

MAY  
1914  
ANNUAL



Rosedale High School  
Rosedale Kansas.  
Vol. 7.

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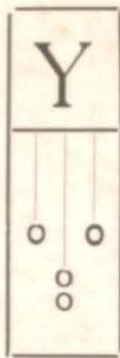
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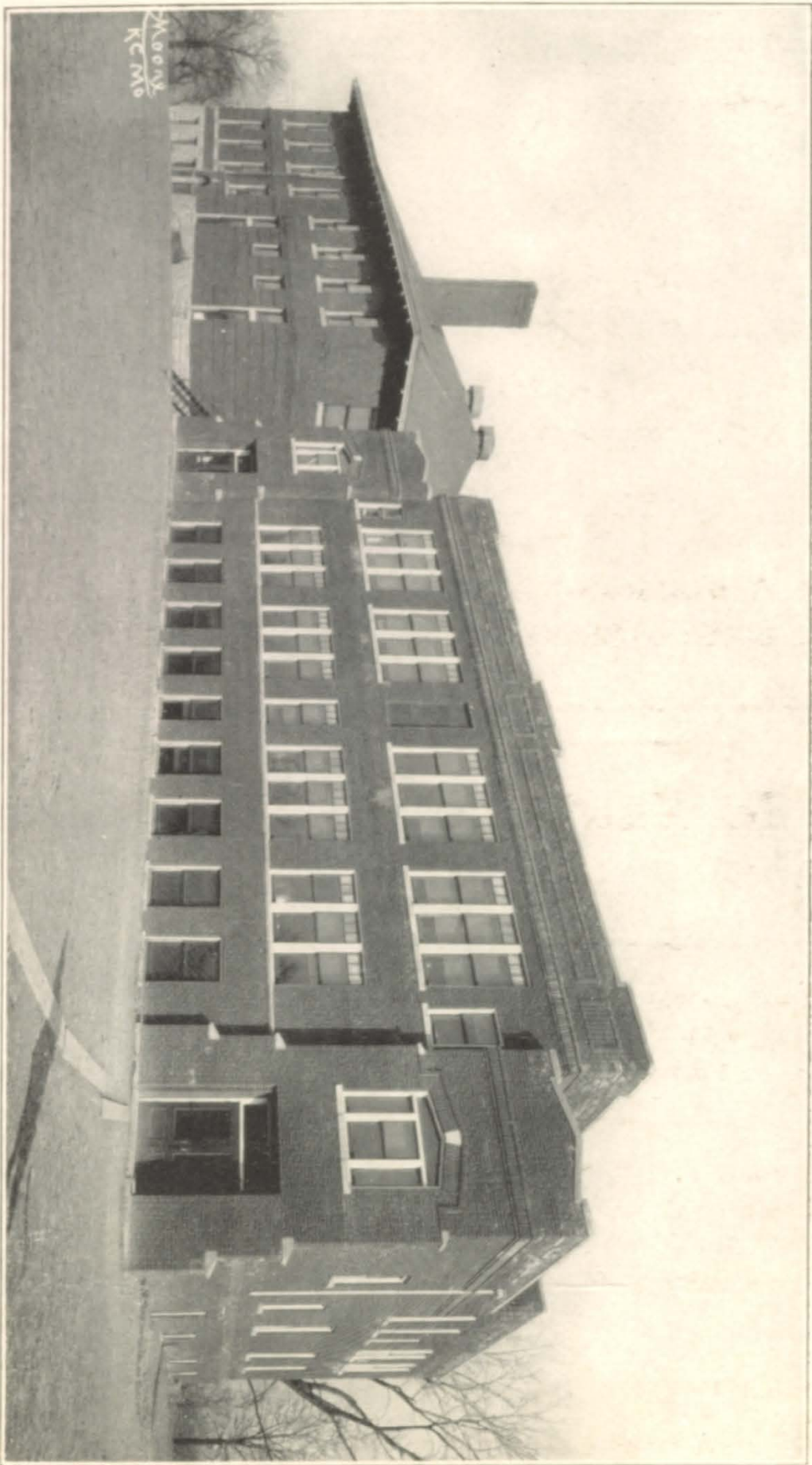
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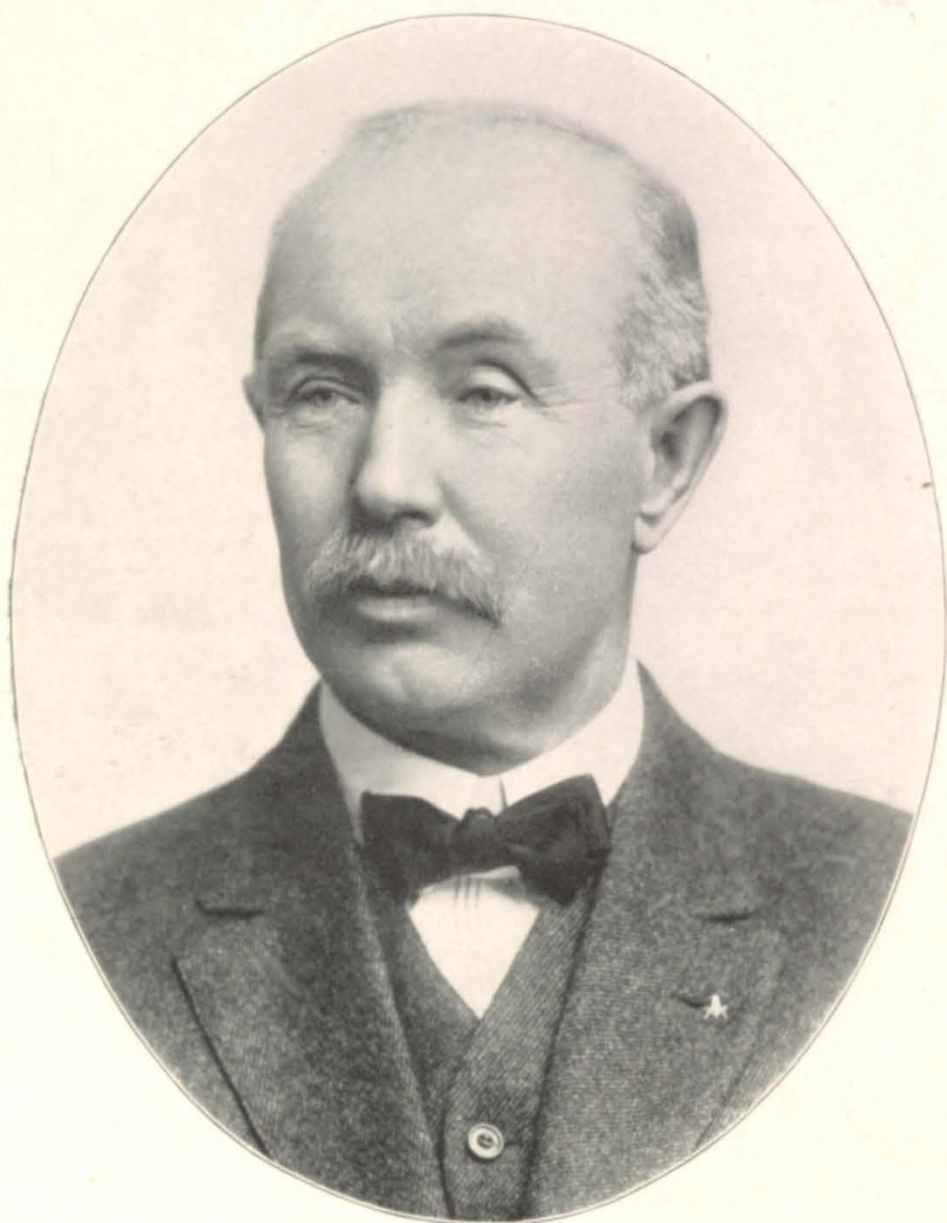
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ROSEDALE HIGH SCHOOL



A. P. VAUGHN



## Dedication

To Supt. A. P. Vaughn, who as  
Principal and Superintendent has been  
our friend and counsellor, we affection-  
ately dedicate this volume of the Mt.  
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**Quality**  
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All the Best of the Wheat  
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There is nothing better for  
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*TWO OF THE BEST*  
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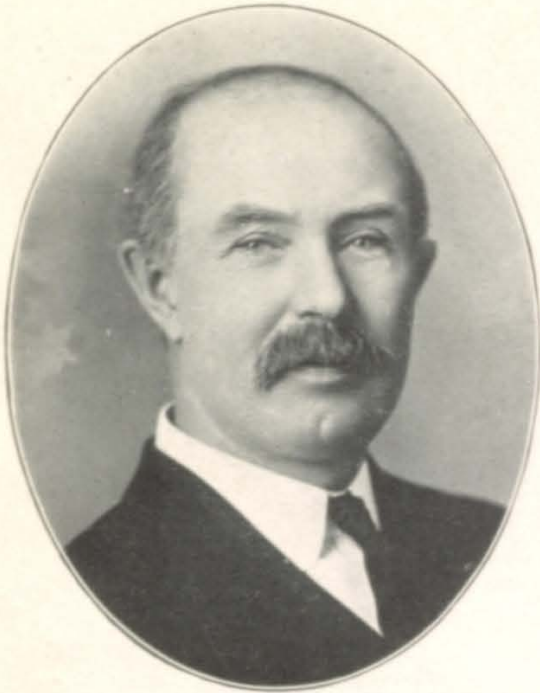
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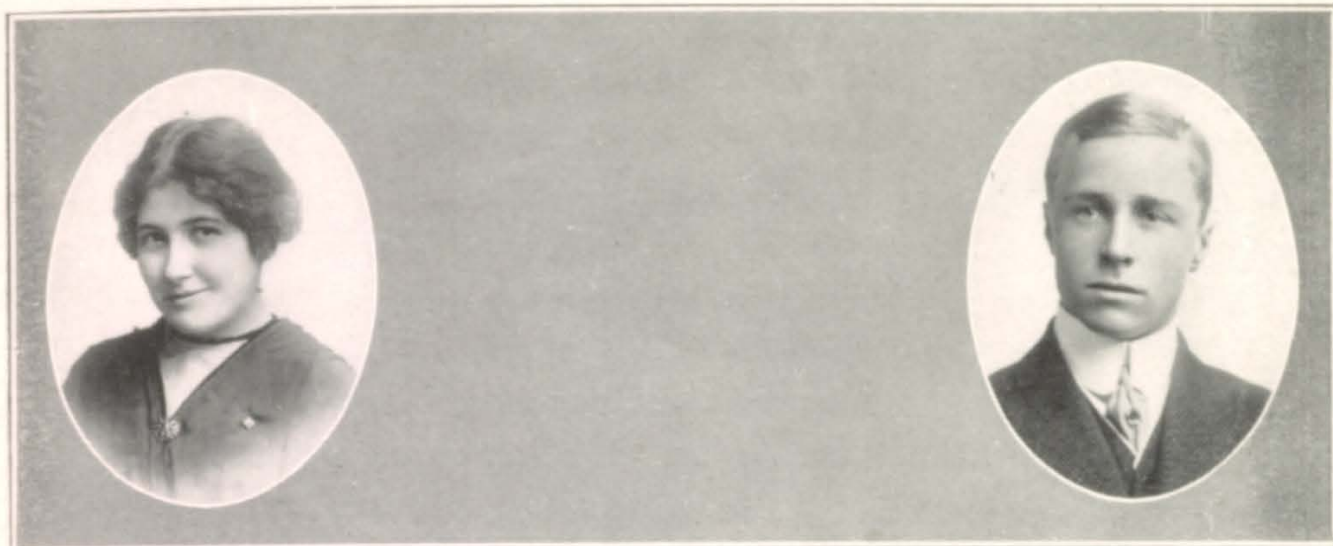
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# Editorials



GRACE WALLACE,  
Editor-in-Chief

IRWIN RUSSELL,  
Assistant Editor

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VOL. 7.

ROSEDALE, KANSAS

1914

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## EDITORIALS

A visitor at Rosedale High School would scarcely believe that less than ten years ago the high school occupied part of a grade building. Nor would he believe that then, history, language, mathematics, English and one or two of the sciences composed the course of study and that our faculty was composed of three teachers. Today Rosedale can proudly say that her high school is up-to-date. To the original course of study has been added, domestic science, Normal training, mechanical drawing, a complete business course, Manual training and an opportunity for gymnasium work. Our faculty numbers ten, our enrollment is 120. The day is not far distant when Rosedale will have an ultra modern high school. With the addition of another science or so, a full course in the languages, French added to the course and a few minor improvements there will be no reason at all for Rosedale girls and boys to cross the state line for a broader course of study. However, as far as that goes, we can speak from experience, that their four years will be full of work if they study any one of the several courses now offered at Rosedale High School.

A striking proof of the fallacy of the proposition that anticipation is greater than realization in our new gymnasium. For several years we have tasted of the sweets (?) of anticipation and now the Annex having been in use for several months, we speak with authority when we say that

**The** it is better far, to have and to hold than not to have at all.

**Gym.** Undoubtedly the four mile trips out of town in order to play basket ball in a frigid skating rink will furnish good reminiscence, but it is far more convenient and about thirty degrees Fahrenheit more comfortable to develop the physical within the confines of our city and in one of the finest gymnasiums in the state.

It is unnecessary to review the agitation which culminated in that edifice most inappropriately called the Annex. We can only express our gratitude to the voters for having placed at our disposal the means wherewith the body can be developed with the mind.

In order that the students of Rosedale High School and the friends of the school may know something of the amount of money spent, this year, by the school on the gymnasium, we publish this tabulated list.

Receipts from the operetta, \$99.60 purchased from this fund.	
Parallel Bars .....	\$65.30
Volley Ball and Net.....	3.80
New Basket Ball Goals.....	4.50
Curtain for Shower Bath.....	1.72
	<hr/>
Total .....	\$79.32
From the High School Fund:	
Mats (1/2 of the price).....	\$34.50
Lockers (rest by the Board).....	50.00
	<hr/>
Total .....	\$84.50

Rosedale High School is very fortunate in having the location which she has when it comes time for the annual May Fete. The cliff provides as fine an amphitheater as could be desired.

**May** The Fete last year was very beautiful. The feature of the morn-  
**Fete** ing was the crowning of the May Queen. Before the coronation, twelve hundred school children paraded around the top of Mt. Marty, and then down to the throne. The throne was a bower of white and green. Here the queen was crowned with a wreath of pink roses. The



May Queen, Miss Elsie Helmerich and the Lord of the May, Warren Clements, were elected by the Senior class. Miss Elsie, dressed in the colors of spring made a very beautiful queen, and Warren, a stately consort. After the crowning of the queen, various folk dances were performed before the throne. Pupils of the High School gave a Morris dance and a May Pole dance. They were followed by grade pupils in Danish and Swedish folk dances.

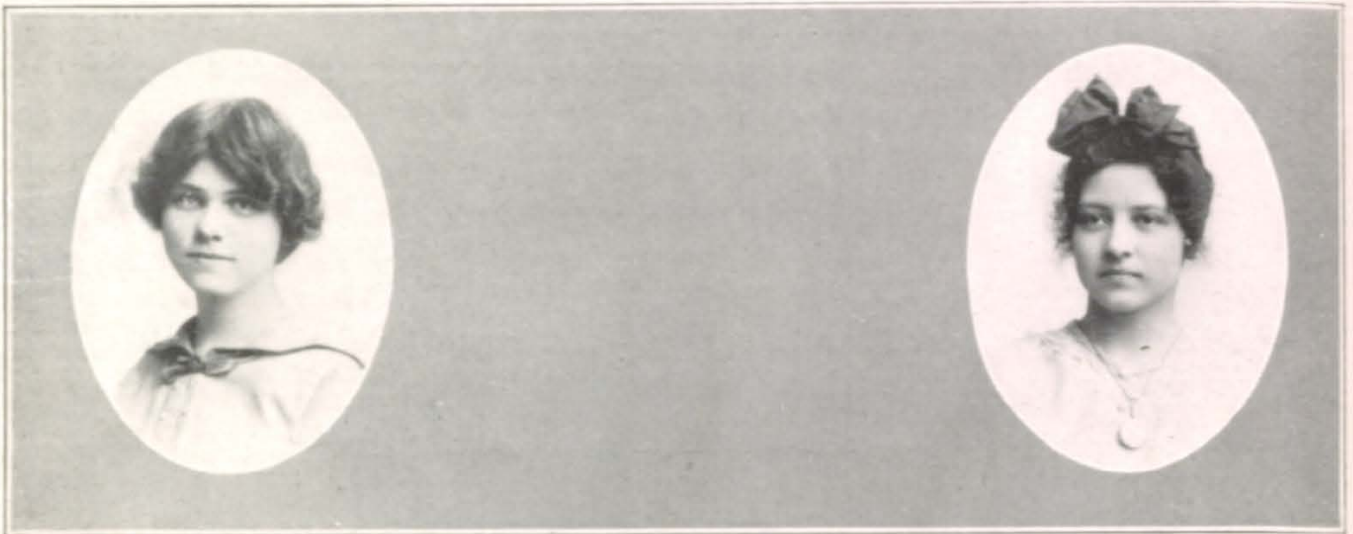
The whole Fete was a beautiful spectacle and was much appreciated by the two thousand people who climbed Mt. Marty, to see this final entertainment of Rosedale High School.

The first May Fete in Rosedale was given two years ago. It was such a success, and met with so much approval from patrons that last year the second Fete was given. It of course surpassed the preceding one as the first one was somewhat of an experiment.

Already arrangements are being made for the Fete this year. It promises to be even better, bigger and more elaborate than last year. We hope this year to have a play acted on the green before the throne. Of course there will be numerous folk dances and drills. All the students in the Rosedale schools will take part in this Fete. And we expect even more of our friends to come up to Mt. Marty and enjoy this one gala day with us.

Why not have organized cheering in high school? A chaotic mass of sound vibrations consisting of whistling, shrieking and ordinary yelling do no good whatever. The faculty would undoubtedly be willing to set aside ten or fifteen minutes every chapel for yell practice. And on the day of a game why not the entire period to rally? Let the faculty and members of the student body speak. We have the gymnasium and we have the athletics, why not strive a little harder to get the "pep" which is an all important article? And while we are propounding these "why nots," why not sing some new songs or at least revive the old ones at our games? Our High School song is not so very inappropriate as a starter to a game.

It is very much to be regretted that the Alumni of Rosedale High School are not more bound to the school. Nothing would be more of a benefit to the present under graduates nor to the Alumni themselves than to get together at least once a year and become acquainted. Here's hoping that some one will take it upon himself to see that a committee composed of students and Alumni be appointed to devise some means of greater unity. Why not a great spread on the last day of school. Surely none can be harmed if a hundred students should sit down to a dinner with a hundred Alumni. Here is an opportunity for some one to bring our school in closer touch with the citizens of Rosedale.



RUBY NELSON, Editor

LELIA RICE, Assistant Editor

The material for the Literary Department is largely taken from the work done in the different English classes up to the time the annual is published.

It would be impossible to publish all of the good work handed in to this department, but we feel that the literature given here is a fair ex-

ample of the literary standing of our school.

Inasmuch as we have been able we have tried to represent all of the classes.

Believing that variety is the spice of life, we have tried to vary the material in this department.

### **MUNICIPAL OWNERSHIP.**

Resolved: That municipal ownership of the gas and electric services should be adopted in the state of Kansas.

The question of municipal ownership of the gas and electric services

is not an isolated question, but a part of the great system of industrial revolution that is now going on. The people through their government, whether national, state, or municipal, have a right to embark



in any business public in its nature on which the common welfare of the community is depending, provided that they can do it better and cheaper for themselves than they can hire a private corporation to do it. The very fact that electricity and gas are capable of being classified as a natural monopoly is enough to deny the rights of individual profits accruing from them.

There are six reasons why we uphold municipal ownership. First, municipal ownership is only a natural and logical outgrowth of present day conditions. Second, municipal ownership under an adequate system of civil service would not be interfered with by politics. Fourth, it secures for the people a higher quality of service and lower rates than do the private companies. Fifth, municipal ownership develops a civic pride and conscience. Sixth, it is the only solution of the public utilities problem of today.

Let us consider our first point that municipal ownership is only a natural and logical outgrowth of present day conditions. Nothing so contributes to the growth, prosperity and enhancement of wealth of those cities as the liberal conduct or advantages of good gas and electricity furnished at low rates by a plant owned by the people themselves. The gas and electric fuel have replaced the coal; the oil lamp has

been done away with and electricity and gas have taken its place. In every home where the income permits gas or electricity have been installed, so that now our gas and electric plants are common storehouses used by the great mass of the people. The question presents itself here: Shall a corporation of four or five persons reap immense profits from a natural monopoly belonging to the people? We emphatically say they should not. The very fact that every year a surprising number of private plants are put out of business, while the people set up their own plant demonstrates this. It is a common fact that these corporations are operating their plants only for the profits they realize. Now as a great majority of our Kansas towns have a population around one thousand the inducement for a private plant to operate is not very great. What other can this community do if the citizens are demanding gas and electricity but construct a municipal plant. We must necessarily conclude that municipal ownership is the only means of service in small cities and therefore is especially desirable for Kansas.

The political machine in the past has played an undesirable part in civic affairs and so opponents to municipal ownership said it would in this enterprise but we believe that an adequate preventive is found in civil service examinations. We



realize that it would be an act of folly to advocate municipal ownership with no restrictions whatever and furthermore we realize that it must be run on a business like basis just as other businesses are operated. A fair examination for officials would enable competent men to obtain office. Why then, could not the public plants secure officials just as competent as private companies. They have and they will because every city has done it where municipal ownership has been run on a businesslike basis. By a businesslike basis we mean a system of public accounts and municipal accounting with a fair examination for officials. The city can hire the same men with the same ability to operate its plant without political interference.

If a person seeks to deal with a grocer, baker, doctor, a lawyer or any other similar purveyor of a needed object, he may transact business with some independence. If the character of his goods is unsatisfactory, he may go elsewhere. If the price his grocer, butcher, etc., asks is unreasonable, he may go to another. He is not bound by circumstances to deal with any one person or company in the purchase of such necessities of life. But if this same person wishes to buy gas or electricity he must tolerate any kind of service and any price that this private corporation wishes to impose. It is only reasonable that prices of

the municipal plant should be lower than those of a private plant for the simple reason that a private corporation must pay a large amount of taxes, thousands of dollars for a franchise including money for grafts, because a company cannot obtain a franchise without graft, then in addition to this are the enormous profits which the company must realize. Proof for this point is found in the very fact that in every city where municipal ownership has been run on a business like basis the prices have been lower. Compare, for instance, the two Kansas Cities, sister cities. Now, Kansas City, Missouri pays sixty-five dollars for street lights while Kansas City, Kansas pays forty dollars. Electricity is furnished to the consumer at ten cents in Kansas City, Missouri, while it is only six cents in Kansas City, Kansas. On the whole the homes of Kansas City, Kansas are lighted forty per cent cheaper than those of Missouri. Furthermore, the people have been more pleased with their service under public ownership.

Municipal ownership tends to develop a civic pride and conscience. The people within Great Britain, Germany and other European countries, where municipal ownership is prevalent are aware of their material interest in the community, they feel that the city is an important thing in their life, so important in fact, that



they should concern themselves about it and make it and their city government a good government. People are interested in the city because the city is interested in them, and that only through making the city an important thing will it awaken interest and enthusiasm for a better government.

C. W. Koiner, general manager of the municipal plant in Pasadena, California, says: "Municipal ownership has tended to develop a civic pride and conscience in our city; we have aroused considerable feeling with the result that five thousand, seven hundred consumers are using electricity from their own plant today;" He goes on to say that, "municipal ownership ought to be a good thing for Kansas for the reason that your state is far in advance of other states as relates to civic affairs and your citizenship is far above the average."

L. L. Bell, superintendent of the plant at Perry, Kansas, says: "Municipal ownership has tended to develop a civic pride and conscience in our city to a very noticeable extent." Opponents to municipal ownership reverse the natural order of things when they say that municipal ownership must wait on honesty and efficiency; rather they should say that honesty and efficiency will be brought about with municipal ownership. History has proven to us that development can only come

through freedom, human progress, through experiment.

Last, but not least, municipal ownership is the only solution for the public utilities problem of today. Our opponents may suggest a commission regulating private corporations or some other pet scheme of theirs, but a scheme or commission regulating private companies would be ineffective for it causes endless delays and court litigations; it would result in a municipal expense and it has not, where tried, resulted in improved service. This commission plan has been a failure in your own state. You people of Kansas pay high rates for gas. Why? Simply because your Kansas commission has failed to regulate prices. This commission tried to regulate prices some years ago as you will remember, and after two years of court litigation an appeal to the federal judge, gave the decision to the corporation. What did this mean? It meant that thousands of dollars of the people's money was spent and not one penny's worth of good has come of it. A commission may do one of two things: either it may regulate and reduce the prices to the consumer so that the private corporation may cease to operate, or on the other hand, it may be powerless, as the Kansas commission is.

Another failure of the commission plan is Missouri. The people asked for more gas in order that



they might supply the needs of the people and they made this reply: "The law allows us a certain amount of profit and if we increase the supply it will decrease our dividends. A commission may secure honesty, it may secure efficiency, but it can never take from the capitalists the profit on their investment. Municipal ownership not only secures honesty and efficiency, but it takes these enormous profits and places them in the hands of the people. Why not adopt municipal ownership in the cities of Kansas and make our state a good state to live in?"

HESTER KAUFMAN, '14.

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In writing the negative of this question, I shall try to prove first, that under the present low state of civic pride and lax civic conscience, it would be absurd for the cities of Kansas to attempt to own their gas and electric plants.

The first reason for this is, that the people would demand an immediate dividend on their investment, in the form of an abnormal reduction in rates. We find an extreme example of this in San Francisco. On the morning of the first day after San Francisco voted for municipal ownership of street railways, some foreign laborers boarded a car and refused to pay their fare, saying that they voted for the system, it was

theirs, and they did not need to pay a fare on their own car.

In the second place, there is a sentiment generally prevalent, that it is all right to rob the government, and waste her resources. People who would not dream of stealing land from an individual, would without compunction, take homesteads from the government for the purpose of selling. This is expressly forbidden in the Homesteaders' Law. They have no qualms about stealing from the government.

Moreover, the employees would loaf on the job, and when the motive of self interest was removed from the manager, he would allow an undue amount of such conduct. This soldiering on a job is common, in Australia, where the government employs great numbers of men. Indeed, a man who does not "soldier" is a rare sight. This would become the case in Kansas, under municipal ownership and operation.

Hitherto, we have considered municipal ownership only in its relations to the citizen. Let us now look at the relations existing between the municipal plant and the consumer. In short, municipal ownership would result in less efficient and more costly service than can be secured from properly regulated private ownership.

In the first place, frequent political changes keep inexperienced



men in charge of municipal plants. The term of office in municipal plants rarely exceeds three years, and it takes three years for a new man to learn the duties and responsibilities of his position. Moreover, since the manager is elected from the city at large, any man may be thrust into an office requiring technical skill and ability, and not all men have the technical skill necessary to run a gas or electric plant.

Besides this, the staff of a municipal plant is inefficient because it is composed of incapable "ward heelers." It is true that political appointments are made in private plants. But political influence retains the incapable man in the municipal plant, but does not in the private plant.

Again, antiquated machinery is not replaced readily in municipal plants. Do taxpayers habitually buy new or improved machinery, as long as the old hangs together and does the work?

As to high rates, their main cause is the carelessness, the inefficiency and the extravagance of the managers of municipal plants. As has once been said, "What does the city's hired man care whether or not the lights are burning only at the time needed? He does not foot the bills.

Then, too, municipal plants are not conducted on a business like

basis. Political friends must be cared for in contracts. The manager of a municipal plant is more apt to give a contract to a friend of his, even if he is the highest bidder, than he is to the lowest bidder. Again this is the reason—he does not foot the bills.

Moreover, is municipal ownership the success that its advocates would have us believe? Or is municipal ownership a miserable failure? The negative has found two kinds of municipal failures. There are apparently successful plants, where an expert accountant has not yet been called in. Then there are the flat failures of municipal ownership. There are about three hundred of this latter class in the United States and eight in Kansas.

Our last point is that all the good results of municipal ownership and none of its attendant evils can be secured through private ownership with proper regulation. The state of Kansas already has a Public Utilities Commission with powers to fix rates and standards of service. But what is best of all, in this commission, is the fact that its rulings are valid until set aside by the Kansas Supreme Court. It has been proved that our Public Utilities Commission can give us low rates and good service. Therefore, what is the purpose of municipal ownership in Kansas?



All the argument on the negative can be summed up in these words: "Municipal ownership benefits no one." One of three things is the result of municipal ownership. If the plant is run at a profit, and this profit is used to lighten taxes, the light users are paying for the benefit of the tax payers. If the plant is run at a loss, the deficit must be made up by the taxpayers for the benefit of the light users. If the plant is run at neither profit nor loss, the city is losing the taxes a private plant would pay. Moreover, municipal ownership excludes capital

from a field promising to be of the greatest benefit to humanity—electricity. Not only this, but at the same time, statistics can be quoted proving that laborers work harder and for less pay, under municipal, than under private ownership.

Since municipal ownership benefits neither taxpayers nor consumer, labor nor capital, what is its use? The state of Kansas may be well compared to an individual. Does a sensible individual usually enter into an enterprise of no use to him?

MARVIN ALLEN, '16.

### KIDNAPPED.

Sitting at the breakfast table, which, in accordance with one of his requests, had been moved so that he could command the view of his whole beautiful rose garden, through the long French window, Montgomery Holeroid looked long and thoughtfully out.

Ever since his father died, which had been about three years back, he had been left to do his own will. Everyone in the small country town in which he lived, looked up to him and regarded him as an upright and honorable young man. He had always shown out in the younger set. He always had plenty of money at his elbow and now he had all the vast wealth of woolen mills at the head of which his father had been for

many years. Now that his father had left to him these mills and the large home place, Montgomery had nothing to wish for in the line of luxuries.

He was tall, straight and smooth-shaven. His face, under the shock of brown hair was so tanned by wind and sun that you had the impression that he lived outdoors, which he did as much as the weather permitted. Think of a strong, healthy, good-looking, young man and you have a good idea of the way Montgomery Holeroid looked.

The men liked him because he was jolly, upright and a good sportsman. The older women, because he was so much of a boy that he reminded them of their sons;



middle aged women liked him because he had a financial and social position in the world. But the younger women liked him because he was "Monty."

In spite of his always having things his own way, this young man was always considerate of others, and was especially considerate of a certain young lady who had brown curls, which were very rebellious around her face, eyes which were shaded by the long, dark lashes, and an impudent, tip-tilted little nose. This same nose and these same eyes were the cause of Montgomery's long, absent-minded gaze out of the open window.

In just three days Marjorie and he were to be married. Just the previous evening they had quarreled, because Montgomery had wanted to invite to their wedding one old Jenkins, the janitor who had for years been a fixture of the establishment of H. H. Holeroid and Son, and who, when Montgomery as a child, had gone to the office, had always entertained him. Molly Jenkins, as good, if not the better half of Jenkins, had always made ginger bread for Montgomery. Now that Montgomery wanted this old man and woman at his wedding, Marjorie had refused. But she had finally agreed, only on the condition that they remain with the servants. This Montgomery had absolutely refused

to do and Miss Marjorie had declined the honor of becoming Mrs. Holeroid.

It would be difficult to describe Montgomery's state of mind, but it was something to this effect: The invitations were out; it would be impossible to call it off. He did wish that Marjorie would not be so set in her ways. Marjorie's mother should know of this and endeavor to make her see that his plan was better, to invite these old people as guests, thus giving them the privilege of partaking in the merriment of the evening, which of course, they would not do. Marjorie's mother could get old Mrs. Jenkins a new dress and send it as Montgomery's gift. They would be so pleased to see "Monty" get married.

The maid brought in the morning paper and as was his custom he opened it to see the news and the market. There was nothing particularly interesting this morning, but in one column was a little request from an anonymous writer asking that the authorities should see what they could do to eliminate a band of gypsies who had encamped about a mile out from the edge of town. These gypsies were in the habit of going from house to house every morning to beg something to eat and were a great nuisance.

After eating a light breakfast, Montgomery went to the telephone



to call Marjorie. Her mother informed him that Marjorie had taken an early train to the city, about twenty miles away. She had gone to get some addition to her already elaborate trousseau, and had said that she would probably not return until the following day.

He threw the paper on the floor. So Marjorie had evidently thought better of her little tirade of the previous evening. Gone to the city to complete her trousseau! Well! He was going down to the office to see how things were getting along.

Walking in the fresh June morning had its effect upon Montgomery. By the time he had reached the office his spirits were high and he greeted his friends with a jovial "Hello."

Holeroid was looking over the morning mail when Craig, a young man of about his own age, great friend of Holeroid's, and his best man, came in saying that an old gypsy woman had come to pay him a visit. Holeroid laughed and said for Craig to usher her in, thinking she had come to tell fortunes or beg.

The old woman had on an elaborately beaded gown, not a velvet or satin gown embroidered with pearls, but common, every-day calico over which had been draped beads of sundry shapes, sizes and colors.

Holeroid spoke twice and still the old woman did not realize that he

was speaking to her. Then he politely held out his hand, expecting her to proceed with his fortune, but instead she raised her dirty, grey head and informed him that if he paid her the sum of five thousand dollars he could have his wife, who was held in her camp at the edge of town.

Holeroid insisted that she was mistaken for he had no wife. She then informed him that the young woman who was being kept had said her name as Mrs. Holeroid. Montgomery decided that this was just an attempt at blackmail and abruptly dismissed the old woman.

Passing through the outer office, she turned on him and in a loud voice made it known to Montgomery as well as the clerks in the office that he would be sorry.

The door slammed and Montgomery saw no more of the old woman, for that time at least.

"I say, Craig," came Monty's clear voice across the room, "want to go for a turn at golf? We'll stop at the house and get Jimmie the caddie and something to eat."

Nothing could have been more pleasing to Craig and he immediately agreed. On the way out Craig asked, "Monty, what made your ears turn so red when the old dame was in?"

Holeroid explained the cause for the healthy looking condition of



his ears, telling Craig everything that was said between him and the old woman and they both laughed heartily over it.

Coming back from the links that evening, Craig and Holeroïd passed not more than a quarter of a mile from the gypsy camp. Holeroïd saw the light from the camp-fire and turned to Craig:

"Look Craig those heathens are having a regular Apachee War Dance" (this was in reality a tambourine dance) "I'll bet they've boiled Mrs. Holeroïd in that pot. Let's go over and see."

It sounded interesting and for curiosity's sake they went over and lay down in a clump of low shrubbery so that they might see everything that went on without being seen.

The camp-fire had been built in among a clump of trees. Over this hung a pot out of which was coming the savory odor of boiled beans. Judging from the frequent trips of the party to the bean pot, they had not yet had their supper. Two old women and a man sat around the fire. A young man and woman sat close together and a little out of the fire light. These were attentively watching the dancer who was a graceful, dusky-skinned and very handsome young man. At one side sat the small figure of a girl. She was not watching the dancer, but

was sitting with her head in her arms.

Suddenly Holeroïd gave Craig a kick that all but made him cry out.

"Oh, I s——m" muttered Craig; through Holeroïd's hand which had immediately been thrust over Craig's mouth.

"Look!" whispered Holeroïd as he pointed with a shaky finger to the girl huddled off by herself, "that's Marjorie's dress."

"How on earth did she get there?" whispered Craig.

"I don't know unless it was that she missed the train and walked over across the river to catch the other one and got picked up by these Barbarians."

After their astonishment was over the men settled down to talk sense and see what could be done. Looking up they saw that the dance was ended and the dancer had gone over to Marjorie, thrown himself in front of her and half sat looking up into her face.

Holeroïd started angrily forward and would have gone storming over there if had he not been restrained by Craig. Although she took no notice of him, whatever, it was evident from Marjorie's attitude that the gypsie's attentions were exasperating her beyond her endurance.

After vain attempts to attract her notice the young fellow went to the old woman (the one who had vis-



ited Holeroid that morning, and began to talk. Even though they sat quite close to where Holeroid and Craig lay hidden, they talked so low that only a word now and then came to their straining ears.

They gathered that the young gypsy boy, whose name was Jacob, was begging her to take up bag and baggage and leave the next morning. But the old woman was storming about the five thousand dollars. The boy finally agreed that girls might be kidnapped any day but that it was not so easy to get the five thousand dollars.

Holeroid took out his note book, tore out a sheet and by the faint light from the fire, scribbled a note. It is difficult to say whether it was Fate or Craig that played a good turn in this, but anyway Craig was Fate's agent. He found a long, forked stick and handed it to Holeroid. On the end of this stick Holeroid stuck the note. He then crawled around the camp to where Marjorie was seated. He touched her lightly on the arm so as not to frighten her. She turned and saw Holeroid. Her lips parted but a motion from him restrained her cry. He then poked the note out to her. She carefully concealed this in her dress and strolled over to the fire. Picking up a stick under the pretense of stirring the fire she (to all appearances accidentally) upset the pot of beans and spilled them out

onto the fire and over the ground. This naturally caused a great commotion in camp. During the commotion Marjorie read the note which ran:

"Keep up your spirit; Craig is here with me and we are going to get you. Make that Figi think you are in love with him and go for a walk."

Acting on this suggestion Marjorie strolled over to the fire and tried to make herself agreeable to the gypsies. She tried to make them see that she was sorry she had spilled the beans. But she got only glowering looks from all save her would-be lover. A young gypsy woman made several remarks but these were cut short by some remark from the old woman who was evidently her mother. The grey-haired old man was the most vicious—in his looks, but he didn't dare say anything for fear of the old woman.

When Marjorie could endure this no longer she went back to her place by the fire and cried. Jacob came to her and tried to comfort her, which was just what she wanted. With a most winsome smile she said:

"They all look as if they would like to eat me and I never meant to spill their old beans. I wish you would take me away from here; can't we go for a walk? Just a little way, please."

The moon shone down so white on the trees. The balmy air bore



the fragrance of the woods. The stillness of the night was broken only by the barking of a dog or by the neighing of the horses which were grazing near the wagons. It was certainly an evening to tempt anyone, especially the young and ardent Jacob. He went over to the old woman and began to talk. At first she shook her head emphatically, but after much pleading on the part of the boy she finally gave in. Though she evidently felt some concern at letting her hostage out of her sight. The old man sensed something and came over to see about it. The old woman, however, told him in a loud voice to shut up and to remember that he was once young himself. The old gypsy pottered back to his place by the fire as is the custom of the hen-pecked husbands, and resumed his seat.

Marjorie and Jacob had walked for a long time when suddenly a dark figure loomed up before them in the white moonlight. The man was staggering and cried, "water, water," in a most distressed voice. As they drew nearer, the man fell forward on his face. Marjorie cried out and ran toward him, followed closely by the gypsy who was eager to shine as a hero in her eyes. They picked up the poor man and Marjorie held his head in her lap, while the gypsy went for water.

Oh, gypsy, why did you go for water and leave the young man with Marjorie to take care of him (which she undoubtedly did).

But then young gypsies in love, on balmy June evenings, are sometimes apt to do rather foolish things.

DORIS REEDS, '15.

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### BETTY'S LONG GLOVES.

It was Saturday night. Betty, tired but enthusiastic at the end of her first week at the department store, climbed onto the hot, crowded street car. "Why, hello, Betty!" said a friendly voice. It was her chum, Marie, wedged in among the other passengers. The two girls were soon deep in the discussion of the approaching dance.

Marie, whose parents were more fortunate than Betty's, spoke up,

"You ought to see my new dress. It's just grand."

Betty said nothing for a while, she could only think of her old dress two years old. "Well," continued Marie, "I guess it won't look so much better than anyone else's, but to me it is great."

Betty could hardly swallow the big lump in her throat. "Mother has promised to let me have some new gloves," she said.

The two girls chatted on of the merry time ahead of them until the car came to the place for Marie to get off. She left Betty in a better mood than she had had at first.

Betty worked on for the first part of the next week in a discontented frame of mind and she felt no better when the evening came to purchase the gloves. Her mother had allowed her the price of a pair of short gloves. But those beautiful long ones which cost two dollars more simply could not be forgotten! What if she should take the money from her pay? Her mother would probably be angry. Just to think of the money she had handled during the day and then to want for two dollars! Why not take a few dollars? Of course she wouldn't steal it; she'd manage to pay it back some time and no one would know. She did want those gloves so badly, and she knew that lots of girls took things from the store and never were caught. Why shouldn't she? It did seem dishonest, but then— That evening she purchased the beautiful long gloves.

Upon arriving home she showed her purchase rather nervously to her mother. "Surely these gloves," said her mother, "cost more than a dollar and fifty cents. Betty with flushed face answered, "There was just a sale of a few odd pairs."

"How lucky," said her mother, pleased that Betty should have found such a bargain.

When Betty went to the party she thought that she looked as pretty as any girl there. The gloves were just the thing she needed. She admired them so, but the horrible thought of the stolen money would not leave her mind. It worried her all evening, so that she was glad when the time came for her to go home.

All next week Betty's problem of replacing the money confronted her. Her imagination tortured her with a thousand fears. What if the store owners found out that she had taken the money? She could not replace it from her pay—as her mother would discover the shortage. She saved as much as she could from her lunch money and car fare, but two dollars was a big sum. Several times during the week the floorwalker made his way up toward Betty. Each time she shuddered, only to see him pass.

One day he really stopped to talk with her. Betty knew this was her final day. "How are the girls getting along up this way?" he inquired. "Very well, sir," answered Betty, trembling with fear.

The floorwalker slowly walked away, but it was a long time before Betty recovered from her fright. The week passed slowly but the horrible thought would not vanish. She lived with it, ate with it, slept with it. By the time Saturday night came, she was desperate. She hated the



sight of the gloves, of any gloves.

She felt that she could not endure another week. Rather than be so miserable she would pay back the money out of her week's pay and then tell her mother why the two dollars were missing. When she got her pay envelope she tore it hastily open and there to her surprise she found that her pay had

been raised two dollars a week.

Her first thought was to put the extra money in the drawer. Her mother should not know anything about her raise for a week. Her next thought was that her own conscience would never be clear unless she told her mother the truth. And this she did.

DOROTHY MARTIN, '15.

### LIFE IN ROSEDALE.

Life in Rosedale presents a variety of scenes.

As you walk down the Southwest Boulevard you can see many things. A dirty little boy runs past you, holding out a stolen apple or cookie in his grimy little hand. A little girl walks past you. Her hair tightly braided, her coat brushed until it shines, stealing a look now and then at her shiny, new boots.

If you walk down a side street after school is out you will see a group of boys playing baseball in the street. Three or four small girls have wild games of tag or hide and seek in the front yards. A clatter of tin cans and shiny clubs is heard in the alley.

Mothers are seen sitting on front porches paring potatoes for the next meal. Sometimes you see them hurrying across the street to a grocery store for some forgotten article.

As it grows dusk tired farmers rumble past in their wagons from

market. Their horses are tired and know they are going home, and the very thought makes them hasten. Milk men drive by in their wagons, milk cans rattling as they go. Hucksters rumble by calling their usual, "apples, potatoes—."

Mothers are now heard calling their children to supper. Weary men come straggling home, hot and tired from a long day's work.

Lounging on street corners or in front of a pool hall are dirty men, swearing and swaggering at their companions. Been to State Line? Maybe.

Then the moon comes up and the stars shine out above the wooded hills. The chirp of birds dies away. An owl hoots, and occasionally a dog barks. Then you walk up the hill. The wind gently stirs the leaves. The whole world seems to be sleeping sweetly, and as you saunter up the hill you think that Rosedale is not such a bad place after all.

ANNABETH VAUGHN, '17.



## THE ANNOUNCEMENT.

"Yes sir-e-e!" Billy said firmly.

"Well! but—" protested Marjorie.

"But! But what? Shoot!! Say Marjorie do you think I've lived all of twelve years and don't even know how to do that?" sneered Billy.

"But brother—I'm eleven and I don't know."

"Well, eleven ain't twelve by any means; and anyhow boys always know more than girls."

"They don't!" cried Marjorie.

"They do!!" Billy roared. "And I know how to do it! The man says 'Honey, will you marry me?' Then, the girl says 'Uh huh.' Then they kiss; then they are engaged; and pretty soon they get married. And that's all!"

"Are all of 'em done like that?" inquired Marjorie.

"I said so, didn't I?"

"Yes, but I wanted to be sure."

"Well, Silly! that's the way. But listen here. Just because Sam Brown has been bringin' candy and apples to school for you, all week, you don't need to think he is going to pro——"

"Oh! shut up!"

"Well, don't think he's goin' to propose. Because he ain't!"

"Who said he was going to propose? I didn't!!!"

Billy laughed. Marjorie went over to the big fire place and stood, —apparently lost in thought.

Billy went over to a book case and stood with his hands in his pockets; looking over the books and whistling softly.

Suddenly Marjorie burst out, "I'll tell you," she exclaimed, "I heard mamma and papa talking this morning and mamma said 'she thought Mr. Frank Emerson was a fine match for sister Grace,' and then papa said 'he wished Frank would hurry up with his proposing ther'—"

"What's that got to do with it?" interrupted Billy.

"Well, this is what: Let's go down in the hall and listen to him propose to Sis. Then, we'll know just how to do it."

"Fine!" exclaimed Billy, giving Marjorie a pinch to show his enthusiasm.

"How'd you ever think of that?"

"Say, Sis, you're a pretty good scout, after all."

"Oh! shut up and come on. He might get through before we get there."

As quickly and quietly as possible the two little figures stole out of the library, down the stairs and down the dimly lighted hall; and stood on guard outside the parlor door.

They heard voices within.

"Listen," whispered Marjorie.

"Aw! listen yourself," growled Billy.



They listened. Then they heard Grace say, "I know Frank. But, I do hate the embarrassment of announcing it. For you know how they will tease us."

"But, my dear girl," came from Frank. "You are going to marry me."

"Yes," whispered Grace.

"And" continued Frank "the sooner we announce it, the sooner it will be over. Why, dearie, we've been engaged two months already and—"

He got no further.

"Hip! Hip! Hurray!" sang two

voices in the hall. "They are engaged! They are! They are! We heard it! Oh! Mamma——"

The voices of Marjorie and Billy came in to Frank and Grace. Then, they could hear the two children running up the hall to tell their parents.

Frank and Grace stared at each other with wide open eyes. Then, they laughed.

"The little mischiefs" laughed Frank.

"And after all" said Grace, "I'm glad for it is the easiest way of announcing it."

HAZEL YEAMANS, '15.

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### THE WOODSMAN.

New York was enduring one of the hottest summers in eighteen years. Everyone was leaving for the seashore or other fashionable resorts. But Marjorie Hartley was tired of frivolous, fashionable women, of dainty effeminate men and of the fashionable resorts where one must dress five times a day.

The life Marjorie wished to lead was one of freedom in the open air with the grass as a carpet and the trees and birds for companions. She cared nothing for those fortune hunting young men who infested all social gatherings of New York's Four Hundred. Marjorie loved to dream of the man of long ago who was big, strong, whole souled, brave

as a lion and true to a friend until death.

No butterfly in the New York social garden could flutter more gaily than Marjorie, but at heart she was old fashioned and sighed for a more genuine life.

So this season she decided to organize a camping party from her club. And chaperoned by the mother of one of the girls they set out to escape heat and social bondage in the depths of the Maine woods.

Many times Marjorie had heard her father, a great lumberman, tell of his adventures in these dense woods, and she had long cherished the desire to explore them.

When they arrived at "Waukena"

the town from which they were to start into the woods, their presence attracted a large audience of men. Marjorie smiled on the gaping crowds and requested a guide to the one hotel of which the town boasted. Jack Darrvola, a rough and ready young fellow volunteered his services.

On the way to the hotel, Marjorie and Jack walked together. She asked many questions which he answered in nervous monosyllables. She asked if he would guide their party through the woods. He received her request with frank astonishment as there were many dangers and hardships to be endured. But the girls could not be wavered from their purpose and at last he consented.

Three days later Marjorie and her little party clad in blue woolen waists, sombreros, skirts of western style, leather leggings and heavy shoes came forth from the hotel. The cool vigorous air and the long walks they had taken had brought a glow to their cheeks. But Marjorie shown above the others. She possessed a pair of blue eyes that would break any man's heart. This, accompanied by her perfect complexion and masses of wavy brown hair made her easily the beauty of the party.

Jack was ready with canoes for the party and had secured two Indians to help with the canoes. Taken as a whole it made a picturesque

party. Jack was plainly not at ease when near Marjorie but her cheery smile and light happy conversation quickly made him feel at home and soon they were talking together like old friends.

"How long do you people reckon you'll want to stay up here with us?" asked Jack. "Oh—well you see that will depend upon the way we are treated." "Wal, I reckon I'll do my best to suit ye 'tho it may be poor treatment. Us fellers up here ain't what you'd call used ter women, especially society ladies." There you go talking about the very thing I came up here to escape. If you wish us to remain it will be necessary for you to refrain from the subject of society. "Scuse me Miss Hartley, I never knowd ye didn't care for society." "Well, I didn't exactly mean that, but we'll let it go, but please don't call me Miss Hartley. Call me Marjorie. It is shorter and easier. I intend to call you Jack whether you like it or not." "Well, I guess that suits me alright."

Next day the party left Waukena in three canoes. Strange to say Marjorie was in the canoe which Jack was to take care of. They were to journey about fifty miles up the river to Snake Rock landing. This was on the shore of a large lake, the beach was of pure white sand and the spot was ideal for a summer camp. About noon they stopped to eat a bite and then resumed their



journey. That night the Indians built a large roaring fire and set up the small tent for the girls. Then as they sat around the fire the Indians told the legends of their people that had been handed down from their forefathers.

Early next morning the party started again and by four in the afternoon had reached Snake Rock. Once here, Jack and the Indians set up the large tent which was to be sleeping quarters for the ladies and set up a small tent for their own use.

For about a week everything went along fine. The Indians kept the party supplied with fish and game. The girls delighted themselves with long rambles through the woods. Every day the party would take long walks through the woods and all were enthusiastic over their guide. One day the Indians and all the girls except Marjorie and the chaperone went for a long ramble. Jack was about a hundred yards from the camp cutting some firewood when he was startled by loud screams from the camp. Hastening to the spot he found that Marjorie in trying to master the art of paddling a canoe had succeeded in upsetting it about two hundred yards from the shore. Jack launched a canoe and in a few minutes had her safe. With the aid of a fire and a little brandy she was soon alright again, more scared than hurt. Mar-

jorie said she could never thank him enough. But Jack looked at the matter as a very trivial affair. He seemed indeed to have enjoyed it.

For the many happy days that followed Marjorie's narrow escape and Jack's heroism formed a never failing theme of conversation among the campers. And when a few nights later Jack arose in the dark and slew a prowling bear, the admiration of the girls knew no bounds.

But soon the summer waned. The leaves began turning yellow and the nights grew cold. The time for their departure was close at hand. One night shortly before the day for breaking camp, Marjorie and Jack sat side by side near a roaring fire. The others were seated a few yards away listening to the tales of the Indians. Marjorie and Jack were talking of her much dreaded return to New York. "I do wish I could stay all winter," said Marjorie. "But that would be impossible," replied Jack, whose language, strange to say had been quickly changed under the guidance of Marjorie. "I know it would be improper and mother would never consent. Oh! I do love the forest, the river and all the happy days I have spent up here." "And is that all you care for Marjorie?" said Jack. "Of course what else could I care for?" That is right but I had a small hope that there might be something else, it was foolish I know but I couldn't help but

ask." "Never mind Jack, I'll soon be gone, never to bother you again so you might as well forget that I was ever here." "That would be impossible. My every thought has been of you since I laid eyes on you." "Now you are laughing at me Jack and this is no laughing matter." "Indeed I am not and you know it for—well—oh! I don't know how to express myself Marjorie." "What is it you mean Jack?" "I simply can't tell you Marjorie. It wouldn't be the right thing for me to do." "Oh, go on Jack, if it is any favor, don't hesitate to ask it of me." "It wouldn't make any difference to you Marjorie anyway." "How do you know that. I hadn't the slightest idea you were a mind reader." "In fact I am not but there is probably someone else you care for." "Yes, I suppose there is Jack. I can see him patiently waiting for my return now." "There it is Marjorie. I knew it wouldn't do for me to tell you what I wanted to." "But Jack you surely wouldn't let father stand in your way would you?" "Then! there is no one else Marjorie?" "No one at all Jack." "What was it you were going to say?" "Well Marjorie I suppose the best thing for me to do is to go ahead and express myself." "Well, go ahead and say it! hurry up." "— Marjorie I—ah— well Marjorie, I

love you. Do you care enough for me to be my wife?" "Of course, silly boy, I have loved you ever since the day you saved my life. You are the kind of a man I have longed for all my days." "But Jack it will be necessary for you to get father's consent. "That is settled already, your father and I settled that question before I came up here." "You see Marjorie your father and dad were chums at Yale." "I have known your father for five years, but never knew he had such a charming daughter until I met you at Mrs. Campbell's dinner last fall. I decided to win you by fair means or foul. On hearing of your ambition for a strong, red blooded man of pioneer type I decided to find a plan by which I could act the part before your eyes. But that is where the difficult part came in until I heard of your camping party. I came up a week ahead of you and you know the result. I have been studying the lumber business by close contact and so learned all about the woods around here. Thus I was fitted up pretty fair for a guide.

So now my dear there is nothing for me to do but go back to New York and take the position your father has offered me as general manager of his New York office.

Oh, Jack!

HUGH DOUGHERTY, '15.





**BETTY.**

The quiet little village seemed more quiet than ever. Not one of the countless dogs were barking. The warm rays of the setting sun lit up the pale, wrinkled face of a little old woman, sitting at her cottage door.

Although the villagers had known Maggie Atkins for seventeen years, no one knew who she was or where she came from. For several years the gossips had tried to learn her history, but in vain.

She dropped her knitting and sat looking off into the distance, toward the great Englewood mansion. As she sat thus, the heavy iron gates of the Englewood estate swung open and a young girl rode forth on horseback, and started on a gallop down the road.

Maggie watched her until she was out of sight. Then she resumed her knitting and worked a little while until she could see no more in the fading light.

Just before dark a horse and rider galloped past. The rider was one of the Englewood servants going after Lord Englewood's daughter, who had not returned from her ride. He saw her coming in the distance and was soon at her side.

"Miss Betty," he burst forth, "do hurry, my Lord is very ill and wishes to see you.

"Ill, Oh! What is the matter?

Tell me what has happened," she cried turning very white.

"I don't know, Miss Betty, only that he sent me after you."

Without another word the two rode on very fast. The girl's heart was in a tumult, for her father was her idol. He had been, to her, both father and mother. Her mother having died before she could remember. And it seemed to her a life time before she found herself at his side.

"Well, little Betty," he began, I feel that my end is near."

"Oh Father"! she sobbed.

"Now dear," he said stroking her hair gently, "I want to tell you something that has been on my mind of late."

"About twenty-five years ago," he began again after a pause. I was the happiest man in all of England. I had one son and he was the pride of my life, and the love of his mother's. Although he was wayward and stubborn we thought when he had finished college he would change. At last his college days were over. He had only been home a short time when one of his friends, a rival of his was shot to death. They traced the bullets to my son's revolver, and he fled to America. I have never heard from him since.

"From the day my son left, his dog, a great powerful fellow, just



roamed about as if heart-broken. One night the dog came home, and made a noise at my study door. I opened it and the dog staggered in carrying in his teeth a basket. On lifting the lid I found a tiny, beautiful little girl, just a baby. The dog died that night. I stormed and raged vowing I would not have the waif. But my proud, sweet wife begged and implored, until I let her keep it. That same little girl, my Betty, grew up as my own, and she has been the joy and sunshine of my last years. And now dear Betty, I must tell you that the property is entailed, so the next of kin will take the land and title. You will be left almost penniless."

He broke down completely. Betty had been staring at him blankly, she could hardly realize what he was saying was true. But now she threw her arms around his neck and was trying to console him, when they were startled by the sound of loud voices in the hall, "Stand out of my way. I must see him," cried a woman's voice.

The door opened and all out of keeping with the voice, a quiet little woman walked in. It was Maggie Atkins.

"My Lord," she said, "forgive this intrusion. I heard from one of the servants who was passing my house that you had called Miss Betty to tell her that she wasn't your daughter. I have come to tell you who she is. She is your granddaughter, Lady Elizabeth Englewood."

"By what authority do you speak," the old man almost screamed.

When your son fled to America he adopted another name. There he met his old sweetheart, my mistress, Lady Anne. She loved him still, believed him innocent and married him. They lived happily for over a year. Then leaving their little girl with me they started on a short trip. The train was wrecked, and both your son and his wife were killed. With the little money I had saved, I brought the child back to England and sent her to you."

ESTHER MITCHELL, '15.

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### CALL OF HOME.

Twilight had deepened into dusk and still the girl sat motionless in the open doorway of the humble little cabin, her chin resting in the palm of her hand and her eyes gazing unobservingly on the vast stretches of lonely prairie about her. It was

early autumn and Barbara was thinking of the crowds—among them her friends—who were flocking back to the cities from their vacation retreats. Her mind lingered longingly on thoughts of the gay re-unions, autumn frolics and above



all the life and noise of a big, busy city. Little more than a year ago, she, too, had been in the midst of it—had been one of the jolly, hustling crowd. Then the end of it had come with the sudden death of her sister-in-law when she had volunteered to go west to keep house for her brother, the only relative she had. She knew how utterly lonely he would be and realized, too, how helpless he would be in managing his meager income alone. It had been a hard year for Barbara, a stranger to economy, privations and solitude, but the same courage and cheerfulness that caused her to smile, mistily, as she had packed away her festive frocks had enabled her to bear her burdens cheerfully. But now she felt the call of the city, the lure of music, laughter and companionship.

At length, she rose and upon entering the living room, dining room and kitchen combined, was surprised to find how dark it had grown. She hurriedly lit the lamps, remembering that her brother would be home soon and supper had not been started.

As she applied herself to preparing the meal, the effect of the lights and her industry seemed to heighten her spirits and the homesick feeling disappeared. Every little detail of her new home became suddenly dear to her. The window boxes full of green foliage and bright flowers had taken on new life after her diligent care of them throughout the torrid

summer. She noted with pride how the little touches of her own handiwork had enhanced the homeliness of the place, and her favorite pictures which her brother had painstakingly secured for her seemed more beautiful than ever before. She listened to the merry hum of the tea kettle and wondered what it was that caused her to notice every detail as one does when he wishes to keep in mind a favorite scene or picture after leaving it.

Soon the familiar thud, thud of horses' hoofs sounded without, then the creaking of a leather saddle, the tinkle of the metal parts of it and then her brother, tired, pleased and hungry, entered. This evening he seemed to Barbara to be unusually light-hearted as his gaze traveled about the well-kept, orderly room and rested approvingly on the broad bowl of bright blossoms in the center of the snowy table-cloth and the dishes of steaming, tempting, food.

During the progress of the meal, Barbara listened attentively to Guy's account of the day's work and contributed her own item to the conversation about the escapades of Theo, the large Dane and Pussy-Mew, about the progress of the story she was reading, and about the new crochet pattern she had succeeded in copying and various other bits of news.

"And did you get to Dawson's today?" queried Barbara expectant-



ly, as she put away the last dish. Dawson, it must be remarked, was the post master, grocer and general merchant of the nearest town.

"Yep, but I left there before the 2:10 got in, so I didn't get the mail, and Sis, for some reason or other old man Dawson has the notion he'd like my little piece of prairie here—knew he was interested in it and the stock, too, but today was the first time he asked if I'd care to sell."

"What did you tell him Guy?"

"Well, I told him I hadn't thought about it so he said to think it over and let him know if I reach any decision. Oh, I forgot, he got in those marshmallows from Milljunction—there's the package on the bench."

It did not take Barbara long to get the toasting forks and a bag of chestnuts for Guy to roast while she toasted the long-wished-for sweets. They were thus busily engaged when they heard a horse approaching. Barbara looked about hastily to see if the room was in order as receiving company was such a rare event. Then hurriedly removing her gingham apron she went to the door and admitted Mr. Dawson.

"Just thought I'd ramble over to see if your brother has decided anything about selling," he remarked by way of greeting.

"Hi, there, Guy, here's a letter that come on the 2:10 after you left."

Guy hastily opened the large yellow envelope and regardless of his guest, began reading.

"Well, Babbie, it's us for home"—as he handed her the letter. Mystified and excited Barbara read the concise, typewritten words—to the effect that Guy, after an absence of five years was still eligible to his former position on condition that he would accept within the next thirty days.

As she finished reading it the second time, she heard her brother saying—

"Yes, just got a pretty good offer and if I accept we'll be back East by the end of the month."

"Well, that's just what I came for—to offer you nine thousand for this land and if my offer's accepted, I'll wind up the business as soon as you like."

"Alright, Dawson, that's a go."

"Then I'll mosey on now and we can talk it over and see about the papers tomorrow when you come over—adios."

"So long," Guy called out absently.

Both he and Barbara studied the paper until they knew the words by heart. The ticking of the clock was the only sound in the room, but they were listening to the chug of motors, the chiming of church bells, newsboys' shrill cries and the hum of many voices.

DOROTHY FREEBODY, '14.



## A NICKLE-SHOW BALLAD.

My Pa and I, we went one night  
 Into a picture show:  
 A nickle was admission fee,  
 A dime for both, you know.

'Twas dark as night within the place,  
 We could not see at all,  
 'Twas darker than the night outside,  
 'Twas dimmer than a hall.

"Where shall we sit?" I asked my  
 pa:  
 But pa made no reply.  
 Some man had accidentally poked  
 My father in the eye.

Then came a man, an usher, who  
 Took us right down the aisle:  
 He ushered us into some seats  
 Where we could sit in style.

So, there we sat, and saw a girl  
 Arunning down the stair.  
 Her name, we afterwards did learn  
 Was Mary Agnes Claire.

All of the soldiers in a fort  
 Were crazy 'bout her, sure,—  
 Her eyes were so entrancing and  
 Her manner quite demure.

And then we saw some Indians  
 Acoming up a hill;  
 Right on the warpath, looking for  
 The white men's blood to spill.

But Mary Agnes Claire hopped on  
 A horse a-standing by:  
 "I'm going to reach Fort Came at  
 last  
 Before the sun is high."

"I'm going to reach it yet!" she cried  
 To the soldiers standing round  
 Cheers upward rang. Her horse, it  
 sprang  
 Fast forward with a bound.

And now the Indians were near  
 The fort, by pickets fenced.  
 And when they saw the soldiers  
 fire,  
 Their ire was much incensed.

They shot with muskets, right and  
 left,  
 They threw their burning brands.  
 Great suffering did the soldiers find  
 Came from wild Indian's hands.

Then, suddenly a cloud appeared  
 Away off to the east;  
 And then some soldiers could be seen  
 A hundred of 'em at least.

"Hurrah," I cried. My pa was glad  
 A smile lay in his eye.  
 We knew, right now, the fort was  
 saved;  
 The crisis, too, was by.

The children sang and clapped and  
 wept,  
 They cheered right loud and long,  
 For wasn't Mary Agnes Claire  
 The heroine of the throng?

And then—the lights were turned  
 upon  
 A hundred craning necks.  
 The pictures read: "If you've come  
 late,

Remain to see our next."

BLANCHE L. LEVENTHAL, '15.

**DREAMS.**

I used to like to sit and dream  
 Of what I'd be some day,  
 When I'd grow up, and show the  
     world  
 The texture of my clay.

It was my childish fancy then,  
 But Oh! how real it seemed.  
 Of disappointment, and defeat,  
 Those days I little dreamed.

I used to dream that I would be  
 A singer of great fame  
 And all who'd ever hear me sing  
 Would reverence my name.

And then I'd dream I'd be a bard  
 And poetry would write  
 The saddest and the lightest  
     thoughts  
 With equal ease indite.

And then I'd be a pilgrim brave  
 And travel foreign seas,  
 I'd save the heathen cannibals  
 Who'd swarm around like bees.

But now those childish dreams are  
     gone,  
 Those dreams which so exalt.  
 And now I often wonder how  
 I'll ever earn my salt.

RUBY NELSON, '14.

**TO A BANANA PEEL.**

Little, yellow, slimy thing,  
 What disasters you can bring;  
 When upon the walk you lie,  
 Unseen by the passerby.

One might notice little peel,  
 Often the "Virginia Reel"  
 If upon your shining face  
 Awkward men their feet should  
     place.

Yellow, slick banana skin  
 For rank you do not care a pin  
 For king, and slave, and magistrate  
 From you receive a common fate.  
 THOMAS SPERRY, '14.

**THE BALLAD OF THE PIE.**

The night was cold and dark and  
     still,  
 The wind rang loud and high,  
 When Tom crept down the cellar  
     steps,  
 For one last piece of pie.

The pie was on the cellar shelf;  
 Too high for Tom to clutch  
 Although he stretched and stretched  
     could  
 That pie just barely touch.

So up he climbed upon a box  
 'Twas rickety and weak;  
 When Tom reached up to get the pie  
 He heard the old box creak.

With trembling hands he grasped the  
     pie  
 But, Oh, so sad to tell  
 The box gave way and down poor  
     Tom  
 A tumbling came pell-mell.

His mother rushed upon the scene  
 What havoc met her eye.  
 For lying on the cellar floor  
 Were Tommy, shelf and pie.  
 RUTH COUGHLIN, '14.



**SUMMER'S GONE A'VISITING.**

Summer's gone a vis'ing,  
 For an extended stay.  
 And all of nature's changed  
 Since Summer went away.

The sun has grown so lazy,  
 He's such a sleepy head.  
 He's never up 'till seven,  
 Though early goes to bed.

The south wind soft and warm,  
 Which in the summer blew  
 Has not been out to play,  
 Since Summer bade adieu.

When Summer went away,  
 Each flower hung its head.  
 Some still wait her return,  
 But some of them are dead.

The busy birds and bees  
 Have ceased to voice their praise,  
 And all the cheer they gave  
 Throughout the Summer days.

Oh, would that Summer soon  
 Her maid the Spring would send  
 To tell us to awake  
 Our welcome to extend.

RUBY NELSON, '14.

**ADVICE.**

You should always get your lessons;  
 They're the greatest of your bless-  
 in's,  
 And if you would do them right,  
 You must work with all your  
 might.

You in Algebra should know  
 How your rules and factors go,  
 For if these you fail to learn  
 You must learn them the second  
 term.

If in Latin you would shine,  
 All your nouns you must decline;  
 Know your verbs and rules just so  
 Or your reading will be slow.

Then, in English, do sit quiet,  
 And when called on to recite,  
 Don't say "ain't" nor "hadn't ought."  
 "Seen" for "saw," nor "caught  
 for caught."

In hist'ry have at your tongue's end  
 Dates and places without end;  
 If in saying them you're slow  
 Down to "F" your grades will go.

If at last you have not heeded  
 This advice so sorely needed,  
 In the flunker's class you'll be  
 From one-forty until three.

ETHEL JOHNSON, '17.





Thomas Sperry

Hester Kaufman  
AFFIRMATIVE TEAM

Herbert Chapman

Resolved: That municipal ownership of the gas and electric services should be adopted in the state of Kansas.



Marvin Allen

Ruth Coughlin  
NEGATIVE TEAM

Pete Stream





FAITH GOTTSCHALL, Editor

HESTER KAUFMAN, Ass't Editor

Languages, especially German and Latin play an important part in the education of the average High School student. In order that we might give the public some idea of what those students of Latin and German are doing, these articles have been gathered together from the different students and classes and bear on the study of Latin or German. We trust that this department will be enjoyed by all.

EDITOR

### SOURCES OF INCOME AND MEANS OF LIVING OF THE ROMANS.

Abundant means were necessary to support the state in which every Roman of position lived. The great mass of people earned a scantier living with which they were forced to be content. For the sake of explanation, it will be convenient to divide the people of Rome into the three great classes of nobles, knights, and commons. Of course, there was no



hard and fixed line drawn between any two of these classes; a noble might if he pleased, associate himself with the knights, provided only that he possessed the required sum of \$20,000, and any freeborn citizen might aspire to the highest offices of the state, however humble the circumstances of his birth, however poor in pocket or in talent he might be.

The farm life that Cicero has described so beautifully in his "Cate Maier," would have scarcely been recognized by Cato himself, and had become a dream long before Cicero wrote. The Yeoman class had practically disappeared from Italy. Grain was no longer raised for the market.

Politics must have been profitable for those only who played the game to the end. No salaries were attached to the offices. The gain came always through positions in the provinces.

Closely connected with the political career then as now was that of the law, but Rome knew of no class of professional advocates practicing for fees and living upon their practice. The lawyer was forbidden to accept pay for his services. In olden times the client had of his right gone to his patron for legal advice, and the lawyer of later times was theoretically at least at the service of all who applied to him. Men of the highest character made it a point of

honor to put their technical knowledge freely at the disposal of their fellow citizens. Grateful clients could not, of course, be prevented from making valuable presents.

The spoils of war went nominally into the treasury of the state. Practically they passed first through the hands of the commanding general, who kept what he pleased for himself, his staff, and his soldiers and sent the rest to Rome.

The professions and trades, between which the Romans made no distinction, in the last years of the Republic were practically given over to the freemen and to foreigners.

The commerce of Rome covered all lands and seas. The wholesale trade was to a large extent in the hands of the capitalist class, the retail business was conducted by freemen and foreigners. The place of the modern newspaper was taken by letters written as a business by persons who collected all the news, gossip, and scandal of the city, had it copied by slaves, and sent it to persons away from the city.

The free persons employed in the offices of the various magistrates were of the lowest class. They were paid by the state, and while appointed nominally for a year only, they seem to have practically held their places during good behavior.

The way in which a Roman spent his day depended, of course, upon his position and business, and varied



greatly with individuals and with the particular day.

However, the ordinary routine of a man of the higher class, the man of whom we read most frequently in Roman literature, was something like this: The Roman rose at a very early hour, his day beginning before sunrise, because it ended so early. After a hurried breakfast, he devoted such time as was necessary to his private business, looking over accounts, consulting with his managers, giving directions, etc.

After his private business was despatched, the Roman's clients came to pay their respects, and perhaps to ask for advice. After this, he went

to the forum attended by his clients and carried in his litter. Except on extraordinary occasions all business was pretty sure to be over before eleven o'clock and at this time the lunch was taken.

Then came the mid-day siesta, so general that the streets were as deserted as at midnight. After the siesta, which lasted for an hour or more, the Roman was ready for his regular athletic exercise and bath, either in the Campus and the Tiber or in one of the public bathing establishments.

After this came the great event of the day, the dinner, at his own house, or at that of some friend, followed immediately by retirement for the night.

### BOOK III. CHAPTER I. WAR IN THE ALPS. B. C. 57.

When Caesar had set out for Italy, he sent Servius Galba with the twelfth legion and a part of the cavalry into the territories of the Nantuates, the Veragri, and the Seduni, which extend from the territories of the Allobroges, lake Geneva, and the river Rhone to the summit of the Alps. The reason for his sending him was that he wished to open a way through the Alps, through which merchants were accustomed to go with great danger and with great tolls. He told him that if he thought it was necessary, he might station a legion at this place for the sake of wintering. Since a number of battles had been fought and a great many fortresses

had been captured, ambassadors from everywhere had been given and peace was made, Galba decided to place two legions in the territory of the Nantuates and that he himself, would set out with the rest of the twelfth legion for a town of the Veragri which was called Octodurus, to camp for the winter. This village was in a valley with a little level ground adjacent and surrounded on all sides by mountains. As this village was divided into two parts by a river, he granted one part of it to the Gauls and assigned the other which had been left unoccupied by them, to the cohorts for winter quarters. He fortified this place with a rampart and a trench.



## LIBER TERTIUS.

Cum in Italiam proficisceretur Caesar, Servium Galbam cum legione duodecima et parte equitatus in Nantuates, Veragros, Sedunosque misit, qui a finibus Allobrogum et lacu Lemamo et flumine Rhodano ad summas Alpes pertinent. Causa mittendi fuit quod iter per Alpes, quo magno cum periculo magnisque cum portoriis mercatores ire consueverant, patefieri volebat. Huic permisit, si opus esse arbitraretur, uti in his locis legionem hiemandi causa collocaret. Galba, secundis aliquot proeliis factis castellisque compluri-

bus eorum expugnatis, missis eum undique legatis obsidibusque datis et pace facta, constituit cohortes duas in Nantuatibus collocare ipse cum reliquis eius legionis cohortibus in vico Veragrorum, qui appellatur Octodurus, hiemare; quod vicus positus in valle, non magna adiecta planitie, altissimis montibus undique continetur. Cum hic in duas partes flumine divideretur, alteram partem eius vici Gallis concessit, alteram vacuum ab his relictam cohortibus ad hiemandum attribuit. Eum locum vallo fossaque munivit.

- CAESAR CLASS.

## GERMAN SCHOOLS.

The Elementary Schools.

Today the educational systems of Prussia and Saxony are among the best in the world, and the main explanation for their excellence lies in the fact that they were long ago taken out of private hands. In each German state the elementary schools, like the universities and the higher schools, are subject to the ministry of education and public worship, though they are established and in part maintained by the local authorities.

The immediate local administrators of the elementary education laws are the school committees, which are elected for the sole purpose of managing the schools. In-

spection is exercised by the District School Inspectors, but in large towns independent local inspectors are frequently appointed. Above all, as a final court of appeals, stands the ministry of education, and yet, while the schools are in principle neither ecclesiastical nor communal institutions, they are as far as possible made confessional; that is, they take the character, so far as the religious instruction is concerned, of the church which is most represented by the scholars, whether Protestant or Catholic. Special schools are provided for the Jews, but mixed schools also exist. German children enter the elementary school when they have passed their sixth year, and they cannot leave it until the



R's, grammar, geography, history, religion, natural history, drawing, geometry, singing, drill gymnastics, and sewing. In some schools natural sciences, chemistry, and stenography are also taught. Religious instruction is confined to the Bible, the catechism, and the learning of Kirchenlieder in Protestant schools, but to this branch of school work great importance is attached by the state. The salaries of teachers are fixed (increasing with the years of service) and do not depend on the results of examinations.

The principle of bribery which was introduced into the English system by a vulgar, mercenary and business-like spirit, partly with a view age of fourteen. Though the child be ever so bright, he is not on that account deprived of his full course of education. Alas, it is the only period of childhood that he knows in these days, when juvenile labor is so much in demand, and when children are educated less with regard to the fact that they will later become men, women, and citizens, than that they may as soon as possible become wage earners.

The curriculum of the elementary schools, differs according to states and also as to whether the schools are in the town or country.

In the Berlin schools the subjects taught comprise, besides the three of running education on commercial principles, and partly that children

might be hurried through the school to the factory, is unknown in Germany. There is thus no "cramming." The children pursue a course of instruction which is normal throughout, and their training is honest, thorough, and rational. This is one among many characteristics which make the elementary school system of Germany worthy at once of study and of partial imitation.

#### HIGHER SCHOOLS.

Germany possesses no fewer than twenty-one universities, or twenty-two—if the Catholic Lyceum, Hosianum at Braunsberg be counted. Prussia has ten; Bavaria, three; Baden, two; Saxony, one; Wurtemberg, one; Hesse, one; Mecklenburg, one; and Alsace-Lorraine, one. The most frequented universities are those of Berlin, Munich, and Leipzig. The attendance at the universities increases yearly, but long ago it had reached an aggregate of nearly thirty thousand. One student in fifteen is a foreigner, due to the popularity of several of the universities among the youth of Austria, Prussia, Switzerland, the United States, and Great Britain, though most all European countries send students to the various German universities.

The Internal government of a German university rests with officers of its own choice, though its

rights and obligations are laid down in a special statute. At the head stands the Rector, who is chosen yearly by the ordinary professor. He, the pro-Rector (the Rector of the preceding year), the Deans of the Faculties (chosen annually or biennially), and the Senators (also representing the several faculties) form the Senate. From the Rector downwards the members of the Senate must be professors actively engaged in the university. All the higher official functions are discharged by the Rector, who assumes his dignity at an assembly of the entire professional staff, and delivers on the occasion a prepared oration. As a rule there are four departments in the German universities, theology, medicine, law and philosophy. Marburg, however, has as many as seven, including philology and historical sciences, philosophy and pedagogies, mathematics, natural science, medicine, jurisprudence and economics and theology.

The system of higher education in Germany is passing through a crisis.

In Germany, as in England, much controversy is being waged between the advocates of classical and of modern education, of so-called humanistic and of practical study. The Germans have allowed the higher schools to go on in the same way for years, but now they are waking up to the fact that the higher schools must become more practical. The

higher schools descended from the time when Latin and Greek were not dead languages in the sense that they are now.

Seven kinds of higher schools are recognized by the state. The Gymnasias are classical schools. Latin and Greek absorb nearly one-half of the pupil's eight to ten years' course.

The gymnasium is the first door to the highest possibilities of state service and professional promotion for a student who has passed the final examination in the first form and obtains entrance to the universities and to state technical academies or he may become a civil servant. The Progymnasias are quite similar. The Realgymnasias differ from the Gymnasias, in that Greek is omitted from the curriculum (Latin is being retained), while in its place natural sciences or other modern subjects are taken. The Realprogymnasias have the same studies, but they are not pursued so far. The Oberrealschulen follow, and after them the Realschulen. In both of these as a rule they dispense with Latin and Greek. They are not meant to be classical but modern schools suited to those intended for commercial life.

Last and lowest among higher schools are the higher Burgerschulen, which prepare students for business positions.

The worst fault of this system of education is that the youths, after years of study cannot gain admittance



sion to any of the professions. They cannot easily turn to anything else because their education has been one-sided and not along practical lines of work. It may be asked why, then, do so many acquire this higher education if it means nothing to them when secured? It is simply because in Germany most every line of work is controlled by the state. In order to enter certain fields of

work one must pass the required examinations which always comprise Latin or Greek or both.

In the future, no doubt, greater stress will be laid upon modern subjects, and more practical instruction in the higher schools. There will be less Latin and Greek, and more English, French, Italian, modern history, natural science and mathematics.

GILBERTA BURNS, '14.

### EIN BESUCH.

Ein Fremder kam einmal in unsere Schule. Er ging in Herrn Harbeson's Zimmer.

Sagte er, "Ich bin hier gekommen um einen Besuch zu machen."

Dann sagte unser Herr, "Bitte, setzen Sie sich hin und wenn Sie wollen, so werden Sie ein wenig von unserem Praesidenten hoeren."

"So! Das wuerde mich sehr freuen."

"Er setzte sich hin und hoerte zu. Aber doch weil er ein Deutscher war, verstand er nicht warum ein Praesident nicht regnete.

"Nun," sagte unser Herr, "Jetzt werden wir haben was Sie Mittagessen nennen."

Der Fremde ging in das Versammlungszimmer hinein worin alle Studenten aszen.

"Ach, ich moechte gern eine Tasse Kaffee haben," sagte er.

"Verzeihen Sie mir, aber wir haben hier doch keinen Kaffee," antwortete unser Herr.

"Keinen Kaffee!" sagte der Fremde sehr verwundert. Es ist ja unmoeglich! Unsere Kinder trinken heise Tee oder heisen Kaffee bei jeder Mahlzeit! Vielleicht trinken Sie Bier? O, entschuldigen Sie mir, was hab' ich yesagt!!"

"Nichts" sagte unser Herr. "Aber hier in Kansas trinken wir kein Bier. Es wird nicht erlaubt."

"So! Ach Himmel, ich kann Ihre Leute nicht verstehen."

Und so, ging der Friemde von unserer Schule hinaus.

BLANCHE LEVENTHAL, '15.



### DAS DEUTSCHE HEER.

Das Deutsche Heer besteht aus etwa einer halben Million Soldaten. Um solch ein groszes Heer zu haben, jeder Juengling musz vor seinem fuenfundzwanzigsten Lebensjahredienen, und wenigstens swei Jahre lang, wenn er keinen Einjaehrigen-schein hat.

Mann musz das Gymnasium besuchen und von Untersekunda nach Obersekunda versetzt werden vor er den Einjaehrigen-schein bekommen kann. Durch die sechs Jahre auf dem Gymnasium werden die Einjaehrigen genuegend ausgebildet, so dasz sie in einem Jahre alles lernen koennen, was die anderen Soldaten in zwei Jahren lernen. Wer den Einjaehrigen-schein hat, braucht nicht mit den anderer Soldaten in der Kaserne zu wohnen; auch koennen sie Reserveoffizieren werden.

Die Soldaten leben gewoehnlich in der Kaserne, werden streng gehalten, bekommen einfaches, aber kraeftiges Essen, und werden auch im Felddienst gruendlich ausgebildet.

Nach der Entlassung kehren die meisten Soldaten zu ihrem Berufen zurueck. Viele blieben doch noch

laenger in dem Heer; meistens zwei Jahre. Danach bekommen sie eine Stelle als Beamte.

Alle Deutschen Maenner die mehr als zwanzig Jahre alt sind, gehoeren zum Heere. Waehrend der Dienstzeit ist man "aktiv"; die naechsten vier oder fuenf Jahre gehoert man der Reserve an, dann fuenf Jahre lang der Landwehr ersten Aufgebots, und danach bis zum vierzigsten Jahre der Landwehr zweiten Aufgebots. Dann bis zum fuenfundvierzigsten Lebensjahre, gehoert man zum Landsturm.

Der Landwehr dient nur in Kriegesfall, und auch nur, nachdem das aktive Heer und die Reservisten schon in den Krieg gezogen werden. Dann wird das erste Aufgebot eingezogen; spaeter, wenn es noetig ist, das zweite Aufgebot. Der Landsturm bleibt zu Hause und verteidigt das Land.

Deutschland braucht solch ein groszes Heer weil es mitten zwischen Feinden sitzt, und nicht eine natuerliche Granze hat. Deutschland hat ein tuechtiges Heer wie England seine grosze Flotte.

MAE McADAMS.





## GOETHE.

Without a doubt, Johann Wolfgang Goethe, ranks foremost in the world's line of poets and philosophers. He belonged not only to the eighteenth century but also to the nineteenth. His position in European literature was that of successor to Voltaire and Rousseau. The first, a person of unusual intelligence, and looked upon by Goethe as "a universal light;" the latter, a morbid dreamer, spoken of by Byron as "the self-torturing sophist." In his early life, Goethe seemed engulfed by the atmosphere, which had always surrounded Rousseau, although he was utterly unlike him. His latter life, however, was one more characteristic of Voltaire's writings.

This German genius was born at Frankfort-on-the-Main, Aug. 28, 1749. His father was a counselor of state in Prussia. His admiration for the fine arts, greatly influenced his son's artistic development.

Goethe acquired the French language at an early age, also snatches of Hebrew and others. When 16 years of age, his father sent him to the University of Leipsic, where he remained for three years. While at school, contrary to his father's desires, he specialized more in natural science and theology, than in law. In 1771 he took his degree of Doctor of Jurisprudence, and wrote a dissertation on a legal subject.

A few years later, he went to Strasburg. Here he made the acquaintance of Herder, and familiarized himself with Shakespeare. At an early age, he fell in love with a girl, much older than himself. Her name, Margaret, he gave to the mistress of "Faust." In 1774, he published his first great work, "The Sorrows of Werther," which attracted world wide attention. Up to this time, he had formed the habit of writing all his thoughts, sad or happy, into verse. He had entered the field of literature early and was now a chief figure in European literature.

In 1775, on the invitation of the Duke Carl August, he journeyed to Weimar, to make his home with the duke. During the first ten years of his life here, he produced apparently nothing in the line of poetry. Instead, he seemed to pursue a career which would be fatal to the development of his genius. He undertook to reform the army administration, to operate mines with energetic intelligence, and to make good roads. Underneath this physical activity, he was preparing for his greater work. He applied his mind to the real world, and endeavored to comprehend it aright. It is said by one of his critics that "men of genius are quick growers, but men of highest genius, which includes the wisdom of human life, are not speedily ripe."

Goethe certainly belonged to the class of highest genius.

When he felt himself fully prepared for the resumption of his work as a writer, he took a trip to Italy. The surroundings there, seemed to awaken and develop further his artistic powers. While here, he completed his "Iphigenia." This seemed to be the second epoch of his life, in which the full force of his genius was felt in his writings.

He continued to study scientific subjects and "Versuch die Metamorphose der Pflanzen zu erklæaren," was published as a result of his research. In this book, he gives his views, since generally adopted by botanists, that the leaf is the primary form of a plant, and that all its different parts, may be considered as variously modified leaves. In 1791, he applied himself to optics and published a work on this subject, called "Beitraege zur Optik."

Three years later, he met Schiller. Their friendship steadily grew, and was not broken up until Schiller's death. This friendship was beneficial to both. Schiller wished to renew Goethe's interest in the stage. In this he was successful. The two poets united their efforts in an at-

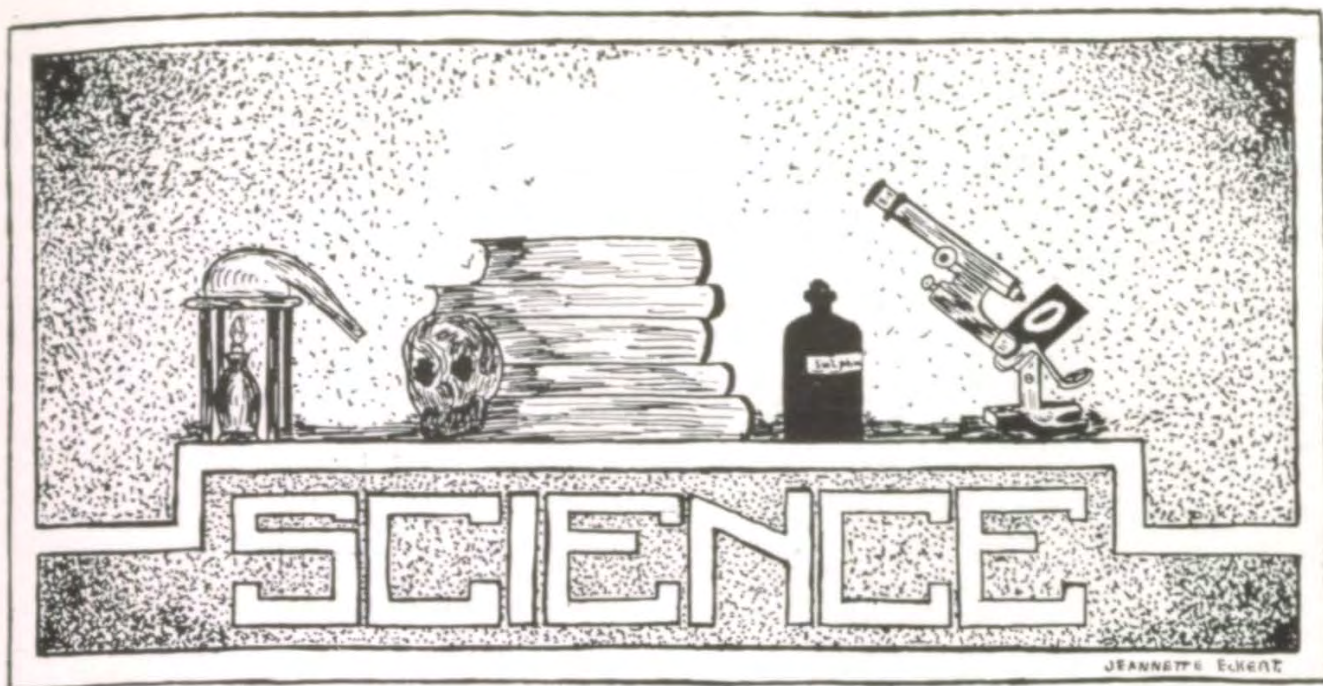
tempt to make the theater of Weimar, a model for all Germany. Many of Schiller's dramas were staged. Goethe did not write dramas during these years, but instead, he translated and staged those of Voltaire.

In 1806, Goethe married Christiane Vulpius, to whom he attributed his domestic happiness. In 1808, an incomplete edition of Faust, came before the public. This seemed to be his life work. He published the first part of it when a mere boy. He told Schiller of the theme of Faust, and was persuaded by him to again take up the threads of the story. He finished it with trembling hand, the day before his death. It appeared in its final form one year after his death, in 1833. "Faust" is a purely philosophical poem, which will long remain unrivaled.

Goethe was noted for his versatility of genius, and was known by the Germans as "the many-sided man." Although Goethe was a master hand at poetry, epics and dramas, he excelled in his philosophy of human life, which made it possible for his genius to flow in so many channels.







ELMER McCALL, Editor

GILBERTA BURNS, Ass't Editor

Science is not so dry a thing as many people imagine it. To learn what the common things about us are made of; how the world came into existence; to learn why things are as they are and to study the growth in the vegetable and animal kingdom is interesting and important.

The following studies are taken up in our Science course; Physiology, Psychology, Agriculture, Domestic Science, Physics and Mathematics which is the most exact science of all.

EDITOR.

### MATHEMATICS OF ANCIENT PEOPLES.

As far back as there is any trace, we find that each of the ancient peoples had worked out their own system of mathematics. The reason for this was perhaps because there was very little, if any communication between these peoples.

The Nile river has been called the father of Egyptian science. The necessity of surveying the land sometimes after an inundation is thought to have had something to do with the skill of the early Egyptian



in geometry; and the need of fixing in advance the exact period of the inundation may have had some influence in directing attention to the true "year" and so, to astronomy. The Egyptians seem to have understood the revolution of the earth and planets around the sun, and they fixed the year at three hundred sixty-five, and a fourth days, less than a fraction, and invented a curious leap year arrangement. Their "year," together with their calendar of months, we get from them through Julius Caesar. In Arithmetic, the Egyptians dealt readily in numbers to millions, with the aid of a notation similar to that used later by the Romans.

In geometry the Chaldeans made as much advance as the Egyptians; in arithmetic more. Their notation combined the decimal and the duodecimal systems. Sixty was a favorite unit, because it is divisible by both ten and twelve. It was used as the hundred is by us.

Astrology was studied to a great extent, because the people were so very superstitious and fortune telling by the stars was done to a great extent. Scientific medicine, it is true, was hindered by a belief in charms and magic, and astronomy also was studied largely as a means of fortune telling by stars. Still, important progress was made in both studies.

As in Egypt, the level plains and clear skies invited an early study of the heavenly bodies.

The Chaldeans foretold eclipses, made star maps, and marked out on the heavens the apparent yearly path of the sun. The "signs of the zodiac," in our almanacs commemorate their early astronomers. Every great city had its lofty observatory and its royal astronomer, and in Babylon in three hundred thirty-one B. C., Alexander the Great found an unbroken series of observations running back nineteen hundred years. As we get from the Egyptians our year and months, so from the Chaldeans, we get the week (with its "day of rest for the soul," as they called the seventh day) and the division of day and night into twelve hours each, with the subdivision into minutes. They also invented the water clock and the sun dial.

It is difficult to determine who was the inventor of arithmetic, or in what age or among what people it originated. The opinion, however, which modern investigations have rendered most probable, is, that arithmetic, properly so called is of Indian origin,—that is, that the science received its first definite form, and became the germ of modern arithmetic, in the regions of the East. The question therefore, as to the invention of arithmetic, deserves to be considered only as it



respects the origin of science as we now have it and which, as all scholars admit, has reached a surprising degree of perfection. In this science the honor of the invention must be awarded to the Hindoos.

But though the invention of modern arithmetic is to be ascribed to the Hindoos, the honor of introducing it into Europe belongs unquestionably to the Arabians. It was they who took the torch from the

East to the West. The precise period however, at which this was done, is not easy to determine. It is evident, that our numeral characters, and our method of computing, by them were in use among the Arabians about the eighth century, when they invaded Spain. The Arabians carried the work to the Phoenicians and the Phoenicians scattered it in their travels.

EMILY DAVIS, '16.

### PYTHAGORAS.

Pythagoras, the celebrated Greek philosopher, was born in Samos, 580 B. C. He is said to have traveled extensively in Egypt, where he attached a great importance to mathematical studies, and is believed to have made several important discoveries in geometry, music and astronomy there.

The truth that "the square of the hypotenuse, of a right triangle equals the square on the other two sides," was known long before his time but no exact proof of it had as yet been worked out. This theorem, the 47th of Euclid, is often called the "pons asinorum of geometry."

Pythagoras made a study of music in which he judged the consonance and dissonance of an interval by the ratio of vibrations without appeal to the ear.

Pythagoras is said to have re-

garded numbers as the essence or principal of all things, the element out of which the universe was made and attributed to them a true and independant existence.

He believed there were five elements in this breathing world, namely, fire, earth, water, air and the fifth unnamed. Pythagoras worked out the movements of the sun, moon, stars and other planets much as they are worked out today. The only difference being that he thought they were moved by Gods and controlled by them.

He believed that as these heavenly bodies moved they made a sound which he called "the music of the spheres." Pythagoras is said to have been the first who took the title of philosopher and the first who applied the term "Kosmos," to the universe. He shares with Thales



and Xenophanes, the high distinction of starting the problem of physical science.

He died in Melapontum, where he had been banished after the fall of his "Pythagorean System," in about the year 500 B. C. Pythagoras did not leave a written ac-

count of his doctrine but they were committed to writing by his friend and disciple Philolans.

The work of Pythagoras was a work never to be forgotten, for even today the pupils of geometry are using his methods.

GRACE HANNA, '16.

### NECESSITY OF TEACHING FARM FACTS.

Some persons do not understand why agriculture should be taught in the public schools. The reasons for teaching agriculture may be classed under two heads. First, for practice; second, for culture.

The practice courses, those intended to give one knowledge with which to farm, should be taught in schools in the country and small towns where agriculture is the main industry and support of the schools.

The cultural courses, those meant to broaden the child should be taught in the larger places. The purpose of an agricultural education is often misunderstood by both teachers and farmers. Its purpose is to improve the farmer, not the farm. Agriculture is the greatest and most fundamental industry of the United States. On it depends the prosperity of the country and city alike. The population is steadily increasing and something must be done to increase the farmers' production. Social and economical conditions demand that he be educated if he is to

keep from sinking to the level of the peasant of Europe. Few farmers ever reach college and this means that they must receive their agricultural training in the high schools. Education makes a better farmer, a better farmer produces more crops and more crops add to the prosperity of the country.

The present trend of our education is cityward. We have been living in a city-making epoch. The bright farm boy as he has attended the village high school has been taught much that would naturally interest him in city occupations. The teacher has become interested in him and has encouraged him to make something of himself. This usually means that he becomes a lawyer, doctor or perhaps an engineer. The nature of his books and the advice of his friends have led him to believe that these are the lines in which mental ability will bring the greatest returns. If he does become a farmer he feels that he has lost his real opportunity. But



if he is taught that agriculture is an important occupation and that it now offers as great a field for scientific study as medicine, etc., the farmer as a class will not become extinct. Educating a boy to stick to the farm will tend toward building up and increasing the class of farmers.

From a cultural standpoint, a course in agriculture which will not be so long as the practical course, is very valuable to the child. It gives him a wider and more intelligent

view of the things of nature and his relation to them. The study of agriculture brings the school in touch with the home life, the daily life of the community. We should all understand where and how our food supply is produced. The training and culture received from the study of the things that have a practical bearing on life should not be overlooked in a liberal education.

AGRICULTURAL CLASS, '14.

### BREAD AND BREAD MAKING.

Probably no food unless it is milk is more generally used than bread. This constitutes a very large part of our diet. In the earliest historical records bread is spoken of. In early times the people ground the grain between two stones, made a paste of this meal and water and baked it in the ashes of the fire. Israelites in Egypt, ate leavened bread, the ancient Greeks cultivate the yeast plant, in Pompeii an oven was found containing loaves of bread not unlike that of the present day. Many European peasants still bake their weekly loaves in the village oven. The raised or light loaf of bread of today was unknown to the ancients, theirs being an unleavened bread or cake. The Egyptians long before the Christian era, made a loaf of wheat and meal. The early Britians made cakes of crushed acorns long

before cereals were grown upon their island. The bread of the ancient Syrians was made from mulberries, dried and ground to flour. The Greeks were the best bread makers of antiquity. In their bread both barley and wheat were used, ground in small hand mills by the women slaves of each household and made into well salted, unleavened dough. The Scots did not know the wheaten loaf until the end of the sixteenth century. Cakes of oat, barley and peas meal constituted their household bread. In Wales the people of those times used a baking utensil similar to the griddle that Scotch used and which they called the bake stone.

Oaths were formerly sworn by bread, perhaps because it symbolized the necessities of life.

England was indebted to the

Romans for the first knowledge of the art of making wheaten flour into a loaf.

Bread of some sort and savor is the universal food of every nation of today. When in the earliest times people used wild cereals they found that food prepared from these would support life and strength better than any other single food except milk.

Statistical investigations which have been conducted by our government indicate that at present the annual per capita consumption of wheat in the United States is about  $4\frac{1}{2}$  bushels, which represents not far from a barrel of flour. It has been found that wheat flour and other wheat products supply 20% of the total food materials used by the average family in the United States, 30 per cent of the total proteins, 5 per cent of total fats and 42 per cent of the total carbohydrates. If only patent flours and the bread made from them are considered they are found to supply 18 per cent of the total food, 20 per cent of the protein, 3 per cent of the fats and 38 per cent of the total carbohydrates.

Bread of the modern America and much of Europe is primarily wheaten. This is as it should be for wheat contains a larger proportion of protein, the purely nourishing element than any other cereal. The protein or nitrogenous matter of wheat is known as gluten and upon this is

its commercial value based. Flour for the best bread making should contain a large quantity of gluten, a condition easily ascertained by its creamy tint and by testing the tenacity of dough. Flour for pastry should be starchy, as little tenacious as possible and thus of course less nutritious.

In regard to its ingredients, bread is one of the simplest cooked foods, but in regard to the changes which the raw materials must undergo to produce a finished loaf it is one of the most complicated.

In the flour mill, where the initial steps in bread making may be said to be taken the grain is ground into powder, the coarser outer parts being sifted out as bran, while the finer interior parts constitute flour. Once in the baker's hands the flour is mixed with water and yeast or something that will produce the same effect. When this paste or dough containing yeast is set in a warm place the yeast begins to "work" and the dough to "rise" or the yeast causes a change known as "alcoholic fermentation," to set in, one of the principal results of which is the production of carbon-dioxide gas. If the dough has been well mixed; this gas appears all through it and expanding leavens or raises it throughout. After the yeast has worked sufficiently, the dough is shut up in a hot oven where the heat kills the yeast and prevents



fermentation any further, causes the gas to expand and stretch open the little pockets which it has formed in the dough, changes the water present into steam and expands the air mechanically included thus raising the loaf still more. Further the heat hardens and darkens the outer layers into a crust. The sum of these changes in the oven is called baking. When this has been continued long enough the bread is done and is ready to be cooled and eaten.

Yeast, scientists have determined, is a plant, a microscopic fungus with capacity for marvelous growth if nourished amid favorable surroundings. Warmth, moisture, nourishment are needed for the growth of these plants. Hot water will kill it but warm water will aid its growth. The nourishment to be supplied is flour upon which it develops by multiplying its own cellular growth by marvelous rapidity. Carbondioxide is developed, the mixture "rises" and a so-called lively sponge is the result. It is essential that the yeast be fresh to produce rapid alcoholic fermentation. The action of yeast is somewhat quickened by the addition of a spoonful of sugar. Too high temperature induces the development of an acid ferment in yeast, a temperature too low retards its action and proportions are added to yeast the causes sour bread. Yeast develops best at 70° to 80° F.

When flour and water in proper proportions are added to yeast the

latter, if kept at proper temperature feeds upon the flour and begins to rapidly multiply its cells. The gluten of the flour becoming hydrated or well mixed with water causes the dough to become tenacious and elastic; carbondioxide gas is developed by the action of the yeast and endeavors to escape, but entangled in the glutinous fibres of the dough the gas is held. Heat causes it to still further expand and the sponge rises. If this is allowed to continue too long the yeast plant ceases its rapid development owing to the exhaustion of its food supply, the elasticity departs and the sponge falls. That means failure. At the critical point flour should be added to the sponge and kneaded. Kneading is done in order to insure uniform distribution of the gas and to develop the gluten of the flour. Bread requires kneading, usually from 20 to 30 minutes in length. The next essential to good bread is prolonged baking at not too high a temperature. This is to assist the transformation of starch into dextrine. The brown crust on a loaf is almost pure dextrine.

The different kinds of bread are leavened and unleavened breads. We also have what is known as salt rising bread.

There are many different methods of producing the yeast growth in the dough but however they may differ in minor details they are essentially the same and from all of them we may produce a perfect loaf if we control the essentials, live yeast, proper heat and sufficient food for the yeast.

MARY SMITH, '16.



## PHYSICS.

## THE HEAT OF VAPORIZATION OF WATER.

## I. OBJECT OF EXPERIMENT.

To find how much heat is carried away by each gram of steam.

## II. APPARATUS USED.

1. Large metallic cup.
2. Water.
3. Bunsen Burner.
4. Thermometer.

## III. PROCEDURE.

1. I weighed the metallic cup and found it to weigh 129.8 gr.

2. I then filled the cup full of cold water and found its weight to be 564.3 gr.

3. The weight of the cold water was found to be  $564.3 - 129.8 = 434.5$  g.

4. I then took the temperature of the cold water and found it to be  $8.5^{\circ}$  C.

5. The number of degrees required to raise this water to boiling is  $100^{\circ} - 8.5^{\circ} = 91.5^{\circ}$

6. The number of gram calories required to raise the temperature of the cup one degree, we found to be in a former experiment 13 calories. The number of calories required to raise the water in the cup  $= 434.5$  g. calories.  $435.5 + 13 = 447.5$  or the number of gr. calories required to raise the cup and water one degree.

7. The number of gram calories required to raise the water to a boil

is 447.5 calories times  $91.5^{\circ}$  or 40,946.25 calories.

8. I then boiled the water and took the time required and found it to be 11.5 minutes.

9. I then weighed the cup and water and found the weight to be 552.3 grs.

10. I then boiled the water again for 11.5 minutes and re-weighed and found the weight to be 488 grs.

11. The number of grams boiled away was  $564.3$  g.  $- 488$  g.  $= 76.3$  grs.

12. Assuming that the same amount of heat went into the cup and water during the second boiling as went into them during the first (since they were both boiled the same length of time) we may then divide 40,946.25 calories or the number required to raise the water to a boil by 76.3 grs. or the number of grams boiled away. This gives us 536.6 or the number of gram calories required to vaporize each gram of water.

## IV. CONCLUSION.

The amount of heat that goes off with each gram of water during evaporation is 536.6 gram calories. That is one gram of water evaporated or boiled away carries away about five times as much heat as it would take to raise its temperature from freezing to boiling.

Millikan and Gale gives 536.1 as the number of gram calories required. My error is therefore  $536.6 - 536.1$  or .5 of a gram calorie.

J. ELMER McCALL.



**EXPERIMENT.**

In this cylinder  $r=1.35$  c.  $h=10.2$  or  $5.1$  c.  $\pi=3.1416$ .

Archimedes Principle for a Body Partly Immersed in a Liquid.

**I. OBJECT OF THE EXPERIMENT.**

To prove that the loss of weight of a body partly immersed in water is equal to the weight of the water which that fractional part of the body displaces.

$2$		
$\therefore r^2\pi h =$		
$1.35$	$1.8225$	$5.725566$
$\times 1.35$	$\times 3.1416$	$5.1$
<hr/>	<hr/>	<hr/>
$675$	$109350$	$5725566$
$405$	$18225$	$28627830$
$135$	$72900$	<hr/>
<hr/>	$18225$	$29.2003866$
$1.8225$	$54675$	
	<hr/>	
	$5.72556600$	

**II. APPARATUS USED.**

1. Scales and weights.
2. Jars of water.
3. Cylinder.

4. The loss of weight of the cylinder = step No. 1 minus step No. 2 or  $161.50$  g.

$131.55$

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 $29.95$  g.

5. Equalizing we have  $29.95$   
 $29.20$

---

 $.75$

or the discrepancy.

**III. PROCEDURE.**

1. We weighed the cylinder and its weight was  $161.5$  g.

2. Then we weighed the cylinder immersed one-half its height in water and found it to weigh  $131.55$  g.

3. The volume of the cylinder =  $r^2\pi h$ .

**IV. CONCLUSION.**

The loss of the weight of a body partly immersed in water is equal to the weight of the water, which that fractional part of the body displaces.

FAITH GOTTSCHALL.



**DOMESTIC SCIENCE.**

During the last decade much time has been given by scientists to the study of foods and their dietetic value. It is a subject which rightfully should demand much consideration from all, for it is authoritatively declared that if man were properly fed, life would be much extended and made much happier.

Many high schools have laboratories for the study of foods, their necessary proportions and the best manner of cooking. In this particular, Rosedale High School is very fortunate, for its equipment is not only of the best, but is most practical.

Domestic science is defined as a systematic knowledge of anything pertaining to the home.

The general plan of work is a study of foods, classified according to similarities in composition which divide them into groups representative of the five food principles—fat, proteid, carbohydrates, mineral matter, water. The food is studied as to its source, composition, production, the effect of heat upon it, methods of cooking, its digestibility and its value as food to the human being.

The pupils who take Domestic Science are required to have aprons, towels, a holder, and note book in which to keep recipes and other useful notes. Upon entering the cooking room for class each girl is

to see that her hands are washed thoroughly and that her nails are clean. Pupils are not allowed of course to lay handkerchiefs; hats or wraps on laboratory tables; no loud talking or singing is permitted. No one is permitted to leave the cooking room without permission from Miss Miller, the domestic science teacher. Every girl has a daily duty which is to keep every article in her desk in perfect order. Boards, brushes and all utensils are to be washed thoroughly before they are put away. Besides the daily duties, pupils have other duties, such as clean cupboard shelves, sink, stoves, garbage can, etc.

In the first term of cooking each girl is required to give the plans, size arrangement, care of, ventilation, kind of work, floor, sinks, dishes, utensils for cooking if she were planing a kitchen which of course is very useful to most all girls. Some girls were found to be very economical in their choice and others who have had little or no experience in such work would not make good wives for poor men. Nevertheless I think now they could do much better.

As people become more civilized they realize the fact that most all foods especially meats should be cooked before eating. There are three very important reasons why



food should be cooked; first, it makes food more digestible; second, more palatable; and third, it destroys the bacteria. The last reason is especially important because of the many unsanitary ways in which our food is handled before it gets to us to be cooked. There are a number of ways in which foods are cooked. Some of these are boiling, steaming, stewing, broiling, roasting, baking, frying, sauteing, braising, fricasseeing, and pan broiling.

Fruits are sometimes very dangerous because of the bacteria they contain. We should always eat sound ripe fruit; unripe fruit is poisonous from the bacteria it contains. Fruit and vegetables exposed for sale on streets gather dirt besides decaying quicker than it would if kept protected and cool. We are taught how to cook fruits and vegetables and the time for cooking each.

Serving lessons are given several times during each term. Each pupil is taught how to serve by the different methods, any number of people, how and where every dish is placed, which will be the most convenient for people at the table or the one who acts as host, or hostess.

In the first term of cooking we can fruits, make pudding, sauces, soups, the cooking and serving of

vegetables and beverages of numerous kinds. During the second term we learn the different cuts of meats, how to prepare and cook them, how to make bread, pies and cakes, frozen dishes, and the cooking of eggs and milk.

There is no use to mention how extremely good some things are which are cooked in the domestic science class, just before the classes are dismissed. Since the proof of the pudding is the eating and only watch the rapidity with which the goodness disappears down their seemingly unsatiable throats.

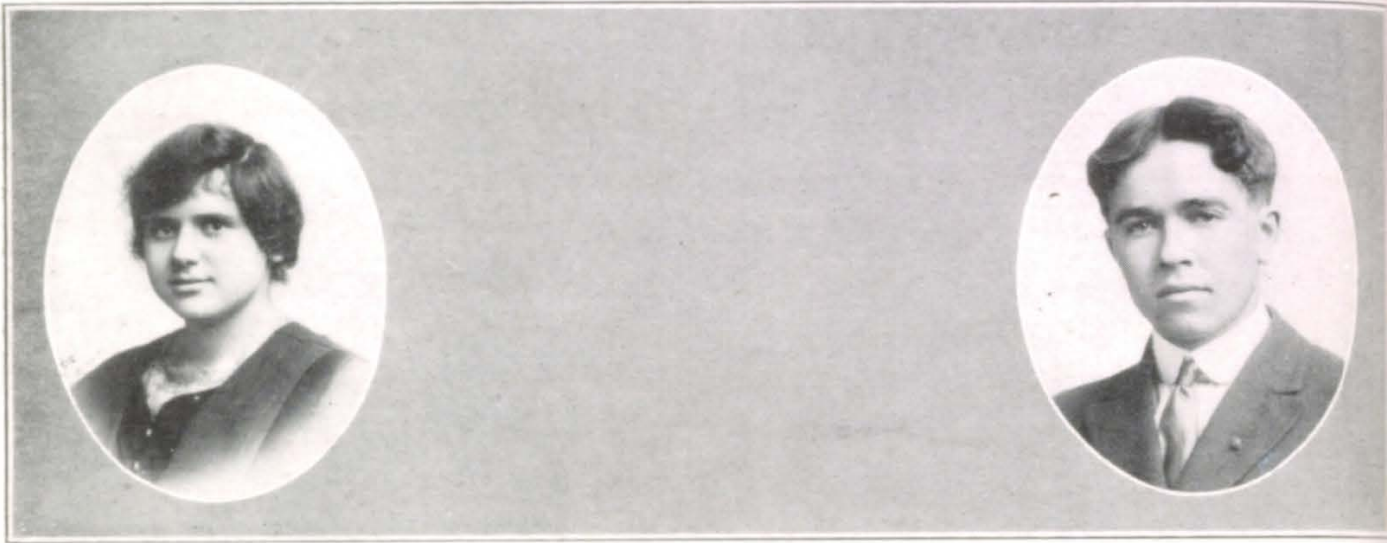
Cooking classes have served several times at different amusements and entertainments given at High School.

The cooking class have been taken by Miss Miller to Loose-Wiles Biscuit Factory, Armour Packing plant and to several milling companies. At Loose-Wiles we saw the process of mixing, cutting, baking, frosting and packing of the numerous kinds of cookies and cakes sold by the company. We also saw the making of candies which was very interesting. At Armours we saw the killing, preserving and packing of the different animals. At the mill we saw how flour was made, how it was cleaned, bleached and ground.

HAZEL KELSEY, '15



# ART



BLANCHE LEVENTHAL, Editor

EMORY KIEFER, Ass't Editor

We are fortunate this year in the many improvements and changes included in this department. We all mourned the marriage of Miss Ethel Kingsley, our music supervisor of the last few years, as a great loss last June. But since Miss Florence Duncan, Miss Kingsley's able successor, has been with us, we are completely compensated for last year's loss, and appreciate the many good things she has accomplished.

The new annex has also afforded us a large, convenient sewing room

which has all the modern equipment necessary to make Domestic Art a popular course in the school. The manual training and mechanical drawing departments are now in the new building, and are greatly appreciated because of their complete equipment.

We are all enthusiastic over the success of the operetta which was given by the students this fall. This certainly is a great encouragement to the music students in Rosedale to keep up their good work.



Our girls brought home two first and two second prizes for sewing from the Auxiliary of Clubs Contest in Kansas City, Kas., March 6. Rosedale always makes a good showing in anything she attempts.

The chorus of the operetta, upon the evening of the same occasion, sang the two finales in the auditorium of the Kansas City, Kas. High

School for a large audience. Our Girl's Glee Club, recently organized and a great success, sang several numbers. Both choruses sang splendidly and were applauded quite deservedly.

This department looks forward to some more good work next year from the music classes and clubs.

EDITOR.

### OPERETTA REVIEW.

The audience that witnessed the performance of the operetta "Sylvia" by Rhys-Herbert, Friday evening, November 21, 1913, was very much impressed as it was the most professionally performed amateur work that had been given in our school for some time.

The music and lines, though not difficult, called for a freedom and ease, seldom possible, and yet quite perfectly done that evening.

Sylvia, so the plot runs, is a court lady, tired of court. She wanders into a field where she meets Betty, a farmer's daughter, tired of the farm. They agree to change clothes, and after experiencing each other's life for the afternoon, decide that they are each intended for their own sphere.

Petite, Maud Eubank, with her delightful manners and sweet voice charmed her audience in the dainty part of Lady Sylvia.

Betty was splendidly acted by Edith Mathias. Edith has a very charming voice, and we love to hear her sing. Her duet with Maud was most beautifully rendered.

Sir Bertram de Lacy, the court poet, was none other than our friend, Tom Sperry. Personally, Tom does not care for poetry, but upon hearing the court poet recite, one would have thought him certainly endowed by the Muse.

Emory Kiefer looked and acted the part of William, an honest farmer, to perfection. To see him stride up and down the field (our stage) in his big boots and call "Betty," one felt him to be a real haughty farmer rather than the haughty senior he is.

Forest Liddle was quite at home in the part of Prince Tobbytum, a man of consequence. Just between you and me, Forest is rather fond of the —hm—, but anyway, he was

quite a success with the little country maidens on the stage.

Lady Arabella and Lady Araminta, the two ladies-in-waiting (Byrd Cessna and Helyn Colver) certainly looked pretty in their costumes pleasing the audience with their court airs and courtesies. Their minuet with Prince Tobbytum deserves mention, indeed.

Gilberta Burns, as Polly, pleased us all with her dainty speeches and the pretty way she sang the Bluebell song.

Hazel Yeaman and Grace Hanna, as Molly and Dolly proved themselves true friends to Betty, and efficient in the art of —er— modest indifference to the farm lads.

Hugh Dougherty made a delightful clown in his part of Robin.

The chorus of over forty students was so well trained and accomplished that the principals of the company certainly appreciated its able support.

We owe nearly everything to the untiring efforts of Miss Duncan, Miss Kenney and Mr. Harris. We most certainly feel indebted to them for the training and finish they so generously contributed to make the operetta performance the success it was.

Blanche Leventhal contributed all she could in her accompanying to make it successful.

Financially, may we mention the \$99.60 we cleared? However, that is not so important as the artistic success it was.

BLANCHE L. LEVENTHAL, '15.

### MANUAL TRAINING.

Manual training in Rosedale High School and under the direction of Mr. Harris, is highly developed this year. This course covers three years in which all the fine points of the work are brought out, not including the work done in the grades. In the Freshman year the simplest things are taught; but as one advances in mental development, so do the boys of the wood-working department. And so after a while the students not only square boards and set planes in the right

position but make useful articles such as writing desks, library tables, buffets, and nearly any kind of furniture.

With the addition of our new Annex, the manual training department has taken advantage of space and has moved into one of the first floor rooms. This room is about twice as large as the room used in the old building last year, thus making everything more convenient for the pupils' work. The south side of this room has eight or nine win-



dows, so as to furnish the best of light. All the benches are so placed as to secure good light.

The newest equipment of this department is composed of six new lathes, which are the finest in the state. Five of these are connected together and are driven by a two-horse power electric motor. The other one being larger, is driven by a one-horse power electric motor.

On these five lathes, the class usually works and on the sixth, the instructor demonstrates. We are now making different things, such as potato mashers, but we intend to make larger objects in the near future. These lathes in Rosedale High School add to making ours one of the finest equipped manual training shops in the state of Kansas.

EMORY KIEFER, '14.

### LINEN.

Linen is supposed to have been first known in Asia, though all ancient history mentions it as being used by the various nations. The Egyptians wrapped the bodies of their dead in it, and also, some of their monuments. The people in the Bible wore linen gowns. The Ancient Athenians wore linen gowns which fell to their feet. The Romans also had fine linens. The garments of our Anglo-Saxon ancestors were of linen and of wools. The Moors of Spain were famous for wearing fine cloth of this kind. Back in the Middle Ages, the people of Netherlands and after them the Scotch, English and Irish established the linen making industries.

The linen fiber comes from the stem of the flax plant. It is soft, silky lining of the bark which lies between the rough woody outside and the pith of the stem. It is many

times as long as the longest cotton fiber and thicker and stronger.

The flax plant grows every year, with leaves that are simple, narrow, entire, and nearly sessile. The flowers are usually yellow, blue or white, each flower having five petals. The plant grows about three feet high. It is planted in the spring, usually in April.

The crop is generally ripe in August when it is then ready to harvest. Flax is easily harvested with the self-binder and is pleasant to handle. It may be threshed with an ordinary threshing machine. In Ontario, the crop, when grown for the fiber, is pulled by hand, the work being done by men, women and children. A man can pull one-third of an acre a day. The flax is then tied in small bundles and placed in shocks. When dry, it is sold, without removing the seeds, to the scutching mills.



The wilting disease is the most common of flax diseases. It is called this because the plants wilt as if for want of water. Flax rust is recognized by the yellow or orange spots on the older part of the nearly matured stem. It is not considered injurious to the flax grown for seed, but does injure the fiber.

The countries that produce flax are: United States, Russia, Asia, Egypt, Austria, Belgium, France, Germany, Great Britain, Holland, Ireland, India and Argentina. The chief countries that manufacture it are Scotland, Belgium, Ireland, France, Russia, Germany, Austria and the United States. The most important country that raises the most flax is Argentina. Russia is the leading flax fiber producer.

The first thing in preparing the linen fiber for manufacture is to rot off the woody bark and stem. The straw may be left out on the grass to let the dew rot it off, or it may be put into a pool, or in running water. This process is called retting or rotting. The woody part, when fermented, makes a very disagreeable odor. While it is setting, it must be very carefully watched or the fiber might rot. After this pro-

cess, the straw is first dried. The outer bark, wood and hard parts of the plant then becomes brittle. The fibers remain tough and elastic.

It is next pounded with mallets or run through a machine that breaks everything but the fibers, and is then put into machines which scrutch or scrape the fiber to get out the broken wood. Sometimes this is done by hand, but generally it is done in mills by paddles fastened to wheels. On each wheel are twelve paddles which strike the fiber at the rate of eighteen hundred times per minute. They are next tied up into bales of two pounds each and shipped to the mills for spinning and weaving.

After it arrives at the mills, it is combed to get out the long fibers which make the best thread, the short fibers, called tow, being saved for use in inferior cloth. The fibers are next sorted into different grades. They are run thru combing or carding machines and come out in long thick, soft, ropes, called silvers, somewhat like cotton rope, ready for manufacture into cloth.

These many processes were at one time performed in the home, but today it is all done at mills.

RUTH MCBROOM, '17.





## DIFFERENT STAGES IN THE DEVELOPMENT OF MUSIC.

The story of the development of music is a continuous and unbroken record of human efforts to extend and enhance the possibilities of effects of sound upon human sensibilities. This represents, in a formal or a direct manner, the expression of man's inner being. The efforts resolve themselves mainly into impulses to find means to produce the effect of design, and to contrive types of expression which are capable of being adapted to such designs.

The first steps in the direction of the modern type of music were made when men attempted to improve upon pure melodic music by singing melodies simultaneously at different pitches. It took an immense time to produce a satisfactory result in part singing; but by degrees men found out how to vary their successions of fifths and fourths by ornamental notes, and to make their various simultaneous tunes move without a combination of discordant sounds. They found out how to systematize their experiments at least so far as to make the closing points bear some relation to the beginnings. And in the course of some centuries they succeeded in combining harmonies together by means of independent voice parts in such a way as to produce the most purely and beautiful sound possible. Things

arrived at the first crisis under the influence of the Roman Church.

Then, having exhausted the possibilities in this direction, a new impulse seized upon composers, to apply music to secular uses, and to find a method of treatment better adapted to secular ideas. They began to employ some of the devices which have been mastered in chord effects in a new manner. They found that a chord made up of one definite set of notes afforded an excellent contrast to another chord made up of a different set of notes, and that certain chords were more nearly allied to one another than others. They also found that the old scales used in ecclesiastical music were not accommodating enough for the successions of chords they wanted; under this influence, they modified these old modes till they had tones and semitones in better order for harmonic purposes.

Music then expanded into a variety of types. Instrumental music took a different character from choral music, and secular from sacred vocal music. By degrees, as the various resources made available by the new arrangements of the scales became better understood, and the devices of the old counterpoint were adapted to the new system, the second great crisis was achieved,



which is mainly illustrated in the great works of Bach and Handel

Here again musicians thought they had arrived at the highest point possible without another change of method. They applied themselves to developing new types of designs, in which melody and harmony were combined in a new way. Now the element of color showed itself, and a new climax was reached when all the resources so far attained were combined in symphonies and operas.

But in the next age things began to move at a very much increased speed. It was the age of revolutionary ideas. The art began branching out right and left; the style of orchestral works began to differ from opera style; song style from sonata style; oratorio style from the style of Church services.

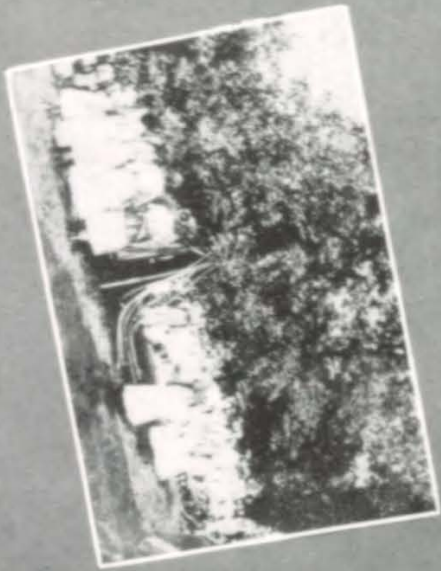
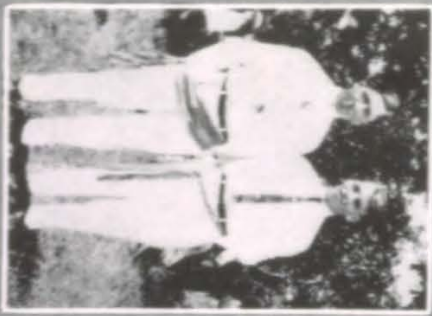
Then came the time when men, having many resources at their disposal, sought to use them more decisively for the purposes of expression. Each large group was subdivided into smaller groups, and each different item received different treatment. Then the principles of tonality were expanded to the utmost limits of intelligibility, both for design and effect.

But the resources call for such effort and genius that none but composers gifted with special vital energy, and with power to grasp many factors at once, seem able to use them to the full extent. Those who aim highest must have command of all resources; but there must be music for all types of minds and all varieties of nature.

MARIAN ANDERSON, '17.







*The May Fete*



# ATHLETICS



WILLIAM SULLIVAN, Editor

WILLIS WINSLOW, Ass't Editor

Athletics in the High School this year have a great advantage over that of other years, on account of the gymnasium which was built during the summer of 1913.

The boys, under the direction of Mr. Harris, have had regular, systematic gym work. This gym work, done during the last period and after school, consisted of volley ball and indoor base ball, besides the regular exercises. Last term, the girls had gym work and basket ball after school, but this term, the girls' gym class, under the supervision of Miss Kenney, was given the fifth period for their work. The first of March, the Board of Education, realizing that all the girls in the High School were not able to have gymnasium work at this period, elected Miss David to take complete charge of the girls and give them instruction in hygiene and gymnastics. As five gym classes were arranged all of the girls in the High School have had the needed opportunity for physical development.



It is the desire of the Board of Education and the High School, that every student seize this opportunity for regular instructions in gymnastics, in this way raising the physical and also the mental ability of the student body.

Last October, the boys and girls gym classes gave a house warming. Although they had only two weeks training, the many spectators were very well pleased with the exhibition.

The High School has purchased a Victrola for the gym. This will aid the teachers and students when it comes to doing drills and learning fancy steps.

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### R. H. S. ATHLETIC ASSOCIATION.

In November, 1913, the Athletic Association of the Rosedale High School was formed. This association was formed in order to give the students the management of their athletics, to interest all students in athletics, and develop true sportsmanship among the student body. The constitution was adopted November 15, 1913, and the following officers were elected by the school: Alex Smith, President; William Sullivan, Secretary and Avis Calhoun, Treasurer. Each class in the High School elected a vice-president. These officers, with Mr. Harris as Athletic Director make up the governing board of the association.

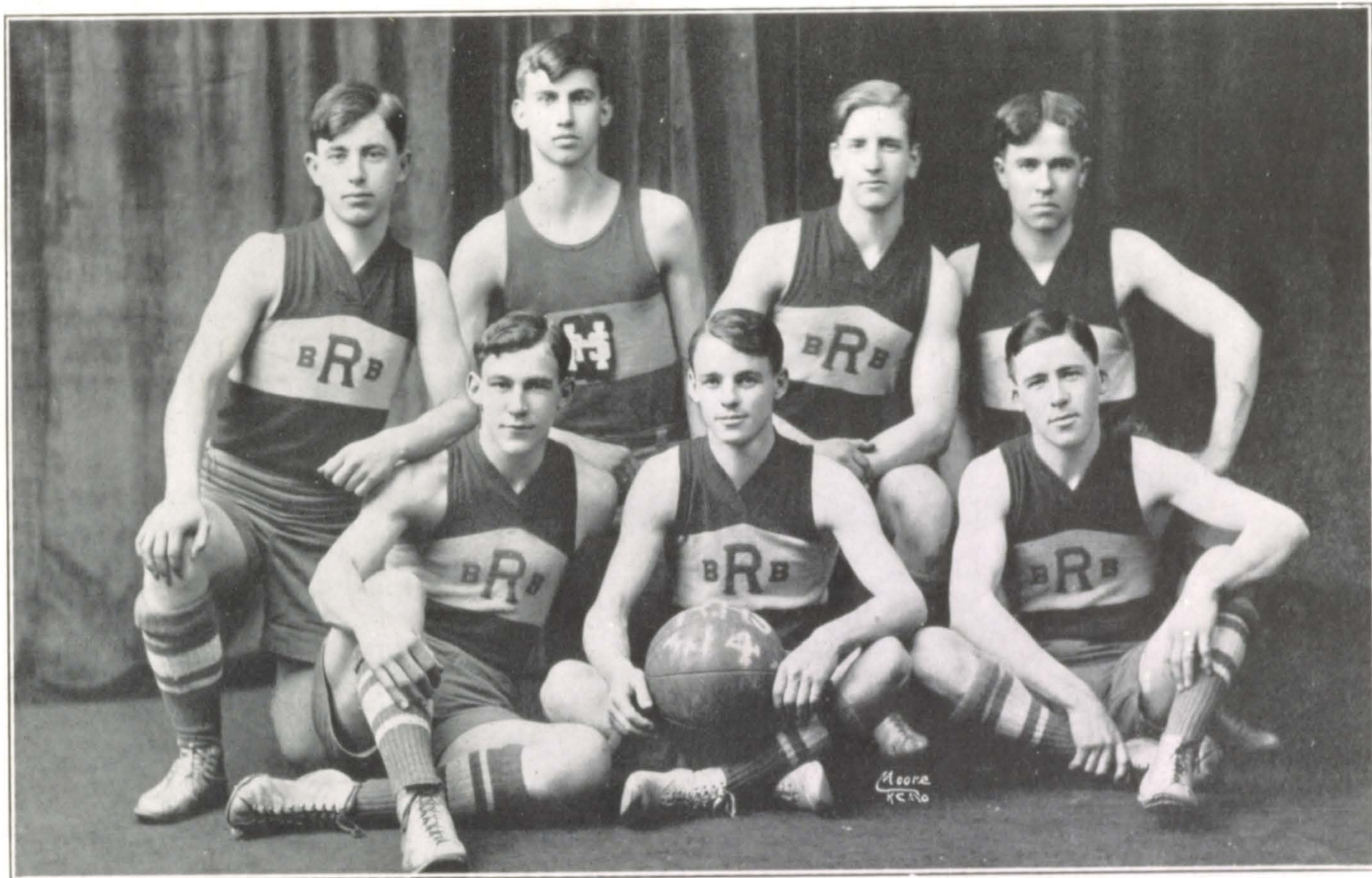
The association is composed of nearly all members of the student body and the faculty. Dues of twenty-five cents per term are paid by each member. All members have certain privileges but are also held down by certain restrictions.

This year the students have had complete charge of the selling of tickets to games, of the order at the games, and of the money taken in by the association.

Out of this money, all expenses for basket ball trips have been paid, suits of the finest quality for both boys and girls have been purchased and the teams were sent to Baldwin for the District Basket Ball Tournament.

The association expects to send representatives to Lawrence for the Annual High School Track Meet, which will take place the first week in May. We have also been planning on tennis courts, to be made on Mt. Marty, so that everyone may have the opportunity to play on our own courts.





FIRST BASKET BALL TEAM

Top Row—Willis Winslow, John Baum, Hugh Daugherty, Emory Kiefer.

Bottom Row—Alex Smith, Arthur Stubbs, Captain, Elmer McCall



**BASKET BALL.**

The boys were late in getting started to practice for basket ball this year, but when started, knowing that the season would soon open, they settled down to business. The material was soon evident and Coach Harris selected the squad. In this squad were three men from last year's team, Smith, McCall, and Stubbs. It might be mentioned that Stubbs, Smith and McCall have been playing on the teams representing Rosedale High School ever since they entered High School, Stubbs playing three years on the first team and the other two boys two years each. Under the coaching of Mr. Harris the inexperienced soon realized their position and a fair team was in the field when the season opened.

In 1911, the girls decided to play basket ball. Miss Miller went down to Bell's Hall with the girls to practice, no public games being played that year. In 1912 the girls began playing public games. Last fall, about thirty girls joined the basket ball squad. Only a few of these girls had played before. Hester K., Emily D., Edith Mathias, Avis Calhoun and Ruth Coughlin were the only girls that had played before. But under the coaching of Mr. Harris the girls soon developed excellent team work.

This year each class in high school

organized a boys' team and girls' team and played for cups put up by the Athletic Association.

**BONNER SPRINGS H. S. VS.  
ROSEDALE H. S.**

On the night of Decembet 5, Bonner Springs boys and girls journeyed to Rosedale as a curtain raiser to the season of basket ball. The Rosedale boys were slow in getting started and Bonner got the lead. But under the consistent free throwing of Capt. Stubbs and the goal shooting of McCall, the Rosedale boys soon forged ahead. Capt. Stubbs sized up the home team and found that it lacked team work. However, the Rosedale boys out-classed Bonner and Rosedale won by 35—29.

Lineup:

**BONNER SPRINGS H. S.—29.**

	G.	FT.	F.
Penrod . . . . .	1	0	3
Jaggard . . . . .	9	1	2
Hall . . . . .	2	2	4
O'Donnel . . . . .	0	0	2
Park . . . . .	1	0	3
	—	—	—
	13	3	14

**ROSEDALE H. S.—35.**

	G.	FT.	F.
McCall . . . . .	9	0	1
Kiefer . . . . .	0	0	1
Daugherty . . . . .	1	0	1
Smith . . . . .	2	0	1
Stubbs . . . . .	1	9	6
Winslow . . . . .	0	0	1
	—	—	—
	13	9	11





### FIRST BASKET BALL TEAM

Top Row—Ruth Coughlin, Avis Calhoun, Clara Buck.    Second Row—Hester Kaufman, Edith Mathias,  
Hazel Kelsey,    Thrid Row—Emily Davis, Hazel Yeaman.



**GIRLS.**

This being the first game of the season and our girls not having had much practice, they were not able to make much of a showing. The Bonner girls had been playing together two seasons. The game won by Bonner Springs by the score of 21-4.

Lineup:

**BONNER SPRINGS—21.**

	G.	FT.	F.
Axe . . . . .	7	0	0
E. Green . . . . .	2	3	1
Stanford . . . . .	0	0	0
McCaffrey . . . . .	0	0	1
Glynn . . . . .	0	0	0
H. Green . . . . .	0	0	5
	—	—	—
	9	3	7

**ROSEDALE H. S.—4.**

	G.	FT.	F.
Kaufman . . . . .	1	2	0
Davis . . . . .	0	0	0
Buck . . . . .	0	0	1
Coughlin . . . . .	0	0	1
Mathias . . . . .	0	0	1
Calhoun . . . . .	0	0	0
Yeaman . . . . .	0	0	0
	—	—	—
	1	2	3

Referee—Thompson.

**ROSEDALE H. S. VS. EDWARDSVILLE H. S.**

Eligibility rules interfered in the next game. Two of the regular men were out of the game. Under this handicap, the fellows played re-

markably well. Although the score was in favor of Edwardsville, the boys urged on by Captain Stubbs played for all they were worth during the entire game.

In the second half our boys tied the score and took the lead but two pretty baskets made by the Edwardsville guard spelled defeat for Rosedale. The score ended 32-24 in favor of Edwardsville.

Lineup:

**ROSEDALE H. S.—24.**

	G.	FT.	F.
McCall . . . . .	6	6	4
Kiefer . . . . .	0	0	3
Baum . . . . .	0	0	0
Smith . . . . .	0	0	9
Stubbs . . . . .	0	6	7
McDonald . . . . .	0	0	0
Althoff . . . . .	0	0	0
	—	—	—
	6	12	23

**EDWARDSVILLE H. S.—32**

	G.	FT.	F.
Grinter . . . . .	4	0	5
Edington . . . . .	4	9	4
Crider . . . . .	0	0	4
Milsap . . . . .	2	0	5
H. Brown . . . . .	1	0	5
L. Brown . . . . .	0	0	3
	—	—	—
	11	9	26

Points awarded, Edwardsville 1.

Referee—Harris.

Played at Edwardsville.



First Row—Dollie Elliott, Edith Wheatley, Annabeth Vaughn, Jeanette Eckert, Helyn Colver, Agnes Bennett, Second Row—Leona Frank, Lucile  
 Streeter, Ethel Johnston, Hazel McGee, Ruth McBroom, Helen Barnett, Mary Callahan, Third Row—Ruth Coughlin, Clara Buck,  
 Hazel Kelsey, Emily Davis, Hazel Davis, Mabel Grabske, Fourth Row—Gilberta Burns—Edith, Mathias, Edna Bivven.

*Wheatley*



**ROSEDALE H. S. VS. EDWARDSVILLE H. S. GIRLS.**

Our girls played Edwardsville girls the same night, losing by the score of 34 to 7. This was only the second game of the season and the girls were not fully organized. They played a very good game considering the long ride they had in automobiles through the cold.

Lineup:

**EDWARDSVILLE H. S.—34**

	G.	FT.	F.
S. Tront . . . . .	11	2	2
Ballard . . . . .	5	0	2
Ells . . . . .	0	0	1
Runnels . . . . .	0	0	3
K. Tront . . . . .	0	0	1
Williamson . . . . .	0	0	1
Craighead . . . . .	0	0	2
	—	—	—
	16	2	10

**ROSEDALE H. S.—7.**

	G.	FT.	F.
Davis . . . . .	1	3	2
Kaufman . . . . .	0	2	1
Buck . . . . .	0	0	0
Coughlin . . . . .	0	0	1
Rice . . . . .	0	0	1
Mathias . . . . .	0	0	2
Yeamans . . . . .	0	0	0
	—	—	—
	1	5	7

Referee—Harris.

**PAOLA H. S. VS. ROSEDALE H. S.**

The following week found the Rosedale boys showing Paola how to play basket ball. Paola went

down to defeat to the tune of 26 to 13. It was an easy victory for Rosedale. The team work of the guards was seldom interrupted. Paola kept the score down by shooting at the basket from a distance in the field, being unable on account of superb guarding of the Rosedale men to approach the goal near enough to get an accurate shot. The score ended with Paola taking the short end of 26 to 13.

Lineup:

**PAOLA H. S.—13.**

	G.	FT.	F.
Shelton . . . . .	1	0	1
Suit . . . . .	3	0	1
King . . . . .	0	0	1
McCallough . . . . .	0	5	4
Turner . . . . .	0	0	1
Hay . . . . .	0	0	2
Doty . . . . .	0	0	0
	—	—	—
	4	5	10

**ROSEDALE H. S.—26.**

	G.	FT.	F.
McCall . . . . .	6	0	1
Kiefer . . . . .	1	0	2
Daugherty . . . . .	1	0	2
Stubbs . . . . .	3	4	7
Smith . . . . .	0	0	2
Baum . . . . .	0	0	0
McDonald . . . . .	0	0	0
	—	—	—
	11	4	14

Referee—Ayers.



First Row—Vernon Price, Joe Schimmel, Oscar Anderson, William Swarner, George Brazier, Bert Bellchamber  
 Second Row—Russell Davis, Frank McDonald, Irwin Russell, Oscar Johnston, John Wilhite,  
 Forrest Liddle. Third Row—Willis Winslow, Emory Kiefer, Hugh Daugherty,  
 John Baum. Fourth Row—Alex Smith, Arthur Stubbs, Elmer McCall.



**PAOLA H. S. VS. R. H. S. GIRLS.**

The Paola girls are considered the best girls' team in the district, as they won the district championship in 1913. So our girls had very little luck with them. Paola's girls are fast and have good team work. Score, P. H. S., 24; R. H. S., 4. Lineup:

**PAOLA H. S.—24.**

	G.	FT.	F.
Gardner . . . . .	9	0	3
Potts . . . . .	0	6	2
Thompson . . . . .	0	0	1
Hornbuckle . . . . .	0	0	2
Leibengood . . . . .	0	0	2
Hamlin . . . . .	0	0	1
Shields . . . . .	0	0	2
—	—	—	—
	9	6	13

**ROSEDALE H. S.—4.**

	G.	FT.	F.
Kaufman . . . . .	1	1	3
Davis . . . . .	0	1	2
Buck . . . . .	0	0	2
Yeamans . . . . .	0	0	4
Calhoun . . . . .	0	0	2
Mathias . . . . .	0	0	2
Kelsey . . . . .	0	0	1
—	—	—	—
	1	2	16

Referee—Ayers.

**ALUMNI VS. R. H. S.**

On Jan. 3, the Alumni game found the boys facing a difficult problem which they were unable to solve. With Callahan, Baker, Marshall, Hite and Rose, the Rosedale boys were outclassed in size, exper-

ience, height and practice. The Alumni boys under Captain Baker visited the gymnasium several nights out of the week and although the Rosedale boys had this opportunity they failed to grasp it. As Coach Harris and Capt. Stubbs were both away the boys forgot basket ball.

The guarding of Smith and Stubbs kept the score down considerably. Callahan had horse shoes all over him, caging six miraculous baskets from the field; Marshall from the guard position visited the basket and sent the ball in as a message thus warning the High School that they were two more points behind. The final score was 37—28 favor of Alumni.

Lineup:

**ALUMNI—37.**

	G.	FT.	F.
Reeds . . . . .	0	0	2
Callahan . . . . .	6	0	0
Hite . . . . .	4	0	5
Marshall . . . . .	3	5	1
Baker . . . . .	2	0	0
Kitchen . . . . .	0	0	0
Rose . . . . .	1	0	0
—	—	—	—
	16	5	8

**ROSEDALE H. S.—28.**

	G.	FT.	F.
McCall . . . . .	7	0	3
Kiefer . . . . .	1	0	0
Daugherty . . . . .	0	0	3
Stubbs . . . . .	4	0	4
Smith . . . . .	2	0	0
—	—	—	—
	14	0	10

Referee—Sanders.

**ALUMNI VS. ROSEDALE H. S.  
(GIRLS).**

The same night the girls played the Alumni girls. The Alumni girls had a strong team and had been playing for a good while but nevertheless our girls defeated them with the big fat score of 27—9.

Lineup:

**ALUMNI—9.**

	G.	FT.	F.
Kelsey . . . . .	1	3	2
Helmrieck . . . . .	0	4	11
Dickerson . . . . .	0	0	1
Helmrieck . . . . .	0	0	1
Sprague . . . . .	0	0	3
Harding . . . . .	0	0	6
Loyd . . . . .	0	0	2
	—	—	—
	1	7	26

**ROSEDALE H. S.—27.**

	G.	FT.	F.
Davis . . . . .	4	9	4
Kelsey . . . . .	3	4	5
Buck . . . . .	0	0	0
Callahan . . . . .	0	0	3
Calhoun . . . . .	0	0	5
Mathias . . . . .	0	0	4
	—	—	—
	7	13	21

Referee—Stubbs—Harris.

**EDWARDSVILLE VS. ROSEDALE H. S.**

On Jan. 9, Edwardsville came to Rosedale. This was a game that will not be forgotten very soon for several reasons. Our boys still remembered their defeat at Edwardsville and wanted to get revenge.

They started in with a will and played a good game but were unable to gain a victory over the visitors. Score 31—20 in favor of Edwardsville.

Lineup:

**EDWARDSVILLE—31.**

	G.	FT.	F.
Edington . . . . .	3	7	0
Grinter . . . . .	4	0	2
Crider . . . . .	3	0	1
Milsap . . . . .	2	0	4
Brown . . . . .	0	0	2
Hall . . . . .	0	0	0
	—	—	—
	12	7	9

**ROSEDALE H. S.—20.**

	G.	FT.	F.
McCall . . . . .	5	0	2
Winslow . . . . .	1	0	0
Daugherty . . . . .	2	0	2
Stubbs . . . . .	0	4	6
Smith . . . . .	0	0	2
Kiefer . . . . .	0	0	1
	—	—	—
	8	4	12

Referee—Rathburn.

**EDWARDSVILLE VS. ROSEDALE H. S. (GIRLS).**

The Edwardsville girls came to Rosedale the same night that the boys did. And after their boys had defeated our boys, the Edwardsville girls proceeded to do the same thing to our girls. It was a hard fought game from beginning to end, the score being 11 to 8 in favor of the Edwardsville girls.



Lineup:

EDWARDSVILLE H. S.—11.

	G.	FT.	F.
Ballard . . . . .	2	2	3
S. Tront . . . . .	1	3	0
Williamson . . . . .	0	0	2
R. Tront . . . . .	0	0	1
Ells . . . . .	0	0	0
Craighead . . . . .	0	0	5
	—	—	—
	3	5	11

ROSEDALE H. S.—8.

	G.	FT.	F.
Kaufman . . . . .	0	2	0
Davis . . . . .	0	6	1
Buck . . . . .	0	0	2
Coughlin . . . . .	0	0	4
Calhoun . . . . .	0	0	3
Mathias . . . . .	0	0	0
	—	—	—
	0	8	10

Referee—Rathburn.

Lineup:

KANSAS D. D.—44.

	G.	FT.	F.
O. Wendt . . . . .	6	0	4
W. Wendt . . . . .	9	0	6
Dohrman . . . . .	4	4	1
Halfnar . . . . .	0	0	7
Hauge . . . . .	1	0	4
	—	—	—
	20	4	22

Lineup:

ROSEDALE H. S.—19.

(Second Team.)

	G.	FT.	F.
McDonald . . . . .	2	2	3
Davis . . . . .	2	5	5
Baum . . . . .	1	0	1
Althoff . . . . .	0	0	4
Liddle . . . . .	0	2	5
	—	—	—
	5	9	18

Referee—Taylor.

**KANSAS D. D. INSTITUTE VS. ROSEDALE H. S.**

(Second Team)

On the night of Jan. 9, the second team met the Olathe "Dummies." Although the score was more than doubled against us it is nothing to be ashamed of. The men of the D. and D. team are all heavy men and have played together for a number of games. While our second team is light. And it was their first time to meet any outside team. Considering this handicap they did exceptionally well. Score K. D. D., 44; Rosedale H. S. (Seconds), 19.

**ROSEDALE HIGH SCHOOL VS. KANSAS CITY, KAS.**

Jan. 10, 1914.

The following Saturday night found us engaging in a hot contest with our neighboring city, Kansas City, Kas. Here was shown what self-confidence can do. This game was looked forward to with eager interest. Smith, a Rosedale guard was out of the game on account of sickness, so Winslow, a forward, played in Smith's place, acquitting himself nobly. Stubbs played in his old time form, breaking up many Kansas City, Kas., plays and feeding McCall, who certainly did jus-



tice to his position, bewildering Angle, the star guard of the Kansas City, district by his speed. But the team work and clever passing of Stubbs and McCall was enough to lose any guard. Kiefer, though handicapped by size, played for all that was in him. The first half ended with Kansas City leading 32—26. The second half found Kansas City, Kas. taking strides and not stopping until Liggett, their center was injured and taken from the game. Smith, on the side lines, anxious to mix in the fray, but almost too weak to play, held a conference with Coach Harris, then took his position as guard, Winslow going to forward. With a new man in center for Kansas City, Kas., play was resumed. Rosedale started scoring and made 11 points before the whistle blew. The final score stood 55-41 in favor of Kansas City, Kas. The score showed Rosedale's ability to make points. Stubbs as free thrower was in great form. The losing of this game did not discourage our boys in the least, as Kansas City, Kas. is considered a very fast team.

ROSEDALE H. S.—41.

	G.	FT.	F.
McCall . . . . .	9	0	2
Kiefer . . . . .	0	0	1
Dougherty . . . . .	1	0	4
Smith . . . . .	0	0	4
Stubbs . . . . .	2	12	11
Winslow . . . . .	2	0	7
—	—	—	—
	14	12	29

KANSAS CITY, KAS. H. S.—55.

	G.	FT.	F.
Benton . . . . .	8	10	4
Trantun . . . . .	1	0	2
Liggett . . . . .	6	0	3
Barcley . . . . .	0	0	1
Angle . . . . .	2	0	7
Gregg . . . . .	1	4	1
Conquest . . . . .	1	0	1
Osborn . . . . .	0	0	3
—	—	—	—
	19	14	23

Referee—L. L. Hoops (Westport).

Points awarded: Rosedale, 1; Kansas City, Kas., 1.

**KANSAS CITY, KAS. VS. ROSEDALE.**

(Taken from the Kansas City Post).

The Rosedale High School basket ball team gave the squad from the Kansas City, Kas. High, the scare of its life on the court of the Rosedale school. The score was 29 to 28, in favor of Kansas City. A field goal by Benton, in the last minute of play, gave the Kansas City team the game. The poor team work of the Jayhawkers was a surprise to the rooters of the Red and White team, while the floor work and basket shooting of the Rosedale team was a distinct surprise to all.

The playing of Stubbs and Smith, the Rosedale guards was the feature of the game, though Benton, at forward for the Red and White team hit the net with a good amount of skill.



KANSAS CITY, KAS.—29.

	G.	FT.	F.
Benton . . . . .	5	5	5
Gregg . . . . .	1	6	4
Liggett . . . . .	2	0	3
Conquest . . . . .	0	0	4
Barclay . . . . .	1	0	6
	—	—	—
	9	11	22

ROSEDALE H. S.—28.

	G.	FT.	F.
McCall . . . . .	2	0	2
Kiefer . . . . .	2	0	1
Daugherty . . . . .	0	0	4
Smith . . . . .	0	0	2
Stubbs . . . . .	3	9	12
Winslow . . . . .	2	0	2
	—	—	—
	9	9	23

Point awarded, Rosedale, 1.

Referee—Woodbury.

**MERRIAM H. S. VS. ROSEDALE H. S. (GIRLS.)**

This game was an easy one for Rosedale. They started out in the lead and held it until the end. Hazel Kelsey and Emily Davis hit the basket with the greatest skill. Score 21-12, in favor of Rosedale.

MERRIAM—12.

	G.	FT.	F.
Stalte . . . . .	3	6	2
Peachey . . . . .	0	0	5
Walters . . . . .	0	0	2
Crain . . . . .	0	0	4
Sanders . . . . .	0	0	4
Foster . . . . .	0	0	1
	—	—	—
	3	6	18

ROSEDALE H. S.—21.

	G.	FT.	F.
Kelsey . . . . .	5	7	3
Davis . . . . .	1	2	2
Buck . . . . .	0	0	4
Yeamans . . . . .	0	0	3
Calhoun . . . . .	0	0	9
Mathias . . . . .	0	0	3
	—	—	—
	6	9	24

Referee—Pierce.

**LAWRENCE VS. ROSEDALE.**

Rosedale certainly received rough treatment, or at least they thought they did at the hands of the Lawrence boys. Rosedale started in the game with Lawrence, caring no more for an object of mankind than the occupied space; Lawrence boys swing their arms at random in the general direction of this said object of mankind with a forcible effect enough in fact to send Emory Kiefer to cover, in favor of Winslow. The Lawrence boys had team work almost to perfection and their goal shooting was to be envied. Rosedale boys lived through the first half, Lawrence having the lead in the 19-6 score. Rosedale hoped to play Basket Ball but under the circumstances although untrained for Foot Ball they decided to enter into this pastime. Lawrence came back calmed considerably. The Rosedale boys broke up the Lawrence team work easily. After much hard playing

Smith a Rosedale guard slipped up to the basket for a goal. This started the scoring for Rosedale. They then assumed the offensive and were never headed during this half of play but the lead of the first half was too great and our boys could not overcome it. Score of second half 20—18 Rosedale. Final score, 37—26. Lawrence.

Lineup:

ROSEDALE HIGH SCHOOL—  
26.

	G.	FT.	F.
McCall . . . . .	3	0	1
Winslow . . . . .	0	0	1
Daugherty . . . . .	0	0	2
Stubbs . . . . .	3	12	5
Smith . . . . .	1	0	4
Kiefer . . . . .	0	0	0
	—	—	—
	7	12	13

LAWRENCE H. S.—37.

	G.	FT.	F.
Gibson . . . . .	6	9	4
Lupher . . . . .	3	0	4
Woodward . . . . .	5	0	9
Todd . . . . .	0	0	5
Wilson . . . . .	0	0	4
	—	—	—
	14	9	26

Official—Nelson.

**ROSEDALE H. S. VS. BONNER  
SPRINGS.**

After the game at Rosedale, our boys were fairly confident of a second victory at Bonner. Our fellows after playing Lawrence went to Bonner Springs and probably having some remembrance of the game previous treated Bonner Springs

rather roughly. The Bonner Spring's crowd was all on the floor and about one-half the playing space was consumed in this manner by spectators. The Rosedale boys started off scoring 12 points before Bonner got a look in. However, there being no necessity for this hard playing our boys slowed up and Bonner was allowed to score. McCall showed his ability to hit the basket under difficulties by getting 7 goals from the field. The score ended 29—19, with Rosedale carrying the laurels.

Lineups:

ROSEDALE H. S.—29.

	G.	FT.	F.
McCall . . . . .	7	0	1
Kiefer . . . . .	0	0	2
Daugherty . . . . .	1	0	3
Smith . . . . .	0	0	2
Stubbs . . . . .	3	7	3
Winslow . . . . .	0	0	0
	—	—	—
	11	7	11

BONNER SPRINGS H. S.—19.

	G.	FT.	F.
Jaggard . . . . .	5	0	5
Park . . . . .	1	1	4
Hall . . . . .	0	4	5
Penrod . . . . .	1	0	3
O'Donnel . . . . .	0	0	3
	—	—	—
	7	5	20

Official—Harris.

**ROSEDALE H. S. VS. BONNER  
SPRINGS H. S. GIRLS.**

Our girls gave Bonner the hardest run for a victory that she has had in a long time. The game was



closely contested, the score never varying more than 3 points. Bonner started the second half and got a two-point lead which she kept until the finish. If the second half had not been cut short five minutes our girls might have won.

Score, Bonner, 17. Rosedale, 15.

Lineup:

ROSEDALE H. S.—15.

	G.	FT.	F.
Davis . . . . .	1	4	2
Kelsey . . . . .	4	1	3
Buck . . . . .	0	0	3
Coughlin . . . . .	0	0	2
Mathias . . . . .	0	0	1
Calhoun . . . . .	0	0	9
	—	—	—
	5	5	2

BONNER H. S.—17.

	G.	FT.	F.
Green . . . . .	3	0	6
Axe . . . . .	3	5	1
Stanford . . . . .	0	0	4
McCaffrey . . . . .	0	0	2
Ranney . . . . .	0	0	3
Glynn . . . . .	0	0	3
Pigg . . . . .	0	0	0
	—	—	—
	6	5	19

Referee—Harris.

DeSOTO VS. ROSEDALE.

On the night of Feb. 6, Rosedale played DeSoto. The home boys expected an easy victory before they saw the boys or young men from DeSoto, but on seeing them we decided to wait until after the game to claim the victory. The first half found DeSoto piling up a lead of 8

points which looked like a mountain of points to the Rosedale rooters. The first half ended score 20—12. But Capt. Stubbs used his head just a little bit and formed a plan. With Smith as his assistant he went back into the game and the crowd was surprised beyond apprehension by seeing the Rosedale boys slowly but surely overtaking the lead up until this time held by DeSoto. The Rosedale boys took the lead and never were headed, due partly to the work of the forwards and more so to the efficient work of the guards allowing DeSoto 2 field goals in the final period. The score ended with Rosedale carrying the heavy end of 31--29 score.

Lineup:

ROSEDALE H. S.—31.

	G.	FT.	F.
McCall . . . . .	3	0	2
Stubbs . . . . .	5	13	4
Daugherty . . . . .	0	0	4
Smith . . . . .	1	0	1
Winslow . . . . .	0	0	3
Baum . . . . .	0	0	2
	—	—	—
	9	13	16

DeSOTO—29.

	G.	FT.	F.
Reber . . . . .	1	0	6
Conboy . . . . .	1	0	3
Conllis . . . . .	3	0	1
Barnes . . . . .	5	7	8
Dolis . . . . .	1	0	2
	—	—	—
	11	7	20

Referee—Straight.

**DESOTO VS. ROSEDALE H. S. GIRLS.**

The Rosedale girls won an easy victory over the DeSoto girls, defeating them 19—7. After the first few minutes of play there was no doubt as to who would win the game. Although the DeSoto girls were all larger than our girls. Our girls took the lead at the start and never were headed.

Lineup:

DeSOTO—7.			
	G.	FT.	F.
Stratur . . . . .	3	1	1
Baker . . . . .	0	0	0
Gladis J. . . . .	0	0	0
Mary . . . . .	0	0	0
Allbray . . . . .	0	0	3
Sparks . . . . .	0	0	2
	—	—	—
	3	1	6

ROSEDALE H. S.—19.			
	G.	FT.	F.
Davis . . . . .	5	1	0
Kelsey . . . . .	4	0	0
Buck . . . . .	0	0	0
Coughlin . . . . .	0	0	1
Mathias . . . . .	0	0	0
Calhoun . . . . .	0	0	0
	—	—	—
	9	1	1

Referee—Straight.

**ROSEDALE H. S. VS. PAOLA H. S.**

Although we are not the least bit superstitious we are inclined to believe that Friday, Feb. 13, was bad luck to us. The reason we believe this is because the Paola boys beat us that night. There is but one

thing which gave Paola the victory, that was that we had to play in a dance hall. Our boys could hardly stand up, while Paola was prepared for the slick floor. It was a hard game to lose because we defeated them so easily on our court. The score was 36 to 29, in favor of Paola.

Lineup:

**ROSEDALE H. S.—29.**

	G.	FT.	F.
McCall . . . . .	4	0	2
Stubbs . . . . .	3	12	4
Baum . . . . .	0	0	1
Daugherty . . . . .	1	0	3
Smith . . . . .	0	0	0
Wilhite . . . . .	0	0	0
	—	—	—
	8	12	10

**PAOLA H. S.—36.**

	G.	FT.	F.
Suit . . . . .	7	2	3
McCallough . . . . .	8	2	2
King . . . . .	1	0	4
Hay . . . . .	0	0	5
Shelton . . . . .	0	0	3
Doty . . . . .	0	0	0
	—	—	—
	16	4	17

Points awarded—Rosedale 1.

Referee—Harris.

**ROSEDALE H. S. VS. PAOLA H. S. GIRLS.**

The girls played under the same handicap as the boys did in Paola. Nevertheless Rosedale showed Paola a better game this time than when Paola was up here on our court. Score 22 to 6 in favor of Paola.



ROSEDALE H. S.—6.

Lineup:

	G.	FT.	F.
Davis . . . . .	3	0	1
Kelsey . . . . .	0	0	1
Buck . . . . .	0	0	2
Yeaman . . . . .	0	0	0
Calhoun . . . . .	0	0	4
Mathias . . . . .	0	0	3
	—	—	—
	3	0	11

PAOLA H. S.—22.

	G.	FT.	F.
Potts . . . . .	1	4	1
Gardner . . . . .	8	0	4
Hornbuckle . . . . .	0	0	2
Thompson . . . . .	0	0	2
Leibengood . . . . .	0	0	6
Hamlin . . . . .	0	0	2
	—	—	—
	9	4	17

Referee—Harris.

**LAWRENCE VS. ROSEDALE.**

February 20 found the Lawrence boys coming to Rosedale to put on an exhibition of their superior playing. This game was looked forward to with eager interest as our boys really thought that they would beat Lawrence. The game started with Lawrence putting their superior team work in action. They were unable to hit the basket however. With the Rosedale guards working hard under the basket and with Stubbs and McCall making their few shots count, the home team took the lead and was in the lead at the end of the first half 24—17. Stubbs was in great form in free throwing as well as his

marvelous playing on the field. McCall was right, caking 5 baskets in this period. The second half found Lawrence coming back in their true form. They started from the blowing of the whistle overcame our lead and were never in danger after that. The team work mixed up with their accurate goal shooting was enough to make Lawrence the champions of the state. The final score was 48—34.

Lineup:

LAWRENCE H. S.—48.

	G.	FT.	F.
Gibson . . . . .	0	0	4
Lawrence . . . . .	6	4	1
Woodward . . . . .	10	0	5
Hunter . . . . .	0	0	1
Lupher . . . . .	3	0	1
Uhrlaub . . . . .	0	0	0
Todd . . . . .	0	0	0
	—	—	—
	19	4	12

ROSEDALE H. S.—34.

	G.	FT.	F.
McCall . . . . .	8	0	1
Stubbs . . . . .	2	12	3
Daugherty . . . . .	0	0	0
Smith . . . . .	0	0	0
Wilhite . . . . .	1	0	0
	—	—	—
	11	12	4

Referee—Ragan.

**MERRIAM H. S. VS. ROSEDALE H. S. GIRLS.**

On February 20, 1914, Rosedale High School defeated the Merriam High School Girls for the second time of the season. However, this time Merriam was defeated by a



greater score than the first time. Our forwards, Emily Davis and Hazel Kelsey missed very few shots when it came to shooting goals from the field.

## ROSEDALE H. S.—24.

	G.	FT.	F.
Davis . . . . .	3	4	1
Kelsey . . . . .	5	4	1
Buck . . . . .	0	0	2
Coughlin . . . . .	0	0	2
Mathias . . . . .	0	0	1
Calhoun . . . . .	0	0	2
Yeamans . . . . .	0	0	0
	—	—	—
	8	8	9

## MERRIAM H. S.—9.

	G.	FT.	F.
Toohy . . . . .	0	5	3
Stotte . . . . .	2	0	1
Dean . . . . .	0	0	3
Stark . . . . .	0	0	2
Sanders . . . . .	0	0	3
Peachey . . . . .	0	0	8
	—	—	—
	2	5	20

**AT THE TOURNAMENT.**

On Feb. 27 our boys journeyed to Baldwin to be participants in this tournament for the district championship. Our first contest was to be with Parker who failed to show up, giving Rosedale their first game by default.

The next game was with Louisburg, a small burg of Kansas. The game was too slow, so slow in fact that Rosedale almost went to sleep and allowed Louisburg to score. The first half ended 18—13 in

favor of Rosedale. The second half was somewhat better, Rosedale playing with more team work, making the small clever shots count. Stubbs and McCall showed their ability as forwards, caging 9 baskets apiece from the field. Irwin Russell, a Freshman showed his worth in this game at guard. He played a very good game at his position, regardless of the fact that this was his first game with the 1st team. Rosedale won 42—21.

Lineup:

## ROSEDALE H. S.—42.

	G.	FT.	F.
Stubbs . . . . .	9	0	1
McCall . . . . .	9	0	1
Daugherty . . . . .	1	0	1
Smith . . . . .	2	0	0
Russell . . . . .	0	0	2
	—	—	—
	21	0	5

## LOUISBURG H. S.—21.

Lee . . . . .	4	0	1
Young . . . . .	3	3	0
Stine . . . . .	2	0	0
Whitaker . . . . .	0	0	0
Dricke . . . . .	0	0	1
	—	—	—
	9	3	2

**ROSEDALE H. S. GIRLS VS. PAOLA H. S. GIRLS.**

Although the girls lost their first game to Paola, they made the Paola girls do their best to get the victory. At the end of the first half it looked as if it might be a walkaway for Paola but our girls pushed up in the



second half and the game ended 22—19 in favor of Paola.

ROSEDALE H. S.—19.

	G.	FT.	F.
Kelsey . . . . .	4	3	1
Davis . . . . .	2	4	0
Buck . . . . .	0	0	3
Coughlin . . . . .	0	0	2
Yeamans . . . . .	0	0	2
Mathias . . . . .	0	0	1
Calhoun . . . . .	0	0	7
	—	—	—
	6	7	17

PAOLA H. S.—22.

	G.	FT.	F.
Gardener . . . . .	8	0	1
Potts . . . . .	1	8	0
Hornbuckle . . . . .	0	0	3
Thompson . . . . .	0	0	2
Liebengood . . . . .	0	0	4
Hamlin . . . . .	0	0	4
	—	—	—
	9	8	14

**LAWRENCE VS. ROSEDALE.**

Stung Again.

Again the big hurdle with the same result. Lawrence had already played a very interesting game defeating Paola. When these two teams came together they seemed to be evenly matched. The battle began and was a battle for sure. Neither team was able to approach the basket near enough for shot for a period of time. After a hard struggle the first half ended with Lawrence leading 11—8. The smallness of the score should prove the struggle that was in the first

half. The second half found Lawrence coming back strong and as Rosedale could barely see their goal because it had grown dark during the intermission and the lights were not lighted. The lights at the Rosedale end refused to light so we played in the dark. Stubbs was the scoring factor for Rosedale, making 14 out of the 16 points scored. Russell scored the other two points via of a beautiful goal from the field. As Lawrence finished first in the state championship, Rosedale lost to a worthy opponent. Our boys finished 3rd in the tournament.

The lineup:

ROSEDALE H. S.—16.

	G.	FT.	F.
McCall . . . . .	0	0	1
Stubbs . . . . .	4	6	3
Baum . . . . .	0	0	2
Russell . . . . .	1	0	5
Smith . . . . .	0	0	0
Daugherty . . . . .	0	0	0
	—	—	—
	5	6	11

LAWRENCE—32.

	G.	FT.	F.
Lawrence . . . . .	5	6	1
Lupher . . . . .	4	0	3
Hunter . . . . .	2	0	0
Uhrlaub . . . . .	0	0	2
Wilson . . . . .	2	0	2
Todd . . . . .	0	0	0
Gibson . . . . .	0	0	0
	—	—	—
	13	6	8



MILDRED NAGLE, Editor

FRED ANDERSON, Ass't Editor

## ROSEDALE SOCIETY OF DEBATE

Few of the regular readers of the Mount Marty Annual of Rosedale High School have never heard of the Rosedale Society of Debate. For the benefit of those few, there is recorded here a brief account of that organization.

The Rosedale Society of Debate was organized on the evening of October 13th, 1908, by a few, in fact nine, of the boy students of

Rosedale High School. The purpose, as told in the constitution adopted by the nine, was two-fold: first, to promote the study of debate; second, to instill in the minds of the members the principles of parliamentary law.

These purposes have been successfully carried out. In some years it has been, at first, hard to start. This was particularly so in the fall



of 1913. Now, however, we have a good start. We appreciate and wish here to make public recognition of the help which our sponsor, Mr. Harbeson, has been to us. The work we have done this year could hardly have been accomplished without his assistance.

The meetings of the Rosedale Society of Debate are held every Friday, in Room 3 of Rosedale High School. The regular order of procedure, in these meetings, is to transact any business we may have, and then proceed with the program. These programs usually consist of debates and special reports. This year we have discussed such live topics as the Phillipine Islands, Municipal Ownership, the Panama Canal, and New China. Frequently we have parliamentary drills, which often result in somewhat heated discussions.

The Rosedale Society of Debate has, as usual, four debators on the debating teams this year. Through

their efforts, Rosedale High School holds for the first time the district championship in debate. The teams won from Bonner Springs and Olathe by default. They then debated Garnett, the negative staying at home and getting one of the necessary judges, and the affirmative traveling to Garnett, where they won by a unanimous decision! The question debated was Municipal Ownership in the cities of Kansas. Nor is this all. Our Sponsor, who is also our coach, says the teams shall go "as far as possible." "As far as possible" may mean the State Championship—who knows?

We have had several visits, this year, from ex-members of the Rosedale Society of Debate, who are now attending the University. They tell us of the great good the society has done them. This encourages the present members to labor for similar results. We expect to attain these results for our motto is "Labor Omnia Vincit."

MARVIN ALLEN, '16.



## BETA BETA LITERARY SOCIETY

The girls of the Beta Beta Literary Society are proud of the work they have done in the society. Furthermore, members are proud to be affiliated with the said organization for the great help it has been to them. Every Friday after the business has been transacted, they proceed with the program which consists of splendid debates and talks on present day topics. The debates this term have included such subjects, as the following; Resolved that the Bible should be adopted in the higher educational institutes in the United States, Specialization is Preferable to Generalization in Schools, and Medical Aid Should be Adopted by the Schools of Kansas. A very instructive and enjoyable feature of our meetings is the roll call, in which everyone responds to her name with a short dis-

cussion of a current event. All classes are represented in the membership of the society, and all girls are welcome to attend the meetings and become members providing their school work is of a satisfactory nature. The girls of the Beta Beta take active part in the other high school activities. A number of the girls are on the basket ball team. Several of the leading roles of the operetta were filled by Beta Beta girls. The two girls on the interscholastic debating teams which won in this congressional district are members of the society, and received partial training in this society, which aided greatly in the satisfactory results noted in this debate.

We wish also to mention the aid and companionship which our sponsor has given us, giving us hearty sympathy in all our enterprise.

## SENIORS

### CLASS POEM

Many are the happy days,  
 We will leave behind,  
 Many are the tedious ways  
 We are about to find.  
 Over numerous blocks we'll stumble  
 As we travel the road of life.  
 Many an "air castle" will crumble,  
 As we enter the world of strife.  
 But still many happy times  
 Will greet us on the road.  
 And as sweet as the music of the  
 chimes  
 Will be our heavy load.



## JUNIORS

Well, here we are again. When we appeared before you last year, it was as Sophomores, but during the intervening time we have advanced another step on our way toward knowledge. As in preceding years, we the Juniors are still making a decided success of anything we undertake. While not the largest class in the school we work together and co-operate in all class undertakings. The meetings are attended by every member who can possibly be present and when any work is to be done everyone does his or her share, and thus we get good results. Aside from mere class work the

Juniors of R. H. S. have been successful in other lines including basket ball and the high school operetta. In basket ball three Junior boys gained places on the first team and three Junior girls won places on the girls' first team. In the operetta cast the Juniors were represented by many of their members. Three of the leading parts were taken by Juniors, and a goodly representation of Juniors were in the chorus. Also Blanche Leventhal, who added greatly to the success of the operetta as pianist, is a Junior. So you see the Juniors represent their school and class in every way possible.

## SOPHOMORES

The brilliant Freshman Class of 1913, took one step higher towards the goal of success, when they received the ever glorious name of Sophomores.

The Sophomore class is represented in the Rosedale High School debating team which now holds the first honors of this congressional district, by Herbert Chapman, who was one of the star debators at Garnett, and Marvin Allen, who helped to save the day for us here.

In the Girls' Basket Ball Team we have two of the best players,

Emily Davis playing forward, and Clara Buck jumping center.

Most of the chorus of the operetta "Sylvia," was made up of the sophomores. One of our members, Grace Hanna, had one of the parts, which did credit to our class.

Our class is also represented in the Rosedale Society of Debate, Beta Beta, and the Glee Clubs.

As our class has succeeded so brilliantly in the first two years, we leave you to imagine what we will do as Juniors.



## FRESHMEN

Well! here we are, the Freshmen of R. H. S. and proud of it.

No other such class has ever entered this school. As a test of our material, both mental and physical, we mention the fact that several of our boys belong to R. S. D., and one of our boys substitutes on the High School basket ball team. Our girls, also, are well represented on the girls' basket ball team. Members of our class composed most of the chorus in the operetta. We are holding our own in nearly every High School activity, and are giv-

ing the other classes a merry chase to hold theirs.

Of course, we have heard remarks concerning our verdancy and inexperience. Being a sensible class, however, and recognizing the fact, that all Freshmen must indulge these mild efforts at humor on the part of the other classes, we have taken these remarks cheerfully and with smiling faces.

We know that time will heal such afflictions, and close our history with the motto of our state, "Ad astra per aspera."

MARY CALLAHAN.

## POST GRADUATES

Owing to the inducements offered by the addition of the commercial course to the High School curriculum, several graduates of the school have found it to their advantage to return for another year. Originally there were five in the class but two have gone elsewhere leaving one boy and two girls to constitute the enrollment of the class. Unlike the four class periods that mark the life of the average High School student, this class is in school on strictly a business proposition and its time is devoted entirely to work and not hacked up here and there by class plays, parties, interclass games, basket ball, base ball, track and debating.

This fifth stage in the life of a High School student diverges widely from the characteristics which distinguish the usual Freshman, Sophomore, Junior and Senior years. In the first place the post-graduate has reached that state of mind where he can think for himself and realizes that education is a matter of business and that his time is far too valuable to be, virtually thrown away, as it were, by occupying himself with the various and intricate duties that befall the lot of every underclassman. The Post-Graduate has passed through that era of useless parley over some certain class pin and laughs up his sleeve at the trials and tribulations of the



wrangling Seniors. Likewise he finds humor in the vain and foolish Sopohomore spending perfectly valuable time and (possibly money), trying to imitate the all important Junior in his egotism and foppery. He need not worry himself out of health and countenance as does the noble Senior because the class the year before gave a play that was undoubtedly better than could be given by any other class. Neither do his teeth chatter and his knees crack together at the thought of what Miss — will do when he reports to class without that theme. The Post-Graduate hands his in on time. Unlike the wee Freshman, the Post-Graduate does not shrivel and cringe at the approach of some lord of the school, meaning of course a Senior.

The members of the Post-Graduate class having had their fling are not permitted to partake in the various intercholastic events that make the class whose motto is "VINCO" been precluded in its daily occupations and that was in entertaining the school in chapel one Friday

morning. It can be said with no show of bravado or egotism that the program rendered was a credit to the class.

These few somewhat pointed remarks must not be construed to mean that the Post-Graduate is a confirmed grind or that he considers the various entertainments, plays and parties of the other classmen trivialities not to be tolerated. Far be it from him to think such thoughts for he passed through this same round of pleasure and knows only too well how essential it is. But what he would impress upon you after all is, that when the four years are completed, then play should cease and something be done in a real practical way, either by continued education which should always be the case if possible, or by getting down to work and using what has been given you during your four years sojourn at Rose-dale High School. Such is the aim of the members of the Post-Graduate class.



# ROSEDALE SOCIETY OF DEBATE



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ROSEDALE SOCIETY OF DEBATE

BETA



BETA

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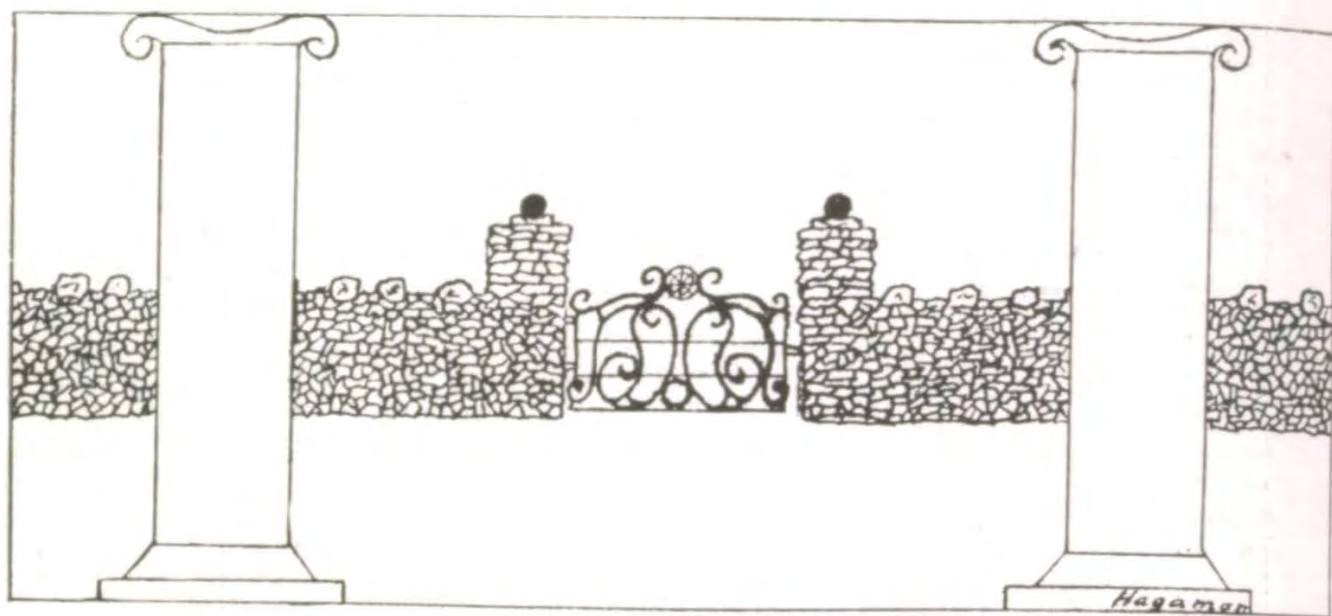
Ruby Nelson  
Edith Wheatly  
Esther Mitchell  
Mildred Nagle  
Hester Kaufman  
Emily Davis  
Gilberta Burns  
Avis Calhoun  
Grace Wallace  
Hannah Spenser  
Bernadine O'Brien  
Hazel Yeaman  
Edith Carson  
Blanche Leventhal  
Faith Gottschall  
Ruth Coughlin  
May Gosney





BETA BETA LITERARY SOCIETY

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Pete Stream: "Coax me, come on and coax me, then maybe I will try."





Avis Calhoun: "What's the odds."

---

Grace Wallace: "Woman's best weapon is her tongue."

---

Byrd Cessna: Byrd likes to take "Gym."

---

Alex Smith—The "Hercules" of the class.



Mildred Nagle:  
 "What care I for the cares of the  
 world  
 When my heart is light, and my  
 hair is curled."

---

Ruth Coughlin: "Let others say  
 what they want to, it doesn't con-  
 vince me."

---

Ruby Nelson: "Let me live, and  
 let me laugh."

---

Thomas Sperry: "The best thing  
 a man can possess is a cheerful dis-  
 position."





Alene Chase: "I think what others think, I do what others do."

---

Dorothy Freebody: "She thinks while others talk."

---

Emory Kiefer: "Don't measure his ability by his height."

---

John Fincke.—"All the world loves a fat man."



Nellie McAdams: "Good, common sense has she."

---

Hester Kaufman: "There's twelve long hours in every day, what need have I to hurry?"

---

Faith Gottschall: "Faith is a higher faculty than reason."

---

Art Stubbs: "Art," Oh, how inspiring, how wonderful is Art."





Edna Odam:  
"Oh give me facts and common  
sense,  
For romance holds small recom-  
pense."

---



Gilberta Burns: "She keeps her  
secrets and gossips not."

---



Eva Schoeller: "She listens and  
forms her own opinions."

---



Elmer McCall: "Guaranteed to  
be sociable."



JUNIORS



19

# JUNIOR

15

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# SOPHOMORE

R. DAVIS.

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FRESHMEN

LEONARD  
P. C. M.





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Marece Wycoff.  
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Mary Callahan.  
Helen Colver.  
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Marie Flanagan.  
Leona Frank.  
Harvey Galloway.  
May Gosney.  
Mabel Grabske.  
Inez Hancock.  
Oliver Howells.  
Grace Iles.  
Bertha Johns.  
Ethel Johnston.  
Ruth McBroom.  
Hazel McGee.  
John Nolan.

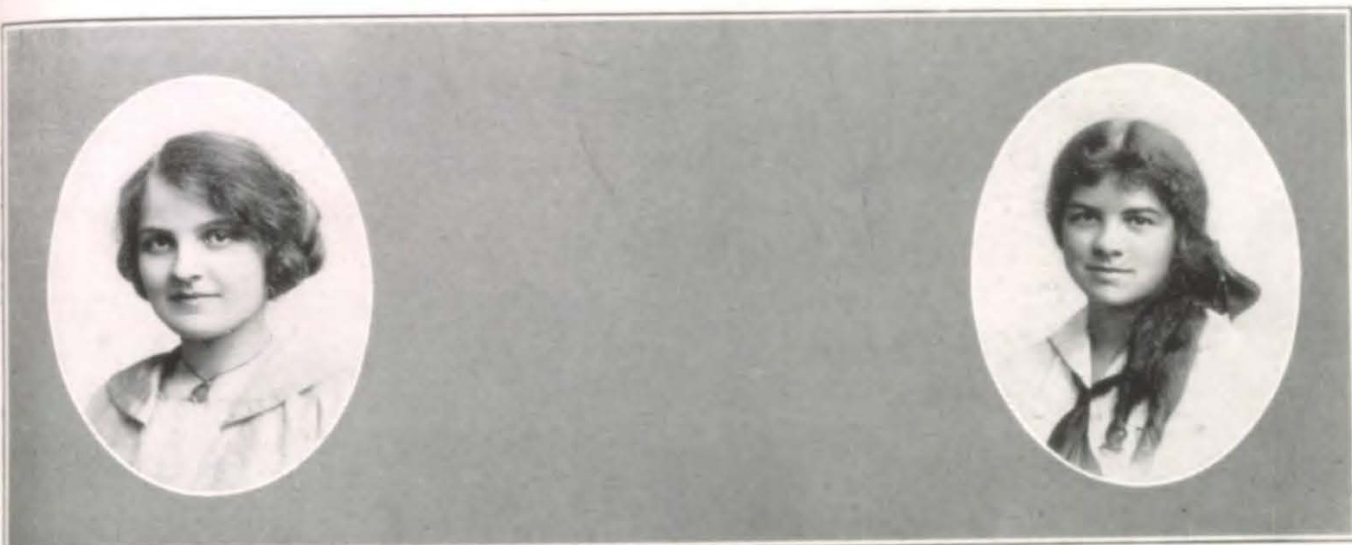
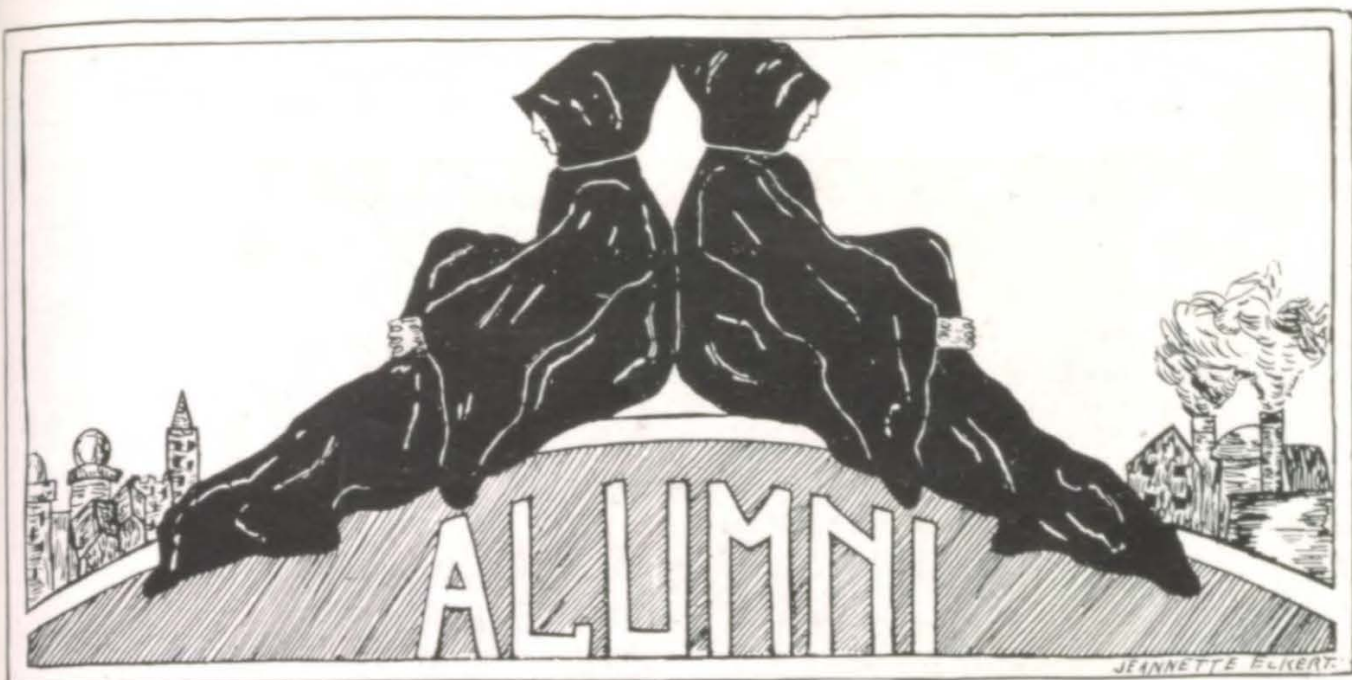
Marie O'Connell.  
Irwin Russell.  
Gladys Schoolfield.  
Lucile Streeter.  
Annabeth Vaughn.  
Edith Youmans.  
Earl Ebert.  
Verne Holt.  
Oscar Johnson.  
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Lottie Davis.  
Clinton Sayers.  
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Mae McAdams.  
Wm. Swarner.  
Pauline Thomas.  
Lelia Rice  
Teddy Madishek.  
Harry Brown.  
Walter Buck.



FRESHMEN

1966  
L. M. G.





DOROTHY MARTIN, Editor

EMILY DAVIS, Ass't Editor

This year instead of giving a biography of each individual alumnus, as we have done in previous years, we have decided to let the members express their opinions in their de-

partment. We have chosen members from a few of the former classes to tell what they can remember of their high school days.

EDITOR.

"Backward turn backward, oh time  
in your flight,  
Make me a child again just for  
tonight".

Not many of the class of 1914, know where the first school house was located in Rosedale. On Walnut street where the old Shawnee road leads into Rosedale, nestling among the trees at the foot of the hill, was a little old white school

house. It was there I first went to school. It was only a district school, but I always look back with pleasure to those happy days, and with loving memory to my first teacher, Mr. L. C. Trickey.

We came to Rosedale with the Rolling Mill Co. This brought a great many children into the district and it wasn't long before the school house was too small. A

room was added and Miss Minnie Young, whom you all know as Mrs. M. Y. Trickey, had charge of the primary grades. Soon this wouldn't accommodate the children and in 1881 the old frame school house was built where the Whitmore Building now stands.

How proud we were of that school house! Especially the upstairs. We moved into it in April and held our School Exhibition there in June. At first we occupied but three of the rooms, but soon all four were filled. It was in this building that old Professor Whitmore taught so many of our boys and girls their A B C's, and to show their respect and esteem for the kind old man they named the new building which was afterwards erected on this site, the Whitmore. In 1884 Professor George E. Rose came to the Rosedale school and through his influence the Board established a High School. We were ten to begin with, but only seven finished the course. From nine a. m. until four p. m., how we did work! We were in the same room as the lower grades, and we surely made things lively. It took us a day and a half to go through the program. Professor Rose demanded a certain amount of work each day and he usually got it. It was work, work, work, but he never spared himself.

We surely exemplified our class motto, "Persevere and Succeed." The seven finished with high grades. Through the personal influence of Professor Rose, our

grades were accepted at Kansas State University and the State Normal. We were eligible to enter as Freshmen at the University.

We had no receptions, no graduating presents: We thought it enough honor to be able to graduate and were only doing what was expected of us.

The last day of school was May 28th. It was a beautiful day, so fitting for a commencement. We attended school until noon. In the afternoon we were invited to Professor Rose's home and we spent a most enjoyable social hour. At four o'clock we left for home to prepare for the evening. As we had no auditorium the exercises were held in the old M. E. Church, on Henning Ave. I can still see that eager throng of happy children and the old church filled to the overflowing with our friends. And our class—. There is Charlie, giving his oration in earnest tones; Gerald telling of the Three Decisive Battles of the Civil War; Clara so studious and Lula so calm and dignified, giving their essays in such able manner; Stella, our historian; Mary, the poetess and myself the class prophet; all filled with enthusiasm, and Professor Rose smiling and happy—so proud of his class. 'Tis finished and the first class of the Rosedale High School, the class of '86, is launched on the Sea of Life, hoping to accomplish great deeds in the coming years.

MOLLIE BLANFORD HELMREICH,  
Class of '86.





## THE HIGH SCHOOL AS AN ALMA MATER

When the editor of this department pointed a finger (it may have been of scorn) at me and "requestfully" ordered me to write about the "in-between" alumni of Rosedale High School, I naturally felt the excitement and trepidation of an almost author. But upon further deliberation it came to my mind—that she might just as well have asked me to write about year old cats. I do not wish anyone to infer that I consider the *genus* alumni in any way similar to cats. I simply mean that there is no more difference between a young alumnus, as an alumnus and an old one than there is between a cat one year old and a cat that has existed for a longer period. And so, much like the young divinity student who, when asked by a professor to discuss the major and minor prophets, replied that he would much rather discuss the story of the creation, I have evaded my subject to a certain extent.

It is customary to think of one's Alma Mater as being the university or college, which one has attended. But to my own way of thinking the true "foster mother" is the high school. No one feels more proud and reverent of his university than I do. And yet, taking into consideration the relative benefits of a high school and college education, I willingly confess that the greater benefits averted to me during the four years I puffed up Mt. Marty.

I do not intend to belittle the advantage of university education. At the present time the man with the

degree is the successful man. Moreover, I admit that the prominent factors in his success are to be gained in college. But the foundation, the real support was laid while in high school. Perhaps one will say that a high school course in physiology or mathematics will not aid much in becoming a doctor or an engineer. All of which is admitted. Knowing that the fingers are the phalanges or that  $2-3=5$  will not aid in prescribing for malaria or constructing a bridge. But the mere fact that one knows these elementary fundamentals and knows them because he wants to know them means that he has imbibed that spirit which leads him to desire university training.

The high school period is the formative one. It is there that the boy decides whether he will be a laborer for another or the man at the desk. As he plods through his German and geometry he either makes or breaks himself. The boy who takes five years to go through high school and graduates with the determination to have a University training is more to be congratulated than one who completes his course in four years, ending in a blaze of glory and then looks over the want ads and takes a job as a soda mixer in a drug store. He will be of little benefit to himself or society. He belongs to the class that ought not to be. Perhaps it is not his fault. Perhaps some home conditions have stifled his ambition. If so he is to be pitied, not censured.

Perhaps my reasoning has not



made clear the point of this article. Perhaps the connection between Alma Mater and University is too strong to be overcome. That is immaterial. Whether the high school be considered as the true Alma

Mater or not the fact still remains that the basic qualities which carry one through a college are born and truly fostered during the high school career.

'11.

## LIFE AT ROSEDALE HIGH SCHOOL

AS VIEWED BY A GRADUATE OF 1913

The Rosedale High School will always have a fixed place in my memory because of the many happy hours spent there.

No one should miss the opportunity of a high school education if it is in any way possible to attain, for in most cases a child upon leaving the eighth grade is not mature enough either in years or in books to enter the business world and be a success in after life.

The Rosedale High School is every year becoming more improved and more interesting. A few years ago there was no domestic science or art to interest the girls and no manual training for the boys. Nor was gymnasium work given much attention. These things in a measure encourage children to go on to high school and the per cent of high school students is gradually increasing.

Each year of our high school life becomes more interesting. Some students however think they have had enough high school work in a year or two and drop out in their Freshman or Sophomore year. This is a great mistake for by doing this they miss the best part of their school life, the Junior and Senior years. What graduate will forget

these happy times? While Juniors, how we think we are overworking ourselves entertaining the Seniors. And then the joy and dignity of being entertained when we ourselves become Seniors.

Although the class of 1913 graduated a year too soon to derive fully the benefits of the new gymnasium, yet there was not another class in the high school who was more anxious or more interested in it.

How well we remember the times spent at Hockers', how we would stand around and shiver when we got three feet away from "the little gas stove," how we would forget the matches and have to chase around the country to "borrow" some and get chased by a dozen hungry dogs, how we would take turns about to go a half mile to a spring to get a drink of water, how we would have to run for the car and forget our books or the basket ball. No, these are times never to be forgotten. And while the class of 1913 is separated and somewhat scattered, still I do not believe that there is a single one who will forget or regret the time spent on Mt. Marty.

ELSIE HELMREICH, '13.



# BUSINESS



ARTHUR STUBBS, Manager



ALEX SMITH, Ass't Manager

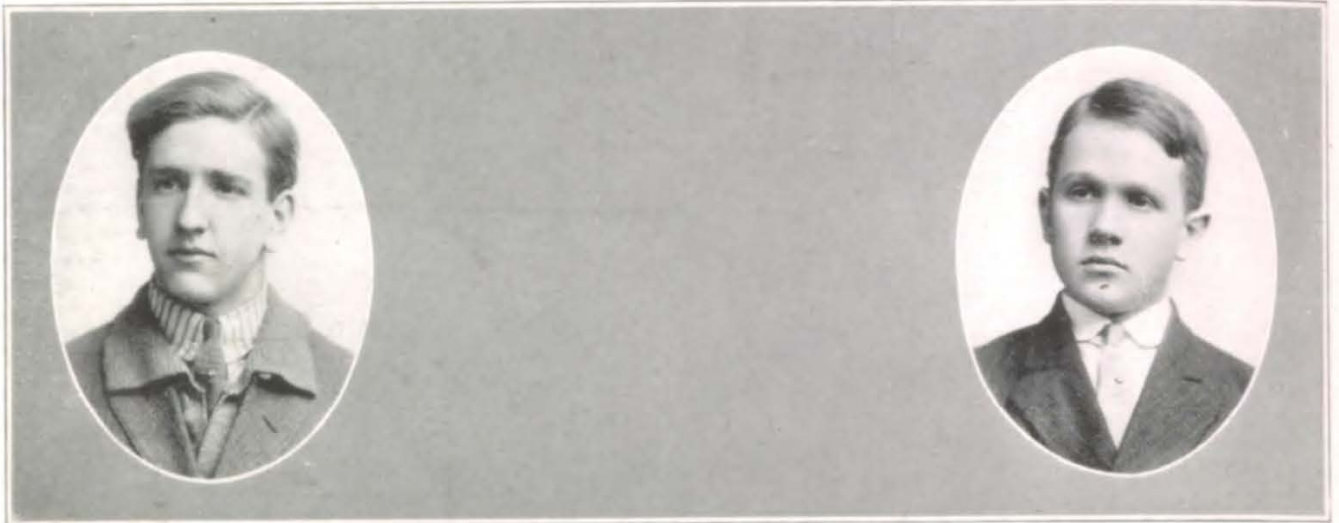
To make possible the publication of a High School Annual, there must be the combined forces of the students, faculty and of the business men. Our student body has responded to our call for material with the greatest possible energy and vim. Our hardest fight is to secure adds, as there has been formed in the Greater Kansas Cities an advertising association, which does all the advertising for the business houses of this district. But regardless of this handicap the advertising department is certainly bearing their part of the burden in a manner which is quite beyond what could be expected. There is not the least sign of a tangle when it comes to the faculty for they have all enjoyed the work of aiding in publishing the annual. Their experience and business ways keep things running smoothly.

As to the outside work, such as photography, engraving and printing, the annual has been placed in the hands of the most efficient and practised workmen.

Also to make a success of anything there must be a leader of some principle and "get up in him or her" at the head. Here we have a "her" at the head of this paper and Grace is greatly and willingly aided by Miss R. Kenney, of the faculty.

Having all these A No. 1 merits the Annual is a success.

EDITOR.

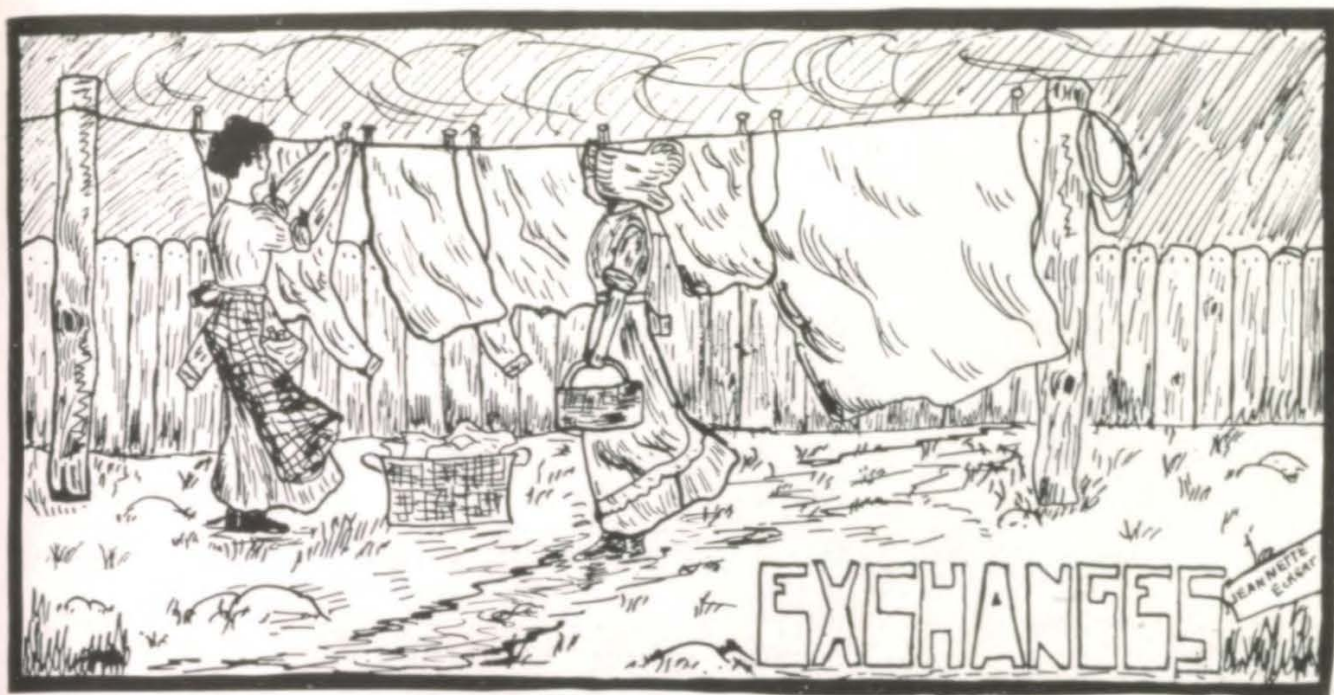


HUGH DAUGHERTY,  
Advertising Manager

HERBERT CHAPMAN,  
Ass't Advertising Manager







KIRK WOOD, Editor

HANNAH SPENSER, Ass't Editor

We wish to express our thanks and appreciations to the various schools whose annuals have come to us in the past year. We feel that all of the annuals exchanged with us do much credit to their school and we hope to welcome them with many others next year.

*The Tohoma* is one of our best exchanges. Their cartoons are excellent.

*The Nugget* of Lead, S. D., has some fine stories, but where are your pictures and cartoons?

*The Oracle* of Oakdale, Cal., is the best exchange on our list. The

material and arrangement is very good and the many pictures make it very interesting. The cuts are fine.

*The Mercury's* freshman number has many interesting parts. Your cuts are very good.

*The Nugget* of Baker, Oregon. Your commencement number has many interesting parts and was greatly enjoyed by all who read it.

He (turning the light down low):  
"Say, if I kiss you will you call your mother?"

She: "It isn't necessary to kiss the whole family is it?"—E.r.

## HIS VIEW OF IT.

Chinaman: You tellee me where railroad depot?

Citizen: What's the matter, John, lost?

Chinaman: No, me here. Depot lost.—*Ex.*

An Irish girl at play, on Sunday, being accosted by a priest, "Good morning, daughter of the evil one," meekly replies: "Good morning, father."—*Ex.*

He kissed her on the cheek  
It seemed a harmless frolic  
He's been laid up for a week  
They say it's painter's colic.  
—*Ex.*

A poor excuse is better than none,  
but a poor relation isn't. —*Ex.*

Mary had a bicycle  
She learned to ride it well,  
She ran into a telephone pole  
And broke it all to—pieces.  
—*Ex.*

Clever Daughter: "Mamma,  
don't you think Schiller quite out of  
date?"

"I certainly do."

"I am so glad. I just smashed  
his statute in the dining room."—  
*Ex.*

The Tests: "Is she a good musi-  
cian?"

"Very. She knows when to quit."  
—*Ex.*

## DAD'S DESTINATION.

His Dad: "Johnny, where will  
you be when you are a middle-aged

man, if you keep up this kind of con-  
duct?"

Johnny: "Dunno. I know where  
you'll be, but I ain't a-going to tell."  
—*Ex.*

"Fay," said Ham, "I had to kill  
my dog this morning."

"Was he mad?"

Well, he wasn't very much pleas-  
ed."—*Ex.*

Teacher: "Define trickling."

Pupil: "It means running slow-  
ly."

Teacher: "Now define anec-  
dote."

Pupil: "A short funny tale."

Teacher: "Give me a sentence  
illustrating both words."

Pupil: "The dog went trickling  
down the street with a tin can tied  
to his anecdote."—*Ex.*

She: "Many a young man has  
sought to kiss me without avail."

He (aside): "You would have  
been more apt to have been kissed  
if you had worn a veil."—*Ex.*

Teacher: "Now then Tommy,  
see if you have enough sense to ask  
me some questions."

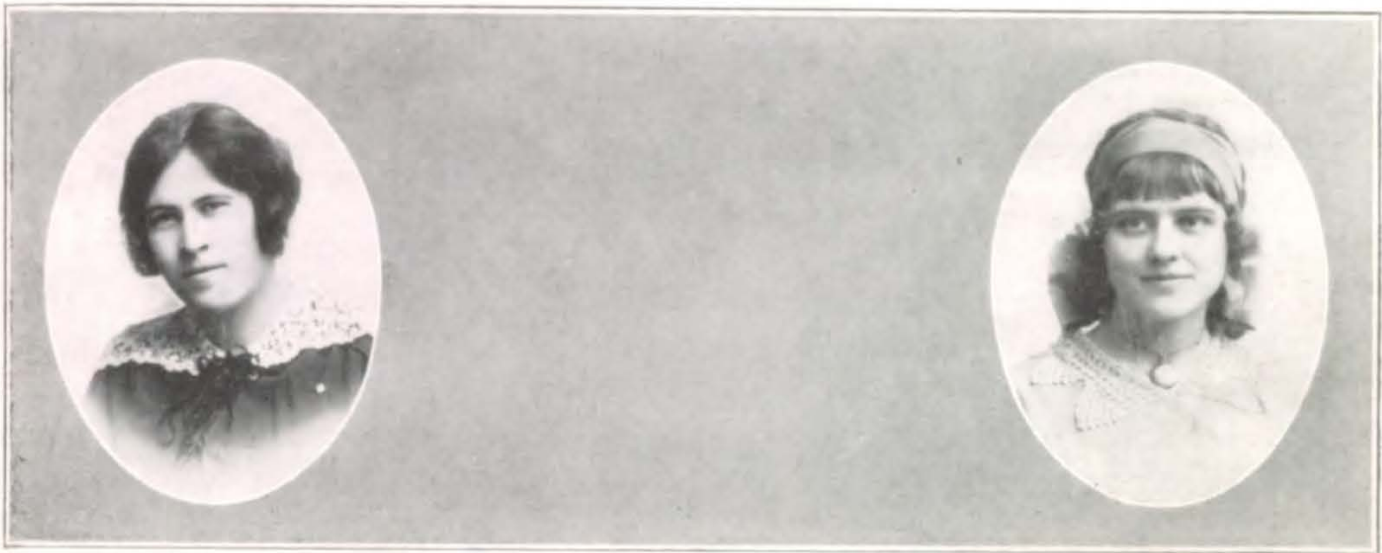
Tommy: "Please, Sir, what  
would three yards of muslin cost  
if apples were three cents a pound?"  
—*Ex.*

## BOTH BEHAVING.

Mrs. Wambat: "Mah husband  
ain't been arrested in twenty-five  
years."

Mrs. Coopley: "Mine's up fo'  
life too."—*Ex.*





AVIS CALHOUN, Editor

We hereby submit a full and complete description of the masculine gymnasium class of 1914:

A is for Alex, so husky and strong.

B is for Baum, so skinny and long.

C is for Coolie, who loves to shoot goals.

D is for Daugherty, who does all the rolls.

E is for Elephant, the hardest of walks.

F is for Frank, who chews up his talk.

G is for Grabske, who stands on his head.

H is for Harry, who appears to be dead.

PERSIS BREWSTER, Ass't Editor

I is for Irwin, who shoots off his gab.

J is for John, who thinks he is bad.

K is for Keifer, so round and so fat.

L is for Leslie, so tall and so flat.

M is for Mats, upon which we work.

N is for Nolan, who lands with a jerk.

O is for Oscar, who slides on his face.

P is for Plaster, which on hurts, we do place.

Q is for Quiet, of which, we have none.

R is for Roy, who creates much fun.

S is for Sullie, who does all the drills.

T is for Tom, who always gets spilled.

U is for Uniform, s'posed to be alike.

V is for Victory, which is always in sight.

W is for Willis, with a shape like a boat.

X is for Xams., they do get our goat.

Y is for Yells, they are in a book.

Z is for Zigzag, the way our line looks.

And so onward forever,  
We blissfully live  
What care we for bruises  
Or a few broken ribs.

Lelia: Say, Russell, you will find Julius Caesar, in the library on the table.

George: Miss Minich, you ought not to give us any lesson because we have to come up to the debate.

Miss M.: What will you do between 1:40 and 6:30?

Hazel Y.: Go home and eat.

This world is round and without end.

'Tis hard to find a faithful friend.  
But when you find one that will stay  
Hang to his coat tail night and day.

(In Med. Hist.) Miss H. asked the class where Persia was.

Russell D., who answered said, "On the map of course."

Hester taking a physics exam, found the weight of the elephant to be 4.3 inches.

Mr. H. (in Am. Hist.): What is necessary to have a political machine?

Blanche: Well, the idea of, 'if you support me, I'll support you?

(It is quite evident that Blanche would make a substantial support).

May G. (in Commercial Geog.): "If the hog is sick after it's killed —."

What plant does John Wilhite like best?

Why Reeds of course.

Miss Duncan to Will H.: "The next time I ask you a question I don't want you to say "don't know."

Miss D. (later): "Will, how many notes in a tetrachord?"

Will (after thinking a few minutes): "Search me."

Miss K.: "What is a seven sided polygon called?"

Kirk W.: "Why that is a—er—simptagon."

(Med. Hist. Pupil): "Henry IV went to the mountains and knocked at the door and the Pope wouldn't let him in."

Tommy (on shore): "But you said you learned to swim."

Johnny (going down): "Yep, I took swimming lessons in a correspondence school.—*Ex.*"





Miss Duffer



Senior Class



White Throats



The Campus



Normal Girls



Prof. Venable



Miss Holsinger



Just Boys



Fosberg



Avis



Up Mt. North



Alex (Anderson)

KODAK PICTURES

## A STORY

Once upon a time, there lived on Mt. Marty, a very happy clan. The members of this clan worked together, played together, and together they enjoyed life. One day they took counsel among themselves saying: "We are strong and skillful in games. Let us go forth and strive to vanquish other clans. Let us humble them for they do not possess the power that we do." And as it seemed well to undertake the journey, the most skilled youths and maidens were chosen to represent the clan. And they decided to go to that far distant land called Bonner Springs, and there to humble their ancient rivals.

Now that these youths and maidens might not be tired from their long journey, the chief trainer of the youths hired a huge, tall conveyance called a motor truck, to take the representatives to the field of battle. And all of the clan that possibly could, went along too, to see the big contest in skilled games.

But it so happened that motor trucks, being made for pavements, could not climb the steep hills, nor pass through the deep mud that was on the way to Bonner Springs. So the youths, the maidens, and their supporters were forced to proceed awhile on foot, while the owner of the truck pulled and tugged to get the truck out of the mud. But no sooner was the truck out of one deep, muddy place, than the machine skidded to one side of the roadway. And the brave youths and beautiful maidens had to wait for many hours, while the owner worked with jack,

boards, rocks, and ropes, trying to get the truck back on the road. And while they waited they sat around fires trying to keep warm, for it was winter weather. At last the machine was safely back on the road, and with shouts of joy the members of the clan pursued their way.

But alas! when they reached that far country, they discovered that their rivals had looked long and vainly for them, and in despair had gone to their several dwelling places. As all hopes of a contest were gone, the Mt. Marty clan decided to return to their abode. But before starting on their return journey, they needs must partake of food. So the chief trainer led the way to the dispenser of ham sandwiches and burnt chilli.

After they had eaten their fill they gaily started homeward. All went merrily till suddenly—the machine stopped dead still. And then the chief trainer explained. "There is no more gasoline. We are seven long miles from home. But you must all get out and walk, for if we should stay here we would freeze."

And as the word of the chief trainer was the law, all the youths and the maidens and all their followers walked that long, dreary distance home. But the stars watched them, and shed their light to make their way easier.

And the youths and the maidens were exceedingly weary from their journey, but they bravely said, "Better luck next time."



THE BLUFFER.

A small dog had found its way into the school and one of those beautiful Junior girls picked the dog up in her arms.

About that time a Freshman passed and was heard to say, "Gee, I wish I was a dog."

Fred A. (in Modern History)—  
"Henry wanted to get a divorce from the Pope."

Persis B. (in correcting him)—  
"He wanted to get a divorce from his brother's husband."

Miss K.: (in Geom.): "Who was assigned to look up the history of Pythagoras?"

Avis: "Oh, that was my man, but I lost him."

Miss Connelly (in 4th study hr.)—  
"Arthur!" Art looks around expecting, by the tone of her voice, that he is called down.

Miss C. (real sweetly)—  
"Please ring the bell."

Mr. Harbeson: "Gov. Berkley of Va. said he didn't care if the Indians did scalp a few colonists, because he got their fur."

Mr. Harris (In Mech. Drawing):  
"To draw an approximate—"

Kirk W.: "How do you spell that?"

Mr. H.: "T-H-A-T."

Miss Fincke (in Latin): "May, what does Post Multos mean in English?"

May: "It means Post Mortem."

Jack K.: "Lelia, Marian and Pauline got the lead up in your compass and can't get it out."

George B.: "Take it up to Miss Kenney, she will work it out by Geometry."

Miss Connelly (in 4th study hr., to Earl Ebert)—  
"Earl, are you working hard?"

Earl—"Me, Oh-er-yes!"

Miss C.—  
"That's nice, keep at it."

Blanche L. (in English class)—  
"I love to sit out on a summer evening and listen to that bird they call the cricket."

Miss K. (in Geom.)—  
"Can you transfer figures without hurting them any?"

Kirk W.—  
"Yes, if you can carry them."

Miss Holsinger (in Psy. to Marvin):  
"So your idea of heaven is a place where you do not have to study and where there are pretty men and boys?"

Marvin: "Oh, pretty women, too."

Miss H.: "Thank you."

(Miss Miller in Domestic Science):  
"Grace, why is it that hard cider makes one drunk and vinegar which comes from the same thing does not?"

Grace H.: "The drunken bacteria are all dead."

Miss Minich: "What does Commercial Geography mean to you?"

Hazel Y.: "One point."

## TO THE FRESHMEN.

Freshie, Freshie, in the brook,  
 Why that sad, despondent look?  
 Pipe the Sophomores, light and  
     gay,  
 Winding on their brilliant way.  
 See the Juniors deep in thought,  
 Thinking blithely that they ought  
 Soon be Seniors, if they pass and  
 Get a point in every class.  
 And the Senior prosed in sooth,  
 Contemplates the glorious truth—  
 "No longer, I'll be called mere  
     youth."  
 So Freshie, Freshie, in the brook,  
 Why that sad, despondent look?  
 Pipe the Sophomores light and  
     gay.  
 You'll be one another day.

(Avis in Physics): "If you  
 throw a stone from the rear end of  
 a moving train it will hit you in the  
 face."

(She meant from the front end.)

## FUNNY ISN'T IT—BUT.

1. Inez Hancock is growing taller.
2. Tom wrote a note to Ruby.
3. Vernon Price came to school on time.
4. It is reported that Gladys S. is in love.
5. Miss Kenney forgot to call for excuses.
6. Will Hervey kinked his hair once.
7. Paul Grabske takes a certain seat in English.
8. Hester has a beau—thanks to a Sophomore.
9. Hazel Yeaman wore the same dress two days in succession.

10. One of the Freshmen is green.

11. Irwin Russell let up on his hot air two minutes.

12. Edith M. is learning to flirt.

13. Blanche L. is loosing weight.

14. Miss Connelly loves only classical characters.

15. People showed signs of a sense of humor when three suits of the same kind began walking around school.

16. Russell D. blushes easily.

17. Pete walked home with Mildred N.

18. Grace Hanna failed to powder her nose.

19. Mary Smith wrote a note to a boy.

20. All the girls were raving about the new principal.

21. Miss Miller had a date once.

22. Willie B. winked at a girl.

23. George B. was assisted from German into study hall.

24. Don't be too confidant in your love affairs even if you are a Senior girl.

25. Some people get their lessons in basket ball seasons.

26. Clara B. got a demerit.

27. Art and Irwin couldn't smoke in Baldwin even if they were in bed.

(Elmer in practice for Senior play): "Say Miss Finke, Gilberta is supposed to fall on the floor; do you think I am going to let her?"

In English, speaking of writing biography. (Miss Connelly). Well, Hester, whom are you going to write about?



Hester, "don't know what man, I will write about. I like them all."

(Miss H. in physiology) "Nellie tell us about the covering of the brain."

Nellie Mc—"Well there is a thin covering, which follows all the evolutions of the brain."

(Teacher helping with Sr. play) "Elmer, please embrace Gilberta."

Elmer: "No, there is a whole line before I am supposed to support her."

Every Kirk in Scotland has some Faith of its own.

Avis (in Physic Class): "Mr. Harbeson, if we use ether in our experiment would we all go to sleep?"

Mr. H.: "Not any more than you usually are."

FRESHMAN ENROLLMENT  
BLANK.

- 1st period.....Greek History
- 2nd period.....Study
- 3rd period....Mechanical Drawing  
(Contrasts with Algebra):
- 4th period.....Latin
- 5th period.....Study
- 6th period.....English

Mr. Harbeson: (Speaking of Hamilton-Burr Duel): "I don't think it is very good sense to shoot your pistol into the air, when another man is shooting his at you."

Hazel Y. (In Glee Club): Miss Duncan, if I sing bass much longer I'll get a double chin.

DID YOU NOTICE

Miss Kenney's red flannel blouse?  
Mr. Harbenson's tiny (!! ) sandwiches?

Persis Brewster's bangs?  
Elmer's lovemaking in the Senior Play?

Tom's handsome chinchilla overcoat?

Miss Connelly's love for poetry?  
Kirk Wood's attendance on Emily?

John Nolan's size?  
Hester Kaufman's height?

The bracelet Marvin is wearing?  
Miss Fincke's quiet forcefulness?  
Grace Wallace's energy?

Miss Duncan's exquisite voice?  
Alex Smith's bashfulness?  
The Freshmen yell?

Grace Hanna's "killing ways?"  
Oscar Johnson hit the goals?  
Byrd Cessna's new pin?

Pete Stream's faithfulness to Mildred N.?  
Blanche Leventhal's size?  
The school spirit?

If Faith died and went to heaven, do you thing Kirk Wood?

(Miss H. in Psy.): "Were any of you ever bitten by a snake?"

Hester K.: "One opened its mouth at me once."

Anyone to Dorothy Martin: Do you prefer biscuit dough-er-tea?

Dorothy: I like both Hugh-ly.

Miss Connelly while looking through the Freshmen cards found a senior card belonging to Arthur Stubbs.

"Oh, ho," says she, "Mr. Harbeson did the greatest thing of his life when he put this card here."

In Commercial Geog. Miss M.:  
What else do they make out of cotton seeds?"

Edna B.: "Salads."

Will Swaner: "The three leading breeds of cows are Jersey, Holstein and Heifer."

#### CLASS JINGLES.

There was once a fine Freshman  
Class,  
Ne'er before was there one without  
brass,

They do all their work.

And none of them shirk  
Indeed we're all proud of this  
class.

There was once a Sophomore Class,  
Not a teacher but they can harass.  
They'r boys don't you see  
The girls they've made flee,  
And now there is scarcely a lass,

There once was a gay Juinor Class,  
Who sat up at night just to plan  
Many parties and teas,  
The Seniors to please,  
For they'll be there next year, who  
can.

There was once a crowd of fine  
knockers,

In all school affairs they were block-  
ers.

They'd fuss and they'd fight  
"We'll stand up for our rights"  
So said this bunch of knockers.

Miss Connelly (reading Merchant of Venice)—"Ay, marry, I'll be gone about it straight."

Willis (waking up)—"And so will I."

Miss C. (after Johnnie had read two paragraphs of English)—  
"Johnnie, what are the names of the two paragraphs?"

Johnnie—"First and second."

Miss H. (in Mid. Hist.)—"Fred, what kind of an institution was the church in the beginning?"

Fred—"A religious institution."

Miss Fincke (in practicing for senior play, trying to keep Gilberta from laughing).

"Now Elmer, don't make her laugh for it is hard enough for her to just look at you."

#### COMPARISON OF WEIGHT.

Positive—May Gosney.

Comparative—Avis Calhoun.

Superlative—Blanche Leventhal.

John K. (in Mod. History—"In Martin Luther's early life he entered a convent and became a nun."

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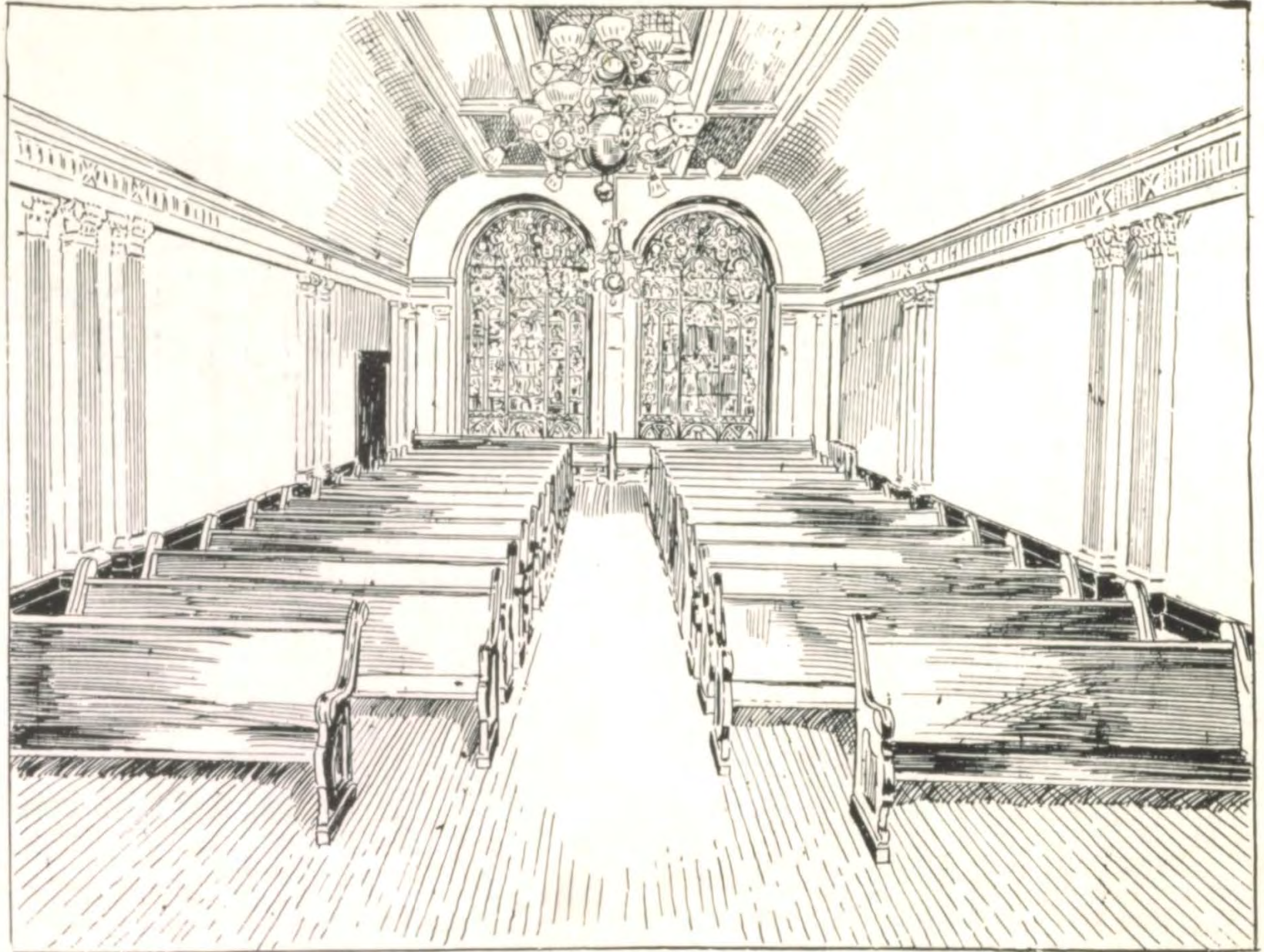
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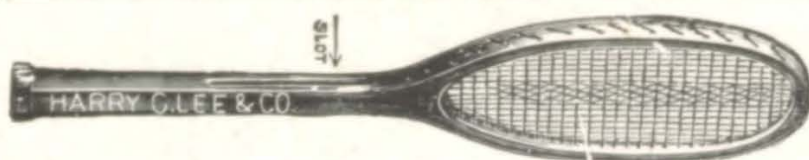
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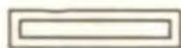
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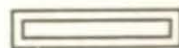
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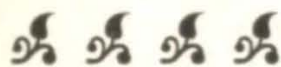


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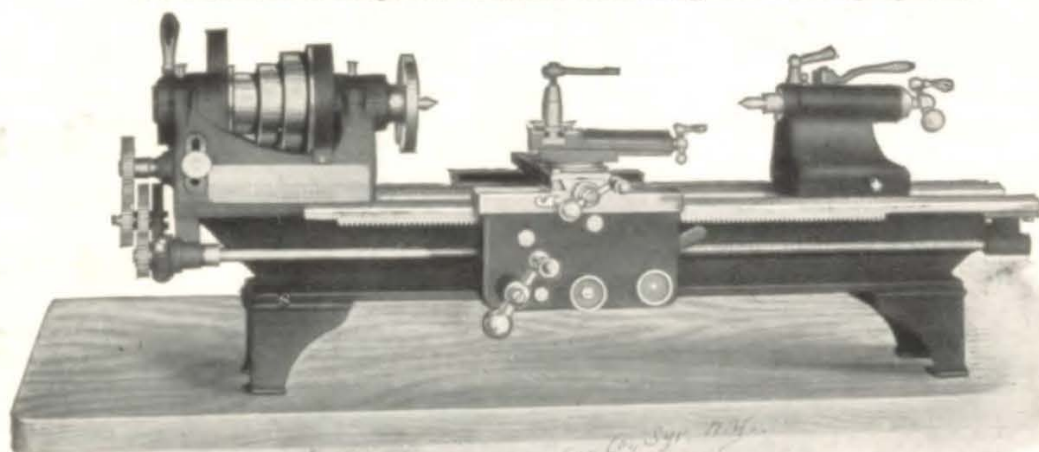
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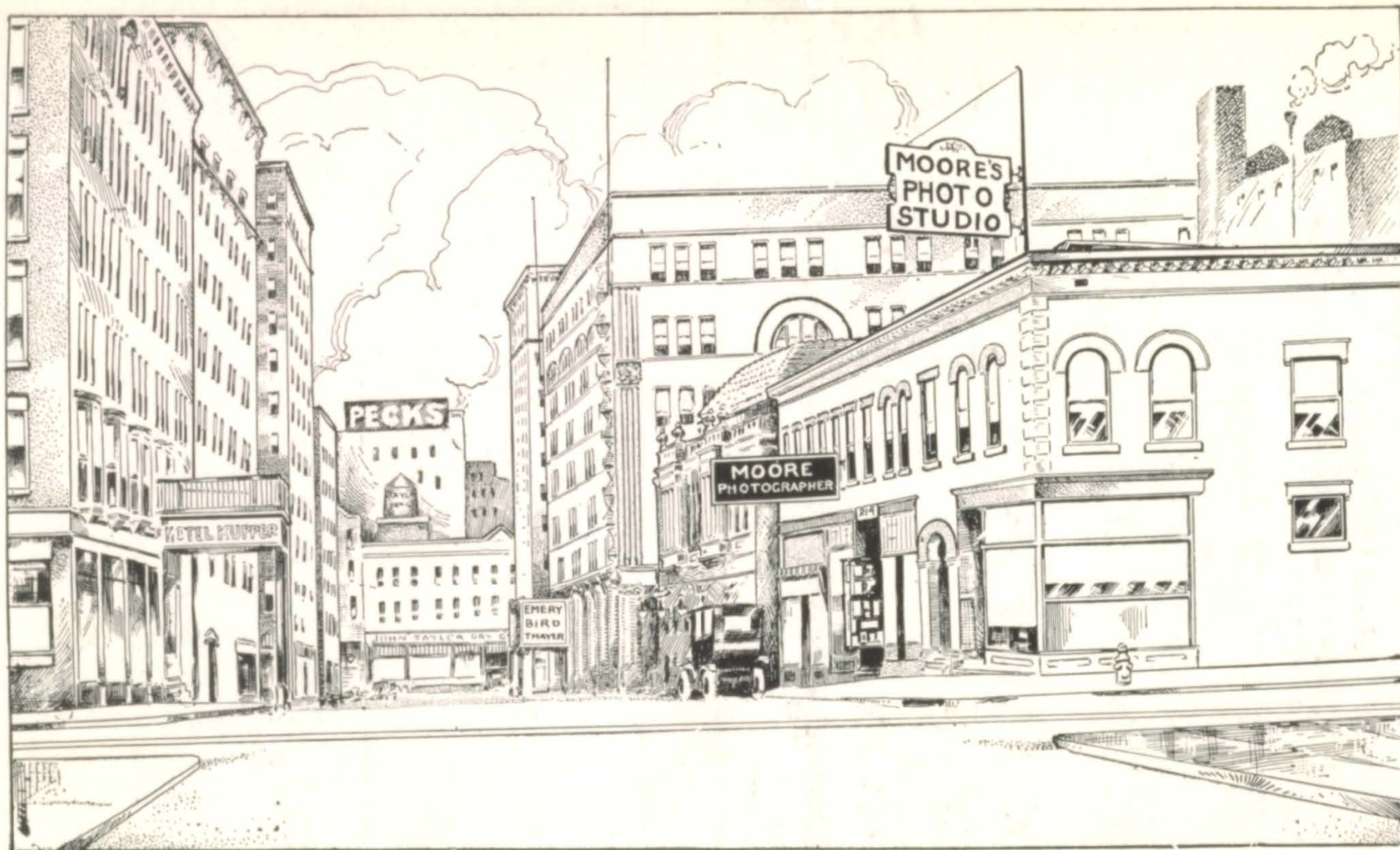
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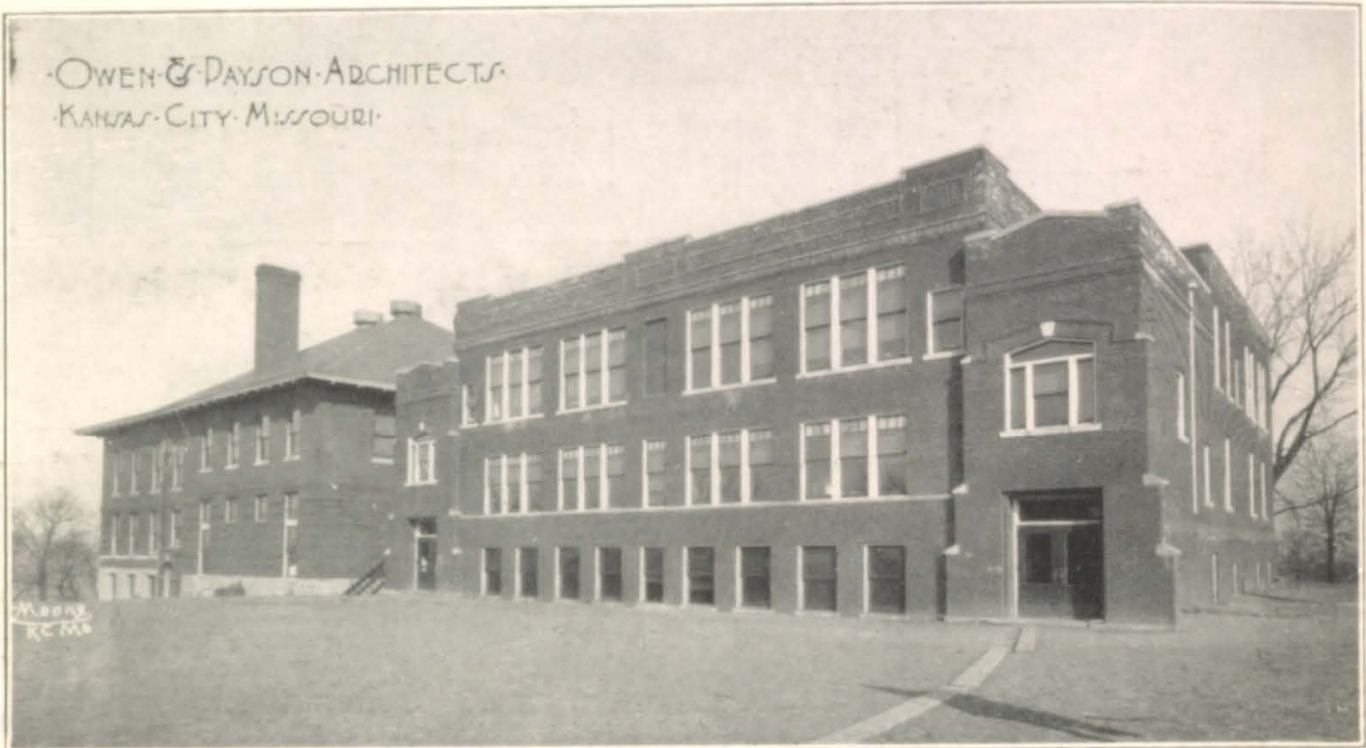
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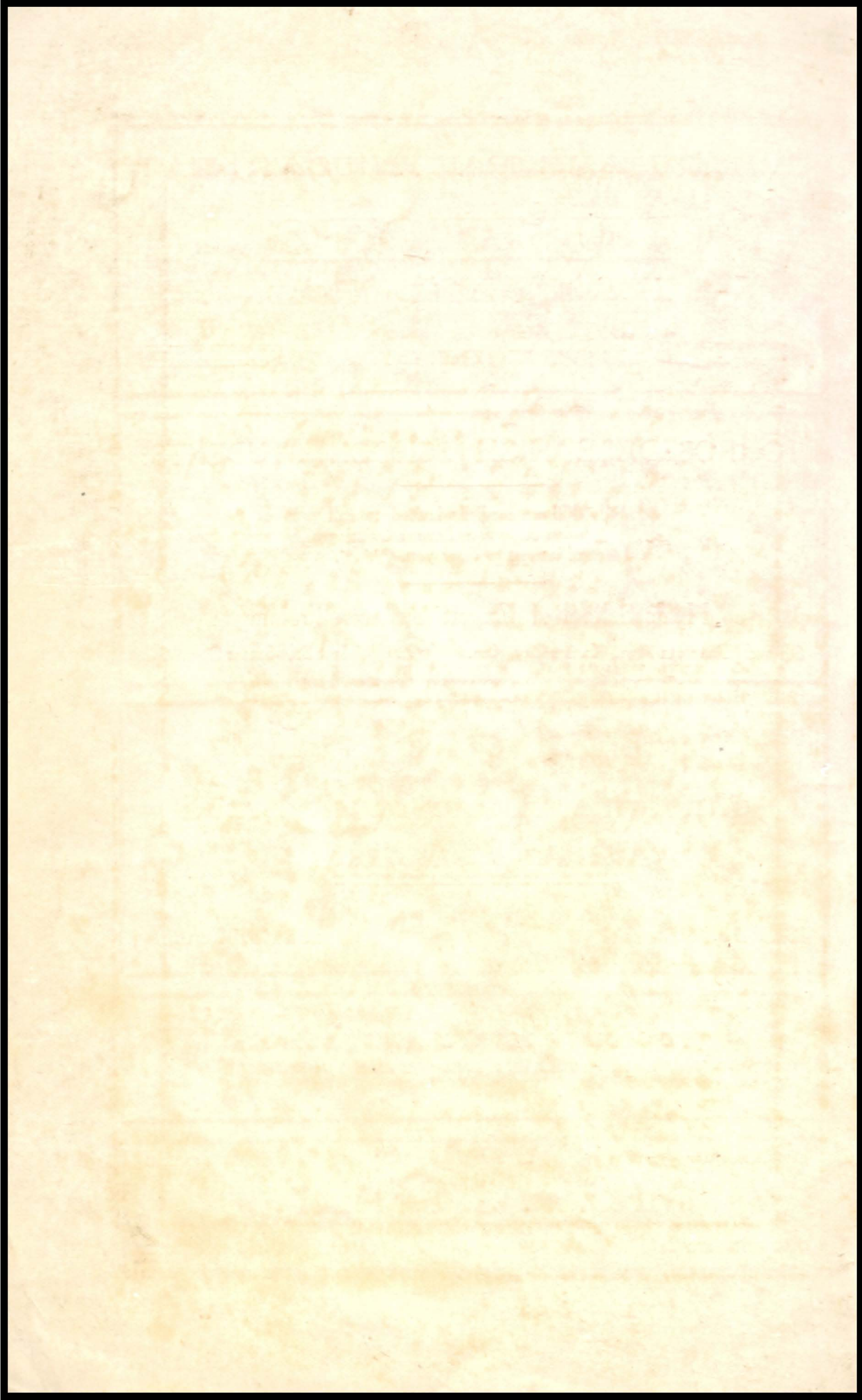
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