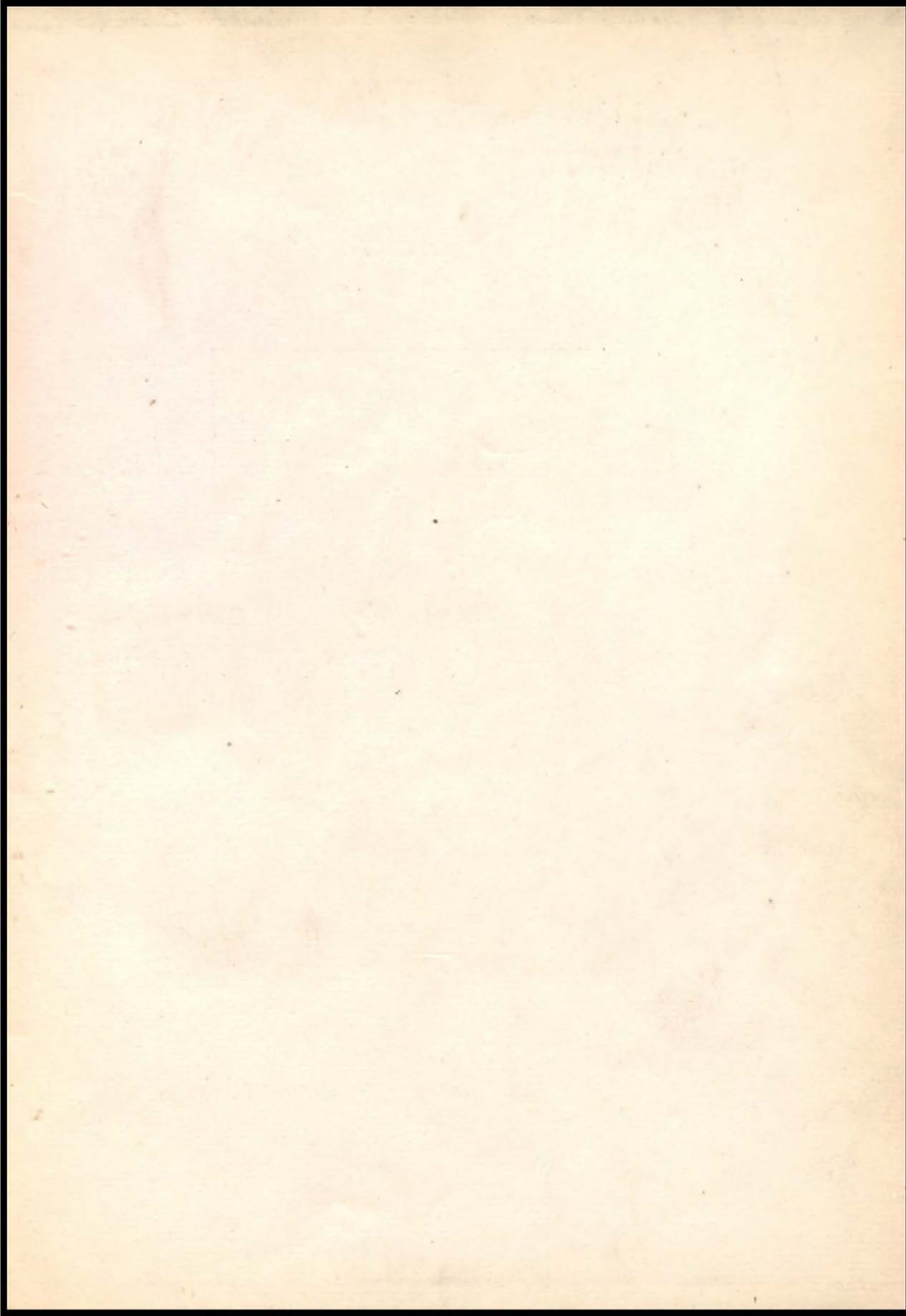
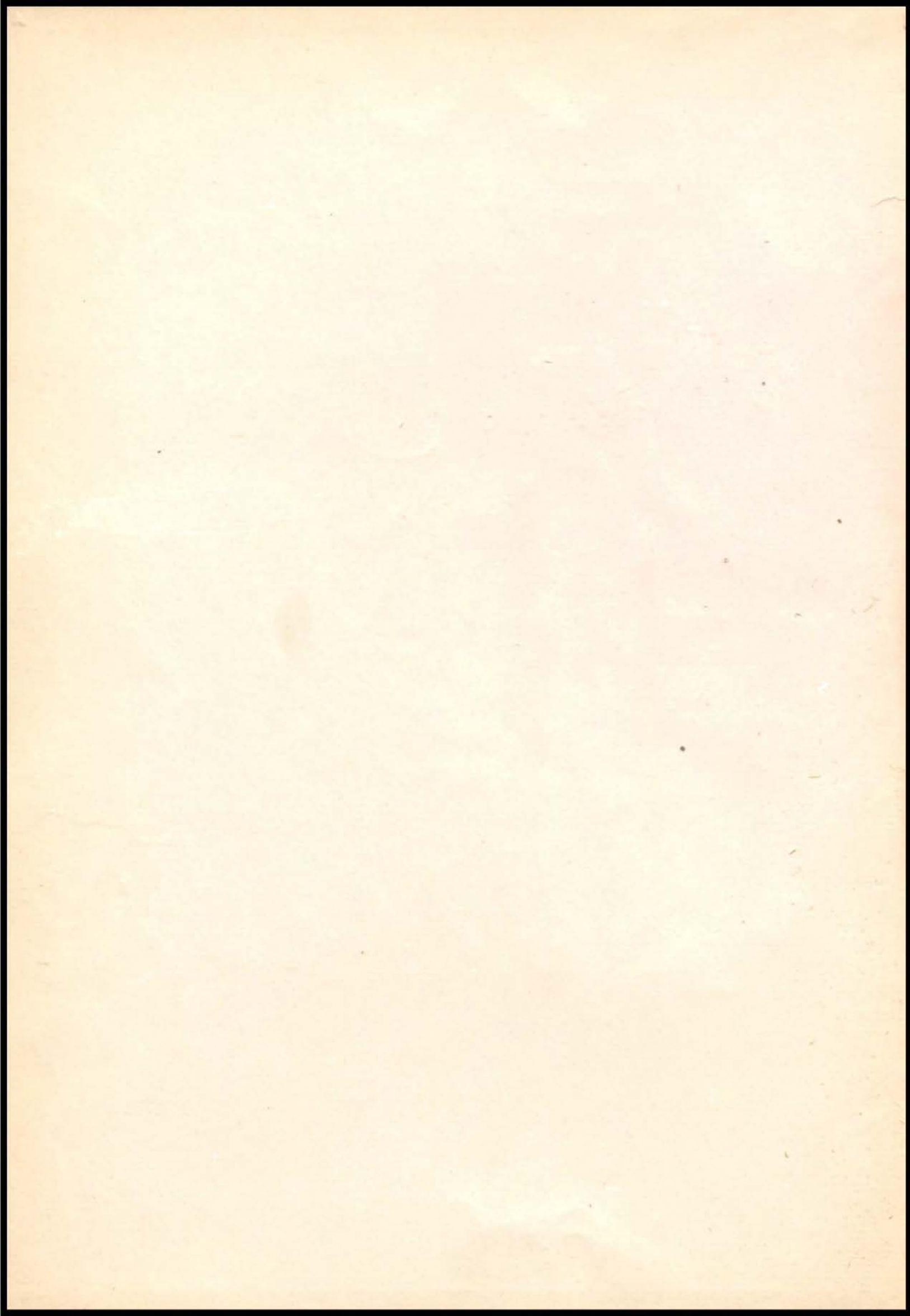


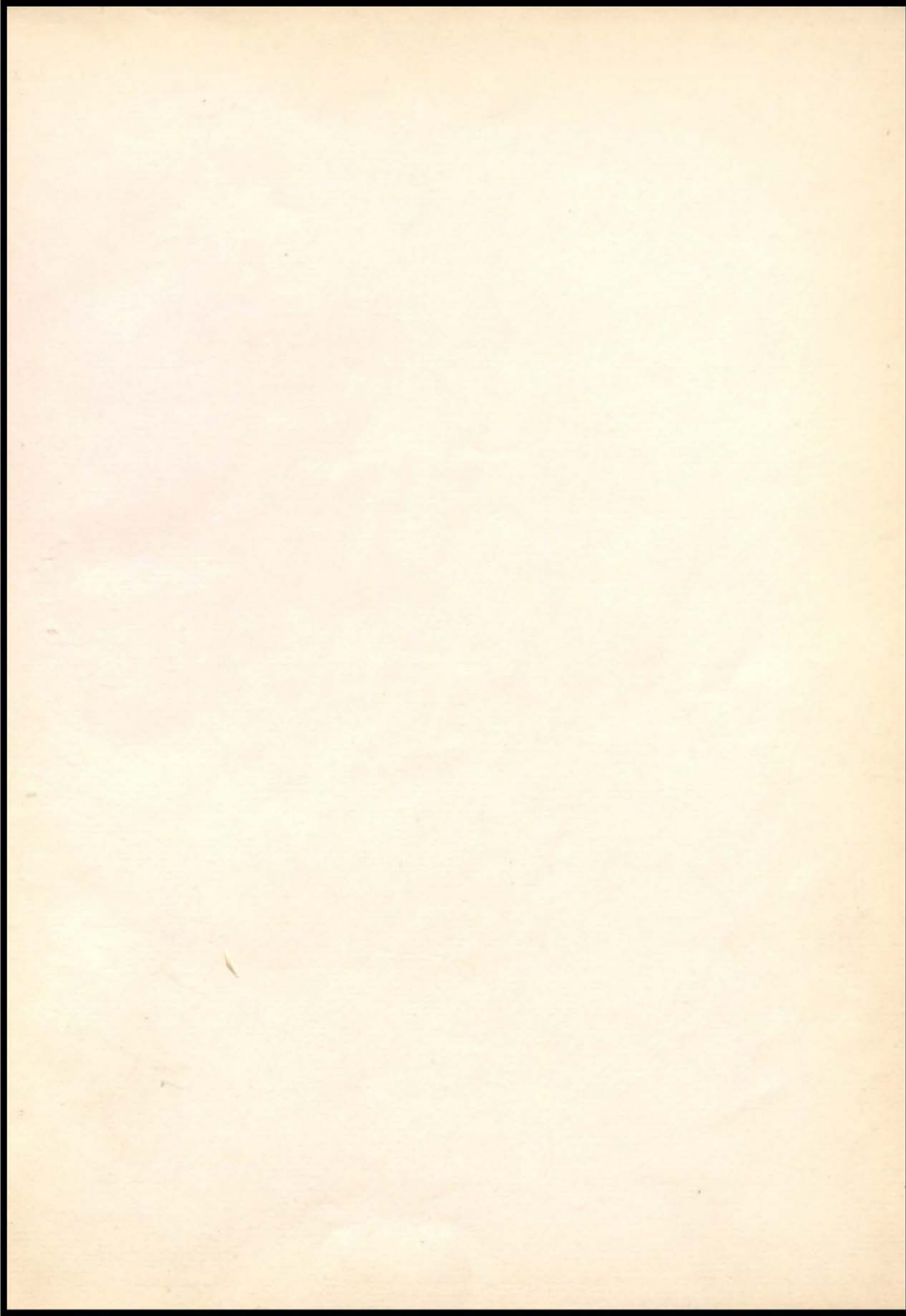
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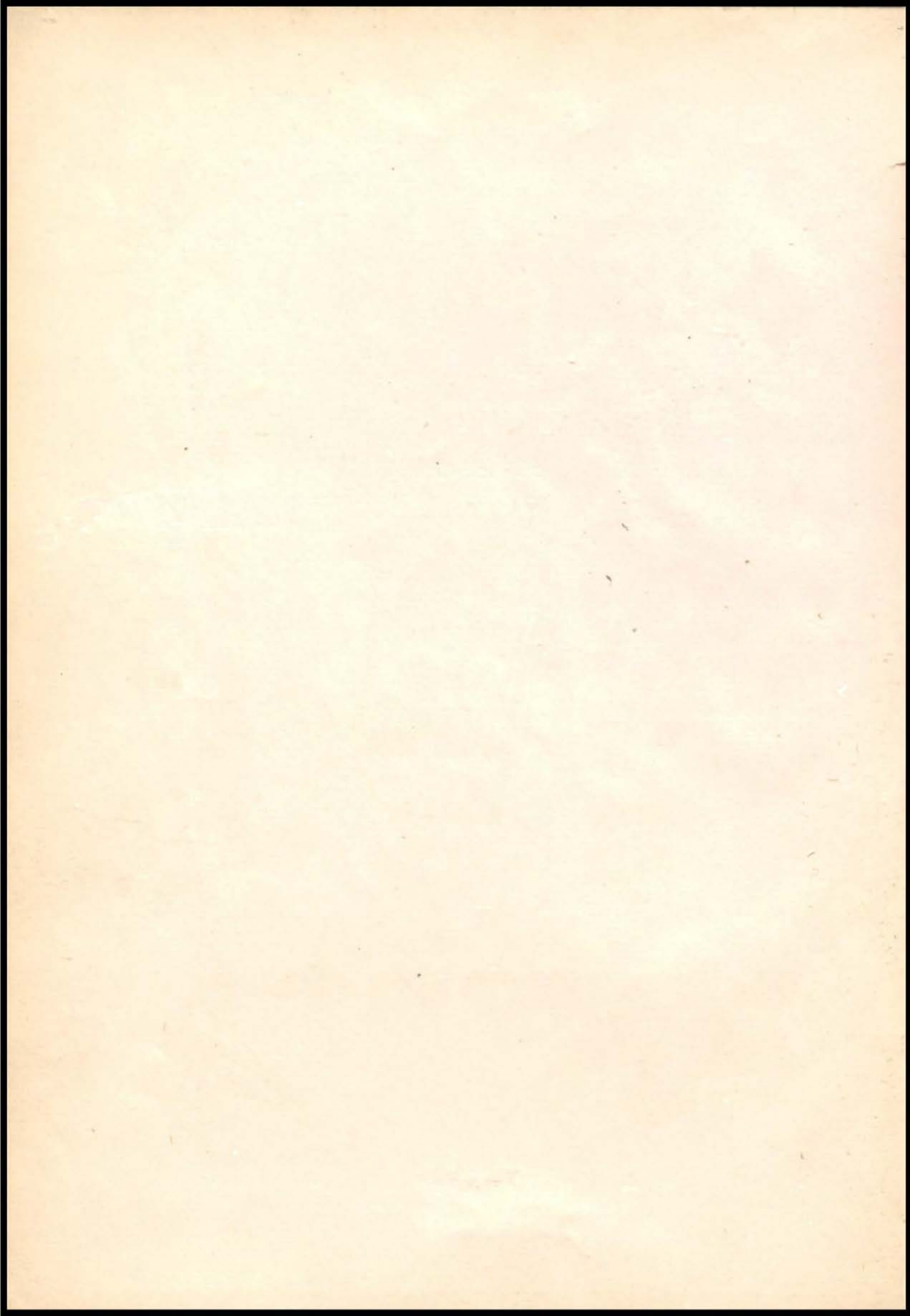
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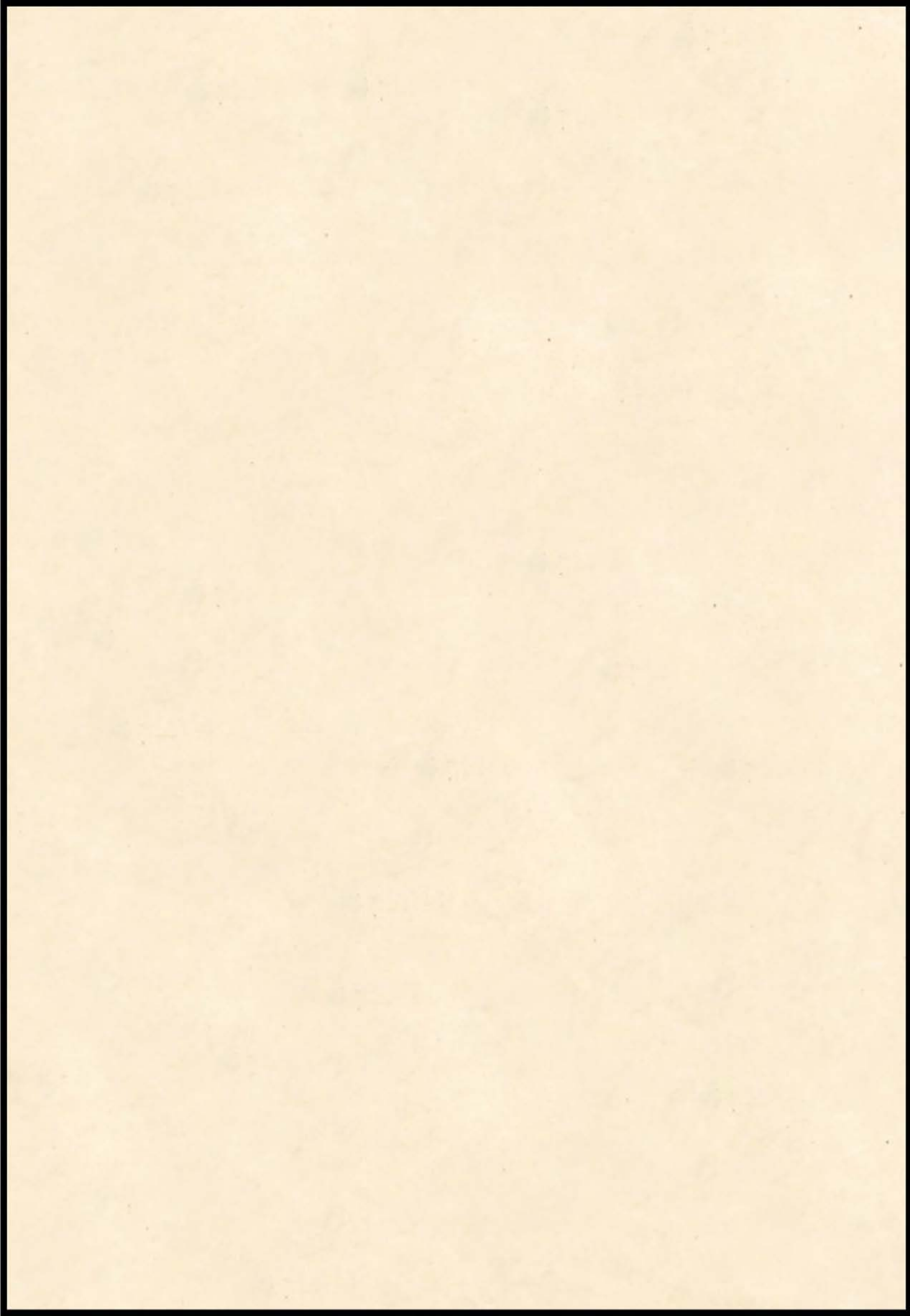
MID YEAR NUMBER 1903



**WESTPORT
HIGH SCHOOL**

KANSAS CITY

NATALIE GREEN



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EDITORIALS

In this number of the Herald it will take only a moment, of course, for our readers to decide by whom it is edited and managed. A casual reader in perusing our columns will have no difficulty in reading "Senior" between the lines.

We have increased our exchange list until at the present time it contains a few of the prominent Eastern colleges, as well as the local High Schools and most of the Western universities.

Besides all current High School events we have remembered, in this number,

the Freshmen, Sophomores, Juniors, societies and the faculty.

Hoping that we have covered the ground and not left you out, we remain,
Yours respectfully,

THE SENIORS.

Westport High School is losing all her originality. We have finals now like the other schools.

We have one more thing to be proud of in W. H. S. Electric lights! However, their glow has not as yet equalled the brilliancy of that of the Seniors.

The school at large may not be aware of the fact that we have a splendid class in shop work. However, the new apparatus in the physics and chemistry laboratories is sufficient evidence of this.

Although the Seniors do not wish to be judged by outward appearances only, yet a good exterior adds much to the value of a school paper.

In this particular we are sure that our mid-year number is not behind other High School papers for if our cover is examined closely it will be found that it clearly expresses, to say it briefly, "what is inside."

The credit of this both artistic and appropriate portion of our paper is due to Miss Natalie Green, our art editor.

We are proud to note that the Westport High School has recently been articulated with two excellent institutions, the Washington University and the University of Pennsylvania.

After Dr. Woodward had examined our school, he said that he was very

much pleased with the way we were taught in the different branches, and that graduates from our school were fully prepared to enter the University at St. Louis without examination.

A very nicely framed certificate of articulation was recently received and now hangs in the Study Hall.

Dr. Penniman, of the University of Pennsylvania, also examined the school, and as a result of his visit the graduates may enter the university which he represented.

If we should question the likes and dislikes of the pupils in general on the subject, "What do you like for a Monday morning entertainment?" the majority would probably not favor a lecture, although some of the noblest and best thoughts that have ever found their way into the human heart have been spoken from a lecture platform.

It is not always the fault of a pupil that he is not interested in these things, but the inability of the speaker to present his subject in an entertaining manner.

When any one undertakes to address a school, his chief duty is to try to interest the pupils, and that depends as much upon the way a subject is presented as the subject itself. It is not always the man who can use the greatest number of technical terms, or the largest words to express his thoughts, who has had the greatest success in life, but the man whose language is simple enough for any one to understand, who has become a great orator.

We were visited by Mr. John L. Peak, ex-minister to Switzerland, last year and although his talk was extemporaneous, it was quite pleasing and profitable.

Perhaps some of those who do not favor a lecture would like an entertaining musical program, others may favor "rag

time," but as a whole, probably a good lecture with a depth of meaning which tends to enlighten our minds is indeed one of the best and most instructive parts of a program. A good example of such a lecture was the one delivered by Dr. Josiah H. Penniman, a short time ago, a review of which appears in this issue.

THIS CONCERNS YOU!

Are you patronizing the basket ball games? Where is your school spirit?

Are you interested in athletics?

How many copies of the Herald are you circulating among your friends?

Are you a member of the Athletic Association? If not, you should join.

Are you intending to help the boys win in the base ball games this year?

One very important feature recently added to our already excellent conditions at Westport High School is the new lunch room. Students can do better work when they are provided with a warm lunch at the noon hour.

Good substantial food is served at a very moderate cost, and the plan is fast becoming popular.

Miss Clafin is in charge of this department.

Students may bring lunch from home if they like, but the most of them are availing themselves of the opportunity to get something warm in addition.

"No, Charles, dear, I shall never marry. I shall spend the rest of my life in a nunnery."

"Well, Aurelia, if you do that, I shall spend the rest of my miserable existence in a—in —a—a—monkery."—Ex.

"Say, how did you get off in the Glee Club try-out?"

"Made first bass on four bawls."—Ex.

LITERATURE

NOT FOUND IN REAL LIFE

So many, many things, you know,
You read about in books,
They're not the same in real life,
It's not quite as it looks.

You read about the perfumed air,
And rippling, babbling brooks,
Now, I never saw all these things,
You read about in books.

"The knight to victory fights his way,
Then finds a shady nook—
Where he doth wait his lady fair,"
I read that in a book.

Just the fights in our back yard
'Twould do one good to look,
But really, I must say to you,
Don't seek them in a book.

Why don't heroes get black eyes?
Why aren't they chased by cooks?
That's the way in these days
Life to a little boy looks.

—AUGUSTA HATCH.

THE RELUCTANT BOY

During my vacation last summer, I spent several weeks with my relatives, who live in a very pretty country home in Central Michigan.

My uncle had always been very fortunate with his crops of hay until this year, and while I was there he contracted with some men for two or three loads.

About a week later, as he was coming home from the country one afternoon, he saw that a wagon load of hay was overturned in the middle of the road.

He noted, with surprise, the quickness of the young boy who was pitching the hay back upon the wagon.

He questioned the boy and discovered that the hay was for himself. He noticed that the boy seemed in a very great hurry to get the hay back into the wagon, and that he was tired, so uncle told him

to come home and have some dinner. The boy declined, saying again and again that his father would be very angry if he stopped his work. But uncle talked to him and finally persuaded him to go to the house and have his dinner, for it was almost 2 o'clock.

All the way to the house and all the time he was eating, the boy talked about how angry his father would be, until it rather provoked my uncle, who said:

"Well, what has your father to do with it, anyway? I won't tell him; he never will find it out. Where is your father now?"

By this time the boy was very nervous and excited, and answered in a whisper:

"Why, father is under the hay."

CLARA BARNES.

MRS. GRANT

One of the recent events which should be a cause of sorrow to every person young or old, is the death of Mrs. Ulysses S. Grant. Her life should stand as a model to young women, no matter in what circumstances they may be. She is more truly a woman of the people than any other of our presidents' wives, and as a wife and companion she was a great help to her husband from their days of poverty before the civil war, when he hauled wood into St. Louis to the happier days in the White House and in their tour around the world, when they were showered with gifts from the leading monarchs of Europe.

As General Grant was helped by his wife in his career so have nearly all our great men been influenced to great deeds by their wives; and the magnificence of our great nation is due to the same influence.

A WHISTLED COURTSHIP

Like she was to a day in June,
With cheeks the pink of wild crab bloom,
Blithely and gayly whistled she,
"I love Nobody, Nobody Loves Me."

But as I turned into the lane,
And heard her whistle that refrain.
My heart, it would not have it so,
And so I boldly whistled, "No."

Then came a twinkle in her eye,
The query, "Won't You Tell Me Why?"
Came from her lips of deep rose hue.
My answer, "Because I Love You."

"I Don't Know Why I Love You, but I Do."
"I'll Leave My Happy Home for You,"
"Your Pretty Eyes Are Pictures on My
Heart,"
Oh, please, "Think Once Again Before We
Part."

She blushed, and dropped her eyes of violet
blue,
And answered back, "I Don't Know What
to Do,"
I started, but she stopped me with a frown,
Then sharply came, "Go 'Way Back and Sit
Down."

At this reply, which tenderness did lack,
I turned and hummed, "I Am Not Coming
Back."
She smiled and showed her sauciest intent,
Whistling low, "Distance Lends Enchant-
ment."

MABEL KERN.

ETHICS OF STUDENT LIFE

The word "ethics" is synonymous with morals, having to do with the manner and conduct of life; hence, it is right conduct in contrast with wrong. Scientifically, it is the theory of correct practice; practically, it is the practice of correct theory.

Student life might embrace the whole of life, but we confine the treatment of this subject to the period of time embraced only in the life of a high school student. It is not the purpose of the writer to undertake to construct a sys-

tem of rules for conduct, but to discuss four fundamental principles that should govern the student in all of his moral actions.

First, the proper care of his conscience—that faculty of the soul which enables him to discern between good and evil. The highly cultivated conscience censures and spurns the evil, while it commends and impels toward the good. A properly educated conscience discriminates between right and wrong, and is governed by moral law. It is the judge that expounds the law and passes sentence accordingly. The ability to discriminate between right and wrong is measured by the degree of light or information one possesses, or by the sensitiveness of his nature. If the conscience has perverted information, its decisions will be accordingly incorrect. Even the enlightened conscience may fail to give accurate promptings if it is dulled from neglect or sore from abuse. If its admonitions are disregarded, it soon becomes impossible for one to distinguish spiritual from carnal impulses. An alarm clock may startle the sleeper the first morning, but, if unheeded, it will scarcely disturb him the second, and in a few days will be absolutely unheard, even though it may ring ever so long. On the other hand, conscience may be so thoroughly cultivated and refined that it will become almost unerring. As the artist may distinguish many shades and colors in a clod of dirt that is all of a sameness to an untrained eye, so the cultivated conscience can discern moral differences where the uneducated can see no distinction.

Second, the student's motive. This is the principle that elevates the soul to its loftiest heights in the esteem of the good, or sinks it to its lowest depths among the degraded. The character of an act is colored by the motive which prompted

it. Even a correct deed without a pure motive will fail to meet the approval of either God or man; but a mistake made where the motive is pure, is not so criminal as it would be if done with an evil intent. The true motive prompts the student to seek an education and the best equipment possible, but not to attend college or the university simply for the purpose of being promoted to the largest and easiest fields of usefulness. The best equipped men are most needed in the hard and humble places in life, and they are happy and successful in the highest degree only when intent upon doing the greatest possible good. No principle is better demonstrated than that the self-seeker will fail even in the most hopeful field.

The third important principle in student life is the development of his powers of imagination. This is the image-making or creative faculty of the soul, with a definite end in view. As the architect creates the great cathedral in his mind before it can be copied, and the sculptor forms the figure before he carves it from the marble, so a person plans a right or a wrong deed in his heart before it is actually accomplished. The imagination may have no outward expression and yet the person be guilty before God. There can be no successful student or great thinker without a vivid imagination. Every imagination, even in the regenerate heart, is capable of great improvement. Neglect this in the student life and the whole man may be defiled. A foul imagination is incapable of soaring to the celestial heights and will sink the individual to the sensuality of a beast. Let the student practice the art of creating images in his own mind. Let him write poetry if possible, or read the description of some noted object and then reproduce the scene. Study great works of imagination, like, "Para-

dise Lost," "Pilgrim's Progress," or Dante's "Inferno," as well as the immortal works in fiction and history. This can not fail to cultivate the imagination and quicken the perception.

CLYDE LEE FIFE.

CLASS CHARACTERISTICS

Fearful, freakish Freshie,
Trembles, titters, trips,
Looking, longing, lengthwise
Some silly Sophomore slips.

Simple, silly, Sophomore,
Numskulled, noddled, nunce
Muster, mimic motion,
Leaving lessons—Lunch!!

Jealous, joking juniors,
Given gracious grades,
Digging, diving, delving,
Finding fortune fades.

Severe, sedate, Seniors,
With weather-wise wits,
Murmur, mutter, mumble,
Fickle fashion flits.

—AUGUSTA HATCH.

SCRIBO TO LEGO

Dear Lego:—So at last you are going to school and you say you are anxious to hear of Westport High School.

Well, what shall I say, except old Westport High still stands on the north-east corner of Thirty-ninth and Warwick Blvd. and faces west—the side the sun sets on, and we are still sat upon, too. It is somewhat fortunate, though some people act as if they were living on Royal Baking Powder, they swell up so at times. But there, I'll not mention any names.

Miss DeWitt has room 7, and the Seniors are having a perfect siege of William Shakespeare.

Lego, I have often wondered what Miss DeWitt would say to William Shakespeare if she were to see him. I'll

wager she would tell him plainly that the third murderer in Macbeth was Macbeth, himself, and that he should write another play based on the "Message to Garcia," and have it played by the Clionian Stock Company at Allen Hall Library.

Miss Wilder is still doing Caesar at the rate of six battles per day. She is not defeated yet, and the classes are about to surrender. Every case is accusative and all translations imperfectly expressed. A halt is soon expected. Lunch! At 1:30 p. m.

Mr. H. L. Green, in the Physics department, is still working away at hot air. He says by May 28, 1903, the classes under him will be able to obtain all results by the aid of hot air. He is certain that it will in time take the place of electricity and coal, and will eventually be taken as legal tender for debts contracted on or before the coal strike.

Did I tell you in my last letter that Mr. Underwood has a new typewriter? Yes, it writes German script.

And, Oh, we have a little elevator now, running up to the third floor. Miss Kahn operates it and as you pass out she gives you a little ticket in case you have no other sign to show you've been to her.

Mr. Shouse has some Seniors in English—they study Shakespeare, too. In Mr. Shouse's room there is a bust of Homer. Do you know it has often struck me queer that Homer could stay in that room, day after day, and hear Shakespeare discussed? Isn't it a bit unusual in the profession?

Lego, you've noticed the picture of Pythagoras in Mr. Howland's room, haven't you? Well, it's still there, and a true likeness of Mr. Howland, too, only Mr. Howland hasn't those curly locks. He likes curly hair, though—O, yes, indeed, every one knows he does. Do you

remember that little piece, "Curly locks, curly locks, wilt thou be mine?" Well, it is a case just like that.

Miss Sophia Watson has discovered love to be a germ and any one possessing three hundred thirty-three and one-third thousandth per cent of a grain must be dissected by the zoology classes. She has her eyes on several teachers.

Mr. Sass says he has in mind the outline of a picture, rather indefinite as yet, but when once fully conceived will make his name famous. It is a modest gray brick building, nestling among the trees, with cigarette smoke curling out of the chimney. I imagine it will be a decided hit anyhow.

Miss Hodshier still has her accustomed place in the Study Hall. Only now she has an upholstered chair and says it is better than sitting on Seniors. The Seniors are doing well and feeling very comfortable.

I suppose by now I have exhausted your patience, so had better stop. Write me soon, and I promise to tell you all the latest.

I have on hand, even now, lots of news on the Seniors and the Juniors, and the two societies. Will write you next week.

Yours as ever,

SCRIBO.

January seven, nineteen hundred three.

A. H.

KINDS OF AUTHORS

The most cheerful—Samuel Smiles.

The noisiest—Howells.

The most flowery—Hawthorne.

The tallest—Longfellow.

The holiest—Pope.

The happiest—Gay.

The most amusing—Thomas Tickell.

The most fiery—Burns.

The most talkative—Chatterton.

The most distressed—Aikenside.—Ex.

ROSALIND AND PORTIA

In each of my two editions of Shakespeare the tale of "As you like it" is placed side by side with the "Merchant of Venice." This arrangement invites comparison, which being made, would turn us toward the two heroines, Rosalind and Portia, who, although of varied fortunes, seem to bear some likeness to each other.

After reading the dramas several times Portia stands pre-eminent in the mind. A feeling comes that she is the possessor of a richer and more mature nature than Rosalind, and that she might be an elder sister to the latter. But in spite of the difference of age the lady of "The Merchant of Venice," retains the admirable sprightliness of the heroine of "As you like it." And her girlishness is evident in her comments on her various suitors. Her deep and dignified love for Bassanio and her character, which acknowledges the claim of such a friend as Antonio before the wife's claim, gives one the knowledge of her superiority over Rosalind.

But the latter is not without her dignity, as her spirited defense of herself and father shows; and, although Rosalind did not assume male attire for as worthy a reason, perhaps, as Portia, she is to be admired for a merry girl, who, with bright speeches, keeps her courage up through all her troubles.

Shakespeare has dressed several of his heroines in man's attire, and has not, by doing so, made them anything else but sweet, good women, and they bear to each other the likeness of being good. But Portia and Rosalind are more closely united and it would seem as if the writer had one in mind when he wrote the other. Perhaps, in the latter, he has given a picture of Portia as she was before her father's death, before she had

the responsibility of her estate, and when she was not troubled by the uncertainty of her husband's name.

Portia is the highest type of Shakespearean womanhood. The Poet of Stratford wrote tenderly of each of the two heroines and left behind a lovely picture, in Rosalind, of a charming girl, and in Portia, of a noble woman.

THE BUSY MINISTER

One very often hears of the many hours of work a minister employs when a new church is being built, but we seldom learn of such energy expended in any but a useful manner. Such a thing did happen once while the New Baptist Church at Madison was being built.

The church, which was almost completed, had furnished many hours of pleasant labor for the pastor, and when there was nothing else to do he and the organist would sit on the lumber piled up in front of the church and watch the carpenters at work.

One day the minister remained longer than usual and in fact forgot all about lunch. About 4 o'clock his wife began to wonder what could have detained him so long and decided to look for him. When she arrived she found all the workmen gone and only the side door unlocked. She entered and began her search in the gallery, in the church proper, then in the Sunday School room, and at last in the kitchen. There she found her husband, his coat off and his once white shirt sleeves up, deep in the work of blacking the church stove.

She was too astonished to laugh, until she saw the janitor sitting on the step whistling, and thought of her husband, who had held a charge in Boston but two years before, blacking a stove to the tune of "When I think of you."

W.

DR. PENNIMAN'S ADDRESS

(On December 16, 1902, the school enjoyed one of the best programs of the year. Dr. Josiah H. Penniman, dean of the University of Pennsylvania, delivered an address relative to the value of a college education in making life successful. At the close of the lecture Mr. Green, the faculty representative on the Herald staff, requested that each member of the Senior class write a review containing from three hundred to four hundred words and setting forth the main points of the address; these reviews to be sent to Dr. Penniman, who should judge them and select the best for the mid-year Herald. His letter in answer to this request and the review selected, follow.—Editors.)

PHILADELPHIA, January 3, 1903.

PROFESSOR H. L. GREEN,

Westport High School, Kansas City, Mo.

MY DEAR PROFESSOR GREEN: I look back with a great deal of pleasure to my little visit to the Westport High School, and particularly to the kind reception accorded me by teachers and pupils. The reports of my address are interesting and gratifying to me. One does not often have a chance to ascertain so definitely the impression made on the minds of a number of children. Psychologically, the reports are of great interest, showing as they do a number of different types of mind in the pupils. I have read them all carefully, and have marked with a blue pencil the one that, all things considered, seems to me to represent most nearly the idea that I tried to convey in my address. It is difficult to select from among so many excellent papers. Will you please extend my personal greeting and the compliments of the season to all the writers of these papers, and to the faculty and students of the Westport High School, and believe me,

Yours sincerely,

JOSIAH H. PENNIMAN.

ADVANTAGES OF A COLLEGE EDUCATION

College education does not alone make a man successful. One must have with-

in himself those traits, those characteristics, such as honesty, perseverance, energy, determination and conscientiousness that go toward the making of success in life, whether one be a college man or not. For not alone will the mere fact of having attended a college for four years make a man, in the truest sense of the word, of any one, unless he have it in him to start with. Yet, if he have them and still go to college, there they will be nourished, trained and cultivated toward the development of the best, the highest, the noblest that is in him.

The primary purposes of all institutions of learning are to preserve, to disseminate and to increase knowledge. The departments of investigation and research in all of our colleges are constantly endeavoring to bring forth from nature some hidden truth, some unrevealed fact and thus by the advancement of science to bring out in our lives more that is helpful and more that makes this life the better worth the living.

It is our duty right here and now to make the most out of ourselves, and not wait until we are through school and college, and then say we will start in life in real earnest. This mistaken idea should be abandoned, because upon the success of our school life depends, very largely, the success of our after life. School is not so much a preparation for life, but it is life, and we are making character for ourselves just as much today as we ever will in the years to come.

Although a college education is not essential to success in life, yet it is doubtful if one, no matter how broad and deep a mind he may have, can get as much out of life, can come into such close touch and contact with the culture, art and learning of the ages, can appreciate the more beautiful and helpful things of life to such an extent as a col-

lege man of equal inherent mind and character would be able to do.

We have spoken of success in life, but what is it? All of us cannot attain to some high position in the world of art, letters, statesmanship or finance. And yet can we say that those who fail to do so have not made a success of life? No, indeed, we cannot, for if in our lives we make of ourselves all that is possible, help to better the community in which we live and constantly try to make the lives of our fellow men happier and better, then we have attained success in life.

The two chief qualities necessary to the making of success in the life of any individual are concentration and aggression. If these two characteristics are to be perfectly developed so that we may be able to grasp all that is best and most valuable in science, literature, art and the manifold other treasures, and thus to gather all the fruits which by reason of our being we have a right to,—for such as these a college education is not only beneficial, but absolutely necessary.

C. D. STOWELL.

A ROMANCE

One of my most pleasant pastimes is that of strolling down our picture gallery and recalling the old romances and tales as I look at the pictures of my honored ancestors. My favorite is the story connected with my great aunt. I don't know why it should have caught my fancy, for it is not very exciting and is quite modern, as I heard it from great aunt Maria's own lips.

"My mother died leaving a family of seven children. I was the youngest, five years old. My first recollection is that we girls, four in number, were at boarding school at Oxford, England. I asked to go home to the flowers and dogs; that

was about all I could remember, but sisters told me there was a new mother, and we were not wanted. I remember going home only three times in my school life and then we were so in awe of the new mother we were glad to go back to school. I spent my life at boarding school. During vacation I was in the care of a nurse or teacher at the seaside, dear old Brighton! Well, I must hasten.

"During my stay at school I was very much attached to my room-mate, Kate Osburn. We were about the same age and I always went home with her every Christmas vacation. Her brother George, three years older, was a perfect brother to us both. Later on, I loved him dearer than any brother. We visited together in the sweet old school garden at Oxford, under the apple and beech trees, Kate, George and I. Soon it was only George and I that used to sit under the scented boughs in the early spring. No one knows Oxford who has not seen the country in June. We were engaged and had planned to stay with Kate until George had a home ready for me. We little dreamed what was in store for us.

"One day Kate, who was to be married soon, invited me to join herself and mother—and, of course, George—on a shopping expedition to London. That was the happiest time of my life, for George and I could talk and plan without exciting attention. In London we were joined by the future husband and son-in-law. We thought no one noticed us and that everybody looked at Kate, myself in the thought that such a day we were all so happy. I love to lose really did exist for me. I little thought that my own wedding was being planned by my father to a man much older than myself and a perfect stranger to me.

"George and I looked at all kinds of things and even picked out the bonnet I was to have, and the bandbox, too.

Here it is. Look! isn't it a beauty? Look at the picture on the cover, a Japanese girl; isn't the coloring fine, a regular work of art? We both agreed that it was beautiful. In our happiness we wandered away from the rest of the party, for Soho Bazaar, London, in the year eighteen twenty-one, was most enticing for lovers. George bought bracelets of brown velvet covered with gold beads, and gold clasps, for me. Just look at them; how bright they are, and think how old!

"Well, I must keep the thread of my story. They found us at last and we all went to the Inn for dinner, and home next day. Oh, that day! My father came to see me, and—gently, he thought—told me he had planned for me to marry in June, when I graduated, just as my sisters had done. I was to marry the second son of a wealthy country gentleman. His mother would give him a large sum of money on our wedding day and we were to sail for America.

"I was always very timid and especially with that big pompous man called my father. I never once thought of opposing anything he said or did. I just worried myself sick and cried and cried. I told George all about it; he was just wild and told me he would plan some escape. I felt happy and safe with him, but the minute I was alone that awful deathlike feeling came back and stayed until I met George again. Kate had left and was at home, happy, and I had no one to confide in, no one who could sympathize with me; for the other girls thought that to marry a rich man and sail to America the grandest of fun. I became so ill that the teacher sent for my father. He wrote that he was coming to take me home.

"If I only had had a friend to help me to keep up my courage. I told George; he planned for me to meet him in the garden

that night, one hour before my father should come. George would take me away. O, the anguish of that night! I could not go. I could not disobey my father. They found me in a fainting fit on the bed in my room.

"Girls, in one month I was married and ready to sail for America. Now, the strangest coincidence—father bought, with the rest of my trousseau—which was very elaborate—the very bonnet in the very box that George and I looked at in Soho Bazaar. I did not wear the bonnet many times; it seemed to me almost human, and was a great comfort to me when alone. It seemed to know my troubles. I could talk to it, and the dear picture on the box. I have always regretted not eloping with George."

I have the picture of the little Japanese girl, all that is left of the box, framed. It hangs on the wall of my room. I love the little lady too. W.

FRENCH AND GERMAN CORRESPONDENCE

A few years ago, Miss Kahn instituted the idea of having the pupils of her French and German classes enter into correspondence with young people in both France and Germany.

The pupils first write to a young lady, living in Paris, she then secures suitable persons to whom we may write, and some very interesting as well as instructive letters have been received by the members of the different classes.

Perhaps one of the best reasons why this correspondence was taken up, is on account of the advantages coming from it. It gives great insight into the life and customs of the people, that we would not be able to get in any other way, it also helps to strengthen our knowledge of the language and is much enjoyed by the participants.

This understanding between the writers develops into friendship and the pupils who write will find that it will be a great help in the future.

Some of the letters of last year were quite amusing, of which the following received by a member of the present French class is perhaps the best example of the style.

LaRoche sur You the 14 Dec. 1902.

My Dear Miss Marion:

I am very happy to correspond with you. He has a month that I had writing a diary. I have allowed your address Monday. She was badly writing and I not know it to put.

I have fourteen years. I am great. I have the aubroin hair, the azure or green eyes.

I live in LaRoche sur You. This is a little town of twelve thousand inhabitants. He these had a cassle in our days, he is in ruins and these is at the place which one has builded the barracks. The plan of the new town has been traced by the emperor Napoleon I. Over the place of parade, he these has a equestrian statue of the emperor.

I frequent the municipal classes the lessons of english, is performed by Sir Lunier (an american). We has a lesson of a hour by week. I not is very clever in English.

My father is shop-woman at the railway. So I travel much. I have a little sister. She is very brown.

Have you seen the fall of the Niagara? these ought to be very beautiful. I have ever comed of France. I have visited Paris and the Pyrenees.

Pardon me my numerous faults and accept my kind regards. MARTHA.

To confide too much is to put your lemon into another man's squeezer.—Ex.

THE CHRISTMAS ENTERTAINMENT

The annual Christmas entertainment, under the direction of the Clonian Society and the Round Table Club, was held in the Allen Library Hall Friday, December 19, 1902. Although the weather was very inclement the hall was well filled, many of the visitors being obliged to stand during the entire program. Those who braved the stormy weather and came, doubtless felt that they were well repaid, for the program was exceptionally good and everything was carried out perfectly.

The first number was an overture, well rendered by the Westport High School orchestra under the direction of Mr. Dickinson. Following this was a drill by the girls of the gymnasium, under Mr. Rothwell. The skill with which they used their Indian clubs gained for them the commendation of the entire audience. Miss Cameola Burns sang very sweetly "The Voice of the Violet," and responded to an encore. After this the music classes, under the direction of Mrs. Effie Hedges, sang two very pretty songs; the first one, "Ring On Ye Bells," and the second, "Hither, Fairies Trip." There was "just one boy" in the chorus—Mr. Paul Luther. Then came the chief feature of the program—Jerome K. Jerome's one act play, "Sunset," in which all who were participants carried out their parts in a highly creditable manner.

The cast of characters was as follows:

Lois...	} Half	{	Miss Shirley Allendorph.
Joan ..			sisters {
			Aunt Priscilla, their guardian.....
		Miss Marion Thompson.
			Lawrence, a young barrister..Mr. Paul Parker.
			Azariah Stodd, a county gentleman.....
		Mr. Glen L. Bruner.
			Mr. Rivers, Lois' father....Mr. F. O. Schlegel.

THE WORK IN ART

A thorough beginning in the study of art is provided for students of our school, and some very satisfactory work is being done. The course consists of lettering, designing, charcoal work, water color painting and mechanical drawing.

The first two branches are the work of the beginners. The pupil is required to print several sheets of letters and design a suitable border for each. His next work is with charcoal. At first he draws from models in which the light and shade are sharply defined, such as cubical blocks and prisms. He then passes to the objects on which the light and shade

blend and from there to the models of more complex shapes. After this preparation he is ready for the casts of the human face. The fourth year is taken up with water color painting. In this the light and shade are blocked out the same as in the charcoal. Instruction in mechanical drawing is for those who may desire it, but is not in the regular line of work.

The goal for which each student strives is to have his drawing selected out of the many and placed in the permanent collection. This collection contains the two drawings, showing the most merit, chosen from each year's work.

BLANCHE EGGLESTON.

SOCIETIES

CLIONIAN SOCIETY NEWS

Our excellent music has attracted several members of the faculty to our meetings and they have remained to the end of the program, seeming to be entertained. But as Mr. Colburn, the composer of the "Clionan Two-step," is a member of our society in company with other good pianists, they might expect to be entertained.

Our officers are very capable, but this would be expected since they are Sen'ors, Miss Natalie Green belies the fact that she is N. G. by her work as secretary. Mr. Glenn Bruner, the president; Mr. Stanley Adams, prosecuting attorney; Mr. Earl Colburn, treasurer, and Mr. Herbert Underwood, doorkeeper, work faithfully. Miss Augusta Hatch, our critic, tells at the end of each meeting what it "seems to her like" and often brings about a needed improvement by her remarks.

We have had several excellent programs this year but we shall always remember Mr. Green's intricate lecture on "Pie." He served us pie "like mother used to make," or pi which we use in geometry, and printer's pi. It was, in

short, a minced pie. We shall remember Mr. Green's jokes long after we have left school. Entertainments like this give us pleasant memories and Mr. Green will certainly never be forgotten by reason of this lecture.

The Clionians were well represented in the Christmas play by Miss Augusta Hatch and Messrs. Glenn Bruner and Orlin Schlegel. Miss Hatch, who has appeared in several school plays, notably as "Priscilla" in "The Courtship of Miles Standish," took the part of "Joan" in Jerome K. Jerome's play "Sunset." Mr. Bruner and Mr. Schlegel are new to the "boards," but notwithstanding filled their parts admirably.

The Round Table Club entertained the Clionians Saturday afternoon, January 10, at the home of their president, Miss Winifred Adams. The reception was a good idea and well carried out. The members of the two societies were brought together and became better acquainted. The members of the Round Table Club may certainly feel that the Clionians enjoyed themselves and that they appreciate the hospitality shown them.

ROUND TABLE NOTES

The Round Table Club has prospects of a very successful Glee Club, which we hope will be organized soon.

We are looking forward with great expectations to the first edition of the semi-monthly paper of the Round Table Club.

Miss Creswell and Miss Abercrombie, the Round Table Club artists, have posted on the Round Table bulletin board a very clever token of their art.

It ought to be remembered that the Cicero class of nineteen hundred and three is composed of six pupils, all of whom are Round Table girls.

The Round Table Club gave a very interesting program in the study hall for a Monday morning entertainment. It was much enjoyed by all the friends of the society. The program was as follows:

- String Instrument Trio...."Fire and Sword,"
Clyde Fife, Charles and Walter Wolf.
- Recitation....."Judgment Day,"
Helen Lynn.
- Vocal Trio....."The Tide of Life,"
Evaline Hartley, Nettie Wiedenmann,
Bessie Fife.
- Piano Solo....."Dance of the Elves,"
Sheila Alexander.
- Recitation....."Salvator,"
Paul Parker.
- Vocal Solo....."Doan You Cry, Ma Honey,"
Mattie Miller.
- Piano Solo....."Murmuring Zephyrs,"
Evaline Hartley.
- "Sir Peter and Lady Teazle".....
Clyde Fife, Ruth Lofton.

The young ladies of the Round Table Club gave a reception to the teachers and pupils of Westport High School in honor of the Clonian Society Saturday, January 10th, 1903, from 3:00 until 6:00 p. m., at the home of Miss Winifred Adams,

4032 Main Street. The house was beautifully decorated with flowers and the colors of the Round Table Club and lighted with gas lights. Those who assisted Miss Adams were: Misses Johnson, Flowers, Barnes, Creswell, Hartley, Miller, Cafrey, Lofton, Cheatham, Ketcham and Dudley.

The Round Table Club has enjoyed the privilege of having two supervisors—Miss Wilder and Miss Kahn, who have traveled abroad. One of the most interesting features of a recent entertainment was a short talk by Miss Kahn, of her trip to Europe last summer. The principal points mentioned by her were the preparations made for the coronation visit at Westminster Abbey, attending lectures at the University of Berlin, the very strange manners of the students, also the simple amusements of the French and German youths. The most amusing fact was the faith Miss Kahn had in fortune tellers. Before she left America she consulted one who is supposed to know the future, from whom she learned that there was danger before her. Miss Kahn, while crossing the ocean was in constant dread. When she reached England she felt safe for a while, but soon it came time to go to the continent. The day on which she was to depart was very foggy and when the ship was nearing the shore the fog became so dense that it was necessary for guns to be fired so that the ship might be directed by the sound. Suddenly the chalk cliffs appeared and then the ship was so far upon them that it was almost miraculous how the travelers ever escaped safely. After this trip across the English Channel, Miss Kahn felt relieved because she knew that the foretold danger had passed. Miss Kahn's talk was not only interesting but instructive as well, and was enjoyed very much by all who heard it.

SCIENCE

Lord Kelvin computes the diameter of an atom at one thirty-five-millionth of an inch.

It is said that the "French Academy of Science" has received news of the possibility of a discovery which enables one to see the reflection of the person to whom he is talking through the telephone. At present several persons are working at the solution of this problem. Let the world, especially the young people wait for the outcome.

Professor Edmund O'Neill of the University of California has discovered a new process for making cyanide of potassium from the nitrogen of the atmosphere, a discovery that will allow of the production of the precious compound at a rate much cheaper than it has ever been possible to manufacture it.

Mother Turtle (who after she had laid her eggs on a sandy sea-shore, went out into the sea, and just returned): Well, well, my son! Are you alone?

Little Turtle: Egg-actly, mother.

Mother Turtle: How did you come out, my son?

Little Turtle: Chemically, mother: i. e., Egg and sun's heat make little turtle and shell.

O friends, never mind the present coal famine, for in about two million generations every one must cry for his fuel, for there will be no more coal in the bin of Mother Earth. The seniors should try to invent some method of compressing the straw of wheat, oats, rye, corn and others into the form of vegetable coal. It is said that our farmers are wasting a total amount of potential fuel averaging 15,000,000 to 20,000,000 tons yearly.

Wireless telegraphy has been one of the greatest subjects of discussion in the daily papers and other periodicals lately. Now, we have a wireless piano which has been invented recently by an Illinois man, after thirteen years of toil and under great disadvantages. But, we also have a wonderful invention by a young man. It is not yet well known how he accomplishes the result, but he sends his messages without wire and without the aid of electricity to his sweetheart.

A telephone company in New Jersey undertook to stretch its wires over part of the estate of R. W. Smith. Mr. Smith would not permit the planting of the poles on his ground, but the company held that the air was free and they had a right to pass their wires through that, but Mr. Smith thought differently and went to law about it. After two years of litigation, the court of last resort is found to agree with him.

It is generally understood that a man's farm is the shape of an inverted pyramid with the vertex at the center of the earth and having for the base the segment of a sphere, but if the above decision is sustained generally the time is not far distant when a man can "read his title clear to mansions in the skies." We wonder if the science editors of the Herald will be compelled to pay toll to the Athletic association when we sail our airship over their foot ball grounds, or if we are to be prosecuted when the odors of hydrogen sulphide escaping from the chemical laboratory and expanding indefinitely should perchance permeate the walls of the building and pollute the atmosphere of the domain of drawing. Who is the legal adviser of this staff?

Professor W. G. Brown of the Missouri University gave a lecture, the fifth of last December on "Photographing in Colors," library. He took up the patent of M. Miley of Lexington, Va., and gave samples of the work in its various stages. The work is almost perfect. The inventor got his idea from what is known as the three-color prints, and of course uses three plates—violet, yellow and red. The inventor or others may improve this process so that the printing could be done with one plate.

As the invention of the printing from movable block, or type, was to mediaeval ages, the invention of the "Agnew Auto Mailer" is the most wonderful achievement today. This new machine is the product of over ten years' study of Mr. Lee Agnew. It works automatically, with only the assistance of a boy. It receives the papers from the press, then wraps them and prints individual addresses on each, with the astounding rapidity of 10,000 copies per hour.

ATHLETICS

The New Athletic Association has taken hold of affairs with a firm hand. Basket ball for the first time is under the guidance of an association, the former team refusing to be controlled by the old club. The foot ball team has had a successful season under its direction and the base ball and basket ball teams expect even greater success.

FOOTBALL

The showing made by the foot ball team this fall was very creditable.

The first game which was played at Kerr's Park, Kansas City, Kan., resulted in a walk-away for Westport, the score being 34 to 0. The next game was played at Exposition Park against Leavenworth and though defeated by a score of 12 to 0, the team was not disgraced as the boys played a great game against their heavier opponents. It was in this game that Rea Bruner, our best player, was so seriously injured that it was necessary to carry him off the field.

Although greatly weakened by the loss of Mr. Bruner the team defeated Manual, Westport's old time rival of the gridiron, by 12 to 6.

The last game of the season was played at Gardner, Kan. Our boys, although greatly outweighed, played a great game allowing their opponents but two touchdowns.

The school is very proud of their faculty manager in the person of Mr. Howland. His unceasing efforts to improve the general condition of our team are highly appreciated by all the boys.

The line up of the team was as follows:

VOGEL (Capt.)	Right End
SCHLEGEL	Right Tackle
WILSON	Right Guard
DILLINGHAM	Center
WM. HORNBUCKLE	Left Guard
SMITH	Left Tackle
HALL	Left End
GLEN BRUNER	} Quarter
GALLAGHER	
REA BRUNER	} Left Half
B. HORNBUCKLE	
HIGGINS	Full Back
THOMASON	Right Half

BASKET BALL

The prospects for a good basket ball team this year are exceptionally bright. For the first time since basket ball has been inaugurated in our school, the boys have taken an active interest in the game. Eight or ten players are practicing vig-

orously nearly every day and as there are more men than positions there is a great inducement for good playing.

Walter Fisher has left school and the team will miss him greatly as he was an exceptionally good player, but Boly Vogel is developing into a fast player, and we think that he will hold Fisher's position very well. The team will also miss Orlin Schlegel, as he has given up playing this year on account of other work.

Our first game was played with the Westport Athletic on Nov. 11, and we were defeated by the score of 10 to 11. But one cannot judge by this score as all our regular men were not present.

The team will be selected from the following men: Lee Wilson, captain; Smith, Harold and William Waltner, Glenn Bruner, Higgins, Folk, Adams and Vogel.

BASE BALL

There is little doubt in the minds of the knowing ones that Westport will carry off all honors and the pennant in the interscholastic base ball league this spring and their hopes seem well grounded. Last year she was rather unlucky but this year we will have most of last year's team and plenty of excellent material to fill up the vacant spaces, that is, with the exception of Asa Thomason. Asa is now with the cowboys in Texas, and it will be almost impossible to find anyone to equal his work as pitcher, yet, with John Hall in the box Westport will have little to fear.

It is very unlikely that Rea Bruner will recover in time to catch for us this year, but Bob Hornbuckle, with a little practice will be able to hold home plate very creditably, although it is improbable that he can reach Rea's record with the bat.

Looking at the prospects from all sides we do not feel as if Westport fans need have any fear as to the outcome of the season.

THE HARE AND HOUND CHASE

A hare and hound chase was held under the auspices of the Athletic Association in the forenoon of Nov. 15th and proved a great success.

The hares, Frank Folk, Lee Wilson and Ed Higgins started at 10:30, the hounds following nine minutes later. The hares were out one hour and thirty-eight minutes, the hounds coming in twelve minutes after, having lost three minutes on the trail.

Mr. Wilson, one of the hares, who was probably laboring under the fear of being caught, and with very little wind in his lungs, succeeded in leaving a remarkably small trail while going through a large patch of oaks near Swope Park, which is one of the reasons why the hares gained on the hounds. The other reason is that Mr. Howland, the leader of the hounds found it necessary to stop several times during the last stage of the chase to rub the cramps out of his weary limbs.

Wilson Lofton ran with the hounds until he fainted, and Glenn Bruner had to carry him several miles to the car line and then help him home. Glen was very glad that Wilson was no larger.

ICE HOCKEY

The members of the Athletic Association are thinking very seriously of having an ice hockey team this year. There is a good sized lake at Waldo which will be suitable for the game. It is to be hoped that the scheme will be carried into effect, and as the game is little known so far south as Kansas City, the game will be watched with great interest by the pupils of this school.

GYMNASIUM

One of the distinguishing features of Westport High School athletics is the gymnasium.

Since this branch of athletics was added a few years ago, it has steadily improved, until now we boast, and it is no empty boast either, of one of the finest gymnasiums in the city.

Every year new apparatus has been added, and this year besides new Indian clubs, improved mats, and so forth, a spring board has been supplied, and it seems that in a few more lessons, the boys will become veritable frogs in action if not in color.

We are also very fortunate this year in having Dr. Y. P. Rothwell as our instructor, and with his system of training, the classes are rapidly improving. He has divided the boys into several sections, and at the head of the different divisions has placed boys well adapted to the gymnasium work, and thus each

member of the class receives individual attention, which makes the training very much more valuable.

GIRLS' ATHLETICS

At the Christmas entertainment the girls gave a splendid exercise with the Indian clubs. They are just as proficient in the exercise of wands and dumb-bells.

Miss Ruth Lofton, in the use of the jumping standard makes forty-five inches, while with the help of the springing board Miss Rose Caffrey excels; these are but two of the long list of exercises in which the girls indulge. Their gymnasium work far surpasses that of the boys, they never violate the rules of order or become noisy (?).

The girls play a good game of basket ball every week, and are so encouraged by their own proficiency that they intend to challenge the boys, and show them the points in which they (the boys) lack.

LOCALS

Miss Hodshier, second hour: "Freshmen, don't talk; it's only Seniors who do that."

Mr. Green (in chemistry class): "Mr. Colburn, name another compound in which carbon is found."

Mr. Colburn (promptly): "Graphite or lumbago."

Mr. G.: "Mr. Hatashite, what is the common name of potassium nitrate?"

Mr. H.: "Pete salter."

Rose: "Can you spell 'lobster' with one letter?"

Amanda: "No, can you?"

Rose: "Yes."

Amanda: "Let's hear you."

Rose: "U."

Woman was made before mirrors, and she has been there ever since, especially at 8:30 in the morning at Westport High School.

Freshman to Senior: "Whew! Why does Mr. Underhood have his office as hot as an oven?"

Mr. Underwood (coming out of the telephone room) "It's where I make my daily bread."

Miss Clara Barnes expressed her opinion to an intimate friend the other day that she intended to be an old maid, consequently she has overcome her dislike for tea and is cultivating a touching regard for cats. So sweet of Clara.

Teachers must not monopolize the pumpkin pie at the lunch room.

Mr. Howland finds that some of his Freshmen are too green to roast.

Mis Ruby Lowerre gives advice to freshmen. She cautions them against "frivolity" and "hilarity."

On inquiring at the lunch counter the information has been obtained that milk is available only to Freshmen.

Sophomore to Senior—"You are a pig."

Senior—"Naturally, we are devouring Bacon."

Westport High School now serves hot lunches to the pupils. At all hours, day or night, sandwiches and pickles, all styles.

Mr. Wilson, eating soup in the new lunch room: "I found a piece of glass in this soup. I suppose it was put in in order to sharpen the appetite."

Mr. Fife frequently enlightens the Senior Class. For instance, he doesn't blame Jacob for working seven years for Rachel, because "She had such pretty eyes."

Miss De Witt to Senior Class—"Please get a new 'Moody and Lovett.'"

Miss Augusta Hatch is engaged in writing a play which it is expected the Clionians will give.

Miss Rose Caffery has covered over her broken records of 1902 with the good resolutions of 1903. They are now on sale in the lunch room down stairs with every five cent meal ticket.

SENIORS

They don't smile the smiles they used to smile,

Nor smiling, smile in that smiling way.

But smiling a smile of simple smiles,

They smiling, smiled the other day.

Mr. Stanley Adams is so very ingenious, he doesn't see why some way has not been invented of transporting ice from the North Pole. One ice berg would mean many hundred tons of ice, you know.

The reflectors on the illuminators are quite an attraction to some new Freshmen the second hour. You should see them crane and twist their tiny necks to see their own reflection. Rubber necks!!!

Mr. Carl Stowell, as president of the Senior class of 1903, discharges his duties exceptionally well. One day he made the following announcement to the Seniors: "I should like to see the committee on pins in the Reference Library." O, Carl!

Some of the most prominent Seniors have been discovered in a cataleptic state—they give no sign of consciousness. Miss DeWitt is working away at them, and it is hoped they will revive. The worst, however, is feared. Perhaps their minds are in cold storage along with the foot ball team.

Mr. Green: "If I should stand inverted the blood would rush to my head wouldn't it?"

Pupil: "Yes."

Mr. Green: "Well, when I stand on my feet why doesn't the blood rush to my feet?"

Pupil: "Because your feet are not empty."

It is not generally known, except to a few intimate friends of the family, that Miss Ruth Lofton is engaged in writing a book entitled, "Rag Time in Heaven." Nevertheless it is so; later she intends it to be dramatized and staged under the

management of Orlin Schlegel. The Local Stock Company has already secured the exclusive rights to its production. The company is engaged to give a one hundred nights engagement in Paris later. Harlem is included in their intended route.

EXCHANGES

Free speech is the brain of the Republic.

Wise Freshman—If any one can stop a minute, why doesn't some one stop the flight of time?

I am glad to see you so early of late; you always were behind, before; it is well to be first at last.

"Just see that angle worm wriggling toward that robin."

He must have been an obtuse angle worm."

The English language is so elastic that the following lines make very good rhyme:

"The porter of Jno. Smith & Co.,
Said that he could tho,
Man who would do
Dirt near the door."

The above reminds us of the following puzzle. Can you read it?

"If the B m t put:
If the B. putting:"

WHAT'S IN A NAME

"She is a Russian countess," said one of two speakers whose conversation is reported in the Yonkers Statesman.

"Indeed," said the other. Has she much in her own name?"

"Has she? She's got the entire alphabet."

"Yes, gentlemen," said the professor in philosophy, gravely, "you should be content with what you have."

"I am," said the precocious Freshman. "It is what I haven't got that I'm dissatisfied about."

"I want you to take back this clock," said the customer; "it's the craziest, most variable thing I ever saw. You never know what it's going to do next."

"But, my dear sir, you asked for a French clock."—Ex.

A small boy of four summers was riding on a rocking-horse with a companion. He was seated rather uncomfortably on the horse's neck. After a reflective pause he said: "I think if one of us gets off, I could ride much better."—Ex.

Professor of Chemistry—"When rain falls, does it ever arise again?"

Pupil—"Yes, sir."

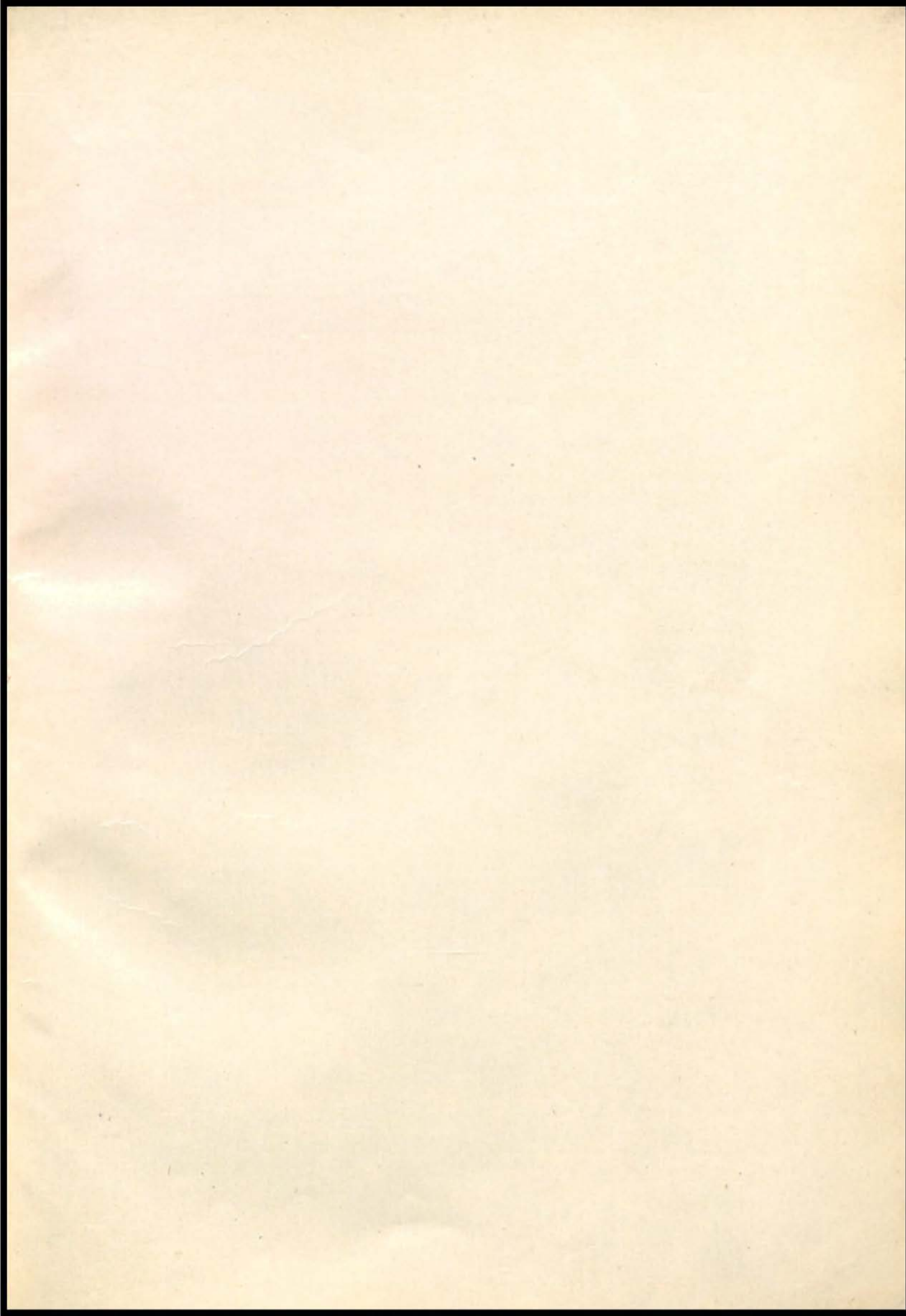
Professor—"When?"

Pupil—"Why, in dew time."

Professor—"That will do, sir; you can sit down."

"Bobby," cried Tadley to his young hopeful, angrily, "my father used to whip me when I behaved as badly as you are doing."

"Well," answered Bobby, thoughtfully, "I hope I'll never have to tell my little boy that."—Ex.



THE UNIVERSITY OF CHICAGO

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CONFIDENTIAL REPORT



UNIVERSITY OF CHICAGO

MAY 1983

WESTPORT HIGH SCHOOL

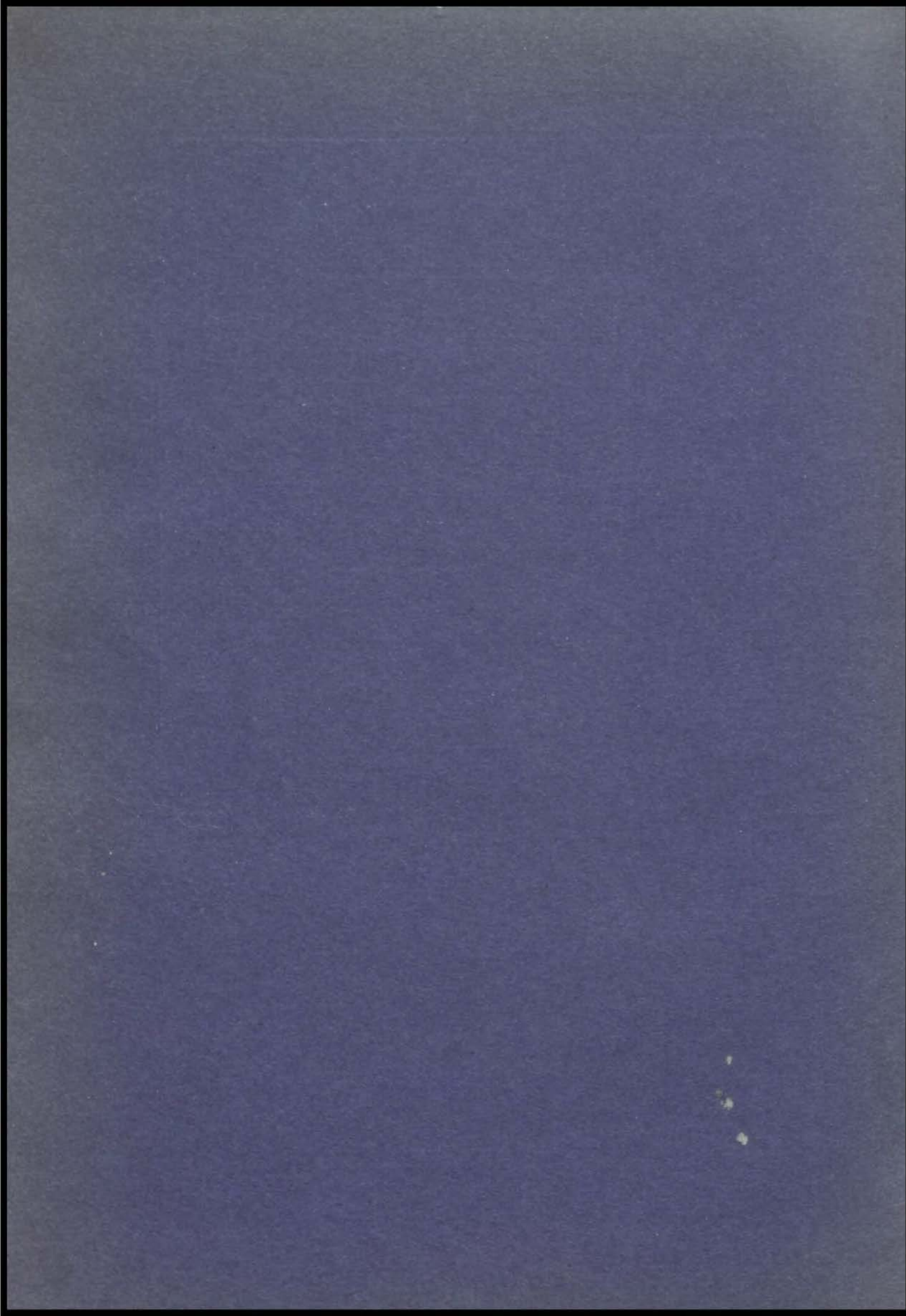
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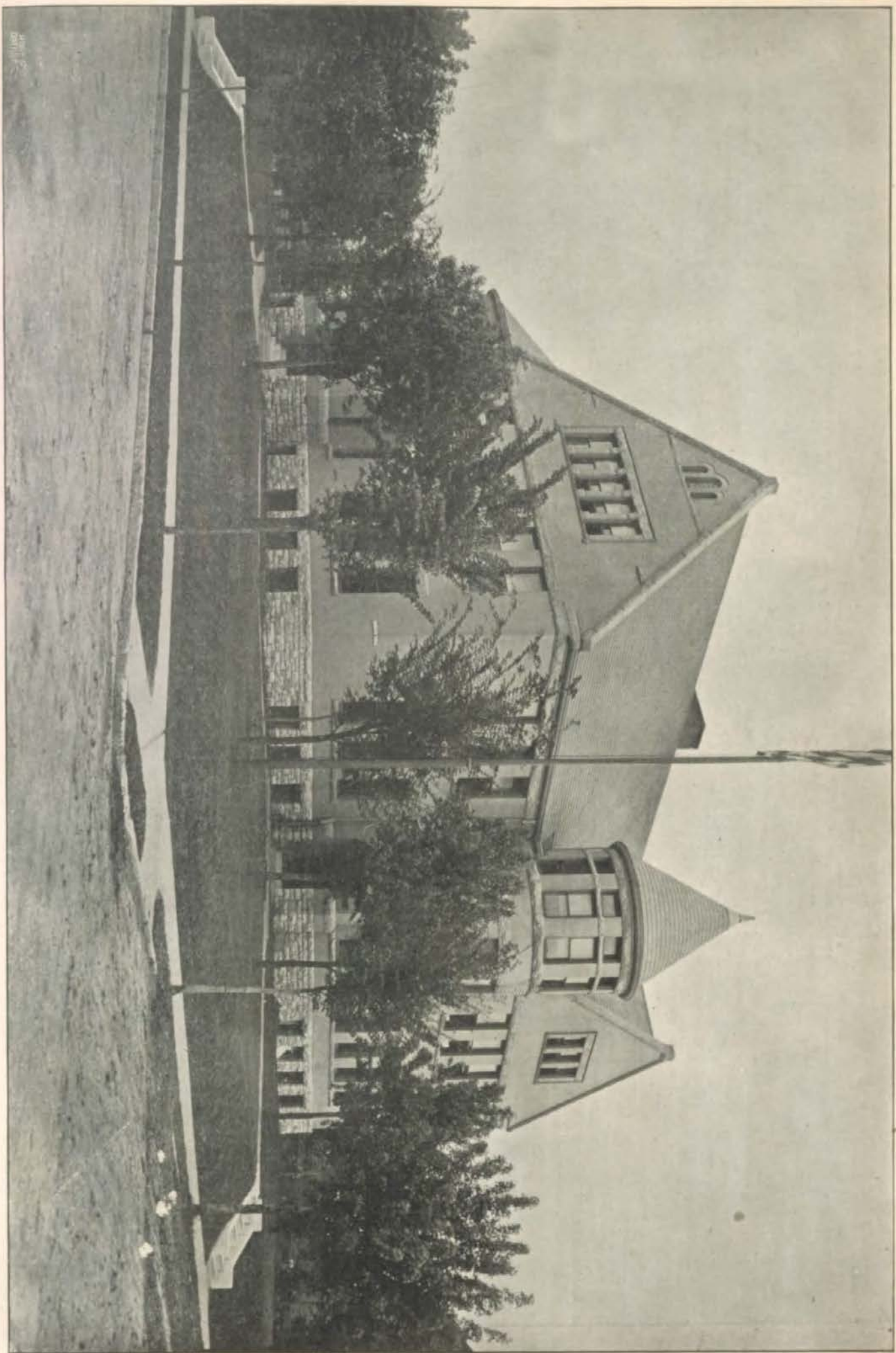
COMMENCEMENT NUMBER



KANSAS CITY, MISSOURI

WESTPORT HIGH SCHOOL







EDITORIAL STAFF.

ROSE &
MAYHEW

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dinate parts of an ideal education; namely, intellectual, physical, and moral.

The sides of the upper triangle are emblematic of the three essentials to a well-rounded character—intelligence, industry, and integrity.

The vertices of the fundamental triangle represent three character essentials



without which no one can expect to succeed in any noble undertaking in life—self-control, self-reliance, and courage.

The vertices of the upper triangle represent the motto of all classes that have graduated from Westport High School—*Esse Quam Videri*.

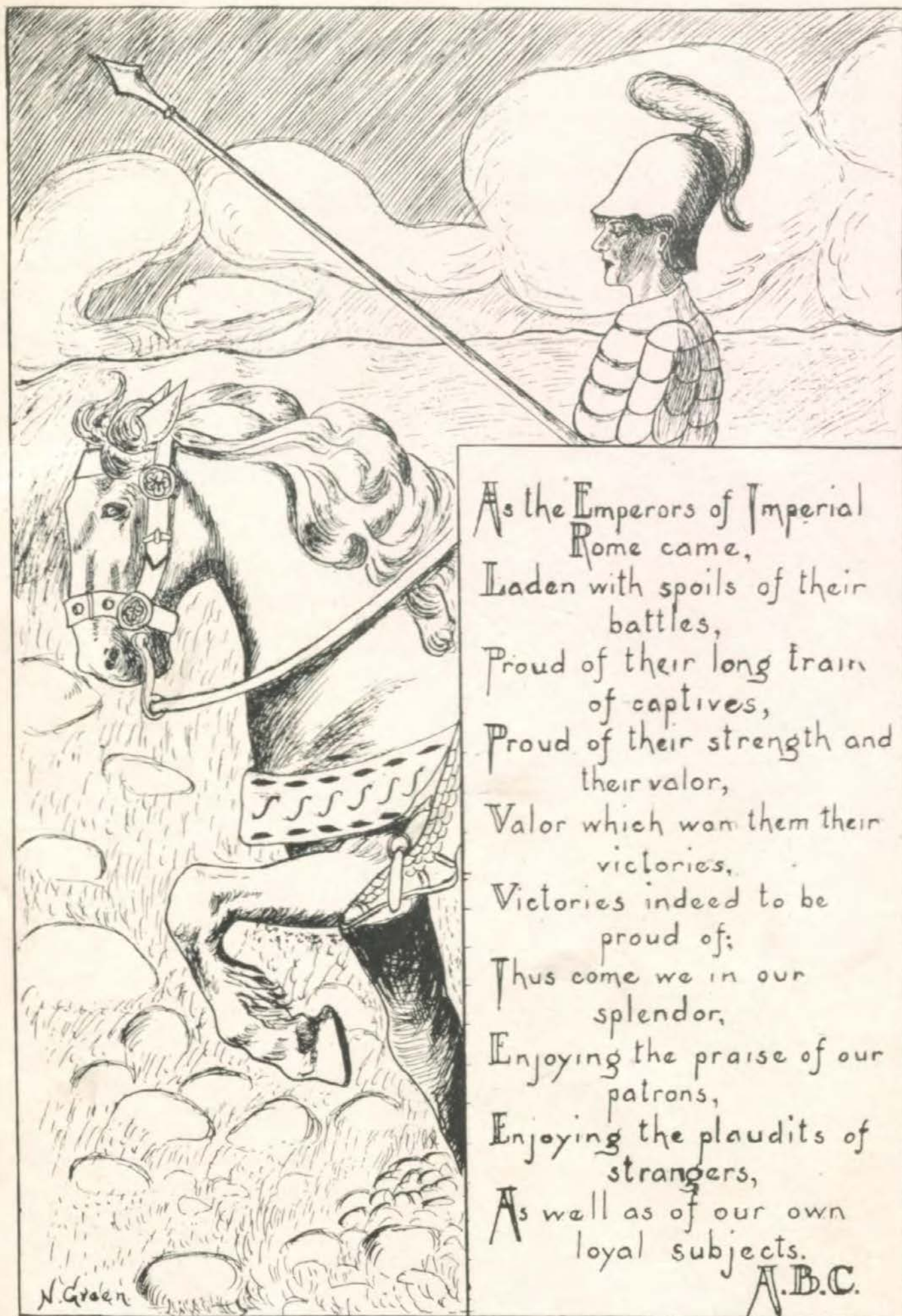
One triangle is larger than the other, and yet each is a perfect triangle, which teaches us that each should be content with the talents he has, and should strive to improve them, and that an unpretentious, useful life may as nearly approach the ideal of perfection as the greatest that has ever illumined the pages of history.

SYMBOLISM OF CLASS PIN.

The following interpretation of the symbolism of the class pin is suggested:

The pin consists of two perfect triangles, one above the other, representing the colors of the high school—Blue and Gold.

The sides of the fundamental triangle are emblematic of the three co-or-



As the Emperors of Imperial
Rome came,
Laden with spoils of their
battles,
Proud of their long train
of captives,
Proud of their strength and
their valor,
Valor which won them their
victories,
Victories indeed to be
proud of;
Thus come we in our
splendor,
Enjoying the praise of our
patrons,
Enjoying the plaudits of
strangers,
As well as of our own
loyal subjects.
A.B.C.



FACULTY
WESTPORT HIGH SCHOOL
KANSAS CITY, MO.

P. S. M. G. 1917

CARLTON ROSE



CLASS OF 1903.

Commencement Program



—AT—

Century Theatre,
Tuesday Evening, May 26, 1903.

Invocation, Rev. Percy B. Eversden.

Vocal Solo.
 a "O Dry Those Tears".Del Riego
 b "Dansez vous Marquise.....Lenaire
 Miss Maude Russell.

Salutatory, "Heralds of a Higher Race,"
 Miss Mary Eleanor Carr.

Oration "Concentration and Aggression,"
 Mr. Charles Dole Stowell.

Declamation, "From a Far Country," Anon
 Miss Clara Myrtle Barnes.

Steele's Ladies' Quartette,
 "Ah, 'Tis A Dream".Hawley

Misses Edith Pell, Callie Clark, Pearl
 Downing and Alice O'Neill.

Essay, "The Favored Class,"
 Miss Olive Loretta Peterson.

Declamation.
 "The Reconstructed Verdict," Selected
 Mr. D. Stanley Adams.

Essay, "The Gainsborough Hat,"
 Miss Mabel Kern.

Violin Solo, "Fantasie".De Beriot
 Miss Laura Louise Gilbert.
 Accompanist, Mrs. Nettie G. Downs.

Declamation.
 "The Idyl of the Period".Anon
 Miss Margaret Elizabeth Flowers,
 Miss Mary Caroline Flowers.

Oration, "Personal Rectitude,"
 Mr. Clyde Lee Fife.

Valedictory, "A few Years in America,"
 Mr. Chioichiro Hatashita.

Vocal Solo.
 a "The Monotone".Cornelius
 b "I Dare to Love Thee".Tosti
 Mr. E. C. Hubach.

Presentation of Diplomas.



SALUTATORY.

"HERALDS OF A HIGHER RACE."

ELEANOR CARR.

Human character is the resultant of many forces. It is not determined by the power of a single influence, but by the union of many. Neither are these forces wholly under the direction of the individual. He who boastingly proclaims that he is self-made forgets that the influences of time and his environments have been combined with his will in the production of the character of which he is so proud. The influences of time are seen in the accumulated wisdom of the ages to which he falls heir and in the inherent tendencies of his nature. Environment influences him through the advanced social organizations which determine in a great measure his relations to his fellow men. By the exercise of his will power, man determines what he is to contribute to the sum of human experience and what shall be his attitude toward his fellow men.

Comparing man in his savage state with man as he now is we can readily see that he has progressed. As savages, men had all the liberty they desired, but they were not equal. Then might made right and the strong man crushed his weaker brother. He lived without regard to the influence he exerted and when he died he left few traces of his existence. Thus one generation after another lived and passed away leaving little or nothing to succeeding generations.

This condition was improved by social organizations. With social organizations came progress. The recognition of the rights of others, the subjection of private interests for the general good, measures the civilization of a people. This social organization has led to the development of the arts and thus has increased the material wealth of the world. This increase in wealth has made possible the comfortable maintenance of greater numbers of people. But the benefits arising from these changed conditions are not confined to the material. A certain degree of material resources for which man seems naturally to exist is necessary to the growth of character. After his

more primitive wants have been satisfied man begins to recognize higher claims.

As old desires and impulses are subdued, intellectual and moral claims are recognized. The greater the improvement in social conditions the more attention men give to the cultivation of intellect and to the development of character. With each generation mental and moral conditions have, as a rule, improved. There have been lapses but they have occurred at times when people have forgotten their obligations to succeeding generations. In the main, the trend has been upward and the record of the experiences of the race are to be found in works of art, science, and literature. Thus each generation has served as a signboard pointing out the opportunities open to succeeding generations.

While human progress is dependent on social organization, it is the direct result of individual effort. Society is but an aggregation of individuals and if social conditions are to be improved, the individual must be developed. The importance of the individual is apparent when we remember that a single man may leave a lasting impress on a nation or may set in motion forces that mark an epoch in its history. If the individual contributes to society, he also receives from it. He is heir to all that preceding generations have developed. If he is to serve his age well, if he is to add to the rich inheritance bequeathed him and thus make possible still greater attainments in a succeeding age, he must seek the highest development of which his nature is capable.

An important element in the development of the individual is the formation of a noble ideal. Man instinctively sets up for himself an ideal. The pattern erected proclaims what manner of man he is and prophesies what he is to be. If he set for himself a low standard he cannot hope for great achievements. If his ideal be a lofty one, it remains an incentive to noble effort however far short of its realization he may fall. He who succeeds in inspiring his fellow men with new ideals that are purer, higher, and more spiritual than the old becomes the herald of a nobler type of manhood.

Man's ideal determines what his thoughts are to be, and "As a man thinketh in his heart so is he." Thoughts determine char-

acter. If the mind dwell upon thoughts that are pure and elevated, the character will be noble. If it be filled with thoughts that are impure and debased, the character will be ignoble. He who would serve his own generation well and would leave a rich legacy to those who are to come after him can do so by thinking noble thoughts. Wise thoughts have turned the barbarian into the gentleman citizen and some glad day thoughts will crown man with the attributes of a still higher race.

Human development may be viewed from two standpoints: The progress of society and the development of the individual. But since society is only an aggregation of individuals, we may judge of social progress if we know of the attainments of the average man. As his material condition is improved, as his intellectual life is quickened and strengthened, as his moral nature is purified and ennobled, he becomes the "Herald of a higher race." Ladies and gentlemen, we of the class of nineteen hundred three welcome you most heartily.

CONCENTRATION AND AG- GRESSION.

CHARLES DOLE STOWELL.

Every man has some conception of an ideal state or condition that is above him and toward which he is striving. Likewise every man presumably knows some one individual, who, to him, is the most perfect type of what he considers the truest manhood. Yet what do these standards actually mean to men? What influence do they exert upon life and character, and how are they to be obtained?

In seeking to discover what these ideals mean, we should first stop and ask what would life be worth without them. Perhaps not everyone will acknowledge that we are working toward some definite plane of higher life or betterment of condition. Yet there is in every man an instinct with which Nature has endowed him, that causes him to be dissatisfied with his existing condition, and in which he unconsciously perhaps longs for other benefits which he perceives his

fellow men enjoying. To one who has sunk far into the depths of wretchedness, squalor and sin, it may be that life is nothing more than the mere animal longings after the sensual delights and pleasures of living.

But on the other hand, to a man to whom fortune has been more kind and bountiful,—for instance, to the average American citizen of today,—life would give but small compensation if he were to be deprived of his plans and his aspirations toward an ideal future. To thus deprive him would be as effective a means of retarding his intellectual and moral growth as it would be to his physical development were he to be denied the nourishing foods which nature places at his disposal.

We may assume, then, that to all of us, these longings, these aspirations, and these ideals of ours are indeed of great consequence and vast importance. Granting this assumption, the next step is to endeavor to ascertain what modes of procedure must be employed, what qualities must be possessed in order that each and everyone of us may be enabled to come nearer the realization of our ideals. Glance for a moment into the lives of some of the men who have won fame, honor, and distinction, and who have made themselves potent forces in the affairs of nations. This glance may reveal what traits of character, what fundamental principles of honor and morality they possessed, and by this revelation we shall be aided toward attaining the goal which is the highest conception of honorable manhood.

It is not necessary to discuss the lives and characters of these men, but a careful study of Milton, the poet, Napoleon, the warrior, and Gladstone, the statesman, will disclose that the dominant influences, the main-springs of action upon which the work and the lives of these men depended were concentration of energy and aggressiveness of purpose.

This poet, this warrior, and this statesman are excellent representatives of the age in which they lived. Ages which were vastly different in thought, customs and government, yet in the representative of each age these powers of concentration and aggression

stood forth as the groundwork upon which their lives were built.

But a forceful question with us is what means shall we use to obtain a mastery over these two correlated forces? They are not ours at birth, neither is it altogether possible that they may be acquired. Though, is it not often the case that one who may not be born thus gifted by nature may through his training and by reason of the manifold examples which his surroundings constantly point out to him, be enabled to concentrate his forces and move aggressively until finally these qualities become as much a part of his being as if he were born with them?

We have spoken of aggression, but what are we to understand by this term? Is it the aggressiveness of the sort of individuals who hold themselves constantly on the offensive, the class of people who are invariably ready to enter any undertaking, whether it be right or wrong, so long as they have the opportunity of opposing the wishes and desires of their fellow men?

Indeed, this is by no means the highest and truest interpretation of the word. Every man is expected to work, and the old adage, that the world owes us a living is only true in so far as we prove ourselves capable of undertaking and mastering the tasks that present themselves. We have to face facts and existing conditions as they are, and not as we would wish to have them.

This power of aggression should make men eager and impatient to boldly face the life of strife and difficulty; men should be glad of the opportunity to do a man's work, to accept responsibility, to labor and to endure. Most assuredly we must always consider whether the undertaking that is to call forth this power, this motive force of aggression, be right or wrong. The man who will not be aggressive toward undoing or averting wrong is by no means worthy to be placed among the highest type of men, and he may even become by this very negative force a far more dangerous creature than the man who fights on the side of wrong. It is far easier to overcome and conquer a person who defends his own convictions, and who is openly willing to do battle for them—even if the accomplishment of that cause is to the detriment of his fellows—than it is to become master

or victor over a man, who, having no convictions, is susceptible to any influences which may be brought to bear, and hence cannot be relied upon to enter in behalf of any cause which has honesty and fair dealing for its standard.

Ofttimes, even after men have wisely and persistently employed these qualities of stubborn resistance and of aggressive aims and intentions, circumstances may be such that it is impossible for them to succeed. In such cases they should not give up the fight, but should start over again determined to strengthen the weak points, to be more aggressive, more alert in grasping every opportunity. It is hard to fail, but it is far worse if we do not again try to succeed.

Concentration and aggression force themselves forward as the principal means at our disposal toward making it possible for all of us to reach that final purpose, the realization of our ideals.

Without doubt if we have thoroughly mastered these qualities they must inevitably work for our good. They should make better men, men fashioned after a larger pattern, men who, having authority, do not seize a single opportunity to misuse it. They should instruct men to make the most of themselves, to utilize every second of life, so that they would come to do at all times the full amount of good which could be done.

To concentrate the mind upon the purpose to be accomplished,—to move aggressively to that purpose with muscles tense and firmly set—to strike, to accomplish, to realize to the full the whole purpose—that is to become "masters of the art of living."

THE GAINSBOROUGH HAT.

MABEL KERN.

When Gainsborough painted his stately ladies with big hats he little thought that he was setting the fashion for centuries. But that is what he did, and although the hat has been modified, enlarged, twisted, and turned, it still bears some resemblance to the headgear of My Lady, Duchess of Devonshire. Now-a-days any hat with plumes and curving lines is incorrectly called a Gainsborough, but the true hat is black,—

as to the plumes, the large one running around the brim is, of course, the plume *de resistance*; for it is an unwritten law in the science of millinery that the price is directly proportional to the length of the plume. Short ones are very pretty, by no means equalling the long ones but still "very chic, my dear." They are arranged every way imaginable, some caught here, others there. It is only a matter of which way is most becoming. Gainsborough had a habit of sewing his plumes to the crown, allowing them to droop in a weepy-willow sort of fashion.

It is hard work for a woman to get any kind of a hat but if her husband goes along, the matter is complex; if her sister goes also, it becomes compound. After being ensconced in an easy chair before a mirror whose clearness and power to beautify rival those of the magic mirror of the fairy tale *miladi* is patiently and tactfully—perhaps the last word should be emphasized—shown the latest arrivals from New York. These are in turn criticised by the three. This one would be perfect if that bow was red or a little higher, the husband thinks; but the sister doesn't like it at all—"makes Mame look so yellow." Another is tried on but the lady herself doesn't think the style suits her, and so after every hat in the collection has been critically examined, a Gainsborough is brought. The others are forgotten. The lady and her sister are perfectly oblivious to all save the plume-covered beauty. But the price! "Ah, there's the rub," and this the husband feels. After much discussion however, he yields to the argument, strongly put forth by his wife and sister-in-law, that tips like rare wine increase in value with age and so she gets the hat.

For never the woman lived who did not think the Gainsborough was created solely for her own especial kind of beauty. There comes a time in every woman's life when her three highest ambitions are to be considered a belle, to go on the stage, and to wear a Gainsborough hat. Now the last is the easiest attainable but she is well content to forego the rest when she realizes her ambition in hats. To the average girl her first picture hat is symbolic of her arrival to young ladyhood. It is as a crown to a new queen and she lives up to it. Unconsciously she straightens and a flush of pride thrills

her. Her skirts attain a sweep impossible with her short-backed sailor and her walk becomes a gracious, stately affair. She knows everybody is looking at her, so she assumes that pained, high-bred look of the Gibson girl who is constantly on exhibition. She glances sidewise into all the plate-glass windows and smiles at the reflection. Let not the clerk fancy that these are directed toward him, or that he is the particular attraction. Let him realize what an excellent mirror those dark coats make against the window. And her soul satisfied that her hat is at the right angle, she sweeps contentedly on up the street.

But the Gainsborough is essentially a fine weather hat and when the Gainsborough girl passes the sailor-hatted miss on a fine day there is little chance that the latter will be noticed. But if the clouds should gather and the rain descend, then is there a reversion. Alas for the departed glory of that big hat! It takes on an appearance oddly in contrast with its beauty of an hour before. The pride of owner leaves with the pride of the hat and her dearest wish is to get home "right away." Not so the sailor-hatted miss behind her. Her hat sits as saucily on her head as if the rain had quite refreshed it. As she steps briskly past, the Gainsborough girl, gazing enviously, feels sure that the rain did it with malicious intent.

The Duchess of Devonshire has very little trouble with her hat. It rests daintly and securely on one pretty ear and never annoys her by unexpectedly rising on end when she is trying to impress someone. But she never had to wear hers on a windy day in Kansas City. She looks haughtily past her admirers, unconscious, it would seem, of the dashing hat which lends a perfect charm to her proud beauty. One realizes at a glance the stateliness of the Gainsborough. It is as regal as any crown and seems such upon the head of a tall, graceful American girl. Born on English soil though it may be, it belongs no less to her than to the noble lady across the seas; for who can, in all the world, more skillfully manage that crowning bit of feminine glory, the Gainsborough hat—than can a high-bred, clever American girl?



IN THE LUNCH ROOM.



THE PRINCIPAL'S OFFICE.

PERSONAL RECTITUDE.

CLYDE LEE FIFE.

Upon the mountain top, capped with the crystal snow, behold a little stream winding its way slowly down the mountain side, joining here and there with kindred streams, then forming into rivulets, then into the larger stream, which moves more silently but more powerfully because of its depth and width, until it reaches the mighty deep and forms a part of that tremendous body which serves as a means of communication to the whole world. So is the development of a man, beginning with the beauty and simplicity of the child life, then passing through the various stages and experiences of youth, he reaches the strength of manhood, adorned with all those graces which serve to carry him to the highest degree of personal stability, where he becomes a mighty factor in the moral, social or political life of the world. He is constantly acquiring new powers and resources and adjusting his growth to deeper plans and to a more perfect organization of the forces at his command. He creates in his mind the highest ideal of character, and brings to bear all possible means that it may be attained. He learns to comprehend the vital points of these powers, but constantly weighs them with judgment or conscience that he may settle definitely their right or their wrong use. He is impelled to self criticism, which is often necessary. In fact he becomes the best judge of his own actions, and the promptings of his own conscience will cause his decisions to be even more severe. His ability to discriminate between right and wrong gives him poise, balance and firmness. He reflects upon the moral character of an action before it is done as well as afterward. He weighs and considers the probable result to see if it will be entirely for the good. By the cultivation of this discriminating power he may become almost unerring in his decisions, and be able to make them promptly. Obviously, this power varies in effectiveness in different individuals. This is due both to outward circumstances and to inner development. As the artist may distinguish the many shades and colors in a clod of dirt that is of a sameness to the untrained eye, so the man of

rectitude is enabled to discern moral differences where others see no distinction. Every admonition of the cultured conscience is heeded. He becomes a servant to that which he obeys. This very habit of yielding to every demand of a sensitive and cultured conscience will become a natural disposition, and right impulses will be spontaneous.

In the life of such a man, there is a strict conformity to truth and to the rules prescribed for moral conduct by both civil and divine laws. To him, truth is the key which unlocks vast store-houses of knowledge and power that he may enrich and delight himself as well as others. It gains for him those things necessary to a life of joy and happiness and by conformity to these rules for moral conduct, he attains a high degree of physical, social and intellectual power. One of the most important results of this conformity to moral laws is personal rectitude, which is inseparable from honesty, uprightness, justice and integrity.

There is not one inanimate object in the world which man has created by himself. The ingenuity and skill of combining the materials and substances are his, but the materials with which he works are from the earth. Under favorable conditions and in the proper manner, a man may so combine two parts of hydrogen and one part of oxygen that he will obtain a crystal drop of water, and by correct analysis of it, may obtain the parts with which he began. But not one atom of water could he obtain without the use of the material which contains its elements. Different inanimate objects are but different chemical and mechanical mixtures and combinations of the original elements of the earth; by the proper combination of these elements, man may create an object which may very closely resemble the rose-bud, but by no process whatever can he put life into it nor make it grow. Neither can he, without the aid of a divine hand, create in the human soul the principles of honesty, rectitude and righteousness. As the sun is the source of light and heat, so is God the source of the virtues that emanate from the soul in their most resplendent and radiant beauty. These are as a flame that is to be kindled in the human heart through life. The soul is the source of all

moral action. A crystal stream cannot have its source in a muddy fountain; neither can pure, moral actions come from a polluted soul. But pure actions of the soul continue as the sweet waters of the brook to slake the thirst of all who will partake of them.

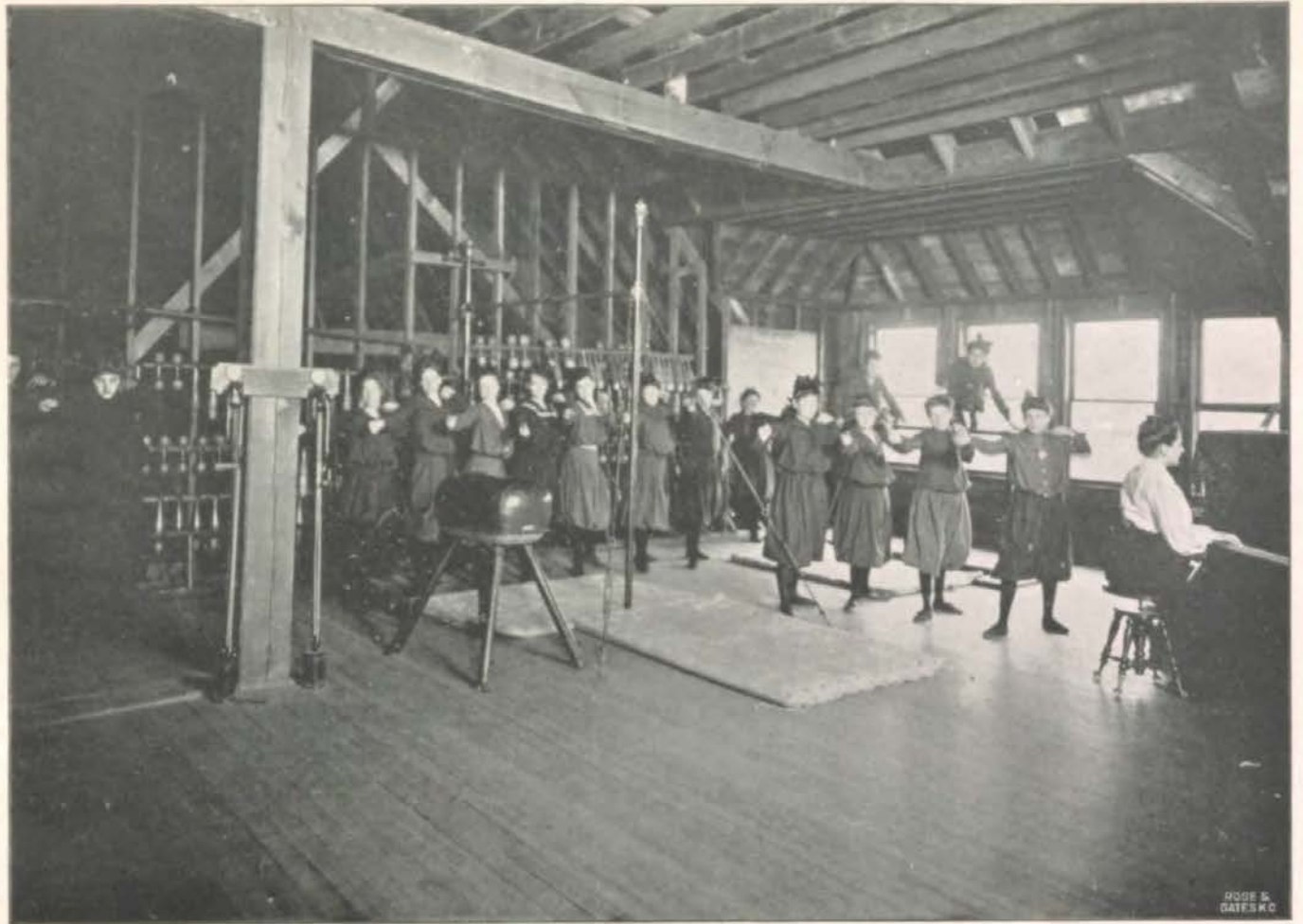
Some of the most powerful forces in the world work silently, and while they may be seen, they attract very little attention. The shower falls and cleanses the atmosphere, flows on the earth in the form of rivers, and silently tears down the mountains and removes them to the bottom of the sea. The light of the sun reaches the earth after a weary journey of over ninety million miles and still has left enough energy to move the world and all that is in it. At its appearance, darkness flees as a fugitive from justice; but the light is only powerful so long as it exercises its power in the world. So the workings of a calm, pure and simple human life are perfectly inaudible except when they call us to conquest and to victory and are only visible as they manifest themselves in the principles of uprightness, honesty and justice.

Personal rectitude is the highest form of these principles. It is to a man what a fly-wheel is to an engine. By the force of its momentum, it carries him through times of temptation and trial; it steadies him in the times of popular excitement and tumult, and exerts a guiding and controlling influence over his life. In the crisis of temptation when struggles come either from within or without, it is his strength, his heroism, his virtue and consistency which defend and secure happiness and honor. Rectitude exerts a great influence over the mind and gives complexion to the character. One of the most prominent indications of the character of a man is his countenance, which is the mirror of the soul. The man of rectitude possesses a clear, easy conscience, and can look the whole world in the face. He does not fear criticism, and is willing that his entire social, moral, business and religious life shall be as an open book before the world. This consciousness of purity reflects itself in elegance of manner and speech. The whole nature is elevated above what is narrow, particular, individual and selfish to that which is universal and unconfined. It

enlarges thought, feeling and purpose, and unfolds and purifies the affections which spring up instinctively in the human breast. It proposes as one of its chief ends to fit for action, to make a man efficient in whatever he undertakes, and to train him to firmness of purpose and to fruitfulness of resource in common life. Not only is rectitude of importance to its possessor as the means of conferring upon him true dignity and worth, but it also exerts an influence upon the lives of all within its pale. Books are useful only when they are read; sermons are influential only when they are heard, but rectitude keeps itself at all times before men's attention.

There are two powers of the human soul which make rectitude certain—the self-searching and the self-forming. Each human soul has the faculty of turning in upon itself, of recalling its past and watching its present operations, of learning its various capacities and susceptibilities, and in a general way discovering what its nature is and its mission in the world. It is worthy of observation that men are able to discern not only what they already are, but what they may become; and that they are able to see in themselves the elements and possibilities of a growth to which no bounds can be set, and to go beyond what they have actually gained until they reach perfection as the end of their being. It is this self-comprehending power that distinguishes men from the brute, and is the ground of human responsibility. It is a matter of comparative indifference where a man is born; but it is a matter of supreme importance how he educate and adorn himself with those principles that go to make up the highest ideal of noble manhood. Rectitude is not a mere accident of birth or an inherited faculty, although environment may be such as to greatly retard or advance it. But it is a creature of education and constant reform.

Personal rectitude is therefore one of the greatest motive powers in the world. People have confidence in and will entrust anything to a man who is known to be honest and upright. If the success of our great nation should be attributed to one cause more than to any other, it should be to the personal rectitude of those who have controlled its



A CORNER IN THE GYMNASIUM.



HIGH SCHOOL MANDOLIN CLUB.

affairs. When men of high honor are placed in charge of the affairs of a nation, man can always expect the highest degree of success. A man of rectitude is possessed of pure motives, is inspired by faith and trust, is impelled to charity, kindness and justice, and is led on by an ambition to gain earth's highest joys. It is the grandest thing for which a man can live; it is to have worth of soul, wealth of heart and grandeur of mind. It is to aim to make life what it ought to be, and to perform what duty may require. Personal rectitude is truth—sublime in its simplicity and powerful in its beauty and influence, the highest lesson of life, the first that youth should learn, and the last that age should forget.

THE FAVORED CLASS.

OLIVE L. PETERSON.

Ours is an age of fierce class and industrial antagonism. However earnestly we may advocate the principle of natural equality we can not ignore the existence of inequalities. No amount of theorizing will serve to bridge the gap which social habits and education place between different groups of human beings. Democracy is not fraternity; its principles do not prevent the formation of classes that are quite distinct and widely separated. The abolition of a hereditary aristocracy does not preclude the development of an aristocracy of wealth that is even more deplorable. It is a general opinion that this class reaps an unfair portion of material advantages and by means of these are enabled to enjoy more than their share of happiness.

But the real advantages of this class are greatly over-estimated. Between the very rich and the very poor is the great mass of humanity, the common people, who because of their habits of industry, their genuine desire for intellectual development, their importance in affairs of state, and their elevating moral influence must always be regarded as the favored class. Of them Abraham Lincoln said "God must have loved the common people best, because he made so many of them."

The commons are conspicuous for their habits of industry. This spirit of industry

is of paramount importance to national life; for without exacting labor not a step has been taken in material progress. Whether as tillers of the soil, mechanics at the bench, or carriers on the highways of trade, they have ever held the place of chief importance in the industrial order. They escape the temptations of the very rich for they cannot live in idleness, and, because of better material and spiritual conditions, they outstrip the very poor.

The competency of the laborer depends upon his health and vigor, his environments, and the cheerfulness and intelligence with which he performs his duties. For this reason the very poor cannot become the most efficient workmen. They lack many of the comforts and, at times, even the necessities of life. Bowed down by incessant toil for which they receive meagre compensation they too often lose ambition. On the other hand there is the constantly increasing number of the idle rich whose only occupation is the pursuit of pleasure. This they seek while reveling in excessive luxury. Riches are courted by many that life may be spent in this indolent fashion; but Aristotle tells us that "Happiness is incompatible with the frivolity that dwells in the world of fashion and plays with the toy of the hour." The very rich, as a rule, lack the lofty ambitions and the strong incentives that are necessary to success in any enterprise.

The success of the plebeians in the industrial walks of life foreshadows their pre-eminence in intellectual pursuits. The aristocracy too often allow the demands of social life to prevent the persistent application that is necessary to real mental development. The result is either a disregard for intellectual attainments, or an attempt to secure an artificial polish that unfits them for the serious duties of life. This class who will not, and the very poor who can not take advantage of opportunities for the cultivation of the mind stand out in bold contrast with the great middle class. The common people established our magnificent system of public schools and it is they who have profited most by the use of the advantages thus provided. From their ranks have come most of the prophetic minds. Scan the pages of literature and see how few of the great authors were of noble birth.

Turn to the history of valor or to the record of the achievements of science and behold the same truths in striking prominence. Aristocratic classes and exclusive caste can point to no such evidences of intellectual supremacy.

In affairs of state the commons may be ignored for a time, but sooner or later their influence will be felt. Indeed here, as in other departments of life, they eventually become the dominant element of society. Necessary as they are to the state in its industrial interests and powerful as they are in the intellectual realm they can not but become the ruling class. The history of free government in every nation is bound up with the record of the achievements of this class.

The high ideals of morality inherent in the practical, sincere minds of the common people spring naturally from their favorable surroundings. They are and always have been the strongest supporters of morality and religion. From their members came the first teachers of the Christian religion and in every succeeding age they have furnished men who were willing to give their lives to the dissemination of its sacred principles. Too often the upper classes assume a Pharisaical self-righteousness when in reality they are morally corrupt. The lower classes, on the other hand, having uninviting surroundings at home, and lacking self-respect, are attracted to dens of vice where their lives are degraded and their souls blackened.

Thus the commons have always stood for liberty—liberty in thought, in words and in action. It is the common people who by their thrift and industry have developed and now maintain our commercial interests; it is they who have contributed most to the intellectual progress of the world; it is they who have developed modern ideas of freedom and self-government; it is they who have ever exerted an elevating influence on the home and the state. Destiny holds in store a still more glorious future full of promise and increasing power for the coming generations of the favored class.

Mr. Hatashita, our standard bearer, this year will probably enter the Chicago University next year.

VALEDICTORY.

"A FEW YEARS IN AMERICA."

CHIOICHIRO HATASHITA.

A few years ago, there was a little boy crossing the Pacific ocean toward the United States of America. He had no knowledge of the country to which he was going, nor the language of its people; he had no definite idea of his future in life, so his destination appeared to him as a land of darkness, but when he arrived in the Golden State, the sudden contrast was so great that he thought it was only a day dream. He felt as if he were at home. In this new land, he found many of his own countrymen; and all about them much enjoyment and many conveniences that could not be found in any city of his country.

But these were little things, the smallest of considerations; he did not care for them, though it was with much sorrow and regret that he left the Golden Gate, the everlasting garden, and the sunshine of California. Toward the east—toward the east, he came, and all the way he was charmed by the beauty and the complexity of the great plateau of the Rocky mountains; then, there spread before his vision the wide, unbounded ocean of green corn-field that stretched over the great central plain of America. The farther he came to the east, the freer he felt he was. He breathed the air of this splendid country, the magnitude of which no one can appreciate until he has seen it; but he learned to know that no country really exists as it does in the imagination, or is ever the country of the story books.

Vastness is a characteristic of the physical phase of the United States, but this broadness is also true of the people, as compared with the people of this wandering boy. His people live the life of simplicity. One might think there is Oriental splendor in their dress; this is far from being true. Even in woman's apparel there is neither rich combination of colors nor fancy work, the plain outline of her garments resembles her humble life.

The people adopt the principle of nature rather than that of science; if they dare alter her, it is not by means of artificiality

such as is here found in public highways, as their roads are narrow and zigzagging. On the other hand, life in America is magnificent. The woman's costume is brilliant in color, elaborate and gorgeous like that of a queen, while her stately mansion resembles the great palace of a rich king, in a city with geometrical streets. Every home is almost perfect, with all comforts and every convenience that art and science can devise.

But the most attractive side of American life in the practical life. Commerce, the gigantic enterprise, is carried on by broad-minded men whose knowledge covers a wide field of information, regarding the attributes necessary to success in life. Their undertakings are facilitated by scientific work, especially the great engineering which is the accomplishment of wonderful minds and skilled hands. To these great men, the world is a mere play ground.

The boy from a far away island lives under the shadow of these world-active men, under this material progress. At times, the shadow darkens around him, and his possibilities before him are wrapped in the mist; but friends give him such guidance that it helps him to understand this complex environment. He now realizes that his opportunity is no less great than that of those with whom he has now become a student and with whom he mingles under the same atmosphere.

There is yet another and the greatest of all the views of American life. Every American seems to be studying a problem of grave importance—the problem of man and as Alexander Pope says "The proper study of mankind is man," so every true American sees not only after his own comforts but takes interest in the welfare of other people. When, however, these people are freed from their difficulties, he does not stop there, but he still continues to study their life and the future, concerning their happiness. "The proper study" of a foreign boy, then, is an American.

Sooner or later, every young American must face this problem for which he is preparing himself. He is already a lover of morality and a friend of good government. In school, he is now acquiring all the attributes necessary to fit himself for good citizenship.

The privileges in the schools and the treatment accorded American students have been equally granted to the one who comes from a remote corner of the world. He owes the people for the freedom which is given to him under the roof of any and every magnificent public institution in their broad land. His duty, then, is to perform his part well—to pursue study in such a way that he will sometime become a credit to this people.

His thoughts often drift away to his native place and he thinks of the schools there. They are not so perfect in conveniences and comforts as those of this country. The studies, however, are the same as those that are taught here. Even physical training is not lacking, as it is one of the regular studies and is so arranged that everyone can have equal advantages.

The personality of the American students is strong and generous. They have shown tenderness, kindness, courtesy, and many sides of their conduct, and their attitude toward the world, to the one who has come among them. On the other hand, he has given them only a fragment of the characteristics of his people—timidity, shyness, and reticence. His classmates have been studying with tireless industry; yet they felt he had many disadvantages, while he thought theirs were just as great as his.

Disadvantages are not an excuse against work nor a bar to it, but they are a kind of virtue which might change the course of one's life and bring it to success. Men of experience may say, "the young men and women of today have more opportunities than those of yesterday." This may be true, but they are not thrown at any one. He who would have them, must seek for them; he must select from them, the best which suits his taste, and he should have a keen insight in discovering the chances which, in his life, may come within his reach.

Even the world of youth is not free from care nor are there comforts without the exertion of one's ability, but he must dare approach whatever he desires or he will not get it.

It is the same world as has been, full of strenuous life into which the class of nineteen hundred three is to step. There by experience and by the best counsels that come

from studies, they may perfect their thoughts which have been growing in the spring of their school life. During this period, they have made some impression on the memory of Westport High School. Tonight, to emphasize this memory, these ladies and gentlemen of nineteen hundred three, give the last farewell to you, our teachers and classmates, and our friends—farewell!

CHARGE OF THE LIGHT BROCADE.

(With apologies to the memory of Tennyson.)

Half a block, half a block,
Half a block onward,
In the department store
Stroke John McCunred.
"Don't forget the light brocade!"
Charge it to me! she said.
So up to the bargain counter,
Stroke John McCunred.

"Give me some light blockade!"
Was there a clerk dismayed?
Not though they all well knew,
Poor John had blundered.
Their's not to make reply,
Theirs to sell, his to buy.
As up to the bargain counter,
Stroke John McCunred.

Trains to the right of him,
Trains to the left of him,
Trains in front of him,
Were rent and sundered.
As through the crowd he rushed,
Boldly he shoved and pushed.
Throughout the store he went,
Straight to where he was sent,
Stroke John McCunred.

Flashed women's eyes so bright,
Flashed with an angry light,
Piercing his callous soul,
When their skirts sundered.
But with scarce a look,
Straight through the line he broke!
Women and children
Reeled from his mighty stroke,
Everyone wondered,
And glared—but it hurt not,
Not John McCunred.

When can his glory fade?
Oh! that wild charge he made!
The bookkeeper thundered,—
"A nineteen-cent charge he made!"
His wife changed the light brocade,
Bought by McCunred.

M. KERN.

"AND 'E WINKED BACK—THE SAME AS US."

Help of our scions, known of old
Aid of our wide-spread arithmetic line,
Beneath whose blest assistance we hold,
Dominion over figure and sign,
O! book of answers, be with us yet,
Lest we regret, lest we regret.

The trouble and the puzzling die—
The fretting and the woes depart—
If thou, our maintenance, stand nigh
And all thy help and aid impart,
O! book of answers, be with us yet,
Lest we regret, lest we regret.

Far-strayed our ideas melt away—
On things of pleasure sinks our thought,
So, all our hope of lessons to-day,
With direful forebodings are fraught,
O! book of answers, assist us yet,
Lest we regret, lest we regret.

If vexed with roots and powers we get
Results not found in thee at all,
Supply us with the needed rule
And lesser welcome formula,
Thou guardian angel, save us yet,
Lest we regret that we forget.

For freshman frail to put his trust
In his own figures, signs and proofs
"All valiant dust that builds on dust"
And proving, calls not thee to prove—
Best book of answers, already yet,
Remain thou near, lest we forget.

A. B. C.

Miss Nettie Weiderman—"Mr. Vogel, did you hear of the terrible accident that happened to our militia?"

Mr. Vogel—"No! What was it?"

Miss Weiderman—"A street car ran over a peanut and crushed two kernals."



Colors: Purple and White. Flower,— Violet.

OFFICERS FIRST TERM.

President Mr. Glen Bruner.
 Vice-President Mr. Carl Stowell.
 Secretary Miss Natalie Green.
 Treasurer Mr. Earl Colburn.
 Attorney Mr. Stanley Adams.
 Sergeant-at-Arms Mr. Wilson Lofton.
 Critic Miss Augusta Hatch.

OFFICERS SECOND TERM.

President Miss Irene Stowell.
 Vice-President Mr. D. Stanley Adams.
 Secretary Miss Natalie Green.
 Treasurer Mr. F. O. Schlegel.
 Attorney Mr. H. Hatashita.
 Sergeant-at-Arms Mr. Paul Luther.
 Critic Miss Anna Burgess.

IN REVIEW.

The year that has just passed has been in many respects one of the most notable in the history of the Clionian Literary Society. Its success has been due to the faithful work

and the unanimity of its members directed by capable presidents, and aided by the wise counsel of Mr. Shouse. Perhaps, too, it has been due, in part, to the freedom allowed the society—its actions not being restrained by too officious supervision.

The presidents for the year were Mr. Glen Bruner for the first term, and Miss Irene Stowell for the second. Miss Stowell was the first young lady to be president of the Clionians and she made one of the best the Society has had. The programme committees have done their work well, and good entertainments have been the result. In the early part of the year one meeting was made notable by a witty speech on "Pie" in Mr. Green's own happy manner. An entertainment in the Study Hall also marked the first term's work.

In the second term, one of the chief entertainments was "The Interrupted Camp Meeting" in honor of the Clionian Alumni. The members came from far and near, and a good time followed. The program con-



OFFICERS OF CLIONIAN SOCIETY.

SCOTT &
BATES, P.C.

sisted of a medley of coon songs and a speech, in which Mr. Herbert Underwood displayed his elocutionary powers as the "Deacon." The "sketch" closed with a cakewalk by Miss Lotta Philips and Mr. Clifford Smith, Miss Mabel Kern and Mr. Carl Stowell. The participants were ladies and gentlemen of color for the time.

Toasts followed, with Mr. Green as "My Lord of the Revels." "Wit" was responded to very wittily by Mr. Cameron Fisher, class of 1901, who introduced Miss De Witt as "de Wit" of the school, and she then proceeded to prove it. Miss Kahn answered to the toast "The Round Table Club" and threw down the glove to the Clionians. Mr. Shouse was also heard from, and Mr. Underwood closed with "Westport." An impromptu program followed. Old members were heard from; little Mr. John Punton sang some songs which were much enjoyed by all. Several of our boys sang also, and at a good hour the meeting broke up. It was certainly the most unique entertainment ever given by a society in Westport High School.

The rivalry which has sprung up this year between the Clionians and the R. T. C.'s is good and will be fruitful. Healthful rivalry between such organizations is always helpful.

The Clionians have reason to be proud. The valedictorian, Mr. Hatashita, of the class of '03 comes from their midst. The valedictorian of the first year of the society, 1901, was Miss Elizabeth Kern, and Mr. Guy Porter, an ex-president, took the highest honors in the class of '02. The old members are doing well for themselves, and the ones about to leave are promising, so there is nothing to fear from the Clionian Alumni.

The annual basket-ball game between the Round Table Club and Clionian Society was a great success, the score being 18 to 14 in favor of the Clionian.

We are congratulating ourselves upon our fine players, as this is the second year we have won in friendly contest with the R. T. C.'s.

CLIONIAN ANNUAL ENTERTAINMENT.

The success of the open session of the Clionian Literary Society was acknowledged by even the R. T. C.'s., so there is no doubt of it. The Clionians proved themselves workers, and the two plays given were well rendered. The stage was nicely furnished in each play, and with the girls' dainty dresses, made a pretty picture. The program was as follows:

PART I.

Piano Solo.....Miss Harriette Dorn
"Cochacha—Caprice" Raff

FRANK GLYNN'S WIFE.

A Comedietta in One Act.

CAST OF CHARACTERS.

Frank Glynn..... Mr. D. Stanley Adams
Alice Glynn Miss Mabel Kern
A newly married couple
Mrs. Glynn, Frank's mother.....
..... Miss Jennie Samuel
Stella Glynn, Frank's sister.....
.....Miss Anna Burgess
Gertie, Alice's cousin...Miss Natalie Green
Nora, a servant girl...Miss Lotta Phillips
Ed Asbury, Frank's college chum.....
..... Mr. Clifford Smith
Piano SoloMr. Earle Colburn
("Souvenir de Trovatore".....De Verdi)

PART II.


Piano Solo..... Miss Helen Loucks
("Silvery Streamlet" Lance)


THE LADY FROM PHILADELPHIA.


A Farce in One Act.

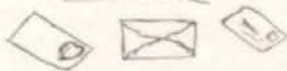
CAST OF CHARACTERS.


Colonel Harcourt, A punctual gentleman..
..... Mr. F. O. Schlegel
Captain James Sinclair, who is less punctual
than the Colonel.....Mr. Clifford Smith
Lieutenant John Hopeton, who loves Janet
Osborne..... Mr. Carl D. Stowell
Mrs. Harcourt, the Colonel's Wife.....
..... Miss Jennie Samuel
Mrs. Sinclair, the Captain's wife.....
.....Miss Anna Burgess
Mary Ellison, a guest..Miss Norine O'Brien


Twelve little booths all placed in a row, 


Step to the first and your future you'll know; 

Eleven little booths left sitting in a line, 


Visit the next and get your "valentine"; 

Ten little booths were still in your way, 

What found you there? "Sham-rocky" day; 

The next little booth was a big parasol, 

You looked for the rain but saw none fall;

At the Siamese booth, you found May and June, 

They tried to make music, but the thing was out of tune.


Chorus.

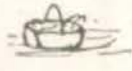
One little, two little, three little, four little, five + six little booths,


Seven little, eight little, nine little, ten little, eleven + twelve little

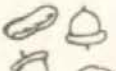
booths


The seventh little booth was attempt at patriotism, 


But the crackers, all the same, were the source of criticism. 


With five booths ahead, we stopped to take lunch, 


But the scant bill-of-fare, showed up with only punch. 


The next little booth seemed as if 'twas made of putty, 

And every-one that passed, proclaimed it very "nut-ty." 


The October booth were hunters—they had to thus explain; 

They looked like "Cracker-neckers", about to rob a train. 

November brings Thanksgiving, but here it was a farce, 

For nothing but plain beans were served—no tomato "sauce" 

The twelfth booth was December; here they thought they'd win;

But no one ever heard before, that Santa was a twin! 

A Green

Katy, the maidMiss Lotta Phillips
 Janet Osborne, the lady from Philadelphia
 Miss Mabel Kern
 Society SongSociety Chorus

The last number was voted the best of all, and was heartily applauded. The verses were parodies on well known songs and were in a large part original. They contained several good hits, and the good humor inspired contributed not a little to the success of the entertainment.

CLIONIAN RECEPTION.

One of the most enjoyable events of the term was the reception given by the Clionians to the members of the Round Table Club and the members of the faculty. It was held at the home of Miss Stowell, President of the Society, on the evening of May first. In spite of the fact that the day had been spent in "strenuous" efforts to show appreciation of President Roosevelt's visit to the city, a large number were present. Those in charge purposed to make it wholly informal, and the evident enjoyment of all present proved the wisdom of the plan. Games, music and refreshments so interested us, that before we knew it, the hour was late. The members of the society are especially grateful to Mr. and Mrs. Stowell for opening their beautiful home to them and thus making it possible for them to entertain their friends.

ON MONDAY MORNING.

Our Monday morning programs this year have offered a sufficient diversity of subjects to be of great interest and profit to all. We have received messages from the life and work of men who have attained distinction in many vocations; we have heard the best music rendered by the friends of the school in such manner that it makes us appreciate both the singer and the song; and we have listened to the best readers interpret the choicest gems of literature.

We wish to thank our many friends for the excellent opportunities they have so kind-

ly given us. Many patrons of the school have attended these semi-monthly occasions.

We give below the programs for the year:

October 6, 1902, "Right Living From a Physician's Standpoint"—Dr. W. F. Kuhn.

Vocal Solo (a), "Cradle Song"—Homer A Norris.

(b), "The Broken Pitcher"—Henry Poutet.
 Vocal Solo—"Maybe."

Miss Lou Bennett.

Accompanist—Mrs. Effie J. Hedges.

October 20, 1902—"Porto Rico."

Mrs. May Leonard Woodruff, Bloomfield, N. J.

Miss Lena B. Gray, 1326 Pine street, San Francisco.

Vocal Solo—"Not There, My Child."
 "Singing In God's Acre."

Hanna Shimosumi, 728 Haight street, San Francisco.

November 3, 1902—"R. T. C. Day."

November 17, 1902, Talk—Mr. Underwood.

National airs—School, directed by Mrs. Hedges.

December 1, 1902—"Clionian Day."

January 12, 1903—Pupils of Paola La Villa and Rudolf King.

I. " Toreador Song,"*Carmen-Bizet*
 Mr. William Rogers.

II. Piano Solo, "Schergo Waltz".*Muskowske*
 Miss Fuller.

III. Vocal Solo, "Meeting and Parting"...
*La Villa*
 Mrs. Thurman Smith.

IV. Piano, Caprice Espagniole,
 Miss Fuller.

V. Duet, "Nay, Bid Me Not".....*Mozart*
 Mrs. Smith and Mr. Rogers.

January 26, 1903, Annual address—"Work,"
 Superintendent J. M. Greenwood.

Chorus, Mrs. Hedges' class in music.

February 9, 1903, Address—"Good Citizenship."
 Hon. H. M. Beardsley.

Piano Solo, "Magic Fire Music"...*Wagner*
 Mrs. Cora Lyman.

March 2, 1903—"Junior Entertainment."

March 16, 1903—"The Measure of a Man."
Rev. W. T. Wright.

Vocal Solo—"Sleep, Little Pigeon"
Master Paul Padden.

Vocal Solo—"The Sweetest Flower."

April 6, 1903—Mr. F. V. Steele and pupils.

1. Vocal Solo (a)—"I Love You".....
.....Mildenburg

(b)—"Love is a Bubble".....Allitson
Mr. Frank V. Steele.

2. "The Girls of Seville".....Denza
Miss Pearl Downing.

3. "The Toreador Love Song".....Couchois
Mr. Louis Denke.

4. "I Love You".....Sobeske
Miss Alice O'Neill.

5. "Story of a Fan."
Miss Callie Clark.

6. "If I Were King".....Tyston
Dr. Frank Banta.

April 20, 1903—Dillenbeck School of
Oratory.

Piano Solo—"Faust Waltz" *Saint Sarens*
Mrs. Theo Hacke Record.

Reading—"Samantha's Advice"..... *Holly*
Miss M. Janie Noble.

Reading—"The Pettison's Firsts"....*Clarke*
Miss Mayme Hallock.

Reading—Scene from Schiller—"Mary
Stuart and Elizabeth."
Miss Beth Sill.

Reading—"Mrs. Wigg's Sunday School
Class" *Hegan*
Miss Ethel Chapman.

Vocal Solo—"Bandeliero".... *Leslie Stuart*
Mr. William G. Rogers.

Reading—"Maur'selle" *Scott*
Miss Margaret Drake.

Accompanist—Miss Harriet Reynolds.

Director—Miss Ella Chase Perry.

May 4, 1903—Program by Mrs. Effie J.
Hedges.

Chorus—First hour music class.

1. "The Wish"..... *Monroe*

2. "May Day"..... *Walthen*
Miss Maude Russell.

3. Violin Solo—"Fantaisie".....*De Beriot*
Miss Lena Gilbert.

4. "My Beloved Queen".....*Rose*
Miss Stella Kyger.

5. Trio—"Hail, Welcome Day"....*Concone*
Misses Perkinson, Spirey and Cowley

6. "Creole Love Song".....*Smith*
Miss Maud Russell.

Accompanist—Mrs. Effie J. Hedges.

THE WESTPORT HIGH SCHOOL
DECLAMATORY CONTEST.

A large audience was present at our annual contest, which was held in Allen Library Hall, May 15, 1903. The many pleasant features of a contest of this kind were very clearly shown. In addition to the dec-



lamations, some vocal as well as instrumental numbers were very well rendered by the High School Chorus and Mandolin Club. The program as given follows:

"The Merry Maiden".....*Wm. C. Stahl*
High School Mandolin Club.

Declamation—"His Pa's Romance".....
.....*James Whitcomb Riley*
Lotta M. Phillips.

- Declamation—"Mistress Sherwood's Victory".....*Eva L. Ogden*
Helen Edith Lynn.
- Declamation—"Helen Thamre" *E. S. Phelps*
Nellie M. Beery.
- "Neapolitan Boat Song".....*Denza*
High School Chorus.
- Declamation—"Easter with Parepa".....
.....*M. S. Delano*
Shirley Allendorph
- Declamation—"Dicky and the Little God"
.....*Daskam*
Eunice R. Sexton.
- "Lady Meddlesome".....*Wm. C. Stahl*
High School Mandolin Club.

Presentation of twenty-five dollar prize for best essay on life and work of Senator Thomas Hart Benton.

Awarding of Declamation prize by Judges.

The prize in the Declamatory Contest was ten dollars in gold. The judges awarded it to Miss Eunice Sexton. Miss Lotta Phillips, for second honors, received a handsome set of Shakespeare's works.

The special prize of twenty-five dollars in gold had been offered by Mr. R. E. Bruner to the student of Westport High School who should write the best essay on the life and work of Senator Thomas Hart Benton. This was won by Miss Shirley Allendorph of the second year class. Miss Pearl Dudley and Mr. Glen Bruner received honorable mention.



- Declamation—"How the Church was Built at Kehoe's Bar".....*Bennet*
Mollie K. Allyn.
- Declamation—"Prince".....*Shoemaker*
Anna C. Ormsby.
- "Come with the Gypsy Bride".....*Balfe*
(From Bohemian Girl.)
High School Chorus.

LITERATURE AS IT IS LIVED.

<i>Titles.</i>	<i>Modern Authors.</i>
"She".....	
"The Play Actress".....	<i>Shirley Allendorph</i>
"The Fair-haired Child".....	<i>Stanley Adams</i>
"She's All The World to Me".....	<i>Glen Bruner</i>
"Kim".....	<i>Kim Hirsch</i>
"Paul And Virginia".....	<i>Carl and Mabel</i>
"The Little Minister".....	
"The Vicar of Wakefield".....	<i>Clyde Fife</i>
"Old Curiosity Shop".....	<i>Myrtle Dueret</i>
"Twice Told Tales".....	<i>Mr. Underwood</i>
"The War of Independence".....	<i>Class of '03</i>
"Hon. Peter Sterling".....	<i>Mr. Green</i>
"The Old-fashioned Girl".....	<i>Anna Hamilton</i>
"Idle Thoughts of an Idle Fellow".....	<i>William Perry</i>
"Voice of the People".....	<i>Miss DeWitt</i>
"Reveries of a Bachelor".....	
"Being a Boy".....	<i>Mr. Howland</i>
"Stories of Japan".....	<i>Choichiro Hatashita</i>
"The Preacher's Daughter".....	<i>Bessie Fife</i>
"The Teachings of History and Civics".....	<i>Mr. Shouse</i>
"Our Baby".....	
"The Juggler".....	<i>Mr. Rothwell</i>
"Questionable Shapes".....	
"Our Mutual Friend".....	<i>Miss Hodshier</i>
"The Guardian Angel".....	
"She Stoops to Conquer".....	<i>Gertrude Smith</i>
"The Deer (Dear) Slayer".....	<i>Boly Vogel</i>
"His Own Master".....	<i>Lenor Robertson</i>

"Jack of all Trades".....	<i>Ray Wing</i>
"Yeast"	<i>Ruth Lofton</i>
"In Ole' Virginia".....	<i>Annie Burgess</i>
"Life of Napoleon".....	<i>Pearl Dudley</i>
"The Market Place".....	
"Care And Feeding of Children".....	
.....	<i>Miss Claflin</i>
"When a man's Single".....	<i>Mr. Sass</i>
"Yon Yonson"	<i>Fannie Johnson</i>
"The Pansy Books"	<i>Pansy Holcomb</i>
"The Elsie Books".....	<i>Elsie Hiatt</i>
"Alice in Wonderland".....	<i>Alice Moore</i>
"Peck's Bad Boy".....	
"Adventures of Tom Sawyer".....	
.....	<i>Henry Lambert</i>
"Childe Harold"	<i>David Child</i>
"The Miller of the Dee".....	<i>Rob Miller</i>
"Among the Fens".....	<i>Walter Fenner</i>
"In the Good Old Summer Time".....	
.....	<i>Eva Summerwell</i>
"On the Heights".....	<i>Perry Smith</i>
"To Have And To Hold".....	<i>Mabel Kern</i>
"Gallagher And Other Stories".....	
.....	<i>Ben Gallagher</i>
"Mystery of the Clasped Hand".....	
.....	<i>Alberta Creswell and Jessie Cheatham</i>
"Puddin' Head Wilson".....	<i>Lee Wilson</i>
"Audrey"	<i>Audrey Cocke</i>
"If I Were a Man".....	<i>Paul Luther</i>
"The Good-natured Man.....	<i>Ed. Higgins</i>
"Notes From Nature's Lyre".....	<i>Miss Watson</i>
"Wild Life in the Far West".....	<i>Miss Wilder</i>
"The Lone Ranch".....	<i>Asa Thomason</i>
"The Brown Book of Boston".....	
.....	<i>Mary Abercrombie</i>
"Airy Fairy Lillian".....	<i>Lillian Riley</i>
"Dream Life"	<i>Clifford Smith</i>
"The Spenders"	
.....	<i>Shirley Allendorph and Gertrude Smith</i>
"Lady Rose's Daughter".....	<i>Miss Clara Rose</i>
"Little Book of Nonsense".....	<i>Catherine Ware</i>
"The Girl of Ideas".....	<i>Alberta Creswell</i>
"Samantha At Saratoga".....	<i>Lotta Phillips</i>

PATRON'S DAY, MAY, 18, 1903.

It has been the custom of the Westport High School, for a number of years, to set aside one day solely for its friends and patrons, thus giving an opportunity for the school and its work to be seen. A program is rendered chiefly by pupils, and the

art department and laboratories are on exhibition. The work of the year is shown in connection with the facilities for doing this work. This year, Monday, May 18th, was designated as Patron's Day.

PROGRAM.

1. "Merry Maiden,"
William C. Stahl.
High School Mandolin Club.
2. "Oh! Gentle Music".....*Keller*
High School Chorus.
3. Declamation—"Jim's Defence".....*Branch*
Herbert Underwood.
4. "Come With the Gypsy Bride"....*Balfe*
High School Chorus.
5. Declamation—"Annexation of Cuby"....
.....*Hegan*
Pansy P. Holcomb.
6. "Lady Meddlesome"....*William C. Stahl*
High School Mandolin Club.
7. Address,
Dr. W. A. Quayle.
Inspection of Art Exhibit.
Exercises in Gymnasium.
Open Lunch Period.

KEY TO SENIOR CLASS GROUP.

1. Mr. Underwood.	17. Mr. Adams.
2. Miss Green.	18. Miss Caffrey.
3. Mr. Stowell.	19. Miss Burrell.
4. Miss Lowerre.	20. Mr. Bruner.
5. Mr. Schlegel.	21. Miss Peterson.
6. Miss Wiedenmann.	22. Miss Summerwell.
7. Miss Barnes.	23. Mr. Colburn.
8. Miss Eggleston.	24. Miss Walter.
9. Miss Kern.	25. Miss Fraizer.
10. Mr. Folk.	26. Miss Rogers.
11. Miss Carr.	27. Mr. Smith.
12. Mr. Glen Bruner.	28. Miss England.
13. Mr. Fife.	29. Miss Flowers.
14. Miss Stowell.	30. Miss Flowers.
15. Mr. Hatashita.	31. Miss Polk.
16. Miss Adams.	32. Mr. Wilson.

Overheard at Pecks: Customer to floor-walker—"Can you tell me where I will find Misses' caps?"

Polite floor-walker—"No., madam. I do not know the lady, I do not believe she clerks here." And he looked surprised when she laughed.

When a fellow asks a girl for her picture, he doesn't want a negative.



OFFICERS OF ROUND TABLE CLUB.

COOPER &
MORSE

ROUND TABLE CLUB.

Established 1899.

Colors: Gold and Light Blue. Flower,—
Daisy.

<i>Officers First Term.</i>	<i>Second Term.</i>
President, Winifred Adams.	Evaline Hartley
Vice Pres., Ben Gallagher.	Paul Parker
Sec., Mary Flowers.	Alberta Creswell
Treas., Charles Wolf.	David Childs
Critic, Ruth Lofton.	Ruth Lofton

ROUND TABLE NOTES.

Inasmuch as all great organizations are intended for the enlightenment and edification of mankind and to transmit a record of their note-worthy achievements, we feel in duty bound to submit to our contemporaries and posterity, the following notes:

The R. T. C. is proud of having as a member Miss Eleanor Carr, who is salutatorian of the class of '03.

One of the most enjoyable numbers given at a recent Monday morning program was that by Miss Margaret Drake, formerly a lady of the R. T. C.

Mr. Underwood has seemed to enjoy our regular semi-monthly programs for he has visited us frequently and declared that he was immensely pleased with what we were doing.

We hope the Glee Club will continue its good work; we have enjoyed their numbers on the programs.

The R. T. C. has closed another successful year. The interest and enthusiasm shown by the members of the R. T. C. has become characteristic and no wonder, for we have workers and entertainers, and plenty of them. We wish to thank Miss Kahn for her loyalty to the R. T. C. Her work and interest in us has stimulated us and we shall always consider her a staunch R. T. C.

A reporter for the Journal told Miss Kahn that he had the impression that K. C. was noted for the homely girls, but since he saw the girls who took part in the R. T. C. Fair he vowed that he never saw a prettier group of girls. So here's to the ladies of the R. T. C., from your knights!

The R. T. C. members, one and all, wish to thank the members of the Clonian Society for the jolly time they showed them at the party given at Miss Stowell's.

The knights and ladies never had a better time. The entertaining powers of the Clonians were demonstrated for the hundredth time, so again we all say "Thank you."

One of the most interesting features of our meetings, is the reading of the "R. T. C. Center Piece." This paper is by a staff, selected from among the members, for alternate meetings, and so great a success has it proved, that it will, in all probability, be continued next year. By its personal influence the members are brought closer together. It abounds in practical jokes and witticisms of the day, and all the society is delighted with its breezy atmosphere and its ludicrous style.

While the members of the R. T. C. are averse to giving over their whole time to entertainment, yet April 17, being their last meeting of this year, they put away all thoughts of society business and for the time being, resolved themselves into a district school. The participants were all dressed in the style peculiar to the country lads and lassies, and the whole program sparkled and bubbled with the witty answers to the queries put by the pert school marm. The school finally broke up with the dismissal of the teacher by the country directors, who complained bitterly of her teaching the children to spell "labor" without a "u."

After this part of the program was over, the society was addressed by each of the senior members who are to graduate this year. Each expressed his regrets at having to leave the society they loved so much, and finished with a wish to see the society keep up its good work.

Dr. Rothwell—"Miss Alexander, you were tardy yesterday."

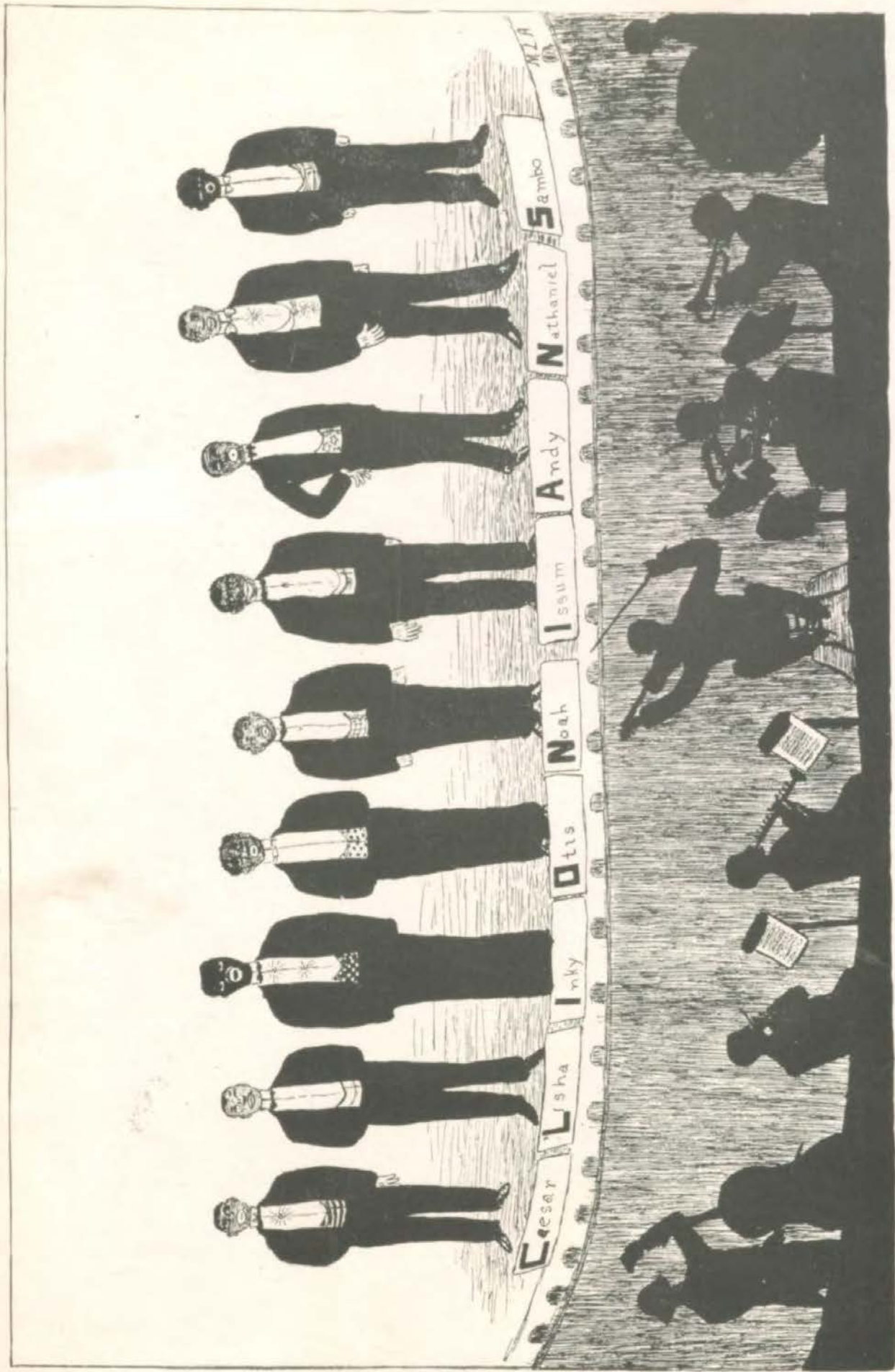
Sheila—"I didn't hear you ring the whistle."

Perry to Waltner—"Say, Waltner, what do you do with your neck when you turn backwards?"



THE ROUND TABLE CLUB'S FAIR.

PHOTOGRAPH BY G. PRINCE



And They Thought Our Entertainment Was "S Tale"!!!!

THE ROUND TABLE OPEN SESSION.

Kansas City Journal, March 28, 1903.

Father Time and his youngest daughter, 1903, entertained the members of the Round Table Club of Westport High School and a number of friends of the young men and women of the club in the hall of the Allen Library last night. Father Time was present in costume, as was also his charming daughter, and a whole lot of grandchildren in the shape of the various months. The affair last night was the club's annual entertainment, and in point of being unique, excelled anything heretofore attempted. It was a unique affair, the wares displayed in booths, being had for the asking.

Booths, indicative of the months and seasons, were arranged around the hall. January in wintry coloring and represented by Gypsies; February, the month of valentines and budding love; March, the month of Ireland's patron; April, with its fool, rain and Easter eggs; May and June, the flower months, represented by a beautiful group of Kansas City's fairest daughters; July, the month of patriotism; August, with its outward heart and inward peace, exemplified by a booth where punch was served; September and October, the months of hunts; November, the season of Thanksgiving and the Puritan, and lastly old Santa Claus, representing December and the holidays—all were there and a merry lively scene they made. These various colored booths, with their fantastically clad occupants, and the mingling of the white and red of different costumes, presented a picture of beauty.

Mother Goose also took a hand in the play and assisted her old friend, Father Time, in receiving the guests.

The group of pretty maids, who took the part of the flowers, sang flower songs, while at intervals an instrumental band played waltz music. The affair was under the direction of Miss Gussye Kahn, one of the instructors at the High School.

A SENIOR'S FAREWELL TO THE
R. T. C.

Welcome ye knights and ladies of our Table
Round,

We are met in this familiar hall
To hold our final session,
And say farewell to all.

II.

For four short years we've met here
And whiled the hours away,
With wisdom and philosophy,
With song and jest and play.

III.

Soon our school days will be over,
And the days so bright and gay,
Will be but pleasant memories
To cheer us on our way.

IV.

Let us then as knights and ladies,
In the tournament of life,
Be valiant and courageous,
And win above the strife.

V.

No knight of "Merrie England,"
No lady fair and true,
Who lived in good King Arthur's time,
Could do greater deeds than you.

MARGARET FLOWERS.

Mr. D. Stanley Adams and Miss Winifred Adams will be students at K. U. next year.

Mr. Rea Bruner will enter the Missouri School of Mines at Rolla in September.

Asa Thomason was transferred to a stock ranch in Texas. He will probably return to school early in the fall.

Mr. Sass will visit, in Johnston County, Kansas, one of his artist friends, Mr. John D. Patrick. Mr. Sass and Mr. Patrick were old-time school chums.

Mr. Green's recreation will consist of part play and part work. He will spend some weeks in the Chicago University and will then go on an outing trip in Arkansas or Colorado.



OFFICERS OF ALUMNI ASSOCIATION.

THE SCHOOL AND ALUMNI.

One of the most potent influences promoting the general good of every public high school is the attitude of its graduates toward it after they have found themselves thoroughly prepared to struggle with the world. The student who applies himself day after day, and year after year, until he has mastered the course of study offered by any one of our best schools, must certainly feel grateful, indeed, when he finds by experience that he has the ability to go at once into business and to succeed. Such a discovery increases his faith in his own efforts, justifies his confidence in the higher institutions of learning, and makes him stand by the school that gave him strength for the fight. Every good school has a tenth legion who are ever ready to defend the banner that sheltered them in their weakness. No matter what college or university a young man or woman may subsequently attend they never forget that first best achievement—their graduation from the High School.

A living, struggling, ever-growing army of workers can do much in return for the school that graduated them. There should be a very close bond of sympathy existing among the members of the various senior classes, as they become freshmen in out-of-school life.

The successes attained by former students will be observed and emulated by those within the class rooms, and every loyal man or woman should return occasionally to lend a word of cheer to the students of to-day. The public high schools, especially, should prove a power for good to the boys and girls who join the alumni each year. These are the best schools of all because there are more of them. Each should encourage, in every way possible, a healthy, vigorous alumni association. There is a duty owing towards this body as truly as towards the incoming class. The school and alumni are two mutually dependent organizations. Neither can thrive, cannot exist, without the other.

A PERMANENT ORGANIZATION.

That the alumni association should be permanently organized, is a question that has been overlooked, but one deserving of especial consideration. The history of our association is made up of the proceedings of a series of meetings lasting for only a short period of time, usually six weeks and never more than two months of each year. The time of these meetings is consumed in the discussion and preparation of our annual reception, thus leaving no time for the new-comers to become acquainted with the members of several years' standing.

If, however, our society should hold a meeting each month of the school year, such an interest and sympathy could be aroused, that at a time when members, strength and unison are most needed, we would not be lacking in them. There would be found an interest not only among ourselves, but also among the faculty, whose interest and help would make us stronger.

These meetings could be of an intellectual as well as of a social nature, and benefit as well as enjoyment derived from them. For a few months, pleasure could constitute our program and during the remaining time, our energies could be exerted toward the culminating event of the year, making it more successful and enjoyable than ever to our guests, our coadjutors, the faculty and ourselves.

ALUMNI NOTES.

George Colburn, '02, is a student at the Kansas City Law School.

Forrest Lyman, '96, is an electrical engineer at St. Louis, in the employ of the Bell Telephone Company.

Frank Underwood, '98, has graduated from M. S. U., and is now principal of the High School at Slater, Mo.

Alba E. Shultz, '99, is now practicing law, having graduated from the Kansas City Law School last year.

Miss Margaret Maloney is teaching school in Denver, but expects to return soon to Kansas City.

The Westport High School may well be proud of the young ladies it has sent out to

be teachers in the schools of this city. Among the large number the following may be mentioned:

Miss Anna C. Anwyl, '95. Hedrick School
 Miss Rena M. Bell, '96. Hedrick School
 Miss Bessie McDaniel, '96.
 Hyde Park School
 Miss Anna J. Bastman, '98. Lowell School
 Miss Mabel Cook, '98. Ivanhoe School
 Miss Georgia Lowerre, '98. Adams School
 Miss Gertrude Hamilton, '01.
 Morse School
 Miss Bertha Pederson, '01. Allen School

Glenn Donaldson and Cameron Fisher are civil engineers for the Park Board.

Miss Margaret Drake has graduated this spring from the Dillenbeck School of Oratory.

Herbert Flowers is pursuing the study of medicine at the Medico-Ki College.

The Westport High School is well represented by its graduates at Missouri State University. Among those attending are the following:

Rowen Wornall, '98. Academic course
 Roy Emmert, '01. Academic course
 George Underwood, '01. Academic course
 Miss Anna Lash, '01. Academic course

William P. Hatch, '02, Mining engineering at Rolla School of Mines.

Daniel Martin, '99, is studying theology at the University of Kansas.

Loren Rowell, '96, is a manager of a department, Swift & Co., St. Paul, Minn.

Miss Ethel Hemple is taking a post-graduate course at the Westport High School.

Miss Ethel Gibbs, '99, has completed her course at Baptist College, Lexington, and is

now finishing her musical education at the New England Conservatory of Music, Boston.

Miss Edna Watson, '00, is a student at the University of California.

Carr Whipple is an insurance agent for the Whipple Realty Company.

John M. Kennedy, '01, is attending Preighton University, Omaha, having spent one year at St. Mary's College.

Mr. Howland will be in Kansas City.

Miss Watson expects to visit in the south.

Ben Gallagher has entered the railway business and hopes for rapid advancement.

Miss De Witt, after visiting her friends until August, will attend Summer School at Missouri University.

Mr. Underwood, after spending some time at the N. E. A. in Boston, will take a trip to the Atlantic Coast.

After staying until July at her sister's ranch, Miss Wilder will go east to enjoy the sea shores at Boston and New York.

Mr. Shouse does not contemplate going away from home this vacation. He expects to buy seven electric fans and ten bolts of mosquito netting; he then thinks Kansas City life will be worth living.

Miss Kahn will go to the National Education Association in Boston for about a month. From thence, accompanied by Miss Hodshier, she will take a trip to the west, spending a few weeks on a ranch in Idaho and then to California.





FRESHMEN

"AS OTHERS SEE HIM."

The Freshman is a person who yet lacks a year of being a Sophomore. To the distorted mind of the latter, who resolves to treat the freshman as he himself was mistreated, the pupil just from the ward school, is, of all persons, the one toward whom every prank should be directed. As the sophomore has last year gained valuable experience in the art of making one miserable, he is fully qualified to execute that important mission. He reasons thus: "All tricks were last year played upon me; I consider it my special—but delightful—duty to bequeath them to the incoming class." After he has accepted this brief, but extremely

satisfactory argument, no other incentive is required to urge him to his duty. Some of the time-honored jokes, which in this way have passed from class to class, have become favorites with the farther advanced pupils. By the Junior, the Freshman is regarded from a rather lofty view point—as a mere accessory to the school, or as one who merely occupies space in the lunch room; while by the stately Senior, who seems to walk in air, except when in the immediate vicinity of "The Lady From Room Seven," he is totally, completely ignored. To the Sophomore, the Freshman seems a bit too bold—chattering in the hall after the eight-fifteen bell is a third-grade amusement. But whatever may be said of the Freshman's cute little

mirrors, his adventures with the fire buckets, or his chattering, he still remains the same gushing, gurgling "freshie." After all, he is but a Senior grown smaller; and as such, he deserves notice as one of our future graduates.

Much might be said of the brilliant Sophomore, who seems like a human edition of the dictionary with the short words omitted. He needs no "nerve" tonic, as he proves when operating upon a "freshie." He can boast of being the only person who last year was a "freshie." He is a true sophist—even his name testifies to that. For is anyone else more sophys-ticated? W. W.

Senior—Mr. President, I nominate Miss A.

Freshie—Mr. President, I second emotion.

Miss Watson—"Have any of you ever seen an elephant skin?"

Bright Freshie—"Yes, I saw one on an elephant."

A Sophy stood on the burning deck,
So far as we could learn,
Stood there in perfect safety,
He was too green to burn!

—Ex.

SOME "DON'TS" FOR FRESHMEN.

Don't pass a senior on the street without lifting your head dress, or in some proper manner saluting him.

Don't fight in the study hall. Such conduct is unbecoming to a gentleman.

Don't eat beans during school hours. Miss Hodshier is very fond of them.

Don't put pepper in the water when eating your lunch. According to Miss Claffin, it is unhealthy.

Don't go to the lunch room to get admits.

Don't strew bits of orange peel in the path of a Senior. It's unlucky.

Don't talk to Freshman ladies in the halls. That is a Sophomore's inalienable right.

And above all—*Don't* be fresh too long.

FORMER CLIONIANS.

Miss Anna Lash is a student at M. S. U.

Mr. Vail Snodgrass is also a traveling salesman.

Mr. Cameron Fisher is surveying with the park board.

Mr. Lester Gregg is with the Santa Fe Railway system.

Fannie Mastin, also of the class of '00, is now Mrs. Hopkins.

Miss Adelaide Russell and Miss Bessie Spence are both at home.

Mr. William Hatch, of '02, is studying in the School of Mines at Rolla.

Lena Allan, one of the girls of '01, is now making her home in Louisiana.

Mr. Herbert Flowers, of the same class, is now a sophomore in the Medical College.

Mr. Glenn Donaldson and Mr. James Rowell, of the class of '01, are both studying law.

Mr. Frank Eyman, of '02, has a good position as traveling agent for Armour Packing Company.

Miss Hemple, of the class of 1900, is taking a post-graduate course, and has been a faithful helper in the Society during the year.

Miss Hile, of '02, did some post-graduate work for several months at the beginning of the year, and has been a visitor at the society meetings on several occasions.

Miss Elizabeth Kern, valedictorian of the class of '00, on leaving school entered the Kansas University, but was obliged to give up her work on account of poor health.

Perry—"Dr. Rothwell, please have the mats extended 'lengthwise.'"

See Schlegel before the glass in girls' dressing room, after gym—the Dude of Athletics.

Miss Eleanor Carr will take up a course of studies at the Missouri University next year. Miss Carr is salutatorian of '03 and W. H. S. will be much interested in her.

JUNIOR



The first meeting of the Junior Class of '03 occurred in the middle of February, and the following officers were elected:

- President Mary E. Minor
- Vice President Clifford Smith
- Secretary Fannie Johnson
- Treasurer Edward Higgins

Several meetings of the class were held and an excellent organization was perfected and on March 2, 1903, the annual entertainment of the Juniors was given. The program was as follows:

Part I.

Tableaux.

1. "Puritans Going to Church."
Miss Hamilton and Mr. Durham.
2. "Open Your Mouth and Shut your Eyes."
Miss Garrett and Mr. Hornbuckle.
3. "Stuck."
Mr. Marran.
4. "In Disgrace."
Misses Samuel, Partington, Zumalt, Beard and Summerwell.

5. "A Young Man's Slave."
Miss Allen and Mr. Hornbuckle.
Minuet.
Misses Creswell, Cheatham, Dudley, Cocke and Hyre.

Part II.

Our Cities.

1. New York..... Miss Fife
2. Las Vegas..... Miss Phillips
3. Denver Miss Minor
4. Atlanta Miss Burgess
5. Kansas City Miss O'Brien
6. Washington Mr. Hornbuckle

Our Countries.

1. Ireland Mr. Higgins
2. Japan Miss Partington
3. England Mr. Smith
4. France Miss Dueret
5. Germany Miss Wiedenmann
6. America Miss Beers

We greatly regret the illness of the secretary of the Junior Class, Miss Frances Johnson. Her absence has been deeply felt and the whole Junior class unites in extending their sympathy to her in her present

affliction. She was chosen secretary by the unanimous vote of the class and during her short service fully demonstrated her ability to fill that position competently.

BEING A JUNIOR.

After all the tiresome routine of the freshman days and the toil and labor of the "wise sophomore" year, we have at last launched into the best year of all, the junior. The junior year is always looked upon as the ideal period of High School life; the year in which past mistakes and blunders are seen and the year in which a great effort is put forth to correct any wrong-doing of the first two years; it is the year in which our capabilities come to light and we are able to show people what we are here for, and what purpose we have in this world.

The Freshman is looked upon as yet too young to refer to for information on any subject and they are therefore quietly left to pursue their studies and gain knowledge. One is rather repelled by the thought of approaching the Sophomores, who promenade through the halls with their heads high in the air, as if already disdaining the meek Freshmen; but when the Junior year is reached, the height of prominence in the High School world has been attained.

And now, as the Junior year nears its end, we can all say that it has been a profitable one and hope that when we meet next year as Seniors, people will not be disappointed in our efforts, but will see all their expectations and hopes of the class of '04 fully carried out. M. M.

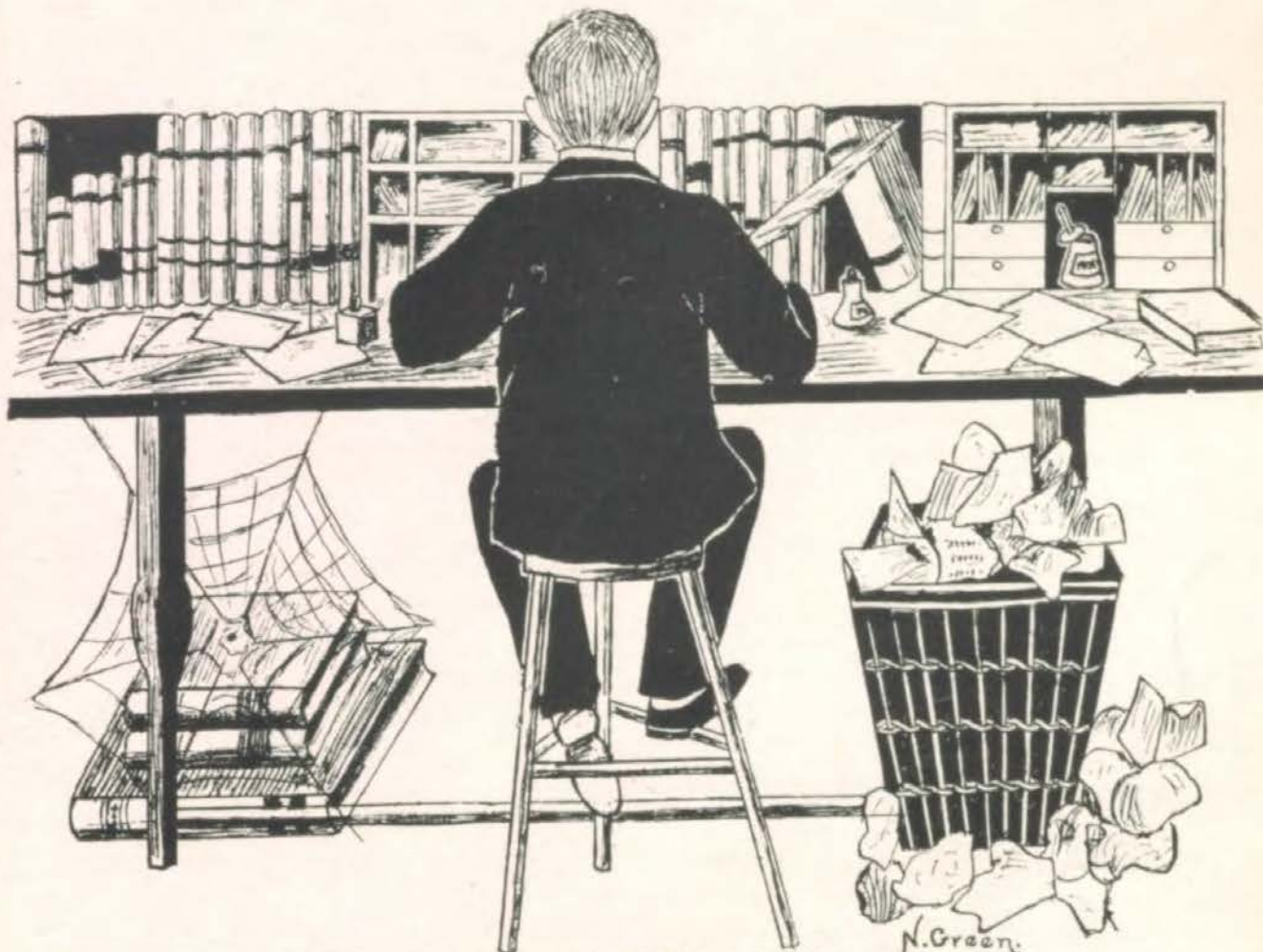
RHETORIC.

It has not been a great many years since the word, rhetoric, applied to a form of grandiloquent oratory used by all public speakers. That interpretation of the word, however, has, like pompous speaking, gone out of style. In the present day, rhetoric is not an art which clothes poor thought in fine words but it is a study which teaches the correct use and the adequate expression of good ideas. Without the use of rhetoric a fine thought is at the same disadvantage, to-

day as the poor one was a hundred years ago when rhetoric hid its defects.

The new student often finds this branch of work uninteresting because he confuses it with grammar. He expects to find in it a number of disagreeable rules and monotonous outlines. When he learns that it demonstrates and points out the peculiarities of language, he is quite satisfied that he was right. But a surprise awaits him, for after having studied rhetoric awhile a slow and almost unconscious change begins to make itself felt. Finally, there is a sudden realization of a secret something which one fancied that one always possessed but which is really a new knowledge. It pleases the imagination and it gives enchantment to the ordinary. It cultivates the mind to recognize the charm of language just as the eye or ear can be trained to become very acute. A lovely picture is admired by all, but it is the eye skilled in art that is able to detect the delicate workmanship required to convert the sheet of dull canvas into a masterpiece of exquisite beauty. A machine, made nearly perfect by a combination of lever and inclined plane, or any other of the six mechanical devices, is a source of wonder and awe to the average person, but to the physicist it is a thing of rare beauty. He loves it because he understands its composition. He is a part of it in that he has imparted to the lifeless steel his very self. He discloses self in the enigma which his brain has contrived.

Thus it is with rhetoric; a bit of excellent literature is often undervalued and sometimes lost because of the reader's ignorance of the perfection of its composition. He desires understanding, he craves sympathy and he searches for self, but all this is useless until he adjusts himself and puts himself in the author's place. In short, his effort to see in literature all that it holds for him will be fruitless unless he stops long enough to learn the technical rules such as gave the artist and the mechanic the power of bringing their work so near perfection. In rhetoric one discovers self without the search for the discovery comes hand in hand with the tiresome rules.



EDITORIALS

We regret that Miss Annie Burgess was not able to be present when the photograph of our Herald staff was taken. Miss Burgess has been absent from school some time on account of sickness. We hope she will soon be well and will be with us next year.

We wish to extend our thanks to the McKinney Music Co. for presenting us with those four hundred copies of "Songs of Long Ago." They have proved a source of much enjoyment.

It is reported that Miss Jennie Rose, who is absent this year for the purpose of continuing her studies in Europe, may not return next year. We regret very much that

this is the case and we hope that Mrs. Hedges, who is very popular in her capacity as teacher of vocal, may be retained in charge of the music department permanently.

With much pleasure we welcome Miss Craig to her classes again after her prolonged absence on account of the illness and death of her mother.

During Miss Craig's attendance at the Westport High School, she has endeared herself to teachers and pupils alike, who sympathize with her in her bereavement.

The question of class organization is a matter which should be acted upon early

in the year. Class organization fosters loyalty to the school and keeps up class spirit, which is a splendid thing when managed rightly. Class organization gives a feeling of unity to the school which is not otherwise made manifest. The pupils gain self-reliance and learn to do more for their own good as well as for the good of the school.

The fact is very significant that a Japanese boy won first honors in our school. It shows that American schools are prepared to assimilate the foreign element of our country and to develop it when it is capable of being developed. The Japanese are noted for their intelligence and we have had a splendid representative of that race in our school for the past four years in the person of Mr. Choichiro Hatashita, who is the first-honor student of the Westport High School in the class of 1903. He will certainly make his mark in the world if he sustains the record which he has made in Westport High School.

At the close of the year 1902, we were painfully reminded that, "no flock however well attended," is quite exempt from the visits of death. Miss Mary Francis Zahner was a member of the graduating class of the Redemptorist Fathers' School last June, and entered the freshman class at Westport High School in September. She gave promise, during her short stay with us, of being one of the brightest girls that have been admitted to our school. But, as one who passes to some sphere of greater usefulness, our friend and companion has gone to light the way for us to follow.

Mary died on the 30th of December, and was buried on New Year's day. Our sympathies are with her family, and our hope is that when the messenger comes to us we may be as well prepared as she.

Nothing has been conducive to greater enjoyment than our mid-week assembly in the study hall, where, under direction of Mrs. Hedges, we unite in singing national airs and other favorite songs.

Mrs. Hedges is an enthusiastic leader, and, under her guidance, the classes in

music have done excellent work this year, and no program seems complete, without one or more numbers from our High School chorus.

We wish more boys would see fit to take up the study of music so that we might some day have a Glee Club that would be a credit to the school.

THE NEW LUNCH PLAN.

THE FIFTH HOUR—"Oh, what an emptiness! The finest lesson, the finest music, the finest poetry cannot lessen the feeling of emptiness that overpowers us, the fifth hour. We sit and starve and starve, and all the while we must keep up a smiling countenance and a cheerful aspect. Surely, we are not doomed to forever suffer thus. Must we always be martyrs? Surely, we might be allowed to carry sandwiches in our pockets, and take an occasional nibble during the period of martyrdom."

The above is from "The Daily Echo," published by the Shortridge High School of Indianapolis.

Our pupils can heartily sympathize with the members of the above school for we have heretofore experienced that same "emptiness."

Recently our Board of Education has installed a lunch room in our school, which, under the management of Miss Claffin is proving a success. At present we feel like saying:

Oh, what happiness! The poorest lesson, the poorest music, the poorest poetry cannot lessen the feeling of happiness that overpowers us at the close of the fifth hour. We sit and eat and talk, and all the while keep us a smiling countenance and a cheerful aspect. Surely we are destined to be forever happy. Must we always be martyrs. Surely not! For now we are allowed to carry sandwiches to school and eat them with our lunch during that period of happiness in the lunch room.

NEW PICTURES.

Taking into consideration the size of the building, Westport High School has more pictures than any school in the city. This year we have followed our usual custom and added several more elegant pieces of art. One is a group of photographs showing views of the University of Pennsylvania presented to us by that institution, another, an engraving

of the famous statue "Apollo Von Belvedere," which is in the Vatican at Rome, purchased out of our school fund. The third, an engraving also, is the "Discobolo Di Mirone," given to the school by the Boy's Athletic Association. These last two are imported and are life-size.

LOOKING FORWARD.

The Westport High School is located in the best part of the best city of the best country inhabited by man. We have better prospects this year than ever before. The enrollment for '02-'03 is larger than that of any preceding year. More pupils this year from other High Schools have entered our Junior and Senior classes. It appears that after spending two and even three years in another school, they decide to come to a smaller one to graduate.

There is a wholesome social atmosphere that is not found in larger schools because of the closer relationship of teacher and pupil. The teachers appointed to the various departments have been selected from among hundreds anxious for positions in the Kansas City High Schools, and have proven themselves worthy of the positions they hold.

Our Board of Education has shown a willingness and a generosity in supporting every plan for the betterment of the school. That is why we have better equipment in all our departments than before, and are to have important additions during the coming summer. We are proud of the past history of the school, proud of the present and the outlook for the future is a most hopeful one.

THE ORCHESTRA.

The Mandolin Club is the youngest organization of the Westport High School and like most children, though young, it can make a deal of noise. Of course, no one could persuade the members that the term noise could be applied to the delightful harmonies that issue from the Study Hall each Tuesday afternoon.

It is now one year old, but with such names as Walter Wolf, mandolin; Gertrude Smith, mandolin; Rose Caffrey, mandolin, Alberta Creswell, mandolin; Lotta Phillips, man-

dolin; Charles Wolf, guitar, and Ruth Lofton, piano, under the direction of Prof. W. P. Dickinson, there can be nothing but an admirable program rendered every time the club is called upon.

"Music hath charms to soothe the savage breast," but that is not the reason the club was organized, although it has had an extremely good effect. No society has been given greater attention and received with more sincere applause every time it has appeared before the school.

That the club appreciates this is shown by the very earnest efforts they are making for improvement, and they hope before long to be able to appear in favorable competition with similar organizations of other high schools.

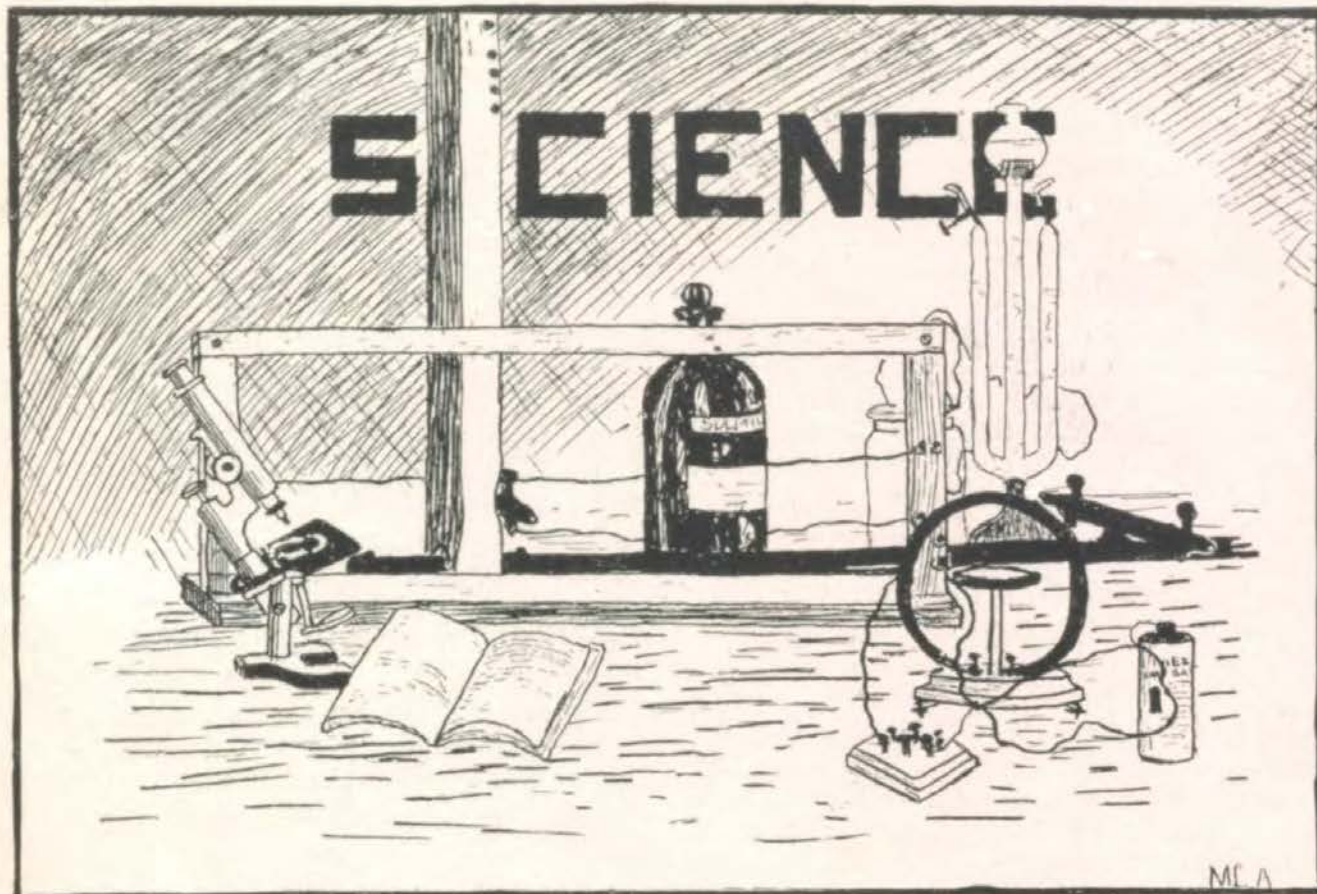
GERMAN AND FRENCH CORRESPONDENCE.

An article appeared in our Mid-year Herald concerning the foreign correspondence kept up by the students of modern languages. This year some very interesting letters have been received. Miss Pansy Holcomb's correspondent in Bremen, Germany, wrote that she had a brother in Boston and asked Miss Holcomb to please run over and see him. She also wrote that her flowers were all "buttoned," meaning that they were all "budded."

Miss Marion Thompson's French correspondent asked her for some postage stamps. Miss Thompson bought some uncanceled stamps and sent them as asked. Later she received a letter returning the stamps with thanks and the writer said that she wanted stamps that had been stamped by the American postoffice. Miss Clara Barnes sent some of the colored American postal cards to her correspondent. The answer read: "Thank you very much for the postal cards, but I think the ones that are not colored are ever so much prettier, and when you send me cards again, please send the other kind."

When the pupils first enter German they send a description of themselves to the foreign school and the foreign students select their correspondent.

Paul Luther sent his description in the first part of the year, but has received no answer. He surely did not make his description interesting enough for the girls over there to think him worth writing to.



NATURE IN KANSAS CITY.

Shakespeare in his great comedy "As You Like It," makes the banished duke living his secluded life in the Forest of Arden see, "tongues in trees, books in the running brooks, sermons in stones, and good in everything." So does any observing pupil who delights in studying the wonders of nature. Perhaps he will not always find a sermon but certainly there will be an interesting story. Many a one may be gleaned from Kansas City's hills and valleys.

One of the very attractive natural features of our city will be found on the cliff near Twenty-seventh and Bell. To the person who knows very little of geology the place will be but an ordinary bluff, but with careful study it reveals a great secret. It has only been a few years since it was discovered to be a glacial moraine.

If we could look upon the vicinity of Kansas City as it was during that period of the earth's history known as the glacial epoch, what a marvelous change in the ap-

pearance of the land. The whole northern portion of our continent was from two to three thousand feet higher than at present, and a climate like that of the Polar regions prevailed over the land from the Northern pole to the Gulf of Mexico. A huge ice cap, several thousand feet thick covered all the Canadian highlands. As it crept southward, southeastward and southwestward it scoured the land and collected masses of stones, large and small beneath it. As the ice sheet melted it left this debris scattered over the land. All the northern portion of our country from thirty-eight to forty degrees latitude is covered with a sort of mixture of earth and gravel and rock fragments of all sizes. Such is the material we find in our moraine. The largest boulders that have been found here do not exceed twelve inches in diameter, but have been found in more northern latitudes of one hundred times that diameter.

Any one who loves wild flowers and beautiful scenery will spend a most delightful afternoon at "Scarritt's Point, a bluff in

northeastern Kansas City. An eminent lecturer has said that if we would learn to look for the beautiful things of nature we need not travel farther than "Scarrit's Point" to find them. This cliff is attractive the year round, winter and summer alike. Even in the early year, when the buds have not yet swelled, the trees do not fail to attract us. Some of them appear to be growing out of the very rock, twisting their large knarly roots into the crevices. In the spring months it is almost a paradise to the botany pupil. As early as the middle of March the rue anemones are found growing in secluded nooks sheltered by the brush. Later, the ground is almost white with overgrowth of this same little flower. All the varieties of wild flowers that grow anywhere in the neighborhood of Kansas City are found here. Yellow, blue and white violets grow in profusion. Down in the deep ravines dwell hundreds of the chaplains of wood, "Jack in the Pulpits." As we wander over the hills and among the trees we almost forget that we are so near this great city. Looking down towards the low bottom lands we see almost as pleasing a spectacle as upon the cliff. The long rows in the gardens are just beginning to grow and look like various shades of green ribbons stretched upon a gray background.

One of the things which everyone who visits "Scaritt's Point," will insist upon seeing especially in the summer months is the large spring northeast of the hospital at the foot of the upper cliff. The water clear, cold and sparkling, gushes from the side of the bluff in a stream about three inches in diameter. Above the spring is a huge mass of limestone rock, rising forty feet above the level of the terrace. The upper ledge of this precipice in places overhangs the terrace, forming a sort of shelter beneath. In one of these places not far from the spring, we see the rocks all blackened by smoke, and a few stones arranged so as to form a low wall below the overhanging ledge. These are the remains of the hut of an old hermit who made his home here for many years. There are numerous other attractions here such as clumps of small trees with their branches bound together by thick interwoven vines.

Certainly one's time will be profitably spent in studying that portion of land on

Holmes near Thirty-eighth street. A pretty place it is too, with its miniature river flowing through it, overshadowed in places by clumps of trees growing on the high bank. The creek for about fifty feet at a stretch is completely overgrown with beautiful watercress. Besides the scenery there is a great deal to be learned from a geological standpoint. First taking the rivulet, we see that on one side the bank is high and abrupt; on the other, low and sloping. This is in the main common to all rivers. Perhaps we shall find our first story in the steeper bank, which is composed of hundreds of layers of slaty material. Its story is this: Ages and ages ago a river flowed through that region and had its bed where the slate now lies. For years and years the material which the river carried in solution was deposited, forming layer after layer of the sediment, until at last it grew very thick. Then for some cause the river dried up and the deposit was left to harden. After partial hardening a great pressure was exerted upon it, this causing the slaty cleavage.

A little farther up the creek on the right bank will be discovered an interesting phenomenon. The bank is a very steep one probably eight feet high, formed of limestone. It shows how the roots of trees growing on the top have penetrated into the rock thus causing the rock to crack. This is one of the many ways in which rock is disintegrated and finally converted into soil.

One of the most enjoyable features of the outing will be to trace the rivulet to its source. It will be found that it does not issue from an ordinary spring, but from the mouth of a natural cave. Needless to say, it is of no such proportions nor does it contain any such marvelous sights as Mammoth, but it illustrates well how water containing carbon dioxide absorbs the limestone rock and forms the great underground galleries. Since all natural caves have been hollowed out by solution they are or have been occupied by underground streams. The water flowing from this cave is very pure, which is shown by the abundant growth of watercress. The stream flows to one side so that the cave may be entered on dry land. About twelve or fifteen feet from the mouth it makes a sharp bend. The water may now be heard distinctly roaring as it falls over

some ledge of rock. The floor is almost covered with water here, and the cavity grows much smaller so that we have gone nearly as far as possible. Hanging from the roof are numerous rock formations much the shape of icicles, called stalactites. These are found in all natural caves and are formed by the drippings of the water, impregnated with dissolved limestone, which has found its way through the rock above the cave. Of course as it reaches the roof of the cavity and falls, a little of the material adheres to roof. When it falls to the floor it deposits some of the material. As this process is continued for years we can easily see how a stalactite or a stalagmite is formed. The beauty and variety of these formations are often wonderful. Nothing marvelous or beautiful will be found in our cave, but it shows well how these stone icicles are formed. When the undermined limestone is soft and impure the absorbing of the rock causes the land to sink. These depressions are called lime sinks, or sink holes. About two hundred feet north of the mouth of the cave are two quite large ones. The stream as it flowed through the cave was once visible from these holes, but they have been so filled up with debris that this is impossible. It is to be hoped that when the Park Board arranges for the driveway through this section it will not interfere with our cave and rivulet.

When we say that the wide-awake pupil will see wonders of nature in Kansas City we do not mean he will come across a great roaring Peele, a beautiful Niagra, or a huge Mammoth cave, but some of the simple phenomena illustrating the forces of nature.

OUTDOOR WORK IN SCIENCE.

One of the most interesting and enjoyable studies in the school is the outdoor work in science, under Miss Watson. In this department, long tramps are taken, on which specimens are secured and the works of nature studied.

The Physiology class has been to Armour's Packing House twice in the past year, once in October and again in April.

The students of the Botany class in September, went to Thirty-ninth and Broadway

to graft trees, in November to a pond at Thirty-sixth and Penn and also to a spring in the hollow east of the school house. Only one trip was made in April which was to the Old Fair Grounds and Roanoke. In May two of these excursions were made to Scarritt Point and the Cliffs and the pupils of the Astronomy class spent two evenings in locating the more important stars.

During October the Geology and Physical Geography students went on an exploring expedition to Harlem, the banks of the Missouri river and to the Moraine at Twenty-ninth and Bell; in November to the cave and brook at Thirty-sixth and Holmes and in December to Mr. Bruner's museum.

It will be greatly to the advantage of students of Physics next year to have the program so arranged that each class may have two extra laboratory hours per week.

A double period will enable students to set up the apparatus for an exercise, tabulate results and deduce the law while the subject is fresh in mind.

The equipment of the Physics laboratory has been much improved during this year. Besides the liberal allowance made by the Board of Education, the shop and tools have been used to better advantage than ever before. Many pieces of apparatus were made by the boys working in the afternoons.

MR. GREEN'S WAIL.

(Tune—O where, O where is my little dog gone?)

"O where, O where, is my strawberry jam?

O where, O where, can it be?

With the tin on top and the jam inside,

O where, O where can it be?

(Tune—"Me Feyther and Meyther wor Irish.")

"I'll bet Miss Hodshire has got it,

I think Miss Wilder has got it,

I guess Miss DeWitt has got it,

And I'll never see it again."



N Green.

So many inquiries have come to us concerning our work, that we feel it would be of interest to tell how we work and what we do. Those pupils in the High School who do not take Latin may be benefitted by an understanding of our study. Latin in itself is an exceptionally pleasing subject and our method of studying makes it doubly so.

The "First Year Latin Book" gives the Freshman his first glimpse of the language.

The Classics

Of course, the declensions and conjugations are necessary adjuncts to the study, also, the principal rules of syntax are aids in the work and have to be learned. The latter part of the Freshman year is taken up with translating fables and extracts from Roman History and Mythology. This branch of the work is exceedingly entertaining as well as instructive.

The work in Latin becomes more interesting as the pupil passes from one year to another. During the second year four books of Caesar's "Gallic War" are read. This work gives Caesar's history of his campaigns in Gaul. A good idea of Roman customs in warfare and military affairs is obtained from the history. In connection with the "Caesar" twenty lessons in Jones' "Latin Prose" are completed. This prose work keeps constructions, declensions and conjugations fresh in the memory of the student.

The third year we say with Tennyson:

"Roman Virgil, thou that singest Ilium's
lofty temples robed in fire,
Ilium falling, Rome arising, wars and filial
faith and Dido's pyre.

I salute thee, Montovano, I that loved thee,
since my day began,
Wielder of the stateliest measure ever
moulded by the lips of man."

Virgil, the pleasant duty of the Junior, is a poem of war and love, misery and happiness. No difficulty is experienced in persuading a student to like Virgil. The metrical reading of the poem is taken up

also, together with the last twenty lessons in Jones's prose. Owing to our having finished the Virgil somewhat early this year, we have begun Ovid's "Metamorphoses," and we expect to complete about one thousand lines. This is a collection of Roman myths told in poetry.

Cicero is studied the fourth year and in connection with this the outlines of Roman History are reviewed. In addition, there are lectures on Roman Literature and exercises in Daniell's "Latin Prose." This year they have read the four orations against Catiline; the Manilian Law, For Archias, For Ligarius, For Marcellus, The Crucifixion of a Roman Citizen and The Plunder of Syracuse. In connection with these, the class discussed the political situations of the time of each oration.

The bare mention of Greek generally makes those, who do not study it, shudder. We wish to dispel this general belief in the terrors of Greek, for closer contact with it proves that the study is entirely harmless.

The first part of the year, we studied Leighton's "Greek Lessons." In that we took up the declensions, conjugations and principal rules of syntax. These are necessary to the study. When we completed the Leighton, we took up Xenophon's "Anabasis," and, in connection with this, we finished eleven lessons in Jones's "Greek Prose."

The Anabasis is the story of the Expedition of Cyrus the younger, against his brother, Artaxerxes, to gain possession of the throne of Persia, of the Greeks under his command, and of their subsequent return to Western Asia Minor. It is very interesting, not being a dry history but with bits of Mythology thrown in here and there and descriptions of customs and people.

We expect to finish eight chapters of the Anabasis this year.

WHY WE STUDY THE CLASSICS.

Pupils, entering upon their high school course, usually take up the study of Latin and Greek, never thinking wherein it will be of value to them, but knowing in a vague way that it is as great a necessity as any other study. Therefore this article is writ-

ten for such pupils and for those who have had no Latin and consequently have no realization of its great value.

Education has no greater essential than the study of Latin and Greek and no course, whether in college or high school, is complete without these two languages. At the present day one can scarcely pick up a book or magazine not containing Latin or Greek phrases. A great per cent of all English words is derived from Latin or Greek roots and with little thought the meanings of words can be obtained from the smallest possible knowledge of Latin. For the study of other languages, especially the modern, there is no better aid than the classics, for the thorough and systematic drill coming from the faithful study of them brings to the student an essential and necessary foundation not obtained in any other manner.

Latin and Greek give us an insight into modern literature that may not be obtained in any other way and at the same time make it more interesting, since a great many thoughts of the modern writers are obtained from the works of the ancient Latin and Greek bards, just as our models of oratory are from the orations of Cicero. The early Latin and Greek poets and historians have brought down to us all our conceptions of the ancient customs of Greece and Rome; and they have come to us in vivid productions more interesting than any history of the present date pertaining to them.

Whoever is interested in the study of Latin and Greek, is anxiously watching the magazines of the present date concerning recent excavations in the old historic countries; for some wonderful and intensely interesting things have lately been found and discoveries are constantly being made.

Perhaps to the high school pupil the most interesting of these excavations is the exact location of the spot where Caesar was cremated, and here also can be seen the place where Anthony delivered that memorable funeral sermon over dead Caesar's body.

Near this same place has been found the tomb of Romulus, the founder of ancient Rome. The mere announcement of the discovery of this sepulchre brought ten thousand people to the Roman Forum in less

than two months. The tomb is marked by the "Lapis Niger," a black, dull-looking slab, about eight inches thick and a few feet in length, around which many little statues and fragments of pottery have been discovered, which are supposed to have been used as native offerings.

On the coast of water-bound Sicily the eye of the traveler is first attracted by the large rocks projecting half-way out of the water. If you should ask the fisherman around the island what history is connected with these huge rocks partially buried in the sea, they would answer that they are the rocks seaward hurled by the Cyclops, Polyphemus, the one-eyed giant, who used as a staff to guide him over the hills and mountains, the trunk of an oak tree.

There has lately been much interest shown in the discovery of a sunken ship off of a small island south of the mainland of Italy. Many fragments of pottery and shattered statues were contained in it. Out of the many pieces of bronze, a complete statue of Apollo has been put together, and also one of Mercury with his winged cap and caduceus.

On the island of Crete, many objects of interest have been discovered, which, shrouded by the lapse of ages, have remained hidden from the public eye. Zeus was said to have been born in a cave in the Island of Crete, and, through the efforts of the British School of Archeology at Athens, a cave in Crete, corresponding to the description of the cave of Zeus has been opened. Here were found ivory ornaments, sword hilts, axes

and bracelets, besides many other articles used as native offerings to omnipotent Zeus. Here also the first perfect battle-ax of copper has been found, supposed to have been the weapon of Zeus. Near the cave has been uncovered the ruined palace of Minos; the walls are frescoed and the designs and colors are as brilliant as when first put on, three thousand years ago.

War often bears honor and glory to kings, but poverty and distress to nations.

We have two ears and one mouth that we may hear more and say less.

Time and circumstances often make a timid man bold.

The cloak is the ornament of the body, the mind, that of the soul.

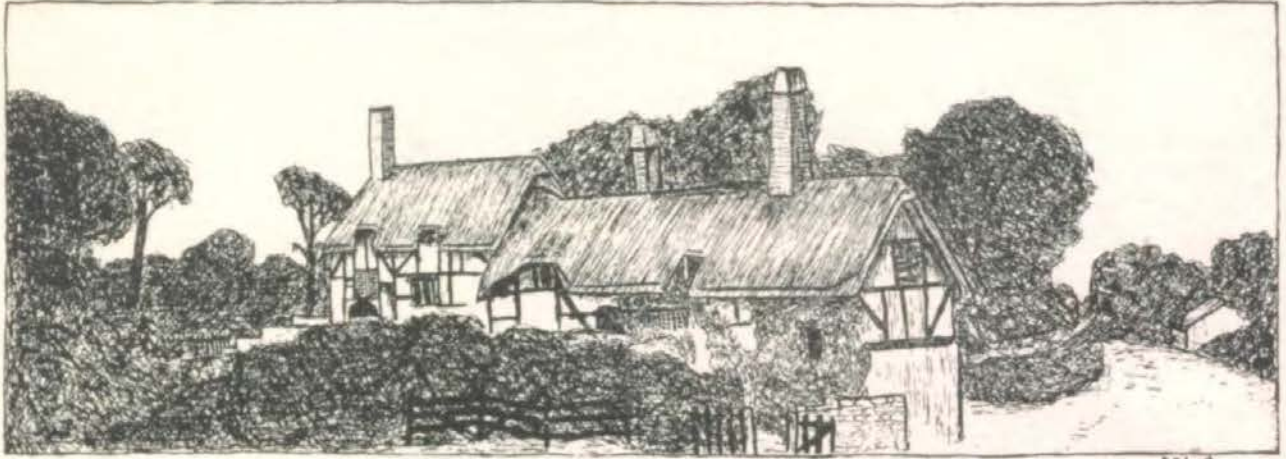
Deceit or virtue, who would look for either in an enemy?

Thus it is in the affairs of men; in victory even cowards may boast, while defeat casts discredit even upon the brave.

Power is easily retained by the exercise of those qualities through which it was originally acquired.

Think before you begin; but after you have thought, act in the nick of time.





The Department of English.

The English department of the many institutions of learning, often fails to receive its due share of attention and appreciation from the pupils, and yet it can be truthfully stated, that no one department has such a great and lasting influence upon the character and after life of the students.

It is in this one study of the curriculum, that the development and growth of originality, personality, and real individuality stand first and all important. In every other study the greater part of the work, must necessarily be derived from text-books. In English, one deals not so much with facts, as with ideas and thoughts; and of the two, the latter often prove themselves much the harder to skillfully and successfully master; nor is the desired result obtained, although there seems to be a theory prevalent to the contrary, without long and patient labor.

Learning to take such faint, illusive, flitting things as thoughts, to put them together one by one, until a complete and rounded whole is obtained, and then to give to that new creation an effective setting in clear, simple or beautiful language, is surely a power that is worth acquiring, not only for the mind training and discipline which the acquisition involves, but for the practical benefits to be derived from it.

Quickness of thought, soundness of judgment and discrimination, strength of mental concentration, and ease of expression are of inestimable value in after life, socially, politically and commercially, as well as in the student world.

First impressions count for much, and the one who appears easily, speaks correctly and to the point, and is capable of writing in the same style, has a great advantage over the one who lacks this training in his mother tongue.

Yet the material and practical benefits, are, after all, but the least part of the good to be derived from the study of English. Its greatest influence is felt in the development and growth of the character and the introspective life.

Coming in contact with the noble, lofty thoughts of the world's greatest men, and learning through them to view the vital questions of human existence from a higher, broader standpoint, can but widen and deepen the sympathies, and serve as an inspiration to a nobler, truer life.

One who is a lover of literature can never be quite alone, for it contains within itself, a wealth of companionship in its pure beauty, harmonious thought and vibrant humor, and is a cheer and solace to mankind in every

varying mood and passion that the human heart can know.

It is not too much to say, perhaps, that the study of English, in its largest sense, is of paramount interest in the development of the individual—one of the greatest and most lasting forces toward a general wide-spread culture.

MASTERPIECES OF ENGLISH.

Take from the shelves a well selected set of English masterpieces. Turn the pages and glance upon them; there, as Narcissus did in the limpid waters of the shady brook, one can see himself reflected. Every thought, feeling and emotion of the human soul may be found therein. Every sound, sight, and sense of nature become as real as though ear and eye and hand were laid upon them. One can see the bird as it darts back to its nest of little ones among the May blossoms. He can hear the flutter of its wings as it beats off its foe in protecting its young; he can hear the surge of the sea as it breaks against the cliff, and can see the last leaf on the topmost branch of the tree as it "dances as often as dance it can;" and then, all around and about him there steals the sweetness of rest and repose as his ear takes in the words of some exquisite lullaby. Such effects as these does the reading of beautiful literature leave upon one.

It is told of a prominent American that a few passages studied from Dryden's "The Hind and the Panther," changed the whole course of his life. If a bit of literature can exert an influence so strong as this may it not be possible for other lives to be wrought upon by its power?

Even young men and women of the High School are apt to protest against the irksomeness of the tasks in literature; but what could be more delightful after the tedium of the day's recitation than to sit near an open window and drowse over the lines of Thom-

son's "Castle of Indolence"—"the land where the plaint of the stock doves mingles with the sighing of the hillside pines and the murmur of the distant sea?" What could be more restful to the tired brain and excited nerves than the beautiful descriptions of this land of dreams, where the enchanter, Indolence, slumbers and sinks his head upon his breast, as the mellow rays of sunlight fall upon his exhausted body and the odor of orange blossoms is wafted to his nostrils?

This feeling of relaxation imbibed from reading this poem is merged into one of sadness upon taking up Milton's *Lycidas*—*Lycidas* the friend of mountain nymphs and playmate of the satyrs. The poem sounds like the music of a funeral chant and says for one what he sometimes feels but cannot express for himself.

But it is Shakespeare, above all other authors, who has the power to reflect this sense of the strength of all the passions. Where is there a truer conception than in *Lady Macbeth* of those uncertain heights to which a mad ambition leads? Where a truer recognition of the penalty to be paid than in *Macbeth's* plea for sleep, the "innocent sleep that knits up the ravelled sleeve of care, the death of each day's life, sore labor's bath, balm of hurt minds?" Who but Shakespeare can give so much to learn, so little to unlearn?

It is he who created *Portia* and *Rosalind*—types of the woman of intellect and the woman of pure affection, but it is to Wordsworth we owe the most exquisite memorial to woman the world has ever read, "*She Was a Phantom of Delight*." Keats, Shelley, Byron, and Scott have also added their tribute to the charm of womanhood.

Here, there, everywhere as one reads he finds the echo of his own thoughts, his own ideas but better said. To read through the masterpieces of English is like going upon a long journey where one constantly meets one who seems a stranger but upon closer glance one finds it is himself.



GIRLS' ATHLETIC ASSOCIATION.

OFFICERS.

President, Miss Augusta Hatch.
 Vice-President, Miss Shirley Allendorph.
 Secretary, Miss Rose Cafferey.
 Treasurer, Miss Ruth Lofton.
 Sergeant-at-Arms, Miss Alberta Creswell.
 Custodian, Miss Amanda Garrett.

GIRLS' BASKET BALL TEAM.

Miss Amanda Garrett.....Forward
 Miss Alberta Creswell.....Forward
 Miss Mabel Johnson.....Center
 Miss Inez Marens.....Center
 Miss Margaret Fort.....Guard
 Miss Jessie Cheatham.....Guard

NOTES.

During the past year the girls' athletic work has been very pleasant. Their new instructor, Dr. Rothwell, has made the work very interesting and enjoyable, and what is better he has kept up the interest of the class. On Mondays and Wednesdays after the girls have spent an hour in free exercises

and apparatus work, they adjourn to the yard where they engage in a lively game of basket ball.

The girls greatly enjoy basket ball, and they have organized a strong team, playing two games this year. Both were with Manual, and, although the scores were nothing to be proud of, the playing was.

In the gymnasium, chewing gum is against the rules, but the member who acts as ringmaster, indulges in this pastime.

Miss Lotta Edwards has gained a reputation in gymnasium for her agility in rafter-scaling.

Miss Johnson stands in the corner with her hair against the wall, in order to tie her ribbon.

Dr. Rothwell, "Miss Alexander, you are tardy?"

Sheila, "Dr. Rothwell, I didn't hear you ring the whistle."

Inez Marens is very graceful in turning sommersaults over the fence.

Miss Lofton has a habit of disappearing from class. Ask her where she goes?

Pupil: "Dr. Rothwell I don't like those exercises, because they make you too big."

Dr. Rothwell: "Well for my part, I like the athletic girl."

Pupil: "O, I wish I was one."

Dr. Rothwell: "Why you are Miss ——."

Shirley, you must be certain that you know the exercise, before you tell Dr. Rothwell that you do.



The girls might have made at least one point, at the last basket ball game, had Miss Cheatham not been afraid of losing her lemon.

If you want to see a fight, come to gymnasium, when Fort is trying to throw water on Blake.

One of our bright seniors can count ten, but she hasn't yet learned to count backwards.

BOYS' ATHLETIC ASSOCIATION.

The Boys' Athletic Association began this year with a new constitution. The most important changes involved are an initiation fee of 25 cents, and an executive committee to manage such business as does not require a meeting of the association.

A payment of 25 cents entitles a boy to a membership in the association, and also gives him the privilege of using the supplies belonging to the association. It is understood that no pupil not a member of this organization can use this material. This arrangement has worked successfully and has put the association on a more business-like foundation, and the athletics are better managed than ever heretofore. The association is composed of about thirty-five active members.

OFFICERS.

President, Mr. Benj. F. Gallagher.
 Vice-President, Mr. William Perry.
 Secretary and Treasurer, Mr. Edward Higgins.

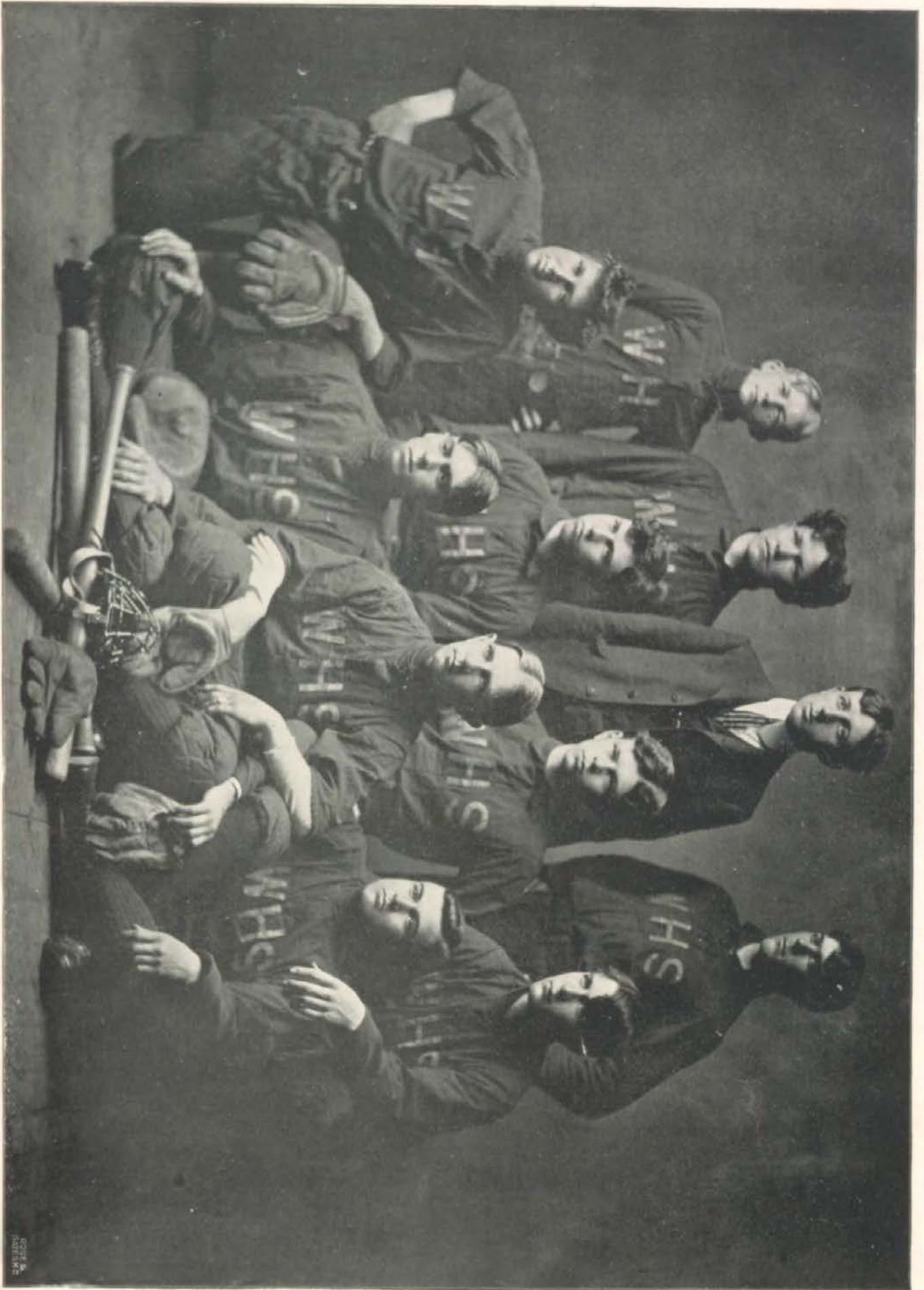
EXECUTIVE COMMITTEE.

Mr. Lee Wilson.....Basket Ball
 Mr. R. C. Hornbuckle.....Base Ball
 Mr. Boly F. Vogel.....Foot Ball
 Mr. Benj. F. Gallagher.....Ex-officio
 Mr. Howland.....Faculty Representative

FOOT BALL.

Our foot ball team, although it played but four games, made a very creditable showing.

The first game with Kansas City, Kan., resulted in a walk-away for Westport, the final score being 29 to 0. The next game was with the strong Leavenworth High School team, and, although our boys made a gallant fight against their heavier oppon-





JOHN W. HARRIS

ents, yet they finally went down to defeat by a score of 12 to 0.

The hardest fought and most exciting game was played with Manual. The Westport team was weakened by the absence of Rea Bruner, who was seriously injured in the Leavenworth game. Yet our boys succeeded in defeating their old-time rival by a score of 12 to 6. Westport kicked off and gained the ball on Manual's fifteen yard line, but were unable to advance it, and lost it on downs; Westport again took the ball on a fumble and Thomason was pushed across for a touch-down. Gallagher kicked goal. After twenty minutes' of play, our boys again crossed the line, leaving score at end of first half. Westport, 12; Manual, 0.

In second half Manual played a much better game and succeeded in making a touch-down, and the game ended with the ball in Westport's possession on their own eighteen-yard line.

The last game was played at Gardner, Kas., where Westport was defeated, 12 to 0.

FOOT BALL TEAM, 1902.

Vogel (Capt.)	Right End
Schlegel	Right Tackle
Wilson	Right Guard
Dillingham	Center
W. R. Hornbuckle	Left Guard
Smith	Left Tackle
Hall	Left End
Glen Bruner	Quarter
Gallagher	Quarter
Rea Bruner	Left Half
R. C. Hornbuckle	Left Half
Thomason	Right Half
Higgins	Full Back

Anna H.: "I forgot to bring my lunch. Have you confidence enough in me to lend me a dime?"

Miss Holdshier: "Oh! yes, I have the confidence, but I haven't the dime."

BASE BALL.

GAMES.

Westport, 7; Manual, 18.
Westport, 13; Central, 23.
Westport, 11; Manual, 14.
Westport, 6; Argentine, 3.
Westport, 3; Central, 9.

The base ball team this year can not be placed in the championship class. They were decidedly weak at the bat and in team work. They played good ball at times, but as the scores indicate, showed a great weakness at critical times.

Vogel, captain and shortstop, the most experienced player on the team, on the whole, has played a very steady game, and has made a very efficient captain.

Bruner in the three games he has played has done remarkably well in both fielding and batting. He especially distinguished himself in the Kansas City, Kas., game by cracking out a home run.

Higgins in centerfield, has developed into one of the best outfielders in the league; he has also proved to be one of the best batters on the team.

R. Hornbuckle, catcher, has proved himself worthy of wielding the big mit. His throwing has been highly commended by many critics, and, with another year of experience, he will have few equals in the league.

W. Waltner, has been rather weak at the bat, but has acquitted himself very creditably in the field, and will develop into an excellent player.

W. Hornbuckle, pitcher, although new to the public in this position, has shown himself to be one of the best in the league. By his remarkable speed and attitude in throwing the ball, he has surprised many of his hard-hitting opponents. The coolness which he has shown when in a critical stage has won for him the respect of many of his fel-

low-players. This year being his debut, he gives promise of developing into a great pitcher.

Smith, firstbase, has gained the reputation of being one of the hardest working and most conscientious players on the team. His record at bat and in the field would not gain him a berth in the major league, yet Perry deserves special credit for his persistent ball playing.

Adams deserves honorable mention for his work in the outfield. He has seldom failed to accept even the most difficult chances. He started well at the bat, getting two safe ones in the first Manual game.

Dillingham, although sadly lacking in experience, has made a very creditable showing. His fielding at times is decidedly erratic, yet he is steadily improving, and two more seasons ought to develop him wonderfully.

H. Waltner has had very few opportunities to distinguish himself. He is improving and will add strength to next year's team. He is noted for his speed on foot, and is sure to make a great base runner.

Following is the lineup:

Perry C. Smith.....	First Base
Rea M. Bruner.....	Second Base
William Waltner.....	Third Base
Boly F. Vogel.....	Short Stop
D. Stanley Adams.....	Left Field
Edward Higgins.....	Center Field
Crayton Dillingham.....	Right Field
Harold Waltner.....	Right Field
Robt. C. Hornbuckle.....	Catcher
Wm. R. Hornbuckle.....	Pitcher

Mr. Shouse (in rhetoric class): "Mr. Smith, what does Shakespeare mean when he says greatness is thrust upon people?"

Mr. Smith: "Well, we achieve our own greatness, but other peoples' is thrust upon them."

BASKET BALL.

GAMES.

Westport, 13; Westport A. C., 7.
 Westport, 11; Westport A. C., 12.
 Westport, 13; Central, 18.
 Westport, 7; Central, 15.
 Westport, 12; Central, 6.

The basket ball team, though its existence was rather brief, showed signs of developing into a remarkably fast team. It showed its best form in the last game with Central. The boys owe a debt of gratitude to Captain Wilson, who used unceasing efforts to develop a good team.

Following is the lineup:

Lee Wilson (Capt.).....	Forward
W. Waltner.....	Forward
P. C. Smith.....	Center
H. Waltner.....	Back
Roly Vogel.....	Back

One of the most important features of the foot ball team this year was the new jerseys and stockings. These, which were purchased by and are the property of the Athletic Association, are an outfit to be proud of. The boys, clad in them, make a very striking appearance on the grid-iron, and perhaps, it was their beautiful apparel that inspired them to win the games they did.

Dick: "What is the best way to teach a girl to swim?"

Hub: "Well, you want to take her gently by the hand, lead her gently down to the water, put your arm gently around her waist, and—"

Dick: "Oh, cut it out! It's my sister."

Hub: "Oh! Push her gently off the rock."

Mr. Howland (pointing with a metal rod to a boy): "There is a brilliant young man at the end of this rod."

Boy: "Which end, sir?"



WORK IN DRAWING.

It is the custom each year to select from the work of the art classes, two of the best charcoal pieces, which are framed and put in what is known as a permanent collection for the High School. To this collection will be added this year the work of Ada Jones and Celia Walter. The following received honorable mention: Mary Minor, Pearl Dudley, Lizzie Stevenson, Robert Hornbuckle, Maud Rogers, Molilie Allyn, Gladys Rose, Nettie Weidenman, Bertha Clark, and Mabel Storr.

Edward James was named for highest honor in work in lettering. Honorable mention: Julia Green, Edward Higgins, Anna C. Ormsby, Mabel Merrick, Henry Lambert, Paul Parker, and Earl Parsons. On color work, Blanche Eggleston, highest honor.

The design submitted by Albert Yehling was selected for the HERALD cover for 1903.

Honorable mention: Julia Green, Inez Proudfit, Paul Parker.

Mr. E. A. Huppert, supervisor of drawing, and Mr. Harry Wood, art editor of *Kansas City Star*, were judges of the drawings.

Miss DeWitt: "A little learning is a dangerous thing."

Senior: "How about talent?"

Miss DeWitt: "Talent is fatal."

Mr. Shouse's remedy for beauty is to think beautiful thoughts, but Mr. Ormsby declares that he has better results if he swallows a raw bird's heart.

Mr. Hoit: "What a beautiful complexion you have, Miss Rose. Just like your sisters."

Rose: "Yes, only mine doesn't rub off."

Miss Watson: "Why does the sun rise in the east?"

Miss Polk: "Cause yeast makes things rise."

EXCHANGES



Teacher—"James, tell me the name of the tropical belt north of the Equator."

James—"Can't, sir."

Teacher—"Correct; that will do."

Teacher—"What is the largest river in Italy, Leo?"

Leo—"The-the-er-the—"

Sister—"Say, Po, Leo."

Leo—"Sapolio."

Complexion lotions are sold at their face value.

Courage is hardy—it thrives on heaps of sand.

Teacher (German)—"What is the rule about feminines in the singular?"

Pupil—"They marry."

Man is like a kerosene lamp. He isn't especially bright, he's often turned down, usually smokes and frequently goes out at night.

Ice cream he bought his darling,
And she ate, and ate, and ate;
Till at last her heart she gave him,
To make room for one more plate.

Schoolmaster—"Now let us have 'Little Drops of Water' again, and do, please, put a little spirit in it."

The Joys of Spring.

Last evening dark,
In Jackson Park,
Sat a man and co-ed—hist!
Just for a lark
He starts to spark
And soon the girl is kissed.

"Oh, no!" she cries,
With coy surprise,
"That isn't nice, you know,
Especially here,
With others near,"

And then, "I think we'd better go"
(somewhere else where there aren't so many
confounded rubber-necks.)

Madam—"Poor little Fido, he was such a nice dog. I'm so sorry he died."

Bridget—"So am I, mum. Many's the plate he has saved me washing."

Harry: "What did the polite man do when he was strapped in the electric chair?"

Taylor: "He wanted to get up and give a young lady his seat."



Miss Minor: "I don't think she wrote this book review herself, do you?"

Miss Burgess: "Oh no! There are not enough misspelled words."

Charley: "I can't is a polite way of saying I don't want to."

Discussing love in American literature. Miss DeWitt: "Miss Allendorph, what have you to say?"

Miss Allendorph: "I don't talk about things I don't know anything about."

Miss Allendorph prefers to discuss the "tender passion."

Mr. Howland (addressing the Trigonometry class): "Our lesson for to-morrow will be *down* to the top of page 55." Mr. Howland is still wondering why the class smiled and winked at each other.

Pupil (in Arithmetic class): "When a girl is eighteen years old, she has had nineteen birthdays."

Mr. Howland: "I don't see how you figure that unless she was a twin."

Miss Hamilton: "May I be excused to go to the study hall for a few minutes?"

Mr. Howland: "No! Take your seat!"

Miss Hamilton: "It's of vital importance, I have to see Obie Durham a minute."

When Miss Patton's string of beads broke, and scattered over the floor, Mr. Howland exclaimed: "You may sit down and collect your thoughts."

Miss Eggleston: "Katie, I know it isn't correct to say this 'ere and that 'are; but this ear is so cold from that air that I can't help it."

In finding the focal length of a lens, the Physics class adjourned to go out on the lawn to make the experiment by the method of parallel rays of the sun. While the class was doing the work at the west end of the yard, Mr. Smith and Mr. Hornbuckle went over to the east side, thinking they were getting closer to the sun.

Mr. Harrington (looking at a supply car): "I wonder what that's for."

Mr. Higgins: "Why, that's to run the birds off the track."

Mr. Schlegel: "I saw Perry Smith going to Sunday-school yesterday."

Mr. Bruner: "Yes, someone told him Christmas comes again in June."

Lenore: "If a fellow likes a certain girl, and—"

Mr. Howland: "There are no certain girls; they are all uncertain."

Miss Claflin, who had just given a sandwich to a begging tramp: "Now of course, when you have finished that lunch, you will be willing to clean up around the lunch-room, will you not?"

Handout Harry: "I'm surprised to hear yer talk like that, lady. Don't yer know dat it's countrary to the rules of hygiene to discuss disagreeable subjects during meals?"

M. Green (breaking a piece of glass-ware in Physics): "Charge that up to Mr. Smith."

Miss Hogshier (looking for Miss Blank): "Is Miss Blank here, Mr. Sass?"

Mr. Sass: "Yes, she is here, but she is absent."

Mr. Green: Mr. Schlegel, run up the street and get some of that rock lime."

Mr. Schlegel: "Shall I fetch it in my hands?"

Mr. Green: "No, take a bucket."

Mr. Schlegel: "I know, I'll just take a sand bath."

Norine (in Virgil): Miss Wilder, wasn't the goddess of love Vesuvius?"

Obie: "Helen of Troy was a patriotic woman who said, 'curfew shall not ring to-night.'"

Mr. Underwood: Mr. Fife's wig stopped the clock on the morning of the R. T. C. entertainment in the study hall."

DEFINITIONS IN RHETORIC.

William Hornbuckle: "A chajr is an instrument resigned for the eating of human beings."

Miss Burgess: "A parlor is a place for receiving beaux."

Mr. Wright: "A parlor is the best room of the house which is generally closed up."

Miss O'Brien: "Digestion is an over-worked organ of the body."

Miss Kahn: "A horse is a quadruped; a cow is also a quadruped; therefore, a horse is a cow."

The meetings of the R. T. C. are so short that they read the seconds, instead of their minutes.

Mr. Howland: "I notice that you are never able to answer any of my questions: how is this?"

Rose Caffrey: "Well, If I knew it, Father would not go to the trouble of sending me here."

Orlin Schlegel declares that he can write his name backwards, upside down, hind part before, wrong side out, and in German.

Miss Walters (subtracting and neglecting to annex a term from the minuend): "Where did 'b' come from?"

Mr. Green: "From above; as one of the fallen angels."

Definitions from a Senior: "A valve is a tube with a hole in it."

Three Physics pupils stayed out to study the morning before the Physics test sent out by Mr. Greenwood and then the test was not given.

A great number of the graduates of '03 will attend college, but have not as yet decided which one.

Herbert Underwood will go to Missouri University after working until he is nineteen.

Was it really Frank Folk who dropped the mirror in the Study Hall? Perhaps Mr. Green could give some light on the subject.

Mr. F. Orlin Schlegel will attend the Missouri University next year.

Mr. Glen Bruner and Mr. Clyde Fife will take a post-graduate course at Westport High School.

A Junior (breathlessly: "Miss Hodshier, I left my watch in my locker, when I came to school, and now it is gone.")

Miss Hodshier: "How do you know it is gone?"

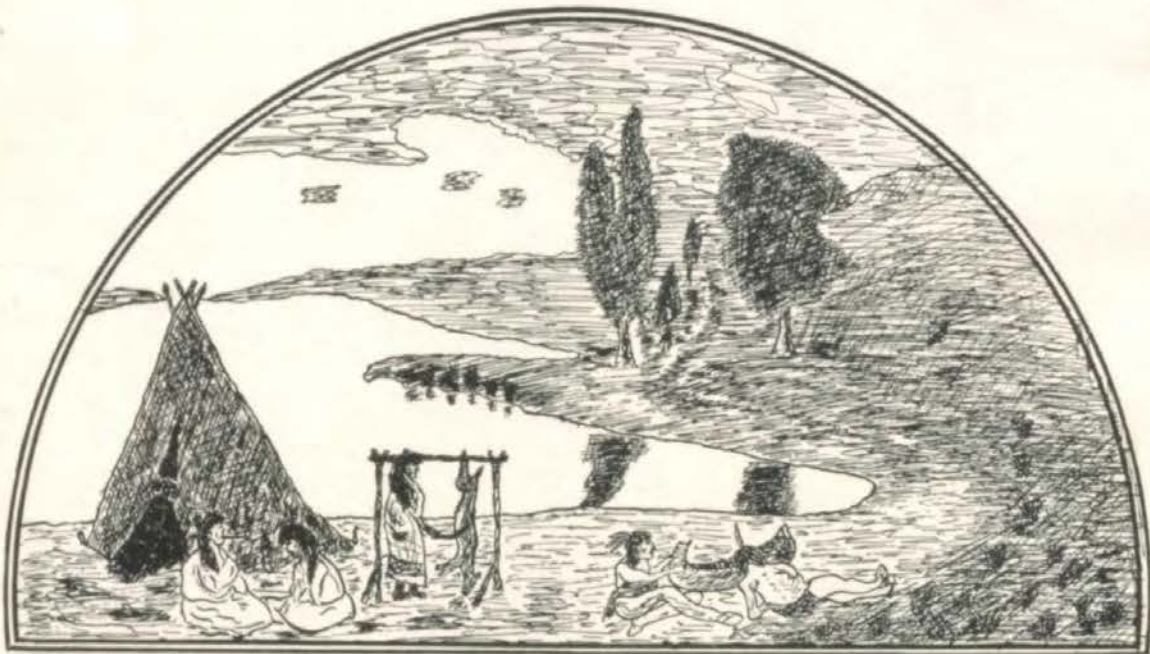
Junior: "When I left it was going, and when I came back it was sure to be gone."

Mr. Shouse: "And Cupid shot Pluto with a dart of love."

Miss Phillips: "Did it hurt him?"

Mr. Green (in Physics): "Suppose the ground was covered with ice one inch thick, and—"

Miss Nettie Weidemann: "It would be slick."



Courses of Study in the Westport High School, Kansas City, Mo.

FIRST YEAR.		SECOND YEAR.		THIRD YEAR.		FOURTH YEAR.	
FIRST TERM.	SECOND TERM	FIRST TERM.	SECOND TERM	FIRST TERM	SECOND TERM	FIRST TERM	SECOND TERM
ENGLISH I ALGEBRA I *PHYSIOLOGY or CIVIL GOVT.	ENGLISH II ALGEBRA II CIVIL GOVT. or *PHYSIOLOGY	ENGLISH III ALGEBRA III	AMERICAN LIT. GEOMETRY I	RHETORIC I GEOMETRY II	RHETORIC II GEOMETRY III	ENGLISH LIT. I	ENGLISH LIT. II
*Zoology	*Botany	*Zoology or Phys- ical Geography	*Botany or Phys- ical Geography	PHYSICS I	PHYSICS II	CHEMISTRY I College Algebra	CHEMISTRY II ‡College Math.
Bookkeeping I	Bookkeeping II	Stenography I	Stenography II	Physical Geog.	Meteorology	(Trigonometry Astronomy Geology Political Econ. Commercial Law Psychology)	Same as First Term English Grammar Analytical Geom.
Latin I	Latin II	Cæsar I Greek I	Cæsar II Greek II	American Hist. Higher Arith.	Same as First Term		
German I French I	German II French II	German III French III	German IV French IV	Virgil I Xenophon I German V French V Spanish I Drawing V	Virgil II Xenophon II German VI French VI Spanish II Drawing VI	Cicero I Homer I German VII *French VII Spanish III Drawing VII	Cicero II Homer II German VIII French VIII Spanish IV Drawing VIII
Drawing I Elocution I Music I Phys. Culture	Drawing II Elocution II Music II Phys. Culture	Drawing III Elocution I Music III Phys. Culture	Drawing IV Elocution II Music IV Phys. Culture	†Advanced Eloc. I	†Adv. Eloc. II	†Adv. Eloc. I	Adv. Eloc. II Phys. Culture

*Zoology or Botany may be substituted for Physiology.

†Advanced Elocution may be taken the 3rd or 4th year by pupils having credit for 1st year's work in this subject.

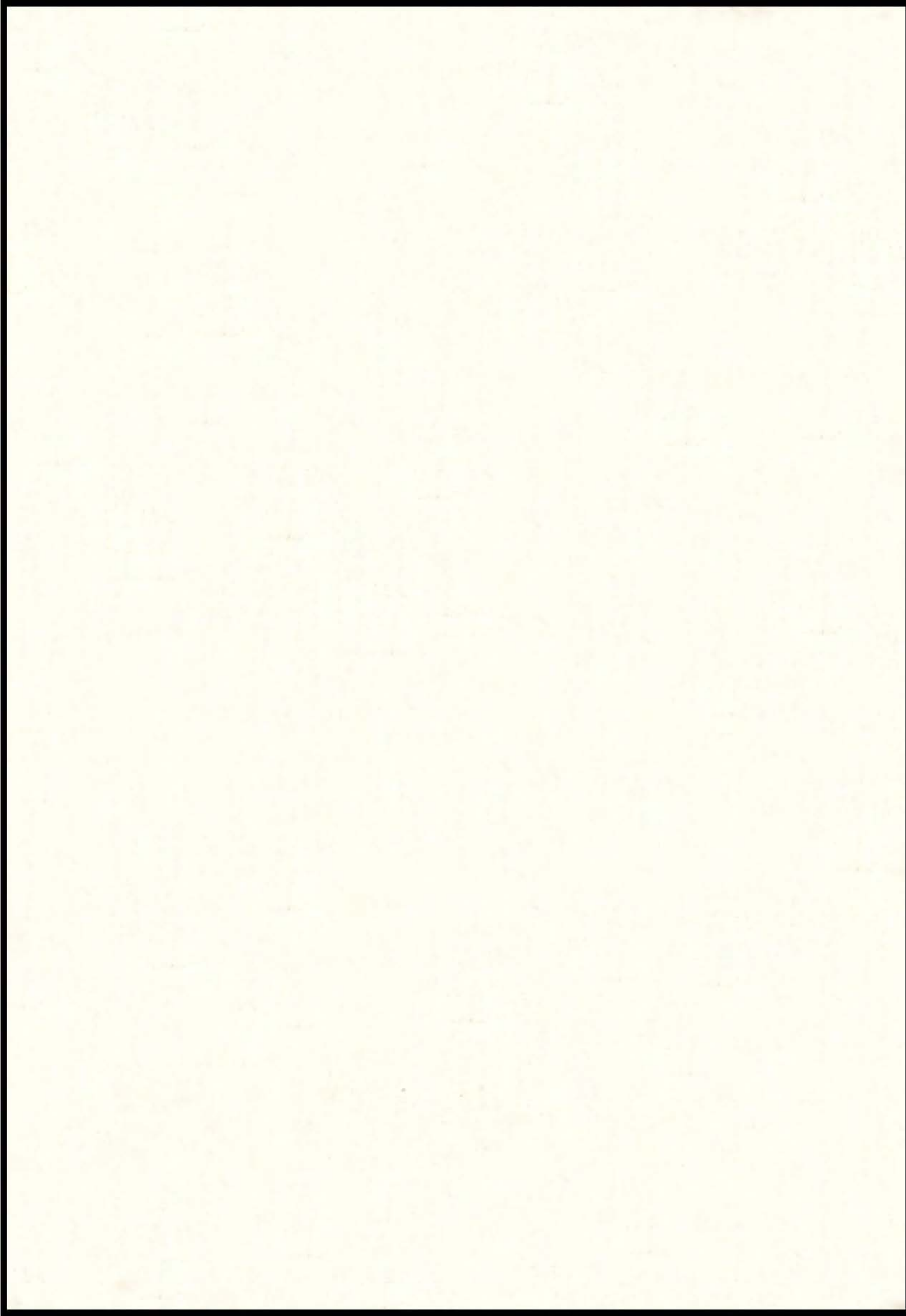
‡Required of pupils not taking a full course in Mathematics who expect to obtain a certificate to enter colleges.

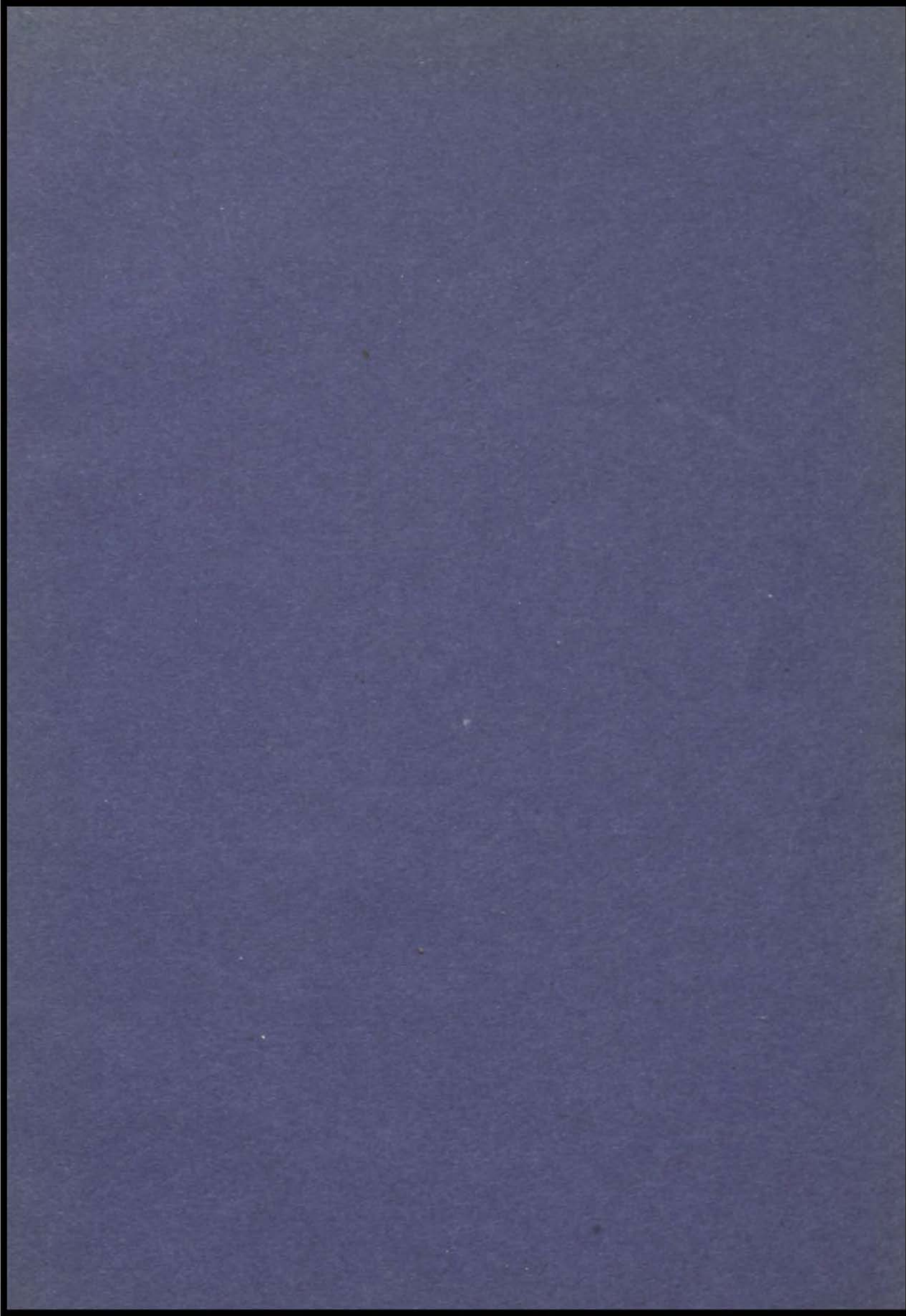
Thirty-two credits are required for graduation, eight of which may be obtained in Drawing, Elocution, Music and Physical Culture.

Subjects printed in CAPITALS are required. English and required Mathematics must be taken in the order given in the course of study. The number and order of other required subjects may be changed by the Principal when necessary to meet college entrance requirements or other interests of the pupil.

Honorable mention will be accorded each student making exceptional work.

Pupils who expect or hope to enter college are advised to elect an institution as early as possible and consult the Principal that entrance requirements may be met.







Esse quem videt.

