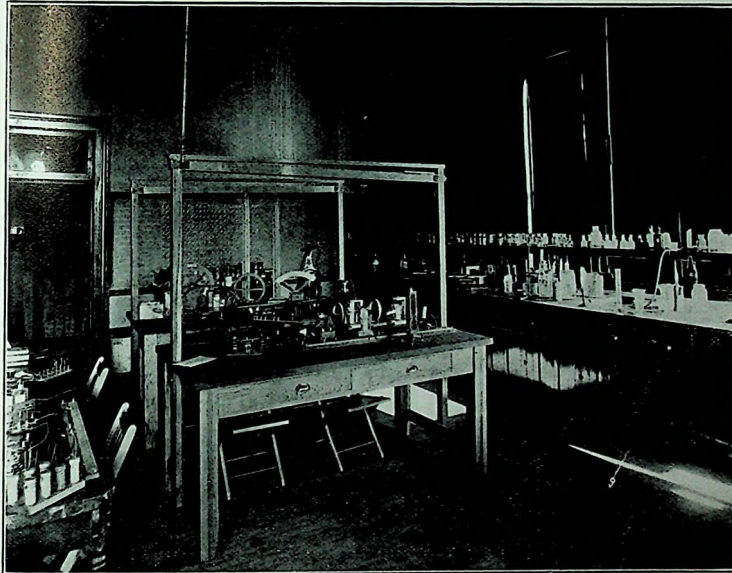
for pictures, several of which were taken. Some of the boys showed us that they could climb by shinning up small trees in order to get in the group to better advantage. The smallest boy of the group can show you the picture of one of his tricks or he may be able to show you the trophy. Ask Ellis about it.

The frogs were singing their song (if such a term is appropriate) and they were so busy about it that they were not in the least disturbed by the shouts and laughter of the crowd.

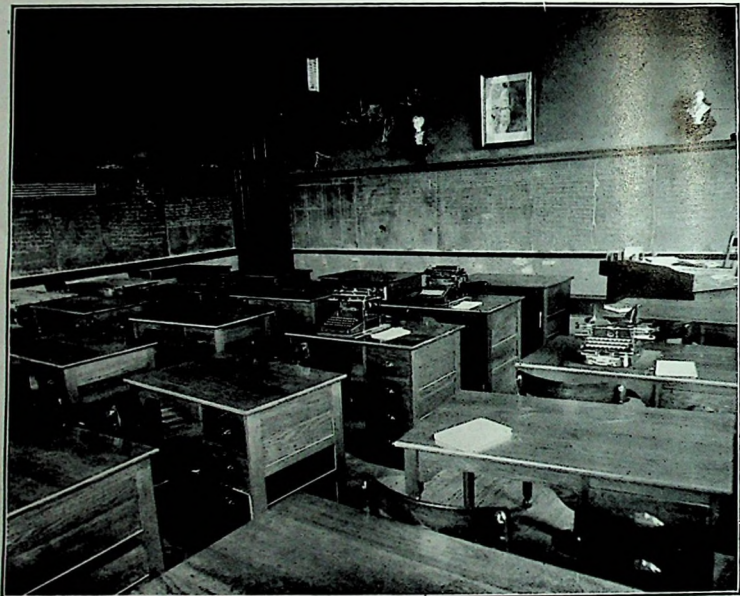
The growth, bark, and roots of trees were discussed. The draining of swamps and other things of interest were noted and talked about. The first wild flowers of the season were plucked.

The entire formation seems to indicate that the ridge marks the halting place of a lobe of the glacier as it receded at the close of the ice age. The formations farther to the north we did not have time to go to see and study.

When all had been seen and done that we had time to do we started on the homeward tramp. Some of the crowd hurried along as if they had an important engagement to make and a few of them acknowledged they were afraid they would miss their supper. Others walked along more leisurely either because they were tired or because they wanted to make the trip as long as possible. All reached home before dark a tired but jolly crowd.



CHEMICAL LABORATORY



COMMERCIAL ROOM





# ATHLETIC ASSOCIATION

—Arthur Schelb

The Ohio Interscholastic Athletic Association is divided into several districts. Galion is a member of the Northwestern district which is composed of 34 towns and cities.

A meeting of the Galion Association was held a few weeks after school was taken up in September and the following officers were elected: George Schelb, president; Carl Anderson, V. President; Porter Richey, Secretary; Prof. E. H. White, Treasurer.

The association not only upholds clean sport but also urges the candidates for the different teams to work in their school studies as no member is eligible to play on any team unless he has three grades averaging 70 per cent or above.

The Association is also supported by the Board of Education. This body furnishes grounds for the athletic contests but since the old Athletic Field, or Gill's field, has been taken from us we have not had a suitable place for play. Through the combined efforts of the city league and the Board of Education a field is now being fixed up, so that it can be used by the High School and City League.

Through the kindness of the business men and members of the association, enough money was obtained this year to purchase new suits and shoes for the Football team and also suits for the Base Ball team, of which the teams are justly proud.

Our Association is maintained at a very small assessment to each member. The initiation fee of 25 cents and 10 cents per month during the school term, beside what money is made on class and interscholastic games. This money pays the expenses of out of town teams playing in this city, beside minor expenses of base balls, foot balls, basket balls, and keeping of the diamond and gridiron in condition.

All members of the High School teams who play in three games or 27 innings of base ball, 5 full halves of foot ball or basket ball are entitled to a "G," which shows that he is eligible as a player. The members of the association are as follows:

Prof. W. N. Glass, Miss John, Miss Mather, Prof. H. H. Neptune, Miss Swisher, Prof. N. A. Ulrich, Prof. E. H. White and Miss Weston.

C. Anderson, H. Allen, R. Arnold, A. Crissinger, R. Cullison, H. Cook, W. Clark, W. Condon, C. Crew, E. Critzer, M. Cleland, R. Cupp, L. Dye, R. Evans, A. Eberts, J. Fetzer, P. Howard, A. Harris, L. Kreiter, P. Koppe, W. Mason, B. Mansfield, Roy Marlow, J. Maish, R. Marsh, G. Miller, M. Mansfield, W. Pfeifer, G. Poister, P. Richey, P. Robbins, A. Schelb, G. Schelb, C. Shaw, G. Stoner and I. Schreck.

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## HIGH SCHOOL SPIRIT

—Ralph O. Cullison

The spirit of the High school is not what it should be. The High School as a whole has spirit but it is entirely in the wrong direction. If any misdemeanor is started which is not to the interest and welfare of the school in general, instead of being suppressed, it is encouraged and agitated. Sometimes enthusiasm is aroused when there is something comes up in the school which interests us, as the games in which we participate, and then there is an enthusiastic spirit shown, but it does not last long for we have no substantial basis on which to sustain it.

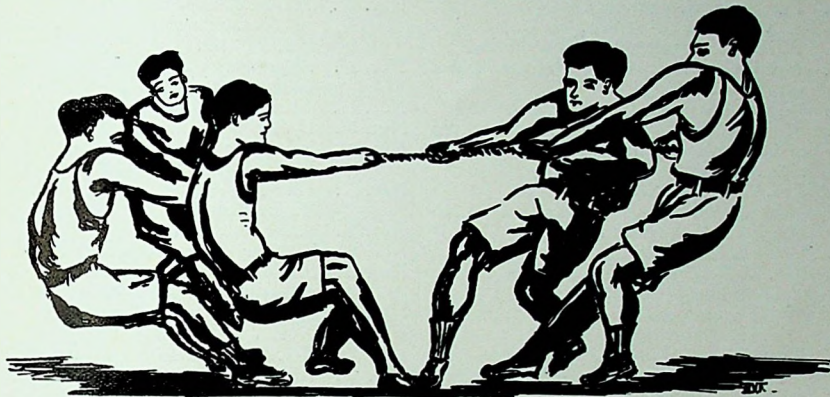
We should attend school for the benefits which we get from it, and to prepare ourselves for future life, and not to see how much fun we can have, and how much disturbance we can raise, which seems to be the highest ambition of some. What are the teachers for? They are not to see to our conduct, but to assist us in our work. We, as pupils should work with the teachers for they are here as instructors, and we are here to

receive instructions, for when we work together everything will be in harmony, and we can make the school reach the highest standard.

The spirit within the different classes is greater than that in the High School as a whole. Instead of the classes working separately, they should work together, and each one work to the interest of his school-mate as well as to the interest of himself, for when the school or the class is benefitted each individual member thereof is aided.

The progress of the High School, and the work are very high, but how much higher it could be if everything worked in harmony, pupils and teachers; but not until the pupils and teachers do work together will there be a high standard reached.

"Let us then be up and doing  
With a heart for any fate;  
Still achieving, still pursuing,  
Learn to labor and to wait."



## TRACK TEAM

—Roy Marlowe

Those who participate in the Track Team this year seem to take more interest in it than any previous year and all are working to make it a greater success than it has ever been before.

As this class of athletics is during the season of Base Ball it is somewhat neglected except by those who make it their favorite sport. If the Track Team was kept up as the other games, I assure you that the Teams in general would be more proficient. It creates a spirit to stick to a thing which is the basis of all High School athletics. Not like other games in which one player must depend on the other but the personal ability is displayed and a person will do their best to improve their standing.

The Galion High has in the past had a very good

record considering the advantages we do not enjoy. With a little necessary equipment we would average with the best schools of the state. The Team of 1908 and 1909 were not proficient enough to capture any medals but we anticipate on sending a delegation to O. S. U. at Columbus, where the state meet takes place, and win a few points.

All who have attended our local Field Day know that the boys make good records. All look to this day with as much enthusiasm as they do the last day of school. When it was reported that we were allowed to have Field Day the whole High School was set to debating "Which class will be Champion?" That question will no doubt be answered before this article is published.

### 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.

## CHRONICLE 1909-1910

- Sept. 7. School begins.  
 Sept. 13. Seats changed and all labeled.  
 Sept. 15. Hazing Freshmen ! ! ! !  
 Sept. 17. Vacation for Bucyrus Fair.  
 Sept. 18. Ball game, Blues-G. H. S., 5 to 0, favor G. H. S.  
 Sept. 20. Strike in music.  
 Sept. 21. First Senior class meeting.  
 Sept. 23-24. Vacation for Free Fair.  
 Sept. 25. Ball game at Shelby, 15-0, favor Shelby.  
 Sept. 27. Mr. White had private meeting after school with Senior History class.  
 Sept. 28. Better History lesson.  
 Sept. 29. Miss Swisher took us on an imaginary trip to California and left us to come home alone.  
 Sept. 30. Rev. Griffin led morning exercises.  
 Oct. 4. Messrs. Pearson and Twiss were High School visitors from O. S. U.  
 Oct. 5. Grade cards for first time this year.  
 Oct. 6. Rev. T. K. Tyson, Detroit, Mich., spoke during morning exercises.  
 Oct. 6. Mr. White entertains a few Seniors in History after school.  
 Oct. 7. Juniors hoisted their pennant in chapel.  
 Oct. 9. Football, Crestline and G. H. S., 18-11, our favor.  
 Oct. 11. Mr. Glass gave a very interesting talk.  
 Oct. 12. First snow ! ! !  
 Oct. 13. A musical treat by violinist J. G. Chapman.  
 Oct. 13. Chestnut day in N. E. corner of chapel.  
 Oct. 14. Rev. Huddleston opened school.  
 Oct. 14. Lecture by Mr. Corson.  
 Oct. 15. Mr. Corson spoke during morning exercises.  
 Oct. 16. Foot ball at Crestline, 17-0, our favor.  
 Oct. 18. Mr. Waters, Oberlin, spoke to High School.  
 Oct. 19. Nothing doing.  
 Oct. 20. Miss Weston led morning exercises, gave interesting talk on Hudson-Fulton celebration.  
 Oct. 20. Prof. A. C. Frost, supervisor of music in Painesville and Geneva schools, favored the school with two solos.  
 Oct. 21. Rev. Balsey, Mansfield, O., conducted morning exercises and gave interesting talk.  
 Oct. 26, 27, 28. Tests! Tests! Tests!  
 Oct. 27. Miss Swisher delighted us with several readings.  
 Oct. 28. Music strike.  
 Oct. 29. Teachers attend N. W. O. Teachers' Association at Toledo.  
 Oct. 30. Foot ball Ashland and G. H. S. here, 6-0 in Ashland's favor.  
 Nov. 1. Rev. A. S. Carman, Dennison University, gave excellent address.  
 Nov. 1. Mr. White delightfully entertained Senior History class for thirty-five minutes after school.  
 Nov. 2. Received grade cards.  
 Nov. 4. Rev. Perrins opened school.  
 Nov. 4. Concert on lecture course.  
 Nov. 5. Francois Joes, pianist of the Concert Co., greatly pleased us with several selections, one being an improvoso of one of the choruses in "Judas Maccabeaus."  
 Nov. 5. Mr. Johnson of Case school gave talk.  
 Nov. 6. Foot ball at Ashland, 27-0, Ashland's favor.  
 Nov. 9. Mr. Edwards, O. W. U., Delaware, O., spoke to us a few minutes in the afternoon.  
 Nov. 12. Marion teachers visit schools.  
 Nov. 13. Football at Delaware, 32-0 Delaware's favor.  
 Nov. 15. Mr. McKisson, representative of Cleveland and Southwestern Electric R. R. gave instructive talk.  
 Nov. 16. Appropriate exercises in memorial of the death of Morris Miller.  
 Nov. 17. Miss Weston conducted morning exercises.  
 Nov. 18. Dr. Shannon, Indiana, spoke to us.  
 Nov. 19. Mr. White springs History test on Seniors. Everybody dee-lighted (?)  
 Nov. 20. Foot ball, Bucyrus and Galion, here, 27-0, Bucyrus favor.  
 Nov. 24. Senior Rhetoricals. Excellent.  
 Nov. 24. Thanksgiving vacation.  
 Nov. 25. Football, G. H. S. and Alumni. G. H. S. defeated.  
 Nov. 29. Back again.  
 Nov. 30. Nuthin' doin'.  
 Dec. 2. Rev. Burghalter conducts exercises.  
 Dec. 6. Mr. Glass gives instructive talk.  
 Dec. 8. Begin study on "Hymn of Praise."  
 Dec. 10. Prof. Guinther addresses school.  
 Dec. 14. Hon. J. Adam Bede. Third lecture.  
 Dec. 15. Hon. J. Adam Bede spoke to school.  
 Dec. 16. Rev. Hundley conducted exercises.  
 Dec. 17. Mr. Cohn, converted Jew, spoke to High School.  
 Dec. 17. Junior Rhetoricals.  
 Dec. 20. Music strike.  
 Dec. 24. School closes for holidays.  
 Dec. 31. G. H. S. defeated Marion H. S. in basket ball, 36 to 20.  

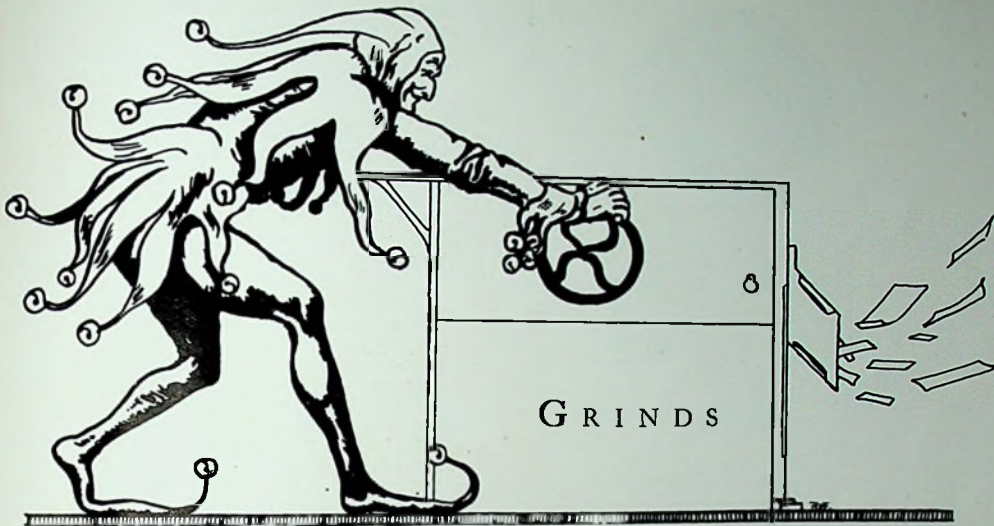
### JANUARY 1910.

 Jan. 3. School begins. All delighted to return (?)  
 Jan. 5. Grade cards and plenty of complaints.  
 Jan. 7. Basket ball game with Bucyrus cancelled.  
 Jan. 11. Fine sleighing.  
 Jan. 12. Seniors decide on class rings, pins and invitations.  
 Jan. 13. Lecture by Hon. John Alden.  
 Jan. 13. Rev. Perrins conducts morning exercises.  
 Jan. 17. Mr. Ulrich gave talk on "Being Ourselves."  
 Jan. 19. Miss Weston conducts exercises.  
 Jan. 25. Begin exams. Every one prepared (?)  
 Jan. 27. Last Senior exams. Tough work.  
 Jan. 28. Seniors have vacation on account of exams.  
 Feb. 1. Miss John conducts exercises.  
 Feb. 1. Grade cards after exams. Brilliant grades (?)  
 Feb. 1. Music strike during morning exercises.  
 Feb. 3. Rev. Lowe opens school and gives talk.  
 Feb. 4. G. H. S. and Marion H. S. play basket ball. We lost 29 to 13.  
 Feb. 7. Senior and Junior class meetings.  
 Feb. 8. Rev. C. S. Ernsberger of Wittenburg College, Springfield, addresses us.  
 Feb. 8. F. Mattheis entertains Senior class.  
 Feb. 10. Evelyn Bargelt Concert Co., Lecture course  
 Feb. 15. "Important" meeting at Sweeneys. Slippery time.

- Feb. 16. Begin "Hiawatha's Wedding Feast" in music.
- Feb. 17. Rev. Burghalter gives interesting talk.
- Feb. 17. Snow, snow, beautiful snow!!!
- Feb. 18. Basket ball, Ashland vs. G. H. S. Ashland won.
- Feb. 19. Seniors receive class rings and pins. All de-lighted.
- Feb. 21. Junior Rhetoricals.
- Feb. 22. Vacation for one day, Washington's birthday.
- Feb. 22. Basket ball, Crestline vs. G. H. S. We won 25-20.
- Feb. 23. Back again after long vacation (?)
- Feb. 24. Another Geography test—one of Mr. White's favorite pastimes.
- Feb. 25. Mr. White gave talk on Halley's Comet.
- Feb. 28. Receive grade cards. Oh! My!!!
- Mch. 2. Miss John conducts exercises.
- Mch. 2. J. Mohammed Ali, from India, addresses us.
- Mch. 2. Orchestra practices with us during music.
- Mch. 3. Rev. Huddleston gave interesting address.
- Mch. 4. An epidemic of Spring fever.
- Mch. 7. Officers for annual elected.
- Mch. 7. Long class meeting with Mr. Guinther. Wonder why the Seniors have such long faces (???)
- Mch. 11. Senior class meeting. Decide on pictures.
- Mch. 11. Sophomores elect class officers.
- Mch. 11. Basket ball. Mansfield vs. G. H. S. We lost, 34-16.
- Mch. 12. Seniors begin to have their "pitchers took" for the Annual.
- Mch. 14. Senior Class meeting.
- Mch. 17. St. Patrick's day. We are aware of the fact by the appearance of the Freshmen.
- Mch. 21. Beautiful Spring appears.
- Mch. 24. Rev. Hundley conducts exercises.
- Mch. 25. Spring vacation begins.
- Mch. 25. Staff meeting.
- Apr. 1. April Fool.
- Apr. 4. Return after enjoyable vacation.
- Apr. 4. Anticipate grade cards in vain.
- Apr. 5. The "much beloved" fire drill.
- Apr. 7. Rev. Huddleston spoke during exercises.
- Apr. 8. Strike in music.
- Apr. 8. Arbor Day. Special exercises in afternoon.
- Apr. 8. Seniors plant class stone, with very impressive exercises.
- Apr. 9. Base ball. Game at Mt. Gilead, 4-3 our favor.
- Apr. 11. Mr. White visits Cleveland schools.
- Apr. 12. Seniors in N. E. corner of Chapel delightfully entertained by friendly mouse.
- Apr. 13. Senior class meeting. Common occurrence.
- Apr. 13. Juniors, Sophomores and Freshmen have their pictures taken for Annual.
- Apr. 15. Mr. Neptune entertains Chemistry class at his home in a delightful manner.
- Apr. 16. Base ball. Ashland vs. G. H. S. Ashland won, 7-4.
- Apr. 18. Mr. Wagner of Baldwin University gave short talk during exercises.
- Apr. 18. Juniors have pictures taken over. Broke camera first time.
- Apr. 20. Miss Weston conducts exercises.
- Apr. 21. Another delightful Geography quiz.
- Apr. 23. Rain, rain, rain!
- Apr. 26. Mr. Neptune gives interesting talk on big trees in California.
- Apr. 28. Prof. Guinther takes Miss John's place in Senior German.
- Apr. 28. Rev. Burghalter talks on "Heroism and Unselfishness."
- Apr. 28. Prof. Schaefer spoke on Manual Training.
- Apr. 29. Mr. White spoke on the "Prevention of Consumption."
- Apr. 29. Sophomore Rhetoricals.
- Apr. 30. Base ball. Mansfield vs. G. H. S. 4-3 our favor.
- Apr. 30. Epidemic of pink eye.
- May 2. All pupils of West Building have their pictures taken. Common occurrence for Seniors.
- May 4. Receive grade cards after patiently waiting several grades.
- May 5. Rev. Snyder addressed school.
- May 6. Seniors receive invitation from Bucyrus Seniors to meet them in the afternoon at Seccaum Park. Permitted to go. All excited rest of morning. Many notes flying around. Had a fine time.
- May 6. Ethel Diamond entertains Seniors at her home in the evening. Splendid time.
- May 6. Strike in music, can't get along without Seniors.
- May 7. Seniors "all in."
- May 9. Mr. Glass gave talk during exercises.
- May 9. Mr. Ulrich spoke on Base Ball.
- May 10. Miss Mather led exercises.
- May 11. Seniors begin to practice songs for Commencement.
- May 12. Speeches by some of our orators on Base Ball.
- May 27. Field Day.
- June 1, 2, 3. Senior Exams.
- June 5. Baccalaureate sermon.
- June 10. Commencement exercises.
- June 16. Junior-Senior Reception.



*Hello Central! Make Me Smile.*



Last winter one day W. Pfeifer went out to milk. He declares it was so cold that the cow gave ice-cream. Please don't call Bill anything.

Discussing wheat raising in Geography—"What is the difference between a sickle and a cradle?"

A. C.—"A sickle is a curved blade for cutting the grain and a cradle is a \_\_\_\_\_ resort for the little ones."

Freshman—Noticing dew on the grass "Gee! But it's hot; look at the grass sweat."

Mr. U. in Chemistry—"Give the most important use of lime."

R. C.—"To white-wash cellars."

Teacher in History—"In early times the Indians wore their skins for clothes."

Prof. U. in Botany—"What is your favorite flower?"

M. Brobst—"Two-lips."

#### SOME H. S. MEMBERS IN THE LATEST SONG HITS

R. Cullison in "Happy Heine."

L. Guinther in "Monkeyland."

Prof. White in "Can't You be Good."

W. Condon in "Dreams That Never Come True."

P. Howard in "Everybody Likes the Girl That I like."

F. Franks in "Has Anybody Seen my Husband?"

L. Somerside in "Help, Help, I'm Falling in Love."

Prof. Ulrich in "I Love my Wife, but Oh! you Kid."

B. Hoffman in "Cuttin Up."

R. Perrins in "Dreaming."

L. Kreiter in "Good Humor."

R. Marlow and H. Hess in "My Wife and I."

E. Smythe in "Georgie, Roll me a Doughnut."

Freshman Class in "Always in the Way."

W. Pfeifer in "Down Where the Base Ball Players Grow."

M. Smith in "Coax Me."

Prof. Neptune in "My Wife's Gone to the Country."

A. Harris in "It's Great to be Crazy."

G. H. S. boys in "Blow the Smoke Away."

E. Critzer in "I'd Rather be a Lemon Than a Grapefruit."

A. Daze in "Don't Take me Home."

Prof. Glass in "Garden of Roses."

P. Richey in "Gee! I'd Like to be Mayor."

R. Perrins in "Just Some One."

R. Cullison in "Who? Me?"

E. Diamond in "You've Got Me Goin,' Kid."

V. Nungesser in "Scuse Me To-day."

H. McLaughlin in "Nothin's Too Good for the Irish."

P. Robbins and A. Miller in "Pickles for Two."

E. Benberger in "I Want Some One to Call Me Dearie."

H. Cook in "Gee, I Wish I Had a Girl."

Freshmen in "Nothing From Nothing Leaves You."

R. Cook in "Rain-in-the-Face."

Miss John in "It Was the Dutch."

R. Evans in "In My Merry Oldsmobile."

C. Wilenthaler in "Baby Doll."

Miss Mather in "I'm Wise."

B. Hoffman in "I've Lost My Little Dog."

L. Guinther in "No One Can do It Like My Father."

Miss Weston in "The Harem, Scarem," Who?

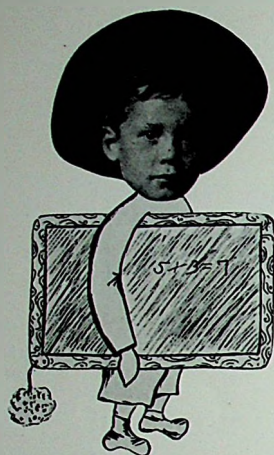
R. Virtue in "Pony Boy."

F. Mitchell, M. Davis, J. Diamond, in "When Shall We Three Meet Again."

E. Hickerson in "Keep Away From the Girls."

L. Kreiter and M. Quay in "It's Never Late Till Morning; Then its Early After That."

H. Cook in "Set 'em up Boys."



Our Largest Freshie

### A SENIOR'S DREAM OF HEAVEN

One night after I had eaten a copious supper,  
 Most miserably from my stomach I did suffer.  
 Earlier than usual I went to bed,  
 I had cramps in my stomach and pains in my head.  
 My sleep was disturbed by a vivid dream,  
 To Heaven I went, to me it seemed  
 When I reached there I knocked at the gate,  
 St. Peter came quickly my knock to abate.  
 As he bade me softly my business to state,  
 And after I told him he said I was late.  
 He led me to a room which I should explore,  
 It was filled with lamps; with lamps galore.  
 Each was to represent a soul on earth,  
 Which was lighted at the time of their birth.  
 On questioning him further, to me he said  
 The lamps which were out, represented the dead.  
 And with a start, I reached for mine,  
 I beheld it, indeed, it did dimly shine.  
 And when St. Peter turned his back,  
 I tried to replace the oil it did lack,  
 When I received a resounding crack.  
 At which I awoke, to you it will seem queer  
 I was poking my finger in my brother's ear.

P. R. '10.

Prof. U. in Geometry—"What is a bi-rectangular polyhedron."  
 Condon—"O, Roosevelt shot one of those, didn't he?"

Miss W.—"Eugene, X is equal to what?"  
 Eugene (thinking deeply) "You don't say?"

Prof. G.—Raymond what is the best way to raise cabbage?  
 R. C.—With a knife and fork.

The best way to catch flies is to join the G. H. S. Base Ball team.

Arnold—Yes, it's nice to be rich, I used to ride in my own carriage.  
 Mansfield—When was that?  
 Arnold—When I was a baby.

### ANNUAL GARDEN STATEMENT

"\$10.00 worth of garden seeds.  
 10 days of good hard toil,  
 1 mammoth pile of noxious weeds,  
 1 sq. rd. of good soil.  
 1 hoe,  
 1 spade,  
 1 rake,  
 Best Grade;  
 1 baby harrow,  
 2 days of hire,  
 7 yds. chick wire,  
 1 large wheel barrow,  
 Subtract what you would have to pay  
 For the vegetables you raised,  
 From the total of the cost,  
 And you will be amazed.  
 Not counting all the work you've done  
 The aches and pains you've caught,  
 Like every other year before,  
 The saving will be 0.'

Who wears the largest bows?—M. Davis.  
 Who has the typical "horse laugh"?—E. Critzer.  
 Who wears the loudest socks?—Willie C.  
 Who uses the most powder?—B. Groff.  
 Who wears the highest collars?—S. Erret.  
 Who wears the largest "rats"?—B. Sharrock.  
 Who giggles most?—G. Cooper.

Anybody wishing dilute H<sub>2</sub>O can have plenty of it at the fountain on the second floor, diluted with 10 volumes of air.

F M. in Com. Law (speaking of the provision made by the state for poor children) "If children go to school, they are provided with clothes."

Prof. in Geometry—"Bess are quadrupeds horses?"  
 Bess—"I don't know."







Of all sad words  
Of tongue and pen  
The saddest are these  
"It might have been."

### WHAT THEY LIVE FOR

Porter Richey—To write poetry.  
Perry Brick—To study.  
Ruth Perrins—To have a case.  
Inez Jacobs—To grow.  
Lewis Kreiter—To win hearts.  
Grace Cooper—To crack jokes.  
Beatrice Hoffman—To laugh at Grace's jokes.  
Maude Sweeney—To be late.  
P. Robbins—To smile at Alma.

Condon—"Gee! I hurt my foot, it's all black and blue."

Pfeifer—"Well, why don't you wash your feet."

Prof. White in Geometry—"Alma, you must have worn out your talking machinery in music."

Mr. Neptune in Physics—"What makes up a simple telephone?"

H. Cook—"Batteries, poles and telephone girls."

### A FEW JUNIOR CHARACTERISTICS

Pfeifer's oratory.  
Robbin's smiles at a Senior.  
Condon's soprano singing.  
Place's pompadour.  
Davis' bows and beaus.  
Marlow's attempt at Mormonism.  
Cook's "hard luck" in finding a girl.  
Guinther's grin.  
Smith's popularity.  
Diamond's wit.

Teacher—"What kind of eruption does Mt. Kilanea have?"

P. H.—Easy.

Teacher—"Where are Swiss watches made?"  
Cullison—Genevieve.

### SENIOR INFORMATION BUREAU

On Base Ball—go to "Shelby."  
On the North Pole—ask "Perry."  
While traveling—call a "Porter."  
On lodges—join "Mason."  
About school duties, ask "Guinther."  
On Minnesota—go to "St. Paul."  
On slyness—ask "Fox."  
On how to be virtuous—ask "Virtue."  
On debates—call on "Haynes."  
On the Deer Slayer—see "Cooper."  
On Legislation—ask "Anderson."  
On the 1909 Exposition—ask "Clark."  
On fiction—read "Inez."  
About Kingdoms—ask "King."

Mr. G.—(dictating shorthand) I long for that happy day.

(Voice from rear)—So do I.

Pfeifer—Why is a hippopotamus?  
Marlow—Sure, didn't you know?

Teacher—With what countries does Hawaii trade?

E. D.—Rice, Tobacco and sugar cane.

Prof. What happens when ice melts?  
P. R.—It freezes.

Teacher—"From whom are the Italians descended?"

R. C.—"Chinamen."

Prof. Ulrich hereby declares that to the pupil guessing how old he is he will give a raise of .000146-770 in their grades. No ladies are allowed to guess as the situation might become embarrassing.

Mr. N.—Give an example of unstable equilibrium.

H. C.—When an egg rolls away from where it went.

Teacher—"What is the highest form of animal life?"

Freshman—"The giraffe."



THE HIGH SCHOOL  
**DEPARTMENT STORE NEWS**

ANNOUNCEMENTS OF  
**GRAND MILLINERY OPENING**

BIGGEST  
 BARGAINS  
 OF  
 THE  
 SEASON



\$25.00  
 HATS  
 REDUCED  
 TO  
 \$24.98

NOTICE ILLUSTRATION OF FAMOUS "GILL" HAT  
 THIRD FLOOR, ROOM SIX

<p><b>DRUG DEPARTMENT</b></p> <p>Try Cullison's Sleep Tablets for INSOMNIA</p> <p>SHARROCK'S perfumes, toilet preparations and powders, they cannot be excelled.</p> <p>THIRD FLOOR ROOM THREE</p>	<p><b>SPECIAL! ! !</b></p> <p>FOR HIGH SCHOOL BOYS</p> <p>There are still a few eighth grade girls who are not taken. As the season is nearly over they will go cheap.</p> <p>SECOND FLOOR</p>	<p><b>MATRIMONIAL DEPARTMENT</b></p> <p>Send me two cents in stamps and I will mail you a list of all marriage-able people who belong to this agency.</p> <p><b>ROY MARLOWE</b>          MANAGER</p> <p>THIRD FLOOR</p>	<p><b>TOY DEPARTMENT</b></p> <p>We have just received a new line of novelties, such as hobby horses, tin horns, rattles and rag dolls suitable for Freshmen.</p> <p>Better come early to avoid the rush.</p> <p>THIRD FLOOR ROOM SIX</p>
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SCHEIB  
HOWARD  
ANDERSON  
RICHEY  
KING  
SCHELB

STEWART  
NEUMAN  
IRVIN  
POISTER  
EBERT  
SHAW

WILSON  
ARTMAN  
SLIP  
PFEIFER  
SEIF

CRITZER  
LEWIS  
ARNOLD  
MIDGLEY  
STONER

BARRET  
ARTER  
DAPPER

EDLER  
GILL  
GOTTDIENER  
SWANEY

We find many oddities among the seniors, as follows:

A Diamond  
A King  
A Fox  
A Porter  
A Brick  
A Ruby  
A Virtue  
A Mason  
A Miller

Mr. W. in Geography---"What does England do with the sheep raised there?"

A. C.---"Manufacture cotton fabrics."

Miss J. in Literature---"Of what does the Literary Digest treat?"

B. C.---"Currents."

#### A FEW NICK NAMES

Guy Franks---"Baloon"  
George Schelb---"Curley"  
Lewis Kreiter---"Boots"  
Merl Midgley---"Squire"  
Arthur Schelb---"Toots"  
Raymond Cook---"Big-face"  
George Miller---"Fuzzy"  
Ralph Cullison---"Willie"  
George Stoner---"Stick"  
Paul Howard---"Dubby"  
Eugene Critzer---"Cow"  
Lawrence Guinther---"Monkey"  
Roy Marlow---"Slip"  
Walter Mason---"Wigg"  
Porter Richey---"Pote"

In discussing rivers and river valleys Mr. W. asked "what is a sink?"

H. McL.---"It is a drain to carry away waste water generally connected with the sewer."

Teacher---"What is Green(w)ich?"

B. H.---"Isn't it about the same as Gangrene?"



A Thing of Beauty is a Joy Forever.

To be sung to the tune "School Days,"  
School days, school days, troublesome book review days,

Latin and German and anonymous prose,  
Taught to the tune of a rubber hose,  
He was a guy from Wooster town  
We were the kids he stuffed work down,  
Hot were the times in the Freshman room,  
When we were a couple of kids.

Teacher---"What is the capital of Nebraska?"

R. C.---"Abraham."

Teacher in Geography---"What do they use the cattle for in England?"

A. C.---"To make cotton and wool."

Mr. W.---"What is peat?"

B. H.---"Solified vegetables."

Mr. U. in Commercial Arithmetic---"What are the three terms in multiplication?"

C. A.---"The multiplicand, product and mu-mu-multitude."

Mr. U. in Chemistry---"What is one use for cement?"

M. S.---"To make underground bridges."

Teacher---"What do they raise in the Southern States?"

W. K.---"They raise cain."

B. H. to P. R. between bells---"Now you watch me in Latin this afternoon. I'm going to do elocution, I'm going to speak way up and down."

Mary V. (slipping on the ice) "Mr. Glass it is your turn next."

Mr. G.---"Well I always let the ladies go first."

Prof. W. in Geography---"What valuable woods are obtained from the forests of S. A?"

R. R.---"Coffee."

R. C. concerning C. W.

Love is sweet, but oh, how bitter  
To court a girl and then not get 'er.

Everybody come.

Beatrice Hoffman and Grace Cooper are going to see which one can keep absolutely still for three minutes.

Mr. N. (after an explanation)---Has anyone a question to ask?"

M. S.---"What time is it?"

Prof.---"Can't you keep out of trouble?"

Freshman---"I wasn't in that scrape."

Prof.---That doesn't make any difference; you would have been, if you had known about it."

Mr. W.—Why were the "Roaring Forties" so named?

H. McL.—"Well I suppose they go like forty."

### THINGS THAT SELDOM HAPPEN

Maude S. is not tardy.  
Perry B. flunks.  
Roberta Porter is late.  
Alma Miller recites in Geography.  
Beatrice H. is quiet for one period.  
The sly Fox is caught.  
Wilbert K. whispers.  
Louis K. recites.  
Critzler behaves himself.  
Lawrence G. studies.  
George Miller flunks in Geometry.

P. H. in Geography—One of the greatest manufacturing products of New England is fish.

Teacher—"Name the Tudors."  
Freshman—"Front door and back door."

Teacher—"What does "alter ego" mean?"  
Brilliant Freshie—"The other eye."  
Teacher—"Give an example."  
Freshie—"He winked his alter ego."

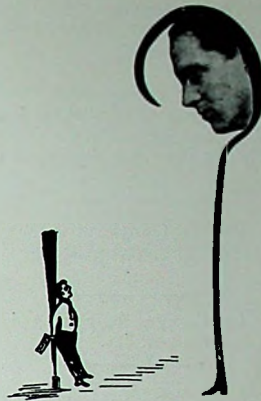
### "AN EXCUSE"

If you come late,  
As sure as fate,  
"You'll have to have an excuse."  
If you'r only out a day,  
When sickness comes your way,  
"You'll have to have an excuse."  
If you don't want to sing,  
A small voice will ring,  
"You'll have to have an excuse."  
If you have a terrible thirst,  
You must ask a teacher first,  
"You'll have to have an excuse."  
If you want to say "good-day"  
To a friend across the way,  
"You'll have to have an excuse."  
In fact, it's this way all the while,  
Soon, if you even start to smile,  
"You'll have to have an excuse."

### A TALE OF A FRESHMAN

A Freshman was wrecked on a cannibal coast,  
Where a cannibal monarch held sway;  
And they served up that Freshman in slices on toast  
On the eve of that very same day;  
But the vengeance of heaven fell swift on the act,  
In a manner that was ne'er before seen,  
For with the cholera morbus that tribe was attacked  
As the Freshman was dreadfully green.

Junior in Bookkeeping—"I need some change"  
that Mr. G. (handing her some paper dollars)—"Will do?"  
Junior—"No I need some cents (sense)



To "can" or not to "can"  
That is the question.

Teacher—"Is the Hudson river navigable?"  
G. C.—"Yes sir, it has a railroad running along both sides"

### HALLEY'S COMET

To-day I rose at 4 o'clock  
To scan the morning sky,  
For Halley's comet, which I read  
Was scheduled to pass by.  
But, oh! Its head was pale;  
Its ancient brilliancy was lost,  
And drooping was its tail.  
"O comet, why so pale and wan,"  
I cried in accents pleading.  
It said, "Just now an airship cop  
Arrested me for speeding."

### SONG OF A SENIOR

And when I die  
Don't bury me at all  
Just wrap me up  
In a Virgil Scroll  
Place a chemistry text  
At my head and feet  
So my poor bones  
Will surely keep.

Porter Richey—translating in Latin—"Oscula libavit natae."

He gently kissed his daughters lips.

Miss M.—Porter where in the Latin passage did you get the word "gently?"

P. R.—I did not get it there at all but that is the way kissing is supposed to be done.

--Who--

There is nothing half so sweet in High School as a young Prof. without a wife.

P. H. in Geography—"Animals grow considerably in mountains."

Teacher in Geography—"What kind of foreign products do we receive through New York?"  
P. H.—"Immigrants."

Teacher in Geography—"What is the shape of the highlands in Ireland?"  
H. McL—"I never saw them, so I wouldn't like to say."

Prof.—"Describe the rainfall in the interior."  
P. H.—"Well they have quite a good bit, but not very much."

R. P.—"In History—"Burr shot and killed Hamilton, and he died the next day."

Mr. N. in Chemistry—"What is meant by hard water."  
I. J.—"Ice"

Teacher—Tell about the size of the Mississippi basin.  
N. F.—"It's just about the same size as it always was."

#### A FEW GERMAN TRANSLATIONS

B. B.—The burning pine tree fell out of the window.

R. P.—The old man walked down the well dressed street.

P. R.—The canary was painted as yellow as an orange.

G. C.—In the end, instead of being in the land of gold, I will be a cannibal.

Teacher—"What is manufactured in Chicago?"  
B. H.—"Cattle."

Mr. N.—"What is the most important use for sodium nitrate?"

R. C.—"To make fire crackers."

Teacher—"What countries constitute the United Kingdom?"

P. R.—"England, Scotland, Ireland and Whales."

Miss Swisher—"Who can use the word dilemma in a sentence?"

Freshman—"A wild dilemma came out of the woods."

E. D. in Chemistry—"A mixture of nitrogen and hydrogen form pneumonia."

Mr. White—"Tell about the agriculture in the Atlantic States."

N. F.—"It's good for grazing."

Teacher—"How warm does it get in this zone?"  
P. H.—"104 in the shade."

H. McH.—In giving principal parts of a Latin verb—"Imo, imistere, imissedit."

Teacher in history—"Porter you may recite."  
P. R. (who is erasing his book)—"I'm busy now."

B. C. in Chemistry—"Carbon Dioxide is in the air so animals won't evaporate."

Teacher in History—"Who led the colony that settled at the head of the James River?"  
H. McL—"Little Johnnie Smith."

Soph—"Do you know how they first discovered iron?"

Prompt Freshman—"Yessir! Pa said they smelt it."

"Toots" Schelb though rather small,  
Marched bravely through the hall,  
And took his seat  
So quiet and meek,  
When he got a terrible fall.

Now he sits on a high chair,  
And everyone thinks it's not fair  
Because he thinks he's elevated  
Six inches higher he is rated  
And he thinks some day he'll be mayor.

Perhaps these jokes are old  
And should be on the shelf  
If you can do it better  
Send in a few yourself.

#### OUR READING SHOWS

The Red Mill---High School Building.  
Paid in Full---Tardy pupils.

The Blue Mouse---Related to the H. S. rats.

The Gallopers---The Frisky Freshies

Polly of the Circus---Vesta Nungesser.

Three Twins---Jean, Marian, Fanny.

Comedy of Errors---Freshman.

Much Ado About Nothing---Sophomores.

As You Like it---Juniors.

Popularity---Seniors.

#### SOME FAMILIAR EXPRESSIONS

Miss Swisher—"Now there."

Mr. Neptune—"Oh, excuse me."

Mr. Glass—"If you please."

Mr. White—"Do you see the point."

Miss Weston (tapping her pencil)—"Girls! Girls!"

Mr. Ulrich—"I think we can improve our time by studying."

Miss Mather—"You can't afford it."

Miss John—"That's unfortunate."

Miss J.—"Does anyone know a fault of Washington's?"

E. K.—"He lost his temper."

N. G. (aside)—"Wonder if he ever found it."

## ALUMNI

1871

- † S. S. Pague
- † W. P. Stentz

1872

- Almeda Bilsing-Reagle, Galion
- Ida Campbell-Riblet, Cleveland
- Geo. Daily, Galion
- Almia Duck-Hackedorn, Galion
- † Almada 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, Fremont, O.
- † Sadie Lindsley-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-Stanford
- 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, Mgr. 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, Washington
- Nina Wineland-Snyder, Galion

1880

### "He Conquers Who Endures"

- † Forest Bowlby
- Addie Bull-Clark, Marion, O.
- \* Julius Eise, machinist, 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."

- Lula Burgert-House, Galion, O.
- Ella Connor-Kane, Galion, O.
- † Milford Park
- \* Fred Row, Engineer, Galion, Ohio
- 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-Freeze, 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.

1884

"For Life, Not for School, We Learn"

Mary Baldinger, teacher, Galion, O.  
Laura Clase, post-office clerk, Galion, Ohio  
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.  
Lula Ristine-Hanlin, Union City, Ind.  
Frank Rule, Milliner, Dundee, Mich.  
† Inez Reed  
Carrie Spittle-Davis, Galion, O.  
Sadie Winans-Moss, Galion, Ohio  
Mabel Wineland-Herbold, Galion, Ohio

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.  
Nettie Snyder-Motsinger, Galion.

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.  
\* Charley 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, Texarcana, 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, Bellefontaine, O.  
Etta Rhinehart-Cook, Galion  
† Emma Shaeffer  
† Michael Shea  
Cora Taylor-Belser, Bellefontaine, O.  
Charles Tracht, florist, Galion

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-Nichols, 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, bookkeeper, 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, Electional Engineer, Schenectady, N. Y.

1893

"Rowing Not Drifting."

\* Frederick Alstaetter, Wheeling, W. Va.  
† Eva Cronenwett-Burt  
Edith Hoag-Weil, Cleveland, O.  
Alice Hoyt, Cleveland, O.  
May Murrel, Galion  
Jay Persons, Physician, Montana  
Estella Reisinger-Lovett, Columbus, O.  
Emma Rich-Shultz, Ashland, O.  
Harriet Uhl-Goetmann, 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, Galion  
Edna Krohn-Line, Galion, O.  
Robert Kunkel, physician, Piqua, O.  
Myrtie Lovette-Knore, 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 bookkeeper, 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 McWhetter-King  
Myrtle Ness-Blackman, Cleveland  
Nella Neff-Herndon, Galion, O.  
Ethel Reardon, married  
Cora Sherod-Mengel, El Paso, Mexico  
† Emeline Simon  
George Wemple-DeGolley, Galion

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, compositor, Galion, O.  
Bertha Reisinger-Matthias, Galion, O.  
Mary Reagle, Galion, O.

1898

Eda Alstaetter-Thom, 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, Uniondale, Ind.  
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.  
 Kaura Koppe, Bookkeeper, Galion  
 Grace Knoble, Musician, Galion  
 Alma Klopp-Sayre, Galion  
 Nellie Kline-King, Mansfield, O.  
 Wade Lewis, Physician, Loraine  
 Georgiana Lewis, Teacher, Galion  
 Grace McCool, Stenographer, Galion  
 Ora McNeil, Galion  
 Hilda Miller, Teacher, Geneva, O.  
 Bella Monroe, Teacher, Akron, O.  
 Adelaide Murray-Siegler, Cleveland  
 Anna Pilgrim-Reid, Lima, O.

† Karl Rick, Teller, Galion  
 \* Rollin Reisinger, Druggist, Barberton, O.  
 † Mabel Safford-Wilson  
 Jesse Sayre-Winans, Crestline, O.  
 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, Bailey's, 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, Galion, O.  
 Carl Gugler, Lawyer, Galion  
 Mary Hollister, Geneva, New York  
 Alfred Johnson, U. S. Signal Corps, Camp Statzen-  
 berg, 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, Alabama, Ga.  
 Mabel Bracher, Teacher, Bucyrus, O.  
 Marie Brown, Teacher, Corsica, O.  
 Tressy Ely, Student, Delaware, O.  
 Ida Grebe, Stenographer, Cleveland  
 Anna Gugler, Stenographer, Galion  
 Blanche Hart, Stenographer, Cleveland  
 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."

Daisy

Turquoise and Black

Blossom Burgert, Galion  
 Nina Berger-Kahen, Cleveland, O.  
 Emma Burener-Sherar, Pittsburg, Pa.  
 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, Physician, Galion  
 Frank Humberger, Detroit, Mich.  
 Bertie Jackson, Galion  
 Mildred Jackson, Galion  
 Grace Kates-Cook, Lorain, O.  
 Hattie Kern, book-keeper, Galion  
 Ben Koppe, Bell Telephone Co., Pittsburg, Pa.  
 Cleo Kreiter, Galion  
 Etta Kunkle, Cashier, Galion  
 Carrie Kreiter, Galion

May Lovette-Miller, Galion  
 \* Aldon Metheany, Ins. and R. E. Agt., Galion  
 Mary Monnet-Smith, North Robinson, O.  
 Paul Monroe, Bookkeeper, Galion  
 Bertha Nelson-Plack, Galion  
 Roy Riblet, Gambier, O.  
 Georgia Shumaker-Phillips, Markleton, Pa.  
 Boyd Schneeberger, Electrical Eng. Cleveland  
 Minnie Stentz-Henderson, Mansfield, O.  
 Jay Sweeney, 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 Freeze, student, Ann Arbor, Mich.  
 Edna Flannery, journalist, Galion  
 Tacy Gledhill-Smith, Galion  
 Rosa Ila Grindell, Galion  
 Paul Guinther, Pa. R. R., Crestline  
 Naomi Holmes, stenographer, Galion  
 Mable Jones, stenographer, 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 Freeze Works, Galion  
 Lizzie Ricksecker, Galion  
 \* Rodney Reese, clerk N. Y. C. R. R., Pittsburg, Pa.  
 Dorothy Shuls, stenographer, Galion  
 Ethel Wilson, drawing teacher, Barberton

1905

Fern'

Orange and Black

Marguerite Armour-Unckrich, Galion  
 \* John W. Bair, fireman, Galion  
 Alice Barker-Goshorn, Wallace, Ind.  
 † Abba Boice  
 Glenn Bradin, teacher, Galion  
 Herbert Burgerner, Galion  
 Inez E. Cronenwett, Galion  
 \* Mardo 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 Tamblin, Cleveland

1906

"Excelsior."

Syrenga

[Blue and White

Ethel Adair, stenographer, Cleveland  
 Herbert Baker, clerk at Liggett's Drug Store, Galion  
 \* Edna Berger-Snyder, Galion  
 Oscar Block, Instructor in drawing, Bucyrus, O.  
 Mert Brown, student, Columbus, O.  
 Hazel Brown, Bookkeeper, Galion  
 Laura Bryfogle, 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, Pratt Institute, Brooklyn,  
 N. Y.  
 John Green, Electrical Engineer, Westing House,  
 Pittsburg.  
 Fred Guinther, student at Case, Cleveland  
 Mart Helfrich, Seemann's Drug Store, Galion  
 Muriel Herbold, student teacher, Galion  
 Russel James, student, Ann Arbor, 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, Ann Arbor, Mich.  
 Lena Monroe-Snyder, Galion  
 Stella Morton, Galion  
 Lois Priest, stenographer, Galion  
 Virginia Reese, nurse, Cleveland  
 Argale Riblet, jeweler, Galion  
 Harold Row, Freese Works, Galion, 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, Marsh's Photograph  
 Gallery, Galion

1907

"Ich Kann."

Daisey and Fern

Turquoise and Black

Roy Arter, Galion, O.  
 Howard Barr, Delaware, O.  
 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, teacher, Mt. Gilead  
 Ethel Hale-Bush, Indianapolis, Ind.  
 Gardie Holmes, stenographer, Galion  
 Foster Hoffman, student, Delaware, O.  
 Hazel Kline, Galion  
 John Laughbaum, student, Springfield, O.  
 Albert Lemley, Cleveland, O.  
 Cleo Lonius, stenographer, Galion  
 Hugh Meuser, Ass't chief clerk, Erie, Galion  
 James Neff, clerk, Erie, Galion  
 Esther Pfeiffer, Galion  
 Dora Pilgrim-Davis, Galion  
 Nina Pletcher, Galion  
 James Porter, Galion  
 Edith Ricker, teacher, Galion  
 Hazel Rowe, Telephone Office, Galion  
 Chauncey Rusk, Galion  
 Fanny Snodgrass, Galion  
 Roy Socin, clerk, Galion  
 Hazel Socin, clerk, Cleveland, O.  
 Archie Unckrich, student, Ada, O.  
 Jeannette Wyne, Peoria, Ill.

1908

"Peg Away."

Violet

Purple and Gold

Harry Albrecht, Cleveland  
 Maurice Allen, medical student, Columbus  
 Miriam Allen, Galion  
 Edward Boyer, Plumber, Galion  
 Ethel Beck, Galion  
 Eta Bersinger, stenographer, Galion  
 Fred Cleland, Erie ticket agent, Galion  
 Joseph Connor, Erie clerk, Cleveland  
 Pauline Davis, Galion  
 Edna Draa, milliner, Galion  
 Beatrice Ebert, stenographer, Cleveland  
 Edna Grebe, stenographer, Cleveland  
 Nellie Grindell-Richey, Galion  
 Edna Gugler, clerk, Galion  
 Anna Hollister, teacher, Galion  
 Helen Judge, New York  
 Calvin Knisely, Law School, Mich.  
 Fred Krieter, student, O. S. U., Columbus  
 Joseph Kunkel, student, Springfield, Ohio  
 Milton Larkworthy, druggist, Cleveland  
 Donald Marsh, Galion  
 Torry Marsh, Marsh's Photograph Gallery, Galion  
 Hugh Mitchell, student, O. S. U., Columbus  
 Ansel Morton, Mansfield, Ohio  
 Lena Morton, Galion  
 Reuben Pounder, Galion Lumber Co., Galion  
 Leila Poister, Galion  
 Ulah Price, stenographer, Galion  
 Louise Smith, Cleveland  
 Maud Snyder, bookkeeper, Galion  
 Ida Weaver-Sherer, Galion  
 Marion Walker-Freese, Galion

1909

"To Be, Rather than to Seem."

Olive and Cream

Cream Tea Rose

Guy Baker, Erie Employe, Galion  
 Fred Barr, American Express Co., Galion  
 Florence Berry, Dwight School, N. J.  
 Ruth Critzer, teacher, Galion  
 Irvin Cook, Galion  
 Herman Dapper, Cleveland, O.  
 Helen Deam, Galion  
 Gladys Dice, Elocution school, Evanston, Ill.  
 Helen Dougherty, Galion  
 Fleta Edgington, teacher, Galion  
 Mary Eise, College, Buena Vista, Vir.  
 Nina Eisele, Galion  
 Marie Erfurt, Galion  
 Stuart Ebert, Erie employe, Galion  
 Cleo Garberick, Galion  
 Olive Gelsanlitter, Wittenburg College, Springfield, O.  
 Florence Gottdiener, music college, Cleveland, O.  
 Dorris Gregg, Galion, O.  
 Carrie Gugler, clerk, Galion  
 John Guinther, teacher, Galion  
 Helen Hackett, Buchel College, Akron, O.  
 Loretta Helfrich, teacher, Galion  
 Hazel Kieffer, teacher, Galion  
 Grace Jacobs, clerk, Galion  
 Roy Kinsey, Citizens Bank, Galion  
 Esther McClure, stenographer, Galion  
 Earl Ocker, Galion  
 Marguerite Poister, stenographer, Galion  
 Edna Price, elocution school, Evanston, Ill.  
 Blanche Price, bookkeeper, Galion  
 Bertha Schneeberger, Galion  
 Marie Schuller, Galion  
 Ethel Sharrock, clerk, Galion  
 Ada Shaw, clerk, Galion  
 Vance Simon, Erie clerk, Galion  
 Leta Sweeney, Galion  
 Fern Umberger, Galion  
 Annabella Van Meter, Galion  
 Joseph Wisterman, clerk, Galion  
 Isabella Rowe, Galion

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Organ Prelude

Hymn—359

Invocation and Lord's Prayer - - - - - Rev. J. W. Lowe

Scripture Lesson - - - - - Rev. A. A. Hundley

Anthem - - - - - Church Chorus

Prayer - - - - - Rev. F. P. Rundell

Responsive Reading—First Psalm - - - - - Rev. D. Burghalter

Hymn—370

Baccalaureate Discourse - - Rev. E. G. Boch, Pastor of German M. E. Church

Anthem - - - - - Church Chorus

Prayer - - - - - Rev. G. W. Huddleston

Hymn—139

Benediction - - - - - Rev. A. Snider, D. D.

Organ Postlude.

Musical Director - - - - - Prof. J. E. Parry

Church Organist - - - - - Mrs. R. O. Morgan

## COMMENCEMENT PROGRAM 1910

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Music—Chorus—“Song of Season”— <i>Ripley and Heartz</i>	Class
Invocation	Rev. W. A. Perrins
Oration—“The Civic Duty”	Walter Mason
Reading—“Jean Valjean and the Bishop”— <i>Victor Hugo</i>	Bernice Berger
Music—Chorus—“I Will Extol Thee”— <i>Costa</i>	Class
Oration—“The Life Worth While”	Addison Crissinger
Reading—“Billings of '49”	Ruth Reynolds
Music	High School Orchestra
Oration—“Tact and Taffy”	Maud M. Sweeney
Reading—“The Arena Scene from Ben Hur”— <i>Lew Wallace</i>	Elfrida Kreiter
Music—Octette—“There is a River”— <i>Dudly Buck</i>	
Reading—“Pseudo Cataline”— <i>Fenton</i>	Norma Gelsanliter
Music—Ladies' Chorus—“May Time”	
Oration—“An Ideal American”	Roy Virtue
Music—Class Song	Class of 1910
Presentation of Diplomas	
	Dr. C. D. MORGAN, President of the Board of Education.
Music	High School Orchestra
Benediction	Rev. G. W. Huddleston



*The End*

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W. J. MEANS, M. D., Dean Department of Medicine.

H. M. SEMANS, D. D. S., Dean Department of Dentistry.

H. R. BURBACHER, G. PH., Dean  
Department of Pharmacy

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