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Totem (Winimac, Ind.)
Totem

THE TOTEM

Commencement
Number---1910



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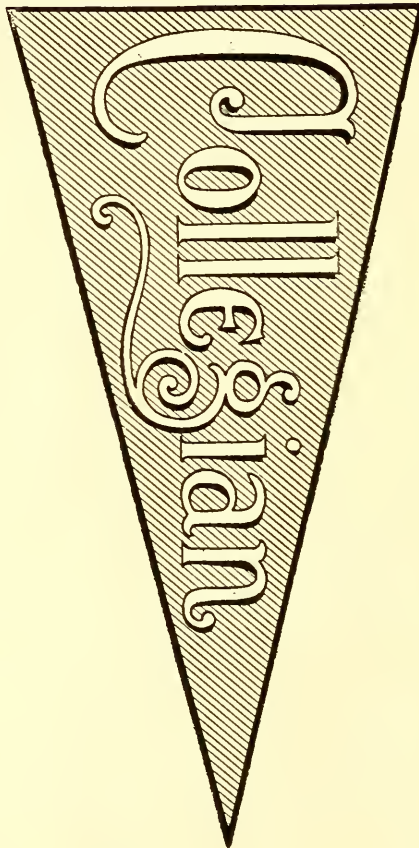
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Respectfully Dedicated to
C. E. SPAULDING
Superintendent of
WINAMAC HIGH SCHOOL

THE TOTEM

Commencement Number.

1910

Winamac High School.

Valedictory

Homer Morrison

We, the class of 1910, are here tonight in the crowning event of our High School days. Our term of apprenticeship is completed and everything has been done but to speak the final word that shall end our High School days, and put us among the real workers of our land.

We owe much to the gentlemen of the Board of Education, who are directly responsible for maintaining the High School, and making it possible for us to enjoy the advantages of a High School education. We owe more to our fathers for their interest in education. They have sacrificed much for our welfare and have made it possible for us to equip ourselves with the training that was denied them. Our success in life will be the interest on the investment. We sincerely hope that all of us may make that a profitable investment for them.

Smiles has said, "The great high road of human welfare lies along the old highway of steadfast well-doing, and they who are the most per-

sistent, and work in the truest spirit, will invariably be the most successful; success treads on the heels of every right effort." We realize the truth of this statement over and over again in our study of the world's history. The life of every man who has been accounted successful, when traced through the pages of history, is found to be one long chronicle of persistent work, with many defeats before its final glory.

We are just beginning life's journey and since our first steps through High School have been attended by a measure of success, we may take the next step with greater confidence in ourselves.

To become able and successful in any vocation three things are necessary: character, preparation and practice. The first we get by the constant association of our most esteemed teachers; the second under their direction; and the last we are going forth to do.

Ability is the poor man's wealth

in every sense of the word. It is his capitalization, and other people believe in him and trust him directly in proportion to his ability. We have not been able to show our ability so far in anything but school work.

It has been a long journey from the beginning of our school life to the present occasion, but pleasant nevertheless. Doubly pleasant in these last years, when we have made the acquaintance of our present teachers. As we look into their faces tonight and think of the many things they have done for us, it is hard to say farewell. They have guided us carefully through the four years of our

stay here, and have assisted us in every possible way. Whatever we may accomplish in life we shall always look back to them as our chief inspiration.

We are leaving behind us the pleasanter days of our lives, although some of us are going into broader fields and some of us will still be students in the great school of life.

And now teachers and schoolmates, with mingled sadness and joy we turn from the realization of pleasant scenes and memories to the anticipation of the broader and brighter fields before us.

—H. L. M.

Salutatory

Lelah Werner

Kind Friends and Parents:

If we, as a class, did not extend to you our sincere greetings and heartily welcome you to these exercises, the last in which we shall take part as a class of the Winamac High School, we would, by this act, show ingratitude. We, therefore, come tonight to express our appreciation of your work. We sincerely desire to thank you for the assistance you have given us during our school career. The citizens of Winamac, especially, have taken great interest in our progress. If anything has been attained by our

completion of a High School course, then the credit belongs largely to you, who have made it possible.

The pupil who hungers after knowledge, and desires to make a success of his or her work may do so by spending at least a portion of his time in High School.

However, in every phase of life we find shadows as well as sunshine. It is in these times of discouragements that we greatly enjoy to see the bright faces of brother or sister or hear the kind words of mother and father.

We have courageously passed through these trifles and continually looked forward, with a smile on our faces, to this occasion of the commencement. These opportunities have not always been given to the scholar. It has only been brought about through the expenditure of time and civilization.

Let us for a moment glance at the world's advancement. Everyone who has given time and intelligence to the study of our country has been impressed with the rapid and exceedingly great changes caused by the work of civilized men. The inhabitants of several centuries ago were savages living on marshy, jungle-covered solitudes in small huts. On the other hand the people of today have become civilized; they are happy, prosperous, and are living in an enlightened condition. In a word, our churches, colleges, schools and homes indicate the state of our civilization, our hopes and ambitions, the same as the rude earthworks and clumsy implements left behind by the earlier inhabitants to tell the story of their intellectual and moral condition.

Our own state of Indiana has founded the greatest public school system in the central west. Our environment, then, is such that we, the pupils of today are better prepared for life work, whatever it may be, than the scholar of a century ago. Nevertheless, more and better results are expected from us. Yet we hope to measure up to your expectations and in so doing profit from them.

Since we are able to regard the past as an advancement, is it not to our interest to still further the progress of the world and to make even better citizens than we ourselves are? How, then, can this be done easier than by educating the young, on whose shoulders will presently rest the greater part of the responsibility, as it now rests on yours. Let us then continue to educate the boys and girls.

As I have said before, we as young people are here tonight to thank you for your efforts. Now, asking your continued favor and similar greetings as in the school days now gone, we once more heartily welcome you to these exercises.



Class Prophecy

The writing of a class prophecy is by school tradition a recognized task for some poor Senior each year. Puerile, isn't it, when we look back on those days when the class of 1910 were spraining their brains and trying to finish among the first, and think of the great things our class prophet told for each of us?

I can see them now—especially those who lagged at the beginning—see them toiling almost day and night to close up the gap and approach the goal with the class. Ah! those good old days are far removed now, and nothing remains but the fond memories of that senior year.

As for myself, I have been pretty well occupied since receiving that fitting reward for all High School graduates. After teaching school for a year I began my college work at Indiana University, and after four years there I continued my school work in Brownsville, Texas; so you see I was right on the ground for the big split in that state when it was decided to make two states out of it and set one part aside, along with Louisiana and Arkansas, as a reservation for the negroes. My work since has been in the schools of the white section, New Texas, and as State Superintendent am doing my

best to bring the schools up the standard set by the old Hoosier state of my birth.

During my first visit to the state I met an old instructor, Mr. Spencer, who owned territory in New Texas, and said that he intended to "Terry" there the rest of his days. I understand he has a unique plan of raising potatoes without eyes. His irrigation scheme is perfect. He has an ordinary street sprinkler mounted on the latest model of bi-plane air ship, so whenever he desires a shower he just fills his tank and glides out over the fields.

During all these years I have kept in touch with my old classmates, and last year when I visited Indiana I ran across several of them.

The first thing I did on my return was to stop off at I. U. and visit my old friend and teacher, Mr. Spaulding, now president of that college. That was indeed a treat and the hours we spent together will live in memory forever. Coming up from Logansport I stopped at Star City, which has grown wonderfully since the days when we met the boys there in athletic games, to see my old friend Willard, who is president of the large school situated there, and has charge of the physics department.

As usual he was working on some new experiment, trying to rival Newton and the rest of the great physicists.

After a long chat with him I went through the normal department and was surprised to see Mabel Hare, instructing the Literature classes. She chanced to be having a recitation in English Literature. This of course brought up old memories of our own struggles with poetry, and I inquired concerning Miss Patterson. I was informed that she was in Illinois, conducting a chicken farm much after the fashion of Chantecler, except that she was feeding her hens a great variety of dye stuffs, thus astounding the country with what she was pleased to call Rainbow poultry, since her hens laid the most beautifully colored eggs. Mabel had another visitor that afternoon whom I was pleased to meet. It was Ethel. But no—not the same Ethel of old. Perhaps it was because she had married Mr. Petifer in earnest that she has changed so much. After spending the afternoon there I came on to Winamac. The very first person I saw was one of the old class—Frances. She, too, was visiting her home town. From her I learned that four of the girls—Eva, Anna, Nina and herself—had been out in South Dakota teaching in High Schools there with marked success, and that Mary was the vocal music instructor in the Winamac High School. Also that

several of the girls from our class had left the paths of single blessedness and were now trying to get battle axes back in vogue as weapons—since rolling pins were so dull and ineffective. Mabel Werner, Lelah Werner, Pearl Stout, Nellie Olds and Lenora Obright were at the head of this movement.

The last I heard of Amy she was head operator in the new wireless telephone system that has its Indiana central at Indianapolis. Well, Amy could certainly manage that job all right, for I remember how she used to get into electricity when Mr. Harker taught us the first principles of those things.

During my visit in Winamac I chanced to step into the large public library which had been built since my last visit, and imagine my surprise on being greeted by Rhena, who was the librarian and who was certainly enjoying her task, since she always loved to be surrounded by her books. It is safe to say I enjoyed my stay there very much.

After a long visit about the state I returned to my work by way of Chicago, and during an evening there was charmed to hear one of the latest and what is considered by critics to be one of the best piano compositions of late years, composed by Prof. R. P. Harker and rendered by Miss Jessie Heise, the president of the class of 1910.



CLASS OF 1910.

Class History

Anna Cox

Some twelve years ago a crowd of six year old youngsters started to school. Among these were Frances Kelly and Anna Cox, the only two who from the class that started in Room One will graduate in the spring of 1910. During the time passed in the grades many pupils from other schools entered and others from the old pupils dropped out. Among the newcomers was Mary Blew, who entered during the fourth year, and who is still with the class. During the time in the grades death twice entered our class, taking classmates; first in the second year when Carl Stowman was taken, and again in the eighth grade when Bessie Enyeart met her awful death.

When we entered the high school we were a small class, having only about twenty members, but that year we claimed Walter Lowry, the field meet champion. Many pupils entered the Freshman year from country schools, making up the greater part of the class since only seven graduated from eighth grade at Winamae. Some of the pupils found the work too hard or for various other reasons quit during that year, others though they finished the Freshman year did not enter the Sophomore. Ethel Smith entered the second year class

and is with it. At the beginning of the third year Jessie Heise, an accomplished musician, entered the class and has during the past year held the office of president.

The last part of the third year was quite eventful. We all remember the operetta, of which we claimed the heroine, one of the other leading characters and the pianist from our class. After the operetta came the Junior reception with its duties and pleasures.

The night of the Junior reception the Seniors put up their flag of red and green. Before that they had had one flag up, but our one boy thought it not placed rightly on the flagpole, and for that reason took the flag down. After the reception Homer came to the school house and, though he had but one match and the night was dark, only when the lightning was flashing, started to the flagpole. He found the doors wired shut and the ladders taken to the basement. Not at all discouraged by this he went to the basement, brought the ladder, unwired the doors and went to the flagpole only to find the flag wired on the pole. This made little difference, for the flag came down.

After this followed a small scrap, which didn't amount to anything,



CLASS OF 1911.

though things were not righted, and never will be.

The Seniors this year received from other schools Mabel Hare, Amy Noe, Rhena Aery and Willard Flaunding, another boy to keep Homer company.

We gave a Senior play the night of February the eighth, clearing a nice amount of money which was invested in a memorial—the new piano. The operetta has passed, claiming again

members of our class to play principal parts. After the Junior reception, which was very enjoyable, and after commencement, we left the school house with mingled joy and sorrow; joy that we had finished our work successfully, and with sorrow that we were leaving the dear old school, the only one to which some of us have ever gone.

Daily Barks

F. H.—Do you think he'll be mad?

R. E.—I love you, kid; but Oh! the minister's daughter.

P. R.—Homer, stop your swearing.

C. D.—My kingdom for a "Berry."

J. M.—Quit your kidding.

B. M.—Please hold my hand.

R. S.—Nobody loves me.

H. N.—Do you think he is still mad?

H. L. M.—I won't be home till mornin'.

Hazel M.—Everybody loves me.

C. T.—Youse guys don't know.

Frank K.—I love every girl in the wide, wide world.

J. E.—I wish I had an Irish lassie.

C. S.—I wish I could sleep always

Zoe R.—I wish Charlie came of-tener.

Miss P.—I wish people were born educated.

Mr. B.—I wish the girls would leave me alone.

M. H.—I wish I was an actor.

Mr. H.—I wish I "was a boy"

All Classes—We wish we had our grades.

A. N.—I wish I could run things.

M. G. B.—I wish I was **Bigger**.

W. F.—I wish I wasn't so busy.

J. H.—I wish some one else was president.

M. H.—I wish I wasn't so tall.

A. C.—I wish I owned a boarding horse.

F. E. K.—I wish I could swear.

P. S.—I wish I had my Virg'l

R. M.—Who's old Jersey?

Slats—Did you see Ki?

Tady—Of course I love her.

V. R.—He's got an auto heura, hurra.

B. H.—I think he is so sweet.



CLASS OF 1912.

Choosing a Vocation

The task of choosing a life work is one that should appeal with great force to every High School graduate. The vital importance of a fitting vocation is too often either neglected altogether or depreciated far below its true value. All genius or ability is for a time unproductive of youth, but innate talent, no matter how promising, is wasted if not at length applied in the right direction.

The young man just completing his High School course is, in most cases, in a dilemma as to his future career. He must consider not only his capabilities along various lines, but also his means for developing these capabilities. If he has wealth at his command he has but to choose his course with comparative ease, but if, as in most cases, his means are limited, then his task is far more complicated. It would be folly to attempt to state a fixed rule that would govern all cases, but even suggestions may serve to aid in solving some of the problems.

In the first place, one's financial condition should determine the method and length of procedure rather than the direction. In other words, if a young man believes that he is fitted for a business career, let him not become a farm hand because it

demands no preparation and work is open to him, but rather let him follow his chosen work even though it prescribes several years as an apprentice. Young man! determine what you are able to do and what you wish to do and then do it.

Again, it is all important that you distinguish between a "job" and a vocation. A "job" pays you good wages now, and, if you are fortunate enough to retain your health throughout your life; on the other hand a vocation pays little during your apprenticeship but as you advance you will receive a salary and at length may retire on an income. Moreover, a "job" makes you a laborer, a man in the overalls, a man behind the gun; but a vocation rightly chosen and coupled with perseverance makes you an entrepreneur, a financier, a leader. Be far-sighted enough to look beyond the present and see the future full of opportunities for a man with a vocation but with very few for the man who "hunts a job." If you are willing to sacrifice now you will reap the reward in later years.

Do not be satisfied then with work that offers no opportunity for advancement. Be willing to work and work hard, but demand of your work that it carry with it a reward and a



CLASS OF 1913.

promise for the future. Money is indeed not the aim of life but it is a factor which cannot be eliminated, and youth is the time to prepare yourself to compete in the reputed money-

madness of America. Sacrifice the "job" for the vocation, the present for the future, and the time will come when you will realize the wisdom of your course. —R. P. Harker.

PIANO.

A fine piano was placed in the High School room on the morning of April 19 and was a complete surprise to all the students.

The two classes of '09 and '10 combined and left the beautiful Concord piano as a memorial of both classes, to remain in the Winamaec High School for ages to come.

The money which the Senior class of '09 received from the Senior play, as mentioned elsewhere, aided greatly in this great work.

JUNIOR RECEPTION.

The date for the Junior reception is set for the evening of May 4. The Junior class is working in harmony and will use every effort to make the reception of 1910 a pleasant one, and long to be remembered.

The class is making a departure from the receptions of former classes, and hopes to present something new and novel.

He looked in at a store window and saw "Hats Reduced." "Heavens!" said he to himself. "What was their original size?"—Ex.

WHERE THEY GO.

Mabel Hare, Nellie Olds, Ethel Smith, Rhena Aery and Pearl Stout are going to Valparaiso to attend the Normal school there, preparatory to teaching this fall

Willard Flauding, Frances Kelly, Mabel and Lela Werner will take Normal work in Rochester College.

Anna Cox will lonesomely wend her way to Terre Haute and do whatever is necessary to become a real school ma'am.

Mary Blew, Nina Henry and Homer Morrison will spend the summer months in pursuit of knowledge at Indiana University.

Jessie Heise will continue to teach music during the summer and enter college in the autumn.

Annie Noe will still answer "hello" to all who call up at the Winona Telephone Co.'s office this summer and enter college in the fall.

Judge—"You are a freeholder?"

Talesman—"Yes, sir; I am."

"Married or single?"

"Married three years last June."

"Have you formed or expressed an opinion?"

"Not for three years, your honor."



CLASS OF 1914.

High School Operetta

Our school has again come to the front and strengthened its already excellent reputation for putting the best entertainments before the public that it is possible for amateurs to handle.

On the evenings of April 21 and 22, the High School presented "The Little Tycoon" at Vurpillat's opera house. The school has been working on the play for some time and of course did it up in the very best style.

This play, although more difficult than last year's production, was rendered as well or better. The characters were chosen from the High School students and the utmost care taken in the assignment of parts. Mr. Spencer showed excellent judgment in selecting the cast.

The part of the heroine, Violet, was taken by Mary Blew, with exquisite art and skill. Dolly Dimple, as represented by Fane Miller could not have been improved upon by anyone from the High School. Marjorie Hathaway was incarnated in the person of Miss Hurricane, who was always looking for whales. Dot was personified "to a dot" by Rhena Aery.

General Kniekerbocker "still lives" in our memory, for he lived so vividly before our eyes in the per-

son of Mr. Harker that we can never forget him. "Now, when he was a boy," Mr. Harker learned to sing, and the way he presented his songs deserves the highest praise.

Mr. Spencer, as Alvin Berry the young stock broker who was always pitting his wits against those of the General deserves credit for his conception of the part. Mr. Spencer was carrying a double burden in directing the chorus and doing justice to his own part, but he did it very successfully.

Homer Morrison, as Lord Dolphin, whose entire vocabulary consisted of "Oh! Ah!" was defeated in the race for Violet's hand, and returned to England. Rufus Ready, Alvin's friend, was successfully and cleverly played by Glennwood Tuttle. Teddy, the Irishman, was an actor of no mean ability; always on the job and seeing things as only an Irishman could. Donald Blew was the true "Japanese from Cork."

Montgomery the automatic servant was "slowly and surely" represented by Carroll Skinner. Ralph Ewing was also an ideal servant.

The cast was supported by a chorus of forty voices, picked from all the High School classes. Enough excitement to please every one was intro-



1909 FOOT BALL TEAM.

duced by the "Brigands and Hobgoblins." The most beautiful part of the play consisted of the elaborate costumes. General Knickerbocker was gorgeous in every act. The cos-

tumes of the Japanese chorus were marvelous for their elegance.

Everyone who saw the play expressed themselves as being well pleased and awarded the school the highest praise.

Athletics

The High School Athletic Association, which was organized at the beginning of the present school year, is an association whose object is to promote and encourage athletics in all its branches within our schools. With a strong association backing up the school, it is much easier to develop good athletes. Without an association the only way a school can make any showing in athletics is through the support of the school board and the individual efforts of a few athletically inclined persons

The foot ball team was organized during the first of the term. Homer Morrison was elected captain and James Falvey manager. The team was very successful, both financially and on the field. Out of eight games played the Red and White boys held all of their opponents to very low scores, winning three games, tying one and meeting defeat four times.

The last game of the season was

on our home grounds, Thanksgiving day. It was attended by the largest crowd that has ever turned out to witness any athletic contest between the two schools of Winamac and Star City. The game ended in a tie. Since there were no victors every one was pleased and had a general good time.

After the foot ball season an effort was made to start basket ball, but the boys could not find a suitable room, so nothing was done along that line. But early in the spring a track team was organized and began training for all field events. We intend to meet Medaryville in a dual meet in the near future.


Athletics are the bonds that bind the ordinary American boy to his school. Show us a boy who would not be proud of his school when it has won a foot ball game or a track meet, even though he never participated in the games himself. Q. E. D.



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THE DAY OF Re-covering Old Umbrellas IS PAST



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We can do this because the frame of the average umbrella only costs $12\frac{1}{2}c$, and because we figure every person who once uses the Hull umbrella, will forever discard their old umbrella and we will be amply repaid for our time, trouble and expense.

If you have an old umbrella in your home that needs re-covering, bring it to our store and in two or three days we hand you the new style Hull with detachable and interchangeable handle.

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In fact, the Hull is going to make you discard the old umbrella for all time, so take advantage of this offer and bring your old umbrella to our store immediately.



THE BIG STORE

THE TOTEM

Published Annually by the
Winamac High School

HOMER L. MORRISON - - - EDITOR
JAMES P. FALVEY - BUSINESS MANAGER

Price, 25 Cents the Copy

The Totem management wishes to thank the business men for advertising in The Totem. We also wish to thank our boosters who have helped to make it a success.

The silver cup which Winamac won back from Star City last spring still "hangs on high," and every person seems to be proud of it. We may also state that we have some athletes that will defend the cup for at least four years.

H. J. Wirick resigned as teacher of the Eighth grade the latter part of March. He became possessor of a job with "easy money" attached to it, and since Mr. Wirick has no desire to work when unnecessary, he is rejoicing at his good fortune.

The many readers of our paper will no doubt have some criticism to put on the good work or on the poor work which will dominate in the paper.

The management wishes to state that every effort has been made to make this year's Totem the best ever. To all critics we will say "It is or best."

The girls seem to have lost all interest in basket ball on account of there being no more county meets. If the girls would pull together and get a team similar to the one they had last fall, there would be no doubt of their winning every game they played in or out of the county.

Miss Clara Evelyn McHugh, a teacher in one of the Topeka schools, read at a recent teachers' meeting from a collection of quaint examination answers that she had been gathering for years. The gems of Miss McHugh's collection were:

"A blizzard is the inside of a hen."

"The equator is a menagerie lion running around the earth."

"Oxygen is a thing that has eight sides."

"The cuckoo never lays its own eggs."


"A mosquito is a child of black and white parents."—Ex.

"How long have you been married?"

"This time, or all together?"—Ex.

First Boy—"What's a chafing-dish?"

Second Boy—"Oh, it is just a frying-pan that has crawled into society."



Class Poem

H. L. III.

Last night as I lay sleeping,
 There came a dream so fair,
I stood in dear old Winamae
 Beside the High School there,
And from its flag-staff flying,
 A flag of glorious sheen,
The colors of our Senior year,
 The beautiful White and Green.

Oh! nineteen ten! Oh! nineteen ten!
 Here's to our banner brave;
May its memories oft return again,
 And long above us wave.

It hung there in the morning sun
 As bright as any star,
The flag seemed a most perfect one,
 As I looked from afar;
And as the dream receded,
 The flag could still be seen;
Its colors ne'er have yet been dimmed,
 The glorious White and Green.

Who's Who



Mr. Spaulding, our well known and popular school superintendent, is a graduate of Kentucky and Indiana universities, and has been very successful as a teacher. He has been with us three years now and will continue in his position next year.



Mr. Harker, the talented young principal of our High School, is a graduate of Shortridge High School and a Senior at Indiana university. During his two years of teaching here mathematics have advanced decidedly. So it is with genuine regret that we view his departure, but we sincerely wish him success in the study of law, which he expects to take up in the near future and make his life long profession.



The tasks of correcting numberless English papers and guiding the footsteps of the Latin classes, have been completely handled by Miss Letha Patterson of Decatur, Ill. Miss Patterson is a graduate of the James Millikan university of Decatur, and has taken post-graduate work at the University of Chicago.

The latest acquisition to our staff of teachers is Mr. Virgil Berry, who has been in charge of the eighth grade and the High School subjects which were abandoned by Mr. Wirick. Mr. Berry has had one year's work at Indiana university in the Liberal Arts course, and is a graduate of the Indiana university law school.



Praise is due to Mr. O. T. Spencer, who has so ably put through the school's latest entrance into the theatrical world. Mr. Spencer is a graduate of the Central Normal college of Danville, Ind. Music and drawing are his special lines of work, but he has taught other things equally well during the year.



Our County Superintendent, Mr. H. L. Rogers, while he has no connection with the work going on in the High School, is greatly interested in what we are doing. Mr. Rogers is secretary of the County Superintendents' Association of Northern Indiana, and is working hard for school consolidation.

“THE SENIOR PLAY”

Miss Buzby Entertains.

Miss Buzby stirred up quite a commotion last winter when she came all the way from Juniperville and set up a boarding house. Indeed, people became so interested in her and her boarders that the whole town paid her a visit on February 8 at Vurpilat's opera house, where she chose to receive her guests.

Everyone was charmed by the self-possessed actress, Miss Marr, who got ahead of the mysterious Mr. Smith, and foiled the plans of the villainous Felix Marden. The coquettish Pansy

Purple and her clever Jimmie Spangler made quite a pair. Miss Wendale, pale and interesting, and her lover, Jerome Townsend, gave an ideal love picture. Florinda caused much merriment, and the Petifers kept things so stirred up that everyone heaved sighs of relief when they finally took their departure.

Everyone voted Miss Buzby an ideal hostess, and we are still eagerly awaiting the time when she will again entertain.

The play was certainly a success from a financial view-point. One hundred and twenty-five dollars were taken in, and ninety-six dollars and fifty cents were left as net proceeds.

ETHEL SMITH.

Alma Mater



A Word to the Latin Students

So many of you have asked the use of studying Latin that I have written down a few reasons why people wish to, and do spend valuable time of their High School course digging out the obsolete idioms of a long dead language.

We forget, I suppose, in the vivid conviction of living our own lives, that some two thousand years ago there were dark skinned Roman youths and maidens who were as much alive as we are today. A certain famous historian, named Mommson, has said the Romans were more vivacious. In fact, Latin vivacity is proverbial; any of you who have seen Giovanni selling oranges on the corner may bear witness to the sparkling eyes, the dramatic intensity, the soft melody of his most trivial "good-a banan." And Giovanni's fathers were Romans. Yet we say Latin is dead!

I sometimes wish we might read in High School an account of how Quintus and Sextus studied their Greek and played gladiator games with wooden swords; and how Julia and Servilia cooked the pork over the brazier and mended Quintus' torn toga praetexta. But then Quintus and Servilia, after the manner of all theme writers,

would have made mistakes, and we don't wish to study bad models.

So, instead we study Mr. Pearson and Caesar and Cicero and Virgil. You will all readily agree with me that Mr. Pearson is a puzzle. So is Caesar and Cicero. And, perhaps, if they were cornered, the Juniors would admit Virgil puzzled them a little. Well, now I have you there! Puzzles are a benefit—even the ones in the Youth's Companion! And just so much more do the delicately balanced structure relations of Latin develop somewhere in our minds a deft sensitive accuracy. Perhaps we're unaware of it. But, then, so much the better.

Side by side with that accuracy, Latin develops reasoning power. It is worked out by laws and rules. So is mathematics. But Latin is more plastic; we all know the rule, but no two people ever translate an ablative absolute alike. (More's the pity, perhaps.)

In fact, Latin lies between mathematics and English. The former is all logic, and the latter all aesthetics; that is, one appeals to our sense of law, the other to our sense of beauty. You can't see anything beautiful in Latin? Perhaps then you forget that

the Latins had a pure and elegant accent before the days our forefathers had a language; Notice: there's no slurring of syllables in the Roman tongue; no flat vowels; no slighted consonants; no nasal twangs. And then can't you appreciate the elegance and imagination of Cicero and Virgil, the deft perspicuousness of Caesar?

The most important reason I've saved till last. We all know our history well enough to remember that "Greece gave us Beauty and Rome gave us Law." We remember too, that Rome conquered Greece and ab-

sorbed her civilization; and then we owe a double debt to the one time Mistress of the Seas. We can't have forgotten that she was at one time the greatest nation in the world, and as such made possible, by her colonizing policy, the civilization of all Europe.

Isn't that important enough to make it worth while that we spend a little time keeping alive her traditions; that we study our laws and customs through hers; and that we refine our tongues by the grace and dignity of hers?

LETHA PATTERSON.

Music in Schools

Fifty years ago the great music of the world had been written, including the works of Wagner. Not all of it had been reproduced, but it was then in existence. The music of the past fifty years is largely a copy of the great compositions that have gone before.

With the increased demand for good music the cultivated people of both continents are giving great attention to its cultivation. On every hand are orchestras and other musical organizations, all of which indicate

that music is to become one of the general tastes, and if not the most generally pleasing, it surely is one near the head of the list.

With this in view let music be taught in the public schools, that each child may be acquainted with much of the best music and in this way America will soon furnish its own singers.

And thus the people will be happier and life will be sweeter and much richer.

O. T. S.

"Uncle Billy" Humes



"For his heart is in his work, and the heart
Giveth grace unto every act."

Some men are born janitors, some achieve janitorships, and still others have janitorships thrust upon them. Now, that Uncle Billy is a born janitor, no one will deny. He came on the scene and began shoveling coal just 400 years after Columbus discovered America, and between that period and the last visit of Halley's comet he has performed the janitorial duties with the utmost care and precision. During his term of service here Uncle Billy has handled 3,672 tons of coal, keeping up the temperature of the passing generations. He

has used over 120 cords of wood just as kindling. Then, to make a sweeping statement, Uncle Billy has swept, not counting the basement, an area of 1,020,000 square feet of floor surface. Now, to sweep that all in one job would require one man to work 408 days without stopping. This does not seem unreasonable when we consider that he has worn out 360 first class brooms.

Besides this it is his duty to call the younger generations to the school building. This he does by ringing the bell about ten minutes every day. Now, in the 17 years of his reign he has rung the bell, if all counted together, through a period that would reach from Thanksgiving until Christmas without a moment's intermission.

Careful and economical! Why, he has in his possession the first two ash pans and the first shovel that he used when he began firing. Along with these relics he has a fire-poker that he has used so strenuously that in its seventeen years of life it has been worn off eighteen inches.

In every way Uncle Billy has come up to our ideal of a janitor, and we sincerely hope he may continue to keep things shining about the building for many years to come.

Near-Jokes

“What is geography?” asked little Johnny’s father.

Little Johnny—“Geography is what you put inside your trousers when you think you are going to get a whipping.”—Ex.

Girl—“My father made his fortune when he was young. Would you like to know how he did it?”

Boy—“Not particular; but I would like to know if he still has it.”

Miss P. (when boys and girls were dancing in the hall)—“I want this stopped at once. So get your bonnets and go home.”

H. N.—“Mr. Berry, I dance with you some other time.”

J. M.—“Isn’t Miss Pat fine for standing for all this dancing?”

C. C.—“She’s in there sitting down.”

Mr. Spencer, after reading “The Village Blacksmith,” said: “Now, when I was a boy in Danville—” and everybody laughed. We wonder why.

A maiden at college named Breeze, Weighed down by B. A.s and M. D.s,
Collapsed from the strain,
Said the doctor, “’Tis plain
You are killing yourself by degrees!”
—Ex.

Willie, aged five, was taken by his father to his first foot ball game. The feature that caught his chief approval, however, did not become evident until he said his prayers that night. To the honor of his parents, Willie prayed with true foot ball snap:

“God bless papa; God bless mama;
God bless Willie. Boom! Rah!
Rah!”

Mr. Harker (in Geom III. in explaining isos triangles)—“Can’t you see they work on the theory that all horses are animals, but all animals are not horses?”

Class—“Ha! Ha!”

If people wore clothes to match their hair, what would bald-heads do?

F. L. Dukes, Atty.

H. Kittinger

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