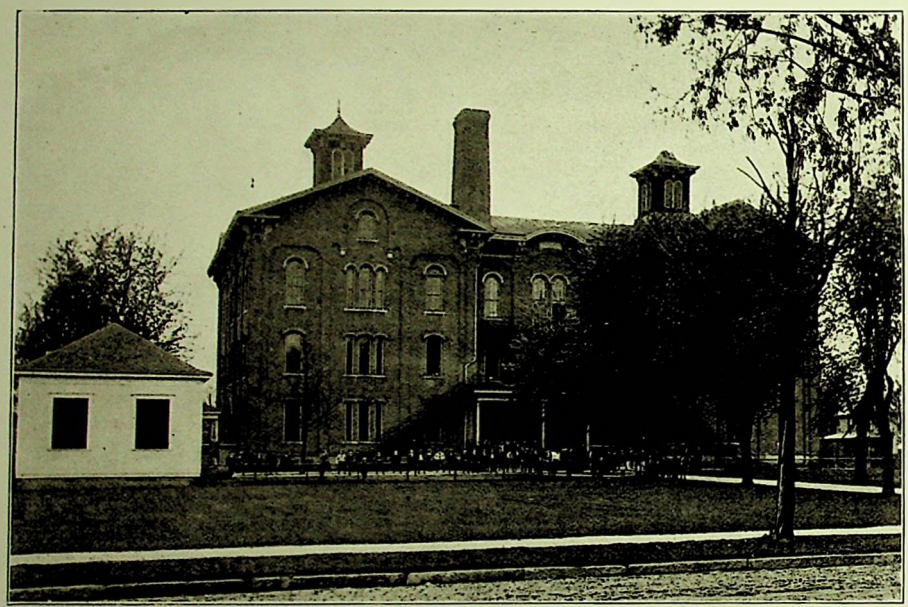
THE SPY

"1911"

THE SPY

A RECORD OF THE CLASS OF NINETEEN HUNDRED AND ELEVEN

PUBLISHED BY
THE "SPY" BOARD



GALION HIGH SCHOOL

Dedication

To our parents, Miss Lou Hofstetter, and all others who have aided us in our school life.

EDITORIAL

¶ Another year's record of the doings of our High School is ready to present to the public and we hope it will portray the happenings in a way pleasing to all its readers. As this is our first attempt at anything of this sort, it is natural that we should make mistakes, but this work is not so much of a test of our literary ability as it is a monument of our happy school days. But as Galion is known all over the State as having a fine High School, we have worked hard to make this volume a success, and to show the people out-side of school and out-side of Galion, how our High School is managed, and to make them better acquainted with the workings of the School.

We have worked especially hard to procure material of a lighter vein, and hope no-one will be offended at the "smiles."

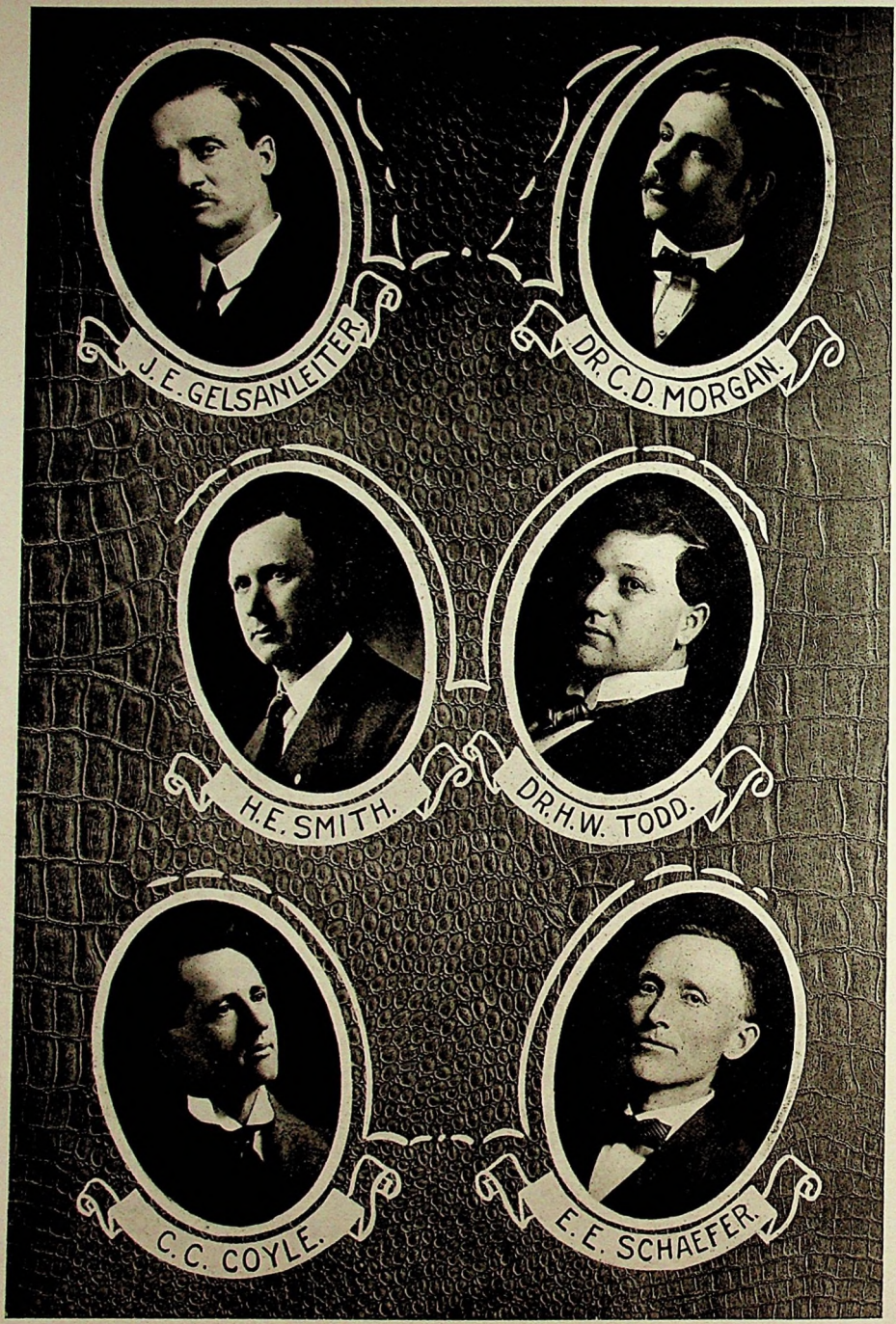
This year has had many pleasures for us, but there have also been sorrows. Early in the year sadness came to us in the death of one of our number, Miss Helen Stewart, and while this book was at the press we were grieved by the death of another one of our number, Glen Cullison, who entered the High School last September. He was ever studious, quiet and greatly loved by all those who came in contact with him. We can only say "Thy will be done."

We wish to especially thank the Faculty, the members of the High School and the citizens of Galion, who have aided us in publishing the "SPY," for without their valuable support this volume would certainly be a failure.

"Good friend for Heaven's sake forbear
To scorn the work attempted here.
Blest be the "stude" that doesen't mock,
And cursed be he who starts to knock."

GREETING

We greet those who are interested in the welfare of Galion High School.


J. E. GELSANLEITER.
DR. C. D. MORGAN.
H. E. SMITH.
DR. H. W. TODD.
C. C. COYLE.
E. E. SCHAEFER.

Board of Education

J. E. GELSANLITER
Term Expires December 31, 1913

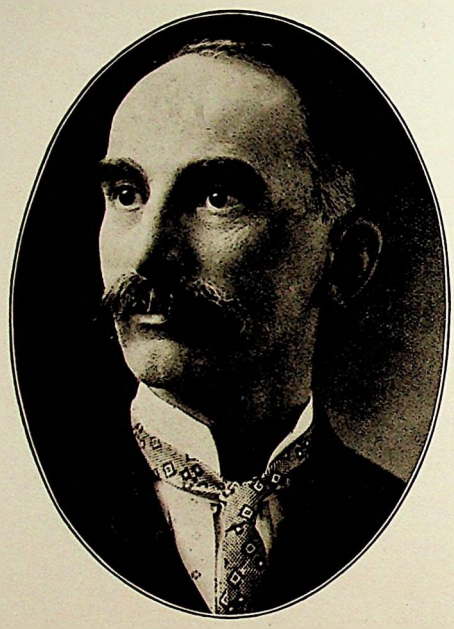
DR. C. D. MORGAN
Term Expires December 31, 1911

H. E. SMITH
Term Expires December 31, 1913

DR. H. W. TODD
Term Expires December 31, 1911

C. C. COYLE
Term Expires December 31, 1911

J. J. SCHAEFER
Term Expires December 31, 1913



I. C. GUINTHER
Superintendent of Schools

Our Schools

The annual affords us another opportunity to present to our citizenship some thoughts concerning our schools, their work, their needs and their missions.

We do hope that the article will meet with at least a thoughtful reading on the part of those who desire to be acquainted with the schools.

Our schools have been gradually growing in numbers. We enroll more pupils this year than ever before. Our high school has the largest enrollment it has ever had and has fair prospects to be much larger next year. We regret not to be able to urge more pupils to come to us from rural schools. We do not dare to do so, as long as we are overcrowded in caring for our own pupils. It is not alone in numbers that our schools are growing; they are growing in efficiency and general helpfulness in the preparation for complete living.

The work in the schools is enlarging constantly along the things that are more practical. Sewing for girls and work with the tools for the boys, has added much to the general ability of pupils to do real work. Room and facilities forbid the further extension of this line of work at present. This condition is most deplorable, in-as-much as so many cities and villages are providing liberally for the carrying forward of this much needed work for pupils. It is evident that our schools must be reglegated in their standing, when we are handicapped for want of means and facilities to do what progressive schools elsewhere are doing.

The failure to carry the bond issue vote last year, is one of the most unfortunate failures that has befallen Galion in past years. It is a mistake for citizens to vote against educational progress for the sake of avoiding the payment of a small additional tax each year.

Many citizens that speak in favor of material development and encourage taxation for the development of the city in its general improvements, failed to realize that no improvement has so much to do with the general welfare of a community as the constant improvement of the citizenship through its system of education.

The few dollars that men saved themselves through the defeat of the issue will in no way compensate the city for the loss it causes each year. The loss to our future citizenship is beyond estimation. Would it not be a good idea, for our citizens who study or talk civic conditions, to include in their investigations the school systems, the school facilities and the school cost per pupil of other cities. Correct comparisons can never work injury to any cause.

Can we get along without more room and without modern school facilities? Yes, we can, but why not agree then that we get along in Galion without sewers, paved streets and modern houses. Doing so does not show progress, it shows stagnation; it does not show life, it shows death.

But some one says modern homes are individual affairs, and hence each one can have what he pleases. This is true and so also is it true that a city's school system is its individual affair as a city, and each city may have what it desires in this line. It is unfortunate when the best is not desired.

It would be most gratifying indeed to note a general awakening among our citizens with reference to our schools and their needs. We do need better facilities. Our high school girls should not be compelled to go to the 3rd floor of our present building; our pupils should have adequate play grounds properly equipped.

Our athletic association should have an athletic field worthy of its name; our pupils should have access to a gymnasium under proper control. And we can have all these things if you as citizens, demand them. Why not talk it, urge it, vote it. You will enjoy it, you will take pride and pleasure in it. It will show life and progress in our city and induce men and women to come to live with us and help us carry on a good work.

All up-to-date school buildings and school systems have their own auditoriums. In fact an auditorium is now considered an indespensible provision for the intellectual work to be done by the schools.

It affords a place, where schools can go at any time to give public renditions of programs which set forth work accomplished by the pupils. Musicals, contests and recitals can be enjoyed frequently, because the auditorium is at the school's demand.

Lecture courses, public addresses and entertainments aid in a very large way in forming character in a locality. The right sort of intellectual amusement stimulates to right doing. The wrong sort of amusement leads to wrong doing.

The public amusements should be controlled by those who direct the educational training of the children, so that they might supplement and enforce the principles taught in every day school work. The auditorium in the school system makes it possible for the schools to become responsible for the kind of shows and attractions to visit the communities. Let the schools have the room and the amusement influence in shows and entertainments will be of the best class. The character result in our young people will more than compensate us for the investment. We do need a large auditorium in Galion and the schools should control it. Why not? Why not? All these better conditions and public improvements are up to our citizenship for solution. Do you want money more than you do an up-to-date progressive co mmunity? Do you want money more than necessary school buildings and school facilities for our children?

The public improvements of this community are your property and yours to enjoy. Your money is not wasted nor squandered when you pay your share of tax toward public betterment and toward public civic and public school necessities. Money is of value only to an individual as he uses it to better himself and his environments. Our accumulations are of no value to us after our day. Let none feel that it is impossible for Galion have these things that are so essential to our progress and general welfare. Galion, can as well as other cities do these things if Galion so determines. Then why not have these improvements in Galion? Why not? Why not?

Respectfully Yours,
I. C. GUINTHER,
Superintendent of Schools


O. H. HOLL.
HOMER H. NEPTUNE.
R. B. PATIN.
E. H. WHITE.
LOUISE JOHN.
MARY MATHER.
FLORENCE SWISHER.
FLORENCE WOODWARD.
D. E. SCHAEFER.
GRACE WESTON.

Ye Lordes of Highe Decision

O. L. HOLL
Bookkeeping
Stenography
Correspondence
Political Economy

H. H. NEPTUNE, B. S.
Chemistry
Physics
Civics
Physiography

R. B. PATIN, B. L.
Physiology
English History
Commercial Arithmetic
Botany

EDGAR H. WHITE, B. S., PRIN.
History

LOUISE JOHN
German
Literature
Supervisor of Fresh. Instruction
Assistant in Music

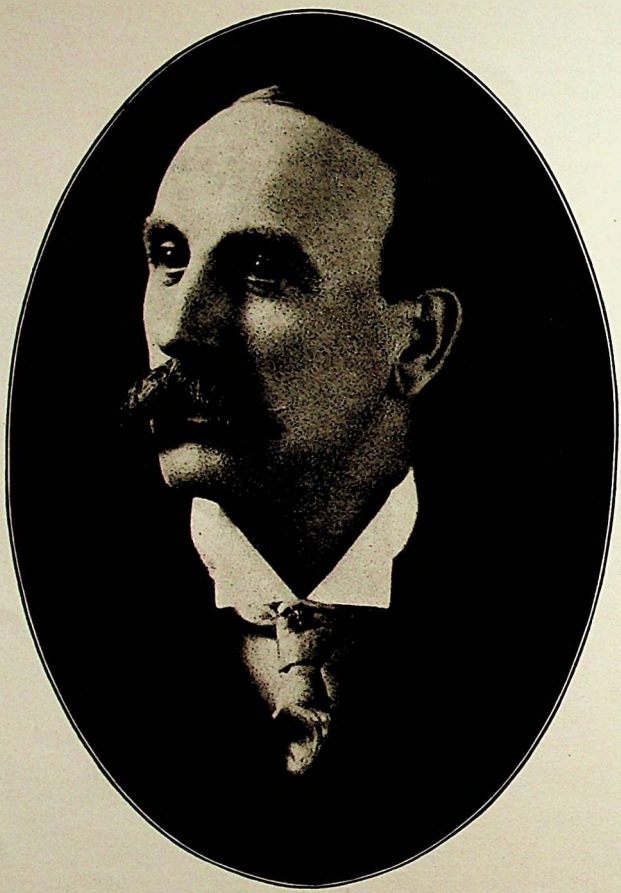
MARY MATHER, B. A.
Latin

FLORENCE SWISHER, B. L.
English
Expression

FLORENCE WOODWARD, A. B.
German
Algebra
English

D. E. SCHAEFER
Drawing
Writing
Manual Training

GRACE WESTON, PH. B.
Algebra
Geometry
Advanced Algebra



PROF. J. W. DENNY
Instructor of Music

Music

—Prof. J. W. Denny

Music, as distinguished from its very earliest attempts, is less than five hundred years old. Modern music is the youngest of the arts. While it has been brought to a high state of perfection, and is rightly taking its place in the curriculum in our High Schools and Universities, the secret of its power is almost wholly unexplored.

Already in Germany, the land of thought, music has been adopted as the national Art, as painting was once in Italy, and sculpturing in Greece.

The names of Bach, Haydn, Mozart and Beethoven are spoken at the same breath with the great painters, sculpturers, poets and philosophers.

There was a time when music was studied as an art, today it is studied as a science, and as such it ranks with the greatest of the sciences.

The name of Enamuel Garcia,who died at the age of 101, the greatest teacher of voice culture of his time will be found in medical history as the inventor of one of the most important instruments in the use of the treatment of diseases of the throat.

Emma Seiler, teacher of singing in Heidelberg University, is recognized by Helmholtz, Tendal and others as one of the greatest scientist of her time. Helmholtz says,"I owe every thing to Madam Seiler in her research along scientific study of the human voice."

As an art, it is the greatest. As the painter mixes his colors, and stroke by stroke brings out the great paintings, so the great masters by careful study and use of proper tones, bring out the great tone poems.

Besides the scientific or esthetic side, we have the emotional. Who has not been moved by the sympathetic tones that flow from the pen of a Haydn, Beethoven, Chopin or a Wagner. Who can sit and listen to the great masterpieces of Handel and "The Glory of the Lord," "For Unto Us a Child is Born" and the "Hallelujah Chorus," with out being drawn nearer to his God.

To the students in the Galion Schools: study music for music's sake. The world has so much trash, that unprepares the mind for that which is high and noble.

It is not enough that the musician be learned in music alone, as John Stuart Mills says, "We must know not only "everything of something" but also "something of everything." It is not sufficient for us to be musicians only, we must be men and women of general information, men and women of culture.

A great artist was advertised to give a violin recital upon a very expensive instrument. As the audience sat in breathless silence listening to the beautiful tones as they poured forth from the instrument, the artist struck the instrument across the back of a chair breaking it into thousand pieces. A great exclamation went up from the audience, the artist said that the instrument upon which he had been playing was not the expensive instrument as advertised, but a very, very cheap one, that the beautiful tones to which they had been listening were not all from the instrument but from the soul of the performer.

Music should be to our hearts as the wind to an Aeolian harp, as we listen to the beautiful tones of the string and imagine that it comes from the instrument, it is in reality the vibrations of our own heart.

The man that hath no music in himself,
Nor is not moved with concords of sweet sounds,
Is fit for treason, stratagems and sports.
The motions of his spirit are as dull as night,
And his affections dark as Erebus.
Let no such man be trusted."

Class Song—1911

1st VERSE

Galion has waited for many a year
For a class like this to shine,
So tonight's the night that we must appear,
And we're all right here in line.
We're the Galion High for 1911—
Look out for the Blue and the Gold.
Of boys and girls we're thirty-seven,
And we hate to leave the fold.

CHORUS

It's with a sigh, we say "Good-bye"
To school-mates, tried and true,
It makes us think how time does fly,
It tries both me and you.
Let's play our part with a hopeful heart;
We've had a glorious time,
And while it's hard for us to part,
It does no good to pine.

2nd VERSE

Good-bye to officers and teachers, too,
We're sorry to see the end,
We often thot the fault was with you
When you tried our wills to bend.
We'll ne'er forget OLD GALION HIGH,
She put us to the test.
We part with you all with a heavy sigh;
You compelled us to do our best.

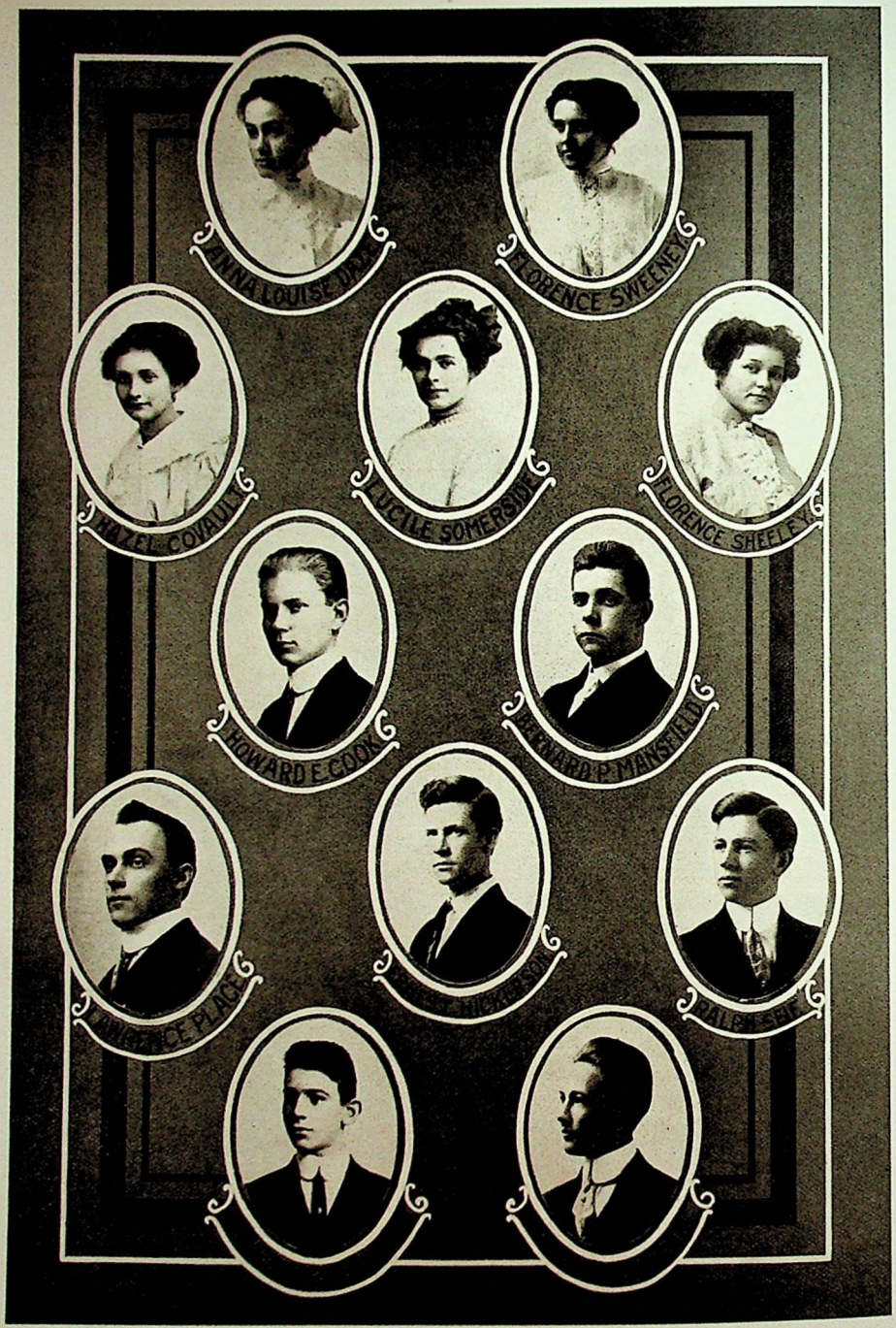
CHORUS

3rd VERSE

Put up the anchor and hoist up the sail,
L'ets plunge right into the deep,
A fine class like this can never say "Fail;"
Our motto must be "Don't Sleep."
Our work is before us; we can't stand still,
To do our best, we will try,
Out in the world our place we must fill
With a credit to Galion High.

CHORUS


TO
THE
CITIZENS
OF
GALION


ANNA LOUISE DIX
FLORENCE SWEENEY
HAZEL COVAULT
LUCILE SOMERSIDE
FLORENCE SHEELEY
HOWARD E COOK
LEONARD P MANSFIELD

Staff

ANNA L. DAZE
Scientific Course
Assist. Editor of the "Spy"
Senior Kaffee-Klatsch

FLORENCE SWEENEY
Commercial Course
Board of Managers of the "Spy"
Senior Kaffee-Klatsch

HAZEL COVAULT
Scientific Course
Assist. Editor of the "Spy"
Senior Kaffee-Klatsch

LUCILE G. SOMERSIDE
Classical Course
Assist. Editor of the "Spy"
Senior Kaffee-Klatsch
Girls' Glee-Club
Secy. of Senior Class

FLORENCE T. SHEALEY
Scientific Course
Assist. Editor of the "Spy"
Senior Kaffee-Klatsch
Girls' Glee Club

BERNARD P. MANSFIELD
Classical Course
Business Manager of the "Spy"
Track Team
Basket Ball Team

HOWARD COOK
Classical Course
Editor-in-Chief of the "Spy"
Track Team

LAWRENCE E. PLACE
Classical Course
Board of Managers of the "Spy"

ERNEST S. HICKERSON
Scientific Course
Assist. Editor of the "Spy"

RALPH D. SEIF
Classical Course
Board of Managers of the "Spy"
Track Team

LAWRENCE O. GUINTHER
Scientific Course
Subscription Manager of the "Spy"
Base Ball Team
High School Orchestra

PAUL H. ROBBINS
Scientific Course
Custodian of the "Spy"
Track Team
Basket Ball Team

Senior Class Officers

President - -	Roy Marlow
Vice President -	Waide Condon
Treasurer - - -	Anna Daze
Secretary -	Lucile Somerside

Class Yell

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

Colors

Blue and Gold

Flower

Violet

Motto

"We can, because we think we can."

Senior Class Roll

MARION DAVIS
JEAN DIAMOND
WARREN CLARK
GUY MARSH
ANNA DAZE
EDWARD HALL
'11

ROY MARLOW
RALPH SEIF
LLOYD CASEY
HOWARD COOK
FRED WILSON
WAIDE CONDON
WILLIAM EISE
ARTHUR PRICE
PAUL ROBBINS
CHARLES ARTMAN
LAWRENCE PLACE
WILLIAM PFEIFER
ERNEST HICKERSON
BERNARD MANSFIELD
LAWRENCE GUINTHER

LEONA BELL
MAUD MILES
VIOLA ERNST
SUSIE KIDDEY
RUTH HARDING
ESTHER SMYTH
HAZEL COVAULT
ISABELLE FREER
CLARA THOMPSON
ETHEL BENBERGER
FANNIE MITCHELL
FLORENCE SHEALY
MENZENITA SMITH
MABEL ZIMMERMAN
FLORENCE SWEENEY
LUCILE SOMERSIDE

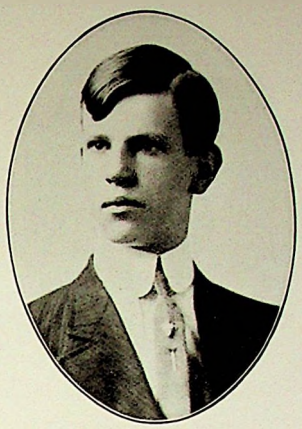
JEAN DIAMOND
Classical Course
Kaffee Klatsch

MABEL ZIMMERMAN
Commercial Course
Glee Club
Kaffee Klatsch

FRED WILSON
Scientific Course

VIOLA ERNST
Commercial Course
H. S. Orchestra
Glee Club
Kaffee Klatsch

CLARA THOMPSON
Classical Course
Kaffee Klatsch



CHARLES ARTMAN
Commercial Course

ETHEL BENBERGER
Scientific Course
Kaffee Klatsch

ISABELLE FREER
Classical Course
Kaffee Klatsch

WILLIAM PFEIFER
Scientific Course
Base Ball Team
Basket Ball Team

ARTHUR PRICE
Scientific Course

ESTHER SMYTH
Classical Course
Kaffee Klatsch

FANNIE MITCHELL
Classical Course
Kaffee Klatsch

WILLIAM EISE
Scientific Course

EDWARD HALL
Commercial Course

RUTH HARDING
Commercial Course
Kaffee Klatsch

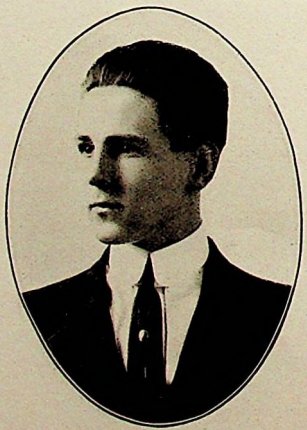
MAUDE MILES
Commercial Course
Kaffee Klatsch

LLOYD CASEY
Scientific Course

WAIDE CONDON
Scientific Course
Vice Pres. Senior Class
H. S. Orchestra

MENZENITA SMITH
Scientific Course
Glee Club
Kaffee Klatsch

SUSIE KIDDEY
Commercial Course
Kaffee Klatsch



ROY MARLOW
Scientific Course
Pres. Senior Class
Capt. Basket Ball Team
Capt. Track Team

WARREN CLARK
Scientific Course
Base Ball Team

LEONA BELL
Commercial Course
Kaffee Klatsch
Glee Club

MARION DAVIS
Scientific Course
Kaffee Klatsch

GUY MARSH
Scientific Course
Base Ball Team

Class History, 1911.

Within a few weeks another of an almost endless chain of classes will have graduated from our High School. This fact has only minor significance for those not directly concerned; but for the class itself the event is of the greatest importance—at least we think so. Commencement marks the end of many close associations began four years ago, and the beginning of new and even more important works. For some, this time indicates the termination of most valued friendships, for we must part and enter other fields; for others it is merely a stepping stone to the higher walks of life; for others it is the ending of their school days. Our "ship of State" will soon drift to other spheres, and be lost in the maelstrom of life's cares. Let us try, however, to remember the many pleasant days we have passed together, and to keep ever fresh in mind the fast friendships that have been formed through our daily duties here. May we forget our little unpleasantries, whatever they may have been, and strive to make the few remaining days as cheerful and agreeable as possible.

Our four years' progress through High School has represented, as it were, a "survival of the fittest." Four years ago we entered the High School with sixty strong energetic pupils, but many fell by the wayside; some were enticed away by glistening shadows; others were compelled to drop out on account of conditions over which they had no control; and now we leave with scarcely two-thirds of our former number. Truly those who have mastered their tasks have much to rejoice over. For those who remain let us draw back the curtain of fame and observe for what the class of 1911 is distinguished; what has placed it upon the ladder of fame? After careful scanning of the records we we find that as Freshmen an unusual thing happened that year; we were not hazed as severely as our unfortunate predecessors, which may be accounted for by our ability to fight. We were greatly delighted when we learned that we were to participate in giving the famous work of Handel, "The Messiah." This was a great success locally, and a few weeks later we gave the same production at Bucyrus. As Sophmores the first important event of the year was the rendering of the "Creation," and the next of importance was the winning of the Champion Class Pennant on Field Day; as Juniors we again distinguished ourselves in athletics by winning the Pennant; and still more for the splendid programs rendered on Rhetorical days, when we displayed remarkable ability in public speaking, As Seniors we have the reputation of being equal to any class that has graduated from Old Galion High. Let us not however, infer that our class is not deserving of attention just because it has not attracted any particular notice, nor created any sensational disturbance. It is assumed that if any one of the Faculty were asked which one of the graduating classes of the past fifteen years they considered the best, without a doubt the answer would be the Class of 1911.

And now as this history draws to a close, we earnestly hope that the classes to follow may enjoy their High School career as much as we have, and may they all be as successful. We shall ever cherish with delight the memory of our associations in our school, and we hope that we shall not be forgotten, but that when the other classes return next year, the sight of our vacant seats will awaken pleasant recollections of past school days. This is but a record of the past, and 1911 is not done yet. She still has her motto, "We can, because we think we can," and the best is yet to come. With this as a guide and with a knowledge of the honors of the past, 1911 looks forward to the future with no thought of failure but with the expectation and assurance that the first place will still be hers among the classes of "Old Galion High."

MABEL ZIMMERMAN, '11.

Our Seniors

As the poet sees them.

JEAN DIAMOND
"Age cannot wither her, nor custom stale
Her infinite variety."

FANNIE MITCHELL
"Heart on her lips, and soul within her eyes,
Gentle as her clime, sunny as her skies."

MAUD MILES
"Those about her
Shall read the perfect way of honor."

MENZENITA SMITH
"Grace was in all her steps, heaven in her eye,
In every gesture dignity and love."

ISABELLE FREER
"The joy of youth and health her eyes displayed
And ease of heart her every look conveyed."

VIOLA ERNST
"As merry as the day is long
She tunes the fiddle in sweet song."

ANNA DAZE
"Her voice was ever soft,
Gentle and low—an excellent thing in woman."

HAZEL COVAULT
"She is pretty to walk with
And witty talk with,
And pleasant, too, to think upon."

MARION DAVIS
"Her air, her manners, all who saw admired,
Courteous, though coy, and gentle though retired."

LEONA BELL
"How e'er it be, it seems to me,
'Tis only noble to be good."

CLARA THOMPSON
"True as the needle to the pole
And as the dial to the sun.

FLORENCE SWEENEY
"The fair, the chaste, the unexpressive she,
The Florence Nightingale to be."

MABEL ZIMMERMAN
"The mildest manners and the gentlest heart,
The power of expression is her art."

RUTH HARDING
"Quiet, unreserved soul,
I'll warrant her heart whole."

SUSIE KIDDY
"It seems to me how'er it be
Though a Senior, she's still a Kiddy."

BERNARD MANSFIELD
"His life was gentler and the elements
So mixed in him, that Nature might stand up
And say to the world, 'This Was a Man.'"

HOWARD COOK
"Stately and tall he moves in the hall,
The chief of a thousand for grace."

LAWRENCE GUINTHER
"From the crown of his head to the sole of his foot
He is all mirth."
ERNEST HICKERSON
"Young in limb, in judgment old."
WILLIAM PFEIFER
"He draweth out the thread of his
Verbosity finer than the staple of his argument."
RALPH SEIF
"Oh what a deal of scorn looks beautiful
In the contempt and anger of his lip."
GUY MARSH
"He would not with a peremptory tone
Assert the nose upon his face his own."
WAIDE CONDON
"The kindest boy,
The best conditioned and unwearied spirit
In doing courtesies."
LAWRENCE PLACE
"We grant although he has much wit,
He's very shy of using it."
EDWARD HALL
"As frank as rain on cherry blossoms."
PAUL ROBBINS
"His heart and hand both open and free,
A lad much given to jollity."
FRED WILSON
"With courteous manner and good heart
Fred will always do his part."
FLORENCE SHEALY
"She moves a goddess, and looks a queen."
LUCILE SOMERSIDE
"A charming girl, as one shall see, in a summer's day."
ETHEL BENBERGER
"For reading poetry she's a wonder,
For this she'll cast all else asunder."
ESTHER SMYTHE
"She doeth little kindness,
"Which most leave undone or despise."
WILLIAM EISE
"Happy and light of heart is he,
A smiling lad you always see."
ROY MARLOW
"Small but mighty in a run,
He's there before the sound of the gun."
ARTHUR PRICE
"Unassuming and quiet is he
"Yet a second Lincoln he may be."
WARREN CLARK
"Here's a boy as good as gold,
Often you have heard it told."
LLOYD CASEY
"Exceedingly well read."
CHARLES ARTMAN
"An artistic man as one shall see,
That his name shows him to be."

YOURS SINCERELY.

THEMES

Character

—Viola J. Ernst

Character! What is it? Emerson says, "It is moral order seen through the medium of an individual nature. Men of character are the conscience of the society to which they belong." Fruits of character are the good and wonderful things which result from the life of a person who has always had a good character. Can we estimate the value of character? Let us see. It is worth more to any one of us than any amount of dollars or anything else. That is saying a great deal but it certainly means a great deal more in every sense of the word. Character is something which, if lost, is lost forever. Let us therefore, as young people now forming our character for life, strive to attain a good one all through the many battles of life and, when they are at last ended, let us be able to have it said of us that we fought successfully.

We are not born with a character, but with the material to make one. Character is not an accident, but a thing of slow growth and development and it is our duty to build up a good strong one and I am sure that I can say in behalf of the young people of G. H. S. that we all wish to do so. Some may ask, "How can we do this?" That is very easily answered. Associate with people of good characters and high ideals, and people who are well spoken of in general and who are making a decided success in life; refrain from any bad habits whatever and you are bound to possess a good character, one that will be well spoken of everywhere and one of which you can justly be proud.

The home has a great influence on character. Where the spirit of love and duty pervades the home, where the government is sensible, kind and loving, we may expect from such a home an issue of healthy, usefu and happy beings, capable, as they gain strength, of following the footsteps of their parents. On the other ha nd, if surrounded by ignorance, coarseness and selfishness, they will unconsciously assume the same character and grow up to adult years rude and cultivated. By imitation of acts, the character becomes slowly, but at length decidedly formed. The several acts may seem in themselves trivial but so are the continuous acts of daily life. Like snow-flakes they fall unperceived; each flake added to the pile produces no sensible change and yet the accumulation of snow-flakes makes the avalanche. So do repeated acts, one following another at length become formed into habit, determine the action of the human being for good or for evil, and, in a word, form the character. Why not make ourselves a pattern after which others can fashion? As we endeavor to become successful in making this pattern we shall, no doubt, gain many rivals, but why should we care for that? If we are doing what is right towards forming a good character and are helping others, or are trying to help them, that is all that is necessary. Though the reputation of people of genuine character may be of slow growth, their true qualities can not be wholly concealed. They may be misrepresented by some, and misunderstood by others; misfortune and adversity may, for a time overtake them; but, with patience and endurance, they will eventually inspire the respect and command the confidence which they really deserve.

Our bodies, souls, and minds are given us, but our characters we are obliged to make. If we plant seeds and then properly care for them the result is that we have beautiful flowers. We form our characters the same way; our mind is the garden and our character is the flowers. If we properly care for and cultivate our habits and ideals they are bound to produce successful results in the form of character.

Our success in the business world depends largely on our character. Man's character is the greatest single quality which, by its prominence takes a predominant place in the struggle for success. Let a man have as much money and stock as he will, if he has not a good character he will have no real success in the business world. The majority of unsuccessful men attribute their failure to ill luck. Go talk with the bankrupt man of business and of course the reason for his failure will be, no doubt, ill luck. But nine times out of ten the true source of his misfortune is a flaw in his character. One in business may try to cheat the whole world into believing that he has a good character and this may, for a time, be very successful, but after a while he will be found out and then he will stand revealed as a man of defective character. Many trying circumstances come up in life which show how necessary and valuable a good character is and we should have our eyes open and maintain a character that will help us in our business career, should we choose that as our calling.

No matter what we undertake in this world if we have a good character we shall, sooner or later, be successful and attain that for which we have striven probably for days, probably for years. We may compare our life with a ladder; each round is a step towards character. When we have reached the top we can say that every step helped to establish a good character and the faster we climb the ladder the sooner our character is built. Shall we as a class ever reach the top? I think the most of us at present strive to do our best in all which will make us successful when we go out to fight life's battles alone. We are all about to go out into the world and choose some calling in order that we may be successful in some way or other. Some have not sufficiently completed their education to take up a chosen career and they are going away to some college where they will broaden their minds and obtain more knowledge. Others will be housekeepers, while yet others will obtain positions in our own city for the present, but the success in all these things is going to be largely due to our character. I think I need not explain farther why this is true. "Be sure your character is such as it should be, then go ahead." If this motto were followed in whatever we undertook, how much could be accomplished! "Character is success and nothing else!"

In closing I wish to say once more; "Stand by your characters; guard against all evil, for of all the monuments of life, character is the greatest!"

"The purest treasure mortal times afford,
Is spotless reputation; that away,
Men are but gilded loam, or painted clay.
A jewel in a ten-times-barr'd up chest
Is a bold spirit in a loyal breast.

—Shakespeare

Development of Education

—Marion Davis

The word education originated from the Latin word "educare" which means "to lead forth," but today we think of it as meaning the development and cultivation of the intellectual powers. Education is as old as the race, and through it all the arts and sciences have been developed. There are three classes into which it may be divided, physical, moral, and intellectual. Physical education means the development of the body, for the purpose of making perfect the physical powers, thereby giving the individual control over his body and keeping himself in health. Moral, deals with the training of the will and the education of the conscience. Intellectual, aims to develop the mental powers, and when we speak of education we first think of this kind of development.

When we consider education as to the grades and kinds of instruction, it is divided into primary, secondary, higher, professional and special education. Primary education, is the instruction given in the common and graded schools below the high school. Secondary, is the instruction given in the high schools and academies. It may be said to include all the instruction between the graded schools and the college. Higher education deals with the instructions of colleges and universities. Sometimes special branches come under this kind of education. The purpose of professional and technical education, is to train the individual for some special occupation. Special education is instruction provided for the blind, deaf and dumb, and the schools are supported by the several states.

The United States has been interested in educational development ever since the Colonial period. Nearly all the early settlers were educated and many of them college bred. The people of Massachusetts believed that public schools were necessary, and the General Court of this state voted that every town of fifty or more inhabitants should have a public school. The expenses of these schools were to be met by the town. The larger towns of Massachusetts organized grammar schools. In these schools the students were fitted for college. It was the common schools of Massachusetts that furnished the model for the public schools of the other colonies.

Harvard, the first college in the United States was opened in 1636, and four years later graduated its first class. This college at an early period had more than a national reputation. A number of years later Yale, Williams, and Bowdoin were founded. These colleges are today among the best in the United States.

The educational system in the south was entirely different from that in the North, because of the sparsely settled country. Besides the most influential settlers came from the aristocratic class of England, and they thought it unnecessary for the common people to be educated. So the poorer people of the South obtained their education as best they could, and often grew up in ignorance, while the wealthy employed private tutors for their children. Much attention was given to higher education, and the second college erected in the United States was at Williamsburg Va. in 1691. Before the Revolutionary War, New York, Pennsylvania, and other colonies gave attention to the education of the common people, on the same plan as the New England colonies.

Later the national government left education under the care of the states. The systems already established were continued, while the territories formed systems similar to those in the states from which the settlers came. Education at this time was becoming very important.

The first provision the government made to aid education, was in the ordinance for the organization of the North-west Territory. This was passed in 1785 and provided that a sixteenth section of every township should be reserved for common schools. The sale or lease of these lands constitutes an important part of the permanent school fund of the states formed out of this territory. After this, Congress made a similar grant to all territories organized. Each state has the entire control of its school lands. In some states, the lands are sold and the money is invested where it will pay the largest dividends. In other states, the lands are leased and the annual rent from them constitutes a portion of the support of every common school in the state.

The common schools were established by the General Court of Massachustts, with the intention of making instruction free, but it was a long time before this was realized throughout the country. Today every state lays aside a certain amount of money for educational purposes. This amount differs in the various states, as there is a difference in opinion as to the extent to which this practice should be carried. In many states free instruction extends through state universities, and in all states it extends through the high schools.

In the latter part of the eighteenth century there was a land grant made which set aside two townships in every state for a university. This amount was increased at different times by state and national grants, until each of the states admitted after the adoption of the constitution has a liberal income for a state university. (Many state universities have attained more than a national reputation.) State universities have elevated educational ideas and made it possible for thousands of young men and women to obtain a college education, who who would otherwise have deprived of the opportunity. The agricultural colleges which are partly supported by the state, and partly by the national government, are usually connected with the state universities.

About the middle of the nineteenth century a National Bureau of Education was established and made an office in the Department of the Interior. This Bureau is in charge of the United States Commissioner of Education, who collects educational statistics and through his annual reports and circulars, scatters a large amount of valuable information. This Bureau renders important service in securing more uniform systems of education in different states, and also in giving such information on methods of school management and instruction as to greatly improve the public schools of the country.

Thus since very early times education has been considered important, and although the United States has no national system of education, and the national government has no authority over the public school system of the states, the school systems throughout the United States are similar, and this is due to the development of education.

Florence Nightingale

—Florence Shealey.

God made her so,
And deeds of week-day holiness
Fall from her, gentle as the snow;
Nor hath she ever chanced to know
That aught were easier than to bless.

Such was Florence Nightingale who was born on May 12, 1820, at the Villa Columbia near Florence, Italy, where her parents were staying. She was named "Florence" after the fair city of flowers.

Her mother and father were wealthy and very influential. They were very well educated, and consequently they inspired in her the belief that a girl's head could carry something more than elegant accomplishments, and so she pursued her studies diligently.

The childhood of Florence Nightingale began in the sunny land of Italy; but later her parents moved to England, where she lived during the remainder of her life. Her home, which was located in a beautiful and picturesque region, gave her a passionate love for nature.

In every respect the circumstances of her childhood fitted her for the destiny which lay in the future; for it has been said that

The childhood shows the man,
As morning shows the day.

And when a mere child she showed characteristics which pointed to her vocation in life. She always played that her dolls were in a delicate state of health and required the utmost care. She smoothed their pillows, tempted them with delicacies from toy cups and plates, and nursed them to convalescence, only to put them to bed the next day.

The first "real live patient" Florence had was Cap, the old dog of a Scotch shepherd. One day she was having a delightful ride with the Vicar when they noticed the sheep scattered in all directions and old Roger, the shepherd, vainly trying to collect them.

"Where is your dog?" asked the Vicar, as he drew his horse and watched the old man's futile efforts.

"The boys have been throwing stones at him," was the reply. "He will never be any good again, and I am thinking of putting an end to his misery."

"Poor Cap's leg broken?" said a girlish voice. "Oh cannot we do something for him? Where is he?"

The Vicar and Florence rode to the shed where the dog lay. Kneeling down on the mud floor, Florence caressed the suffering dog and spoke soothing words to it. The brown eyes seemed to have less pain in them and were lifted to her face in pathetic gratitude. That look of the shepherd's dog which touched her girlish heart, Florence Nightingale was destined to see repeated in the eyes of suffering men as she bent over them in the hospital at Scutari. She nursed the dog carefully and it became well.

But it must not be supposed that in the early years of her womanhood, Miss Nightingale gave herself up entirely to religious and philanthropic work, although it formed a serious background in her social life. Mr. Nightingale, as a man of wealth and influence, liked to see his wife and daughters taking part in country society. When Florence reached her seventeenth birthday, she began to mingle in society and soon acquired the reputation of being a lovable as well as a talented young lady. However, as the years passed by, she cared less and less for the pleasures and excitement of society.

Today it seems almost impossible to realize how novel was the idea of a woman of birth and education becoming a nurse, but two severe illnesses among members of her own family developed her nursing faculty, after which she turned to a systematic study of nursing. But she had difficulties to face; for the profession, if the nursing of that day can claim such a dignified title, had such a stigma attached to it, that no self-respecting woman cared to enter it. But Florence was one of those lofty souls who heed the voice within and pay little attention to the voice without.

In a letter to young ladies she gave the following advice: "I would say to all young ladies who are called to any particular vocation, qualify yourselves for it as a man does for his work. Don't think you can do it otherwise; submit yourselves to the rules of business as men do, by which alone you can make God's business sound, for He has never said that He will give his success to sketchy and unfinished work."

The Government was under the impression that the hospital authorities had all they needed to carry on this work; but instead, when Florence reached the hospital, she found that they lacked the most common necessaries of life. They had no vessels for water, no soap, no towels and no cloths. It was a scene of pestilence, misery, filth and disorder. On either side of the endless corridors, men lay packed together and would remain thus for several days without the least attention. Their uniforms were stiff with gore; their persons were covered with vermin, that crawled about the floor and walls of the den of dirt to which they were consigned.

Florence was discouraged and dismayed; but she set to work at once. The Government made her Lady-in-Chief and she had the power to manage all affairs in the hospital. She proceeded to arrange everything systematically. She instructed the doctors to divide the hopeful cases from the desperate and in this way she was enabled to give the proper attention to the ones that demanded the most care. She read to them, she encouraged them, so that their sufferings became easier to bear; and she sent a soldier's last farewell to his wife or mother. In fact, she seldom left a bedside until death. The soldiers all adored her, for at night when before retiring she would pass from one to the other to investigate their conditions, they would kiss her shadow as she passed.

Neglected, dying in despair,
They lay till woman came,
To soothe them with her gentle care
And feed life's flickering flame.
When wounded, sore on fever's rack,
Or cast away as slain,
She called their flickering spirits back
And gave them strength again.

She grappled with all kinds of hardships without considering her own condition, and finally the Crimean fever attacked her. After long suffering she recovered under the care of solicitous friends. The war closed after her partial recovery and she returned to her home. Letters of congratulations and expressions of esteem poured in upon her. Every one recognized her wonderful and glorious work.

She lived to a ripe old age and left her name encircled about the globe of fame. No honor or title can ennoble the name of Florence Nightingale for it is peerless by virtue of her own heroic deeds.

Good Roads

—B Mansfield

The improvement and maintenance of the public roads and highways of our country is a question which is, at the present time, receiving much consideration. It has only been during the last ten or twelve years that the people of the United States, as a whole, began to realize the importance of good roads in their relation to progress. Although from the early part of the ninteenth century up to the present time some attention has been paid to road improvement, only during the last fifteen years have any definite steps been taken for the betterment of the highways.

The great impetus given to this movement, which is known as the Good Roads Movement, since 1900 may be directly attributed to the growth of the motor car industry. In the year 1900 this business was in its infancy and the per cent of good roads in this country was very small indeed. With the increasing popularity and use of the automobile came the demand for better roads and their support and preservation. That the motor car played an important part in advancing the Good Roads Movement is shown by the fact that today the number of good highways in any section of the country is directly proportional to the number of automobiles. It is in the Eastern and Middle-Western States, where most of the machines are found, that the greatest number of good roads exist. In the Southern and Western States, where there are fewer cars, there is a corresponding number of unimproved roads.

The farmers were the first to enlist with the automobile owners and manufacturers in their efforts to secure improved highways. Other classes became interested in the movement, and appropriations were obtained from the Government and from several of the State legislatures. With this money the roads in sections of various states were improved and new ones constructed. The actual benefit derived from these highways proved to be the most efficient argument hitherto employed in their behalf. The people now began to realize that not only the automobilist and farmers profited by the advent of good roads, but all other classes as well had a share in the prosperity brought about by them. From this time on the agitation grew and increased rapidly until today it has spread from ocean to ocean and from Canada to the Gulf. Now Good Roads Conventions are held throughout the country, legislation favorable to the cause is being enacted in many of the states, and automobile clubs and other organizations are assisting in this work in every possible way.

Perhaps the good, arising from this effort, which would be first noticed by the people as, a whole, would be in the reduction of food prices. One of the primary causes of the high price of food is the lack of food products. A good system of roadways throughout the country would prevent, in a large measure, the movement of the population towards the cities and away from the country. Sudden changes in the food market are caused, to a large degree, by bad roads. With good roads at his disposal the farmer is independent of the weather. He can market his produce on wet days as well as on dry and thus bring about a steadier condition of the market. Manipulation of food prices is another evil which good highways will prevent. They will do away with the storage of food products which were brought to market when the highways were in good condition and then sold when the farmers were unable to get to town.

In a monetary sense improved roads would be of immense value to the United States. It is estimated that poor roads cost the people of this country about $216,000,000 annually. According to the Bureau of Statistics the present cost of hauling is twenty-three cents per ton per mile, and the average length of haul nine and four tenths miles. In 1906 the report of the Interstate Commerce Commission showed that railroads handled over eight hundred twenty million tons of freight, of which about two hundred million tons consisted of products that were hauled over country roads. This enormous amount of freight hauled over the rural highways at a cost of twenty-three cents per ton mile, and the average length of haul nine and four tenths miles would result in the vast expenditure of $432,000,000. If the cost of hauling could be reduced to one half its present rate, as it would be by a national system of good roads, the saving would amount to about $216,000,000 per year.

Another important manner in which the prosperity of the country is affected by good roads is in the increased amount of cultivated land. It is only the farmer living in the immediate vicinity of a market, the roads to which are bad, who can raise a variety of crops and deliver them at a profit. Outside this zone such products that require quick transportation cannot be grown. The furthur the farmer lives from such a market, the less becomes the number of different crops he can raise, according to the nature of the produce and the time required for its transportation. Thus a number of miles back in the country much of the land is necessarily unproductive and often uncultivated. With the improvement of these roads the market becomes more accessible, the cost of hauling is materially lessened, and a much greater variety of crops can be grown. As a result the farmer becomes more prosperous, the railroad traffic increased with the resulting decrease in rates, the people receive better supplies at a lower cost, and thus the entire country feels the benefits of the road improvement.

Records show that, in regard to education, improved highways are and will be invaluable to the United States. In five states where the per cent of improved highways is very low, the average school attendance has been shown to be fifty-nine out of every hundred pupils regularly enrolled, while in five other states which have a large number of good roads, the attendance is Thus, good roads

This country has now fairly entered upon the greatest period of highway construction and improvement that has ever taken place in any country heretofore. At the head of this tremendous movement is the Government Bureau of Public Roads and the American Association of Highway improvement. The latter has been recently formed in Washington, D. C., and is composed of many of the most prominent business men of this country, backed by the largest corporation of the United States. The aim of these two bodies is to establish a system of good roads through the entire nation, thereby opening up many million acres of untilled land and increasing the productivity and wealth of the country. This is indeed a vast work, and when the large private corporations of the United States unite with the Government in advancing such a movement, the ultimate solution of this problem can only be a few years distant.

"Climbing"

—Susie E. Kiddey

No mortal stands still. Man either advances or retrogrades. The Lord created man in His own image and placed him in this world for a purpose and if we do not grow more like Him we are not fulfilling that purpose. A little child constantly wishes to do something more, and, many times tries hard to do things which are impossible for it to do, but by the very effort it puts forth, it developes its intellect and strength even if it fails to do that which it has tried. A machine which is allowed to stand idle soon becomes unfit for use, so the human machine becomes dull, rusty and sluggish if no effort to advance is made. If God created man in His own image, then He endowed him with a mind, with untold possibilities of development, a heart large enough to hold the entire brother-hood of man in its affection, and hands capable of skill, unbelievable until proven. Such was God's creation, and He made it a rule of our nature that we must advance.

Climbing in its fullest sense means a start from some low plane to a higher altitude. Reaching after more lofty things is our thought for today; things physical, moral, mental and spiritual. Schiller has beautifully expressed this thought:

"Ever onward must thy soul;
'Tis the progress gains the goal."

The chief aim of man is to reach Heaven, and this can only be obtained by carrying out the plan of God's creation. We were not placed upon this earth to live narrow lives. The broader the life the more able we will be to enjoy the untold splendors of the Eternal World. A broad life may be obtained by becoming educated physically, intellectually, and religiously. If a man attained physical strength alone, he would be a brute; if he were to be educated intellectually alone, he would be an intellectual freak: and if he thought of religious subjects only, he would be a religious fanatic. In addition to the ways which tend to broaden the life that have been mentioned, it is necessary for us to become acquainted with the outside world and associate with our fellow beings. For example, when one reads a book he not only reads it for the pleasure which he receives, but it also acquaints him with the author's ideas about life, and if we associate with our fellowmen it enables us to become acquainted with the manifold sides of the life of the spirit.

Some men are said to "live in a barrel and only look out at the bung-hole." This is living a most extremely narrow life, and surely men like these cannot be happy, because their minds are not filled with lofty thoughts. Their hands are not employed in work for the betterment of the people, and their hearts are not filled with love for others. They are of no use to mankind, and become a hindrance to the people who are striving upward and onward. They neither read nor think intelligently and are usually so egotistical that they become objects of scorn or pity as the case might be.

Our minds may be kept young and active by constantly adding to our storehouse of knowledge. There are so many instances of this kind to prove the truth of this statement, that it is unnecessary to refer to many. William Cullen Bryant gave to the world some of his best works at an advanced age, and in his seventy-seventh year translated Homer. Harriet Beecher Stowe was eighty-one years of age when she laid aside her pen. Thomas A. Edison, at the ege of sixty-nine, is conducting exhaustive and careful experiments with electricity, hoping to give to the world, in addition to his already matchless achievements, some added power of which it has little dreamed.

Let us be encouraged by these noble examples, and ever reach out in our earnest endeavors to enrich ourselves and others by our efforts, so we will be climbing upward and onward to the clearer atmosphere of thought and life that is the sure reward of all who make the attempt in all seriousness and truth. Our teachers have assisted us in our more youthful years and it now remains with us to go onward or backward. Which shall it be? Let us strive hard until we reach the Tower Room of which Ella Wheeler Wilcox tells us:

There is a room serene and fair,
All palpitant with light and air;
Free from the dust, world's noise and fuss,
God's tower room in each of us.

Ah, many a stair our feet must press,
And climb from self and selfishness,
Until we reach that radiant room
Above the discord and the gloom.

So many, many stairs to climb;
But mount them gently—take your time,
Rise leisurely, nor strive to run—
Not so the mightiest feats are done.

Well doing of the little things;
Repressing of the word that stings;
The tempest of the mind made still
By victory of the God-like will.

The hated task performed in love,
All these are things that wind above
The things that trouble and annoy;
Up to the tower room of joy.

Rise leisurely, the steps once trod
Reveal the mountain peaks of God.
And from the upper room, the soul
Sees all in one united whole.

Aerial Navigation

—Paul Robbins

The subject of aerial navigation is one of the most fascinating subjects before the world to day, and one which gives ample room for speculation. There are now three types of aerial craft. The world wants to know what are their relative merits and which gives most promise of real utility. First there is the balloon, which is nothing more or less, than a basket tied to a bag filled with a gas lighter than air; second, the aeroplane, the workings of which are more complex, as it is based on the resistance of a number of planes to the air, which causes the machine to rise, when the machinery is put in motion; third, the dirigible balloon, which has the features of the simple balloon and the aeroplane combined. Now that one of these methods which shows the greatest possibilities is the one which will ultimately receive the general support. These possibilities must be shown very plainly to the public, and this can be done only through the never failing school of experiment, in-as-much as it either proves or disproves all theories. For the inventor of airships is confronted by the same rebuffs and the same ridicule as other inventors who bring their schmes before the world in general to be judged.

Let us take a brief review of the success that has been achieved by each of these methods of navigation: first, the balloon, for that was the first method in vogue. Really nothing can be said in its favor, for it has accomplished nothing, except to furnish an adventuresome pastime; for persons taking trips by means of a balloon must go in whatever direction the wind takes them, and many times they lose their lives for the simple reason that they have no means of guiding or even getting control of the balloon, and are therefore just simply carried to destruction. Even with such precarious conditions many wonderful and partially successful flights have been made, but nothing has yet been shown that could convince the world in general that anything of great importance will ever be accomplished.

Surpassing the balloon in interest and in favor is the aeroplane, a late invention, which has been brought so constantly into the view of the public in the late aviation meets held in the United States. While these meets have helped to demonstrate the merits of the aeroplane they have also proved that a radical change must be made before it can be extensively used. Tho more progress has been made within the last few months than ever before, yet, when it seems all chances for accident and failure are forestalled, something happens which goes a great way towards undoing what has already been done, because it shows up a weak point which has not been seen before, but which would prove fatal under any but the most favorable conditions. However, such weaknesses are being rapidly eliminated; first, because of the many experiments which allow the inventors to test their new ideas and make changes in their machines; second, because aviators are working together a little more congenially than they have before to discover the true worth of the aeroplane. We can easily see, though, that this means of navigation will not be one of great importance for a long time to come, though, perhaps in time of war it could be used to spy on the enemy or for special messenger service.

There is still another means of aerial navigation, the dirigible balloon. The dirigible balloon, as has been said, is a combination of the aeroplane and simple balloon; it has a big gas bag filled with enough gas to just lift the machine and contents from the ground, which gives it a characteristic of the simple balloon, altho it is not lifted to such a great height nor does it depend on this means alone for its power of motion. The machine also has several propellers which drive it forward, and a large rudder which guides it, and these things give it the characteristics of the aeroplane. This machine seems to be the most promising of all, for speed and for lifting power as well as for endurance. The dirigible has gained a speed of thirty-five to forty miles per hour, which is as fast or faster than the average train goes. And as for lifting power, it lifts tons of weight besides its own. Dirigible balloons are the best kinds of aerial machines, as they have stayed in the air for over seventy hours, which proves their endurance. Of course the dirigible has its faults which are very apparent and which nothing but rigid tests, improvements, and great changes can overcome. Many things have been predicted for this means of navigation, for all kinds of purposes, such as pleasure cars, general travel, and for freight work. Many experiments have been made along this line and while much has been accomplished, many accidents have happened. To realize the ups and downs of an aviator one has but to follow the career of the German Count, Zeppelin, who has done so much along this line and deserves much credit. Though it seems strange that after he has accomplished some great feat he later tries some foolish stunt and breaks up his own anatomy and ruins his car. But all these experiments show up the weak points in the dirigible and are thus useful to the cause.

To some people it seems as though all aerial navigation were a modern attempt at suicide, but so much has been proven, and especially with the dirigible, that success cannot be far away.

Now since you have reviewed with me the achievements and possibilities of the different machines, do you think that aerial navigation will always be a treacherous sport, or will it become of some great use and importance to mankind?

Debtors.

—Lucile G. Somerside.

Back through the ages in the days of the Apostles we hear the words of St. Paul, "I am a debtor both to the Greek and to the Barbarian, both to the wise and to the unwise." If Paul who lived and died in the first century, felt his indebtedness to those who had gone before him, how much more indebted are we who live in the Twentieth Century,—this age of progression? Though we do not realize or do not stop to think of it, we possess the Heritage of the Past. With no effort whatever on our part, without any real worthiness, we have become Heirs of the Past. The riches accumulated, the inventions of the previous centuries and the stores of knowledge, have descended to us. Life, the air we breathe, and the beauties of Nature which we enjoy, are all gifts from our Divine Creator. The comforts of life, the luxuries, those things which we deem actual necessities at this day and age are ours to possess and enjoy.

"While centuries dawn and pass away,
The world still keeps their record vast,
And gathers ripened sheaves today,
From seeds that fell in ages past."

Nothing is instantaneous, for, as David Swing aptly expresses it, "All that we possess has come to us by way of a long path." One century has given us the rudiments of a language--at first only spoken, and in the course of time the beginnings of a written language. As the years multiplied, the language developed until the rude Saxon utterances became the polished and efficient expression of a Shakespeare's thoughts. If ancient peoples had been dominated only by selfish ideas, perceiving that to keep a record of their deeds and thoughts would be of no special benefit to themselves, they would never have attempted to form a language, and there would be no interesting histories for us to read; not only that, but there would have been no means of preserving the lofty and noble thoughts conceived in the minds of men as they developed, and these, in a great measure would have been lost to us. One age has given us fire; another, the art of fashioning tools; another, the discovery of the wealth of minerals and metals hidden in the earth, and their different uses; another, the glass for the windows in our homes; and still another, the art of constructing the buildings themselves. And so on and on we can trace the development of life's accessories.

As the farmer prepares the ground in the spring, enriching and plowing the soil, then planting the seeds and cultivating the young and tender plants, and finally carefully storing the garnered grain in a sheltered place for future use, so the fields of culture and education have been tilled and cultivated, the seeds of learning and the germs of knowledge have been planted one by one and the crop has been carefully nurtured until as Newell Dwight Hillis tells us in his "Investment of Influence," "Listening to sages, the youth of to-day gathers into the storehouse of his brain all the intellectual treasures of the good and the great, of past ages." The search of the sciences has already been made, books have been compiled which contain the nucleus of learning and the classics of ancient literature have been translated--everything is at hand for those whose minds are receptive and who desire to learn; only concentration and study are necessary.

The treasures of literature, art, and music (the expressions of the souls of those whose lives they represent) entrance us; in contemplating them our thoughts are turned to higher, better things, our lives are the nobler because of their existence. We are surrounded by the works of former generations, our knowledge and our arts are the fruits of their toil; our minds and the training of our characters and intellect have been aided by their instructions; we are most intimately associated with them and bound to them by a thousand dependencies. So we go on harvesting the golden grain of knowledge and gathering the beautiful flowers of thought sown by other men. They were planted for us (perhaps unknowingly,) they have grown for us, and are now blossoming and yielding fruit for us. How ungrateful would we be were we to allow them to go to waste! In Emerson's Essay on Compensation we read that "Benefit is the end of nature. But for every benefit which you receive, a tax is levied. He is great who confers the most benefits. He is base—and that is the one base thing in the universe--to receive favors and render none."

The youth of this age have the advantage of the experience and wisdom of their teachers and instructors who are endeavoring so earnestly to help perpare them to face real life.

Our indebtedness to the past generations can be discharged only by exerting ourselves to the utmost and putting to the best possible use this wonderful harvest. We must make these unbounded riches our own. We owe it to the coming generations to take good care of our inheritance and invest it profitably for them.

"A wise man will know that it is always the part of prudence to face every claimant and pay every just demand on your time, your talents, or your heart. Always pay; for first or last you must pay your entire debt." So to clear ourselves of this obligation to those who come after us, we must give of our best, we must perform our duties to the best of our ability, for we must add our contributions to this vast wealth.

Let our lives show that we are aware of our obligation; let them be worthy examples for those who follow us. Our deeds and remembrance of us live on, long after we have departed this life; let them be pure and true, worthy of imitation--that perchance, they may inspire some one to something greater and nobler than we ourselves could attain. Let us not be found unworthy and ungrateful debtors.

Postal Service

—Roy Marlow

While the highly organized and elaborate postal service of to-day is of modern development, its earliest origins are to be found in the period of antiquity. From primitive beginnings there developed under the Roman Empire organized systems of transportation by relays of horsemen on the main highway, which not only carried correspondence, but passengers and baggage. From early in the 16th Century a system of post existed in England, for convenience of the government. In the 17th century post service was organized in that country for convenience of the public, and in 1710 the postal service was put under the charge of a Post Master General. While in America the earliest official action was taken by the General Court of Massachuetts Bay in 1639.

The story of the origin and development of the postal service in America is one of great interest. The aid given by that service, feeble and imperfect as it then was, to the cause of Independence and the union of the states, to the military campaigns of the Revolution and to the opening and development of the great West, was of highest value. A most important step was taken in 1692 when the British government issued letters patent to Thomas Neale as Post Master General of Virginia and other parts of North America, authorizing a general service between the different colonies. Then in 1789 a general postal service was authorized by the first Congress under the Constitution, giving Congress the power, "To establish Post Offices and Post Roads." From that time the transportation of mail matter has been made by Congress a government monopoly, and the carrying of mail matter in any other way is made an offense. There is an exception allowed in the case of mail properly sealed and addressed which may be sent by express or otherwise.

The Post Master General was in the beginning regarded as a very unimportant personage. Washington thought the office too insignificant to entitle the holder of it to a place in the Cabinet and it was not until 1829 that the Post Master General was given a seat in the Cabinet. Yet there is now no other department in which the people take so lively an interest as in that over which the Post Master General presides. Few men care whether the Indians get their blankets and rations off the frontier, whether one company or two are stationed at Fort Dodge, but the sun never sets without millions upon millions of our citizens intrusting to the mails, letters and postal cards, money-orders and packages in the safe keeping and speedy delivery of which they are concerned. In the first year of organized mail service there were seventy-five local Post Offices established and mails were mostly carried on horseback over 1,875 miles of post roads. The total revenue was $37,000, the expenditures $32,000, thus for many years yielding a net income to the government. Rates of post were very high, and varied with the distance carried. Newspapers were especially favored from the beginning and were carried a distance of 100 miles for one cent and for more than that distance one and one-half cents.

Step by step the service was being extended and by 1829 there were 8,004 postoffices and 115,000 miles of postal routes, while the gross expenditures had reached the sum of $1,782, 000. In that year President Jackson admitted the Post Master General, W. T. Barrey, to his Cabinet, and at the same time the policy of using post office appointments as rewards for campaign services was introduced.

After Amos Kendall became Post Master General in 1835 the postal revenues were turned into the U. S. Treasury and expenditures were made dependent on congressional appropriations. For a few years the accounts showed a small surplus, but with the reduction of the rates of postage and extension of the service, deficits again appeared and have continued until the present time.

One of the most important factors in the development of postal business was the adoption in 1847 of the adhesive postage stamp, which had been introduced in Great Britian some years before. Up to this time the amount of postage had to be endorsed on each letter; on much mail the postage was collected on delivery, and the Post Master in large cities kept book accounts for postage with large firms. The adoption of postage stamps simplified the work of handling mail and greatly reduced expenses. Other improvements followed rapidly, such as free delivery, registering valuable letters; and Money Order system: also the railway mail service had begun. Formerly only letters and unbound printed matter could be sent through the mail, but later books and small packages of merchandise have been added to the list. But within the general limits of mailable matter there are certain things excluded by Congress. It has prohibited from the mails anything concerning lottery and all matter that is obscene, lewd or lascivious.

Next to the heavy loss resulting from low postage in second class matter the principal inroad into the profits of the postal service is that made by the excessive cost of rural delivery. Millions of dollars disbursed each year for the latter purpose show the advantage of rural delivery and warrant its furthur extension even at a considerable loss to the government.

A Board of Trustees was created by an act of June 25, 1910 to control, supervise and administrate the postal savings system. This has made substantial progress in perfecting plans of operation. The amount appropriated for the first year of the system was only one million dollars for all expenses for equipment. Most of these Postal Savings banks are established in industrial centers where wage-earners will be especially benefited by this kind of banking facilities. This is one of the many means used by the government to help defray the large expenses incurred.

To do justice to this subject by a detailed account of the different departments would require more space than is afforded in this edition. But in a brief way compare the first year's report of a total revenue thirty-seven thousand dollars with expenditures of thirty-two thousand dollars, from 1,875 miles of post roads, with the report of 1910, of a revenue of two hundred and twenty-four million nine hundred seventy-one thousand dollars with expenditures of two hundred twenty-nine million one hundred twenty-eight thousand dollars from five hundred fifty-three million three hundred and twelve thousand miles of service performed and you will see what marvelous changes have taken place. Some readjustments should be made in the postal administration. One of the serious defects in the present system is the lack of co-operation between the local authorities and the head of the department at Washington. With these adjustments the department will advance in the future as it has in the past.

Forestry

—Fred Wilson

It seems to be a characteristic of the American people to think that all the natural resources of the earth such as minerals, timber, etc., which have been accumulating for hundreds and thousands of years, are for the benefit of the present generation only, and they proceed to utilize what they can of the products of nature and to destroy what cannot be immediately used with scarcely a thought for the future. This policy has been wonderfully effective in producing wealth for the men thus engaged, but if it is continued for any length of time it will prove disastrous to the country.

We should stop to think and take notice of our natural resources, our timber supply especially. The lumber industry of this country has ranked fourth in importance of the great industries, but according to recent statistics of our Government Forestry Bureau, there must be radical changes in our present methods or this great industry will die in a few years for want of material with which to work.

Wood has been of such common use that we have almost come to look upon it as one of the common bounties of nature, such as water or air. Few people consider for one moment that there must be trees before there can be lumber. It is frequently said that concrete, steel and other materials will displace wood as building material and for other uses. It is true that these materials are being used in increasing quantity every year, but this does not seem to lessen at all the demand for wood.

Great or inexhaustible supplies of timber can be found in no place. Half a century ago the great pine forests in Michigan and Wisconsin were the best in the world and were then thought to be inexhaustible. Today they are gone, and the mills that cut these areas clean of trees have moved to our southern and western states and in a few years the south will be stripped bare of its trees.

Not very long ago the supply of trees in the Pacific slope forests was thought to be without end, but more recent and better estimates show that, with the enormous yearly cut of lumber now going on, and the increase that is certain to come as the supply of pine in the southern states grows less, these forests, the best in the land, will be swept clean in less than forty years. Many of these trees of our Pacific slope are three hundred feet high and three thousand years old. It seems a great pity that the hand of man should be allowed to destroy in a day that which nature, with her sunshine and wind, rain and snow, has been so patiently building for centuries. It is well that the strong arm of our national government has reached out and taken in charge some of these western slopes, and will preserve for future generations some of these grand monuments of ages long past.

I quote from a recent circular from the forestry service at Washington, as follows: "The situation in brief is this: We have apparently about fifteen years supply of hard wood timber now ready to cut. The inevitable conclusion is that there are lean years close ahead in the use of hard wood timber. There is sure to be a gap between the supply which we have and the supply which will have to be provided. How large that gap will be depends upon how soon and how effectively we begin to make provision for the future supply. The present indications are that, in spite of the best we can do, there will be a shortage of hard wood timber running through at least fifteen years. How acute that shortage will become and how serious a check it will put upon the industries concerned cannot be foretold. That it will strike at the very foundation of some of the most important industries is unquestionable."

Destroying our forests does not mean simply that lumber will be scarce and high priced but it means that whole states will be left barren and worthless by reason of unrestrained floods washing away the fertile soil. This soil fills up the river channels, causing them to overflow the rich bottom lands, it fills up the harbors at the mouths of great rivers and causes the spending of untold millions of dollars in dredging and building levees in attempting to control the river's course.

With the passing of the forests, also go the birds, the farmers' best friends, and it seems to me, there is a close connection between the rapidly diminishing number of birds and the equally rapid increase of all kinds of destructive insects and worms. The birds wage a never-ending war on all kinds of bugs and insects, and this with scarcely any cost to the farmers, for the small amount of grain or fruit they destroy is paid for a hundred times in the saving resulting from the destruction of these pests. Our national government sees and our state governments are beginning to see this calamity that threatens us. If the land owners of this country can be made to see and realize this danger, all will be well.

There are nearly one hundred million acres of rough, non-agricultural land in this country that has been stripped bare of all its valuable timber, and is virtually abandoned. The only thought given it is to get what little pasturage grows on it. If intelligent care were given this natural wood land, it can be made to produce many times as much value in the timber it will grow as it now obtains from its scant pasturage value. The men who own this kind of land must be made to see the great loss to themselves, of a policy that does not utilize this land to its highest value. This loss is not only to the owners of this kind of land, but effects the whole nation as well, and will, in the near future, have to be checked by suitable legislation, as has already been done by the wisest of the European countries. A recent writer in the "Review of Reviews," after summing up our timber situation declares "the only thing that will save this country from a national calamity is the planting of ten acres of trees on every unforested, plantable quarter of a section of land." A treeless country is exposed to all the forces of nature. The biting winter winds seek out both man and beast, with nothing to stay their fury. In summer there is nothing to break the reflection of the sun's rays and a parching heat is developed. Where no vegetation opposes the action of running water the destruction and loss in soil fertility is enormous.

One half of the beauty of the world is lost when the trees are gone. Those men who grow stately groves and forests to beautify the landscape, affording protection to man and beast, will be public benefactors in the truest sense. Those who own land owe a duty to the future not to strip the earth bare of its trees. Rather shall they plant broad acres to forests that will remain after them, noble monuments to their memory, more lasting than marble shaft or block of stone.

Eyes That See.

—Maude Miles.

If the eyes are turned upon a landscape, a little world of objects, all having not only color but shape, size and distance and standing in different relations of space to each other, is at once made known to us. This perception with the eyes, like every form of mental life, is a process in time and requires mental activity and mental development. Many a man goes through life with open eyes indeed, but with a brain behind the eye so sluggish that he sees little more than does the dumb brute by his side. We need educated eyes, trained powers of perception and reproduction. The beam in the eye sheds brightness, beauty and joy upon life in all its phases. It shines upon coldness and warms it; upon suffering and comforts it; upon sorrow and cheers it. The beam in the eye is a lustre to intellect and brightens beauty itself.

The failure or success of many people is often due to the use of the eyes. One sees and seizes that at which the other but idly glances. Indeed, the successful man sees more than the facts and objects which come under his notice. He sees them as doors of opportunity which wait to be pushed open and give him access to something better beyond. In reading the lives of inventors and discoverers we often come to this expression. "He noticed that—" and then follows the account of how some common-place thing which others had repeatedly passed around or stumbled over became his stepping stone to success.

The opening of the mouth of the Mississippi by Captain J. B. Eads is an illustration of this point. The great river is constantly bringing down great quantities of sand and mud which gradually fill up the mouths of the stream. The sand bar thus formed had so increased that it finally blocked up the passage to such an extent that large and heavily loaded ships could pass over it only with the greatest difficulty. On one occasion over fifty vessels were seen lying north of the bar, waiting for an opportunity to get to sea. Sometimes they were delayed for days or even weeks, and were obliged to be at great expense for steam tug boats to haul them through. The national government and the state of Louisiana had spent millions of money trying to remove the obstruction, with but partial and poor success. Captain Eads noticed that where the river was narrow the current was strong, and so deposited but little mud to fill up the channel and he was convinced by building new banks on each side near the mouth of the river, thus narrowing and greatly increasing the speed of the stream, the mud and sand would be swept out to sea, and then if the bar was dredged out it would not form again. Congress was slow to give consent for trying the experiment as nearly all the civil and military engineers opposed it. But finally permission was given and Captain Eads set about his task and in four years, what he had seen in possibility, others saw in realization, so that now large ocean steamers pass up to New Orleans or out to sea without difficulty. Two millions of dollars are thus saved, and the commercial importance of New Orleans has been greatly increased.

We must not suppose that discoveries and inventions are ordinarily the result of chance. We are correct in saying of discoverers and inventors, "They noticed," but we should be far from the truth in saying, "They happened to notice." They noticed because they had cultivated their powers of observation: they had eyes that saw. What seemed a stroke of luck to their fellow-men was really a result of pluck in going through the world with eyes open rather than strolling on in dreamy idleness. Sir Isaac Newton worked out the statement of the law of gravitation, and discovered that the same force that caused the apple to fall from the tree in his mother's orchard, kept the moon in the heavens, but he was the first to see the connection between them.

For true success there must be not only the general powers of observation, but a specialized training of those powers, so that we shall be searching for our speciality. Yonder stand three men upon a hill top. One is a dealer in real estate. His trained eye enables him to estimate the value of the land in the valley or the possibilities of making the hill upon which they stand a settlement, where men may build homes away from the noise and smoke of the city. The next is a geologist. His eye takes in the nature of the soil, the rock formation, the bowlders and he sees how through ages the forces of nature have been bringing to its present form the region of country which is spread out at his feet. The last is a painter. He sees with an artist's eye, and he longs to paint on his canvas these valleys, the river, the wooded hills, and the hazy sky which throws a veil of softness over the whole landscape. Each of these men have eyes that see, but the eyes of each have been differently trained.

The true poet must have eyes that see. One of our poets says of the lighthouse:

"It sees the ocean to its bosom clasp
The rocks and sea-sand with the kiss of peace;
It sees the wild winds lift it in their grasp,
And hold it up, and shake it like a fleece.
The startled waves leap over it; the storm
Smites it with the scourges of the rain,
And steadily against its solid form
Press the great shoulders of the hurricane."

But finally in all our seeing let the object be a noble one. I have read of a man who found a gold piece, and afterwards he walked with eyes upon the ground looking for gold pieces. He did find several pieces during his life, but he did not see the blue skies, the fleecy clouds, the rainbow arch, the stars brighter than gold and the moon. He had eyes to see, but far better for his soul had he been blind. More than we need the power to find gold dollars, or to see stars and moon and sun, do we need to have this promise as our possession: "Thine eyes shall see the King in his beauty; they shall behold the land that is very far off."

Foot-Prints.

—Esther Smyth.

The footprints which man makes on "the sands of time," are evidences of his power. Study the history of art and learn how wonderfully his hand is there shown in characters of living light, and how his taste and judgment are manifested in all he has done. The improvements which he has made in architecture are spread before us everywhere. History tells us of the time when man's knowledge of art was very limited, when instead of stately mansions and lofty palaces which now rise before our view, there stood the simple hut and the peasant's lowly cottage. The majestic oak of the forest was man's first temple and our fathers were content to worship assembled in their own humble dwellings. But as time pressed on houses were erected which were consecrated to God's worship. These were at first rudely but neatly built and furnished. But what a contrast do those present to these which are now erected throughout our own civilized lands. Our eyes are accustomed to behold magnificent buildings, the interiors of which are handsomely furnished in keeping with the exteriors whose giant spires point "heavenward," telling us it is thither we should direct our thoughts.

There are footprints which the tyranny of man has made. There are the giant Pyramids of Egypt. All who have seen or read of them, admire them. Yet even they were built beneath the cruel lash of an overseer; every brick laid with a groan and cemented by the tears of the captives. Still another phase of tyranny has left its impress on the history of humanity. Not content with simply receiving the applause of kinsmen, not content with being honored among their own countrymen, some ancient heroes have sought to become great generals, renowned conquerors, kings and emperors, only that their names might be repeated, read, respected and even worshipped by posterity. This ruthless ambition of man has left its prints in blood all over our fair earth. Ask the vine-clad, sunny hills of France; they will tell you of an ambition that towered high as the Alps, an ambition which made the frozen plains of Russia to re-echo to its tread, cities to be laid in ashes and streams to be crimsoned with blood. But not content with this, one man endeavored to crush all Europe beneath his iron heel. At length with one bound, ambition leaped the wall of human pride and the hero found at Waterloo that he could no longer rule the kings of earth. His power was broken, and the countries over which his proud armies had swept, refused him the honor of a quiet grave, but far off in the ocean where St. Helena breaks the waves, amid its desolute and barren rocks, he died unloved, unwept. These human footprints may be washed away, however deep their impress, however bold their outlines. Man may say "there is no God" but before he can successfully deny the glory of God in nature they must hasten to put away the highest mountains, the flaming suns, the broad seas, and the endless canopy of space, all of which reveal the unmistakable footprints of a Divine presence.

History exhibits to us remains of splendid temples, statues and paintings of Italy, Greece and many other nations, and we become acquainted with the manners and customs of the people. Through these we see them rise from small beginnings to greatness and renown by the practice of sturdy virtues: we see them also decline and finally ruined by the vice and extravagance of their rulers. It is the same with man today as with the nations of the dead past. But to reach the height of fame, good principles and self government are required. A person who can not govern himself but will yield to every whim, can never succeed nor will the world be benefited for his having lived in it. Earth's true benefactors are not those men who work and write from impulse and whose fame like meteors dart across the sky and are lost forever, but are men who like Newton, Locke and Shakespeare have made their own footprints and have risen from the depths of poverty and ignorance to usefulnes of fame. Our highest aim in life should be in all things to be actuated by good and noble impulses. This is the characteristic quality of genius and greatness. Many of the men and women who have acted well their part in life began by doing faithfully the little deeds so essential to all true greatness. They have gained their high positions by observing Franklin's maxim, "Whatever is worth doing at all is worth doing well." Their works and their influence will be perpetuated to the remotest generations. The great results of the mind are produced by small but continuous efforts. The mighty minds which have gone before us have left treasures for our inheritance. Many there are who have toiled by the midnight oil until it was well-nigh consumed. They made foot-prints which grow deeper as time goes on. Science gives up her treasures to these. Morality allows them to write her laws. He who has no definite course to pursue in life must be a miserable being with an empty soul and a mind a vast blank. Take then some object for which to strive and having once decided on an aim or path in life we can then begin the difficult task of mounting the ladder of fame.

Commercial Supremacy.

—Lloyd Casey.

The growth and advancement of commercial relations, the development of our natural resources, and the facilities for exchanging products, are some of the great problems of the day, and by the solution of these problems we will have Commerical Supremacy.

The purposes of commerce can be given in brief. The largest part of the time and energy of man is used in getting the material things with which to furnish him with home and happiness. We are accustomed to think of the farmer and the manufacturer as charged especially with supplying our wants, but a little reflection will show that the work of these classes without the aid of another class of workmen would be of little use to us. The food, clothing and other desirable articles which they produce, are valuable only when put into the hands of a man who can use them and who wants them. Articles which we all should pronounce as desirable, have still the possibility of good in them; and this possibility is realized only when they are put in the place where they are wanted, at the time when they are wanted. Ice may be manufactured in the summer by the amonia process, or it may be saved from the preceding winter, and it also can be brought from Greenland in the summer. To the consumer, it makes no difference which one of these methods is used; he wants his ice in the summer and the trader who satisfies his wants by saving, or by transportation is as useful a member of society as the manufacturer who makes the ice.

A man now accepts trade as a matter of course. He devotes himself to some special line of production, the growing of wheat or the making of shoes, feeling sure that he can exchange his surplus for whatever else he wants, and make his exchange without delay. An uncivilized man, however, is accustomed to satisfy his wants in only two ways; by his own labor in production or by robbing another man. The ignorance and suspicions of men were in early times the greatest hindrances to the rise in commerce, and it has required generations of experience to teach men to want for things which they themselves did not produce, and to teach them to satisfy these wants by exchange.

Another difficulty in the pursuit of commerce appears in the exchange of articles which are produced at some distance from each other so that they need to be transported by land or sea. A farmer who sets out for the city with a load of grain would have to count carefully the cost of getting to market, or the profits which he would have derived from his grain would be eaten up in the expense of the journey. In this aspect the facilities for transportation whether by land or by water, by pack animal, cart, canal boat or steam, are of great importance.

The other element which can be distinguished in history, and tended to stop the development of commerce, is that which might be called political. A man is not only a producer and consumer,but he is also,whether pay the natural transportation and insurance charges, but possibly also, a customs duty in addition, that would make his exchange unprofitable. These restraints are imposed now-a-days not because the government assumes that the individual cannot take care of himself, and that he may lose money by make is conscious of it or not, a member of the state and subject to some kind of political organization, which restrains and directs him in his economic life. A merchant in the U. S. who proposes to import some ware from another country, will find that he must not only ing purchases abroad, but because it thinks that he may hurt the interests of the producers in the home market, which it proposes to protect.

The origins of commerce are lost in obscurity. Before people were sufficiently civilized to leave written records of their doings, they engaged in trade; we can observe this among the savages of the present day and we know that it held true in the past, from the finding among the relics of primitive man, ornaments and weapons far from the places where they were made. Such evidences, interesting as they are, belong to the prehistoric period, and first among these peoples in point of time were the Egyptians, who in turn handed their commercial ways to the different countrys about them, and so century after century, commerce has been carried on, and these three great problems were coming closer to being solved as the time passed on until at the present day we Americans have almost attained that most coveted crown of Commercial Supremacy.

At present the U. S. ranks fourth in the commerce of the world with Great Britain first, and the commerce of these two nations have developed in the past half century to such an extent as to cause wonder as to what the reasons really are. The possible explanation of these advances which have been achieved, is either by the gain in power of man to control nature and natural forces, or by the more efficient co-operation of men in business. The last half century has been a period of great change in the world's history of commerce which still continues, and the coming generation will be called upon to carry on this change and guide it for the welfare of humanity in the future. This is a very significant fact and brings up a point which, if carried forward as necessity demands, will materially advance the commercial and business relations of the people to each other. This factor is the more thorough training of the young people in commercial affairs.

He who succeeds in the commercial race of today, must be thoroughly prepared for his work. He must think and act quickly, and must know not only what is to be done, but how to do it. The business man has a right to expect that all who work for him, or wish to transact business with him, are perfectly familiar with the laws, customs, usages and practices that govern the transactions of business. It is no part of his business to explain the obligations into which the other man is entering, and he has neither the time nor inclination to do so. It is every man's duty to properly inform himself regarding the intricacies of his calling before entering it for service.

Character also has a great part to play in the advancement of commercial relations, and in carrying out the work of life. No money capital, be it millions of dollars is equal to good principles and lofty character. It is the greatest and most common mistake in business for men to get the idea that the kind of life they live is of no consequence. Character is like stock in trade, the more of it a man possesses, the greater his power for making additions to it. Character is influence, it makes friends, creates funds, draws patronage, and opens a sure and easy way to Commerial Supremacy.

Glimpses of a Stenographer.

—Mabel Zimmerman

"When in doubt, study stenography," has been the motto of the would-be business girl for the past ten years, with the result that thousands of young women, never intended by education, training or natural ability to become stenographers have reduced office wages and overcrowded business places, while hundreds of others, who might develop into admirable office workers, have drawn back alarmed by the increasing army of incompetents. There is room in the business world for the competent earnest stenographer, and opportunities for advancement were never better nor more numerous than to-day. There is no reason at all for the existence of the incompetent worker. She will find thousands there before her.

In order to master stenography you must work at it with unceasing efforts for months and even years, before you become an expert. Success in stenography lies in a mountain of practice. There is no royal road to success in stenography, simply because you can afford to pay for your lessons. By earnest study and practice you can advance yourself more rapidly than any teacher or school in America.

A stenographer must possess certain characteristics. First, you must be accurate, as stenography is built on accuracy. Second, you must have great power of concentration. Third, you must be neat. Fourth, you must be a good speller and grammarian and have a fair knowledge of English. Fifth, you must be close mouthed. The stenographer of even a small firm is often entrusted with secrets that hold the success or failure of her employer. If you are the sort of a girl who simply must tell someone everything you know, don't try to be a stenographer. Sixth, you must have quickness of mind and movement. Seventh, you must have good eyesight and perfect hearing.

Study stenography slowly and conscientiously; it will take from seven months to a year for you to learn thoroughly a good method of shorthand, but in the end by working slowly but earnestly, you will have absorbed the fundamental principles of what is nothing more or less than a new language. In fact, Dickens has said of it, "Shorthand is harder than ten new languages."

If you have the means to attend a business college, select a small one where you will receive individual instructions, and a school where only shorthand, typewriting, correspondence, spelling and English are taught. Be sure you read your notes, even single words as you are learning. This is the secret of quick, clean transcription. Of what value is it to write a hundred words a minute and then take thirty minutes trying to decipher those same hundred words? Nothing is more detrimental to your interests than slow transcription. Do not neglect your typewriting. Select one of the standard machines, and practice on it until you become rapid and accurate, and know every trick of the machine. When you are ready for a position, the knowledge of the machine will be of great value to you.

The girl who wishes to use stenography as the first step in a business career is the girl who is business-like from the very beginning. First, she makes sure of her trade before she applies for a position. Then she selects her position with judgment. If she wishes to advance rapidly she seeks a position with a small concern where she will not lose her individuality, and and where she will come in direct contact with her employers: this will greatly aid in her advancement, as the employer is always looking for good people to advance. Many girls start wrong. They want a position so badly that they do not stop to investigate the conditions under which they are to work. Do not make this mistake. Go into details with your prospective employer, relative to regular hours, overtime and holidays. After having accepted them as satisfactory, keep them.

After you begin your work, study the technical phases peculiar to the trade or profession or line of goods about which you must write day after day, and be accurate in the use of firms' names and addresses.

If sometimes you have to play the role of office boy and wait upon callers, learn to do this properly. The girl who does not know enough to find out who the man is, and what right or object he has to interrupt her employer, will never be paid several thousand dollars a year to stand between the public and that employer, if some day he becomes great enough to need a confidential secretary to shield him. If you come in direct contact with patrons of the firm, learn their names and never forget them. A regular patron considers a girl clever who always remembers his name and receives him courteously.

Dress to suit your position. Your employer will want you, like furniture and pictures, to dress in harmony with the furnishings of his office. Be dignified in your dress as well as your manner. Be immaculately neat about your person. Another important matter is to realize that there is a time to talk and a time to keep silent. There are times when to tell what you know is almost criminal. Your employer must trust you more or less if you are his stenographer or secretary. Even small matters appealing to you as unimportant may be vital to him. You are not the judge. As a rule, the girl who advances most rapidly in her trade or business is the one who talks the least while on duty. This does not mean being stupid when addressed but simply in knowing how to talk intelligently on topics connected with the business, and how to avoid personalities which are dangerous, and just when to stop talking. Trust no confidant with the affairs of your employer. Many a stenographer has lost her position because she did not appreciate the fact that silence is a golden gift, and has allowed some individual to draw her out and to use the information thus gained for his own advancement.

In all the stenographer and her work occupies such an important place in modern business, that there is little likelihood of anything supplanting them, in the near futute. And the thoroughly qualified stenographer will find that the field of competents is not over-crowded.

Grecian Art

—Ralph Seif

"Life is short, but art is long."

"Art" is itself a very great word, and means many things; it is applied to style in writing, to musical compositions, and even to effective eloquence, as well as to architecture, sculpture and painting. We speak of music as artistic and perhaps a musician is an artist, then do we speak wrongly, for art is creative. When man begins to take notice of his surroundings and endeavors to add a touch of harmony by causing a change to be made that will enhance the surroundings in such a way as to become more pleasing to his eye, then this man is an artist.

The early Greeks were not artists; the first architectural structures that were planned by them were grand, massive and imposing, but they lacked the elements of grace or beauty. These were piles of rock that were placed together in the memory of some great leader or ruler, who had done great things for the welfare of his nation and people. These buildings were not marked by beauty of proportion and fitness of ornament. They show what? The power of kings, not the genius of a nation. The emotion they called forth was awe at such dreamy exploits, that involved so much labor and engineering but skill were not suggestive of grace or harmony, which require both taste and genius. Grecian art is first seen in the temples which they dedicated to the various deities.

In the Hellenic architecture two styles are found, the Doric and the Ionic, each known by the style of the column; their general structure differed but little. The Doric column was not an entirely new creation, but a modification of the ancient Egyptian model, less massive, more ornate, fluted and tapering superimposed with capitals. All temples built after the Doric style have the like characteristics, but there are hardly two temples exactly alike they vary in proportions of columns, which is the peculiar mark of the Grecian architecture, as the arch is the feature of the Gothic architecture. The later Doric is less massive than the earlier, but richer in sculptured ornamentation. A Doric temple was built on something of the following plan: Around the cella or statue of the deity were four walls, and around those the fluted pillars, which supported the pediment. On the pediment rested the decorated impost. This was made up of three parts: the architrave, the frieze and the cornice. Over all arched the gently sloping roof; this left at each end a triangle which was called the tympaneum. This was very often decorated with gracefully carved figures executed by some great master of the day. Light entered the building through an opening in the roof which was called the hypaithon. In the center of the hall usually stood a statue of the god to whom the temple was dedicated. The Ionic architecture is only a modification of the Doric style, the pillars are more slender and have a greater number of flutes, and the capitals are more elaborate, formed with volutes or spiral scrolls. The Corinthian order is still more ornate, having foliated capitals, greater height and a more decorated entabulature.

The principles of the three orders are about the same, the beauty of the structure consisting in the columns and horizontal lines. Today we see the architecture of the Greeks in palaces, banks, halls, theatres, stores and other public buildings.

Great as was the genius of the Greek displayed in architecture, his genius in sculpture is equally as great, from the stand-point of skill. To be sure the Greeks were not originators of sculpturing, for Assyria, Egypt and India are full of sculptured relics from remotest antiquities. But these are rude and without grace or expression. This is not true, however. of the statues which the Greeks have created. In Grecian sculpture we see the utmost perfection in form and expression due to untiring study and labor. We see in the figures that remain today every passion that takes possession of the human body--grief, agony, rage, joy, shame and peace. But the perfection is in the perfect form; these figures were sculptured by men who did not curry favor from the vulgar rich, but they sought to educate, they attempted to appeal to the highest intelligence. Grecian statuary began with the representation of the deities, then it represents gods and goddesses in human form, and lastly, the portrait-statues of the emiment men. Phidias is the greatest of all the sculptures; it is he who contributes the unrivaled decorations to Parthenon. which consists of ninety-two sculpturers representing the "Combats of the Centaurs" and the frieze work which consists of the great procession of the "Panathenea." Following Phidias are Praxeteles, Lysippus and Polydouis; these were men of no mean genius, for they have given to Grecian Art some of the best and most perfect statues.

During the time when sculpturing flourished in Greece, paintings were also made to decorate the walls of the temples, but paintings were used alone as a decoration. The first painting of the Greeks was merely a marking of the outlines of the figure, next the inner marking and shading were introduced, and then the coloring in accordance to nature. Polygnotus was the first to add color to the cheek and lend grace to the folds of draperies. His figures had the grandeur, but they lacked the elaborate grouping that was so necessary to give attraction to the painting. Zeuxis and Parrhasius were also known by their painting; but of the two Parrhasius was the greater. At one time there was a keen rivalry between the two, so in order to settle the affair Zeuxis challenges his younger rival to produce a painting that would excel his. Together they strive to win. Zeuxis paints a great cluster of grapes which a flock of birds endeavor to devour, but the other paints a curtain which deceived even Zeuxis! It is astonishing indeed to think of painting such pictures with the kind of coloring they used. No oils were used in the process,the gums being mixed with the whites of eggs, rosin and wax.

Most of the great works of Grecian Art have crumbled or have been destroyed by a vandal enemy, but there still remains enough of the architecture. sculpturing, and painting to prove that Greece was a country that stood before all other nations in the perfection of art,whether before or after her time.The remains of the great Grecian collection of art is preserved at the Vatican at Rome, where to-day it is viewed by people from all over the world who marvel at the delicate outline and expression on sculpturings that are many centuries old.

The Great Lesson To Be Taught.

--Clara Thompson.

"There is always the need for a man to go higher, if he has the capacity to go"—Beecher.

There is a universal need for men and women to-day, and there should be in the hearts of the parents a strong sense of justice to see that before their children go out into active life, they are thoroughly prepared to do one thing well. The men and women who are not qualified to do the work attempted, are at the bottom of most of the failures in life to-day. The people who know their work well and have will-power to do it, are the ones who make a success. Real success in life comes only to those who are willing to pay the price of putting their whole soul into the work for which they have fitted themselves, and doing it better than any one else can do it.

There is a story told of an old Irishman who dug ditches. That was the only work that he knew how to do, but he was a master hand at that. He dug a ditch, not only for a day's wages, but because he loved to do the work. He never did anything else. To the end of his life he dug ditches, and the people blessed him because they could rely on him to dig their ditches and dig them correctly. The story continues, "How many would think "old John" a successful man?" But he certainly was. No one was more successful than he,--in his line. He was a success as a ditch digger, and also a man. For the part that God gave him to do in this world, he did it honestly and to the best of his ability.

Carlyle says: "A man without a purpose is no man." No man can succeed in the world who has not a fixed and resolute purpose, and an unwavering faith that he can carry out that purpose. "Steadfast application to a fixed aim" is the law of accomplishment. It made Priestly a great chemist; Grant a great general; Lincoln a great statesman. Buxton held to the conviction that a young man may be very much what he pleases, provided he forms a strong resolution and holds to it. It is not an uncommon thing in life, to see a man of considerable talent surpassed by one his inferior. The only reason is, that while the one devotes all his thought, energy and time to the object of his life, the other is diverted by other things, and gives but part of his mind to the work on which depends all his future prospects. On the other hand a man cannot work at the same thing every minute. He should have what we call side-tracks, on which he can switch off now and then, but the side-tracks should all lead to the same point with the main line. He must not be on the side-tracts all his life either. President Hayes said: "To achieve success and fame, you must pursue a special line." Take for example a young person who sees no particular use in completing at least a high-school course, and is only fairly thorough in common School branches. He turns all his energies toward becoming an expert accountant, and when he has reached his ideal standard, what has he before him? This one thing must be his life work; for in no way is he fitted by education to hold any other responsible position, nor would his employer in cases of emergency feel like giving him the permission to manage the different departments of the business, for his mind is narrowed down to but one channel of thought and purpose, that of handling figures rapidly and accurately. The position as an accountant is good, but the failure to lay the foundation of a broad education is a grave mistake. The head men of large business concerns to-day are after the "all around" men and women who understand one subject thoroughly and yet have a well rounded education that they may fit in any where when needed, and have well trained minds and a scope of vision that leads them to see what are the best things to be done.

Freeman Hunt says: "There are also men in the world whose failure to succeed in life is a puzzle to other people, as well as to themselves." They are industrious, hard-working and economical people, yet after a long life of toil, old age finds them poor. They complain of ill-luck and say that fate is against them. But the truth is, they mistake mere activity for energy. They think that if they are always busy they must be increasing their fortunes. They forget that labor misdirected is but a waste of energy.

The person who would succeed in life is like a marksman firing at a target--if his shot misses, it is but a waste of powder. Thus it is in life, what a man does must count, otherwise it might as well be left undone. A person who has one talent, and who concentrates his powers upon one particular thing, usually accomplishes more than the person with ten talents who scatters his energies and does not know exactly what he can do best. A boy or girl who was the poorest scholar in school often surpasses the ones who were leaders in practical life. The reason for this is that the poor scholar uses what little ability he has to the best advantage, while the other one, who thought himself better than the poor scholar, depends upon his ability and brilliant prospects. He has no particular object in view, and thus accomplishes nothing of importance. Concentration is the secret in all science, and is also the law of success.

Your purpose may not be very definite at first, but like a river that starts in a series of pools and streams, if all your aims are in the right direction they will finally run together, and swollen by hundreds of side-rills, merge into a mighty stream of purpose, and sweep you on to the ocean of success. A great purpose is like a magnet, all that is kindred along the current of life will be drawn in and used to accomplish the end sought. "The undivided will 'tis that compels the elements and wings a human music from the indifferent air."

Elements of Success

—Charles Artman

The great problem of youth is, how to become worth while in the world, how to do something which is really great. All over the world men have spent not only their fortunes, but their life time in developing theories and courses of education. Education has made a wonderful progress during the last century. The great men of our nation realized that if our nation was to compete with other nations it must educate its people. High schools have come into existence only during the last century. Now there is a high school in every town of any size in the United States. One hundred years ago there were few colleges in the United States, and they were mostly in the East. Now there are colleges in every state of the Union. Men are spending their life time in teaching others what they have learned themselves. As a result of this preparation and activity we have a civilization in which illiteracy is receding or nearly absent.

Perseverance is a great factor in determining success. The real difference between those who succeed and those who do not is, that one thinks he can, the other thinks he can't. The one learns he can do things, and the idea arouses, thrills and inspires him to do greater things. The one thinks that all great things and most of little things were intended for some one else to do. When a young man determines to do something different, something more important than has been his custom, and attaches himself with some organization that believes in promotion and individual growth of men and women, the start towards becoming a success is made. No young man ever worked for a good business firm without receiving something besides his salary. If he gets nothing out of his work but hope he is repaid many times. Hope and inspiration are part of one's education. The more inspiration you put in your work the more you receive. Success that is worth anything must come as the result of one's own efforts. Successful business establishments are very seldom built by tearing others down. When a man lets dishonesty and graft become a part of his capital, he loses all that is noble in himself. The man who deceives others deceives himself. When a great fraud is detected it is a splendid victory for honesty, but the millionaire grafters are not the only ones whose conduct might be investigated. The little business man who violates his contract is as dishonest as the capitalist who bribes legislators or illegally restrains trade. The man who puts small potatoes in the bottom of a sack is no better than the man who steals a million. The great grafters were little grafters once. They were at one time honest and looked forward to honorable useful lives. They began to drive sharp bargains and practice small deceits. They didn't at that time intend to become grafters or professional rascals. When a young man finds he is beginning to deceive others, he should stop and consider his course. If this were done it would save him much trouble in the end, for grafters are exposed sooner or later.

The world is looking for men filled with an unselfish desire to help others. The man who desires to raise the standard of men will succeed. A man with a great ambition to build up a business which will help everyone who touches it to be more successful, can have what he will in the way of honor and satisfaction. Every young man should take time to be kind, to be considerate, to be generous, to be thoughtful, to be true to others, and then he will be true to himself. The man with the idea that everything worth doing was intended for some one more capable is a drone in the hive of society. Every one should assume responsibility. Every man should be a producer of some kind. May be he can not be a leader of some great enterprise all at once, but he can try to do greater things today than he did yesterday, and after all it is doing the things next to the one you are doing, and doing them right that makes the genuis. No man ever launched a great enterprise without previous training. A young man with great possibilities attempting a little enterprise and the two growing up together may produce a John Wanamaker and a great department store; a Thomas Jefferson and the Declaration of Independence; a George Washington and a great republic.

Success is a sort of a magic word. You pay a great price for it but the splendid thing about it is that the more you pay the more you receive. When a man aspires to success he must forget some things. He must put away deceit, envy, jealousy, revenge and hate. He must forget there is such a thing as loafing, or wasting time. When a person gets to a position where he thinks he does not need to do the best that can be done, he needs to be aroused with a new enthusiasm. John R. Mott, the great leader of men, says that, "when a man ceases to be better, he ceases to be useful." One must cultivate nerve, enthusiasm and patience. It is indisputable that the only man who can ever become a success is the man who can hold out, and who can wait. It was Washington's patience as much as his military genuis that won the Revolution. It was the patience of Cyrus Field that gave us the Atlantic Cable. If was Fulton's patience that gave us the steamboat, and the patience of Columbus that discovered a new world.

Spirit is another characteristic for one who aspires to success. In the destruction of San Francisco, if there ever was a time when brave men might despair, surely it was then, when homes were in ashes, families broken up and every source of revenue cut off. Before the flames had finished their awful work plans were being made for a greater and more beautiful city. This is the spirit that won for Columbus, Morse and hosts of others. The men who have rebuilt San Francisco are among the world's greatest leaders. The more men we have of this kind the greater will be our civilization. The business man who in time of disaster causes a greater institution to rise from the old is deserving of greater honor and glory than he who wins victories on the battle field.

Men want to be successful and they ought to be. Every individual ought to resolve and determine to do more and be more than he is. You owe it to the world to give the best of which you are capable. Success is the story of a building not reached by an elevator. It is the power of the personality and the indomitable will of men that makes up success.

Count Leo Tolstoy

—Laurence Place

Great men do not need our praise; the need is ours to know them; they are a common heritage to all nations. Whether we are of their faith, or of another, whether we stand where they have stood or have traveled on ways they never dreamed of, we are the richer that they have lived. With the recent death of Count Leo Tolstoy, Russia lost the greatest man that ever named her his mother-country.

Tolstoy was a great novelist; a mighty reformer, and a powerful factor in Russia's struggle for political freedom. As a writer, Tolstoy appeals to every rank and class of mankind; but as a reformer he can only be properly appreciated by those who suffer, by the lowest classes. If we regard Tolstoy merely as a novelist, all admit him to be one of the most powerful and forceful writers of modern times. Each of his splendid romances is conceived in the most brilliant manner, and each volume contains only characters in strict agreement with human life. No impartial judge can fail to be impressed with the wide range of thought and action displayed in his works; but to well understand this circumstance, let us for a moment observe his early life. Tolstoy was born in 1828, on his father's country estate in the Russian province of Tula. Here he received an excellent home education, until at an early age, he entered the University of Kasah. After he graduated from this institution, Tolstoy entered the army as an officer of artillery. Here he rose in rank until he was placed upon the General's staff. Placed among the countless temptations of the great cities of the empire, Tolstoy became somewhat dissolute, and although he never sank very low, yet he said himself that he always looked back upon this part of his life with the greatest horror. Nevertheless this was of the greatest value to him, for it gave him a broad understanding of the social evils of the empire, and thus enabled him to compose his splendid novels. During the Crimean war, Tolstoy was numbered among the defenders of the besieged Russian city of Sebastopole; the impressions he received here he afterwards employed as material for an interesting book entitled "War Sketches." When these sketches were published their author at once attracted much attention, and although only twenty-eight years old, Tolstoy became very popular with the public. This popularity deepened into fame when a little later his second work, "Childhood and Youth," appeared. This book was shortly followed by a wild and realistic romance entitled "The Cossacks," which also attracted much attention. In 1860, Tolstoy presented a long historical narrative to the public under the name of "War and Peace." However, from this period, the trend of Tolstoy's writings changed, and where he formerly wrote for fame, he now wrote to lighten the sufferings, which were imposed upon the shoulders of a suffering people by a corrupt church and a despotic government. In his beautiful novel, "Anna Karenina," we have a pitiless portrayal of the vices and follies of the wealthy, aristocratic class, and warm praise for simplicity and unpretending virtue. From this time he no longer produced his magnificent novels, but put all his strength and energy upon the task which he had set himself—the thankless task of bettering Russia's social and political evils. In short, from Tolstoy the Novelist he became Tolstoy the Reformer, in which last character he composed many wonderful essays, and wrote numberless volumes.

No living man can estimate the help and comfort his works have given to the people of downtrodden Russia, or can conceive of the influence of his works in producing that recent change for the better in Russian Church and government, nor can any one forsee their influence upon the future Russian nation. Tolstoy's works are admired in every earthly nation, alike, for their powerful reasoning and for their brilliant, convincing style. Tolstoy was a giant, and he used the weapons of a giant and performed a giant's labors. By him a corrupt church was purified and a despotic government deprived of its lawless power. Since all people cannot be equally rich and powerful, Tolstoy desired to bring all men to a common level, to a state in which no one would be rich and none poor, none oppressed and none oppressive; in short, he desired to inaugurate a common brotherhood of man. When Tolstoy undertook the social regeneration of Russia, he assumed a task well worthy of his mighty genius; in him the persecuted peasants found a powerful defender. He assailed the rich and idle classes with great vigor, and made his name known throughout the world as the greatest reformer of modern times. The example which Tolstoy has given the world shall endure through the ages, his fame shall even glorify wicked Russia, and give to the men of the future a standard with which they may compare themselves forever. Not only has Tolstoy's life meant much to Russia, but even here in America he nas greatly influenced our ideas.

Tolstoy was great because he was himself; he asked for nothing, yet nothing was too great for him to give, for he gave his whole life and genius to his work. His doctrine was the doctrine of love and renunciation of self, and in all his deeds he followed it most faithfully. Tolstoy can only be classed with such lovers of mankind as Buddha and Christ; Carlyle and Emerson; men who would agree with him saying, "Man has but one real duty, which includes all others--the duty of living the short space granted him in accordance with the will that sent him into this world, and of leaving it in accordance with that will, and that will demands only one thing: "Love from Man to Man."

Social Settlement Work

—Fannie Mitchell

The word settlement means migrating from one condition of life to another totally unlike it. A settlement is an attempt to express the meaning of life in terms of life itself in forms of activity. All the arts and devices which express kindly relation from man to man are used. The purpose of the settlement is, that knowledge may be employed in human conduct to the enlightenment, and uplift of humanity. The settlement, then, is an experimental effort to aid in the solution of the social and industrial problems which are engendered by the modern conditions of life in a great city. It insists that these problems are not confined to any portion of a city. It is an attempt to relieve, at the same time, the over-accumulation at one end of society and the destitution at the other.

Three things seem to be contained in the neighborhood ideal: first, a spirit of genuine neighborliness; second, a very strong sense of civic duty; and third, a sense of responsibility for the standard of life among the neighbors. At present in most settlements several difficulties are met with in attempting to realize this ideal. First, many of the residents do not come to settle but to spend a limited number of months in the hope of doing a little and learning much. Second, nearly every settlement is compelled through periodical reports to justify it's existence in the eyes of outside subscribers. Third, from these tabulated reports there follows as a necessary evil the widespread tendency to employ machinery in order to produce effects. Although the number of so-called settlements has largely increased, we must not lose sight of the fact that many of them are training colleges, not settlements at all, and that no real attempt has been made to realize the settlement ideal except by a few scattered individuals.

The selection of a neighborhood for work is an act which requires deliberation and information. Evidently it must be a neighborhood which requires the service of voluntary helpers. In order to make a wise choice of fields, a preliminary survey should be made. A large map of the district should be drawn, and on it should be set down the essential social facts of significance dwellings, population, schools, saloons, churches, missions, etc. The settlement it not necessarily to be placed in a criminal neighborhood, but should usually be located in an industrial community. As a neighborhood becomes shabby or filled with foreigners, the best people move out and a settlement deliberately chooses such a location. Groups of educated people have naturally sought the depressed quarters of the great cities for forming settlements. They gather about these spots with a desire to use directly whatever knowledge they, as a group, may possess in order to test it's value and to discover the conditions under which this knowledge may be employed.

The first home of the social settlement movement was Toynbee Hall, soon followed by Oxford House. Toynbee Hall was opened in 1885. Naturally the educational work has taken a large place. A valuable library has been collected and classes in many subjects have been conducted. The people have been led to provide a free public library for themselves through local government. The residents and visitors are free to choose their party in politics and their sect in religion. Oxford House was founded upon Christianity. One of it's most successful features is its clubs for men. In these clubs no intoxicants are sold or used. These clubs are self-governing and they have taught men to rely on themselves.

There is no complete list of the settlements in the United States and new institutions are constantly springing up. The local conditions and the inclinations of the residents have set a particular mark on each House. The first American settlement was established by Dr. Stanton Coit in New York in 1887. Dr. Coit called his undertaking a Neighborhood Guild. Two years after the opening of the Neighborhood Guild two settlements were established nearly at the same time. These are the College Settlement in New York and Hull House in Chicago. Between that time and this, settlements have been established in all our great cities from the Atlantic to the Pacific.

The idea of a College Settlement was first discussed by Smith College students in 1887, and in the following year a plan was formulated and an appeal for money was sent out. The College Settlements Association was formed partly with the idea of organizing and supporting settlements, and further, to bring all college women within the scope of a common purpose and a common work. To extend the educating power of the settlement idea is the object of the College Settlement Association.

Hull House stands easily first, both for achievment and significance, among American settlements. It is like Toynbee Hall in the originality and distinction which has characterized every part of it's work. Hull House was established by Jane Addams and Ellen Starr in September 1889. It gained friends and confidence because the two women who founded it knew life and would give clear expression to their thoughts. The development of Hull House from the four rooms on the second floor of the old family residence of Mr. Charles J Hull to it's present many imposing buildings is a difficult matter to keep pace with. It has in addition to the many usual settlement activities of clubs, classes, etc., a coffee house, a workingmen's club, a theater with a fine organ, a women's club house, apartments for residents, a children's building, etc. In spite of it's many-sidedness it has preserved the spirit of early settlement ideals. It is not alone an influence in it's own neighborhood but a power in the entire municipality. The object of Hull House is to provide a center for a higher civic and social life; to institute and maintain educational and philanthropic enterprises, and to investigate and improve the conditions in the industrial districts in Chicago. The income from apartments, coffee house and shops furnish half the expense of running the settlement, and the other half is met by subscriptions.

Settlements are still experimental. They are far from having reached an assured position, but they have widened out the idea of neighborliness. The work carried on by the various social settlements among the poor of the large cities, has accomplished much in the way of their education, and is making a lasting influence upon the home life of these people. Since the work is largely practical and comes in direct contact with the lives of the poor it's worth is evident to all who are interested in our country and it's future citizens. The stability of the settlement in the future depends on the amount of personal service that can be secured of the kind that is needed.

The Illustrator

—Ruth Harding.

Illustration or the art of drawing is the representation of human life and action or of scenes of interest by means of pictures. If the pictures are well drawn they really tell more than the story they illustrate, no matter how interesting and well told it is. For example: one may read about a group of children playing, but they do not interest us until we see a picture of them in their play. This arouses our sympathies and we enter into their report with as much interest as if we were one of them.

In about the tenth century the pictures were merely rude outlines. Little girls were outlined in pinafores, while the boys were in long trousers and little flat caps. At first book illustrating meant the combined genius of artist and wood engraver. Every picture after being drawn upon the block had to be repeated line for line with one of the engraver's tools called the burin. It was a very delicate and difficult task. After these came the photographers, who took directly from the wood or plate, after which a company of artist engravers, of much higher grade than the skilled artisans, who used the tool and followed the definite line. Just think of the ingenuity and imagination which must have been required for illustration to reach its present height. Now we can reproduce any picture whether it be large or small, in oil, crayon, or pen and ink, by the simple and profitable use of combined photography and the mechanical use of acids.

America long held the record for producing the best work, until recently they have been outstripped by foreign illustrators. The work done by German illustrators at their best is superior to anything produced in this country, because the Germans are always striving to reach a higher standard. They are also paid better than American illustrators. Those of Germany all work together, and by co-operation they produce a better class of illustration than where each works separately. People of our own country go there because there is more interest taken in their work and they get more encouragement than here. Can you blame them for going where they receive the best welcome?

The Japanese illustrators chiefly illustrate the novels. Wkiyoe or the floating world sketches are dated as far back as the time of Toba, A. D., 1160. Toba's drawings, although disorderly, were overwhelming with wit. At the close of the 16th century Matahei Iwasa won great popularity through his grace of expression, his drollery of conception, and his representation of human life. Matsumota is noted for his historical pictures. Seitei Watanaba is probably the most successful Japanese illustrator of today. In his illustrating he concerns himself mostly with the beauty and gracefulness of lines; every once in a while he falls into the hereditary habit of making an impossible face. Of the many who follow his models in the drawing of birds, he has no superior.

The illustration of the Christmas story began with the portrayal of the Golden Legend, by the unknown artists of the third century. One of these pictured the "Nativity" in the walls and Catacombs of Priscilla. The illustrators of the Christmas story have not only reverently pictured the story of the Babe of Bethlehem, but have also showed us the other side of the Christmas festival, the Christmas story of King Wassail, an of sweet Charity. The most beautiful picture of th tenth century, is found in one of the Manuscripts of the Vatican Library, which belonged to the Emperor Basil II. Staegear, whose principal line is silhoutte illustration, has not been equaled by any of his contemporaries.

The illustrating work done by the women in America in the last few years, is noticeable for its brilliant effect and sympathetic touch. This is especially true where they devote their talents more or less, to the portrayal of child life. Some of the most noted women illustrators are, Alice Barker Stevens, Jessie Wilcox Smith, Elizabeth Shippen Green, and Sarah S. Stillwell. Although Mrs. Stevens does not confine herself entirely to the illustration of child life, her pictures are true to life. One of her illustrations is a group of small children playing, and each little face has a distinct individuality. Although Mrs. Stevens has studied in Paris, she claims her development due to her instruction at Philadelphia, and her own studio. In the beginning of her career she painted the portrait of a little boy; she put into the picture all the force of her earnest and conscientious nature. When she had finished it, she led the little boy up to it; it was so real that he said, "Little boy can you speak?" The mention of Florence Scovel Shinns brings a smile to anyone who knows the kind of children that appeal to her imagination. Her keen sense of humor crops out everywhere, and the turn of a line gives a comical effect. Mrs. Shinns' peculiar gift is that she can draw the most pitiable little figures and yet put into the pictures a happy, healthy atmosphere that makes us feel the worth and joy of living.

Although these artists take all their models from real life, they go beyond and beneath the mere physical forms, and interpret the sweet unconsciousness of child life in all its purity.

The income of the illustrators average $15,000 to $20,000 a year. The cartoonists receive about $65 a day. Outcault the originator of Buster Brown, is said to have received $100,000 a year when the pictures were first introduced. In the Bookman it is stated that "Illustration has proven a remunerative calling for women as well as men, and in their competition the women have two advantages, their industry and their facility. The women artists are, as a rule, very diligent and work with great rapidity." Sarah S. Stillwell receives $150 for every cover she draws.

To be an illustrator one must have an immense store of imagination, sympathy, and sensitiveness. The art of illustration is yet in its infancy, for the advancement already made and the demand for all kinds of illustrating coupled with the high salaries received, will stimulate others to renewed efforts and achievements.

The Panama Canal

—Jean Diamond

The story of the Panama Canal is one of the most romantic in history. The work which the United States Government is now doing on the Isthmus with every prospect of success is the culmination of three hundred and fifty years of exploration, scientific research and political controversy. No single project in the field of public works has been pursued by civilized man through so long and tempestuous a period of preparation. Less than thirty years after the fourth voyage of Columbus plans were prepared by the Spanish travelers for Charles V., King of Spain, for the construction of a canal across the Isthmus which would give ships an easy passage in their search for the "wealth of Indian Commerce." Charles' son and successor, Philip II of Spain, in his fear of the growth of English sea power, not only abandoned plans for a canal but forbade them on the ground that it would be an impious violation of the Divine to unite two oceans which the Creator of the world had separated. But in 1694 the Scotch Parliament incorporated the "Company of Scotland Trading to Africa and the Indies," one of the purposes of which was to construct a Central American canal which would shorten the route to China, Japan and the East Indies. With the failure of this enterprise, definite plans for an Isthmian canal slumbered for another hundred years, but in the early part of the nineteenth century canal explorations began again in earnest. Alexander Von Humboldt, the great German scientist and explorer, planned and mapped six different routes for a canal to connect the Atlantic and the Pacific. For seventy-five years the United States has made continuous and often vigorous efforts to bring these plans to a successful fulfillment. Various attempts of private companies lead in 1850 to the negotiation of the famous Clayton-Bulwar Treaty between the United States and Great Britian. Under this treaty both governments declared that neither one or the other will ever obtain exclusive control over an Isthmian Canal.

This brief survey of the long and complicated history of the Panama project brings us to the present and definite state of the actual construction. In 1904 a Canal Commission of three members appointed by President Roosevelt devoted two years to an investigation and decision as to whether the canal should be the lock type or the sea-level type. The matter was referred to Congress, which in June, 1906, decided in favor of the lock type canal which is now being built. In accordance with this decision the Commission's plan is to save the cost of excavating nearly thirteen miles of the canal by making an artificial lake with a maximum elevation of ninety feet above mean tide, with an area of forty-three square miles. This lake will be known as Lake Bohn and is formed by a dam across the Charges River. The total area of the Charges drainage basin is fourteen hundred square miles and for more than one-half its length the canal extends through the Charges valley. About three miles southwest of this dam is the site of the gigantic spillway. This structure rests on a rock foundation above tide-level for the whole length of the spillway and will consist of a concrete dam, by which the discharge from the lake can be kept away from the accessory works of the canal. From the spillway the water will flow across country a mile to the Pina Planca swamp and will have a fall of six hundred and twenty-seven feet in this distance, from which it will be discharged through an artificial channel into the Aqua Clara swamp nearly a mile from the canal. The channel will have a bottom width of five hundred feet, a depth of twenty feet and length of five thousand six hundred and seventy feet. The canal will be protected from overflows by levees in the low regions, and will when completed be forty-nine and nine tenths miles in length; will begin from thirty-six feet deep in the Atlantic and extend to thirty-six feet deep in the Pacific Ocean. The average bottom width of this project is six hundred and forty-nine feet and the minimum depth will be forty-one feet. The canal will have a summit elevation of eighty-five feet above sea level to be reached by a flight of three locks, located at Gatum on the Atlantic side and by one lock at Pedro Minguel and a flight of two at Miraflores on the Pacific side. Each lock will have a usable length of one thousand feet and width one hundred and ten feet. There is a double flight of locks at Bohio having a normal lift of eighty feet. Twin locks are provided for in every case and guard locks are placed at both ends of every lock that no delay may interfere with traffic during repairs. All the locks will rest on rock foundations and will have concrete walls throughout except the quoins, the tops of the Miter sill-walls and the exposed inlets and outlet of the culverts, the lock gates being designed of steel. For the first seven miles after the canal enters Lake Bohio there is sufficient room for navigation and anchorage and the length of the canal through this body of water is about thirteen miles from the locks to the point where the canal leaves the Charges and .93 of a mile farther it enters the Culebra Cut. The world has heard more of this cut than any other section of work on the Canal for it is here that the French concentrated their energies. The entire Cut will be lined with masonry walls which will have vertical faces and broad benches thirty feet wide on each side to arrest slides. It is thought that it will require eight years for the excavation of this section at a cost of eighty cents per cubic yard. From the lock at Miraflores the canal extends through a low country for four miles to a point in Panama Bay. A channel two hundred feet wide will be cut from this point four miles to the sixth fathom line in the Bay. The total amount of excavation is 96,863,703 cubic yards including Bohio Dam and the spillway. The completion of the Culebra Cut will indicate the completion of the canal. The total estimated cost of the canal aggregates $325,201,000, which includes a special estimate of $24,000,000 for engineering, police, sanitation and general contingencies. These figures do not include $50,000,000 paid to the new French Company and the Republic of Panama for property and franchises. Hence the total cost to the United States will be about $375,000,000. The enterprise employs about 45,000 employees, five thousand of whom are Americans. It is estimated that it will require a medium size ship eleven hours and fourteen minutes to pass through the canal and that a toll of $1 a vessel per ton register would be sufficient to pay the expenses of operating and yield a return on the capital invested.

Upon its completion the Panama Canal will do for the Western Hemisphere what the Suez Canal has done for the Eastern. It will be a benefit to all people and especially to those of this country, for the decreased freight rates will cause a great stimulation in trade between the east and the west and will go a long way toward the extension of universal peace.

Temperance Revolution

—William C. Pfeifer

Not many years ago this country was engaged in a great civil war brought about by the greatest tyrannical bondage that has existed for many a century, and which is probably the greatest blot upon the white pages of our American history. Men who were created free and equal, according to the general interpretation of the constitution of the United States, were made to bow down to the vilest character known in history, the American slave driver. Finally, through the efforts of such men as Abraham Lincoln, that grand old man, the question was solved and millions of slaves were set free.

But let us turn now to the temperance revolution, by which movement we will find a stronger bondage broken, a viler slavery manumitted and a greater tyrant deposed; by it more want supplied, more disease healed and more sorrow assuaged; by it no orphans starving, no widows weeping; by it none wounded in feeling, none injured in interest.

Were I to give you a chronological account of the anti-liquor movements in America, showing the events of interest in the temperance warfare, I would begin with the first incident which occurred in 1642, when the colony of Maryland passed a law punishing drunkenness by a fine of one hundred pounds of tobacco. Over thirty of these anti-liquor movements took place before the Declaration of Independence was signed, and from that time up to 1911, there have been over a thousand of these anti-liquor movements all of which have caused a lasting influence upon this country.

In the last century, great strides have been made against alcohol in the European countries. For many years it has been the custom in France to pay the laboring men in counters, counters being analogous to the pay check which is almost universally used by the railroads of this country. Recently the French legislature passed a law which prohibits the cashing of these checks in saloons or drink shops.

In Germany, the greatest beer drinking nation in the world, there has been a local option petition presented to the Reichstag which contains two hundred thousand signatures. It is headed by the names of the leading men of Germany, especially from the university circles. As a result of this movement there has been a fall in the consumption of beer in six months of over thirty thousand liters.

The Crown Prince of Sweden in opening a temperance congress gave his influence to the Swedish movement for the prohibition of the use of alcoholic drinks. After describing the need of husbanding every resource, the Crown Prince said, "I do not hesitate to say, that the people that first frees itself from the injurious influences of alcohol will in this way acquire a distinct advantage over other nations, in the peaceful yet intense struggle."

The Supreme court of the United States once passed a decision something to this effect: "If the public safety or the public morals require the discontinuance of any manufacture or traffic, the hand of the legislature cannot be stayed from providing for its discontinuance by any inconvenience which individuals or corporations may suffer." This goes to show that the greatest judicial body in the world has recognized the fact that if a country is to stand at the top notch physically, morally and mentally and be a nation of nations it must not allow any low, degrading, vile influence to exist that will drag its citizens to the lowest depths of degradation.

It is a plea of the liquor dealers that the use of alcohol quickens life, makes it more genial and promotes thousands of friendships that would not otherwise be realized. This plea is too ridiculous to need argument and only proves the plight into which liquor men are placed to defend their business.

Go into the home of the man who promotes his friendships in the saloon and partakes of such a genial life, talk with his humiliated and heart-broken wife, note his neglected children, and think of the happiness and comfort that alcohol has taken away from that home.

Go into the average saloon, listen to the coarse conversation, the obscene story or jest, the maudlin song, the profanity, and tell, if you can, how much these surroundings can make life more genial, or of what benefit are friendships promoted in such places.

If the liquor dealer would put out signs something to this effect, "Delirium tremens, paupers, death, insanity and despair for sale here," would the American youths be led into such places, captured and slowly bound by the thread of habit until they became slaves to the greatest tyrant that has ever tried to rule the world?

Why does not the saloonkeeper exhibit a specimen of his finished product the same as any other business man? Simply because the drunkard is the finished product of the saloon, and although the saloonkeeper is ashamed of him, neverthelsss, he is recognized by everybody as the finished product of the saloon, as is shown by the following story:

A young boy was once passing a saloon as a drunkard came staggering out of the door. Before he had taken many steps he fell to the ground. The lad immediately and politely opened the door of the saloon and called to the proprietor, "Hey mister, your sign fell down."

Is not that man a dangerous citizen who so far mistakes means for ends, as to become servile to his habits, and is afraid to leave them when he knows he is going wrong?

The American home is the dearest heritage of the people and the saloon is the deadliest foe of the home.

The curse of God is on the saloon, it is going down grade and is headed straight for the infernal regions.

Oh liquor! thou art the devil's drink, his surest, deadliest snare,
Then why will people not stop and think, and of his wiles beware?
No art of man can match his skill, what folly 'tis to think it,
For soon or late it's bound to kill the man who loves to drink it.
Soon or late the time will come that shows the devil's in it,
To those now free, forever shun the curse, nor once begin it
But fight the demon day and night and use your best endeavor,
To drive from earth this fearful blight and free our homes forever.

Reciprocity

—Edward Hall

The border of the United States and Mexico is a racial frontier. The people upon the two sides of the line are of widely different families. The boundary marks a national difference and distinction such as the boundary between Germany and France. The Canadian frontier is a purely political one. Men come and go across the line working at the same trades, doing business in the same ways and as deeply interested in one country as in the other. Railroads cross the border and immense cargoes are carried from the ports of one to the wharves of the other nation. The industries are practically the same and there is ever increasing need for easier commercial communication.

In spite of tariff restrictions the Canadians and Americans have grown into an understanding of each other and sympathy with each other's ambitions and endeavors, in fact there are no two great countries on the face of the globe so neighborly and friendly. Reciprocity cannot mean a great industrial or trade revolution in this country because the productive power and market of the United States are immensely greater than the capacity of the Dominion to create or consume staples of trade and industry. When tariff barriers between the two countries are removed or lowered, the result must be the adjustment of Canadian conditions to correspond with those existing on this side of the border. The difference between the two countries in size and productiveness proves this as clearly as a demonstration in physics. Reciprocity will be a steadying, moderating, equalizing force which should help materially in times of market scarcity due to poor harvest and it ought to prove an important stimulus to certain American industries which will be better able to compete with Europe in the growing market of the Dominion.

One regular feature of the reciprocity movement is the honest belief of many farmers, who only demand a fair deal, that the removal of the duty on various food staples will be injurious to American agriculture. The first and most vital point to be grasped is the broad law of international commerce that the price received for an exported surplus of any product governs the price obtained for the remainder of the same commodity in the country where the same is grown or manufactured. If the export price falls the surplus destined for foreign consumption is turned back upon the home market, kept there and the increased pressure forces down the home price and if the export rises, the quantity of the product affected which is sent to foreign markets increases until the home price rises enough to restore the natural balance. It follows that when the surplus product of two countries is disposed of in the same foreign market the price of that commodity in these two countries must be the same, making necessary allowance for freight, terminal charges and commissions.

Canadian wheat and wheat grown in the United States are both sold on equal terms in the same foreign markets; therefore wheat produced in both countries must always be on the same market footing at home and certainly to remove the tariff on wheat, in either country or both, could have no effect on the price of that grain in their markets.

Make no mistake about the price element in this feature of the grain trades as the wheat grown in this country would always be on equal terms with the wheat produced in Canada no matter where either crop might be sold, because the market of both countries would be controlled by the European price. It is that way now and has been that way ever since Canada and the United States began to sell wheat in Europe and is a condition no tariff can change so long as both countries have to depend upon Europe as the market for their surplus grain.

The geographical position and industrial interests of Ohio make the question of reciprocity with Canada of more direct and far-reaching importance to this state than it is to many others, whose situation is more remote. The traffic between Ohio ports and Canadian towns during the season of navigation is growing more extensive year by year, Canada being a natural market for many Ohio staples. If the only American interests considered are those peculiar to Ohio, then the reciprocity balance inclines heavily in favor of the free trade with the Dominion, a wider market for coal, automobiles, agricultural machinery, petroleum and fruits, besides less important export possibilities.

On the other hand, opening American markets to Canadian products would have little effect on Ohio industries, for Canadian lumber would not seriously affect the product of the Ohio woods and we do not raise enough wheat to compete in other markets with Canadian grain.

Altogether the advantages which reciprocity promises Ohio, far more than offset the possible burdens a few industries may feel and the tariff revision should be strongly supported by this state. Few parts of the country would benefit more by free trade with the fast growing Dominion.

Some of the opponents of reciprocity take a very narrow view of the effects of free trade relations between two countries which are natural friends as well as neighbors and have much to gain by close business relations. They ask who will be the industrial and commercial loser if reciprocity will benefit all classes and interests in the United States and at the same time benefit and enrich Canada. In so far as this theory is well founded, Europe will be the loser as it is more than possible that several countries in the Old World will find their markets west of the Atlantic narrowed and their foreign trade cut down by reciprocity. There is no doubt but American manufactures will become greater rivals than ever before of European concerns which have so long held a part of Canada's trade; indeed it will be a surprise if some are not crowded out of the Candian market entirely.

This spring the Candian Pacific Railroad will lay out and start fifty towns on new branch lines finished last fall, which, added to the forty created last year, make a total of ninety towns on one railroad system. So Canada goes forward at a pace unknown in the Dominion until the last few years. It is a development which has a double interest for Americans because it widens Canadian markets for American participation in the building up of Canada's newest and fastest growing empire. It is well-timed to strengthen the American hold upon the rich fruits of the progress of the Dominion.

Richard Wilhelm Wagner

—*Waide Condon*

Music has been a sort of Cinderella of the arts, casually observed, incidentally admired, but generally treated, as of no serious importance in the presence of her favored sisters, painting and poetry. No one presumed to pronounce an opinion on the merit of a picture or a statue who had not at least learned the difference between a pen-and-ink drawing and a water-color: but with music, it was quite different. The concert goers said, music was not a matter to be reasoned about: but just to be listened to and to be enjoyed. But even as they spoke there arose one who cried aloud in the market places for intellectual consideration. One who called the world to witness that when he sat down to compose music, he was engaged in engraving with subtler tools what the painter splashed with his brush and the poet traced with his pen. Thus was the appetite for an understanding of music aroused by the immortal Wagner.

In Leipzig, Germany, May 22, 1813, was born the musical genius Richard Wilhelm Wagner. He was not musically inclined until the age of seven, when at this time he played on the piano to some extent. At the age of nine he entered the Dresden Kreutzshule and studied diligently, not music, which he cared little for, but Greek, Latin, Ancient history and Mythology. While at school he longed to be a poet: he made verses, translated twelve books of the Odyssey, took up English, and became greatly enthused over Shakespeare. This enthusiasm projected a tragedy which was a compound of Hamlet and Lear. It was while attending a concert at which Beethoven's compositions were rendered, that his passion for real music was first awakened. After this he studied hard in order to adapt his great tragedy for the lyric stage which resulted in no solid attainment. He did not have any systematic instruction in music until he was sixteen years old, and when he did begin in earnest he preferred composing to studying it. He wrote a light overture when seventeen years of age and this was played in the Leipzig theater. He studied counterpoint with Theodore Weinlig for a period somewhat less than six months, and this was his first equipment for his extraordinary career. Two years later he composed an overture after the model of Beethoven and this was played and well received at one of the Gewandhouse concerts in Leipzig; a symphony which he composed also at this time, after the model of Beethoven and Mozart, was performed at the Conversatory in Vienna and later at the Gewandhouse in Leipzig. During this time Wagner visited Vienna, Prague, Wurzburg and other places, making the acquaintance of music and musicians, all the while undergoing the intellectual preparation which introduced his musical reform. A few years later he abandoned Beethoven as an operatic model and declared that a new era of music was about to dawn. In 1834 at the age of twenty-two he was offered and accepted the place of musical director at the theater of Magdeburg; on ten days' notice he completed and presented an opera, "Das Liebesverbot," and although it was a failure, he was not disheartened. A short time after this he went to Berlin with this opera, but did not meet with any practical encouragement at the royal opera house here.

He wrote extensively after this and possibly the greatest of all his dramas is Parcival. This may be called Richard Wagner's great confession of faith. He takes the legend of the Holy Grail and uses it to portray wonderfully and thrillingly the Christian truths of the beauty, the glory, and the inspiring power of the Lord's Supper: and the infinite meaning of the redeeming love of the Cross. He reveals in his drama by poetry and music, and with a marvelous breadth and depth of spiritual conception, this theme (in his own words:) "The founder of the Christian religion was not wise. He was divine. To believe in Him is to imitate Him and to seek union with Him. In consequence of His atoning death, everything which lives and breathes may know itself redeemed." The legend of the Holy Grail, as Wagner uses it, has in it the usual accompaniments of mediaeval tradition, something of paganism and magic. But these pagan elements are only contrasts to the purity and splendor of the simple Christian truth portrayed. The drama suggests the early miracle and mystery plays of the Christian Church: but more nearly perhaps it reminds one of those great religious dramas, scenic and musical, which were given at night at Eleusis near Athens, in the temple of the Mysteries, before the initiated ones among the Greeks in the days of Pericles and Plato. This great drama was performed most perfectly at Bayreuth and it is said that the marvelous music here helped in every way in the interpretation of the drama.

All of Wagner's works show him to be a great musical genius. His leading compositions besides Parcival are, "The Flying Dutchman," "Trinstan and Wolde," "Die Meistersinger," "Tannheuser," and "The Nibelungen Ring." This latter is composed of four large works each requiring an evening's entertainment, beginning with Rheingold and followed successively by Walkyrie, Siegfried, and Gotterdammerung. The most difficult of Wagner's music is found in "The Nibelungen Ring in the Walkyrie." His music is extremely technical and difficult to play. His compositions have to be heard several times before they can be fully appreciated and understood. Wagner's musical reform embraces the whole field of conception and expression. He was disgusted with the Italian and French school of opera and took his themes solely from romance, legend and popular myths. Wagner came in contact with and passed through many trying ordeals during his career. Many times he was without money and did not know how he was to engage musicians to play his compositions; but these circumstances all were cleared up and Wagner became recognized the world over as a genius. He always held to the one fact that the one true form of music was melody. He is no doubt the greatest composer since Beethoven and the old Masters. Musical Critics acknowledge him to be the master of orchestration and of dramatic construction for the stage. Wagner was the first to make the leading motive the whole basis of his musical structure, not introduced at random, but united to word and action. "Endless Melody," is another phrase frequently employed in description of Wagner's later style; the composer in his aim of true dramatic expression discarding the old operatic divisions into solos, duets and choruses, and giving in place an unbroken stream of melody. Wagner stands forth as a great poet as well as a master musician, as a born dramatist, unrivaled stage-manager, wonderful drill-master and conductor, a leader in the art of orchestration and supreme musical scene-painter.

The Consequences of the Promulgation of Ideas

—Lawrence O. Guinther

The world as a whole owes its existence to promulgated ideas. The present condition of material progress has not come to us by chance, but it is the result of systematized promulgation of ideas. The creation of the universe was simply the progress of God's plan and it was carried out in such a way that out of chaos came system and order.

Ideas came to man from intuition and observation; for instance, the savage observed a leaf being driven over the surface of the water, because its one side was turned up and the wind was driving it along, and this gave him the idea of constructing some means by which he could move over the water, on the same principle. As the result he first made a rude canoe of hollowed-out logs, but when some one saw where it could be improved, new ideas were carried out along that line, until, at the present time vessels have been brought to an excellent state of completeness. The consequence of the promulgating of the idea of building a vessel, as the savage conceived it, can be plainly seen when we contrast the beautiful, wonderful, floating palaces of to-day, ships that accommodate thousands of passengers, and afford many luxuries which are not seen in many or our homes, with the crudely built, unsteady dugout of the savage.

This same line of development can be followed out in the construction of weapons. The savage, because of need of them, made crude weapons for defense. As civilization spread and people had to live more closely together, better weapons were needed, and when an explosive was discovered, someone conceived the idea of placing its force behind projectiles in such a manner that it would not injure himself, but could be directed at something else. After much experimenting we had the gun, whose efficiency was increased in time, until now we have guns which will shoot over a distance of 15 miles, and do as much damage at that distance as a small sized army could in the olden times. This great improvement in weapons has been made only because ideas of bettering them were worked out.

As an example among men, we can cite Napoleon Bonaparte. This man, not born of the nobility, through a remarkable trend of circumstances, obtained the throne of France, and, having tasted power and wishing more, he conceived the idea of conquering the entire world of his day. He started to carry out his idea; he carried on successfully over ten brilliant campaigns, and it appeared as though his idea would materialize, but one man was never intended to rule all the world, and, on account of defects in his plans, he failed. When we think of the thousands of lives he sacrificed, the many lands he devastated,the many homes he destroyed, all in an effort to realize his idea of a world-empire, we question whether it was worth the cost. For Napoleon it was not, for he died a prisoner on a barren island, but on the other hand it was the cause of many changes that were beneficial. Without Napoleon there would very probably have been no American Nation. If he had not reduced the power of many of the European rulers, the Europe of to-day would be quite different from what it is.

When James I of England, because of his hostilities to the religion of the people, caused some of his subjects to flee from the country, they came and settled in America, with the result that they were the first successful colony ever started in the New World. That colony was the foundation of our American Nation, and it is all due to the carrying out of the English King's perverse religious principles, based on the "Divine Right of Kings," that the colony was founded here in America.

Another striking example is the Revolutionary War. This war was the result of the tyrannical rule the English King, George III. He oppressed the people of the colonies to such an extent that they conceived the idea of uniting to form a nation of their own. They carried their idea into execution and the war that followed proved their ability to hold their own against England. Carrying out the idea that Americans were able to take care of themselves, brought forth the American Republic, the greatest of its kind in the entire world.

The next well known example to illustrate the same point is our Civil War. Our people were slaveholders, and as such were not complying with God's will, for he creates all men free. The thousands of graves over this country bear witness to the intensity of thestruggle to remove the wrong.Some doubt whether or not it benefitted the negroes, who were the cause of the struggle, but we are certain of other benefits which were derived from the war. This nation once so loosely held together, is now firmly cemented, the friendship between North and South is much greater than it was before the war, and best of all, the reputation of being a slave-holding, slave-driving Nation has been lifted from us, and we stand out as a Nation of free and equal people.

A more modern occurrence may be used to illustrate the point. This is the Anti-Saloon movement. The Anti-Saloon League is composed of people all over our country who are anxious to improve the civic conditions in our land. Their purpose is to abolish all narcotics and so remove the cause of the bad conditions and in that way bring about a betterment. They have not been working without opposition, but the sad and deplorable spectacles enacted in various parts of our state to thwart the progress of the temperance movement have not deterred people from their project, but instead, have stimulated them to abolish the evil so much the quicker. At the present time 63 of the 88 counties of Ohio have voted dry, and both measures which were introduced at the present session of the Legislature of the State, by the wets and for their interests, were defeated, thus showing the consequences of the promulgation of the Anti-Saloon idea here in Ohio.

By what has been called to your mind you can see some of the consequences of the promulgating of ideas. Only well known facts have been brought before you and only a few of the more noticeable results. To what great heights of civilization this world may rise, to what elevated plane man may attain, what will take place in the future, only the future can tell, but it is an assured fact that all in the end will be returned to chaos; then there will be no world, nothing at all, but a vast chaos,yet even that will be the result of one great promulgated idea, that great idea of God's to create this world, to let it run its course, all for man's fruition, and then in the end to destroy it, so that all will be joined in the life eternal.

The Educational Value of Moving Pictures

—William Eise

The greatest value of motion pictures at the present time is the educational scope these pictures afford. Not long ago there was a hue and cry against the moving pictures as a demoralizing agency; this was followed by the suggestion that they would gradually die out. Today this is all changed; thinking people, business people, and others, have found in the cinematograph an instrument of great possibilities. Now that the educators and the educational authorities are using the cinematograph, it has gotten into the best hands, plainly showing that in its early days it was controlled by those who made improper usage of it.

Moving pictures can be adapted to almost any subject such as, history, geography, mechanical and scientific subjects. We are rapidly passing into an age when teaching will be largely aided by the splendid inventions of the times, of which, perhaps, the last and the greatest of them all is the cinematograph.

Two important reasons why the schools will use the motion pictures are that they are graphic and dramatic. Through a new process in animated photography, objects can be taken in their natural colors; this of course will make the pictures still more graphic. The growth of a plant from the seed to the harvest can be shown clearly and distinctly in a continuous process amazing to behold. If in chemistry we turn to the formation of the crystals, we know that this subject is the most difficult to understand, but a film has lately been released which shows in full detail the formation of a number of products into crystals. Processes which really require hours are shown within a few moments, time.

Mr. W. O. Riddell, Superintendent of Schools at Des Moines, Iowa, has this to say of the moving picture as related to school work: "I believe that the scheme is one of the best in the world for instructing pupils in the lower grades, and it will not be long before the picture machine as a means of education will be adopted by the schools all over the country."

Professor G. P. Baker, Professor of Literature in Harvard University, in a lecture recently said: "Moving pictures are good for the brain and stimulate the imagination, and the fact that they aid the brain is an argument in the pictures' favor."

There are many people who bemoan the fact that memorizing is very hard. Especially young children find their earliest difficulties lie in memorizing. "It is so hard to remember," has been the sigh of thousands in all the walks of life. Years ago the picture was found as an aid to the memory. Words are hard to remember, pictures are hard to forget. What a wealth of learning and logic is stored in the uses of the picture. It is a strange truth that the eye is a more powerful aid to the memory than the ear, even as sight is more penetrating than sound. Thus added to its many and marvelous educational features this value, as a memorizer is in itself, one of the greatest blessings which the cinematograph has brought, making the picture with its teaching hard to forget. A gentleman of some position in the educational world, who recently saw some films illustrative of simple everyday, scientific subjects, declared, "he had in five minutes seen and learned more than in the previous half century of his life." It should be noted that in the above statement, the films shown were upon subjects of which whole books have been written, only to be painfully read and soon forgotten and consequently, valueless. The pictures give an instantaneous revelation, making a volume of explanatory words unnecessary, and producing a non-forgettable impression.

We often hear the remark, "Travel is a good educator." For those who cannot afford the time or the means to visit all parts of our country and foreign lands, what better way is there to see and know our country than by the payment of a few nickels, and the expenditure of what might otherwise be wasted hours, in one of these comfortable moving picture theaters, and go, with no tourists' or travel troubles, to the various enchanted scenes of our world beautiful? I am well within the bounds of truth when I make the statement, that no institution has done so much to popularize and make familiar the scenes and history, not only of our own country, but of all foreign lands.

The tendency of the times is to educate objectively, that is to get away as far as possible from books and to appeal direct to the intellect, by showing the pupil the very thing itself about which it is desired he should learn. But, of course in a great many cases this is impracticable; for example, if you wished to show your pupils how life is lived in China, you could not bring a part of China into your school, together with a sufficient number of Chinese. But you can do just as well, by photographing part of China and some Chinese in your moving picture camera. The results can be shown on the screen with explanations and your pupils will thus learn more than they would by reading dry books.

"I am tired of those slow methods," will be the plaint of the schoolboy, when he realizes the powers and the possibilities of the new and increased facilities for learning, brought about by the cinematograph; no longer will "crowding" and "coaching" be the means of "topping off" an education, but enlightment and inductive possibilities will take the place of "cram."

The Art of Arts

—Menzanita Smith

In the "educational wave" which is now sweeping the length and breadth of our country, technical education is at the crest, and no phase of this education is more popular than domestic science, "household technology." Indeed, it is not too much to say that home science is becoming quite the fashion. And the moment it begins to wear the mantle of gentility—as it deserves to do, quite as much as any other science—we may look to see the larger and more conservative of the Eastern colleges for women giving it consideration.

The Home Economics movement really began about 1870. Society demanded a change in education. The tools of education changed because the view point had been altered, and the view point altered because changes in the social and economic world forced certain considerations upon the people. The first cooking school was opened in 1874 in New York City under the superitendence of Miss Juliet Corson. A second school was started in Boston in 1877. Boston was the first city to institute work in sewing and cooking in its public schools; but Philadelphia, Washington and Providence soon followed. New York had to depend upon private institutions for this teaching for a protracted period, in spite of the fact that the first training school for teachers of both domestic science and art, now the Teachers' College of Columbia University, was opened in that city in 1888. While the East has been hotly discussing the culture value of agriculture and home economic subjects, the Western Universities and State Colleges have been building up and extending those departments along the most approved scientific and economic lines. The pioneer college work in home economics was done in Iowa, Kansas and Illinois, and in 1905, twenty-one of the Western States, inclusive of Ohio, had departments of domestic science or home economics in their state institutions of learning. Today, Connecticut has a two years' course in domestic science, Rhode Island has lately inaugurated a four years' course in home economics, and Vermont and Maine are about to open similar departments. Perhaps Kansas has accomplished more in domestic science than any other state in the union. This work was begun as early as 1873. When President Anderson of the agricultural college at Manhattan placed a sewing machine on the platform in the chapel and called Mrs. Cheseldine to teach the young women sewing, domestic science entered the state schools. It has steadily grown until now Kansas is said to have the largest building in the country devoted entirely to domestic science and art. Kansas honors "the woman who can." The solid worth of domestic Science is being demonstrated in Kansas, by the number of successful teachers which it sends forth to head important departments everywhere.

Domestic science has been introduced in nearly every large high school in Ohio and in many of the smaller ones. New York and Chicago have fine institutions, which afford splendid opportunities for young women who wish to study domestic science exclusively. Domestic Science is also being taught in the schools abroad. In Norway nearly every town has its school kitchen. The work is in charge of a pioneer teacher who has seen it tried with success in Finland. Now nearly every country in Sweden has taken up the idea. This may be far afield from the subject before us, but it certainly emphasizes the fact that domestic science is coming to be not only a factor of our modern education but is indeed the very foundation stone upon which our educational structure is built. Miss Caroline Hazard, president of Wellesley, says that education is coming to mean more and more, not only the development of the mind, but the practical application which fits men and women for the daily business of life. In his address to the graduating class in 1910, the superintendent of the public schools in New York city said he hoped there would never be a girl graduated from their schools who could not bake a loaf of bread, broil a steak, cook a potato, and make a good cup of coffee. At the schoolmasters' institute in Omaha last summer, where business men lectured the teachers upon fads, Professor Bender, superintendent of the Indianapolis public schools, said he hoped there was one fad that had come to stay, and that was the fad of scientific cookery.

If, as it is said, a country advance in civilization in direct ratio to the individual advancement of its people, then whatever you do for the country must be done for its people, and whatever you do for the people must be done for and through its children. It does seem that the time is at hand for the public schools, with their tremendous possibilites, to take up the work of moulding the masses. Once convince the people and the press of the vital connection between the subject and the health and prosperity of our country, and domestic science will find an honored place in the educational institutions everywhere. The nineteenth century gave the great gift of equal educational opportunity to both men and women. It now remains as the task of the twentieth to show that equal opportunity does not mean exactly the same studies pursued in the same way.

"A health to the girl that can dance like a dream
And the girl that can pound the piano;
A health to the girl that writes verse by the ream,
Or toys with high C in soprano;
To the girl that can talk, and the girl that does not;
To the saint and the sweet little sinner—
But here's to the cleverest girl of the lot.
The girl that can cook a good dinner."

The Almighty Dollar

—Florence Ethel Benberger

"The quality of mercy is not strained;
It droppeth, as the gentle rain from heaven
Upon the place beneath; it is twice blessed
It blesseth him that gives, and him that takes."

In the Merchant of Venice we find the noble and high-minded,but passive and melancholy Antonio, who is little suited to bear the burden of an active, energetic life, but always ready to help a friend. There, also we find Skylock, who is everything, but a common Jew; he possesses a very determined and original individuality, he is grabbing for every cent, which belongs to him, caring not how much misery it causes, or how great a price it costs. He would have murdered Antonio for gold, common ordinary gold, but the law prevented it. If there had been no law, would Antonio have been allowed to die? No! Never! It would be cruel to allow him to die for so slight a cause. But we allow it. Antonios are dying every day and Shylocks are getting their gold. And still our laws do not prevent it.

The majority of us are Antonios, who love all our fellow creatures, we are in sympathy with each other, we care little for money, only as a necessity. Money is an essential of life. We all must have it, but we should not obtain it by dishonest methods. To live for only one interest, and that the struggle for victory, whether on the battlefield with the sword and cannon or in the market with the no less potent weapon of the modern capitalist, this life is dwarfed and deficient in most of the elements which make men, truly men. Eventually they judge everything in the world only from the point of view of money.

Millionaires are some of the images into which society has modeled human clay out of the semblance of Christ. They are specialists, whose whole existence is devoted to one purpose, and that the acquisition and the accumulation of gold. It is not so much by the direct abuse of the power which money gives that the millionaire of to-day will be weighed in the balance, and found wanting; it is not so much the sins of commission as those of ommission which he is piling at his door.

The love of gambling is deep-set in human nature. The craving for excitement, the longing to be suddenly rich without exertion or expenditures is too deeply seated to be expunged by municipal ordinance or statutes of the legislature.

But let us look into the government. The buying and selling of votes has been going on in our houses of legislature for years, and it is now time for this unprincipled business to stop. In the large cities the wealthy men bribe the aldermen to give them the franchises which belong to the citizens. The aldermen are on the brink of a high precipice, they are undecided, because they are placed in their offices by the people to serve the people. It is not the friendship of the rich man which they wish to obtain; it is the temptation of the gold which is offered to them by the rich men. Is this justice to the citizens? The mayor, the alderman, the saloon-keeper and the heeler; everybody, in fact, who is anybody or anything in politics in the large cities, has a "pull," when justice is to be administered, excepting that abstract entity,"Justice," herself. Justice has no "pull."

Trusts are combinations of companies who unite to make money by keeping the prices of certain products very high. By the laws of many states, Trusts are illegal and have no legal rights. The companies, however, who form Trusts keep their accounts separate and affirm that they form no Trust. But nevertheless Trusts are found all over the United States. Why are not the laws enforced and Trusts abolished? We are just recovering from a corner on the egg market. Many of the large firms have become bankrupt on account of this egg corner. Last year there was a corner on the wheat market. The detested regrators stored millions of quarters of wheat in their granaries and watched the people perish of sheer starvation at their gates, waiting callously until wheat reached its highest point. The speculator for a rise, at least sells when the price suits. This surely, is not an ideal condition of things.

All people who own property in the large cities are assessed not by the true value of the same but according to how much money they are worth. If you are poor you are assessed for one-fourth, one-third, or even one-half of the real value of your property. But if you own a mansion or a sky-scraper and have lots of money, you escape with one-tenth, one-twentieth, or or even one-thirtieth of your real value. Should money have so much influence? People who have money have an advantage over those who have little or none. This does not help the common welfare of the people. That which does not help the common people to make their lives, human at least, if not divine, stands forth marked as a brand for the burning.

Wealth has subjugated everything. It has gagged the press, it has bought up the Legislature, it has corrupted the judges. Even on the universities it is laying its golden finger. The churches are in its grasp. Go where you will, up and down this country, you will find our citizens paralized by a sense of their own importance. They know the injustices, they know better than any, the wrongs which they suffer; they mutter curses, but they are too cowed to do anything. They have tried so often and have been beaten so badly they have not the heart to try again.

Yet long before four score years have rolled by, the millionaire may be as scarce as the Indian and mankind may look back upon the history of trusts, combines, and political corruption with the same feeling of amazement and aversion that we now look back upon the social system that produced Tecumsah.

"Don't think too much of money,
But learn to work and plan;
Use Honesty in every deal,
And save up all you can;
'Tis the fool who boasts of riches,
His dollars, dimes and pence;
The best of wealth is youth and health
With good, sound common sense."

Dollars and Sense

—Florence Sweeney

Uneasy rests the head that wears the crown"—a maxim old but true and exemplifying that even a king, a president or an emperor, with apparently everything that the heart could long for is nevertheless dissatisfied. That ever present fear makes life to them even more of a worry than to ordinary mortals.

To be what we are not, to have what we have not, to know what we do not, has ever been the condition of man. Perfect satisfaction and contentment have never been his lot. Life—that brief space on the Dial of Eternity—for each of us has its tribulations. Longing and wishing play a part in this drama. We long for prominence, we wish for health, we long for knowledge, we wish for peace. Longing and wishing for days, weeks, months and years, a life-long longing. If our wishes could be realized, if a beneficent Providence could grant to mankind his most prized longing, what would he ask? Some for knowledge, some for the alleviation of a sorrow casting a shadow over his mortal career, some for health—Life's choicest asset, some for peace of mind, some for talent, some for power and so throughout mankind these would be the wishes of a small minority. What would the great majority ask? If such a happening could occur, if it were possible for wishes to become realities, mankind with almost a single acclaim would ask for that greatest of all gifts in the minds of humanity—Wealth. Wealth—the possession of earthly riches; we think of it as the purchasing power of all that life holds dear, with happiness and peace at our threshold and sorrow and worry forever banished.

Since time began the pursuit of this has been the great aim of mankind. The lapse of ages has only stimulated the desire, until today, all the world's a battlefield with the Creator's great Brotherhood—Mankind, divided against itself in the Modern Commercial Struggle, the "Battle of Dollars." This struggle appears an uneven one for all men are not equally equipped. Some by the accident of parentage are pushed to the front ranks early in life. Others handicapped by poverty find the journey tedious, some by trickery and scheming shrewdness push themselves rapidly forward but the numberless masses never advance more than a few paces forward. The last named are as eager for wealth as the others and as mankind is selfish, finding themselves out-distanced, complaints against the amassing of wealth, by those who are unsuccessful in the struggle, are everywhere evident, and a glance about us observing the methods of acquiring and the manner of disposing by many who have had the "genius" to amass or the "accident" to receive we cannot but agree that these complaints are justifiable.

It has been said that money takes more "fools" than all of the other "fool-makers" combined. To gain it man knows no bounds, recognizes no friends, respects no limitations. Illustration of what men will do to possess it, and what they will do when once in the possession of it emphasizes this statement. There are instances galore, familiar to all of us, where the possession of wealth has proven a drawback to its possessors. The child of the millionaire of our country is in a position that none should envy. From the cradle to manhood or womanhood they are surrounded by servants, provided by the fond parents, in fear that they might do something to help themselves. They are privately tutored in youth, protected from that great broadening influence of companionship. Grown to manhood or womanhood they either take up the task of spending father's money by a life of luxury or trading it for a title in some dilapidated line of royalty in a foreign land.

Wealth, too easily acquired in many ways, is a distinct handicap in the making of a real man. Its possessor has never been taught in the great school of experience the value of a dollar, nor can they really appreciate the rights of their fellow-being less fortunately favored. This lack of appreciation is causing more than any other reason the great misunderstanding occurring today between Capital and Labor. Our gigantic enterprises, manipulated by the sons and grandsons of the founders of them, who have inherited their dollars without their sense, reared in luxury made possible by the thrift and energy of their parents, cannot or will not recognize the privileges and rights of the wage earner, causing the too frequent conflicts between them.

The possibilities of today with its great commercial undertakings, make the accumulation of wealth the greatest in all time. Each day sees some master of finance rise head and shoulders above the crowd and take his place among the favored few. This same day sees thousands passed on the Highways to Wealth and relegated back among the countless who never amass more than a competence. Every man has ambition to rise above the latter and most of us would not hesitate to accept a place among the former class. Unselfish though we make ourselves believe we are, the jingle of the dollar is music to us all. Business and professional men in every line are striving for it, but the world is thankful that with most of them honor is placed above money making. The honorable business man believes in and encourages honest competition, the professional man adheres to the code of ethics; to get below these standards for the sake of gain should be below the dignity of man. Unfortunately, however, in every line occupying human attention there are individuals who place the dollar sign above the sign of dignity. At the threshold of these can be laid the deserved criticism against the hording of wealth.

As in the past the chase for gold will continue to be the effort of man. Future generations will show bigger undertakings and greater fortunes than the present. Man's ambition to be independently wealthy will be the same as now. We shall take our part in the Modern Battle of Dollars. The lure of wealth will be as strong for us as for others and will govern us to an extent in choosing a career. In selecting one, let us aim whether in business or professional life to be competent rather than rich, for financial reward ordinarily follows competency and as we go through life and are accumulating money it is wise to check up and be sure we are not losing the things money cannot buy. For as George Horace Lorimer, Editor of the Saturday Evening Post, says: "When a fellow has got something he sets out in life to get let him take himself to the woods, look himself over and make sure he is still a man, and not a plug hat, a frock coat and a wad of bills."—Success in life means more than wealth. It is not Dollars without Sense.

William Shakespeare

—Isabel Freer

In contrast with all the other writers for the English stage, this fact in the life of Shakespeare stands out conspicuously, that not a year has passed since the Restoration period, which has not seen some of his plays acted. Shakespeare has been constantly styled the matchless, the inimitable. Every generation has its temporary dramatic favorites but they come and go; Shakespeare alone endures. His greatness as a poet explains the constantly increasing circulation of his works in the world of readers. He was not only the most popular dramatist of his time, while he was writing for the stage, but he was also just as successful with his readers as with his auditors. In Shakespeare's time the population of England was not only small, but the proportion of those interested in books was comparatively smaller than now. Nearly all the dramatists who had their works published had to be content with but one edition, but the large majority of Shakespeare's works appeared before his death in more than one edition. The interest in his works, as suitable for stage production, has extended over the civilized world. No aspiring actor of our race feels that he has reached the highest distinction in his art, until he has won success in some Shakespearean character. So it has been in the past; so it will be in the future.

William Shakespeare was born on the twenty-fourth of April, 1564, in Stratford-on-Avon. It is supposed that his parents could neither read nor write, but it is probable that they were better educated than some people of the present day; because, although they did not learn from books, they did learn from observation and experience, and they taught their son to have this same keen observation and insight, thus early training him to become the greatest of all poets. He received his knowledge of nature by taking long rambles through the meadows and along the streams of Warwickshire. His imagination was also stirred by the picturesque town of Warwick with its magnificent Kenilworth Castle and by the historic town of Coventry where on festival days he could see miracle plays performed. In these ways his mind found the food it needed to bring forth in later years his great works.

Shakespeare's life as a dramatist may be divided into four periods and his works classified according to these periods. During the first period, the world seemed very bright to the poet and he was filled with hope, youthful love and imagination. A "Comedy of Errors" and a "Midsummer Night's Dream" are examples of this period. The second period shows a progress in dramatic art. He revealed more real power and a deeper insight into human nature and more appreciation and understanding of character. The plays characteristic of this period are: "Merchant of Venice," "As You Like It." In the third period Shakespeare felt life to be a fitful fever. During this time he painted and felt as his own, the darker sins of man, the avenging wrath of conscience, and the treachery and follies of man. This period brought forth all his great tragedies: "Hamlet," "Macbeth," "Julius Caesar," "King Lear," "Othello." The fourth period was one of calmness. The last days of Shakespeare were full of the gentle calm of one who has known sorrow but has risen above it to a peaceful victory. The "Tempest" and "The Winter's Tale," were written at this time.

In almost all cases we see that Shakespeare gleaned his plots from some old novel, biography or chronicle. But he always read with his imagination; he saw not only the words, but also the people whom the words described. He read the accounts by Plutarch and others and then he told the story in the most spirited way possible. Therefore, he used Plutarch's words when they were vivid and alive and his own when they were more impressive. In his use of facts, he revealed one of his finest points of dramatic writing; he knew what to leave out. His genius is displayed in seeing what is essential and in making us see and understand it in a few lines.

Shakespeare is an artist in portraying nature, and to the end of his literary labor he was never untrue to his love of her. And he often uses nature in the best man. possible taste as a background for his discussion of

This artist was a born story teller; he was a man who told stories in such a way as to make great plays and great poems. He began by writing chronicle plays, whose chief object was to keep every one interested in what the actors were doing; he went on to write poetic plays, which were full of imagination and sentiment; then he wrote tragedies, which were lofty in thought and speech; and finally he created romances touched with a great beauty; but to the end he was a vivid story teller.

Shakespeare was not only a great dramatic artist, but so far as English Literature is concerned, he was the great dramatic artist. It is the perfection of his art which has enabled his productions to outlive the criticism which once pronounced his methods as irregular. Time has largely swept away the cloud of learned distraction which once gathered about his name under the guise of upholding art. We are coming to recognize that the course he followed was not due to his ignorance of the rules upon which the critics insisted, but upon his knowledge of their inapplicability.

The poet was also independent in other ways. He cared very little for the laborious and pedantic trifling which aims to make the creations of the imagination conform to the results of historical investigation. He believed it was of the utmost importance to paint men; then it was of secondary importance to paint their environments. Shakespeare was not of an age, but for all time. His representation of life should therefore be true for all time. Such it usually is; and it has survived because it is independent of changes of taste or custom.

The name of Shakespeare is the greatest in all Literature. No man ever approached him in creative power; no man ever had such strength combined with such variety of imagination. With the exception of the Scriptures, Shakespeare's dramas have surpassed all other works in molding modern English thought. No intelligent person can study Shakespeare without becoming a deeper thinker, without securing a broader view of human existence. Of all authors, Shakespeare has least imitated or repeated himself. Sometimes he gives portraits of the same passion, but the delineations are as unlike as they are in nature. His wit is unbounded, while over all he throws a halo of sympathy. No class is untouched by the poet's sympathy and he made this rare discovery:—

"There is some soul of goodness in things evil,
Would men observingly distil it out."

The Power of Music

—Anna Louise Daze

"Music is the fourth great material want of our nature; first food, then raiment, then shelter, then music." "Music is a prophecy of what life is to be; the rainbow of promise translated out of seeing into hearing." Carlyle, the famous English essayist, once said, "Music may be likened to the speech of angels;" and thus the immortal Shakespeare wrote: "The man that hath not music in himself, and is not moved with concord of sweet sounds, is fit for treasons, stratagems and spoils; let no man trust him." But what is the value of music today? What power has it among all people of the world?

The art of music may be well defined by two Greek words, "harmonia" and "melodia." The word is full of meaning. Each letter expresses something vital to the definition of the art. The first letter, M, stands for melody, the foundation stone of music. The second, stands for universality. Music is a universal art for it is a language that is understood by all nations; it is the language of the emotions. S, the next letter, represents service, simplicity and strength. Music acts as a refining influence in life. No other art is so capable of moulding character. It truly illustrates the proverb that: "In simplicity there is strength." The next letter, I, stands for inspiration and ideals. The goddess of music is the goddess of inspiration. The only one who succeeds in music as a profession is the one having the highest ideals. C, the last letter, is a brief summary of the definition of the word—civilization and character. Music sums up civilization, for the history of art is the history of man. Nature too abounds in music. The heat of the sun makes the upward way for the air-tides and produces by this displacement the song of the winds. Sunshine and music go hand in hand. The sweetest songs of the birds are at sun-rise and their tenderest at evening. The mission of music to the soul of man is that of sunshine to his bodily need.

This art has been cultivated in some manner from time immemorial, even among the uncivilized races of the world. Greece, the cradle of all arts, was the first country to make much advancement in music. It had a place in devotional services and at public games, and was considered a necessity to the drama. Above all it was held to be an incentive to virtue. The music of all nations originated with their religion. Some knowledge had been acquired even by the Chinese, and had they been more imaginative they might have brought their music to some degree of perfection. As the religion of the Israelites was far more noble than that of any other people, their music was on a higher plane and they exerted a vast influence in its progress. This art was not so highly developed in Italy and when the period of decay in Rome occurred, music sank deeper into the unknown than any of the other arts. With the beginning of the Christian era the veil of mystery was lifted. The oratorio and opera, both of which originated in the Miracle and Mystery plays, first appeared in the seventeenth century. The eighteenth century witnessed the transfer of the seat of music from Italy to Germany, the rise of the French Grand Opera and the epoch of Handel. To this period also belong Bach, Beethoven, Gluck, Haydn, Mozart, Schubert and Spohr. The period of advancement seems to have reached a climax with the musicians who connected the eighteenth and nineteenth centuries—Chopin, Wagner, Mendelssohn, Schumann and Liszt. Since there are no unexplored fields in music which are capable of such achievements as have taken place in the past, the progress of our day is development of detail. In no other nation has music been assigned so high a place, or has its influence been so strongly felt as in America. At the beginning of its career in this art, our nation has furnished one worthy to be ranked in the highest period of transatlantic fame—Gottschalk.

Music is the expression of life and character. Its mission is manifold. It lifts you above the sordid atmosphere of life; it interprets the Soul of man; it develops patience, mental alertness, perseverance, self-control, system and character; it produces a state of contentment in the hearer; it washes away from the soul the dust of everyday life; it lightens the burden of toil. It has been found that more and much better work is done in the factories and business houses where music has been introduced than in those where there is no such diversion. We can exist without music but by no means are we able to live without it. No one who lacks musical appreciation can live up to the noblest and best within him. Music stirs the soul. The music of life is around us everywhere that harmony of thought and act exist. It is written in the key of the ideal, in the time of the possible, and with cadences of personality. Its source is ideality. To be without ideals is to be incapable of appreciating this magic music. Its rhythm must not be impossible of performance, for ideals that have no practical realization are hardly ideals. It is only when the music of life shows a personal cadence that it has individual interest. Suppose all our concerts, operas and musical instruments were suddenly struck dumb; or suppose every trace of music in the world were destroyed; what would be the result? What would be the effect upon people? What difference would there be in literature and social life? If music has such power in the world, if it produces such an effect on people, should music not be studied more? Should not a greater taste for it be cultivated?

How much happier and better this world would be if everyone would make his life a beautiful strain of music—a divine symphony; its introductory theme its motive, the first movement youth;—aiming to develop its powers, produce variations, and improvise on the first theme throughout his life. Then the last movement would be a grand finale of life well spent, the world being the interpreter of our symphonies and God the composer.

The Art of Advertising

—Hazel Covault

Advertising is the creative force of modern business. But advertising is not a modern art. From the earliest times people have used this art in telling others of articles they have for sale and to which they wished to call attention. Even before the coming of printing this art had gained a very firm foothold. The Romans had placards posted over the cities announcing the dates and places of gladiatorial combats.

One of the earliest forms of advertisement was the written handbill. This form was much used in Paris, Florence and Venice. Before the coming of print the merchants employed people to advertise their goods. The duty of these people was to go through the streets calling out the value of their employer's merchandise. Stall advertising was much practiced about 1590. The stalls were in the open air, where the merchants rented them and then called out the merits of their merchandise to the passers-by, much as the modern patent medicine men and street fakers do.

The advertisement of books, the earliest form of printed advertisement, was early followed by the advertisement of quack remedies. To the Spectator, published by Addison, is given the credit for advertising other things than books and quack remedies. From that time until the present, the growth of various forms of advertising of different and all kinds of articles has been very great, until the art at present is very highly developed and specialized.

Magazine and newspaper advertising have become such an every day phenomenon that we can hardly imagine a time when such a thing did not exist. This year we celebrate the forty-seventh anniversary of the birth of magazine advertising. In 1864 Harper's Magazine had three and one half pages of advertising in one issue. In 1903 the average monthly advertisements covered one hundred and forty-one pages. Leading advertisers say that in comparison with the present situation there was no magazine advertising in existence fifteen years ago, worthy the name.

The more familiar forms of advertising, which we see almost every day and which have become so common as to be almost unnoticed,are booklets,posters,printed signs, billboards, almanacs, street-car placards, bills, magazine and newspaper advertisements and the sample method. It may safely be stated that there is almost no home in which at least two of these forms are not well known.

It is impossible to determine exactly the annual cost of advertising in this country alone. It has been estimated at six hundred million dollars, and this is thought to be a conservative estimate. In 1908 the company manufacturing the cereal "Force," spent one million dollars advertising it. One of the well known soap firms of our country has a three-year contract with one of our leading magazines for a certain single page at the rate of four thousand dollars a month or one hundred and fourty-four thousand dollars for the full term of three years.

For the past few years a very vigorous war has been carried on against the billboard form of advertising. All the large cities of our country are joining an Anti-Billboard Association. The founders of this association are hoping to make our country more beautiful by the restriction, if not the entire removal, of the billboard. Many of the leading cities have taken measures against it by prohibiting it, except in the business districts,where it is still tolerated in restricted forms.

Advertising is a commercial science to-day, and it is almost impossible to succeed in business, unless you have the ability to write an advertisement which will bring results. Many business men do not realize this and do not carry on successful advertising campaigns simply because they grow impatient and disgusted if their expenditures in this field show no immediate results.

Some of the essential features for a successful campaign in general publicity advertising as given by the manager of the department of advertising in a very successful wholesale firm are: (1) Money to spend for advertising;(2)the nerve spend to it;(3) the good judgment to spend it judiciously. Of course, it is expensive to advertise, but the profit which is a result of advertising makes it an essential form of expense. An advertisement in order to be effective must be something which will attract the attention of the possible purchaser. It must be interesting. It should be placed where people will see it often enough to not be allowed to forget that such an article is on the market.

Many business men do not realize that advertising is merely a means to an end. They will advvrtise a short time and then they either become discouraged or disgusted and stop. To be a successful advertiser and reap the benefits of advertising, it is necessary to be a persistent advertiser. One firm whose advertisements are familiar to all of us, advertised for three years without any appreciable gain, but at the close of this period they began to have increased sales and the fourth year their sales were a hundred per cent better than the sum of the three preceding years.

A form of advertisement, which we scarcely recognize as being such, is that of charity advertising. The Red Cross Tuberculosis Stamps on sale at Christmas time are one of the most successful forms known to advertising science. This novel idea originated not long ago and it is quite astonishing the growth it has had. The Tuberculosis Car, which travels from place to place, is another form of successful charity advertising.

One of the newest forms of advertising is called Publicity Campaigning. It is used by corporations when a public sentiment is against them and some very effective method to restore them to public favor must be odopted at once.It is a policy of honest publicity; the corporation states the exact condition of affairs and by doing so gains the confidence and support of the community in which they operate. This is the highest form of advertising which has yet been developed in this land of the advertiser.

Advertising in the past has been of great value to both the advertiser and the general public. It has aided in the buying, selling and manufacture of all kinds of merchandise and has broadened the knowledge of people outside of the commercial world, who otherwise would be ignorant of the existence of many modern inventions and conveniences. Though the art of advertising is very old, it's progress has been quite slow until the past few years, when it has made rapid strides. What the future of this useful art may be we can scarcely predict.

Mark Twain

—Leona Bell

Samuel Langhorne Clemens, better known by his pen name of "Mark Twain," is perhaps the best humorist America has produced. Mr. Howells well says, "I cannot remember that in Mark Twain's books I have ever been asked to join him in laughing at any good, or really fine thing. He has not only added more in bulk to the style of harmless pleasure, than any other humorist, but more in the spirit that is easily and wholly enjoyable. There is always the touch of nature, the presence of a sincere and frank manliness in what he says, the companionship of a spirit which is at once delightfully open and deliciously shrewd."

Mark Twain, the first humorist of the age, was a remarkable example of what genuis and work can do to bring a man from poverty to affluence, from obscurity to marvelous success. He did not live or write simply to amuse the world. He saw the ludicrous, also the true, the pure, and the genuine in character. He was a close student of human nature,with a heart as warm as his perceptions were keen. A manly man, he was generous and noble in his friendships and earnest in his purposes.

Mark Twain was born in Florida, Monroe county, Missouri, Nov. 30, 1835. He was a fun-loving boy, not fond of study, but active in mind and body. When requested by his mother to whitewash a fence, with consummate management he made his boymates believe that the work was a pleasure, and actually hired out the labor to them, receiving in return for his generosity "twelve marbles, part of a jew's-harp, a piece of blue bottle glass to look through, a key that wouldn't unlock anything, a fragment of chalk, a tin soldier, a couple of tadpoles, six firecrackers, a kitten with only one eye, a brass doorknob, a dog-collar,the handle of a knife, four pieces of orange peel, and a dilapidated old window-sash." Meanwhile he sat upon the fence and ate apples, while they worked.

When Mark was twelve years old his father died. He having been unfortunate, left the mother without means, with four children to support. The mother was a kind and warm-hearted woman of a fine old Virginia family. She could offer her children but poor educational advantages. Mark early learned the art of printing, having secured a position in the office of the "Hannibal Courier," of which he says, in his book of "Sketches," that it had 500 subscribers, and they paid in cordwood, cabbage and turnips. He wanted to see himself in print, so during a week's absence of the editor, his first articles appeared. They were so personal that the whole town was stirred, and 33 new subscribers were added to the list. All wanted to read what was written about their neighbors.

Mark Twain worked at many different positions, and at last he decided to give a lecture. He had never stood before an audience. His friends enthusiastically said "no" to his suggestion. But he hired the new Opera House at half-price and on credit, for sufficient reasons. The last line of his posters read like this: "Doors open at 7½. The trouble will begin at 8." To his amazement the house was packed, and he cleared six hundred dollars. He then dared to try New York. He gave free tickets to all the public schools, and was delighted to find that Cooper Union was filled.

In 1867, when Mark Twain was thirty-two, he joined a pleasure party going abroad in the "Quake City." The party visited France, Italy, and Palestine. On their return, the humorist wrote "Innocents Abroad," or "The New Pilgrim's Progress." The book was eagerly purchased and read from one side of America to the other, and in Europe as well. Whether we read how Mark Twain, because a young lady flattered him, bought gloves too small for him, and threw them away the next morning, or lingered tenderly by the bust of Christopher Columbus, or described mountain and city with vividness and beauty, we are amused, delighted, and instructed.

After his marriage he wrote several books, every one of which has had a very large sale: "Roughing It," appeared in 1871; "The Gilded Age," written jointly with Charles Dudley Warner, in 1873. It is dramatic, pathetic and humorous. "Beriah Sellers' Infallible Imperial Oriental Optic Liniment and Salvation for Sore eyes--the Medical Wonder of the Age"--with headquarters for manufacturing in Constantinople, and hindquarters in Farther India. "Annual income—well, God only knows how many millions and million, apiece!" Who can ever forget the candle in the stove, giving the appearance of heat, and the unique supper of "Early Malcolm turnips, that can't be produced except in just one orchard, and the supply never is up to the demand." As pathetic as all this is humorous is the death of Squire Hawkins, leaving wife and children destitute, still hoping for the rise of Tennessee land. To how many of us "life is only a hope—and a mirage." In 1876 appeared "Tom Sawyer" read by every school boy. In 1880, "A Tramp Abroad." I do not know a more delightful piece of humor in the language than the meeting at Lucerne at the hotel Schwertzerhof, of the American lady whom he remembered-and unfortunately did not! The chapters on German dwellings are most graphic. After this appeared the "Prince and the Pauper," dedicated, to his good-mannered and agreeable children, Susie and Clara Clemens. It is a tender story of a Prince and Pauper changing places, the hardships of one and the joy of the other. We grow kinder as we read the book and see that circumstances often make or unmake us, and we learn charity and sweetness in the study of human nature.

"Huckleberry Finn," is his last book it is drawn from life. Though Mark Twain, in his preface, warns persons not to find a moral in this book on pain of "banishment," I am still inclined to believe that those who read will think of Victor Hugo's teaching, that society is responsible for the Huck Finns in our midst, and must do more uplifting if we would see the millennium dawn in our century.

In manner Mark Twain was genial, democratic, and kind. He rejoiced to do a good act for another. His personality is marked and his conversational powers rare and delightful.

He went to Stormfield where he spent his last days. It was a peaceful and serene old age. Not that he was really old; he never was that. His step, his manner, his point of view were all and always young.

Mark Twain's final day was the 21st of April, 1910. The world will miss him. Even though he was in retirement, he has never been ignored nor forgotton.

He is gone, and only vacancy is left behind. The king of a realm as wide as the world is dead, and we may not shout "Long live the king!" for there is none to take his place.

"In The Earth Beneath"

—Guy Marsh

A coal mine is a vast city in an underground world sometimes containing eighty miles of tunnelage. Besides the main entry, which runs between the shafts, there are many others both parallel and at right angles to it, and often the same thing is repeated at four or five different levels so that a crosscut view of a mine resembles a piece of lattice work.

The shaft is the most important portion of a coal pit and the foot of the shaft known as "bottom" is the most vital in time of an accident. In some mines there is but one shaft divided into a number of sections, two for lowering and raising the men and coal, and two for ventilation, while in others there are two separate shafts. In the pits where the separate shaft is used for ventilation large fans have been introduced and in some places furnaces are kept going to keep up the draft. Where there are so many different levels and cross cuts it has been a very hard problem to keep a constant supply of fresh air in all parts of the mine. If unresisted, the current of air would "short circuit" and thereby cut off large sections of the mine; but lately this has been remedied by a system of doors, whereby all the tunnels and entries are united in one continuous passage.

To help prevent disasters and to reduce mining to more scientific forms, the different kinds of work are carried on by the same men each time, men who are required to be fully eligible to the positions. There are two classes to loosen the coal, generally working at night—the "Drillers" and the "Shot-firers." Then there are the "Loaders," whose duty it is to load the coal into the mine cars; and Inspectors who are continually examining for dangerous accumulations of gas and for weak supports. There are also many other men working in the mines from the mine boss to the common trackman.

There are many dangers to which a miner is subjected: first, the air supply on which his life depends could be cut off; then, the danger of falling coal by weak supports giving way; one of the worst dangers is fire, not only on account of it's destruction but also from the gasses it generates. The poisonous gas known as white damp is a result of fire in a mine. The miner is also in constant danger of explosions, which are the most destructive of the dangerous forces in a mine. "Fire damp" is the best known of the dangerous explosive gases, and very often forms in poorly ventilated mines. Explosions have often been caused through the neglect of the coal-shooters.

In the formation of coal, large amounts of gas are liberated. These seek places of the least resistance and collect in natural cavities known as gas reservoirs or "feeders." The miners often come upon these while drilling, and although a small amount would burn without doing any damage, it would not take a very large amount to explode and cause trouble. It is said by geologists that the lower the vein is the more gas there is in it. Since the upper seams are every day becoming more exhausted the miners must resort to deeper veins. It is plain to be seen then that mine disasters are going to increase in number and severity in the future unless some means be found for preventing them. If the consumption of coal is going to continue at the present rate it will be absolutely necessary to meet and overcome these difficulties; the output of coal in the United States for the last fifteen years was more than that mined in all the history of the country prior to that time. The question naturally presents itself: How are the people of the United States and the world going to stop the tremendous loss of life and property?

Safety lamps are used now in all mines, and there are three principals which, if carried out, would aid greatly in reducing the number of disasters. Two of these are very closely related—careful selection of the kind and amount of explosives used and careful boring and shooting. In the first place the powder should be of a uniform size and such an amount that will loosen the coal properly and not wreck the supports, while, secondly, the hole for the powder should be from three to five feet up from the undermining, with a gradual slant downwards as it extends back to a distance of twelve feet. Thirdly, ventilation must be improved; nearly all mines are being better ventilated now than formerly. The air currents have been studied in the last few years and since the last great mine horror the government is going to take a hand and compel the opening of shafts at the ends of all "blind entries." This shows one great advantage which has come to the miners in the last few years —the coming of the law to the front.

According to a recent Strike Commission the minimum rate at which miners are to be paid must remain fixed, regardless of business depressions or any other circumstance. However, their wages rise in accordance with the "sliding scale" established by the Commission, which says, that with every advance of five cents above four dollars and a half per ton in selling price of coal, the miner's pay shall increase one per cent. April is the only month of the year at which the minimum rate prevails. In the last business depression the anthracite coal miner fared better than all other classes of labor. Their wages averaged four dollars and forty-four cents each working day. Perhaps from this reason, although there is the great risk, all kinds of men work in coal mines. Here all races and nationalities mingle.

Down in the deep, silent, echoless caverns of the earth, far away from the sunlight, often alone, sometimes with a companion of different speech—the miner passes his day. Surrounded by dangers that a single careless act may let loose in all their fury, he grows accustomed to danger and thinks little of it, until a flash of light or a deafening roar warns him often too late. The stakes the miner plays for are high, but the risk is great, and, whatever we pay for coal, whether little or much, we may be sure that the cost of coal in human life is great.

Irrigation

--Arthur Price

American irrigation is so old that its history fades away in dim tradition. Thousands of years before Columbus landed on the shores of the West India islands a dense population dwelt in the parched valleys of the far South-west. From the solid rock with primitive tools they cut canals along the mountain sides, and hewed blocks for many chambered palaces which they erected in the desert or on the ledges of deep river canons. In the voiceless ruins of these buildings and in the many miles of canals and ditches may almost be read the story of another Egypt--a people toiling in the burning of a semi-tropical desert laboriously executing the commands of another Pharoh. Even in less remote times when Coronado the Spanish explorer sailed up the Colorado river, venturing as far as Kansas, he found in New Mexico a gentle race of Indians dwelling in pueblos and irrigating their little fields and orchards as their fore-fathers had done since the days of Abraham. When the Spaniards first settled in California they introduced irrigation, utilizing the mountain streams to make fertile their desert fields. Pushing on rapidly we find in the middle of the nineteenth century a network of irrigation canals and ditches with thriving communities of Anglo-Saxon people producing abundant crops from the parched soil.

But the question of water rights soon became a vexing one. Men, who for years utilized the waters of a stream suddenly found its water diminishing owing to the settlement of other irrigators at its head waters. Thus began an agitation for national irrigation and the building of great canals and storage dams which would supply enough for all. Finally such a favorable sentiment was created that a few Congressmen undertook to secure the passage of an irrigation law. President Roosevelt contributed his hearty support and powerful influence and after a hard fight a law was passed providing that the money received from the sale of public lands being within the arid regions be set aside as a reclamation fund to be used in the surveys and in the construction and maintenance of irrigation work. Another provision of the law was, that the reclaimed lands were to be sold in tracts of not less than forty or more than one hundred and sixty acres. Under this provision the settlers buy their lands direct from the government instead of obtaining them by rent or purchase from the land and irrigation companies. The price of the land is determined from the cost of the irrigation works for that particular district, and the funds thus obtained are turned into the reclamation fund, and used for the construction of works in other places. The settlers pay for the land in installments, and payment must be completed by the end of ten years. In addition to the payment for the land the farmer is subject to an annual charge for the water, and the money so received is also applied to the maintenance and improvement of the system. It can thus be seen that the fund is made self-supporting.

Since this law has been passed millions of dollars have been expended and eight million acres of land have been brought under suitable conditions for cultivating. There are twenty-eight projects at the present time under construction or have been recently completed in sixteen states and territories. The amount of land reclaimed by the different projects varies from the Garden City project in Kansas which will reclaim eight thousand acres, to the Salt River project which reclaims two hundred and ten thousand acres.

The country reclaimed by irrigation is nearest to the ideal for cultivating and inhabiting. There are usually about three hundred sunshiny days in the year and the winters are more moderate than in the humid states. It is the country for the people of poor health who seek the balmy breeze of a mild climate. The tiller of these lands is the best contented of any of the farmers of the whole country; he knows that no excessive rains will ruin his crops, and that the life-giving element, water, is always at his command at any time when he needs it. He is independent of the weather, he governs the weather conditions instead of the weather governing him as is the case in regions of rainfall. All the conditions united together produce fruit and grain which is famous at home and abroad for its fine quality and extraordinary size. There is no better district in the United States for the raising of fruit than the irrigated regions. One man with a small family can make a living on one acre of irrigated fruit land; five acres is a sufficiency and ten acres is the limit which one man can tend properly.

The farmers in these regions usually dwell in small towns and villages thus giving their children advantage of first class schools. Almost every settlement has its high school and in some cases a small college.

The question of irrigation is not of such vital importance to people of the western states, as it is to the people of the eastern part of our country. The eastern states being overpopulated and overstocked with business enterprises, find an outlet for the surplus population and capital in the development of the arid country. It has been estimated by reliable authorities that the newly developing regions of the west are capable of supporting a population of fifty million people. It can thus be seen that the irrigation problem is one of greatest importance to the people of the United States as a whole.

Looking into the future we will probably have no National Capital on the Atlantic Coast, but on the Mississippi River near St. Louis, which we can logically believe will be the center of population of this great land of ours and we will not need to fear an attack on our Capital by any squadron of battleships of a foreign nation, but rest with the contentment that in case of war our Capital City will be the safest spot in the U. S. and the most immune from invasion of any other National Capital in the world.

All in all, American irrigation looms up as one of the very greatest influences for civilization and internal improvement of the present century.

Country Life

—Warren Clark

The people who have been raised in the city and have lived without the pleasant sights and sounds of the beautiful country lose much of the pleasure of life. The man who comes to the city from the country never loses his love for his old homestead and the beautiful scenery of his childhood, where the happiest days of his life were spent, among the woods and streams which offered such enjoyment as could be found in no other place.

Farming is always classed as one of the noblest occupations, as all honest labor is called noble. The wealth acquired by laboring on a farm is not the same as the wealth acquired in the city. If all the wealth that any person obtained could tell its own story whether it was made by selling whiskey, making flour, or many other things, the wealth acquired by farming would rank first, and the farmer would not need to be ashamed of it. The sun, clouds and sea remain to-day as they were first given to us, but the soil was given us to till and increase. When all the fields produce grain without weeds and the trees are always laden with luxurious fruit, then the true plan of nature will be revealed.

The work on the farm is very interesting, especially in the spring when the crops begin to grow and one can notice the change in them from day to day. Later comes the harvest when the farmer sees the result of his hard labor and patient toiling.

We have often heard that country boys wish to come to the city expecting to work only when they desire, and thinking life would be excitement and one round of pleasures, but the boy does not find it as he expects. What is the reason that some boys wish to come to the city, while others do not? The main reason is, that in the one case the boy's father is not advancing with the times, while the other boy's father is progressing. The one farmer does not wish to learn new ways nor to study the new ideas, and consequently he and his family must work harder and have less pleasure than the other who has studied the improved methods. With the up-to-date prosperous farmer, his laboring days are far from unhappy ones, as his implements are the best, and the whole farm wears a look of prosperity. His children have leisure time and help much to contribute to the important affairs in the neighborhood, and they do not wish to leave for the city, but settle down in other nearby places and practice the intelligent industries taught them by their parents.

In the country, life is calm and peaceful, but the city is feverish and uncertain; it is continually changind and in a few years may be so changed that one woulg scarcely recognize it as the city he had know a few years before; but the wanderer who returns to his childhood's rural home finds every familiar feature unchanged except that it has grown into a more perfect development of beauty.

Wherever farming flourishes as it should, evil decreases. It is not in quiet country homes that dot the valleys and gem the hillsides and the plains, not among the broad farms which give healthful work and sweet rest, nor where the soil abounds in the rich fruits of the orchard and field that men go to seek the guilty person whom the law wishes to punish; he is found in the noisy alleys, or the dens and haunts of the evil city, where crime and all sources of evil are found. There would be less of poverty and hunger, which too often lead to crime, there would be fewer recruits for the alms-house, if the farmer's healthy life was taken for an example

The country is becoming more and more a resort for the person who wishes to rest and to spend a happy vacation, for nothing can be more enjoyable than to wander along a winding stream, through the woods and the hills amid scenery which could not be made or shaped by a human hand. Then we may come heart to heart with nature, as Lowell pictures it:

"Whether we look, or whether we listen,
We hear life murmur, or see it glisten,
Every clod feels a stir of might,
An instinct within it that reaches and towers,
And groping blindly above it for light,
Climbs to a soul in grass and flowers.
The flush of life may well be seen,
Thrilling back over hills and valleys;
The cowslip startles in meadows green,
The buttercup catches the sun in it's chalice,
And there's never a leaf nor a blade too mean,
To be some happy creature's palace!"

If we should compare the health of the children in city and of those in the country, we should find the latter much the stronger as a rule; but this is to be expected, for the country child has the advantage of pure air, plenty of sunlight, healthy exercise and nourishing food; while the child who lives in the midst of the city seldom sees the pure sunlight; he often lives in a house lighted by artificial lights, even in the daytime and his play ground is the street.

The large number of street car lines that have been built are of much service to the farmers. With the convenience of the street car, the telephone and rural mail delivery he can no longer feel isolated, but may be in immediate communication with the outside world.

The man behind the plow is the man behind our national prosperity. Farmers have been told this so often that they may well believe it at last. The farmer is the source of all our wealth. When he stops tilling the soil everything else stops. A nation must have food. Railroads must have crops to haul. Good crops and good farmers mean increased activity in all lines of endeavor.

Who Is Educated?

—Ernest Hickerson

What is the Criterion of the truly educated? The question arises in our minds:- What in education is the most worthy of having or being on the day of our graduation?

Great teachers exhort us to become thinkers. But how to make yourself a thinker is both hard to do and hard to tell. Yet the one great way of making yourself a thinker is to think. Thinking is a practical art. It cannot be taught. Is is learned by doing. There are some subjects which seem to be better fitted than others to teach this art—subjects which require concentration of thought. Concentration in the thinker, clearness, comprehensiveness, complexedness, consecutiveness, and continuity—these are the six big C's which are marks of the subjects which tend to create the thinker. Different subjects have different worths for the student. Mathematics and physics represent the larger part of the six elements. These subjects demand clearness of thinking and of statement. Without clearness mathematics is naught. It is, however, to be remembered that the reasoning of mathematics is unlike that which we usually employ. Mathematical reasoning is necessary. Most reasoning is not necessary. That two plus two is four is a truth about which people do not differ, usually, but reasoning in economics such as the protective tariff; reasoning in philosophy, reasoning in history, is not unalterable; that is, there may be many views of the subject. Logic also demands these elements in almost the same way in which mathematics demands them. The man who wishes to be a thinker should be a master of logic. Language too, represents about one half of the course of a modern college and it represents more than one half of the older college. What merits has the study of language for making the thinker? The study of language makes no special demand on the quality of concentration, but the study does demand and creates Comprehensiveness and Clearness. It represents a complex process which demands analysis. Languages are developed by a singular union of orderliness and disorderliness. The parts of a language are in some cases closely related. The Greek verb is the most highly developed linguistic product. It is built up with the delicacy and poise of a child's house of blocks, yet with the orderliness of a Greek temple. Each letter represents a different meaning; each prefix and ending has its own significance.

The historical and social sciences also play an important part in creating the thinker. Select any period of History pregnant with great results. Take, for instance, the political and social conditions prevalent for thirty years in America before the Civil war. What were the causes of this war? Or, take economic affairs;- what are the reasons for and against a protective tariff? Such conditions require comprehensive knowledge of complex matters. From such mastery the thinker results,—the thinker of consideration and consideration. Should we not call such a thinker an educated man? The law of values of each of these different subjects in making the thinker is that the subjects which demand hard thinking are the most creative. Easy subjects or difficult subjects easily worked out, have little place in the making of the thinker. Subjects and methods which are hard create the inevitable result. Subjects which demand thinking alone are often barren of result for one likes certain content or concreteness in the thinking process. The educated man should not only be a thinker but he should be thoughtful.

Should we call a man who has neglected his physicial life educated? Certainly not. As mental education develops, harmonizes and intensifies the mental faculties, so physical education develops, harmonizes and strengthens the muscles of the body and places them under the control of the will. Emerson says, "The first wealth is health." There is nothing so universally desired as health; nothing so necessary to vigor and grace of bodily movements, and nothing so necessary to the availability of intellectual training. Success in life depends quite as much upon energy as upon intellectual attainments, and sustained energy is impossible without health. Moreover, vigor and pliability of muscles are necessary to the best efforts in action, and these conditions are the outcome of health.

Certainly if a man is to be considered educated, he must be a gentleman. One has to see and understand the personal conditions with which he deals. If he is dull, his conduct is apt to cause unhappiness rather than pleasure. In order to create an intellectual consciousness the study of great literature must be assigned a high place. Such study needs to be constant and complex. Literature represents humanity, it is style and the style is the man. The gentleman makes the gentleman. Certain schools are distinguished by the type of gentleman which they create. It will usually be found on observation that schools which are distinguished for the gracious conduct of their teachers towards their students are distinguished by the gracious bearing of their graduates. Above all the educated man should be a man of scholarly sympathy and appreciation; not necessarily a scholar in the true sense of the word, because the scholar seldom emerges. If one out of each thousand students entering the American college this year, should prove to be a scholar, the proportion is as large as one can hope for. Yet it is to be expected that the educated man should have appreciation and sympathy with scholarship. In the appreciation of scholarship is found the strain of intellectual humility. The scholar is more inclined to inquire than to affirm. He is more ready to ask "What do you think?" than to say "I know." Humility means greatness. This intellectual sympathy and appreciation should take on esthetical relations. Certainly one should be a lover of beauty as well as wisdom. Good books, good pictures, good music, good architecture should be among the avocations of the educated man.

Certainly this is the aim of all education to develop the mental, the physical and the moral life. All schools and colleges aim to do this, but the great problem of today is whether or not they are accomplishing this. Are we able to think in the true sense of the word? Are we developed physically and morally? The solution to this problem rests largely within the individual himself. Shall we be satisfied with simply a degree? Elbert Hubbard says, "God will not look for medals, degrees or diplomas, but for scars." Let us then love our God. Follow the example of the Christ. Let us be one of that company who accept His guidance and are seeking to do His will in the bettering of the world.

Olympic Games

—Howard E. Cook

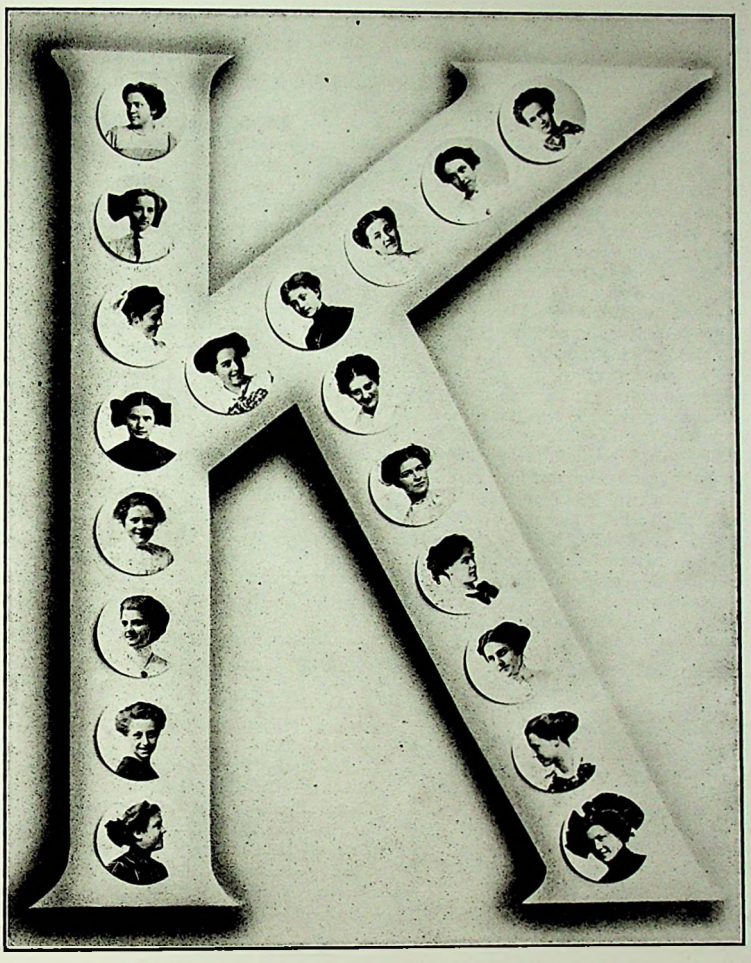
It is astonishing in view of the past and in view of the future, that men do not see that in a republican government, we must depend upon the strength and the power of the men and women who carry it forward,—that nothing is attained without the rounding of the whole man. This enthusiasm for physical training which was first created by the Greeks still prevails in some countries. It is to Greece and to the Greeks alone that we are indebted for the institution of that great festival—the Olympic Games.

In ancient Greece it was the custom to have festivals at certain fixed times, at which festivals, all persons who could prove their Grecian blood, were allowed to compete for the honors which were awarded. There were four different festivals, those of the Olympic, Pythian, Isthmian, and Nemean games. The most famous of these was the one held at Olympia, near an ancient temple of the Olympian Jove. The history of this festival dates far back into the mythical ages. After a fallen period, it is said to have been renewed by a Spartan legislator, in the year 776 B. C. This festival was celebrated every four years, the period between the festivals being called an "Olympiad," and the year 776 B. C. was regarded as the first Olympiad. The Olympic festival was indeed an important one, all hostilites throughout Greece were suspended during the month in which the festival occurred. At first the festival was confined to a single day, and consisted merely of races, in the Stadium; but in the course of time, numerous other contests were introduced so that the later games lasted five days. They consisted of different trials of strength and skill, such as wrestling, boxing, the Pancratium (boxing and wrestling combined) and the Pentathlium (including running, iumping, quoits, the javelin and wrestling;) there were also horse and chariot races; there were however no combats in which any sort of weapon was used. The only prize given to the victor was a wreath of wild olive, but this was of as much value to its possessor as his life. Besides this, however, when he returned to his native city, he was not allowed to enter the gates like a common citizen but the walls were breached, in order that he might enter like a true conqueror; and his statue was generally erected in the sacred grove. But more than this, he received a more substantial reward—his taxes were absolved and he was granted a front seat at all the public games. This naturally made the title of winner, one which every man in Greece wished to have; and to be proclaimed victor before the assembled population of Greece was to a Greek, the highest honor he could attain. These festivals flourished long after the extinction of Greek freedom, and it was not until 394 A. D. that they were abolished by the emperor Theodoius. Although other countries celebrated festivals on the plan of these, the Olympic games were never really celebrated out side of Greece until recent years.

Several years ago a desire became evident to renew the old festival of games, and all over Greece the people were of the same spirit. And well they might be, for it was like a reincarnation, an invocation of the gods, a renewal of the days when their ancestors ruled the world, and a revival of the period in which young men were educated alike in mind and body, and when it was as much an honor to be proclaimed victor at a festival, as it was to win a debate or to produce a poem that pleased the Emperor. So it was decided to hold the festival of the Olympic Games every four years (the same as was the ancient custom) but, that athletes from all over the world would be allowed to participate, while before, no one but those who could prove their Hellenic blood, were allowed to compete. As a result of this decree, the Olympic Games were held in 1896, in Athens, at the Stadium a most beautiful structure, built of Pentelic marble and constructed on the same foundation as was the old Stadium, which was unearthed in the seventies. Grecian committees were appointed to raise money to defray the expenses of the visiting teams, as all or nearly all of the civilized countries sent representatives. The next Olympic games were held in Paris in 1900, the next in St. Louis in 1908, and as James F. Sullivan, American commissioner of the Olympic Games says—"If the Olympic Games are to be held in the future and they most assuredly will be—there is but one place in the world to hold them, and that is Athens." This sentiment is indeed correct, for Greece was the original home of the Games and they should now be celebrated there.

The present games are open to all persons and, of course, the American team was on hand at the first Games in 1896 and also at all the later ones. In fact the American team made more points than any other; more, even, than England and all her possessions. The importance of the games or rather of the title of victor has not diminished in the lapse of more than fifteen hundred years, and today it is as much of an honor to receive the medal as it was to receive the garland of olive, in the ancient games. The games of today, it is true, have changed slightly from the ancient ones but the spirit is the same. About the only changes being, the introducing of more contests and the awarding of medals instead of garlands of wild olive. The victor is looked upon by the American schoolboy, as sort of a god, just as he was in olden times, and the aim of every athlete, young or old, no matter what his specialty, is to win or at least, enter the Olympic Games. There is no doubt as to the popularity of the Games, for at those held in 1906 there were forty thousand people at the daily games, while on Marathon day eighty thousand were in the Stadium, sixty thousand lined the hills and one hundred and fifty thousand were massed along the course. This alone shows the spirit with which the people view the games, without taking into consideration the spirit of those who were unable to be present. Such games and such spirit is what every nation needs, and from the spirit that is being shown, the athletic sports will receive a fresh and lasting impulse in the future. It is really the spirit that counts and not the games, nor anything material. It is that spirit which is the thing, and if it is not born in us, let us absorb it. If we are not able to do that, let us at least learn to appreciate it; for no country can find greater use for it than our own, which is at present standing, awake and eager, where Old Greece once slept —on the threshold of the world's leadership.

The Kaffee-Klatsch



In the beginning of the school year, the girls of the Senior Class organized a Klub, calling it the Kaffee-Klatsch. The aim is to make a study of the German language, so it seemed appropriate to give it that name, which is of German origin. It was decided to have meetings every two weeks at the homes of different members.

The meetings have been very interesting, and have done a great deal toward making the year more enjoyable and producing a stronger class spirit. The girls have become more interested in each other by having the Klub as a common interest. Refreshments are served, and the meetings afford pure and wholesome pleasure.

FLORENCE SHEALEY, President.
FLORENCE SWEENEY, Treasurer.

Rhetoricals in Galion High School

Every day life brings us in contact with all the different sorts of people that go to make up the world and generally our first impressions of them are the lasting ones, whether these be favorable or unfavorable. Of all the traits that a person possesses possibly none stand out stronger in bold relief, or influence one more in forming impressions of a stranger than the power to express himself, or the art of "talking," clearly, concisely and to the point. To be a good talker should be the aim of all students because it is a trait that in no matter what walk of life we go there always is a time when each and every one is called upon to give his views upon something or other. To develop this important trait or art besides our regular recitations, once a month rhetoricals are held. These programs are given not merely as a means of entertainment, but also to encourage the pupils in the art of public speaking. Heretofore rhetoricals have been given first by the Senior class followed by the Junior, Sophomore and Freshman classes respectively, but owing to the fact that the Freshmen were sometimes left out altogether this plan has been changed so that now the Freshman class as well as the other classes has a chance to display its oratorical ability, which by the program rendered by them this year was proven to be no less inferior to that of the other classes.

Rhetoricals usually consist of musical numbers, orations, debates and recitations. Plays are sometimes produced, but owing to the inadequate conditions existing in the High School this feature of rhetoricals is generally omitted, although they have proven very interesting. In the debates and orations up-to-date topics are discussed and if the manner in which the subjects at hand can be taken as a criterion, we feel sure that no one could say but that the preparation necessary to handle the various topics is beneficial to the student as well as interesting to the visitors. The training afforded in the preparation of a good program is often underestimated by many. It is a training that can be acquired in no other way and while it is not designed to cultivate actors and actresses, it is intended to teach us to express ourselves without stammering, stuttering and shaking at the knees, which is the characteristic method of those opposed to rhetoricals and whose training in the art of public speaking has been neglected.

Besides the training derived from rhetoricals these programs are also the means of inspiring class patriotism as each class tries to make their program surpass all previous ones. The different members on the program all being of the same class feel that each should take their part in such a manner that it will be a credit to themselves and to the class. Unless this is the feeling the rhetoricals will not come up to the standard.

The various classes and faculty always welcome visitors to the Rhetoricals and while the conditions under which the programs are given are always a handicap and each program calls forth apologies for these conditions; yet the results achieved in the past are most impressing and only emphasize all the stronger the fact that if Galion High had a suitable auditorium for such affairs, the success of the past would be far surpassed and rhetoricals would furnish an entertainment to which all would look forward.

Music—Piano Duet—"Qui Vive"—*Ganz* - - - - - - Esther Smythe, Leona Bel

Debate—"Resolved, that Street Railways Should be Owned and Operated by Muncipalities" - - -

Affirmative { Laurence Place, Howard Cook } Negative { Ernest Hickerson, Arthur Price }

Violin Solo—"7th Air Vari"—*De Berivt* - Waide Condon

"The Passion Play at Oberammergau" - Fred Wilson

"The Air Ship" - - - - - Roy Marlow

"The Public School System of Our Country" - Edward Hall

Reading—"Patsy"—*Kate Douglas Wiggin* - Lucile Somerside

Reading—"Arty Jones Makes His Debut" - William Pfeifer

Piano Solo—"Ballade III"—*Chopin* - - Anna Daze

Reading—"The Theater Party" - Florence Shealy

Reading—"Mary Katherine at the Hairdressers" - - - - - - - - Mabel Zimmerman

Reading—"By Telephone"—*Brander Matthews* - - - - - - - - Menzanita Smith

Monologue—"Mary Katherine Hunting an Apartment"—*Fisk* - - - - - - Florence Sweeney

Monologue—"Mary Katherine at the Butchers"—*Fisk* - - - - - - - - Hazel Covault

Music—Piano Duet—"Overture Zampa"—*Herold* - - - - Esther Smythe, Clara Thompson

"The Value of Rhetoricals" - - Bernard Mansfield

Oration—"Toussaint L'Overature" - William Eise

Oration—"The Gentleman" - - Warren Clark

Violin Solo—"The Lost Chord" - - Viola Ernst

Reading—"The Confession" - - Ralph Seif

Current Events - - - Charles Artman

Music—Piano Duet—*Tancredi* - Anna Daze, Isabel Freer

Oration—"The Value of a Reputation" - Arthur Price

Reading—Selected - - - Ethel Benberger

Reading—"Break, Break, Break" - - Maud Miles

Music—"Genevieve" - - - Senior Quartet

SKETCH—"THE PROFESSOR"

Act I—The Hallway of the Grindem Home, Monday morning.

Music—"Nut Brown Maiden" - - Quartet

Act II—The Office of Prof. Grindem, Rafton High School, Wednesday Morning.

Act III—The stage of the Dural Theater, Thursday Afternoon.

CHARACTERS OF THE SKETCH.

Professor John Grindem, Principal of the Rafton High School, a busy man who does the work of ten - Roy Marlow
Mrs. Grindem, his wife - - Jean Diamond
Mrs. Morton, his mother-in-law - Mabel Zimmerman
Prof. Wright, who is absent-minded - William Pfeifer
Galliger Gurdy, a special - - Waide Condon
Margaret Woodward, a Freshman - Lucile Somerside
Mr. Frank Sawyer, President of the class - Howard Cook
Bessie Tapping, Class Historian - Menzanita Smith
Miss Millicent Cameron, a favorite pupil - Fannie Mitchell
Mame Hensell, a Junior - - - Florence Shealy
Miss Spalding, Teacher of Expression - Susie Kiddey
J. P. Thompson, Esq., Pres. of the Board - Guy Marsh
Mary, the maid - - - Marion Davis
The Carpenter and Florist - - Paul Robbins

Junior Officers

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

Colors

Steel Gray and Scarlet

Yell

Rah! Zip! Ye! Zam!
G! H! S! 12e! 12i! 12 all!
Juniors! Juniors!
Rah! Rah! Rah!

ROY ARNOLD	NEILIE BIEBIGHEISER
ELLIS BONEN	VINA BLAYNEY
RAYMOND COOK	ADA COOK
CHARLES CREW	MILDRED DALLAS
LEWIS DYE	HAZEL DECKER
RALPH EVANS	HELEN DRESSLER
HAROLD GEIGER	MIRIAM EBERT
ELMER HEIDELBAGCH	STELLA ERRETT
EARL HOTTENROTH	ARLENE GREEN
MEYER KLEIN	FLORENCE FRANK
LOUIS KREITER	BLANCH GRAFF
ROBERT LEWIS	HELEN GREEN
MARSHALL MANSFIELD	HELEN HESS
JAY MAISH	MARY HUSTON
DIOIGHT McCLURE	GUIDA HESS
EDGAR MENGES	LYDIA KLAWONN
GEORGE MILLER	ESTHER LANIUS
LAWRENCE NEUMAN	AURELIA MARTIN
GEORGE POISTER	NAOMI MARTIN
KELSIE POISTER	ALENA MILLER
MATTHEW QUAY	ANNA NESS
IRVIN SCHRECK	ERMA RESCH
CARL SHAW	BESSIE SHAWBER
GEORGE STONER	ELLA SPRAW
CHARLES STEWART	BESSIE STRODE
BERT WILSON	HAZEL TOWNSEND
CLYDE WISE	OLAH TRACHT
	MARY VOLK
	ETHEL WELLS
	RACHEL WORLEY
	CARRYE WOODWARD

The Log of the Junior Class.

Early in the fall of 1908 a band of about seventy-nine adventurers set flight in the good old airship Galion High, for distant lands of knowledge, success and happiness, over the dark and unknown sea of learning. For the first few days we were content to hover near the shore and for our timidity and audacity in starting such a voyage were named Freshmen, a title, which at first we did not desire, but were forced to adopt.

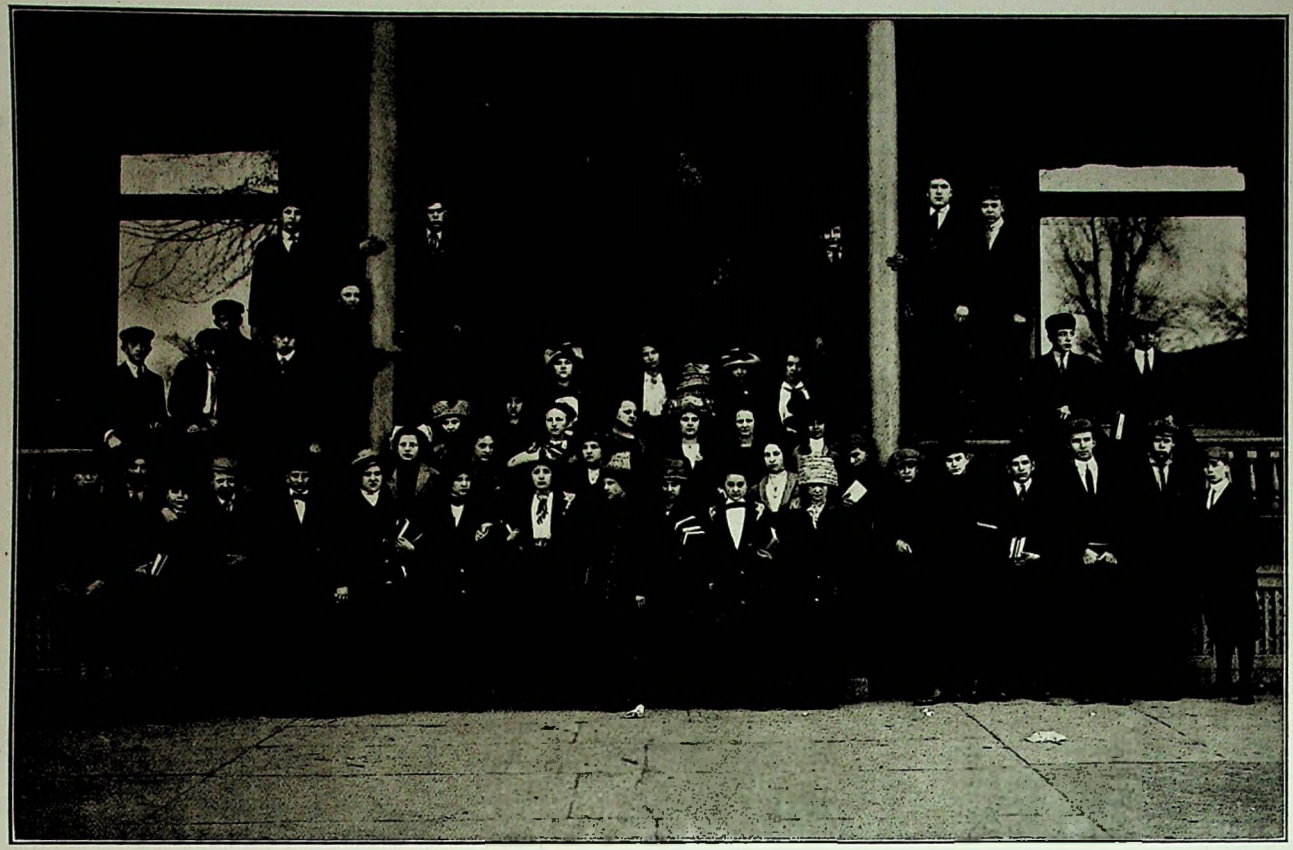
At this point a word about our ship, its crew and equipment, might not be amiss. Our airship was a huge dirigible balloon, which was built, according to some reports, in the eighteenth century, and others say in the early part of the nineteenth, but although old and in some respects small and poorly equipped, can be favorably compared with the most modern and up-to-date, lighter-than-air machines. We were propelled onward by two kinds of engines, the desire-for-knowledge type and those driven by parental compulsion, a slightly modified type of the internal combustion engine. Our Captain, Mr. White, was a large, jolly gentleman who was ably assisted by first mate, Miss John. The crew consisted of six other persons, with whom we will become better acquainted later on. As I said before, we did not immediately start on our flight, but on the third day we turned our prow upward; the captain ordered full speed ahead and we were off. For the first few weeks everything went along smoothly, the only important event was a two days' stop at Thanksgiving Island, where we descended to enjoy a good dinner of wild turkey and other game which we found there. Between this stop and the next large island to which we came, we had some little trouble with two of the smaller parental compulsion engines, and the two engineers jumped overboard in desperation and were seen no more. During our two weeks' stay at the large island just mentioned, we explored all the interesting places and found many wonders, among them a plum pudding tree, under whose shade we ate an excellent dinner on December twenty-fifth.

A month later our Captain ordered a general examination to be held, in order to determine the amount of knowledge we had thus far gained. This ordeal being over we again resumed our cruising speed and the voyage went uneventfully on, until one day we lost another one of our members. This sad event occurred early in March, about six o'clock in the evening of a long, hard day, during which we had made little progress, and which had been full of unexpected and unforseen obstacles. The person in question was leaning over the rail of the car, when he saw the glitter of gold in the dark sea beneath. This, together with the dangers and hardships of the day, convinced him that the flight was not worth while and he plunged overboard in the vain quest for money. Shortly after this we were invited to join three other airships of the Galion High School Airline in giving the Oratorio "Creation." This invitation was gladly accepted and with our able assistance the work was successfully rendered under the masterful direction of Professor Critzer. A few weeks later we saw on the horizon a long dark strip which we knew was an island and to which we at once gave the title of Vacation Land. The Captain then ordered full speed ahead and we began a race to reach land before June tenth. This was successfully accomplished, and after another examination conducted by the officers of the ship, we descended minus three of our number, but nevertheless happy. Here we spent full three months mostly in forgetting what we had already learned.

In the following September, however, we changed our name to Sophomores, and it was with just pride that we again boarded our airship. We did not at once ascend as several of our number were missing, but as no trace of them could be found we turned our prow upward and soon lost sight of land. The first half of our journey passed rapidly and with little trouble. We made several short stops, the longest of which was a lay-over of ten days on Christmas Isle number two. Shortly after this the Captain again ordered an examinatton from which some escaped by hiding among the ninety per cent. grades, of which we had a large number on board. Early in March we decided to give an entertainment to relieve the monotony of the trip. We gaily decorated our airship with bright streamers of red and white and on March eighteenth, under the direction of second officer, Miss Swisher, gave a most pleasing program, which was greatly enjoyed by all present. Several days before we again sighted Vacation Land, a sad event occurred, but which however, had a most fortunate ending. One of the star players of the High School Airline's Baseball Team, having decided that he had had enough of airships in general, jumped overboard. He had no sooner struck the sea than several monsters of the deep known as "Hardwork, Poorpay and Long Hours," so frightened him that he was glad enough to again join us the following september. During our stay on this island several important changes were made in the crew. Professor Glass, while in search of a garden plot, wandered into a small village known as Detroit, and was so fascinated that he has remained ever since. A similar fate was the reward of a Botanical expedition by Professor Ulrich, the only difference being that he landed in Lorain. Mr. Ulrich's place was ably filled by Mr. Patin, a young Kentucky gentleman, while Mr. Holl took charge in Mr. Glass' stead. The crew was further enlarged by the addition of Miss Woodward and Professor Denny.

Our Flight as before was resumed in September, but with several more missing members. We are now however, seasoned aeronauts, accustomed to meeting and overcoming obstacles and as a result make far better progress. The drones and idlers have been weeded out, the parental compulsion engines have long since been cast into the sea, and the path, while rougher and more difficult, affords usmuch more pleasure than ever before. Several islands have been sighted and one or two stops made, but these were few and far between. For one week we shut off our engines and floated quietly above the sea, taking the much dreaded examinations. Shortly after this we were forced to descend on a large island which we named Spring Isle and where we rested for one short week. We have now just ascended from this island, but already the cry of "land ahead" is heard, and we know that in a few weeks our Junior year will be over.

MARSHAL MANSFIELD.



Sophomore Officers

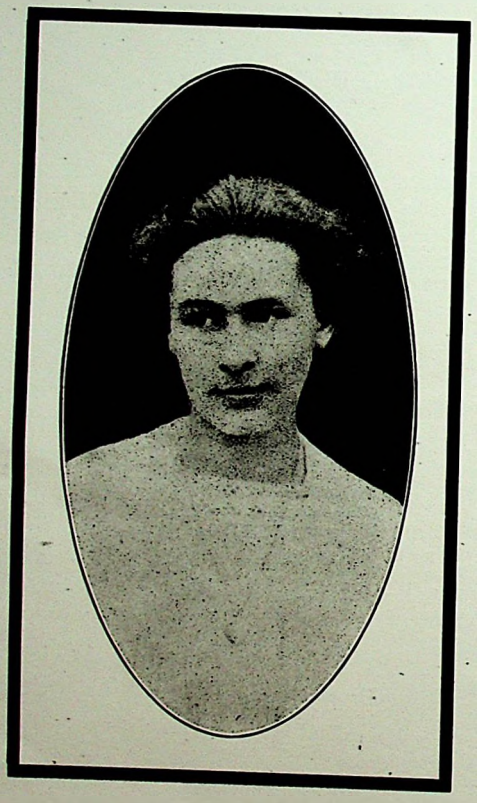
President - -	JAMES FETZER
Vice President -	MARJORIE BROBST
Secretary - - -	MARY REESE
Treasurer - -	ROBERT MARSH

Yell

Boom alacka, Boom alacka
Bow Wow Wow
Ching alacka, Ching alacka
Chow Wow Wow
Boom alacka, Ching alacka
Who Are We?
Nineteen-thirteen We! We! We!

Colors

Yale Blue and White



Helen Isabella Stewart

As we look over the happenings of the past year we are filled with regret on account of the death of our beloved friend and school-mate, Helen Stewart.

In September of the year 1909, Helen, having completed the course in the Grammar grades, entered the Galion High School. She was ever faithful in her school duties, and in the spring of 1910 was promoted to the Sophomore Class. The opening of the next school year found Helen as eager as ever to resume her school work. She was not only concerned about school, but was an earnest worker in the church as well as at home. On December first, Nineteen hundred and ten, Helen, after a brief illness, was called to her home beyond. We shall ever remember her as a faithful and loyal worker and a true friend and companion.

MALINDA A. NEUMANN, '13.

History of the Sophomores

In September, nineteen-hundred-nine about seventy energetic and brilliant looking boys and girls were ushered into number six, the "Green Room" where so many illustrious classes have begun their High School life. We were cordially welcomed by Mr. Ulrich, who was destined to be our guide and director during our year of "freshness." Other members of the faculty visited us the same morning, and spoke many practical and valuable words of advice.

We returned in the afternoon, and entered the chapel for the first time. We were, of course, awed by the studious and learned appearance of the upper classmen, and dismayed by the warm reception given us. We were allowed to visit the chapel for fifteen minutes in the morning to listen to the addresses given by the members of the faculty, and fifteen minutes also in the afternoon for music. After becoming used to that alarming signal, "the buzzer," and having the schedule straightened out in our minds, we settled down to a year of hard work. The boys had Manual Training once a week, this being the first year it was included in the list of High School studies. The girls formed a Literary Society where they spent forty minutes a week. Towards the end of the year, under the direction of Miss Weston, we were given permission to hold a class meeting, and selected officers. We chose our tallest classman as president; and selected a yell, and the colors of the famous Yale College for our emblem. Thus ended our Freshman year.

We returned to school after our vacation, as Sophomores, determined to keep our record of diligence, which we had won as Freshmen. We were now assigned seats in the chapel, but as the classes were so large, there was not room for all, and so a section of our class was seated in Miss Weston's room. We re-elected all our old officers and decided to assess each member ten cents per month to defray expenses. We do not want to give too much praise to the class of 1913, but we have certainly done our part towards the advancement of the school. The first section of our class gave a Rhetorical on December 23, 1910, which was said to be equal to any ever given in our High School. We assisted in the rendition of the oratorio, "Creation," and have a member of our class in the foot ball, base ball and basket ball teams. We are justly proud of him. The boys have organized the "Sophomore Debating Society," and hold meetings under the direction of Prof. Guinther, twice a month.

As Shakespeare said, "All the world's a stage where every man must play his part." Though our life in High School has been of short duration, we think we have played our respective parts well, and are resolved to play them even better in the next two years, and graduate as a winning class, the pride of Galion High.

—ROBERT N. SCHAEFER, '13

HAROLD ALLEN
JOHN ARTER
HAROLD BARRETT
ROBERT DAPPER
HAROLD DULIN
PAUL EBERT
HERBERT EDLER
CLAIRE L. EMERICK
JAMES FETZER
CLEMENCE FRANKS
CHARLES GELSANLITER
ISADORE GOTTDIENER
WALTER HESSENAUER
LOUIS HOMER
BLAINE JACOBS
PAUL KOPPE
ROY MASON
ROBERT MARSH
LEE MILLER
DORSIE MOLLENKOPF
ROBERT SCHAEFER
RAY SMITH
WALTER SMITH
HAROLD SWANEY
NORMAN TRACHT
DUDLEY VANMETER

ERMIL ANDERSON
RUTH ARNOLD
AMELIA BURKLEY
MARJORY BROBST
AGNES COSTELLO
EDNA DEVENNEY
HAZEL HOFMAN
MARY NICHOLS
MILDRED PELHAM
MARY REESE
THECKLA RICK
HELEN ROSS
PAULINE SHULTZ
ESTHER SHUMAKER
LAURA TREISCH
ALTHEA URICK
OLLIE WEAVER
MARIE WEEDMAN
JENNIE WISTERMAN
EDNA ZIMMERMAN

Freshman Officers

President	-	CALVIN BURGHALTER
Vice President	-	RALPH GRUBAUGH
Secretary	- -	MARIE GERHART
Treasurer	- -	RUTH MITCHELL

Yell

Wichety, Wachety!
Wah to Wah,
Freshmen! Freshmen!
Rah! Rah! Rah!

Colors

Purple and White

Freshman Class

Elizabeth Allwardt
Otto Amann
Paul Armstrong
Eston Baird
Ruth Barr
Lois Beck
Elnora Bland
Velda Bourguin
Calvin Burghalter
Harold Covault
Elsie Dapper
Mary Dean
Dorthy Dean
Clarence Decker
Grace Dye
Helen Ernst
John Ernst
Glen Faine
Warren Fry
Inez Garverick
Grace Gillespie
Marie Gerhardt
Mary Graham
Ethel Green
Amy Grisell
Ralph Grubaugh
Gilbard Guinner
Emma Haas
Floyd Hilton
Ruth Holmes
Gaylord Huffman
Fred Jacobs
Gladys Kiefer
Veronica Kelley
Esther Knauss
Augusta Kunert
Arthur Lace
Lawerence Langendefer
Valma Laughbaum
Anna Levine
Mabel Line
Mamie Long
Erna Mattheis
Miriam Martin
Clyde McKinley
Joseph McManes
Grace Meckling
Esther Mathison
Marie McClure
Martha Miller
Ruth Morgan
Ruth Mitchell
Ila Mueller
Don Mumford
Virgil Murphy
Lewis Maple
Ignatius McLaughlin
Howard Ocker
Grace Organ
Charlton Overly
Eulalia O'Haro
LaVerne Pensinger
Ralph Poister
Paul Poister
Edna Poorman
Naomi Poister
Walter Pfeifer
Garret Priest
Miriam Resch
Katherine Ritzhaupt
Mamie Ricker
Leona Sell
Mabel Schaaf
Roy Stinehelfer
Frank Smith
Stephen Smith
Henry Spraw
Esther Sickmiller
Laura Stogie
Mildred Sullivan
Edith Smith
Bernice Sipes
Gladys Snyder
Arthur Stoner
John Tracht
Jay Wirick
Arthur Wegat
Edith Weber
Hazel Winans
George Wilson
Helen Whetro
Nelda Yeager
*Glenn Cullison
*Dead

A Reverie

As I sat musing over an ancient volume of Shakespeare in a dark corner of my library, my thoughts went back to the first day of our Freshman year.

The first day with its strange happenings and strange faces. I could hear again the yells of the upper classmen and feel the bewilderment when looking for the class rooms. In a few days we had plunged into the principles of Algrebra; and those signs, into what difficult straits they led us! We had dangerously mixed the English and Latin languages, and found we knew but very little in English, although we had been speaking it all our lives. So, the days and weeks wore away and we felt at home in the dear old High School. After the first few months we waxed strong in learning; gradually our bewilderment and embarassment wore away and no longer could the upper classmen dub us, "Verdant Freshmen." Indeed so apparent was the change that by December it was difficult to distinguish a Freshman from a learned Sophomore. Then came the Christmas vacation, happy time, but we were glad when we returned.

Examinations! Who has not felt a slight trembling when the time came for those tests? How glad we were if we found we had come up to the standard at least. It was a great credit to the High School when they gave that wonderful oratorio, The Creation, and the Freshmen voices added much to the eloquent rendition. And such a night! But not withstanding the steady downpour of rain we were greeted by a large and appreciative audience. We were a proud class when we elected our class officers and chose those grand colors, purple and white. Then our Rhetoricals! Can anyone deny they were the best of the year? Ah! We need not be ashamed of our first attempt before the public. Was not the music ecstasy itself? And the scenes from the Merchant of Venice took us back to the days of old Shylock. This was a wonderful interpretation of Shakespeare's character for Freshmen; and even at this, our first performance, an amateur might note the slumbering talent. So we went on and on learning our daily tasks and striving to do better. And what did we see before us? A brilliant future seemed to loom up before me. My thoughts wandered when suddenly some one entered the room and my reverie was at an end. I had been dreaming sweet dreams of our Freshman year, the starting point of the long journey to the city of our desires.

MARIE GERHART, 1914

Manual Training

Manual Training is a department of Education that systematically teaches the theory and use of tools, the nature of common materials and the elementary processes in the more common industrial arts: such as carpentry, wood-carving, forging and machineshop practice. Sewing and cooking as arts, are properly classed as manual training subjects and are taught in most schools.

The first manual training school in the United States was opened in St. Louis in 1880 under the direction of Doctor Calvin M. Woodward as a department of Washington University. Such excellent results were obtained from this school that other large cities established similar schools either as independent institutions or as departments in existing High Schools. The introduction of manual training into the elementary schools began in 1882, in the Dwight School of Boston. Progress however, was slight. Many persons were opposed to the work because they believed that the time of a school should be devoted to the study of books; also, because of the extra expense for materials and because teachers were not prepared to do the work. At first the work lacked system, and the results were very crude, but with the establishing of the Sloyd School of Boston a way was prepared for the introduction of this system of construction work into the elementary schools. In 1903 a movement was begun by the National Education Association for the introduction of manual training and elementary agriculture into rural schools and the schools of small towns.

The purpose of manual training is first to enable the child to enlarge his powers, through the action of the hand, second to lead him to develop a certain degree of skill in the use of tools and to connect the work of school with the affairs of every day life. It is not the idea of Manual training to teach trades in the elementary schools, but that elementary school pupils should be given such systematic training of the hands, as will accustom them to deal with material things and will enable them, because of their training, to acquire a definite trade more promptly than they could without such training. The essence of all training is doing. The essential feature of manual training is doing with the hands. Organized thinking follows wherever the person sets himself a definite task to do and then determines and applies the ways and means necessary for the accomplishment of that task. There can be no training of the hand which does not involve mental activity, and the mental activity thus involved is of a kind that furnishes just the training needed for the practical concerns of life. When properly taught manual training is of great value, both from the practical and the cultural points of view. From the practical point of view it increases the pupil's power to do, gives him a degree of skill in the use of tools and teaches him the dignity of labor and the value of material. From the cultural point of view, it is of the highest value in the development of the person, because, first it demands concentration of attention and thus develops that quality so essential to success in any field of human endeavor; second, it requires organized thinking, a demand which will be constant through life. It is not the article made, but the power which the pupil acquires in making it. Manual Training is certainly very essential and beneficial to the girls and boys of this age.

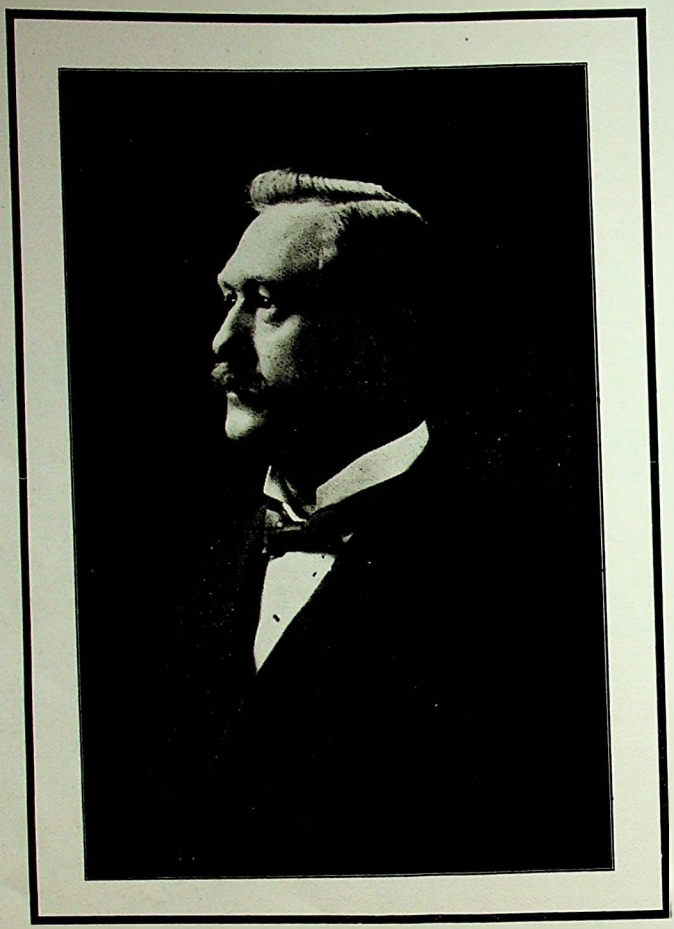
—IGNATIUS O. MCLAUGHLIN '14

Physical Culture

The importance of physical training is now universally recognized. According to Charles Wesley Emerson. "Proper physicial training aims at the highest condition of health and beauty, through such exercises as are authorized and required by the laws of the human economy." Soundness of brain depends upon soundness of body. There is no such thing as a sound mind in an unsound body. The unsoundness of mind may not be very apparent, but it is actual. The appearance of men and women as we see them on the street, and in the home as well as the testimony brought in from every source in regard to public schools, and the time allowed to physical exercises therein are sufficient to show us, that, as a nation, we have not placed enough stress upon physical education. We have had in no age, schools to be compared in results with the Greek schools. Nowhere else has there been such personal education. What did they place as a basis? Physical training. We must remember, then, that which made the Greeks what they were about four or five hundred years before Christ, was the natural evolution from physical training. For nearly two thousand years, the subject of physical education lay dormant; the modern gymnasium has revived it.

Even though we have no gymnasium in our High School, some work in physical training has been accomplished. Every Wednesday morning during the third and fourth periods, the library on the first floor was utilized as a gymnasium; and here under the direction of Miss Swisher and Miss Mather, the class in physical training held forth. On account of the room being so small, the class was prevented from taking certain kinds of exercises. However some progress was made with the muscle and breathing exercises. This drill in physical training was sufficient to show what might be accomplished if we had a gymnasium. We shall look forward to the time when that dream may be realized.

—LAVERNA PENSINGER '14



PROF. W. H. CRITZER

Former Instructor in Music—Galion Schools

Address Read by Supt. Guinther at the Funeral of the late Prof. Critzer at Delaware, O.

On account of the long association in school work with Prof. Critzer, I am requested to present, here, this afternoon, as an appropriate part in this service, a brief sketch of his life, and point out some of the aims and purposes which he entertained in connection with his services as director of public school music. It was in August 1891, that through a series of circumstances I moved from Utica, Ohio to the city of Galion, where I entered the school as assistant in the high school. The same year Prof. Critzer moved from Detroit, Michigan with his family, to begin his work as director of music in the public schools of Galion. I recall, very distinctly our first meeting. It was in the office of the Superintendent then in charge, Prof. A. W. Lewis. From that time, September 1891 until last June, we worked together, he as director of music, and I in various different positions in the schools. Through these 19 years, we had opportunity to learn to know each other intimately. I early learned to appreciate him for his ability, his earnestness and for his sterling qualities as a man.

The early appreciation increased from year to year as I learned more and more his motives and intentions as a teacher, and as a leader and director of boys and girls in the various organizations which were formed through his efforts. Music was his natural gift. Through conversations with him I learned that when a mere boy, he learned to play various instruments, not under the guidance and instructions of a teacher, but altogether through his own efforts and application. Music enticed him and his voice responded to its charms. While still a mere youth he sang in church and Sabbath school and taught singing schools which were at that time the best means in the country districts to become acquainted with the rudiments of music.

His success in these efforts was so well recognized in his community, that the Normal school being established at that time in Fayette, Ohio, for the training of teachers selected him to take charge of the music of the institution. This same school was afterward moved from Fayette to Wauseon, in the same county, and there in its new location he continued to be the head of its musical department. In connection with his early endeavors in music he was engaged in hard labor of various kinds, and also as telegraph operator for the Lake Shore railroad. These varied pursuits all helped to train him for leadership among men. After several years of service with the Normal mentioned, he determined to prepare himself for greater usefulness and efficiency in the choice of his life work.

His natural talent in music and his love for work with children, induced him to make special preparation for directing public school music. He entered the noted Thomas School of Music in Detroit and after spending time there in training and practice, teaching with marked success, he began the work which he had selected to be his life work. Prof. Critzer had a great vision and a large conception of the possibilities with children and young people in music. Anyone with a narrower vision and a lesser conception, would never have planned out

and worked out such a program for musical growth and progress as he did.

To him music was more than pastime and diversion and mere emotional enjoyment. To him it stood as a great potent factor in character building. He looked upon music as a great drill to assist in bringing about ethical culture and spiritual development in mankind. He believed with his whole heart that it was essential in the training of youth that they know and love music. He regarded music a most excellent method to teach accuracy, alertness, quick observation, and attention to duty. He could not think of music being less essential in an education than any other branch of study. A knowledge of great composers and great musicians appealed to him as necessary as to know the history of our national heroes, statesmen and civic leaders.

He believed that a love for music assists in making boys and girls noble, pure, patriotic and God-loving Citizens. To him music possessed the elements of refinement and culture. He agreed with Shakespeare in the statements, that,

"The man that hath no music in himself,
Nor is not moved
with concords of sweet sounds,
Is fit for treasons
stratagems and spoils.
The motions of his
spirit are dull as night
And his affections
dark as Erebus;
Let no such man be trusted.

On account of this belief which he possessed with so much intensity, he was ever striving to create a love for music and was most happy when able to so teach that others could use it and appreciate it.

Nature had blessed him with a fine personality;a large soul; a splendid physical body; a dignified bearing; unbounded energy and perseverance; a sunshiny contenance and a genial spirit. Each year the mission of music seemed to grip him more and more for its exponent. Music was his passion and his joy. The vision possessed by the great masters was also in him and enabled him to interpret their productions to others. The sublime oratorios composed by Hayden, Handel, Bach, Beethoven, and other masters, were his musical ideals. To him these appeared as the avenues for the real worship of God the Creator and God the Father.

He knew the many varied instruments, and their special use most intimately; each had its special charm, but the flute seemed his greatest pleasure. To be thus constituted is blessed indeed. To hear music, to feel it, to enjoy it as he could must have been very like unto the effect produced when the Angels sang, "Glory to God, Peace on Earth, Good Will to Men." In his work he was an inspiration to many to be more zealous and become more efficient. Hundreds of individuals in our city owe their success to Prof. Critzer.

The sweet music that brings pleasure to the worshipers in the various churches in our city is largely the result of his teaching and training. His hand was freely extended to help those whom he believed to be in earnest in advancing their musical education. He had no use for shams or hypocrisy; nor spectacular displays. He loved the common, the honest people and they loved him. This is most manifest now, or else there would not have appeared in our city papers last evening this tribute by Mr. Chapman, a man poor in this world's goods and most unfortunate physically. The sentiment expressed by him in the form of an acrostic, is so grand that I take pleasure in inserting it here.

"A tribute to the Loving Memory of the late William Hood Critzer."

We shall meet but we shall miss him
In the school, and on the street.
Life has gone back to its Maker;
Loving hearts are filled with grief.
Into everlasting rest,
Angels carried him up higher,
Marshaled by the Heavenly Choir.
Home at last, all labour ended;
Ours the loss, but his the gain
O'er the fields of Glory soaring
Done for him, all care and pain.
Christ his Saviour, Friend, Redeemer
Reigned Triumphant in his heart,
Into Heaven he has entered
Teacher, Scholar; death doth part.
Zealous in the path of duty,
Ever Toiling with great care,
Rest in Peace. We'll meet you there.

Prof. Critzer was intensely interested in the young people. He sought to inspire them to train themselves for efficiency and the best type of manhood and womanhood. For these reasons he organized and conducted the Choral societies, the orchestra and the many public musicals that have done and are now doing so much for the pleasure and culture of our people. I need not mention his achievements and successes. For 19 years he remained as instructor and director of music in our schools and for many years in Shelby, Crestline and Mt. Gilead. And had he not had a longing for a larger field and better opportunities where he might permit his family to have the advantages offered by college, he might have remained with us until his life work was done. His personal influence among us will not soon be forgotten. The teachers with whom he worked so long have expressed their sentiments and sympathy in the following resolutions. The teachers of the Galion Public Schools express their sense of loss which the music interests of the State have sustained and their personal grief at the demise of their old time associate in the following resolutions:

WHEREAS, we, as co-workers, were intimately associated with Wm. Hood Critzer during the 19 years of his activity as supervisor of music in the Galion schools, and, inspired by his earnest and untiring zeal and enthusiasm, have become sharers in his ideals and ambitions, and best know the value of his ability and the power of his personality in his singular devotion to his beloved art;

WHEREAS, he was a man of great heart who worked for the success of the study of music in the public schools of Galion with all the magnificent energy of his splendid nature; whose love for his work had become his master passion, whose life touched a large number of other lives with singular inspiration, and whose years of labor have left a lasting impress upon the entire community.

WHEREAS, he was a pioneer in developing methods and possibilities of school work in the domain of his chosen art and was one whose achievements have won not merely a local but more than state wide renown and influence.

Be it resolved, therefore

That in his death the cause of public school music has lost a courageous and efficient promoter who in his profession accomplished much along new and original lines, whose influence is in a sense perpetuated by the precedents which he has established, and sown broadcast through the students whom he has inspired, and who would still be enlarging the domain of music, had he been spared for a longer life of health and service. That, as a teacher of music in the Galion school he gave unbounded satisfaction, standing easily in the lead of his professions. Through his proficiency he had the respect and admiration of teachers and pupils alike; his high standard in sacred music invaded our homes and churches, and influenced many a soul to a nobler life.

That, we feel a personal bereavement in the loss of his genial presence and the severance of that bond of good fellowship which long bound us so intimately;

That, we deeply sympathize with those to whom he was nearest and dearest, to his beloved wife and children, and commend them to take of the great Comforter who said, "I will never leave thee nor forsake thee;" that we share with them the hope for a reunion in a world beyond.

Teachers of Galion Schools. Signed by the Committee.
Miss Louise John — Miss Jennie Martin
Miss Mary Krohn — Miss Lou Hofstetter
Miss Lou Miller — Miss Nettie Kinsey
Miss Inez Miller

The pupils expressed their last appreciation by each one contributing to a small fund to provide an appropriate floral offering and the Board of Education ordered the schools closed at 2:15 on the day of the funeral.

God in his wisdom has seen fit to call him from his new field, just entered here in Delaware. To us it seems a great loss to the city of Delaware but He who doeth all things well has not called him home in vain.

Let us who remain imitate his virtues and cherish his great work so well done. Let us strive to carry on the high ideals in music which he possessed and advocated.

The Galion High School Orchestra.

The High School Orchestra was re-organized this year under the leadership of Prof. Denny, and the high standard of work which it has maintained in the past is still being kept up. The orchestra this year is composed of about eighteen pieces. The excellent quality of this organization was shown in the concert given by the orchestra on March 7, 1911. The members are surely to be complimented and congratulated on their splendid achievement here. Their efficiency was also shown in the Oratorio, "Creation," which they accomplished with the addition of only one player not a member of the orchestra. In addition to this orchestra, Prof. Denny organized during the early part of the year, a beginners' orchestra composed entirely of school members and who play much easier music. The purpose of this orchestra is to enable the young musician to handle the music played by the first or main orchestra at a near future time. The orchestra work in general has been of a high class this year, and the members will continue to strive to make this one of the best, or the best orchestra of its kind in the state.

WAIDE M. CONDON, '11.

MEMBERS OF ORCHESTRA.

First Violin.
Miss Ada Whitesell*
Miss Laura Poister*
Waide Condon, '11
Guy Baker*

Second Violin.
Miss Viola Ernst, '11
Miss Stella Tracht*
Lawrence Guinther, '11
Walter Smith, '13
Laban Nichols*

1st Clarinet
Robert Edler†

Cello
Louis Kreiter, '12

Trombone
Herbert Edler, '13

1st Cornet
Glenn Sanderlin*

Drums
Paul Wilson*

Pianist
Miss Anna Daze, '11

2nd Clarinet
Fred Kiddy*

2nd Cornet
George Edler*

DIRECTOR, PROF. J. W. DENNY,

* Members not in school.

† Pupils in lower grades.

Girls' Glee Club.

A great man has said: "Is there not in music, and music alone of all the arts, something that is not entirely of this earth? Here, if anywhere, we see the golden stairs on which angels descend to earth from heaven and whisper sweet sounds into the ears of those who have ears to hear."

In November, nineteen hundred and ten, the Girls' Glee Club was organized under the direction of Professor Denny; and since this time this organization has won fame in Galion musical circles under the name of the Girls' Glee Club of Galion High School. The members of the Glee Club certainly deserve praise for their untiring efforts put forth at the regular meetings on Thursday evenings. Professor Denny also deserves much credit for organizing and directing this Club for the purpose of advancing the more talented pupils and enlarging the opportunities of musical appreciation.

The Glee Club made its first public appearance at the County Teachers' Institute on January fourteenth. They were well received and heartily applauded. On the evening of March the seventh at the Opera House, the Glee Club again distinguished themselves. After the rendition of the second number they were called back for the second encore. This is just a record of the present. The future may have in store great achievements. Who can tell?

GIRLS' GLEE CLUB.

Helen Whetro
Anna Ness
Blanche Groff
Lois Beck
Lucile Somerside
Marjorie Brobst
Leona Bell

Viola Ernst
Mable Zimmerman
Menzenita Smith
Florence Frank
Mary Reese
Florence Shealy
Mary Huston

Ruth Green
Ruth Mitchell
Naomi Martin
Arlene Green
Aurelia Martin
Helen Hess
Ruth Perrins

LOIS BECK, '14

The Progressive Debating Society.

"Elegance of the style, and the turn of the periods make the chief impression upon the hearers; most people have ears but few have judgment; tickle those ears and depend upon it you will catch the judgments such as they are."

The Progressive Debating Society was organized in the autumn of nineteen hundred nine at the request of the members of the class, under the direction of Mr. Guinther. The society during the earlier days of its career bore the name of the Debating Society of the Class of Thirteen. The members met in Prof. Guinther's office every two weeks on which occasion, after the regular business, the following program was rendered in the following order: First, a recitation; next two short stories; after this current events, and last the debate.

The purpose of the organization was not to produce a few literary stars but to give the greatest possible good to the largest number of members of the class; to assist each other in literary efforts and give each member of this association more practice in debating. The society cannot sufficiently express its thanks for the interest and encouragement that Prof Guinther has given to the society and the criticisms, by which the organization has been brought to its present high standard of proficiency.

WALTER SMITH, '13.

The Beta Kappa Literary Society.

This Society was organized Tuesday, January seventeenth, nineteen hundred eleven. Officers were elected, and a committee was appointed to frame a constitution. At the next meeting the Constitution was adopted and work began. Since that time we have had many interesting programs which consisted of debates, recitations, and parliamentary drill. The principal questions debated were: "Immigration causes more harm to the United States than liquor;" "Washington was a greater man than Lincoln."

The main purpose of the organization, however, is to acquaint the members with the current topics of the day, and enable them to become proficient in debate as well as to present their arguments in such a way that they will have an effect. The meetings are held on Tuesday evening of each week. On some occasions we have visitors. The feature of which we are especially proud, is that the organization is entirely managed by the members, thus giving us good lessons in self-government. As our organization grows older we expect to increase in members, and give longer and better programs. With such an excellent start, and with officers from among the prominent members of our class, we cannot but expect success in the future.

ESTON BAIRD, '14.

Sketches.

Field Day

The first inter-class track meet was held at Seccaium Park on June 5, 1908, and was attended by a large number of High School students as well as a large number of citizens. The Seniors had challenged the other classes, and though they obtained forty-seven points to the others, twelve in track events, they were beaten in both ball games. The track events held many exciting contests. Probably the most interesting of these were the hundred and the two-hundred-twenty yard dashes. Besides these the fifty, four-hundred-forty, and the eight-hundred-eighty yard distances were run in very fast time. In the pole vault, high jump and the broad jump, the boys did exceedingly well and in the shot put, Reuben Pounder established a new record of thirty-four feet, six inches. That the meet was a success was shown by the appreciation and praise given and by the establishing of the custom of holding an inter-class meet annually.

In 1910 a large crowd attended and although the contestants showed a lack of training and practice the holiday was enjoyed by everyone. Last year new rules were adopted which allowed each student to enter but four events; in this way the prizes were divided among a greater number of contestants. Roy Marlow won first in all the events he entered, running the hundred yard dash in ten and two-thirds seconds. This was within four-fifteenths seconds of the High School record. He also won first in the fifty and two-hundred-twenty yard dashes and made nineteen feet in the running broad jump. George Shelb won easily in the half mile run. Warren Clark won the high jump. James Fetzer put the shot thirty-two feet, ten inches, trying his best to beat Pounder's record of '08.

This year with Roy Marlow as Captain, Professor Patin as Coach, and Clark, Cook, Evans, Mansfield, Robbins, Seif and Fetzer on the track team we not only expect to have a very interesting inter-class meet but also to take several prizes at the meet to be held by the Ohio High School Athletic Association at Columbus, on May 20, 1911.

—MONT CLELAND.

The Athletic Association

The High School Athletic Association has had some "rough sailing" during the past year which is worthy of mention. Conditions did not reach a climax until the start of the base-ball season. A committee from the Association was appointed to wait upon the Board of Education in an endeavor to have them secure a field upon which to practice and play local games. The Board looked favorably upon the proposition, provided the members of the association agreed among themselves to maintain a higher physical and moral standard than had been in effect before. The Association met and amended the constitution so that it specifically covered the conditions required by the Board of Education, and after a lot of agitation it was adopted. The constitution now provides for the barring from High School athletics of those who, by their actions, are not a credit, physically and morally, to the teams on which they endeavor to play, and a credit to the High School as well.

The Board of Education has been putting forth efforts to secure a suitable field for the holding of athletic contests but as yet has decided upon nothing definite. It has been their intention to secure a field for permanent use, or for a term of years, at least. Several fields have been considered and the subject is by no means quiet at the present time. The baseball games thus far this season have been played upon Haley's field, and it is the intention of the team to make a record that has never been equalled, and by so doing show an earnestness of purpose that merits a reward such as the getting of a good athletic field for permanent use.

The agitators of the movement to adopt strict rules and carry them out, have been severely criticised, but the developments since the adoption of these rules, have in a measure, caused the criticism to die out. However the high standard, mentally, physically and morally, should be made a permanent requirement of all athletic teams representing Galion High School, so that in winning it will be real glory; and in losing, it will be a heroic defeat.

ANON.


G G
GHS
10-11

Foot Ball

There can be no doubt, excluding the games most common to childhood, that Football is by far the most popular of outdoor sports; no other is played by so many people, and while it is the national game of no country, all so-called national games when brought into competition with it, tend to take a subordinate place. In the United States, not even baseball, splendid game that it is, arouses the enthusiasm and attracts the crowds that throng the football matches. Championship contests in England and Scotland are attended by fifty, sixty and sometimes over seventy thousand spectators. It has proven to be a scientific game for young Americans, and serves to enthuse the general spirit of High School and College. It is played for the purpose of recreation and accidents sometimes occur as in any other live American game. It should be noted also that football has achieved its wonderful popularity in the face of bitter opposition. As every one knows, there has been a clamorous demand in some quarters for its suppression. But instead of decreasing in popularity it has grown more and more popular until today more than before it has a firm hold on the sport loving public. Football is an excellent game to strengthen the muscles, and is an effective help in equipping the players for life's duties and responsibilities. In many ways it disciplines his mind by training his faculties of memory, observation and decision. In this respect the game is even more valuable under the rules put in force this year than it was under the old rules, for now the game puts a premium on thoroughness and alertness of thinking. The suddenness and rapidity with which the plays are made, the necessity of being constantly on the watch to anticipate some shrewd move by the other side, the instant and resourceful planning needed to remedy any unlooked for weakness in defense, develops just those mental traits most helpful to success not only on the football field but in the larger arena of the world. It has been vehemently criticized as was observed because it is a fighting game, but even this is one of its merits. As President Hall of Clark's University has well said, "Any able-bodied young man who cannot fight physically can hardly have a high and true sense of honor, and is generally a milksop or a lady-boy. He lacks vivacity, his masculinity does not ring true, his honesty can not be true to the core." Hence, instead of eradicating this instinct, one of the great problems of physical and moral pedagogy is rightly, to temper and direct it.

The football player gets some elementary conception of the salient truth, that the great results in this world are attained only when men work loyally and heartily together for the attainment of a common end. He learns also that self restraint, which is one of the three virtues which lead up to sovereign power. He learns pluck, and learns how to concentrate his efforts. He learns above all, justice to an opponent, and that the essential condition for corporation action is the strict adherence to law. He must not only play, but he must play the game. Fortunately, it is not necessary for one to take an active part in such games in order to derive benefit from them. Their energy liberating qualities may be utilized by merely watching others play, and more rapidly in proportion as they are games of concerted, unflagging action, appealing to one's emotive side and causing one entirely to forget for the time being, the cares and worries of the daily grind.

As it is always the case with football warriors to have enthusiasm for a winning team, so it was with our players. They began practice early, under the instruction of Coach Patin. Our first game was with Marion High, a school Galion had not beaten for many seasons, and when they came on the field to practice the large crowd shrank back and an expression grew on their faces which showed they had little hope for Galion; but after the first kick-off our team followed the well known cry, "Hit 'em hard and low and watch 'em roll" and at the end we came out victorious with a score of 11—0. This game showed the ability and strength of our team and if we had had a few nights practice on open plays this would have prepared us excellently for the game with Delaware the following Saturday. Our team was not in condition to play Delaware on account of their more ample facilities for training, and naturally Galion was beaten, by the score, 15—0.

This goes to show what advantage our neighboring towns have over us in athletics, by having access to a Gymnasium and Y. M. C A. The people of Galion are beginning to realize this fact, and we are having constructed at the present time a Gymnasium on a very small scale limited to shower bath and lockers. This is just the beginning; we hope to have a Gymnasium some time in the near future, and when we get these modern improvements and conveniences there is no reason why Galion cannot turn out as fast a team in any kind of athletics, as could be found in the State.

GEORGE MILLER, '12


AL ION
H S

Galion High School Base Ball in 1910

The national game, Base Ball, is enjoying a great amount of popularity all over the globe, and especially in Colleges and High Schools, of which Galion High is no exception. Although the attendance at the games was not what it should have been, this fault was not due to the playing of the team, but probably was due to the condition of the field on which the games were played. The diamond was nearly surrounded by water, which made it rather difficult for the people to enter the field without a boat.

During the month of March, 1910, a meeting of the High School Athletic Association was called, at which George Shelb was elected manager and Kelsie Poister captain of the base ball team for that season. As the team was greatly in need of a set of new uniforms, a committee of high school members started with a subscription list, canvassed the business portion of the city, and received contributions which were gladly given by our business men. In this way enough money was raised to purchase the uniforms,and the improvement in appearance which they gave the team, amply compensated for any work done in procuring them. The manager, with a great deal of letter writing, succeeded in arranging a very good schedule; also the captain, by his efforts, and with a crowd of about thirty candidates trying for the team, developed a team which, without doubt, was the best that the Galion High School has ever produced. Our opening game was with Mt. Gilead High on their home field; here we won our first victory. This kind of good work was continued throughout the entire season. At the end of the school term the team had made a very good record by having won from every association team which they played.

The prospect for the team of 1911 is still brighter than that of 1910. Although we have lost a few very good players, we have a large number of Freshmen who know how to play the game, and who will be able to fill the positions. Besides this, we shall perhaps have a better field, which will help greatly in making a better team. In order to make anything perfect we must first have good tools and equipment with which to work, so base ball must to become a success, have a good field on which to practice.

The following is the schedule as played last season:

April 9th—Mt. Gilead at Mt. Gilead,
Mt. G. H. S., 3; G. H. S., 4

April 16th—Ashland at Galion
A. H. S., 7; G. H. S., 4

April 30th—Mansfield at Galion
M. H. S., 3; G. H. S., 4

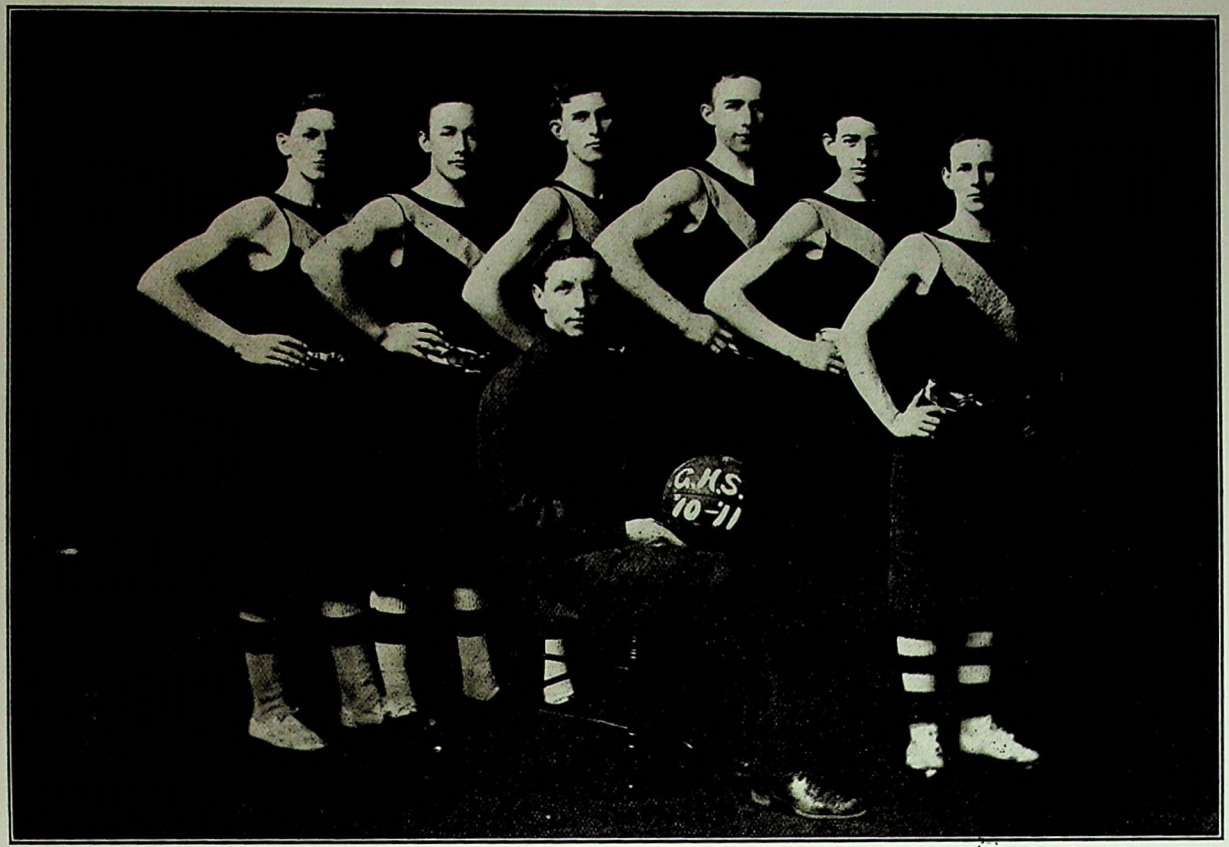
May 7th— Chicago Junction at Chicago Jct.
C. Jct. H. S., 5; G. H. S., 13

May 14th—Mt. Gilead at Galion
Mt. G. H. S., 0; G. H. S., 2

May 28th—Chicago Junction at Galion
C. Jct. H. S., 6; G. H. S., 20

Total opponents, 24; G. H. S., 47.

KELSIE POISTER, '12.


G.H.S.
10-11

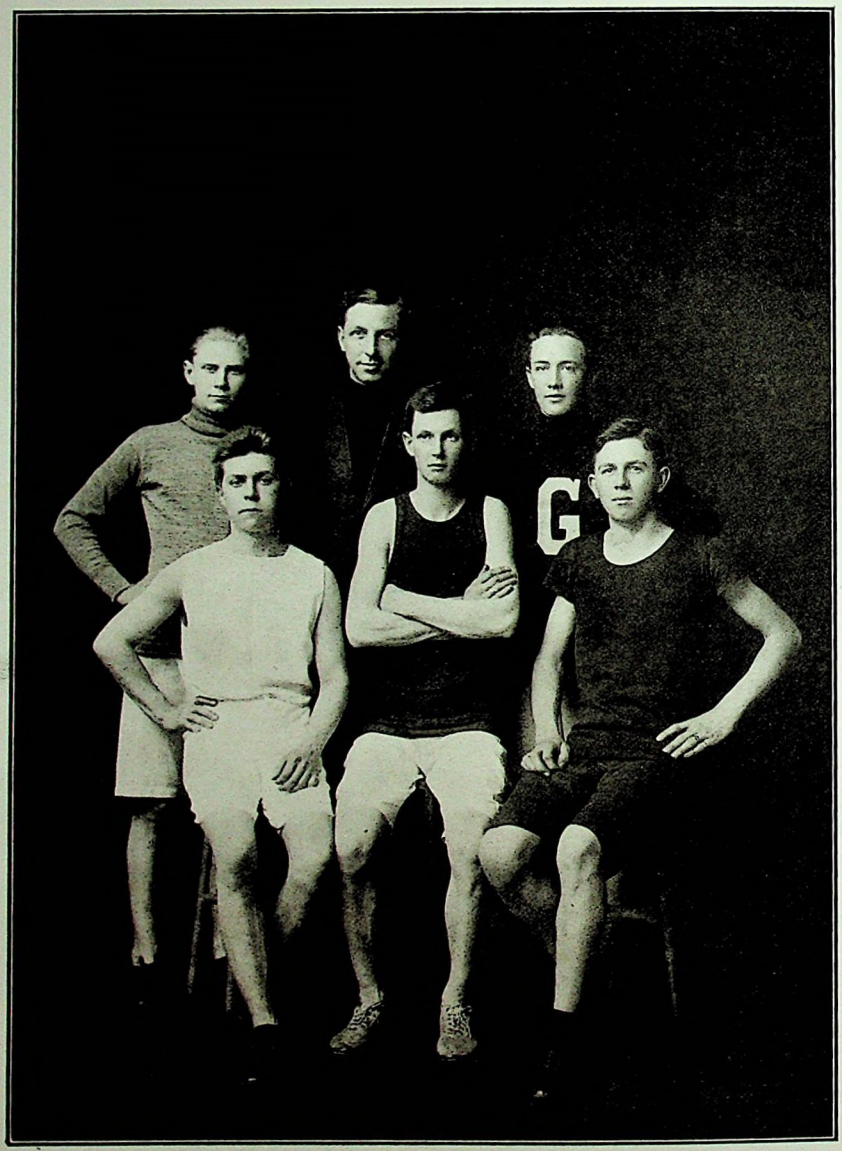
Basket Ball.

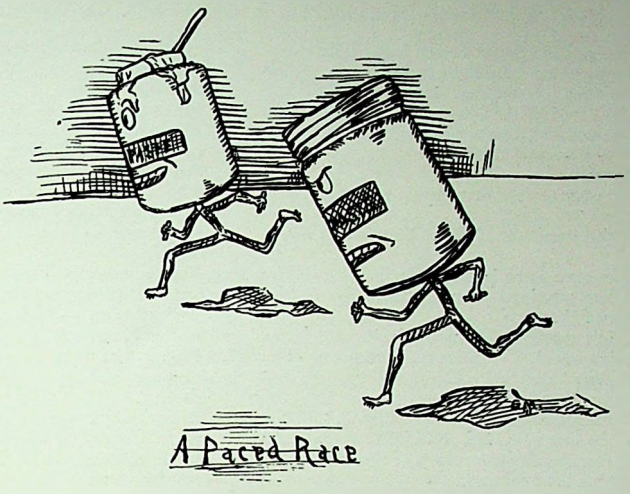
Altho Galion has provided little or no accommodations for the High School in the line of Athletics, the Athletic Association managed to secure a Basket Ball floor, and under difficulties played a season of games. The gods seemed against us, in that they did not permit us to put a winning team before the public—we had a fine team, but were not the champions of the State Athletic Association. As in all athletics, we aimed to keep our ideal, the attainment of the cleanest possible manner of the sport, and as far as we can see we did our best.

The High School spirit was shown in Basket Ball, as it was in no other sport, because a large crowd turned out to all the games, and they were satisfied that our team did its best—and from what our opponents' say, we must have put up a good game thru-out the season. As our association was having difficulties at that time, we could only play teams from the nearest High Schools, such as Marion, Bucyrus, and other Schools in the near vicinity.

Of course the boys were handicapped by the lack of a Gymnasium, and deserve much credit for their strenuous efforts---for no matter how hard, or how faithful they might practice, they knew that their opponents were always in better condition, and if they did win, it would be only thru a hard struggle. We hope that the record of next year's team will be much better than this year's, for it is predicted that they will have the use of a gymnasium, and they will look back on the team of 1911 as having waged many battles, in which they showed their true spirit, under great difficulties.

P. H. ROBBINS, '11





The Track Team.

During the past three years the attitude of the boys in the High School toward the Track Team has been slowly changing. Before this time they regarded the team chiefly as a means of exercise for those who did not play baseball. Now they have come to recognize it as the principal factor in the training of the contestants for the great athletic event of the year: "Field Day."

Because of this changed attitude more interest is being taken in track athletics in general than was formerly shown. This is due to the fact that the boys who cannot make the school team, and yet possess athletic ability, or the ones who do not care to try for the team, are induced to come out and train in hopes that they may be able to help their class win the championship.

"Field Day" was established four years ago and is, as all except the uninitiated know, a day set apart for a track and field meet between the different classes in the High School.

The first year the Seniors carried off the honors, but the next the Sophomores, now the Senior Class, won the pennant offered to the champion class team, re-won it in their Junior year, and stand an excellent chance of again capturing it this spring, thus gaining the flag as a permanent trophy.

The meet of 1910 was the most successful ever held and showed that, if the High School possessed the proper advantages for athletic training, a track team could be turned out that would hold its own with the larger High Schools of the state. While none of the school records were broken, some of them, which had stood for years, were so closely approached that there is every indication that on a suitable field they would be.

About a week after "Field Day" our representative team went to Columbus to take part in the High School Track and Field Meet held on the Ohio State University grounds. It had hopes that it would be able to win at least a place among the teams that would score. However, it was doomed to disappointment, for it was clearly outclassed by the larger and better trained teams which participated.

This year the prospects for a good team are somewhat brighter, for the squad will be composed of experienced men and will have the services of a coach, an advantage which the teams of former years did not possess.

But it will only be when Galion has a new High School building, and a modern, well equipped gymnasium in connection with it, that a team can be turned out that will put Galion High on the map in track athletics. May that time not be long in coming.

BERNARD P. MANSFIELD.

TRACK RECORDS OF GALION HIGH.

100 yard Dash	Conners	10 2-5 sec.
220 yard Dash	Mahla	23 3-5 sec.
440 yard Dash	Mahla	52 4-5 sec.
180 yard Dash	Dull	2 min., 14 tec.
220 Hurdle	Diamond	29 4-5 sec.
One Mile Run	Mahla	5 min.,10 sec.
Two 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 lbs.	Diamond	29 ft., 9 in.
Shot Put—12 lbs.	Pounder	34 ft. 6¾ in.
Hammer Throw	Diamond	92 ft., 7 in.

High School Chronical

Sept. 6. The Class of 1911 began Senior Life. The Faculty greeted us. Schedule tested.

Sept. 7. Down to work. Schedule changed. HAZING FRESHMEN ! ! !

Sept. 8. Life is earnest, and, by the way--so is school. HAZING FRESHMEN ! ! !

Sept. 9. Athletic meeting.

Sept. 12. Prof. Denny gives the first music lesson of the year.

Sept. 13. Mr. White speaks on, "Beat Your Own Record."

Sept. 14. Miss John gave us an interesting talk.

Sept. 15. Senior Class meeting. Vacation tomorrow for County Fair.

Sept. 20. Prof. Patin's speech: "Tempus Est."

Sept. 22. Everybody excited. Vacation this afternoon for Free Fair.

Sept. 23. Vacation for Free Fair.

Sept. 26. Prof. White appears on a new platform.

Sept. 27. Prof. White urges HOME STUDY.

Sept. 28. Miss Mather gives a short review of Florence Nightingale's life and work.

Sept. 29. Prof. Holl speaks on "Ambition and Persistence."

Oct. 1. FOOTBALL ! ! ! Marion vs. Galion; 11 to 1, our favor. HURRAH ! !

Oct. 3 Prof. Patin appeals to us for more enthusiasm in the games, and more money, or larger patronage.

Oct. 4. Prof. Neptune tells us about "Cross-Currents."

Oct. 5. Miss Swisher speaks on "Self Control." "RAIN" ! ! !

Oct. 6. RAIN ! ! ! RAIN ! ! ! Not enough umbrellas to go around.

Oct. 8. FOOTBALL ! Galion vs. Delaware, 17-0, their favor. Miller's leg broken. Wasn't the 13th either ! ! !

Oct. 10. Funds donated for the payment of the expenses incurred at Delaware, by the accident. White "gives it" to the tardies. Miss Woodward tells us about the "Deferred royalty for the descendents of Dickens."

Oct. 12. Prof. White gives us a very interesting talk on "Habit and Character."

Oct. 13. Seniors order rings and pins.

Oct. 14. Prof. Patin speaks to us about "Common Sense."

Oct. 17. Miss Weston recounts something of the life and work of Booker T. Washington. "Be master of the details of your own business."

Oct. 18. Miss John: "Writing on the Moon." Hurrah ! ! For the Board member who gave us a half holiday for the Base Ball Tournament.

Oct. 22. Patin desires to lay the Foot Ball suits away for future generations.

Oct. 26. Patin describes the view from one of the Kentucky MTS. Makes an appeal for the "Honor of Galion High."

Oct. 28. VACATION ! ! HURRAH ! !

Oct. 31. Senior rings arrive. Nit ! ! Pins first.

Nov. 1. Miss Swisher requests courteous attention to the program to be given Friday afternoon by the Seniors.

Nov. 4. SENIOR RHETORICALS ! !

Nov. 7. Congratulations to the Seniors on their rhetoricals. Miss Woodward advises us to make our failures stepping stones to success.

Nov. 9. Political speech by Prof. White. Great enthusiasm aroused.

Nov. 11. Mr Neptune - - - - "Stealing Time" (?)

Nov. 14. Miss Weston—"The Invention of the Cotton and Cranberry-Picking Machine and what they have done for their respective industries." The kind offer of a column in the daily papers for High School news, made by the management of the Galion papers, was accepted.

Nov. 15. Mr. Guinther—"The Prodigal Son."

Nov. 16. "Our attitude to the civic situation and Public Sentiment."—Miss John. Meeting of the Kaffee Klatsch Klub.

Nov. 17. Prof. White urges more home study and less pleasure seeking in the evenings of school days.

Nov. 18. Miss Mather tells us that "Being good is what Counts." Prof. White can overlook some mistakes but not that of considering the floor a waste-basket.

Nov. 23. "Being thankful"—Prof. Neptune. Dr. Morgan donates a static machine to the Science Department. Prof. White does not agree with Prof. Neptune about the political landslide.

Nov. 23. Junior Rhetoricals.

Nov. 24. Dear old Thanksgiving Day—More Vacation.

Nov. 25. Vacation.

Nov. 28. Cards! Peace(?) and contentment(?) reign.

Nov. 30. The death of Helen Stewart, a highly esteemed member of the Sophomore Class, was announced.
Kaffee Klatsch Klub met.

Dec. 2. The Sophomore Class together with various other students and three members of the Faculty attended the funeral of Helen Stewart.

Dec. 2. Basket Ball Team plays Marion in that city. Score 26 to 12 in our favor.

Dec. 2. "Living up to our ideals. Count Leo Tolstoi. The Peace of soul"—Miss Swisher.

Dec. 5. Mr. White,"—Infantile Paralysis."

Dec. 7. Being hanged on account of your reputation.

Dec. 8. Speeches! Patin, Marlow and Pfeifer rouse our basket-ball enthusiasm.

Dec. 9. "Remorse for lost opportunities. Lost: Somewhere in my life four golden years. No reward offered for they are gone forever. Play the game well"—Miss John. Basket Ball. Marion vs. Galion, 22 to 13 in our favor.

Dec. 13. Temperance. Spend your time in the acquisition of knowledge rather than of pleasure.

Dec. 14. "Look at people thru your charity spectacles." —Miss Mather.

Dec. 15 "Good Common Sense"—Prof. White.

Dec. 19 Experiment given in chapel by Prof. Neptune. Absorption of gases by liquids.

Dec. 22. Mr. Blackburn, one of the lecturers for the Farmers' Institute, speaks to the High School on Agriculture.
Sophomore Rhetoricals.

Dec. 23. Vacation.

Dec. 26-Jan. 3. Vacation.

Jan. 3. Back to work. Prof. White wishes us all a

Happy New Year and hopes that we will be inpired with new zeal to make this the most prosperous year we have ever enjoyed.

Jan. 4. Speech: Miss Swisher. "What part are you playing in Life's drama and how are you playing it?"

Jan. 6. Manufacture of paper from a weed growing along the river Nile. Miss Weston.

Jan. 10. Interesting talk on furs.—Mr. White.

Jan. 11. Prof. Critzer's death announced.

Jan. 12. Story of a friend's life.—Prof. Patin.

Jan. 13. Miss Weston gives us a very excellent "Temperance Talk." Mr. Guinther invites scholars to Teachers' Institute. Mr. White adds to the invitation the announcement that the Girls' Glee Club will make it's first public appearance at the Institute.
Delaware vs. Galion, in basket ball game. Delaware won.

Jan. 14. Music exam? No. Just a slight test and a little extra work after school.

Jan. 16. Exam. schedule! ! Oh! Conflicts? A few, yes ! !

Jan. 17. Miss John—"We are drifting along on an unknown sea
To the distant shores of Eternity.
This is the most responsible age for us young people
Being good means following the voice of your conscience. We are reaching out into the unknown and must be cautious."

Jan. 18. Oratorio tickets distributed.

Jan. 20. Rev. Perrins gives his farewell talk to the High School.

Jan. 23. P. M. Exams. begin. Some of us think it pays to work hard enough to get 90 (or above)in studies and be good enough to get 95 (or above) in deportment.

Jan. 31. New schedule.

Feb. 2. Application of ten Commandments to this age.—Prof White.

Feb. 3. "A 100 point man."—Prof Neptune. Game with Delaware.

Feb. 6. Great minds required to solve great problems.
Ideals.—Miss Swisher.

Feb. 9. A basket ball speech by Patin.

Feb. 10. Howard Cook gives us an interesting description of his southern trip. Basket ball game with Crestline. 28-7. Annual staff announced.
Permission granted Seniors to give a play Field Day. Seniors must give their orations in the Chapel. Indignation ! ! !

Feb. 14. "Education of soul in addition to education of mind and body."—White.
Annual staff meeting.

Feb. 15-16. Entertainment for Senior Arithmetic Class in the form of two tests.

Feb. 16. "Manners—Attitude of heart and mind to sympathy for others. Mark Hanna's courtesy, broad-mindedness not bigotry."—Patin.

Feb. 17. A little discourse on Notes by Prof. White.

Feb. 23. Miss John speaks of the Freshman Rhetoricals, of the Moving pictures and reminds us that unless we are willing to work we will have very little pleasure in life.

Feb. 24. Mr. Pound addresses the school.

Mar. 2. Seniors arrange to have their pictures taken for the Annual.

Mar. 6. Mr. Holl reads poetry to us.

Mar. 7. Speech by Prof. White on "Drinking and Morals." Orchestra Concert.

Mar. 13. Mrs. Smith, representative of Scientific Temperance, addresses the High School on that subject.

Mar. 17. St. Patrick's Day.
Senior Rhetoricals.

Mar. 20. Great Music Strike ! ! !

Mar. 23. "Upholding the right."—Mr. Guinther.

Mar. 24. Arithmetic exam. and—despair.

Mar. 27—April 1. Spring Vacation.

Apr. 7. Fitting ceremonies accompany stone planting.

Apr. 8. Baseball. Shelby vs. Galion; 4 to 1, our favor.

Apr. 12. Oration, "Eyes That See," Maud Miles.

Apr. 15. Baseball. Mt. Gilead vs. Galion; 7 to 6, our favor.

Apr. 18. Oration, "The Great Problem to be Solved," Clara Thompson.

Apr. 19. Oration, "Social Settlement Work," Fanny Mitchell.

Apr. 20. Oration, "Footprints," Esther Smythe.

Apr. 25. Oration, "Almighty Dollar," Ethyl Benberger.
Oration, "Aerial Navigation," Paul H. Robbins.

Apr. 27. Oration, "Florence Nightingale," Florence Shealy.
Oration, "Climbing," Susie Kiddey.

Apr. 28. Music strike declared off.

Apr. 29. Baseball. Mt. Gilead vs Galion; 3 to 2 our favor.

May 2. Oration, "The Earth Beneath," Guy Marsh.

May 4. Oration, "Mark Twain," Leona Bell.
Oration, "Reciprocity," Edward Hall.
Oration, "The Art of Advertising," Hazel Covault.

May 6. Baseball. Chicago Junction vs. Galion; 14 to 0 our favor.

May 9. Oration, "The Panama Canal," Jean Diamond.
Oration, "The Development of Education," Marion Davis.
Cheers for Prof. White—addition to family.

May 11. Oration, "Success," Charles Artman.
Oration, "Mail Service," Roy Marlow.
Neptune announces Field Day.

May 12. SENIOR PICNIC ! ! ! Lots Doin' ! ! !

May 13. Baseball. Shelby vs. Galion; 24 to 8 our favor.

May 16. Oration, "William Shakespeare," Isabelle Freer.
Oration, "Irrigation," Arthur Price.

May 17. Prof. White, "The Slow Slow Go," "The Go Go Slow" (?) !
Encouragement to the plodders.

May 18. Miss John entertained Kaffee Klatsch.

May 19. Sophomore Rhetoricals.
JUNIOR LAWN FETE! ! !

May 27. SENIOR CLASS PARTY. The Faculty attends. (To see that we behave)? ? ?

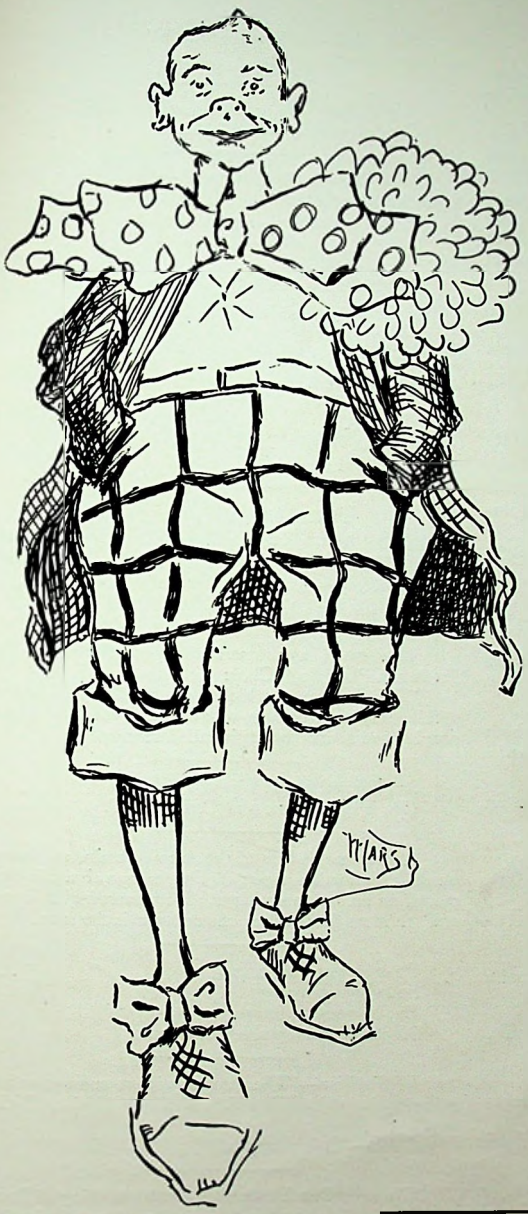
June 2. Vacation ! Field Day! ! Lots Doin' ! ! !

June 4. Baccalaureate Services. Time is Short !

June 7. JUNIOR—SENIOR RECEPTION ! Dance ? ? ? Doors closed at MID-NIGHT.

June 9. Commencement. All over ! Farewell G. H. S.
Seniors present their picture to G. H. S.


SMILES
GORDON
1910



Here's To Your Botany

Frivolia Family
The Puff blossom.
Powderminosia Delicatia.

Epistolania Family
The Valentine Flower
Lovelornia Desperati

Amoria Family
The Win Flower
Brezia Varia

Skidoo Family
April Foolia.
Filtia Mittifolia.

Mostany Family
New Flamia.
The Blush Rose.
Delicaiia Varia.

Moonbeamia Family
The Hammock Vine.
Sitclosia Pendulosa.

Frivolia Family
Parasolia Tree.
Preservia Complexionis.

Eyebulgia Family
Rubber Plant.
Snoopia Vulgaris.

Backbitis Family
The Deadly Goosip Weed.
Whisperia Slandalosia.

Cuddle Family
The Cosia Cornia.
Hot Air Plant.

Loveoulia Family
The Proposal Plant.
Heartia Throblae.

Marsh, '11

"To The Alumni"

Come home for Commencement,
And spend a few days here;
Visit all your old schoolmates,
And see G. H. S. whose memory is so dear.
Meet the boys you used to know,
Shake your old girl's hand;
Gather round with the folks you left
In the best town in the land.

Prof. White—The cards, which you just now received, you need not return back.

Louis the Fat—King of France (1215-1270.)
Louis the Fat—The laziest pupil in the Sophomore class (1896-19—.)

R. Marsh (at High School Concert)—"What does that fellow turn his horn upside down like that for?

R. Arnold—Why, that's to let the air run out.

Recipe for Kiss Cake

Take armful of pretty girl, 1 lovely face, 2 laughing brown or blue eyes. 2 rosy cheeks and 2 lips like strawberries. Mix well together and press two lips. The result will be astonishing. For frosting, take 1 piece of dark piazza and a little moonlight, and press into 1 large or small hand so not to attract attention, 2 ounces of romance and 1 or 2 whiskers. Dissolve one-half dozen glances into a quantity of hesitation and and 2 ounces of yielding. Place kisses on blushing lips or cheeks. Flavor with a slight scream and set aside to cool.

Recipe For Love Cake

One pound of love, 2 lips well pressed, four hands clasped, 1 shady tree, 1 narrow bench, stir good and serve after dark.

Soph (reading theme)—"The Debating Society teaches you to think with your feet.

Teacher—"What was the cause of the Revolutionary War C"- - -

Religious Soph (bluffing)—"Er—I guess it was predestination without transmigration."

Miss John—Waide, take that gum out of your mouth.

Cook—Yes, and give it back to me; that's where you got it.

Lat. trans—Caesar had lateral declivities on both sides and he covered the shortness of time with skins.

Miss Swisher—Harold, write the definition of an Eagle.

Harold Barret—An eagle is a bird that prays on raw meat.

Some of Demosthenes' Philosophy Revised by "Buttermilk"

A little sighing, a little crying, a little dying and a great deal of lying constitutes love.

Flirtation is attention without intention.

Cork screws have sunk more people than cork jackets will ever save.

Nothing circulates as rapidly as a secret.

A photograph album is often a receptacle for empty mugs.

The Esquimaux say a man who has three wives in this world is sure of heaven.

Dyspepsia is the reward of a guilty stomach.

Josh Billings says: "There is two things in this here life that we're never prepared for, and them's twins."

If you can't get the girl you want, take the girl who wants you.

An embassador—A man who is sent to tell lies for the good of his country.

It was woman who first prompted man to eat, but he took a drink afterwards on his own account.

Matrimony is an insane desire on the part of a man to pay some woman's board.

Rich widows are the only second-hand goods that sell at prime price.

Prof. Holl (in Shorthand)—"Well, you'r writing a "buggy letter" anyway.

Miss John—"He married a widow of 48"—
Condon—"What? 48 kids?

Miss Wefton (in Geometry)—"What is a plane figure with four sides?
R. Rothenburger—A quadruped.

Some Places of Note in the Senior Class

CONDON
MARION
MANSFIELD
WARREN
ST. PAUL
ST. LAWRENCE RIVER
MT. MITCHELL

Currency in G. H. S.

CHEMISTRY	-	"scents"	- (cents)
SOPHOMORES	-	"Nickles"	-
JUNIORS -	-	"Franks"	- (francs)
SENIORS -	-	"Bills"	

The senses, as enumerated by a member of the Freshman Physiology Class:

"The five senses which most people possess are: sobbing, crying, laughing, coughing and sneezing Some people have a sixth which is called snoring."

Stop! Hark! Look! Listen! !
Oh, it's only Jane and C. D. kissin'.

A Freshman's idea of the human brain, as found on the examination paper: "The human brain is like that of an animal, only larger. It is covered with dents, and the more dents it has, the smarter is the man.

Strawberries may come,
Strawberries may go,
But he goes on forever—
NeptuNeptuNeptuNeptuNeptune.

Willie Eise---"The moving picture companies are going to dramatize 'The Tale of Two Cities' by Dickens."

Cook---"Is it a long tail?"

Clark—"Don Emmanuel, dethroned king of Portugal is now living in the zoological garden at Paris with the wild animals."

Miss John(in Lit.)—"What is a parody?"
Willie—"I don't know."
Miss John—A parody is a comic imitation of—— Lawrence!"

White(in History to Pfeifer)—Tell us about the rise of the Dutch."

Senior Latin Translations

L. E. Place—"A divine odor arose from her ambrosia hair."

I. Freer—"Shipwrecked in the woods."

Miss Mather---"Why do musicians wear their hair long?"

H. Cook---"Because they haven't money enough to get it cut."

F. Mitchell---"He left the shores of earth in dis tress."

H. Cook---"May this day be remembered by our ancestors."

H. Cook---"They projected themselves down the hempen strand."

L. Place---"Three times alone she started from the ground."

L. Place---"The unconscious shepherd stand son top of the rock."

H. Cook---"The owl sings on the housetop." "Ever hear an owl sing?"

J. Diamond---"His trunk lies on the shore."

H. Cook--"Covered with a skin of a tawny lion's hide."

R. Seif---"Come, dear father, place yourself around my neck." L. Place---("In a bow knot.")

L. Place---"I answer a few words to her ravings."

F. Mitchell---"He perceives with his ears the sound of wind."

Vicissim---"We kiss him."

C. Thompson---"Drive me to the shades in a thunderbolt."

The Sophomores have a certain boy,
He's as bright as bright can be;
And every where this Emric goes,
He talks about predestiny.

Mildred Pellam---"What seems to be the matter with Emric?

"Babe" Mac.---I guess he has a chronic case of balloonification of the noggin.

To G. H. S.

'Twas in September warm, I guess,
When first we hailed thee, G. H. S.
From Galion's fartherest side
We viewed thy towers and halls with pride;
Our hearts with expectation glowed
Our eyes with happy tears o'erflowed.
The days have passed, the years have fled,
Since to thy halls our steps we led,
And High School life, Oh! happy dream
Is warm and real as sunlight beam
For high ideal, and greater call
To G. H. S. give thanks for all.
These happy days no more we'll meet,
But recollections glad we'll greet:
Our friendship's smile, communion dear,
Good fellowship and gladsome cheer.
Then to our high school hail;
Our hearts with love can never fail.

W. C. P.

When Willie Was A Freshie.

Little Willie was a Freshman,
Green as grass and greener, too;
Nothing else in all creation
Was of such a hue.
One day Willie chanced to pass
Where a cow was eating grass,
The result you'll quickly see,
Little Willie ceased to be.
Little Willie's gone to heaven
Vacant are two places now,
In the class there is no Willie
In the field there is no cow.
Don't you worry little Freshie
For as like as not
If you keep right on a going
You will sometime reach the top.
But remember while you struggle on
The very best you can
That next year you'll be a Sophomore
And next you'll be a man.

W. C. P. 5c cigar

Kreiterland---The land of the Midnight son.

Roy Arnold (in History)—"All the trouble was caused by one man telling lies that were not so."

Prof. White---"Does anyone know what Carl is talking about?

Charley Crew---"Why, he is talking about a man with a funny name who picked up an army."

Prof. White—"George, you may read Macbeth's speech."

George Miller—"I can't, I have a cold.

Prof. White—"Get up. Maybe Macbeth had a cold."

Prof. White—"Tell about the Duke of Guise."

Chas. Crew—"Whom did you say? The Duck of Geese.

Prof. White—"Anna, what caused the rise of the papal power?

Anna Ness—"The papal power? I couldn't find it on the map."

Prof. Neptune—Louis, what is the axle of the capstan?"

Louis K. (pointing to it in the picture)—"That dinkey there."

Prof. White—"Jay, who was Charles 11.

Jay Maish—"He was the King of Australia.

Question—Why is it that Sophomore girls always buy tablets with the picture of an elk on them?

Answer—Because its the only Dea(e)r she has.

White—What is meant by quartering soldiers.

Jean D.—"Give 'em a quarter."

NAME	DISPOSITION	NOTED FOR	FAVORITE EXPRESSION	LIKES MOST
Slip	Slippery	Importance	Got a date?	A Junior
Bill	Lazy	Laziness	Give up ?	Work???
Hypo Condon	Flighty	Studious habits?	Me for the Freshman	Lois
Monk	Fidgety	Getting into trouble	Sure!	To scrap with Slip
Buttermilk	Cheezy	Nickname	Stung again!	Anything in Skirts
Bibbin	Mushy	His voice	?????	Red Hair
Smitty	Pious???	Her good looks	Art, etc.	Several
Fanch	Undecided	Her hair	Say Jane–	Dubby
Jane	"	Colonial Curls	Say Fanch–	C. D.
Seif	Bashful	Sportiness	My Gosh !!!	Too numerous to mention
Doc. Marsh	Sleepy	Sleepiness	Don't hurry me	To linger
Place	Studious	Loudess???	S'pose—	Chem. Exp.
Lucile	Cute	Arguments	That won't do	Bingie
Anna Louise	Meek	Good work	Shut up!!!!	Work
Hickie	Fast???	Beacon light	????????	Chem. Exp.
Shealey	Quiet???	Her smile	Yard office, please!	Dan.
Sweeney	Loving	Gentle voice?	Well I like that!	Holl???
Clark	Excitable	Brightness	Huh?	To addle things
Covault	Pretty nice	Fellows	Oh I know the cutest fellow	Anything in trousers
Bill Eise	Moving(picture)	His smile	Shoot a game	To go to Bill's

HYPO and BUTTERMILK, '11

If you love me, tell me so.
If you don't, tell me, too;
But top teeping me tanding
On these told teps tatching told.—Tamit

Exercent patrias oleo labente palaestras nudati socii.

E. S.---"The allies, stripped, practised their native wrestling matches covered with oil."

Miss John (in Literature)—"What faculty must you exercise when you do that?"

R. Marlow—"Brains."

M. Smith (in the Labratory)—"Why, in this experiment you have to use hydraulic acid?"

M. Smith---"Look! There goes a rabbit."

R. Seif---"Where?"

M. S.---"Oh, it's run up a tree now."

Paul Robbins---"Iodine was first discovered in the ashes of certain sea plants, and was named because of it's beautiful violet colored odor."

One of Condon's quotations from the Ancient Mariner:---

"Then all averred, I had killed the bird
That brought the fog and mist.
'Twas right,' said they, 'such birds to slay,
That brings the mog and fist.' "

Miscellaneous

Meus Senex

Omnes agunt, sed pater
Toto die sedet,
Pedes ante ignem,
Tubam ferrae fumet.
Mater lavendas pendet,
Ann soror---atque
Omnes agunt, sed senex---ne?
O, Condamnati.

One Monday morning, posted on Prof. White's office door was the following:

Lost:---A gold cuff link. The owner, Prof. Holl, will deeply appreciate it's immediate return.

On Monday afternoon, appended to the above were these lines:

The finder of the missing cuff-link would deem it a great favor if the owner would kindly lose the other link.

Prof. Neptune in Chem.---"Tell about the occurrence of zinc."

Monk---"Zinc occurs every once in a while."

Prof. Neptune---"What is calcium sulphate used for?"

Cook---"As a fertilizer and in medicine."

Miss John----"Lawrence, put that gum in the waste basket."

Cook---"Naw, give it to me."

White(in Histoy)—"When was the dog domesticated?"

(Stage whisper)—"When the butcher got him."

Prof. Neptune—"What makes the smoke hang so low on a damp day?"

Charley C.—"Because the air is so heavily charged with atmosphere."

Pfeifer---"How do you spell sour?"

H. Cook---"Sower."

Roy Marlow—"William, don't spill that alcohol; the fumes may intoxicate the other boys."

L. P.---"Some people just can't help laughing; their jaw hangs down from gravity."

Prof. Neptune to W. P.—"Where is Phosphorus found?"

H. Cook(aside)—"In the labratory."

Prof. Denny(in music)—"Who knows for what key this piece is written?"

Smart Senior(aside)—"It is written for the piano keys."

Some Striking Characteristics

C. Emerick's masterful latin translations.

The ability of the Freshmen to write notes.

The janitor's pleasant look when things don't suit him.

L. Homer's foolishness.

Miss John's "Let's do it again," in music.

B. Mansfield's Latin translations—"The ants trudged along in a column pushing their wheelbarrows with their shoulders."

Foolish Questions

Prof. White to Roy Marlow who is coming late—"Are you tardy, young man?

Marlow—"No Prof., I am here an hour ago, but I locked myself in my room and had to go back to let myself out."

Prof. Neptune to W. Condon, who is picking up a note—"Is that a note, Waide?

Condon—"No, Prof. that is the latest submarine, coming up for air."

Smitty as she sees a harem skirt—"Is that a harem skirt???"

Pfeifer—"No dear, that is the carburetor of a cross-eyed monoplane."

Anna D. to Jane, who is wearing Colonial curls—"Do you wear curls?"

Jane—"No dear, those are twin Thermos bottles tacked on my head to illuminate the North Pole."

Miss Woodward, to a girl who is working her mouth—"Are you chewing gum?"

Girl—"No, teacher, I'm cranking our machine to get in trim for the track team."

Freshman to Bill Eise who is wearing Senior colors—"Are those your colors?"

Bill—"No, little one, those are a conglomeration of Chili-con-carni, Mexican insurrection and Canadian reciprocity."

Lucile to Buttermilk who has just stopped dancing—"Do you dance?"

Buttermilk—"No, beloved, I was just doing a cake-walk on roller skates for the benefit of the Society for the Prevention of Cruelty to Animals."

Pfeifer to Mansfield, who is working a chemistry experiment—"Are you working chemistry?"

Mansfield—"No, William, I am taking deep-sea soundings in a Hupmobile for the Crestline Polytechnic Institute."

Miss John—"Give us the four cycles into which Literature is divided."

Voice from rear—"Motorcycle, bicycle, racycle and tricycle."

R. Seif—(discussing aeroplanes)—Miss Todd of N. Y. was the first woman to fly in this country."

Prof. Guinther—"You mean in a "Machine," don't you?"

Prof. Holl—"How did you write 'body?' "

H. G.—"B shortended."

Prof. Holl—"That's alright for everybody, anybody, or nobody but not for body."

Condon to Monk as he is coming out of Prof. White's office—"Were you talking to Prof. White?"

Monk—"No, Waide, I was consulting Rameses II, as to whether it is warmer in the country than in the summertime."

Freshman to Condon, who has just left his girl---"Do you go with the girls?"

Condon—"No, Demosthenes, I was just taking our aeroplane out for a stroll along Pickle Run."

BUTTERMILK, '11.

Prof. Holl(in shorthand)—"How did you turn "u" in that outline?"

M. Z.—"I turned u upside down."

Prof. Holl—"Miss Sweeney, you may work at the board."

F. S.(busy talking to M. Z.)—"Oh no, I don't want to, send some one else."

V. E.(in shorthand)—How are you going to distinguish that? There are so many dears."

Miss John (after a criticism)—"I did not know you were using a nautical term."

(Whisper from the rear)—'Cookie', did you use a naughty term?

Prof. Neptune (in Chem)—"What are the precautions in this experiment?"

Voice (from other side of room)—"Don't blow out the gas."

Neptune—"How will we prepare hydrochloric acid?"

Cook—"I don't care how."

Neptune—"What does the symbol Fe stand for"?

Pfeifer—"Fertilizer."

Miss John complains of the love stories which she finds written upon the arms of the chairs in her office.

The stenography class is entertained almost daily by a chanticleer chorus, located directly north of the school building.

Some Leddle Sayings By Heinz

People dot liff in glass houses shout tress in der dark.

A vife in der hant iss worth two in der divorce court.

Laced makes vaist, py golly.

Der proom iss more mightiful dann der powder puff.

Don't count your chickens pefore der inkubator iss hot.

It's darkest shust pefore der alarm clock goes off.

Early to bett unt soon to gitt up makes a feller feel shust like he liffed on a farm.

Don't gross a pridge venn you can go on ofer on a ferry poat.

A rolling stone don't get no chirkus bills pasted on it.

It's a long lane dot ain't got a mut hole in it some time.

Birts off a fedder alvays ent up in a millinery store.

Beauty iss only chamois skin teep.

Der early pirt generally gits shooted py der hunter.

All's vell dot der teacher don't see.

Der's nutting new in a second hant store.

Der only goot Injun iss der vun pefore a cigar store.

It's a ill vind dot don't make some lady holt down her skirt.

Efery dogg hass his day unt efery year hass its dogg days.

A spring hatt on der head iss vorth two in der shop vindow.

Question (in Chem. Exam.)---"Tell how nitgogen is useful to man?

Answer---"Nitrogen is a constituent of plant life and man uses the plants for food. Therefore, things which are equal to the same thing are equal to each other."

Prof. Neptune "Warren if the air would have the composition that you say it has, you would have been dead twice while you have been standing there."

L. P.---"I wish I could see an earthquake rumbling around."

Miss John---"Jean, in what tense is that verb?

Jean(not paying attention)---"In the accusative case."

L. P. (Translating Virgil)---"The unconscious Shepherd stood on a rock."

Clara Thompson(in her Latin translation)---"She buried herself and sat crouching by the altar."

"Reinhardt setzte das glas aus der hand und griff nach seiner Mutze."

L. P.—"Rhinehardt set down his glass and seized his courage."

F. M. (in Virgil)—"He added horses, he supplied guides, he filled up the oarsmen——."

——et quondam patris ad Troiam missus in arms."

R. S.——and at one time was carried to Troy in his father's arms.

Lawrence Place's enthusiasm over the election of Gov. Harmon found vent in the following expressions "Hurrah for Harmon, long may he wave."

Maude Milles (in German)—"He looked at his feet over the trees."

Hazel Covault—"In the book it says that borax is used in soldiering."

Prof. Neptune—"Soldering?"

Hazel—"No Soldiering."

W. C.—"Bacon's father died when he was nineteen years of age"

Tim flumenta praecipitant.

"The rivers coursed down his mind."

ALUMNI

1871

† S. S. Pague
† W. P. Stentz

1872

Almeda Bilsing-Reagle, Galion, O.
Ida Campbell-Riblet, Cleveland, O.
Geo. Daily, Galion, O.
Alma Duck-Hackedorn, Galion, O.
† Almanda Knisely-Warr
* A. W. Lewis, Attorney, Galion, O.
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

"Milu Cura Futuri"

† Lizzie Armstronge-White
Hortense Camp-Lee, Supervisor of Music, N. Y. City
Helen Harding-Meredith, Santa Anna, Cal.
May Hays-Wheeler, Manila, P. I.
* Charles McBeath, Clerk, Denver, Col.
* 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, O.
* S. C. Smith, Teacher, Bellefontaine, O.

1876

"Onward to the Goal"

Estella Coyle, Librarian, Galion, O.
Carrie Euler, Stenographer, Washington, D. C,
Clara Frankeberger-Sawyer, Ft. Wayne, Ind.
Lou Hofstetter, Teacher, Galion, O.
Nettie Kinsey, Teacher, Galion, O.
* Frank Kinsey, Physician, Fremont, O.
† Sadie Lindsley-Merrill
* Melville Smith, Electrician, Cuyahoga Falls
Hester Smith-Ridenour, Clarksburg, W. Va.
Anna Steifel, Artist, Galion, O.
* Frank Stough, Teller, Galion, O.
† Mary Young-Bodkin

1877

Emma Cave-Lowe, Galion, O.
Ella Campbell-Adair, Cleveland, O.
Ollie Crim-Crim, San Francisco, Cal.
Ada Gochenour-Williams-Daza, Galion, O.
Will Hays, Traveling Salesman, Cleveland, O.
Lizzie Hosford-Plowe, Peoria, Ill.
† Lula Homer
Ed. Johnson, Insurance and Real Estate Agent, Los Angeles, Cal.
Carrie Johnson-Riblet, Galion. O.
† Emma Linsey-Standford
Jennie Martin, Teacher, Galion, O.
* A. W. Monroe, Sec. of Home Building and Loan A. Galion, O.
* John Talbott, Lawyer, Galion, O.

1878

"They Work Who Win"

Gussie Carhart, Los Angeles, Cal.
† Frank Campbell
Ella Crim-Leach, Dallas, Texas
* Judson Hales, Paper Hanger, Conardia, Kan.
* Albert Kinsey, Pharmacist, Crestline, O
* Rufus Moore, Attorney, Toledo, O.
* Frank Snyder, Grocery Business, Galion, O.
Jessie Young, Bordwell, Ky.

1879

"Find a Way or Make It"

Helen Bassit-Spittle, Bellefontaine, O.
Cora Coyle-Funck, Wooster, O.
Frank Foltz-Brokaw, Indianapolis, Ind.
* Dick Harding, Lawyer, Lawrence, Kan.
Alice Krohn, Teacher, Galion, O.
‡ Maybelle Mann-Mahannah
* Eugene Monroe, Carpenter, Galion, O.
† Nettie McBane
† Carrie Oburne
Laura Pague-Elliot, Kansas City, Mo.
Ida Traul-Fate, LaCyglne, Kan.
Tillie Womte-Nichols, Tacoma, Wash.
Nina Wineland-Snyder, Galion, O.

1880

"He Conquers Who Endures"

† Forest Bowlby
Addie Bull-Clark, Marion, O.
* Julius Eise, Machinist, Galion, O.
* Frank Fralic, Mgr. Gas Co., Galion, O.
* Clarence Johnson, Real Estate Agent, Chicago, Ill.
Ida Krohn-Seif, Galion, O.
Estella Krohn-Healy, Delaware, O.
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, O.
Kittie Spittle-Holinsworth, Columbus, O.
Maud Wineland, Tacoma, Wash.

1882

"Strive for Higher Culture."

Kittie Barlow, Stenographer, Philadelphia, Pa.
Carrie Barlow, Stenographer, Philadelphia, Pa.
Cora Carhart, Larkin, Cal.
Mamie Dietrich-Brown, Columbus, O.
Jennie Durgin, Stenographer, Los Angeles, Cal.

Carrie Fisher-Marshall, Kansas City, Mo.
Lou Smith-Bemely, Indianapolis, Ind.
May White-Freese, Springfield, Ill.

1883

"Prove All Things"

Nattie Belton-Booth, Greenville, Pa.
Anna Chateau-Hassinger, Constantine, Mich.
Will Krohn, Lecturer & Physician, Chicago, Ill.
Susie McNeil-Wellings, Oklahoma City, Okla.
† Roskin Moore
Belle Ridgeway-Hellyer, Uricheville, Ind.
Nellie Stuart-Gill, Galion, O.

1884

"For Life, Not for School, We Learn"

Mary Baldinger, Teacher, Galion, O.
Laura Clase, Postal Clerk, Galion, O
Jennie Cook-Rowe, Galion, O.
Ella Conners, Galion, O.
Carrie Gill-Todd, Syracuse, N. Y.
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, Librarian, Denver, Col.
Lula Ristine-Hanlin, Union City, Ind.
Frank Rule, Milliner, Dundee, Mich.
† Inez Reed
Carrie Spittle-Davis, Galion, O.
Sadie Winans-Moss, Galion, O.
Mabel Wineland-Herbold, Galion, O.

1885

"Trifles Make Perfection, But Perfection is No Trifle."

† Zoe Cowden-Chipperfield.
† Blanche Davis-Diffenberfer.
* Prosper Gregg, Engineer, Galion, O.
Jennie Logan Shauck, Galion, O.
Ida McFarquhar-Smith, Cleveland, O.
John McIntosh, Shull Bros. Drug Store, Philadelphia, Pa.
Belle McManes-Rowley, Columbus, O.
Chick Mastic, Milliner, Cleveland, O.
Olivia Mochel-Beringer, Fremont, O.
May Roger-Massagist, Cleveland, O.
* John Wineland, Elkhart, Ind.
Ida Wentzell, Harper's Ferry, Va.
* D. E. Zimmerman, Insurance, Galion, O.
Nettie Snyder-Motsinger, Galion, O.

1886

"Give Your Good Qualities Action"

Gertie Busch-Bugg, Cleveland, O.
Maud Campbell-Clokey, Cleveland, O.
† Lucy Finical
Lovie Hosford-Roodhouse, Roodhouse, Ill.
† Edward Jourdan
† Clara Kopp
* Frank Krohn, Printer, Hensdale, Ill.
Daisy Langenderfer-Winans, Shelby, O.
* Charles Linsley, Board of Trade, Hensdale, Ill.
Mary Miller, Artist, Galion, O.
Lizzie Morrison-Wineland, Elkhart, Ind.
† May Osbourne
† Bernice Osbourne
† Etta Sames
Luella Tracht, Teacher, Galion, O.
Belle Wooley-Joyse, Cleveland, O.

1887

"Be A Hero in the Strife"

Jennie Bland-Irwin, Galion, O.
† James Bryant
* Thad Bryant, Contractor, Texarcana, Ark.
* Frank Cook, Erie Agent, Galion, O.
Emma Hoyt-Whittlesay, Cleveland, O.
Ella McCool, Stenographer, Cleveland, O.
Inez Miller, Teacher, Galion, O.
Laura Mitchell-Johnson, Ontario, O.
Belle Myers-Porch, Mansfield, O.
* Homer Quigley, Engineer, Bellefontaine, O.
Etta Rhinehart-Cook, Galion, O.
† Emma Shaeffer
* Michael Shea
Cora Taylor-Belser, Bellefontaine, O.
Charles Tracht, Florist, Galion, O.

1888

"They Conquer Who Think They Can"

Lena Alstaetter, Waynesville, N. C.
Ed. Barr, Gov. Clerk, Washington, D. C.
† Robert Carhart
* Richard Dowsett, Milwaukee, Wis.
Jennie Ledman-Stout, Galion, O.
Belle Morrison-Barr, Washington, D. C.
Laura Morgan, Librarian, 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, O.
Cora Helfrich-Gerhart, Galion, O.
Erva Krohn-Cook-Mateer, Mt. Gilead, O.
† Willis Quigley
Maud Reed-Slough, Mansfield, O.
* Francis Shoemaker, Mail Transfer, Galion, O.
Ella Traxler, Bucyrus, O.
Bertie Walters-Wildenthaler, Galion, O.
Grace Weston, Teacher, Galion, O.

1890

* Judd Casey, Bellefontaine, O.
Katie Chateau, Bookkeeper, Galion, O.
Nina Faile-King, Crestline, O.
Fred Schaeffer, Merchant, Galion, O.
† Maud Wyant-Luddington

1891

"No Steps Backward"

Grace Bryan-Morgan, Galion, O.
† Nettie Burkley-Conklin
Laura Case-Nichols, Galion, O.
† Clara Canaan
Ernest Cleverdon, Physician, Austin, Ill.
Nettie Ernsberger-Werner, Fremont, O.
Georgia Hackedorn-White, Galion, O.
Ollie Mackey-Yeager, Galion, O.
Ida McLelland-Decker, Seville, O.
Mamie Prince-Bates, Kansas City, Mo.

Grace Raymond, Bookkeeper, Galion, O.
* Fred Spittle, Cashier, Bellefontaine, Ohio

1892

"Look Beyond the Present"

Emma Alstaetter, Waynesville, N. C.
Laura Barker, Teacher, Galion, Ohio
* Lewis Barker, Lawyer, Wellsville, Ohio
Bertha Barr-Stiefel, Galion, O.
Katherine Biebighauser-Helfrich, Galion, O.
Emma Davis-Bodman, New York City
Nettie Harriman-Schillinger, Galion, O.
Euphemia Morrison, Stenographer, Galion, O.
Maude McCuen-Morgan, Bellefontaine, O.
Irene Meuser-Bucholz, Raton, N. H.
Ernest Pilgrim, Elec. Eng., Schenectady, N. Y.

1893

* Frederick Alstaetter, Wheeling, W. Va.
† Eva Cronenwett-Burt
Edith Hoag-Weil, Cleveland, O.
Alice Hoyt, Cleveland, O.
Mary Murrel, Preacher, Henderson, Ill.
Jay Persons, Physician, Montana
Estella Reisinger-Lovett, Columbus, O.
Emma Rich-Schultz, Ashland, O.
Harriet Uhl-Goetmann, Bucyrus, O.

1894

"Pluck, Perservance, Prosperity"

Clara Barker, Teacher, Galion, O.
Leila Csstle-Harmon, Cleveland, O.
† Charles Everts
Marion Hackedorn, Teacher, Brooklyn, N. Y.
Jennie Huag-Abbin, Cleveland, O.
Lillie Lepper, Lima, O.
May Miller-Henderickson, Phoenix, Arizona
Lora Persons, Teacher, Hiram College, O.
* Wilburt Shumaker, Armour Co., Chicago, Ill.

1895

"Non Quis, Sed Quid"

Carnation

Cherry and Cream

Hedwig Alstaetter-Love, Waynesville, N. C.
Bertha Auckerman-Maple, Galion, O.
Maude Atkinson-Snodgrass, Galion, O.
Mayne Colley-Bush, Ft. Wayne, Ind.
Grace Cook, Clerk, Galion, O.
Bertha Dice, Galion, O.
Bess Hayes, Cleveland, O.
Lenore Igow-Highleman, St. Louis, Mo.
Jennie Jenkinson
Edna Krohn-Line, Galion, O.
Robert Kunkle, Physician, Piqua, O.
Myrtle Lovette-Knote, Galion, O.
† Anne Meuser-Bodley
Ethel McBeth-Colley, Chicago, Ill.
Aural Marvin-Ward, Chicago, Ill.
Nina McBeth-Perrot, Pittsburg, Pa.
Estella Robe
Alice Reisinger-Shumaker, Galion, O.
Laura Syre, Teacher, Galion, O.
Blanche Cutburt-Eberhart, Galion, O.
Arthur Shumaker, Erie Clerk, Galion, O.
Lester Shelly, Pharmacist, Toledo, O.
Maud Tea-Wilson, Marion, O.
Ruth Wimmie-Wagoner, Cleveland, O.
Clarence Winans, Teacher, Mt. Vernon, 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 Employee, Galion, O.
† Henry Davis
Jennie Davis-Bland, Bellevue, O.
* W. V. Goshorn, Newspaperman, Galion, O.
* Elmer Harmon, Clerk, Portland, Oregon.
* Fred Helfrich, Gardener, Galion, O.
Bertha Hackedorn, Galion, O.
* George Kochenderfer. Editor, Galion. O.
* Curtis Laughbaum, Minister, Nevada, O.
† May McWherter-King
Myrtle Ness-Blackman, Syracuse, N. Y.
Nella Neff-Herndon, Galion, O.
* Ethel Reardon, Married
Cora Sherod-Mengel, El Paso, Tex.
† Emeline Simon
George Wemple-DeGolley, Galion, O.
Grace Sponhauer-Conners, St Louis, Mo.

1897

"On! On! On!"

Rose Cream

Olive And Cream

Norma Allen-Smith, Elyria, O.
Olive Barr-Henkle, Galion, O.
Florence Barker-Goshorn, Galion, O.
Grace Boice-Miller, Galion, O.
† Samuel Cook
Wood Colver, Optician, Middletown, Ind.
Evelyn Gilman, Saleslady, Cleveland, O.
Bertha Gugler, Teacher, Akron, 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, Galion, O.
Will Miller, Artist, Cleveland, O.
Myrtle Moor, Stenographer, Galion, O.
Bertha Poister-Hahn, Galion, O.
Bertha Reisinger-Matthias, Galion, O.
Mary Reagle, Galion, O.
Arthur Traul, Physician, North Robinson, O.

1898

Eda Alsteatter-Thorn, Panama
Florence Bryan, Music Director, Parkersburg, W. Va.
* Elmer Christman, Civil Engineer, Seattle, Wash.
Carrie Cuthbert-Barr, Cleveland, O.
Glenmore Davis, Press Agent, New York.
Mattie Dunham-Davis-Heinlen, Marion, O.
Minnie Flanery, Uniondale, Ind.
Harry Funk, Civil Engineer, New York
Ruth Hagerman-Winans, Mt. Vernon, O.
Elsa Helfrich, Stenographer, Galion, O.

Harry Kinsey, Newspaperman, Kenton, O.
Valeria Kiess-Nitzler, Toledo, O.
Iva Kincaid-Christman, Bucyrus, O.
Laura Koppe, Bookkeeper, Galion, O.
Grace Knoble, Musician, Galion, O.
Alma Klopp-Sayre, Galion, O.
Nellie Kline-King-Schemp, Spokane, Wash.
Wade Lewis, Physician, Lorain, O.
Gergiana Lewis, Teacher, Galion, O.
Grace McCool, Stenographer, Galion, O.
Ora McNeil
Hilda Miller, Teacher, Geneva, O.
Belle Monroe, Teacher, Akron, O.
Adelaide Murray-Siegler, Cleveland, O.
Anna Pilgrim-Ried, Lima, O.
† Karl Rick.
* Rollin Reisinger, Druggist, Barberton, O.
† Mabel Safford-Wilson
Jesse Sayre-Winans, Crestline, O.
Adella Simon-Waters-Kurtz, Nienah, Wis.
Vinnie Spraw-Warden, Galion, O.
* Leo Sauerbrum, Dentist, New Washington, O.
Iva Zimmerman-Reister, Tiffin, O.

1899

"Commenced"

Violet

Purple and Green

Arthur Block, Druggist, Columbus, O.
Laura Crissinger-Castle, Galion, O.
Adelia Dice-McKeown, Buffalo, N. Y.
Lottie Guinther-Heinlen, Bucyrus, O.
Milo Hart, Agent, St. Louis, Mo.
Nettie Helfrich, Clerk, Galion, O.
Dan Hassinger, Artist, New York City
Irene Harmon-Hull, Cleveland, O.
† Charles Heiser.
Mannie Herskowitz, Merchant, Oklahoma, Okla.
Joe Jepson, Pharmacist, Cleveland, O.
George James, Traveling Salesman, Nienah, Wis.
Myrta Kincaid-McFarquhar, Buffalo, N. Y.
Agnes Kelly-Vaughn, Ingram, Pa.
* Cark Knoble, Physician, Saudusky, O.
Ora Lanius, Clerk, Galion, O.
* Fred Lersch, Cincinnati, O.
Josie Merrick, Galion, O.
* Clarence Rybolt, Teacher, Oklahoma, Okla.
George Rhone, Conductor, Kern City, Cal.
Charles Smith, Druggist, Marion, O.
Edna Unckrich-Kroble Sandusky, O.
John Wiggs, Military Instructor, Morgan Park, Chicago, Ill.

1900

"Leave No Stone Unturned"

American Beauty Rose

Crimson and Steel

Clarence Barr, Draughtsman, Birmingham, Ala.
Jennie Beck-Klopp, Galion, O.
Jessie Carr, Clerk, Galion, O.
Gertrude Castle, Bookkeeper at Bailey's, Cleveland, O.
Earl Casey, Ass't. Cashier, Galion, O.
* John Condon, Yardmaster, Marion, O.
Dan Cook, Lawyer, Loraine, O.
Kathryn Colley-Andress, Cleveland, O.
Herbert Freese, Designing Engineer, Galion, O.
Claude Funk, Motor Works, Cleveland, O.
Bertha Graham, Musician, Galion, O.
Carl Gugler, Lawyer, Galion, O.
Mary Hollister-Southhard, Columbus, O.
Alfred Johnson, U. S. Army, Galion, O.
* John Kleinkneck, Farmer, Galion, O.
* Edwin Laughbaum, Teacher, Galion, O.
Kate Mitchell, Teacher, Galion, O.
Laura Miller, Clerk, Galion, O.
* Will Moore, Machinist, Birmingham, Ala.
Otho Monroe, Physician, New York City
Gail Ridgeway, Musical Student, Europe
Ada Stough-Newman, Galion, O.

1902

"We Pass This Way But Once"

White Tea Rose

Purple and Gold

* Edward Baldinger, Penn. Employee, Crestline, O.
* Ernest Barr, Journalist, Los Angeles, Cal.
Mable Bracher, Teacher, McKeyes Port, Pa.
Marie Brown, Teacher, Corsica, O.
Tressy Eli, Teacher, Galion, O.
Ida Grebe, Stenographer, Cleveland, O.
Anna Gugler, Stenographer, Galion, O.
Blanch Hart, Cleveland, O.
Dana Hassinger, Milliner, Dayton, O.
Roy Hagerman, Civil Engineer, Cincinnati, O.
Myrtle Hunter-Dennick, New York City
Emily Hollister, Student Chicago, Medical College, Chicago, Ill.
† Maud Jacoby
Mama Kelly, Stenographer, Galion, O.
Earl Longstreth, Druggist, Sacramento, Cal.
Lydia Marcus, Stenographer, Galion, O.
Cora Poister, Galion, O.
Emma Rexroth-Desilett, Zanesville, O.
Adra Rush-Romig, Urichsville, O.
Ethel Reisinger, Clerk, Columbus, O.
Horace Sayer, Druggist, Sacramento, Cal.
Ethel Sharrock, Teacher, Mt. Vernon, O.
Ruby Stough, Big Four Employee, Cleveland, O.

1903

"Onward, Upward, Never Backward"

Daisy

Turquoise and Black

Blossom Burget, Galion, O.
Nina Berger-Kahen, Cleveland, O.
Emma Burener-Sherar, Pittsburg, Pa.
Earl Crissinger, Big Four Clerk, Galion, O.
Harry Davis, Clerk E. M. F. Automobile, Detroit, Mich.
Liana Eysenbach, Delphos, O.
Gayle Dull, Bell Telephone Co., Pittsburg, Pa.
John Fox, Physician, Cleveland, O.
Frank Humberger, School Music Teacher, Troy, O.
Bertie Jackson, Galion, O.
Mildred Jackson-Sennet, Crestline, O.
Grace Kates-Cook, Loraine, O.
Hattie Kern, Bookkeeper, Galion, O.
Ben Koppe, Bell Telephone Co., Pittsburg, Pa.
Cleo Kreiter, Bucyrus, O.
Etta Kunkle, Cashier, Galion, O.
May Lovette-Miller, Galion, O.

* Aldon Metheany, Ins. and R. E. Agt., Galion, O.
Mary Monnet-Smith, North Robinson, O.
* Paul Monroe. Bookkeeper, Galion, O.
Bertha Nelson-Plack, Galion, O.
Roy Riblet, Rector, Cleveland, O.
Georgia Shumaker-Philips, Markleton, Pa.
Boyd Schneeberger, Elec. Engineer, Cleveland, O.
Minnie Stentz-Henderson, Mansfield, O.
Jay Sweeney, Druggist, Galion, O.
Clarence Unckrich, Machinist, Galion, O.

1904

"The End is Not Yet"

Fern

Orange and Black

Enid Anderson, Teacher, Galion, O.
Jessie Barr-Dinkel, Galion, O.
Clara Cronenwett, Bookkeeper, Galion, O.
Allie Diamond, Hardware Business, Galion, O.
Wilbur Elser, Wooster Experiment Farm, Wooster, O.
Effie Ely, Student O. W. U., Delaware, O.
Arthur Freeze, Draughtsman, Galion, O.
Edna Flanery, Ass't. City Auditor, Galion, O.
Tracy Gledhill-Smith, Galion, O.
Rosa Ida Grindell, Student, Westerville, O.
Paul Guinther, R. R. Employe, Cleveland, O.
Naoma Holmes, Student Teacher, Galion, O.
Mable Jones-Durbin, Columbus, O.
Ethel Kincaid-Dye, Crestline, O.
Carrie Lanius, Clerk, Galion, O.
Vivia Larkworthy-Marlow, Marion, O.
Clara Miller, Stenographer, Galion, O.
Wesley Miller, Farmer, Phoenix, Ariz.
Cortland Meuser, Medical Student, Columbus, O.
Edgar Mahla, Medical Student, Columbus, O.
Ruby Pitkin, Student, Columbus, O.
Edith Poister, Clerk, Galion, O.
Lizzie Ricksecker, Galion, O.
* Rodney Reese, Jones & Laughlin Steel Co., Pittsburg, Pa.
Dorothy Shuls, Stenographer, Galion, O.
Ethel Wilson, Drawing Teacher, Barberton, O.

1905

Orange and Black

Fern

Marguerite Armour-Unckrich, Galion, O.
* John W. Bair, Fireman, Galion, O.
Alice Barker-Goshorn, Wallace, Idaho
† Abba Boice
* Glenn Bradin, Teacher, Galion, O.
Herbert Burgerner, Contractor, Galion, O.
Inez E. Cronenwett, Steam Corners, O.
* Mardo Farnsworth, Machinist, Galion, O.
Selma Gommel, Cleveland, O.
Inez Green-O'Neil, Cleveland, O.
Howard Hackedorn, Student, Columbia, Mo.
Helen Hollister, Student, Columbus, O.
* Gaylord Humberger, Musician, Dayton, O.
John Hunter, Penn. R. R. Employe, Crestline, O.
Naomi Knight-Metheany, Galion, O.
Florence Lanius, Teacher, Galion, O.
* Earl Laughbaum, Civil Service, Galion, O.
Beatrice Marvin-Hazelett, Massillon, O.
* John W. Miller, Farmer, Phoenix, Ariz.
Bessie Moderwell-Beimforde, Indianapolis, Ind.
Helen Parkinson, Reporter, Galion, O.
Frieda Plack-Hartmann, Missionary to China.
Laura Poister, Galion, O.
Carrie Rexroth-Kurtz, Bucyrus, O.
Herman Ricker, Mail Clerk, Galion, O.
Cliff Roger, Prudential Insurance Co., Cleveland, O.
LaRena Shelly, Stenographer, Michigan City, Ind.
Tony Shreck-Laser, Marion, O.
Harry Tamblyn, Standard Oil Co., Cleveland, O.

1906

"Excelsior"

Syrenga

Blue and White

Ethel Adair, Stenographer, Cleveland, O.
Herbert Baker, Student O. S. U., Columbus, O.
Edna Berger-Snyder-Pemberton, Chicago, Ill.
Oscar Block, Student, Columbus, O.
Mert Brown, Student, Columbus, O.
Hazel Brown, Stenographer, Galion, O.
Laura Bryfogle, School Music Teacher, Galion, O.
Sylvia Culmery, Teacher, Mt. Gilead, O.
Vassar Dressler, Stenographer, Galion, O.
Grace Flagle, Cleveland, O.
Horace Freeze, Machinist, Galion, O.
Cora Gillespie, Musician, Galion, O.
Francis Gottdiener, Student, Pratt Institute, Brooklyn, N. Y.
John Green, Electrical Engineer, Pittsburg, Pa.
Fred Guinther, Student Case, Cleveland, O.
Mart Helfrich, Student O. S. U., Columbus, O.
Muriel Herbold, Seattle, Wash.
Russel James, Journalist, Columbus, O.
Blanch Kiefer-Eichorn, Galion, O.
Minnie Krieter, Galion, O.
Helen Larkworthy, Nurse, Cleveland, O.
Edna Lowe, Galion, O.
Clara Manzer, Bookkeeper, Galion, O.
Hazel Maines, Stenographer, Shelby, O.
Kenneth Marsh, Brown Haust Co., Cleveland, O.
Lena Monroe-Snyder, Galion, O.
Stella Morton-Phalin, Galion, O.
Lois Priest, Stenographer, Galion, O.
Virginia Reese, Nurse, Seattle, Wash.
Argale Riblet, Jeweler, Galion, O.
Harold Rowe, Draughtsman, Galion, O.
Clark Schneeberger, Machinist, Alliance, O.
† Leo Shultz
Naoma Snyder, Bookkeeper, Galion, O.
Hilda Sickmiller, Stenographer, Cleveland, O.
Estella Sweeney, Nurse, Galion, O.
Gertrude Sutter, Norwalk, O.
Alta Sharrock, Nurse, Akron, O.
Dean Talbott, Law Student, Columbus, O.
Carl Tract, Clerk, Galion, O.
Ada Whitesell, Reporter, Galion, O.

1907

"Ich Kann"

Daisy and Fern

Turquoise and Black

Roy Arter, Galion, O.
Howard Barr, Delaware, O.
Mary Bechtol, Galion, O.
Ollie Brick, Student, Tiffin, O.
Edna Critzer, School Music Teacher, Geneva, O.
May Cronenwett, Clerk, Galion, O.

Esther Dressler, Galion, O.
Cleo Gledhill, Galion, O.
Robert Guinther, Student Wooster University, Wooster, O.
Ethel Hale-Bush, Indianapolis, Ind.
Gardie Holmes, Stenographer, Galion, O.
Foster Huffman, Student John Hopkins University
Hazel Kline, Music Teacher, Galion, O.
John Laughbaum, Student, Springfield, O.
* Albert Lemley, Clerk, Galion, O.
Cleo Lanius, Student, Galion, O.
Hugh Meuser, Student, Columbus, O.
James Neff, Erie Employe, Cleveland, O.
Esther Pfeiffer, Teacher, Galion, O.
Dora Pilgrim-Davis, Norwalk, O.
Nina Pletcher, Clerk, Galion, O.
James Porter, Electrician, Galion, O.
Edith Ricker, Teacher, Galion, O.
Hazel Rowe, Bookkeeper, Galion, O.
Chaunsey Rusk, Erie Employe, Galion, O.
Fanny Snodgrass, Galion, O.
Roy Socin, Clerk, Cleveland, O.
Hazel Socin, Clerk, Cleveland, O.
Archie Unckrich, Ass't City Engineer, Galion, O.
Jeannette Wyne, Peoria, Ill.

1908

"Peg Away"

Purple and Gold

Violet

Harry Albrecht, Galion, O.
Maurice Allen, Medical Student, Columbus, O.
Miriam Allen, Musical Student, New York City.
Edward Boyer, Plumber, Galion, O.
Ethel Beck, Teacher, Galion, O.
Etta Bersinger, Stenographer, Galion, O.
Fred Cleland, Galion, O.
Joseph Conner, Erie Employe, Cleveland, O.
Pauline Davis, Galion, O.
Edna Draa, Bookkeeper, Galion, O.
Beatrice Ebert, Stenographer, Cleveland, O.
Edna Grebe, Stenographer, Cleveland.
† Nellie Grindell-Richev.
Edna Gugler, Clerk, Galion, O.
Anna Hollister, Student, Columbus, O.
Helen Judge, New York.
Calvin Knisely, Galion, O.
Fred Kreiter, Student, O. S. U. Columbus, O.
Joseph Kunkel, Student Wittenberg, Springfield, O.
Milton Larkworthy. Druggist, Cleveland, O.
Donald Marsh, Telegrapher, Youngstown, O.
* Tory Marsh, Big Four Employe, Galion, O.
Hugh Mitchell, Galion, O.
Ansel Morton, Mansfield, O.
Lena Morton, Stenographer, Galion, O.
Reuben Ponder, Lumber Co. Cleveland, O.
Leila Poister, Music Teacher, Galion, O.
Ulah Price, Stenographer, Galion, O.
Louise Smith, Cleveland, O.
Maud Snyder, Bookkeeper, Galion, O.
Ida Weaver-Sherer, Galion, O.
Marion Walker-Freese, Galion, O.
Nellie Schupp, Stenographer, Galion.

1909

"To Be, Rather Than To Seem"

Olive and Cream

Cream Tea Rose

Guy Baker, Erie Employe, Galion.
Fred Barr, Drug Clerk, Galion.
Florence Berry, Galion,
Ruth Critzer, Student, O. W. U. Delaware.
Irwin Cook, Teacher, Galion.
Herman Dapper, Cleveland, O.
Helen Dean, Teacher, Galion, O.
Gladys Dice, Elocution School, Evanston, Ill.
Helen Dougherty-Ryan, Galion, O.
Fleta Edgington, Teacher, Galion, O.
Mary Eise, Galion, O.
Nina Eisele, Clerk, Galion, O.
Marie Erfurt-Sloan, Galion, O.
Stuart Ebert, Erie Employe, Galion, O.
Cleo Garberick, Galion, O.
Olive Gelsanliter, Wittenburg College, Springfield, O.
Florence Gottdiener, Woman's College, Cleveland, O.
Doris Gregg, Galion, O.
Carrie Gugler, Clerk, Galion, O.
John Guinther, Teacher, Galion, O.
Helen Hackett, Buchtel College, Akron, O.
Loretta Helfrich, Stenographer, Galion, O.
Hazel Kieffer, Teacher, Galion, O.
Grace Jacobs-Sloan, Galion, O.
Roy Kinsey, Bank Clerk, Galion, O.
Esther McClure, Stenographer, Galion, O.
Earl Ocker, Machinist, Galion, O.
Marguerite Poister, Stenographer, Galion, O.
Edna Price, Elocution School, Evanston, Ill.
Blanch Price, Clerk, Galion, O.
Bertha Schneeberger, Music Teacher, Galion, O.
Marie Schuler, Bookkeeper, Galion, O.
Ethel Sharrock, Teacher, Galion, O.
Ada Shaw, Clerk, Galion, O.
Vance Simon, Galion, O.
Leta Swaney, Clerk, Galion, O.
Fern Umberger, Galion, O.
Annabelle Van Meter, Teacher, Galion, O.
Joseph Wisterman, Student O. W. U. Delaware, O.
Isabelle Rowe, Galion. O.

1910

"Ever At It"

Emerald and Old Rose

Pink Tea Rose

Carl Anderson, Wheel Works, Galion, O.
Perry Brick, Erie Employe, Galion, O.
Ralph Cullison, Salesman, Galion, O.
Addison Crissinger, Galion, O.
Paul Howard, Student, Andover School
Wilburt King, Clerk, Galion, O.
Walter Mason, Erie Employe, Galion, O.
Porter Richey, Student, Mason City, Ia.
George Schelb, Wheelmaker, Galion, O.
Arthur Schelb, Wheelworks, Galion, O.
Roy Virtue, Student, Iberia
Bernice Berger, Spencerian College, Cleveland, O.
Grace Cooper, Musician, Galion, O.
Beatrice Clark, Stenographer, Galion, O.
Ethel Diamond, Music Teacher, Galion, O.
Blanch Fox, Student Nurse, Cleveland, O.

Nellie Freer, Student, Allegheny College, Meadville, Pa.
Norma Gelsanliter, Galion, O.
Ethel Guinther, Teacher, Galion, O.
Ruby Haynes, Office Clerk, Public Schools, Galion, O.
Beatrice Hoffman, Student, Women's College, Frederick, Md.
Inez Jacobs, Clerk, Galion, O.
Elfreda Kreiter, Bucyrus, O.
Frieda Mattheis, Stenographer, Galion, O.
Alma Miller, Clerk, Galion, O.
Hortulana McLaughlin, Galion, O.
Roberta Porter, Studying Pharmacy, Findlay, O.
Ruth Reynolds, Clerk, Galion, O.
Bess Sharrock, Teacher, Galion, O.
Clara Schaefer, Musician, Galion, O.
Maude Sweeney, Student Nurse, Cleveland, O.

Baccalaureate Program

Class of 1911

AT FIRST REFORMED CHURCH

June 4, 1911

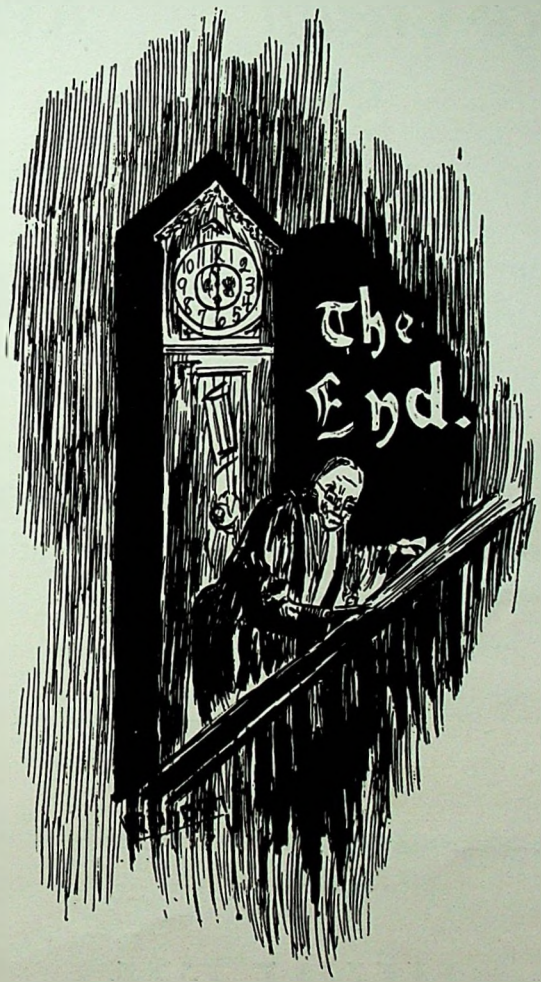
Chairman - - - - - - - - - Rev. D. Burghalter
Organ Solo
Invocation - - - - - - - - Rev. T. Rudin
Hymn - - - - - "All Hail the Power of Jesus' Name
Scripture Lesson - - - - Rev. G. W. Huddleston
Prayer - - - - - - - Rev. A. Snider
Anthem
Sermon - - - - - - - Rev. J. W. Lowe
Hymn - - - - - - - - America
Benediction - - - - - Rev. A. A. Hundley
Doxology

Music Under Direction of Prof. J. W. Denny

Commencement Program

1911

Music—Orchestra and Chorus—Anvil Chorus, Il Trovatore—*Verdi*
Invocation
Music—Chorus—"Oh Italia Beloved" (Lucrecia)—*Donizetti* - - Class
Oration—"The Power of Music" - - - - - Anna Daze
Reading—"The Man Without a Country"—*Edward Everett Hale* -- Howard Cook
Music—Orchestra—"Tancrede"—*Rossini*
Oration—"Count Leo Tolstoy" - - - - - Lawrence Place
Reading—"The Lion and the Mouse"—*Charles Klein* - Mable Zimmerman
Music—Violin Solo—"Brindesia Valse"—*D. Alard* - - Waide Condon
Oration—"Who is Educated" - - - - Ernest Hickerson
Music—Chorus—"Schafers Sonntagslied"—*Kreutzer*
Reading—"Nydia, the Blind Girl"—*Edward Bulwar Lytton* - - - Lucile Sommerside
Oration—"Dollars and Sense" - - - - Florence Sweeney
Music—Double Quartette—"Star of Descending Night"
Presentation of Diplomas
Class Song
Benediction


The
Eyd.


Here are a few of the men for whom we did work during the spring of 1911.
Our high standard of quality and service proven to them insures success to managers who sign with us.
THE NORTHERN ENGRAVING CO.
COLLEGE ANNUAL ENGRAVERS
CANTON, OHIO.

Pat. or Suede
All Sizes
2 to 7—A to D
$3.50 the Pair

Graduation

Shoes? Where?

SCHAAD'S

(of course)

Ulmer & Martin

Jewelers and Opticians

Watch Repairing a Specialty

Life Size Photos

Portraits in Oil

Water Color or Crayon

Picture frames

C. Burr Marsh

Art Studio

Kodaks

Premos

Brownies

and Supplies

"Don't Let the Outer Man Belittle and Belie the Inner Man."

If you have brains, character and ability inside, wear clothes that mirror their qualities. Wear clothes that do justice to the best, the cleanest that is in you.

Clothcraft and Stein Block Clothes symbolize the good points of their wearers. Prices are reasonable—$10-12-15 to $20.

THE GLOBE

H. GOTTDIENER

GALION LEADER, PRINTERS