

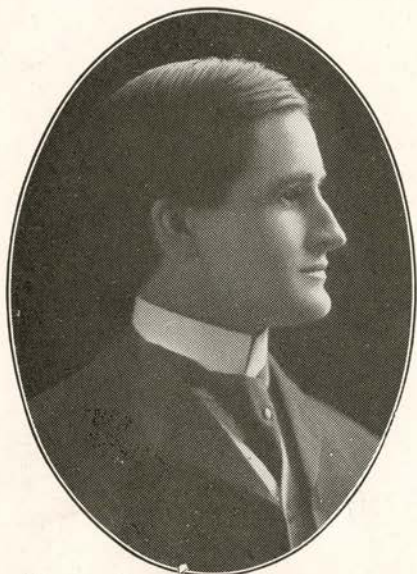
Blue and Gold

1915

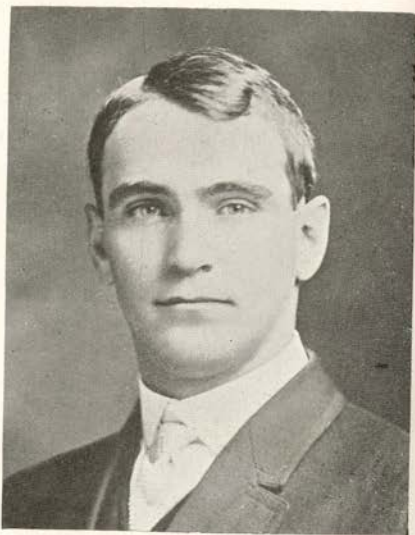


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ERDEEN
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Henry C. Johnson, Supt. of Schools, 1909-1915, A. M. University of Iowa, postgraduate work in Chicago University.



Carl M. Bair, High School Principal, 1914-1915, A. B. Grinnell College.



F. E. Welstead, Physics and Chemistry, 1909-1915, A. B. Cornell College, postgraduate in Chicago University.



Zelma Goldsworthy, Biology, 1909-1915, A. B. Grinnell College, postgraduate work in U. of Minnesota, U. of Colorado.



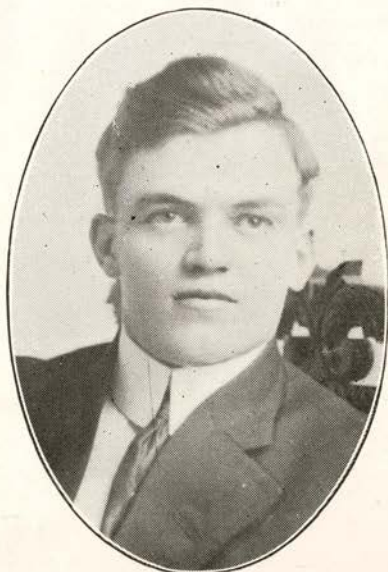
Agnes Remley, Mathematics, 1910-1915, A. B., U. of Iowa, postgraduate work Columbia U..



Stella Dredge, English, 1912-1915, Carleton College, postgraduate work in U. of Minn.



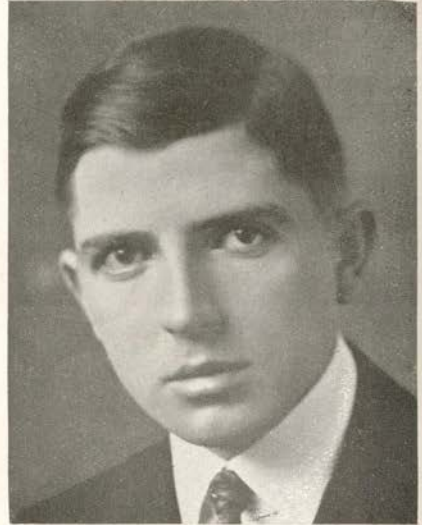
Fred B. Carpenter, Agriculture, 1913-1915, B. S., S. of Minn.



C. M. Withrow, Latin and Coach, 1911-1915, A. B., Tarkio College.



H. Onsgard, German, 1913-1915, A. B., Luther College, Decorah, Ia., postgraduate work in Leipzig, Germany.



Charles Lombard, Commercial work, 1913-1915, B. of Accounts, Hillsdale College.



K. H. Patrick, Manual Training, 1914-1915, Graduate Stout Institute.



Ada McCordic, English and History, 1914-1915, A. M., Wisconsin University.



Luman Sampson, History, 1912-1915, A. M., Iowa University.



Morris Wilkinson, Mathematics, 1913-1915, A. B., University of Iowa.



Florence Butler, Physiography, 1912-1913, A. B., Iowa State Teachers College, Graduate work Chicago University.



Vera Lighthall, English and Librarian, 1913-1915, A. B., Iowa State Teachers' College, Graduate work Chicago University.



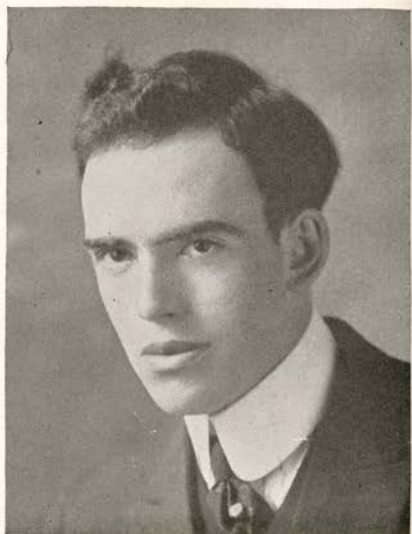
Mary Remley, Latin and Mathematics, 1911-1915, A. B., Iowa University.



Mary E. Craney, Commercial and Penmanship, 1914-1915, Graduate Superior Normal School, Eau Claire Business College, A. N., Palmer School of Writing.



Gertrude McCann, Household Arts, 1913-1915, Graduate Lewis Institute.



A. D. Tinker, Manual Training, 1913-1915, Graduate Stout Institute.



Jessie J. Humphrey, Music, 1914-1915, Northwestern School of Music, National School of Music.



Imogene Rowntree, Drawing, 1914-1915, A. B., Beloit College, Graduate Handicraft Guild.



Inez Clark, Physical Training, 1913-1915, Graduate Mich. State Normal College, Chautauqua School of Physical Education, postgraduate work New Haven Normal School of Gymnastics.



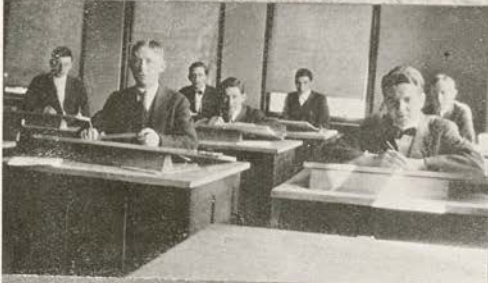
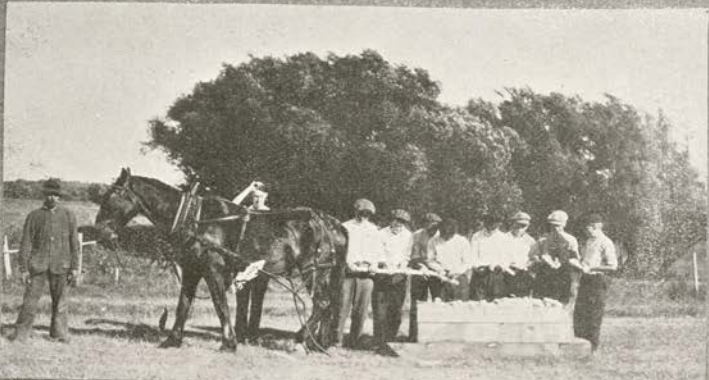
Jessie Stewart, History, 1910-1915, A. B., I. S. T. C., postgraduate work Chicago U.

Lillian Zimpher, Nurse, 1911-1915, Graduate Mayo Hospital, Rochester, Minn.

Mary Cashel, English, 1910-1915, A. B., University of Wisconsin.

Bernardine Cooney, Domestic Science, Household Arts, 1911-1915.

Warrensburg Normal, postgraduate Columbia U.



1.-Class in Agriculture. 2.-Mechanical Drawing Class. 3.-Printing Class. 4.-Commercial Club.

S—incerity.
E—quality.
N—icety.
I—ngenuity.
O—riginality.
R—egularity.
S—uperiority.

Seniors

S—is for Seniors who are now leav-
ing you
E—is for earth on which they all
grew
N—is for Normal where they all go
I—is for intellect which they all
show
O—is for orders which they all obey
R—is for remembrances which al-
ways will stay
S—is for stars which they'll all be
some day.

—G.D., '15.



Esther Carlson.

"A daughter of the Gods, divinely tall, and most divinely fair."



Josie Lange.

"Jo."

"God helps those who help themselves."

Secretary Senior Girls' Club.



Marie Magone.

"Magony."

"Sweet looks by human kindness bred."



Harold Shaffer.

"Germany."

"There's a thrid o' hair on your
suit coat breast, aboon the heart
a wie."

Football, '14.

Class Play.

Secretary Junior Class.



Glenn Wilson.

"Fireman."

"The secret of success is consist-
ency of purpose."



William Wallace.

"Larry."

"A small show of man was yet
upon his chin."

Class Play.



Alan Williamson. "Hawk."

"With many a social honor
graced."

Class Play.

Football, '12, '13, '14.



Lincoln Boyd. "Kink."

"No wedding bells for me."

Class Play.

Treasurer Senior Class.



Adelaide Makens. "Pug."

"Always in a rush, but always
late."

Editor, B. & G.



Ruth Spees.

"Spees."

"Smooth runs the water when the
brook is deep."



Olga Abrahamson.

"Ole."

"A sweet winsome, lovable girl."



Lorna Umphrey.

"Dotty Dimples"

"She doeth little kindnesses which
most leave undone."

Entered from West High, De-
Moines, '15.



Ella Hempstead.

"Be a good sweet maid, and let
who will be clever."



Rcy Hasse.

"Peter."

"I do but sing because I must."



Alice Chamberlain.

"Alicia."

"Shy, quiet, Alice?"
Bears none of malice
But makes everyone a friend.
Class Play.
Treasurer of Junior Class.
Declamatory Contest.



Ralph Askew. "Beans."

"Genuinely admired by all boys
and heartily loved by all girls."

Vice President Junior Class.

Football, '13, '14.

Captain, '14.



Ira Lum. "Lum."

"A man after his own heart—yet
he would rather a girl were after
it."

President Senior Class.

Class Play. Basket Ball, '15.



George Dell. "Del."

"Nothing frivolous touches him."

Debate, '15.

**Myrtle Klabunde.****"Myrt."**

"A smooth and steadfast mind,
gentle thoughts, and calm de-
sires."

Treasurer of Senior Class.

**Adella Heidner.**

"As quiet as a mouse, as yet no
trap has caught her."

**Laura Heidner.**

"She has a quietness of manner,
undisturbed by a grim ambition."



Frances Dixon.

"Dick."

"Her smile is reserved for the favored few."
Class Play.



Lorchen Schamber.

"A girl remarkable for her sincerity and individuality."
Entered from Eureka High School, '14.



Olive Burns.

"Burnsy."

"It saves a lot of trouble to be born good looking."



Coral Benning.

"Coy."

"I came here to study and to think."

Entered from Ellston, Ia., High. '15.



William Mellenthin.

"Bill."

"The Christian is God Almighty's gentleman."

Class play.



Guy Combes.

"Brush."

"I like a girl, I really think I do."

Entered from Fairfax, S. D., '15.

Class Play.

Football, '14.



Ina Howell. "Tiny."

"Nothing is more useful than silence."

Entered from Ipswich H. S. '15.



Miriam Wilson. "Mum."

"The embodiment of perpetual motion."

Ass't. Playground Instructor.
Class Play.



Leo Erwin. "Fat."

"Exercise! I peeled an orange for breakfast."

Football, '14.
Jokes an Annual Staff.



Glenn Smith.

"Pretty."

"Why should I be told anything."
Class Play.

Jeanette Van Beck.

"Jack."

"If all maidenly virtues, beautiful be, then is this maid the fairest under the sun."

Theodore Stark.

"Ted."

"Linked sweetness long drawn out."

Football, '14.



Weyman Gifford.

"Giff."

"He is in love with himself, and has no competition."



Ruble Lavery.

"Doc"

"Then he will talk—Ye Gods, how he will talk."
Class Play.
Football, '13, '14.



Lela Ennis.

"Pete."

"With her is a secret sense of all things sweet and fair."



Margaret Boothroyd. "Marg."

"A noble type of good heroic womanhood."

President of the Senior Girls' Club.

Arthur Hay. "Fat."

"Where ignorance is bliss, 'tis folly to be wise."

Vivian Ott. "Wie Wie" or "Ott"

"His grades he gets, as everyone knows by bluff and persuasion."



Ila Ritchie. "Ruddy."

"She has to be known to be appreciated."



Anne Beard. "Billy."

"An ounce of mirth is worth a pound of sorrow."

Vice President Senior Class.
Class Play.



Floyd Mosiman. "Mosy."

"Here is Floyd, great in debate and on the field an athlete great."

Debate, '14, '15.
Basketball, '15.
Secretary Senior Class.
Class Play.
Ass't. Treasurer Junior Class.

**Ruth McCarthy.****"Irish."**

"An Irishman and proud of it."
Class Play.

**Dorothy Campbell.****"Dort."**

"A sweet maid, who by gentle art
wins and wins each classmate's
heart."

Editor of B. & G. Annual.

**Isabel Nicol.****"Tibby."**

"Her voice is soft, gentle and
low—an excellent thing in wo-
man."

George Mountain.**"Stubby."**

"How wayward is this foolish
love!"

Football, '14.

DEPARTMENTS

THE DEPARTMENT OF ENGLISH

The aim in English work proper is to aid the student to express himself, or rather the subject in which he is interested at any certain time and for any reason, with clearness, economy and force. In accordance with this aim and attempt has been made to adopt the English work at every stage, as far as possible, to the interests and abilities of the student at the time such instruction is given. The work, in the hands of four teachers, includes all High School pupils and extends over a period of five years. In the first three years, composition is taught three days each week, classics two. In the last two years composition occupies one day each week while History of Literature and classics are taught four-fifths of the time.

Composition

In composition, emphasis in the first three years, is placed on accuracy and freedom of expression; in the fourth and fifth years work along this line is continued with extensive attention to outline and analysis. One day each week during these years is devoted to oral composition, the aim of which is to give freedom in speaking, and unity and coherence in composition. Brief written outlines of oral work are required. In the fourth and fifth years, oral composition takes the form of special reports and debates. Here, in both oral and written composition the aim is to lead pupils to see the essentials in the selection and organization of material. Topics are assigned in advance so pupils can organize subject matter.

In English IV the special feature

in written composition consists of two long themes based on assigned library readings which extend over a period of eight weeks. In English V after a study of Burke's "Conciliation" briefs and arguments are worked out, based on reading done in connection with topics of present interest.

Literature

The study of literature is begun in the first year, when the story interest is supreme. In the second and third years, plays are studied, poems and novels are read and dramatized in whole or part. Here the idea of climax is brought out. In the third year the study of character begins to secure a larger share of attention. Throughout these three years a large amount of memory work is required.

The study of the periods of literature begins in English IV with Haleck's "History of English Literature" as a text. In connection with this, English classics to meet the college entrance requirements and others to fit the local needs are taught. The study of classics includes readings and intensive study in fiction and poetry with incidental attention to the essay. Chief attention, in fact, centers on the novel, drama, and nineteenth century poets. Three weeks are spent on the study of modern writers since the age of Victoria.

In English V there is a further study of English classics for one semester. In the second half of the year emphasis is placed on the study of American Literature with Halleck's "History of American Literature" as a text. Representative pieces of American Literature of all periods are studied three weeks are devoted to the study of Holmes'

"Autocrat," and four to the study of the short story.

Outside Reading

Home reading is required of all pupils in the English department. For the first three years an average of one piece of literature is read at home each month. This consists usually of a story, a poem or a play in which the story interest is high. In the fourth and fifth years, outside reading is done from practically all authors whose works are studied in class.

Correlation

An attempt has been made to correlate English with other subjects taught in H. S. This has been done most successfully with history but at various times something along this line has been accomplished with practically every department in High School.

Special credit is given in English to those who enter school debates, school play, and oratorical contests. In fact wherever outside work fits the English course pupils are if possible, allowed to apply it. Work on the school paper is all handled by the English department, and as a rule comes directly from class assignments. Several special programs given before the High School have been presented by the English classes. Pupils admitted for their plays are selected always with special attention to scholarship. Dramatic work is also carried on in class in the form of written dramatizations and presentation of scenes written or studied. Class plays including both those for the Junior and Senior classes are a part of English work. Credit for this kind of work is allowed because its aim

is so closely united with that of both oral and written composition.

MATHEMATICS DEPARTMENT

The work in Mathematics in our high school begins with the Stone-Willis Arithmetic. This covers the work in percentage, square and cube root, and mensuration. In the first year they also have 100 problems in vocational Arithmetic. As the name implies these problems are taken from all different lines of business and are very practical.

In the second (Freshman) year the work is taken up in Algebra including the introduction to the equation, number expression, quotients and square roots.

The advanced course consists of factoring, powers and roots, quadratic equations, and exponents and radicals. The Slaught & Lennis text is used for this work.

In the Junior year Plane Geometry is taken up. This course consists of five books treating of rectilinear figures, the circle, proportion and similar figures, areas of polygons and regular polygons.

The Seniors are offered a course in Solid Geometry; it is not required, but if there are sufficient numbers to take it, a class is organized. The same text is used as in Plane Geometry. In this subject the logical structure is made more complete and more prominent than is the Plane Geometry. Ideas of incommensurable and the theory of limits are enlarged upon.

The last branch of mathematics taught in High School is Plane Trigonometry. Mr. Welstead succeeded in getting a class of five boys this year. The text used is Wentworth's Plane Trigonometry and Tables. It includes the Trigon-

ometric functions of Acute Angles; the Right Triangle; Goniometry; the Oblique Triangle, and a list of miscellaneous problems.

—Gates Hunt, '16.

HISTORY DEPARTMENT

During the first and half of the second semester the history work studied in the eighth grade was that of United States. Not much detail work was done but an effort was made to fix the facts of our history in their proper relation. To this end considerable map work was done, note books were kept, illustrated according to the individual resources and lives of leading men were studied. Considerable emphasis was laid on the industrial development. During the latter part of the second semester South Dakota history was studied and work done in local government.

Ancient history, which includes Greek and Roman with a background of Oriental, is compulsory in the first year High School. In the beginning of this course particular attention was paid to the geography of the Mediterranean world and reasonable skill was attained in drawing an accurately proportioned map of that region. Several weeks were spent on Mythology which was correlated with the English work in oral composition. In the course of the history emphasis was laid on the nature of the civilizations developed, the home life and the architecture and art. Considerable attention was given to the government in order that a background might be established for labor work. In the second semester a chronological chart was made lining up Greek and Roman history as far as possible. Da-

vis' Source Book was used in connection with the work in Roman history.

English History

English History is an elective subject and is completed in one semester. Emphasis was laid on the governmental development of the English people. The work was correlated with the class in English literature and in studying the historical plays of Shakespeare proved mutually helpful. Special reports were used to bring before the class matters of particular interest.

American History

American History is offered the last semester of Senior year. In connection with the Exploration period and colonial period there was a particular effort made to keep European history in mind, the different members of the class choosing one of the active countries and making reports. In studying the facts effort has been made to keep lined up the questions that have been important in our national life such a state bank, tariff, acquisition of territory, slavery and state's rights. In the period following the Civil War, particular attention has been paid to industrial development and an effort has been made to bring out the remarkable opportunities of the twentieth century.

Medieval and Modern History

The History department has accomplished a great deal this year, in many of the different lines of historical study. First we took up map drawing that we might get acquainted with the geographical conditions of the countries to be stud-

ied and to get a clear idea of the places.

While studying the Crusades we had a very interesting time preparing a book, giving a summary of the Crusades and also of the four expeditions made. To show the places affected maps were drawn, making the whole very interesting and a pleasure to do.

Later in the study of the Renaissance we prepared another book of the Art and Architecture of this period. This was similar to that of the Crusades in that they were original, but we used illustrations of the buildings and pictures, that the ideas could be more plainly brought out. Although at the time it seemed hard, we all greatly enjoyed, and this little extra work has certainly broadened our interests in the many beautiful and wonderful buildings and pictures in Europe.

The next step taken was the study of the French Revolution, on which a great deal of time was spent. Extensive study was placed upon the life of Napoleon and of his motives in his many plans. With the many lessons the lives of many of the important men were looked up, and their feelings as to the different situations.

In connection with the present war, subjects on Neutrality, were studied from the many magazine articles. In this present war we compared the many things with those at the time of the Napoleonic wars. Special reports were also given, that we might gain more quickly the present situation. To get ideas of the things happening in the different countries, at the time, a chronological chart was made. The countries of most importance were plac-

ed here, with dates that the events might be connected.

—Jessie Smithers, '17.

Civics

Presented the first semester as a junior-senior study. Text used was Guitteau, "Government and Politics in the United States." This was completed. Note books were required in which students kept references taken from outside reading and clippings from papers and magazines bearing on the subject studied. Special studies were made of the South Dakota Constitution and of the present Commission form of City government.

Reference was made to the Official Blue Book of the State, to the rules of the Senate and House of Representatives, the Congressional Record and such documents as are printed by the city including the official statement of city finances and the city ordinances. Considerable attention was also given to our election system and method of voting and sample ballots and other material were used to illustrate the work. Sample legal forms were also obtained from the county officials and used to illustrate parts of the text. In the work of the year was also included a visit to the jail, the court house and attendance upon a session of the municipal court.

INDUSTRIAL HISTORY

Industrial History is presented the second semester as a senior study. The text used is Moore's "An Industrial History of the American People." As supplemental work each student was required to make an extensive study of some one industry, submitting the results of his study in

written form at the end of the year. Special reports were also required from time to time, upon topics suggested by the text. Special attention was given to the development of agriculture and manufacturing in the United States and reference made to the abstracts and reports of the bureau of Census of the United States.

THE DEPARTMENT OF GERMAN

The German department of the Aberdeen High School in 1915 consisted of three classes, the first, second, and third years.

The principal work of the first year class was grammar. Stress was laid upon a simple vocabulary and constructions. For this work Bagster-Collins "First Year Grammar" was used. In addition to this the class translated Guerber's "Marchen und Erzählungen" and memorized a number of short poems.

The two divisions of the second year classes paid special attention to translation from German to English. Both divisions read "Der Zerbrochene Krug" and "Unter Vier Augen." Besides the translation a review of the first year grammar was taken. The first division completed "Drei Kleine Lustspiele" and "Hoher Als Die Kirche" while the second division translated "L'Arabiata" and "Germelshausen." Both classes translated "The Tempest" from Lamb's "Tales From Shakespeare" and attention was given to short reports on German History.

The class in German 3 read "Germelshausen," "Frau Sorge," "Die Heimat," and Hauf's "Karawane." In connection with these "Nora" (Ibsen) was also read. In addition to advanced work on sentence con-

struction elementary grammar was reviewed. At the end of the year the translation of Dickens' "Cricket on the Hearth" took the place of the grammar work. During the year special reports treating prominent incidents in German history were given by each member of the class.

—Verna Merten, '16.

LATIN DEPARTMENT

In this age when so much attention is given to vocational training the full value of a classical course is sometimes not appreciated. The classical course is of benefit to everyone who takes it whether he makes use of it later in life or not. It broadens the mind and enables one to think clearly. Latin forms a large part of our English language and a student who has had a high school Latin course has a much finer vocabulary and choice of words than one who has not had a Latin training. Latin has been called the "Meat and tissue that clothes the Saxon skeleton of our language." High School Latin also has an excellent historical and literary value. When we read Caesar's concise account of his Gallic Wars or Cicero's forcible orations or the beautiful poetry of Virgil, we are impressed with the richness of the historical background and inspired with the beauty of this ancient language.

The Latin course offered by the Aberdeen High School is complete and meets all college entrance requirements. The first year is given over to mastering the fundamentals of the Latin language, such as the declension of nouns and adjectives, the comparison of adjectives and adverbs, the conjugation of verbs and the principles of grammar and con-

struction. The second year "Caesar's Gallic Wars" are read. The methods of war and the machines of war in the time of Caesar are studied. Prose composition is given once a week. Cicero's orations and letters are studied the third year. Six orators are required, besides the study of the style of the orator and oratorical and rhetorical figures. The Roman form of government is also studied. Prose composition is given in connection with this. The fourth year work consists of reading six books of Virgil's "Aeneid." In connection with this the figures of speech, Virgil's style, mythology, and prosody are studied.

—Louis Aldrich, '16.

SCIENCE

General Science and Psysiography

General Science is an introduction to the other sciences. As one pupil said; "It is to teach us why." General Science is taught the first semester and Physiography the second. Besides the text book. "Rowell's Introduction to Science" many experiments are shown to illustrate the principles of Chemistry and Physics.

Each one in the class gives a special report during the semester. Some very interesting ones were given on electricity, and how the dynamo, motor, telephone and telegraph work.

General Science gives the underlying principles upon which Physical Geography depend. During the second semester the physical features of the earth are studied. Special emphasis of the earth is to the relation to the development of people and industries.

Owing to the lack of natural fea-

ures few field trips can be taken. One however to West Hill shows us the glacial features and the work of running water. We have, however, many excellent stereoscopic and stereographic pictures and topographic maps.

By the end of the year the pupils are supposed to know the simple principles of Chemistry and Physics, to be forecast the weather: give the cause and effect of the various climates: to classify the rocks of this vicinity, and to recognize the physical features, tell of their origin and their relation to the history and life of the people.

—Anna Glesne, '19.

Botany

The Botany work starts in September and covers the whole year. In the fall a fruit and leaf collection was made by each member of class and a plant collection is being made this spring. Many field trips have been taken during the year to collect material for laboratory days and to see the plants growing out of doors. We have kept records of our laboratory work in note books. The text used is Bergen and Caldwell's "Practical Botany." The class first took up the structure of the stem, leaf, root, and flower of the plant. Then the different divisions of the plant kingdom beginning with the lowest and ending with the highest types of plants were studied. Most of the spring term has been given to the study of flowering plants.

—Carey Welsh, '18.

Physiology

The semester's work in Physiology has progressed satisfactorily and, to

most students, has been both interesting and instructive.

Two ninety minute periods each week are given over to laboratory work with experiments, for which the department is provided with a well equipped laboratory. Complete records of experiments together with drawings of laboratory material are kept in note books. Thus a thorough study of the body structure and function of organs may be made, serving as a foundation for later work in hygiene and sanitation. Some time, also, is spent on the chemistry of digestion and food distribution.

Two texts are used: Eddy's "General Physiology and Anatomy" and Hough and Sedwich's "Elements of Hygiene and Sanitation."

—Jess Warner, '16.

Zoology

The Zoology class began its work last September with the study of insects, followed by work on other invertebrates, and is finishing the school year with mammals. There have been two laboratory periods of ninety minutes and three forty-five minute periods of recitation each week.

Note books with diagrams of laboratory material have been kept by the pupils along with the special plates made of different types of insects and collections of insects obtained while on field trips in the fall have been preserved in Riker mounts.

Special emphasis was given to the study of injurious insects and their enemies, including birds. Reports on topics of particular interest were given by the pupils.

The text book used was Linville and Kelley's Text Book in General Zoology.

—Mervin Gilbert, '17.

Chemistry and Physics

"What good is chemistry ever going to do you any way?" Were you ever asked that question? The aim in presenting these studies, physics and chemistry, is not now an attempt to solve the intricacies of science but to stimulate the student to do some thinking on his own account about the hows and whys of the world in which he lives, to develop an intelligent and sympathetic understanding of nature. The method now used is not what it was a decade ago. The apparatus is not delicate and complex and hard to understand, but is the simplest possible that can demonstrate the principle.

The class in chemistry this year began with the study of matter and energy and gradually advanced to a detailed study of the elements and their compounds. The study of the text was accompanied by four periods of work each week in our splendidly equipped laboratory. The treatise on organic chemistry, which is often omitted in first year work, was studied from our own and reference texts. Chemistry was not found to be a difficult subject for those who wished to apply themselves and was made interesting and practical by various every day problems which were handled in an able way by our capable instructor, Mr. Welstead.

In the classes in physics, which as a rule are more interesting even than chemistry classes, the study of natural phenomena was taken up. Beginning with metric measurements and working up through densities, hydrosatics, mechanics and electricity in its various applications. There were several in the class who were very much interested in the practical applications of the

above branches of the subject and succeeded in drawing an immense amount from our instructor's store of knowledge. This text work, like that in chemistry was accompanied by four periods of laboratory work each week and the experiments were made interesting and instructive by the simple but complete apparatus. The method of presentation used by the instructor has left many lasting impressions upon the minds of the students.

In anticipation of an illustrated lecture by Prof. Patty on Radium, Liquid Air and Wireless Telegraphy, given at the Normal, the class made a study of the subjects beforehand, and as a result was able to enjoy the lecture to a much greater degree than would otherwise have been possible. The class has come to the conclusion with many others that physics is essential to a liberal education.

—George Dell, '15.

THE LABORATORIES

Our High School laboratories are of five kinds, the Physiography, Biology, Agriculture, Physics and Chemistry laboratories. They are all equipped with an instructor's table, with running water, gas fixtures and apparatus for experiments. Also laboratories tables with many drawers, for the students' material.

The Physiography laboratory is equipped with lantern and stereoscopic slides. Many maps are also used in this department, among which are the topographic, and weather maps which are received each day.

The Biology laboratory is also equipped with lantern and stereoscopic slides. Also an Aquarium and a large growing case for plants. In connection with the biology work is

a reference library of a hundred volumes. In the store room are many glass enclosed cases, giving room for storing of apparatus and also for the collections which are made from time to time. The Physiology department contains, a manniken, a skeleton and models for many of the different parts of the body. In this way the bones and organs can be much more easily studied.

The Agriculture department is well equipped, considering this course was just added last year: two high grade machines, the Babcock milk tester and an automatic germinator have been provided for this work. It is expected that this laboratory will be greatly enlarged next year.

The Physics and Chemistry laboratories are perfectly equipped, so that all experiments can be performed, enabling students completing the course in Physics and Chemistry to specialize in those subjects in college. In addition to the regular apparatus for class work the following high grade machines are for use in courses: The Harth Optical Desk, Static Machine, the Dissectible Dynamo and motors, with many smaller motors, a fine Gerky Mechanical air pump, demonstration Galvanometers and Volt-ammeters.

—Jessie Smithers, '17.

THE COMMERCIAL DEPARTMENT

Previously the Commercial Department has been considered by the faculty as merely a side issue, or inferior branch of the High School. The students have heretofore considered it a stroke of luck, something to "slide off" onto after completing two years of Latin or some other more difficult course.

Under the direction of Mr. Lom-

bard, and Miss Craney, who also supervises penmanship in the grades, this branch of work was started off with a class of forty-four in Stenography, and very large classes in the other subjects, and is now completing the most successful year's work that it has ever had in our High School.

There has been added to the equipment of the department, several new typewriters, which makes the supply ample to satisfy the demands of forty-four typists. The splendid equipment adds greatly to the quality of work done by the students.

The beginning class in Stenography, which consists of forty students, has been doing exceptionally good work. They take, regularly, dictation from eighty to one hundred words per minute, and are unusually good in transcription work, some members having been able to secure a record of thirty words per minute. As a general rule a large class, like this one, beginning stenography is somewhat backward, always containing a few members who hold the others back, but this class has through its earnest endeavor and hard work, attained a very high standard of efficiency.

The Senior class in Stenography, although having a very poor start in the fall, have attained a speed and accuracy in their work which is very commendable. They take, regularly, dictation from one hundred to one hundred and thirty-five words per minute, and the record on the typewriter so far has been fifty-nine words per minute net, on new matter. As a general rule the class writes from fifty to fifty-five words per minute on plain copy work, and

about one hundred words per minute in exercises.

The beginning class in Book Keeping, a class of twenty-eight students, has mapped out for its year's work, three sets, the first of which present the elements of Book Keeping, they completed very early in the year. Since then they have nearly completed two sets of very difficult work.

This year for the first time in the history of the High School, Advanced Book Keeping was introduced as a regular study. One credit is given for the two semesters' work, requiring two periods every day. The first part of the year was spent working out a wholesale set. The business of the company was the buying and selling of hay, grain and feed. The greater part of the winter term was spent on a Banking set, which took up all the work done by the different employes of the bank. One afternoon was spent going through the Aberdeen National Bank. Mr. Highland very graciously explained to the members of the class exactly how the books of the bank were kept. The last part of the year is being spent on the Cost Accounting set. The business of this company is the manufacturing of Gasoline Engines. Accounts are kept with each separate part of the engine so that at any time it may be very easy to determine the value of the stock on hand.

During the past year there have been only eight students taking this subject but the next year promises a larger class as there have been many pupils taking the first year of book keeping.

It may be said in connection with this work, that regular college sets are given in the High School, and that any pupil doing the two years

of Book Keeping work conscientiously, will have a very general idea of all kinds of accounting work, and general Book Keeping work. The department strives to give the students general working principles, and thus render it possible for them to acquire greater efficiency in their work of later life.

Business Correspondence and Penmanship is another course of great value given in this department. It is something which every intelligent person needs. The art of writing letters, both business and friendly, as to form and subject matter, is taught in this course. The Penmanship class of this year, has done exceptionally good work, in several instances showing considerable amount of talent.

The Rapid Calculation and Spelling class, which is this year very large, represents nearly every class in High School, and is considered a subject of the most value, in practical knowledge, and is essential in all vocational training.

As a whole the Commercial department has increased in numbers and in working efficiency, compared to the preceding years, which is entirely creditable (to the school as a whole) and (to the instructors.)

—Glenn Smith, '15.

—Clarence Cocking, '16.

DOMESTIC SCIENCE DEPARTMENT

Cooking and Sewing

All classes are required to take an hour and a half of cooking two days in the week. The other three days are devoted to sewing.

First Year classes are taught to make simple dishes and are required to plan and serve one breakfast during the year. They also take up

a brief study of foods, their composition and their proper use.

Second Year classes prepare and serve one breakfast and one luncheon for a limited amount and to a limited number. They are taught the laying of the table and the proper way of serving foods. In sewing classes the girls make their uniforms for cooking classes. Each one is required to make certain articles of wearing apparel, some of which must be made by hand.

Third Year or the Advanced class in cookery review parts of their second year's work and are taught economy in foods. The different cuts and prices of the beef are explained and by visits to the market the girls are taught how to make economical purchases.

More difficult problems in sewing are taken up and as the end of the year draws near the Senior girls make underwear for graduation and are urged to make a simple graduation dress. This year the Senior girls have agreed to keep their graduation dresses as simple as possible and that the materials shall not cost more than ten dollars. It is certain that the girls, thus neatly and inexpensively attired, will present as good an appearance as those who heretofore have made their graduation a display of useless extravagance.

Next year more classes will be arranged and more opportunity will be given to students who wish to take up this course. Two instructors will be needed to devote all their time to the work in the High School next year.

THE A. H. S. CAFETERIA

For the past two months, an entirely new plan has been worked out

by the instructors of the cooking classes. Food is now prepared in larger quantities and the girls are able to prepare and serve lunches to the students at cost. This plan has been very satisfactory for it gives the girls actual experience of planning and serving lunches. About thirty-five students and teachers patronize this noon day lunch and are warm in their praise of the delicious lunches served each day. The cost to the school, which has heretofore been three cents per student, per lesson, is now absolutely nothing. The amount taken in from these lunches covers the entire cost of the department.

Interior Decoration

The advance class in Domestic Science have been taking up work in Interior Decoration the last semester. Each girl has selected pictures and plans of an ideal home. These ideas are carried out in furnishing and decorating the model house, which the students in Manual Training have built. Mr. Patrick has given a most interesting talk to the girls on the manufacture and finishing of furniture. The cheap imitations of more expensive woods were explained to the girls so that they might avoid them in purchasing. Mr. Tinker talked to the class on the construction and finishing of a model house. It is hoped that a class in Interior Decoration may be organized in the coming year.

—Margaret Boothroyd, '15.

THE LIBRARY

Our High School Library, which serves as a laboratory for the students of the English and the History departments, is becoming what it should be, a place where all that is taught in every department can be

more closely correlated. The Library serves as a connecting link between all departments, and when our plans for reading lists, which will better correlate the outside reading of the students are complete, we hope to increase the effectiveness of this part of our High School.

As well as familiarizing themselves with good reference books, our students are becoming acquainted with some of the standard magazines, which they use as material for oral composition and special reports in the History classes. In other lines magazine articles and clippings from of work, especially the debating, the newspapers have proved valuable. Next year we plan to have files for this material which is indispensable in a small library. Our magazine list has been somewhat enlarged this year, and includes the following: The Literary Digest, The Independent (six copies), The Outlook, The Bookman, The Book News Monthly, The North American Review, The World's Work, The Scientific American, The Travel Magazine, National Geographical Magazine and the Journal of Geography.

Our new Accession Book which was completed during the Easter vacation, shows a good working library of nearly 2,400 volumes. The card catalogue will soon be complete as to author and title cards, the members of the type-writing class making the cards. The English references are very nearly completed for the excellent bibliographies which the students in Miss Dredge's English IV classes prepared last year, have enabled Miss Lighthall to make the analytic cards for this department. The students in the Industrial History class are preparing bibliographies on the subject connected with

their special reports. A list of references on Printing is ready for classification on the cards.

The books are arranged on the shelves in the following groups: English, Languages, Art, Science, General Reference, Civics, and History. For these groups shelf labels printed by the Mechanical Drawing class are used. The Printing department keeps us well supplied with Library Reference slips, and Borrow's cards, while the Commercial department helps with the card catalogue.

Our relations with the Public Library are pleasant. Mrs. Drum has given us a shelf in the Reading and Reference room, on which are placed the books reserved at the suggestion of the teachers, for use by High School students. A Public Library catalogue is available at the High School and we depend very largely upon it for the novels read outside of school. Our Library is essentially a reference library and our fiction consists of only the works of a few great English and American novelists.

This year 120 volumes were added, including Nelson's Loose-leaf Encyclopedia, Who's Who in 1915, The International and American Year Books, A set of the Messages of the Presidents' a four volume Life of Mark Twain, and a ten volume edition of American Short Stories.

MANUAL TRAINING

In the Manual Training course several new branches of work have been introduced, including a course in carpentry and cement work. The work is under the instruction of Mr. Patrick and Mr. Tinker. The first part of the year was taken up with school problems, such as screens, a paper cabinet, staining cabinet, ta-

ble for the Print Shop, scenery, home repairs, furniture repairing and play ground apparatus. Some of the individual problems were tables, desks, china cabinets, shelves, medicine cabinets, porch swings, mixing boards and book racks. Besides these, about thirty bird houses were built and installed around the city.

A short course in wood turning is given, which though not extensive, is practical. (Mallets and handles were required of all the students.) The cement class constructed a seat for the lawn and also a number of other useful articles. The carpentry class have a model house under construction which they intend to place on a cement foundation.

The Manual Training course includes Mechanical Drawing, in which the boy's study cabinet construction, projection, geometric construction, and architectural drawing accompanied by sketch work, involving tracing and blue printing.

The year's work as a whole has been very successful, both from work accomplished and quality of work. The department hopes to have a steam cabinet in the future, making the mortise and tenon joints stronger when glued. This will be a big improvement and is badly needed at the present time.

—Lincoln Boyd, '15.

PRINTING

Printing is an excellent subject to study, as it not only deals with printing but involves the study of English, composition, spelling, mathematics, principles of design, and harmony in paper and colors, which form a very necessary part of the instruction of all students.

Printing has been added to the

curriculum this year and has proved a very creditable and practical addition. The students have been able to do all common job and newspaper work in the splendidly equipped shop, which consists of a platen press, a paper cutter, a punching machine, a stitcher, a cabinet of display type, a generous supply of news type, and a paper cabinet and table which were made in the Manual Training department.

Our printing classes show that girls as well as boys make good printers. Several girls have taken up the work and have been as interested and made as much progress as the boys.

The classes have done some excellent work this year, such as visiting and business cards, invitations, football posters, dodgers, and tickets. The High School Yell Book, recipe books, personal and business stationery, shop, office, and assembly reports, domestic science and agriculture notes, the school report cards and their envelopes, the two issues of the "Blue and Gold" and part of the Annual.

At the end of the year students who take printing are supposed to know the proper methods of composing, correcting, locking up, paper cutting, speed and accuracy in press work, and a general understanding of the working parts of the press. The instructor, Mr. Patrick, does not expect to turn out his classes expert printers, but to give them a working knowledge of the various phases of printing. To supply the students with a proper foundation for further work in it, and cause them to have a respect for the trade.

Aberdeen should be especially proud of its High School, as it is the

only school of its kind in the state which gives instruction in printing.

—Jeanette Van Beek, '15.

AGRICULTURE

The Agriculture department was added to the Elective Courses of the High School in February, 1914. This department consisted at first of two classes in General Agriculture, and although little equipment was secured creditable work was done in the lines of soils, crops, stock judging and care of trees. Several trips were taken to different places within a short distance of the city and on each occasion the classes returned with a better idea of the work being carried on and the needs of the country in general.

During the summer vacation the school board purchased 400 acres of land on the north side of the city to be used as an experiment farm and for garden plots. A part of it will be used as an athletic field as soon as a suitable sod can be produced and the work of seeding and caring for it will be the work of this department. At this time a large seed germinator and also a milk testing machine were installed in the school to be used during the winter months.

The 1915 term opened with two full year courses instead of the one-half year course offered the preceding year: a course in Animal Husbandry, open to those who had finished the course of 1915; general work was continued for the first semester, running into Agronomy the second, thus making a complete year of general work. The fall term was taken up with alternate outdoor and indoor work, the Animal Husbandry class covering most of the country around the city, judging stock during this time. After the

weather became too severe to do further outside work, the farmers of this section were notified that all seed sent in would be tested carefully and results returned. This part is the work of the Agronomy class while the work of testing milk is carried on by the Animal Husbandry class.

For the spring term a series of trips are being planned and in addition to the work carried on before, the other products of the country such as fowls and poultry, will be judged. Also a system of school gardens is planned for boys staying in town during the summer. Prizes will be offered for the best grades of the different vegetables and also for the cleanest and most accurately plotted gardens.

—Harold Shaffer.

PHYSICAL TRAINING FOR BOYS

Football

With only Captain Askew and three of last year's men around which to build a winning team, Coach Withrow and Captain Askew succeeded in getting into shape a team, which at the beginning of the season started favorably, but as heavier and more experienced teams were met defeat was suffered. With only a few members who had had any football experience and these together with the others not averaging over one hundred and thirty-five pounds, the result could easily be surmised when older and heavier players were met. The first three games with Groton, Redfield and Mitchell were favorable in scores and by means of them the errors and faults were seen which needed to be corrected before more important games.

A peculiarity which followed the

team through the whole season was that of playing well at home but when away there seemed to be a lack of enthusiasm which resulted disastrously on two occasions. At Pierre, Aberdeen played a game in which there seemed to be no enjoyment at all. Pierre simply bewildered Aberdeen by her quick passes and end runs. A like defeat was suffered at the hands of Watertown. At home Brookings, Sioux Falls and Huron were met and they returned victors after hard battles.

By graduation, many of the "A" men will be lost, but with several of the old team back and new material which will be in school next year, bright prospects are held for a winning team. "A's" awarded for the season's work: Captain Askew, Lavery, Williamson, Wertman, Captain-elect Walker, Richards, Shortridge, Mountain, Stark, Shaffer, Murdy, Combs and Erwin.

A large loss to the school will be felt in the departure of Coach Withrow who has been director of athletics for several years. By his kindness and patience he has turned out good teams and all students will be sorry to have him go.

—Clayton Walker, '16.

To The Team

The Barber shop was teeming with customers. "Shaffer" close adjured Richards to Williamson, who held razors and Combes, for we are going to bust in this Erwin. Murdy stepped into a chair opposite. "Just Bob it," he said; then turning to Lewis he cried hotly, "your are not very Manly, or you would have played a better game last time." "Just let me Askew," rejoined Lewis with asperity, "why they didn't Doc Vivian for acting as he did.

You Ott-to." "You are all Stark mad," said Wertman entering at that moment. "Save your breath to climb that Mountain. When we get to that Shortridge, we can see that Redfield beyond." "Can't we get a stage to take us up that Mountain," sighed one. "No," said McCarthy. "We'll have to Walker." "Huron," cried the coach and they departed.

When they reached the top of the Mountain there stretched a Voigt, with nothing to be seen but a Jay and a Bair; but beyond was a river with Lye in a boat. With-a-row he came to shore and said, "I may be Young, but I'm the Guy who can yell for the team of Aberdeen. And far away over the Pierre of Watertown was heard the yell:

Here's to the team of Aberdeen,

To win first place, they are always keen,

A fair, square, game from first to last,

Has been their record in the past;
May Askew's glories ever shade,

A halo 'round Clay Walker's head,

And under Withrow's guidance wise,
Flaunt champion colors to the skies.

—Alice Chamberlain, '15.

Basket Ball

The Basket Ball season was not as successful as it was last year, the team winning five games out of eleven. The team has scored 248 points to their opponents' 228, which gives them an average of 22 to 20. While winning of games is simply a minor part of basketball, still it is uppermost in the minds of the student body. The Aberdeen High School can be proud, that they are just as good losers as they are winners, and

after all this is the test of real school spirit.

In 1913 and 1914 the teams, which won many games, consisted of old and experienced players. The High School was very unfortunate and lost all of her best men. This year there was no old material, therefore Coach Withrow found it a hard problem, to build up as good a team as the year before. The players were new and inexperienced, still a team was developed, of whose record Aberdeen need not be ashamed.

The first game of the season was with the Webster team, which resulted in an easy victory for the A. H. S. team, by a score of 36 to 5. Hecla was the next team to meet defeat at the hands of Aberdeen. The game was slow and listless and ended in a score of 44 to 21.

A week later the basketball fans of Aberdeen had the chance to witness the fastest game of the entire season. In this game, the heavy Huron teams succeeded in defeating the Blue and Gold team, by a close score of 14 to 11. This was the first time the Aberdeen team has ever met defeat on their own floor, since the construction of the Central Building.

The other games of the season were:

Aberdeen, 17; Waubay, 19.
Aberdeen, 33; Britton, 29.
Aberdeen, 15; Groton, 34.
Aberdeen, 10; Mitchell, 18.
Aberdeen, 24; Watertown, 28.
Aberdeen, 24; Mitchell, 19.
Aberdeen, 24; Waubay, 13.
Aberdeen, 8; Watertown, 30.

The team was not able to go to the tournament at Huron for financial reasons. On a trip through the southern part of the state the team

was so unfortunate as to be snow-bound between Watertown and Sioux Falls, thus changing the plans and lowering the athletic funds.

First in the team is Captain Wertman, who proved to be head and shoulders above his fellow players. Wertman was always to be counted on in defending Aberdeen's basket as well as for his fast floor work. Ed not only led his team-mates in playing, but also in fussing. Wertman is a junior and has one more year.

Next is Captain Walker, who played right forward. Walker was a fast and heady man, whose basket shooting was of great help to the team. Clayton is a Junior.

Ira Lum played the other forward and showed himself capable to holding the position. Lum was also played at guard where the opponents found him an equally hard man. This is Ira's last year with the Aberdeen quintet.

Kenneth Harkness, the big Sophomore, who played the pivot position, was considered the "dark horse." At the first of the season Harkness, did not show up, but made final effort and landed a place on the team. He is young and has two more years to win honors on the basketball floor.

William Harrison, who played at forward was always in the game and could be depended upon to do his very best. Bill is a Junior and will be with us another year.

Floyd Mosiman, is a player, who could be played at either forward or guard and be sure to do his level best. Floyd played a good game against Mitchell. He is a Senior whom we must lose this year.

Jess Warner, was a worthy substitute for the center position. Warner

is a new man and has another year to play.

Last but not least, is Coach Withrow, who must be given great credit for his faithful coaching of the team.

—Walter L. Voigt, '15.

Tennis

Much enthusiasm has been manifested in tennis at school this year. A tennis club of about forty students was organized. Clayton Walker was selected president of the association and Roy Hasse secretary and treasurer. A fee of twenty-five cents is to be paid by each member to cover the expenses of balls, etc., furnished by the school.

Out of this club, teams of both boys and girls will be picked to enter a tournament to be given on Track Day. There will be a contest of boys and another one for girls. A High School preliminary contest will probably be held first.

Three courts have been put in fine shape for playing and are under the general management of Miss Clark and Mr. Lombard. They will teach those who do not understand the game and pick out the ones to enter the tournament. Two of the courts are on Sixth avenue east while the third is at the Washington School. This court is given over to the Faculty, evenings, but the other two may be used by any High School student at any time.

This is the first attempt the High School has made to have a tennis club and it is proving very successful.

—Mary Ambuel, '16.

PHYSICAL TRAINING FOR GIRLS

The physical education department, which was introduced here four years ago, has made excellent

progress since that time. Basketball, which the girls had played before, was continued, and gymnasium work was started with a small class under Miss Erwin. The second year was made compulsory for the eighth grade but there were also classes for the upper grades. Miss Erwin was succeeded by Miss Clark the next year, and, in addition to the work which has been offered before, the first four years were required to take physical training. The gymnasium is used every afternoon by girls. The time is divided into three periods, and two forty-five minute periods a week are required of the pupils.

The work done this year has included many games, among which the most popular are: volley ball, indoor baseball and basketball. Several basketball teams have been formed and the advanced class has played the Y. W. C. A. gymnasium class two fast games, in which the High School won.

Then there is the folk dancing which consists of simple little dances of the different nations and esthetic dancing which follows in the advanced work. This is classical, fancy and more difficult than folk dancing. The Spring dances in the pageant last May by the pupils of our schools, illustrate this type of work. This year the girls in the advanced class appeared before the N. S. Dak. Educational Association.

The classes which have been using Indian clubs have been among our most successful ones. In other classes there has been good work with dumbbells, wands, and hoops. Apparatus work, too, has its attractions in these classes.

Just at present tennis is receiving much attention. The class periods of gymnasium and basketball are

given over to those who want to learn this excellent out-door game and also those who want to polish up what they have already learned. An excellent court has been laid out in the Washington School yard, and two courts on Sixth avenue are being put into shape. Now the students may be seen playing there all afternoon. The tennis club formed recently, promises a good time for many have entered and the tournament which is soon to be held adds to its attractions.

—Miriam Wilson, '15.

THE ART DEPARTMENT

A class in drawing and painting has been organized in the High School this year for the first time. The class is composed of girls, although boys may also take it. The instructor in this department is Miss Rowntree, who is supervisor of drawing in the grade schools. The class meets every Thursday and Friday the sixth period in the mechanical drawing room.

The year's work in the art department has been a very interesting and a successful one. The first of the year, much time was devoted to various kinds of flowers done in water colors. Later work was done in charcoal crayon. Shortly before Christmas design work was taken up. The designs were first worked out on squared paper, then traced on rice paper, then inked and mounted on white paper. In connection with this work a note-book was kept. Some time was given to work in leather, a blotter being the first article.

In the exhibit held at the Washington School, a short time before the end of the school year, the work of this department was exhibited.

The exhibit was one of which the class may be proud. Next year the work in water-color and design will be continued. Some of the designs will be applied in the craft of leather tooling. In connection with design, a course in Interior Decoration will be offered. Some time will be given to the study of composition, which will include the making of posters.

—Ruth Behrens, '17.

three days of the week with Miss Humphrey as teacher. Courses in composing simple songs also two, three, and four part music are offered. The High School is very fortunate in having this course because the work covered is equal to two year's course in any conservatory of music. Some of the work done in this department shows decided talent. One credit is given for one year's work in this combined subject.

MUSIC

Musical Appreciation and Harmony

The course in Musical appreciation and Harmony was offered for the first time this year, and is open to any high school pupil desiring to take it.

The musical appreciation class meets two forty-five minute periods weekly under a very efficient teacher, Mr. Onsgard. The different phases of classes of music are studied and careful notebook work is done. The class this year is very informal. The sixth period on Thursday is devoted almost entirely to an excellent recital on the victrola or piano, the talented members of the class occasionally rendering selections from composers studied. The pupils are required to rememberposer, date of his birth, and some the names of pieces played, the comment upon him and his works. The same period on Friday is spent in written or oral recitation in musical history.

The Harmony class meets the first

Orchestra

The orchestra, consisting of twenty instruments, made its initial appearance at the reception for the Sioux Falls football team. It also has appeared at several assemblies, the Junior play, Christmas Cantata, Patriotic play, the state teacher's association, and several school parties.

Any High School pupil playing any instrument of the symphony orchestra may play in the High School orchestra as one of his regular studies. The members must take one lesson each week from some approved private instructor for the thirty-six weeks of the school year and attend one ninety-minute rehearsal weekly. One-half credit is given for one year's work. This is the first year that the pupils of the High School have been able to take private lessons in Piano, Voice, or Pipe Organ as one of their regular studies, to the amount of one-half credit for one year's work. The pupils in these three subjects must pass an examination before a board of three members of the faculty at the end of each school year.



1. Boys' Glee Club

2. High School Orchestra

3. Girls' Glee Club

Glee Club

The girl's glee club was organized this year with thirty-three members and the boys' glee with twenty members of which the school is justly proud. These clubs sang at the Christmas cantata and were very graciously received at the Northern South Dakota Teacher's association in April where they gave several selections. These are only instances of some of their numerous engagements. The girl's Glee club will take part in the May festival chorus.

The chorus class was dropped this year on account of lack of time, but it is hoped that next year every pupil in High School will have the opportunity and take this work at least one period each week.

—Coral Binning, '15.

—Lorna Umphrey, '15.

THE MAY FESTIVAL

Aberdeen is one of the most fortunate cities in having the Minneapolis Symphony Orchestra featuring their festival here this spring. This is the first year in which the public school have had the honor of entering this festival. The production is a Mid Summer Night by Paul

Bliss in which Miss Humphrey has charge of the choruses and Miss Clark the dance.

They open the choruses with a number of 250 voices. The solo parts are taken by Miss Marion Chase, Miss Shaffer of Chicago, Mrs. Reese Roberts and Mrs. S. W. Narre-gang. The cantata treats of descriptive music of a summer night opening with a Star Chorus, followed by the Firefys and Daisies dancing, consisting of girls from the fourth and fifth grades. The chorus of the Spirit of Night enters followed by the Spirit of Danger—following a Shadow dance will be given by Beth Romans. Then the Shadow chorus is followed Storm fiends and a very descriptive chorus of the storm, which is succeeded by a dance impersonating the wind and rain, given by the first, second and third grades. The chorus of Sleep Song and Rain drops followed by the appearance of the chorus of Birds. A musical moment dance will be given by Helen Bushnell. The festival will be closed with a song by the chorus of Sunbeams and Birds.

—Lela Ennis, '15.



Cast of the Senior Class Play

SENIOR CLASS PLAY

A new custom in connection with the Senior Class Play was this year established. After the selection of the play by the faculty, copies were distributed to all Seniors who were interested in the matter, a day was set on which applicants were to read for parts, and the affair was placed wholly on a competitive basis. Both general scholarship and dramatic ability were considered, so the chief honors of the Senior festivities were awarded where it seemed they were most deserved. The management of the play was placed in charge of Miss Dredge of the English Department, regular credit for this work being given in Senior English, to all successful contestants.

The modern four-act comedy, "A Patriot of America," originally presented by Nat Goodwin and Maxine Elliott was the play selected. Proof of its popularity is found in the fact that it has been on the stage constantly since 1909. The presentation of the humorous, up-to-date situations and characters wins from the audience an understanding and sympathy, such as few dramas receive.

The complications arising from the marriage of Parish, a New York lawyer, to his English cousin, Diana Vernon, and the renouncement of his American citizenship, in accordance with the terms of the English will, furnish the material for the plot. Needless to say, Parish falls in love with his wife, finds the fortune that goes with her a myth, rolls up his sleeves, and earns a living by manufacturing stove polish. Renouncing his newly required English citizenship, he returns to Amer-

ica and brings events to a happy end.

In the all-star cast which suddenly appeared in the Senior ranks, it is impossible to indicate any one person who can claim the lion's share of honors. From maid to nobleman they have the confidence and good will of the audience.

Characters

- Williston Parish Ira Lun.
- Peter Conway Guy Combs
- Gordon Hayes Wm. Mellenthin
- Sir Bryon Mortimer.....
- Alan Williamson
- Willie Burns Floyd Mossiman
- Otto Ludke Glenn Smith
- Lucius Harold Shaffer
- Semms Lincoln Boyd
- Gertrude Grayson
- Alice Chamberlain
- Madeline Grayson ... Frances Dison
- Annette Miriam Wilson
- Mercury Wm. Wallace
- Waiter Ruble Lavery
- Diane Vernon Ruth McCarthy

Class Day

The Class Day exercises this year will be of an entirely new character, and will be given on the High School lawn. A totem-pole will be presented to the Junior chief with an Indian ceremony and several scenes from the class history will be enacted.

THE CLASS OF 1915—A FIVE REEL THRILLER

Reel 1. Part 1.

Scene: The assembly hall of the Washington building. Enter open-mouthed boys in knickerbockers, and pale saucer-eyed girls in co-ed dresses, short and pleated. Pink and blue and red ribbons are much in evidence on curled and braided and "bobbed" hair and in the hand of each and all, is a card testifying

that they have every right to become an eighth grader. Divers teachers round up groups of these bewildered figures, and they are led like lambs away.

(One minute to change film, please.)

Scene: Agnes Remley's room. Miss Remley in white waist, gray skirt, and many classpins. A group of familiar faces at the desks. These are Section Q.

Scene: Mr. Parmley's room. Another group known as Section L, including such famous characters as Dorothy Campbell, Ralph Askew and Kenny Ginder.

Scene. Miss Wright's room with Physiographies, Alvina Ryman and Virginia Chrissenger much in evidence. Enough for Section M. And last but not least comes Section K in Miss Cashel's room, a very interested group listening to the entralling story of "Freckles."

Reel 1. Part 2.

The eighth graders getting ready for their part in "The Captain of Plymouth." Miss Stewart in stiff shirt waist and high stock collar, endeavoring to calm the ruffled feelings of a blue-eyed boy known as Forrest Gottschalk whose Indian suit with its feathers and fringes does not "suit." Dale Bachellor humming the refrain of "I as so-r-ry that I did it but I did, did, did," and Ed Havey and John Olson with four others are endeavoring under Miss O'Neil's instruction to learn a sailor's song and dance.

End of Reel 1.

Reel 2.

Freshman: O the Magic of those words. How familiar now the assembly hall, though such great and awe-inspiring persons as Wesley Krueger, Lee Cumins, Ab Ingersol

and Rhea Reed may be there. Still only a few are permitted permanent seats here for quarters at A. H. S. are becoming cramped. Even the new Coach and Latin teacher, our beloved Mr. Withrow, fresh from Missouri, has not a room to call his own. Fourth period when one of our Freshman classes recite to him, he is obliged to remove Miss Scroggs' reversible coat from the swivel chair and 7th period, amo, amas, amat conjugated on the board beside a map of Egypt in Mary Jane Wyland's room.

Scene: The new building after Christmas, new lockers, new desks with no familiar initials cut deep upon them, and keys, keys everywhere. Nothing that isn't lockable, even to the Blue and Gold Contribution Box.

Our innocent minds are filled only with thoughts of Algebra and A's, though we giggle in spite of Mr. Mericle, over Wamba, son of Witless. So in peace and all tranquility our freshman year ends.

End of Reel 2.

Reel 3.

The assembly hall on the first day. Mutual recognition of friends grown freckled and tanned during the summer. One would know that we were Sophomores, for the front seats occupied with so many familiar faces before, and now populated with strangers, (and perhaps a few too well-knowns) and some of the back seats are filled with our beaming classmates.

Scene: Mr. Withrow's room, his large Caesar class, which is divided and the stupid ones given to Mary Remley.

Scene: The assembly hall stage. The Bird's Christmas Carol, starring Olive Burns as "Peoria" in short

blue apron, and white stockings, enjoying to the full an all-day suck-er; Roy Hasse as a very awkward, very much patched Peter; while the cares and worry of so many children, rest heavily upon the worried brow of Dorothy Campbell, in the role of their mother.

Scene: The puffed up Sophs, sending their three representatives, Harry Gagstetter, Dorothy Campbell and Elizabeth Bennett, to the Declamatory Contest at Redfield, well provided with chaperons, in the guise of Miss Dredge and Miss Butler. This brings the class into prominence and the year ends with satisfaction and confidence.

End of Reel 3.

Reel 4.

Scene: Class meeting. Election of Junior officers and advisors. The class is stunned by the taxing of 25 cents a month dues.

Scene: The night of the County Fair, managed and staged by the now thoroughly aroused and wide-awake Juniors. Mr. Glenn is somewhat bewildered when he finds a duplicate set of twins, in the form of Bill Wallace and Olive Burns, but he takes them to his heart and when Sam and Marian, the Second, become fretful he pacifies them by taking them "by-by" in a wheelbarrow. "The Modern and Medieval Ballad of Mary Jane" is enacted in a very engaging manner; the actors having a strong light back of them, and a screen in front, upon which their shadows are grotesquely shown. And let us not forget The Eight Automatic Warblers "who are afraid to show their faces." Mrs. Pankhurst and her "sheeny" husband cause quite a sensation, and Celia is obliged to discourse at great length explaining that it is Ben and not she,

in the guise of that celebrated lady. Next the crowd is led to the assembly hall where the playlet "The Fairies of the Moccasin" move them to hysterical tears. Mr. Welstead as the little flower girl in middy and short red skirt and bloomers, captivates the audience with his charmingly coy ways, and quite carries the day when he hides himself behind a miniature American flag and says; "I am only a poor little American girl, but I can protect myself."

Scene . Class Party in the gym, with our president in dress suit, and the Ft. Pierre football boys as our guests.

Scene: Junior-Senior Banquet with Adelaides toast to "the High School of Aberdeen:

The cleverest bunch that ever was seen,

From the shrewd sage principal lean and tall,

To the greenest of Freshmen, God bless them all."

Also Jack's and Norma's, Roy's and Mr. Glenn's, with his story of Mr. Withrow and the shower bath, are equally applauded.

Scene: The hastily constructed "stage" in the gym after the banquet, where the play, "A Precious Pickle," is put on by Junior girls. The local "hits" are a work of art and some of them, a complete surprise even to the teacher who has coached the playlet; the girls having thought them up and used them "unbeknownst!" Speaking of cases —m—m well you know the rest!

Scene: The Normal Campus, the afternoon of the Mayday Pageant, with its gay colors, crowd and confusion. The old English May day is carried out in the songs, dances, and dramatizations, and the whole program is a novel and charming event,

This concludes the active school year for the Juniors and the events following are all in honor of the class of 1914.

End of Reel 4.

Reel 5.

The Senior Class

Scene; The new principal's office, registration day. Demonstrations of joy that Physics is not a required subject.

Scene: The lower hall at noon the day the first Blue & Gold was out. Wrath and disappointment on the brows of all.

Scene: Organization of the Senior Girls' Club, with Margaret Boothroyd as president and Miss Goldsworthy as advisor.

Scene: Middy Day, the Senior Girls, one and all in Middies with their hair down their backs in braids and curls, and huge bows resurrected from remote corners of the chiffonier.

Scene: The Banquet given to the Football boys in the hall of the School. Much merriment over Coach Withrow's toast, "'Tis Sweet to be the Goat."

Scene: Christmas program. Dickens Christmas Carol, staged by Miss Dredge. Readings and piano and violin solos given by other talented members.

Scene: Senior Girls' Club party in the domestic science rooms; the "eats" prepared in a very formal manner by the girls, (and the dishes all washed) and a jolly good time in the gym playing games.

Scene: Junior-Senior Banquet at the Sherman house. Sedate Seniors bearing themselves rather aloof from the more frolicsome Juniors.

Scene: Senior Play featuring Ruth McCarthy and Ira Lum, partic-

ularly in the fourth act.

Scene: Graduation exercises at the school with forty-six hearts fluttering over the sheepskins, and forty-six smiling comrades exit from the stage.

The end.

(Passed by the Censor Board of Education.)

(Mutual miseries made the time fly.) Five years seemed less than two.

—Alice Chamberlain, '15.

CLASS PROPHECY

You've all heard, no doubt, of the great Hall of Fame,
Wherein are found portraits of those who attain

Some special distinction in sculpture or art

Or who in their day took some prominent part

In statesmanship, science, or poetry's field

Or who for their country their life blood did yield;

You know too, I ween this far renowned hall

Our nation's proud capital opens to all,

Each citizen may, if it be his desire;
Enter in—gaze about—and if need be inquire;

As to this one and that—the achievement of each

And learn the grand lessons these silent ones teach.

So much for conditions in 1915
Great, glorious year, in which you have seen

Forty-six of our cleverest, best girls and boys,

Who realize little of life, save its joys.

Sent forth from the shelter of Aberdeen High,

Just as others have done in the good
 days gone by.
 What awaits them you wonder—in
 life's tangled way
 What threads do the weavers sit
 spinning today.
 Would'st know? Then from you
 close attention I claim
 My occult pre-science shall not be in
 vain.
 Ten years in life's record is only a
 span,
 Yet in it youth changes from boy-
 hood to man;
 And when Father Time waves his
 banner on high
 Emblazoning bold '25 on the sky
 Dakota shall boast of her own hall
 of fame
 Setting forth the renown of many a
 name.
 Within its broad portals let's quietly
 glide
 To gaze on the pictures its great
 walls may hide.
 Well, now—I am sure you are filled
 with delight,
 That bashful Ralph Askew first
 greets your sight.
 His face quite as cheerful as in days
 of yore
 Better Farming's the thing for
 which he's done more
 Than anyone else—hence his prom-
 inent place.
 The next is a lady—her features
 we'll trace,
 Olive Burns to be sure, who sound-
 ed the note
 That gave to our women a statewide
 vote.
 Margaret Boothroyd is studying by
 night and by day
 The nervous affliction of children to
 stay.
 Harold Schaffer hangs high and so
 it should be
 For Harold is famed for his quaint
 chivalry.
 Whatever you need—whensoever
 you call
 He's right there to help in great
 things or small.
 Retiring, sweet, Marie Magone here
 we see
 Some sly little Cupid induced her to
 be
 A model for housewives—she surely
 excells
 In making a home where happiness
 dwells.
 In contrast to her striking one as
 most queer
 Ruth M. of the bachelor girls is the
 peer.
 Her claim to a place in this galaxy
 bright
 Is her unceasing struggle to make
 things go right.
 Wey. Gifford, he's dubbed by the
 boys he well knows,
 Dakota's light-weight in his pugilist
 pose.
 And next him. Young Mosiman—
 dashing debator
 A rival of Webster, a would-be dic-
 tator.
 You know, 1915 made Aberdeen dry
 Awakening in Alice ambitions quite
 high.
 She gave to the world, in most won-
 derful verse
 A book, with the title—"Is Liquor
 a Curse?"
 Doc Lavery perused this most eru-
 dite tome.
 Inclined first to scoff but its lesson
 went home.
 And know he is known, from the
 east to the west,
 Of Temperance Champions he ranks
 the best.
 When Boyd heard the book had such
 magic effect
 He quickly decided it would serve to

correct	vice
The faults and the vices of heathen Chinese	Which Ira invented to exterminate mice.
So he bought up a copy right over the seas,	Ila Ritchie is here. For better or worse
Sent shiploads of books to brave Francis D.	She joined in the ranks of the Red Cross Nurse.
Whose life is devoted to one great desire	Miss Campbell scaled heights in a musical way.
The lifting of souls to a plane that is higher.	Myrtle K. into politics entered to stay.
In the field of Athletics a place too is given.	And here is George Mountain, King of Movies is he.
For first rank in golf Miriam Wilson has striven	Into John Bunny's shoes he stepped readily.
And won—but I'm sure constant credit is due	You find you must go? Why not longer delay
Gallant Bill Wallace, her caddy so true.	To see the others in gallant array? There's Alan and Coral, Anna B. and gay Bill.
And here is a portrait, some one of repute,	There's Ina, there's Guy, many more if you will.
Mathematics is forte—Leo's rank none dispute,	Someday we'll return, their merits to spy
Heidner, Laura and A, has each a choice nook	And herald their praises as far as the sky.
For untiring efforts and patience they took	
In spreading abroad an electric de-	—Adelaide Makens, '15.

ORGANIZATIONS



The Senior Girls Club

The Senior Girl's Club

In the Autumn of the year 1911,
the women teachers thought there

should be an organization of the
older girls in the High School, which
would stand for the best interests of

the school, as a whole. They invited the Senior girls to a luncheon in October, and told them of their plan. The girls received the suggestions enthusiastically and the Girl's Club was organized a few days later with Helen Fischer as president, and Miss Wyland as advisor. The next year Margaret McLeod was chosen president and Miss Goldsworthy advisor. She has served in that capacity ever since. Mabel McCaughey was its third president and Margaret Boothroyd is the president for 1914 and '15.

The object of the club is to help promote and maintain a good spirit in the Aberdeen High School.

The Social affairs of the Girl's Club have always been numbered among the most delightful of school events. The first party given this year was a basketball social, where the country girls and the boys (?) bought them at auction. Miss Stewart distinguished herself as auctioneer and had the pleasure, which, according to her own statement, she heartily enjoyed.

On December 5, 1914, the Club entertained the football boys at six o'clock dinner. The tables were set in the lower hall and covers laid for about sixty-five. The girls of the Domestic Science Department served a three-course dinner under the direction of Miss Cooney and Miss McCann.

Margaret Boothroyd presided as toastmistress and introduced Supt. Johnson, Mr. Bair, Mr. Withrow, Alice Chamberlain, Ralph Askew and Clayton Walker, who spoke on appropriate topics. At eight-thirty dancing commenced, the High School orchestra furnishing the music.

On February 20, another party was given. Each girl brought some-

thing for a spread and everyone took part in preparing the meal, which was not spoiled by too many cooks.

While most of the girls were engaged in cooking, Mr. Dorothy Campbell and Miss Alice Chamberlain stole a march on their friends and were united in the holy bonds of matrimony. Mariam Wilson performed the ceremony. Miss Goldsworthy was the bride's father and Jeanette Van Beek served as best man.

The next social function planned is the initiation of the Junior girls. They are looking forward to this as one of the most important events of the year. The club of this year willingly hands over to them the work of promoting interest in the high school. They are fully confident of the success with which it will be carried on by the Juniors.

—Josie Lange, '15.

COMMENCEMENT PROGRAM

- May 22.—Junior-Senior Banquet, 6:30 P. M.
 May 14.—Senior Play, "A Patriot of America," 8:15 P. M.
 May 30.—Class Sermon, Rev. J. Rosser Jones, 8:00 P. M.
 June 2.—Commencement Exercises, Address by Chas. S. Medbury, 8:15 P. M.
 June 3.—Class Day Exercises, 2:00 P. M.

SENIOR GIRLS

Always Attractive
 Brilliantly Bright
 Carefully Coaxing for
 Dates to Delight
 Earnest, Endearing
 Frolicsome Flirts
 Gloriously Garrulous

Harmless to Hurt
 Inspiringly Idle
 Joyous by Jerks
 Keeping Keenwitted when
 Lonesomeness Lurks
 Mutually Meddlesome
 Naturally Neat
 Often Obliging
 Polite and Petite
 Queenly Quiescent

Radiantly Right
 Seldom are Sorrowful
 Telling, Trite
 Usually Unselfish
 Voliquilly Vain
 Wonderfully Wakeful
 (Successful in Gain)
 X Y Z omitted, we've ex-
 hausted our brain.

—Exchange.



Negative

Debating Teams

Affirmative

DEBATING

Preparation for the preliminary debate began about Christmas time and quite a number of boys showed interest in the work, the girls not being allowed to debate. Out of this number six were chosen in the preliminary debate to represent the A. H. S. in the triangular debate with Mitchell and Huron.

The affirmative team consisted of Walter Voigt, Ross Moore and George Dell; while Floyd Mosiman, Mark Stevenson and Gideon Seymore composed the negative team. The subject, "Resolved—That the United States should renounce the policy of the Monroe Doctrine," was live and interesting and much material was found on both sides. With but one experienced debator the work

progressed rather slowly, but under the guidance of their instructor, Mr. L. W. Sampson, things soon began to take shape. The week before the debate was spent in perfecting delivery.

The contest for the Bassett Medal, which is given each year to the best individual debater in the A. H. S., was held March 10th. With his superior knowledge of the art Floyd Mosiman won the much coveted honor.

The final debate was held Friday, March 12th, when the Mitchell negative team met the Aberdeen affirmative team at Aberdeen, and the Aberdeen negative team met the Huron affirmative at Huron, while the Huron Negative encountered the Mitchell affirmative at Mitchell; thus

completing the triangle. The judges at Aberdeen, Judge A. W. Campbell, Attorney M. C. Lesell, and Professor E. O. Woodburn of the Normal, decided unanimously in favor of Mitchell and our team at Huron was likewise defeated.

Both teams which the A. H. S. boys had to encounter had been able to devote much more time to the subject, and to hold her reputation the A. H. S. should introduce debating as an elective subject, on a credit basis, for the coming year. The A. H. S. cannot afford to fall behind any High School in the state.

—George Dell, '15.

A. H. S. COMMERCIAL CLUB

The students of our Commercial Department have organized a society under the name of "The Aberdeen High School Commercial Club." The first meeting was held February 15, when Mr. Lombard presented his plans and the following officers were elected: President, Glenn Smith; Vice-President, Vivian Ott; Secretary, Myrtle Klabunde; Treasurer, Luverne Clancy. Since that time meetings have been held the first and third Tuesday of each month. The purpose of the club is to create greater interest especially in typewriting and shorthand. The members of the organization are divided into four typewriting teams, which are tested at the meetings and at the end of the semester medals will be given to the team having the highest speed average.

The meeting held April 13th was particularly interesting with the following programme:

- Banking Clarbell Smith
- High School Organizations
- Glenn Smith
- Original Story . . . Alice Chamberlain

Profit Sharing Vivian Ott
 Stenography as a Practical High

School Subject . . . Arthur Perry
 and Preliminary Law Practice.

This is the first attempt to organize a club of this sort in our High School and it is sincerely hoped that the stenography classes in the years to come will continue it.

—Myrtle Klabunder, '15.

BOY SCOUTS

On March 1st, Supt. Johnson presented a paper before the Social Science Club, in which he outlined plans for different kinds of vacation work for children, applying it especially to Aberdeen.

One suggestion made which met with hearty approval of the large gathering of citizens was the organization in our city of the Boy Scouts, and Campfire Girls. In response to the assurance of hearty cooperation on the part of the citizens and the press, an opportunity was given among the boys in the school to form patrols. In less than one week about seventy-five boys had organized into patrols and had taken their first "hike." Since that time meetings have been held every week at which times work in the Boy Scouts Manual has been taken up. While so far, most of the patrols are composed of grade boys, some very prominent members of the high school have formed patrols, which give promise of a strong leadership in moulding the school spirit. The new physical director for the boys, Mr. Thornton Wilcox, will have full direction of the Boy Scout movement after June 1st.

CAMP FIRE GIRLS

The initial step in the organization of the Camp Fire Girls was a

meeting with a talk by Miss George who spent some time at a Camp on Lake Okoboji in Northern Iowa. She told the girls of the camp life and what it means to be a Camp Fire Girl and the different lines of work carried on by them.

Several groups are being organized and the guardians have been chosen for some of them.

One Camp Fire hike was taken an early Saturday morning, hike covering about six and a half miles. One of the features of the walk was a study of birds. They saw Black Birds, Red Winged Black Birds, and Meadow Larks. It was interesting for the girls to try to imitate the various calls. An interesting visit was made at a dairy farm after which they returned home delighted with their trip and anxious to go again.

The following Saturday as it was training the girls enjoyed a game of indoor tennis and then served a delicious breakfast in the Domestic Science room.

Many plans have been made for the future, the girls are very enthusiastic and a very successful Camp Fire is assured.

—Marjorie Milligan, '18.

THE JUNIOR REPUBLIC

Friday, April 30th, was election day at the Central High. On that date the members of the first year class marched to the polls and cast their ballots for the first officers of the newly created Junior Republic. Full suffrage was allowed to all and the conduct of the election would have cast credit on older and wiser heads than those of the election officials. As a result of the voting the following officials were chosen:

Commissioner of Police—Fred Evers.

Commissioner of Buildings and Grounds—Alpha Klinger.

Commissioner of Finance—Lillian Tiffany.

Commissioner of Student Activities—Nathan Wendell.

The following judges were also elected to preside over the sessions of court:

Lillian Jamieson.

Fred West.

Donald Swain.

It is the hope of the founders of this republic that there shall be here inaugurated a scheme of self government which will eventually find its way into all the classes of the High School. The enthusiastic first year people have given the plan a goodly start toward success and it is to be hoped the future will more than justify its institution.

THE JUNIORS

Dear Blue and Gold and all members of the A. H. S.:

While you are paying so much attention to the Seniors, don't you think the Juniors worthy of a little notice? They are becoming a more and more important factor in the school, and though you still have another year in which to give them honor, are they not worthy of a little attention this year?

As Freshies in the fall of 1912, they were late in organizing, as all Freshmen are, but what wonder with such shy starters, as Katherine Tracy, Marjorie Williamson, John Holmes and the like? Their first president was Alonzo Ward.

Then their first party, which had so long been delayed, was held late in December. It was said to have been the greatest success of all Freshman parties. Of the eight who

attended it, very few made complaints of having had a dull time. The year ended with few exciting events and with few "flunkers," for the size of the class.

In the Sophomore year, a few strangers from the surrounding country, a few good times, a little respect (from Freshmen and eighth grades) and best of all a few High School credits, were all gained by this class.

Beth Romans, as president, although she had a difficult task in calling her class to order at the meeting, kept up the class spirit, and even showed them how to have a picnic on a rainy day.

During this year the Sophomores gave the play of "Silas Marner" before the Assembly one morning. They were told that it was a great success, especially by the Juniors who had trained them for it.

This last year the class of 1916 has been busier than ever before.

They have been preparing indirectly the whole year to give the Seniors their last party at the A. H. S. namely the "Junior-Senior banquet." Several candy sales were held, in which they always ran out of candy before they ran out of customers.

The class play was an important event to the class this year. Beth Romans, Marjorie Williamson, Bernadien Hay, Esther Wendell, Laverne Clancy, Gates Hunt, William Harrison and John Holmes were the principal characters. Every one was pleased with the play, and the Juniors feel confident of winning fresh laurels in their Senior play next year.

Walter Voigt, who has been the Junior president this year may feel that he was at the head of a class which will be ready to start the Senior year doing all they can for the Blue and Gold and setting an example for the rest of the school.

—Inez Dixon, '16.



The Juniors

A GUIDE FOR JUNIORS

Guide for straightening misunderstandings Office
 Department of Industry Library
 Do nothing department... Assembly
 Flexible department Gymnasium

Department for restoring equilibrium Physics Lab.
 Conversational department
 Commercial Room
 Visiting department
 Mr. Wilkinson's Room

Department of originality
 Miss Dredge's Room
 Melodious department
 Miss Humphrey's Room
 Brain exercising department
 Miss Remley's Room
 Commissary department
 Miss Cooney's Room
 Dutch department
 Mr. Onsgaard's Room
 Department of Monotony
 Mr. Lombard's Room
 Butcher's department
 Zoology Laboratory
 Department of Oral Comp.
 Miss Lighthall's Room
 Department of Mental Strain
 Miss McCordic's Room
 Department of Conversation by
 Phone Mr. Johnson's Office

Tom Tracy Clayton Walker
 Gaston Ross Moore
 Dennis Curtis Dell

Editorial

Staff:

Senior Editors—Dorothy Campbell, Adelide Makens.

Business Manager—Floyd Mosiman.

Contributing Editors—Mr. Johnson and Mr. Bair.

Junior Editors—Clayton Walker, Inez Dixon.

Faculty Advisor—Miss Lighthall.

Another year has passed and we believe the Central High School has gained in many ways. We have had new courses, new ideas, new effectiveness; but we still have far to go to approach the ideals in our work which we try to keep before us. So with a feeling of appreciation for the work and suggestions that have come from the teachers and pupils who are leaving us, let us prepare to give to the school of our best efforts; let us unite in placing its work on a higher plane, upon a plane where steady, consistent, cooperative effort shall make our High School not merely a leader in South Dakota but among the best of the nation. Let us be dissatisfied with anything of sham or laziness and let every individual among us labor without ceasing for his greatest effectiveness.

HIGH SCHOOL SPIRIT

What is school spirit anyway? We believe it is an intangible, invisible, inaudible something of whose presence you can never be sure. You can-

JUNIOR-SENIOR BANQUET

The Juniors gave their annual banquet to the Seniors and Faculty of the H. S. at the Sherman hotel, May 22, at 7 o'clock. A program of toasts followed the dinner, after which the scene of merry making was shifted to the H. S. Gym. where a farce, "The Straw Man," was put on by members of the Junior class. The remainder of the evening was given over to dancing, the H. S. orchestra furnishing the music.

Toastmaster Mr. Onsgard
 "None but the brave deserve the fair" Walter Voigt
 "What we have been makes us what we are" . . . Mr. Sampson
 "Cheerful Yesterdays"
 Miss Goldsworthy
 "If" Alice Chamberlain
 "Auf Widersehen" . . Helen Bushnell
 "Parting is such sweet Sorrow"
 Ira Lum

Farce

Rita Thelma Ott
 Florence Marie Ambuel

not see it in the class-rooms nor read it in the text books. But there are several ways in which it can be and is clearly shown; the spirit towards athletics, the feeling about other High School activities, and the attitude of the pupils and the faculty toward each other.

In regard to the athletics of our school, experience has proved that every school has its quiet years, and this undoubtedly was ours, but we are justified in hoping for a more successful season next year. We are rather proud however, of our spirit towards athletics; we are good losers. No one heard any "squealing" about unfair or unjust treatment from us; and is it not harder to lose gracefully than to win?

The spirit about debate has been one which is rather to be deplored. We have not given it the same support that we have athletics. We do not seem to realize that while physical development is commendable, it is no more so than mental development, which is the purpose of debate work. We are anxious that next year there shall be more ardent support of this line of work.

The feeling about declaiming is much better; the competition is good-natured, and the winner receives hearty support.

The music department has had better support this year than ever before; the pupils have entered into their work with great zest, and have done creditable work.

Right here let us say something which, while it does not particularly come under any one head, certainly has to do with school spirit; that is, keeping the school property in good condition. There seems to be an idea prevalent in the minds of many that school property does not belong

to anyone in particular, so what's the use of keeping it properly. On the contrary, school property is the property of all. When you do it any damage, you are the one who is injured, you and your neighbor.

A good spirit of cooperation between the faculty and student body is something for which every school is striving. We feel that this spirit has grown stronger each year, and we attribute it in a large measure to the friendly feeling existing between the students and the teachers. Both seem to realize that this friendly feeling promotes the success of each, and that without it, the best results cannot be obtained. We of the departing class hope that this feeling may always continue, that the Aberdeen High School may never be "found wanting" in the right kind of school spirit.

—D. C., '15.

A SUGGESTION

When we calmly analyze this year's work and consider the different activities of the High School in detail, we note many interesting results. These are lessons to guide us in next year's plans and aims. As this year becomes a part of the history of the High School let us give serious thought to this year's success in all departments of the school.

What are the particularly strong points? What are the weak points? How can we reach our ideal, thoroughness and efficiency in all our departments and activities? If next year is to be a step in advance it will not come by adding to our splendid physical equipment in the High School or by enlarging our course of study. It will come from the point of view taken of High School work, from a powerful application of

the imagination. The day-by-day lessons for the year, 1914-1915, have averaged above former years. Reports from the High School faculty demonstrate more thorough preparation of lessons, better classroom recitations. This speaks well for the work of the pupils and teachers. It is your important work and possibility in the opinion of some—your whole duty.

If school prepares for practical life, however, we realize the importance of numerous activities in connection with the regular school work. Debating, declaiming, dramatization, music, gymnasium, football, basket ball, tennis, track,—are school activities which should be taken as seriously as traditional courses, if you are to plan for thorough enjoyment of life after you get through school.

Now is the time to decide on your

work for next year. Make your plans in detail, what studies to take, what activities you can profitably enter. If you want to practice in debating, start now to read along the line of your topic and when time to practice comes next fall you will be enthusiastic about the subject, simply because you know something about it. Now is the time to enter the Declamatory contest. Now is the time to outline your course and see if you can successfully take part in football, be on the basket ball team, enter the glee club, or any other regular activity the school may provide which will prove beneficial in giving you an all round training. The well organized High School has all of its activities planned in detail six months ahead. Where shall we be classified next year?



THE PRECIOUS GOLD PIECE

Jack Wilding, Jr., the most popular student at St. Quintley's was very much worried. He sat at the desk in his large comfortable room, doing his best to compose a letter to his father. It was a trying task.

"He told me the last time he wrote that I couldn't have another cent," muttered Jack with a groan, "but I can't take Dorothy Broome to the Junior Prom on nothing." He went on writing the letter, with bursts of

impatience as he spilled ink or made a blot. His roommate, Tom, entered just as he sealed the letter.

"What's the matter, old chap, Dorothy turned you down?" he asked.

"I wish you'd shut up until you are spoken to," growled Jack as he closed the door with a bang.

He mailed the letter and then strolled into the study hall. As he sat, day dreaming, he was aroused by a loud noise. Turning around he saw that the boy across from him

had dropped his books. After a few minutes' hustle and a shuffle of feet, quiet again fell over the study hall. Jack was just beginning Cicero's "Pro Archia" when he was again startled. This time it was a jingling sound. A boy had dropped his key. A snicker ran over the assembly and Principal Carlyle rose to his feet in anger. "You boys will have to get over that habit of dropping something every time you turn around. Hereafter anyone who drops anything on the floor has lost all claim to it." The bell for the close of the session rang just then and the boys went out with a great chatter. Jack had a game of tennis with Tom and won it, which made him feel better.

Two days passed and Jack thought his father wouldn't send him any money, when he received a small box. He had visions of a hundred dollar bill but on opening the box he found a five dollar gold piece. He stared at it blankly for a minute and then said disgustedly, "anyone would think the governor was a street cleaner instead of a millionaire."

But then he reflected to himself, a five dollar gold piece was far better than nothing.

He went in to study but he couldn't keep his mind off the gold piece so he pulled it out to look at it, figuring out how far it would go. It would hire a cab for him, but flowers, he would have to cut out the flowers. He didn't think Dorothy would mind. He started to put the money in his pocket, when horror of horrors! it fell to the floor. He didn't dare to pick it up so it lay there.

When Jack reached his room he told Tom all about it.

"Say, Jack, I'm sorry," said Tom

in sympathy. "I'd lend you some, but I'm short myself."

Jack looked worried, "I've already asked Dorothy and I must earn some money, can't you think of something?" he asked.

Tom thought deeply, then asked, "Why not catch Billy Van Harn at tennis? He's been dying to have you coach him so he could enter the tournament and win the cup"—Jack hesitated.

"I suppose I could, I hate to charge him for it but I guess I'll have to."

"Ah, he'll expect that," said Tom. And so Jack worked with Billy every time he had a minute.

A week passed and Jack crawled into bed every night, only to fall into a light sleep, starting up at intervals, muttering something about tennis—"money," the "governor." After two or three of these outbursts, Tom went to the Principal and told him all about it.

"Why, I've been trying to find out to whom that gold piece belonged," said the Principal, "I'll see Jack." When Jack received a white slip, asking him to report to the office at five, he said wearily, "I suppose I'll be scolded for neglecting my studies to coach Van Horn." But after his interview with the Principal, who talked kindly to him he felt better.

The day of the finals dawned clear and bright. The game was called for 2:30 and promptly at that time Billy began his fight with Gordon Combs for the cup. Jack watched every play feverishly and when Billy crossed to the other court, gave him hurried words of advice. At last the game ended and Billy walked over to Jack flushed and smiling with victory.

"It was your work, old man," he

said to Jack gripping his hand.

As Jack sauntered up to the school, thinking over the events of the week, some one touched him on the arm and he turned to look into the glad eyes of his father.

"Principal Carlyle wrote of what you were doing and I want you to know that I appreciate it, so partly because of that and partly because you have done some real work I have brought something more than a five dollar gold piece."

And so it was that there was no happier boy than Jack Wilding at the Junior Prom that night.

—Marjorie Williamson, '16.

MY FAILURE

I find that I must write a theme
'Tis not so easy as 'twould seem.
My thoughts are such uncertain
things
I think they must have taken wings.

I just believe I'll write a "pome."
Can't write at school, can't write at
home.
No subject can I find at all
I'm clearly up against the wall.

A parody, a joke, a verse,
Oh dear! Each is getting worse.
I've clearly made my mind up now,
Never Again! This is my vow.

—Helen Fossum, '18.

A DARK DEED

Far away from the reach of the strong arm of the law, where might is right, there stands a rough shack. The wood surrounding the hut is dense and ancient. Within upon a rough wooden bench, is seated a man dressed in the typical garb of the mountaineer, blue shirt, red bandanna handkerchief, high boots, and corduroy trousers. Upon his

sinister countenance there is a look of fierce and determined resolve. A shot-gun lies across his knees and he is waiting. Complete silence reigns except for the low moaning of the wind in the trees. Occasionally he shifts his position uneasily, but always resumes his watchful waiting.

Suddenly a sharp and distinct tap is heard. In spite of the fact that he has been expecting it, he starts violently, then he rises cautiously to his feet. He starts toward the door, but a baffled look crosses his face and he pauses. Tap, tap, tap, comes again sharply and distinctly and he walks noiselessly over to the window. He raises the sash but recoils from the light as if in fear. After a pause, in which only the man's breathing is heard the tapping is repeated. Reassured he steps through the opening. Once outside he cocks his gun and steals softly toward the front of the shack. At the corner he stops, and two shots ring out. A body falls to the ground with a light thud.—It is the body of a wood-pecker!

—Miriam Mason, '16.

THE SENIOR'S TALE

or

Chaucer Up-to-Date

When Zephirus with his swete breath hath inspired all the yonge boys and gyrls to love nature, then scule tyme comes to marther hapynnes and they must swynk from dawn to eve to plesse thir techers. So bifel it on this day to goon on a pilgrimage at the shrine of learning. Many Senyors ther were, fair for the maistrye. And whiche they weren and of what degree, I wol first begynne to tel.

A football Player ther was, and that a worthy man who loved the

sport and eek a fayre laydee whose smyle was that dazzing he loved to bask in its cheer. Ful worthy was he, and no man had ridden ferre for to y-see a good dog-fight. And this ilke worthy Senyor was in goodly array. A pair of very dayntie soks hadde he of purple hue and a ty to matche imbroidered with two flys, both of the species of "butter."

A gyrl ther was also, that of hir smylyng was ful smyle and coy, and she was y-clent Serena. Ful fair hir name sat upon her for her fayre browe was ever unclauded by pettie worries and her clere eye ever held a shaft of Cupyd. And Frnch frocks of Paris was to hir not unkoyn for her gowyne was that tight and narre that to steppe acros a puddel in the rode acquired gret tact without falling down. And in this art she was expurt, but for to declyne "amo" she could not; except in lookes.

Another gyrl with hir hade she, whose lokkes just out of Press fair ryvaled the sun's gleem and from them to her littel slypered feet she was good to look upon. Of her bok she yaf not of that text a pulled hen. And yet hir techer couthe not o' hir sleighte and thus hadde she become a Seynor.

A techer was ther in the campaignye. Hardy he was and wys to undertake the instruction of the yonge Sonnes of Beelzebud in Physiks. Of his complexion he was sangwyn to live in delite was ever his wone. And eating was living, for the nones.

And now gud people listen well, In this tale is ment no harm to any won in partikular., And if I make error please rebuke softly, and here is ended the Senyors Tale.

—Alice Chamberlain, '15.

SENIOR SLASS POEM BY A SOPHOMORE

As members of the Senior class;
We've tried to do our best.
But still we've had our share of fun
As others have confessed.

Temptations; trials, tricks, and spats

We'll banish from the mind
We'll never forget how we have shared

School work in every kind.

Examinations finally came
And teachers puzzled guessed
How some who made their daily grades
Should fall down in the tests.

Our photos in the Blue and Gold
You'll say good looks we lack.
The grades we get we know not why
They didn't hold them back.

But take it as a whole
The Seniors are so bright,
That when you meet them in the dark
You don't need any light.

Some are glad and some are sad
That school will soon be o'er
But in a week we'll wish we're back
To work away some more.

—R. B., '17.

A MIRACLE

High above I could see the tops of the tall pines gilded with the rays of the sun. If I were only up there, I thought, then I might determine where I was and find my way through the forest for I was lost, lost in the depths of the forest. It was already dark down where I was and so still that I could hear the constant murmuring of countless

mosquitoes. No animals were stirring in the woods. Everything was quiet. The sun had disappeared now from the tree tops and the sky above wherever I could catch a glimpse of it was growing darker all the time.

Soon I discerned one lone star in a clear space just above my head, twinkling and winking as if foreboding some evil. Now it was shut off from my sight by a black cloud. The giant pines began to moan and the mosquitoes stopped their tune. Then there was a low rumbling as of distant thunder and something stirred in the bushes by my side. My heart jumped to my mouth and I jumped to my feet. There was a cold hand at my neck and a moment later fully a hundred Indians had surrounded me. I was bound to a tree. Brush already prepared was brought and heaped up beneath my feet. It was an awful aspect; all those painted savage faces as they stood around grinning and I knew that I was doomed. Hand in hand they encircled me and began their dance, whooping and yelling like wild beasts. The flames began to curl up around my feet and despite my best efforts to keep still I screamed in my agony, this only seemed to delight the Indians more. All was up. I had lost all hope of escape. Every moment the burns grew more painful and the flames leaped higher. How I longed for death. How pleasant I thought, not to be now.

But just then there was a crash and such a flash that it nearly blinded me. I remember nothing for I don't know how long and when I finally came to and was able to distinguish the objects around me there stretched the ring of savages all prostrate upon the ground. The fire

was out from under me although I could scarcely believe it from the pain of my burns, and I was untied.

I figured that the lightning had been conducted around the circle of Indians but that a few not in the ring had not been struck and thinking I was some spirit loosed me and then fled to the woods.

I awoke and found myself safe at home in the old arm chair. It was a quarter to twelve so I put up the "Last of the Mohicans" and went up to bed. The next day my brother hit me over the head with a book, one of those tokens of brotherly love which are so frequent in our house. Something about it reminded me of the night before and I began to think that after all the thunder bolt might have been more real than I had thought.

—R. T., '16.

NEW BOOKS JUST OUT

Time O'Day Matilda Cully
 Who Goes There Miss Butler
 My Heart's Right There
 William Harrison
 Talks to Freshman Girls. Leo Erwin
 The Chalk Line Mrs. Dredge
 The Turbulent Duchess
 Alice Chamberlain
 When I Was a Boy . . . Mr. Welstead
 The Lad I Used to Be . . Mr. Sampson
 "Pepper" Catherine Tracy
 The Diary of a Beauty. . Mary Erwin
 Our Jewels . . Ruby, Opal and Coral
 Have you read that article on
 Lynch-ing . . . Mary Ringrose

THE PURSUIT OF A PERMIT

Of the evils in this high school
 Permits surely are the worst;
 Woe to us if we forget them,
 We'll be censured last or first.

One fine day, from the assembly

To the office I was sent;
When my business there was finished,
Back again I gaily went.

Scarcely in my seat I'd settled
When Miss Stewart's voice I heard,
"Where's your permit?" "Haven't any!"
"Get one then, sir. That's absurd."

Back I hastened to the office,
But I found nobody there,
So I sat down and determined
There to wait for Mr. Bair.

After quite a while the bell rang
And the period was o'er;
So I went back to assembly
And got in at the right door.

But the next day in assembly
Miss Stewart came up to me;
"Where's your permit to assembly!
Get one quick and bring to me."

When I got into the office
Mr. Bair had just gone out
To the gym, a student told me,
So I quickly turned about.

At the gym Miss Clark informed me
He was in Room thirty-one;
To Room thirty-one I hastened,
Hoping that my chase was done.

Once more I was disappointed—
To the office he'd gone back.
So I speeded to the office,
Chasing hot upon his track.

At the office (would you think it?)
I discovered Mr. Bair.
I would not believe my own eyes
When I saw him truly there.

Then I breathless gasped: "A per-

mit!"

One for Tuesday and today;
Having told the cause of absence,
Got them both and went away.

When I'd given 'em to Miss Stewart
Then I started to my seat
For I'd traveled quite a distance
And I wished to rest my feet.

But at once I heard a bell ring
And the period was o'er;
So I hastened to my next class
Glad to seek permits no more.

Thus two periods were wasted
Just in getting one permit;
But the teachers are hard hearted
And don't sympathize a bit.

When I reach the heavenly portals
I will find St. Peter there.
"Where's your permit?" he will
thunder:
"Get one quick from C. M. Bair."
—Gideon Seymour, '17.

THE REFERENCE LIBRARIAN

At times behind a desk he sits,
At times about the room he flits—
Folks interrupt his perfect ease
By asking questions such as these:
"How tall was prehistoric man?"
"How old, I pray, was Sister Ann?"
"What should one do if cats have
fits?"
"What woman first invented
mitts?"
"Who said 'To labor is to pray?'"
"How much did Daniel Lambert
weigh?"
"Don't you admire E. P. Roe?"
"What is the fare to Kokomo?"
"Have you a life of Sairy Gamp?"
"Can you lend me a potsage-stamp?"
"Have you the rhymes of Edward
Lear?"
"What wages do they give you

here?"

"What dictionary is the best?"

"Did Brummel wear a satin vest?"

"How do you spell 'anemic,' please?"

"What is a Gorgonzola cheese?"

"Who ferried souls across the Styx?"

"What is the square of 96?"

"Are oysters good to eat in March?"

"Are green bananas full of starch?"

"Where is that book I used to see?"

"I guess you don't remember me?"

"Haf you Der Hohenzollernspiel?"

"Where shall I put this apple peel?"

"Ou est, m'sie, la grand Larousee?"

"Do you say 'two-spot,' or 'the duce?'"

"Come, find my book—why make a row?"

"A red one—can't you find it now?"

"Please, which is right to 'lend' or 'loan?'"

"Say, mister, where's the telephone?"

"How do you use this catalog?"

"Oh, hear that noise! Is that my dog?"

"Have you a book called 'Shapes of Fear?'"

"You mind if I leave baby here?"

—Edmund Lester Pearson in the Secret Book.

(From Literary Digest.)

AFFILIATION WITH N. N. I. S.

Two years ago at a joint meeting of the State Regents of Education and City Board of Education, an agreement of affiliation which had been arranged by President Nash and Superintendent Johnson was accepted. This agreement stipulated that the city superintendent should have general supervisory power over the Normal Training School and assign pupils to this school in the same way as to any ward school.

During the present year an op-

portunity for observation of regular school work in the city schools was arranged for the students of the Normal contemplating teaching next year. The city superintendent becomes a member of the Normal faculty and will conduct the observation work and also lecture to the teachers, observing on school management and pedagogy, once a week.

In the high school the program will be so arranged that boys wishing to elect work at the Normal in machine work, forging and blacksmithing, will be able to complete their work at the High School in time to take the two last periods of each day at the Normal. This will give our high school boys a very fine opportunity to secure a training in the High School which prepares directly for the trades and engineering courses of the colleges, as well as practical instruction for life.

During the coming year the High School will continue its policy of increasing the efficiency of its work particularly along vocational lines. Commercial work will be improved by giving more hours and corresponding credit to strictly commercial work. The Manual Training course will be strengthened, and by arrangement with the Normal school forging will be offered. The Department of Physical Training will be strengthened by the addition of a physical director for men, who will give all his time to that work. Every pupil will be urged to take up some form of Physical Training. General changes will be made in all courses in an effort to introduce into our work practical instruction in efficient living.

THE SCHOOL AS A SOCIAL CENTER

The citizens of Aberdeen have provided themselves with an expensive and commodious High School building. It is too large an investment to leave idle for any length of time and it has been the policy of the administration to encourage its use at all times for any legitimate public use. During the past year the building has been in use for public meetings of various kinds, for musical organizations, for public concerts and entertainments, for business men's gymnasium classes, for the Y. W. C. A. and others. The building is available without charge for any meeting in the interests of the public welfare.

LOCALS

On March 25th, Mr. Glenn, our former principal, who is now Superintendent at Milbank, addressed the High School. We were delighted that his duties as president of the Northern South Dakota Educational Association brought him to Aberdeen once more. It was not what Mr. Glenn said or how he said it that called forth such hearty applause from the students but it was the mere fact that he was among us again. The greater part of his talk was given over to expressing in many different ways how glad he was to see the High School people after a year's absence.

A few minutes was allowed after Mr. Glenn's address in which everyone had the privilege of shaking hands with him, which privilege we feel safe in saying no one failed to take advantage of.

Another assembly which was perhaps the most interesting we have yet had was held a few weeks ago,

when the fourth graders entertained the High School people for about one-half hour by presenting the dramatization of "King Arthur." Although the "King" was suffering from the effects of a serious cold he knighted each of his trusty men, announcing the attributes of each in a voice which was heard by all his listeners. The Mother of Gawain was of particular interest, being the only actress in the play.

The morning of the eighth of April, Mr. Seymour of the N. N. I. S. gave a short talk about clean-up day to the High School students, his topic being "Pick it up," an expression which is synonymous with his name both in the High School and Normal. His idea was to impress upon the minds of the students how to keep the city looking beautiful by not throwing things about and by putting articles in their right places, especially in the public parks and schools.

The Aberdeen High School was represented at the Annual Declamatory Contest held at the Northern Normal and Industrial school, by Alice Chamberlain in the dramatic class and Floyd Mosiman in the oratorical. They were chosen from the four contestants taking part in the preliminary contest which was held April 23. The four contestants were Coral Binning, Alice Chamberlain, Floyd Mosiman and John Woodman.

The English V classes have found the notes which the class of 1914 prepared last year for Holmes' Autocrat of the Breakfast Table very helpful in their study of the same classic.

SOME TEACHERS

Mr. Bair has worked this year
 For our old A. H. S.
 With faculty and students and
 He has had great success.

Miss Butler had the eighth grade
 classes
 We know not what they do,
 But we know 'tis very seldom
 She does not get them through.

In English when the work was hard,
 "Miss Dredge is right unkind"
 Was what they said, but when she
 leaves
 Her equal we won't find.

Miss Stewart whom all students
 know.
 Who, knowledge does unfold
 Knows we appreciate the good
 She's done for "Blue and Gold."

What of the German teacher
 Who gives us German poems?
 We're thankful for the knowledge
 But you should hear the groans.

Then, too, there is the Coach,
 Whom we must lose next year;
 Who can the Latin classes teach,
 Or football athletes rear?

Miss Goldsworthy can't know
 The interest that we feel
 In all the science studies
 With which her pupils deal.

Too bad the other teachers
 Weren't on the floor of the "Hall"
 Then they'd got in the verses first
 Now they won't get in at all.

—Inez Dixon, '16.

ABERDEEN HIGH SCHOOL ALUMNI ASSOCIATION**Class of 1887**

Lucy R. Chase—Seattle, Wash.
 Hiram A. Pratt—Cashier of a
 Bank in Seattle, Wash.
 Alice E. Hicks—Seattle, Wash.
 Louise A. Wylie—Mrs. A. M. Aldrich,
 Aberdeen, S. D.

Class of 1888

Lulu Dana—Mrs. H. C. Garvin,
 Winona, Minn.
 Fannie Hauser—Philippine Islands.
 Eva Raymond—Mrs. C. C. Caverly,
 Sioux City, Ia.
 Jessie Proud—Mrs. Minard, Aberdeen,
 S. D.
 Capt. John McArthur—Canal
 Zone.

Fannie Coyne—Butte, Mont.

Class of 1889

Bessie Wylie—Mrs. Parkhurst,
 deceased.
 Rose B. Dille—Mrs. M. Pugh,
 Spokane, Wash.
 David Griffiths—Washington, D.
 C.
 Benjamin Thomas (M. D.)—California.
 Charles R. Case—Seattle, Wash.

Class of 1891

Dayton Cook (M. D.)—Lodi, Wis.
 George H. Jenkins—Houston,
 Texas.
 Ethel L. Kelly—Mrs. A. W. Voedisch,
 Aberdeen, S. D.
 Edna M. Hauge—Mrs. Goodwin,
 Seattle, Wash.
 Chas. A. McArthur—Seattle,
 Wash.
 Merlin C. Johnston—Dr. M. C.
 Johnston, Aberdeen, S. D.
 John C. Williams—Chicago, Ill.
 Jennie Salisbury—Mrs. Pall, Long
 Beach, Cal.

Class of 1892

Lillian McDonough—deceased.
 Grace Brown—Mrs. C. A. Howard,
 Aberdeen.
 Lucy Holmes—Pasadena, Cal.
 Eva Gilmore—Mrs. George Jen-
 kins, Houston, Texas.
 Jennie McCall—Mrs. Mills, de-
 ceased.
 Carrie Paulhamus—Mrs. A. L.
 Ward, Aberdeen.

Class of 1893

Fay Donough—deceased.

Class of 1894

Leon Foster—Minneapolis, Minn.
 Dana Foster—Minneapolis, Minn.
 Harold Wilson—Aberdeen Mill.

Class of 1895

Percy Hauser—Altoona, Penn.
 J. P. Hauser—Missionary, Mexico
 City.

Class of 1896

Fred G. Huntington—State's At-
 torney, Aberdeen, S. D.
 Grace J. Noble—Mrs. Harold Wil-
 son, Aberdeen, S. D.
 Margaret Kelley—Brown County
 Courthouse.

Class of 1897

Frank W. Webster—deceased.
 Charles F. Holmes, Dr.—Hecla, S.
 D.
 Russell A. Brown—deceased.

Class of 1898

John Royden Kelley, Capt.—Fort
 Leavenworth, Kansas.
 Edith M. Pierson—Chicago.
 Daisy Hutton—deceased.

Class of 1899

Mildred Sloan—Mrs. R. H. Angell,
 Aberdeen, S. D.
 Alma J. Mueller—Mrs. Russell
 Easton, Aberdeen, S. D.

Hilby Hards, Dr.—Tacoma, Wash.
 Jennie E. Worswick—Mrs. M.
 Schamber, Aberdeen, S. D.
 Carrie L. Black—Sioux Falls, S.
 D.
 Genevieve Taubman—Mrs. Tarell,
 Viehart, Mont.

Class of 1900

Philip K. Carnine—Minneapolis,
 Minn.
 Margaret A. Gilmore—Mrs. Mc-
 Phaille, Minneapolis, Minn.
 Elliott Lum—Omaha, Neb.
 Lloyd L. Smith—Chicago, Ill.
 Essie Zietlow—Mrs. Hamilton,
 Montana.
 Eva Z. Hutton—Mrs. H. Holby,
 Aberdeen, S. D.
 Selina H. Laidlow—Mrs. Ed. Mil-
 ligan, Aberdeen, S. D.
 William G. Sparling—Rapid City.

Class of 1901

Alberta V. Green, Pierre, S. D.
 M. Carl Lager—Minneapolis.
 Cornelia L. Hauser—Mrs. J. E.
 Hauter, Duluth, Minn.
 Marian E. McCoy—Studying mu-
 sic, Washington, D. C.
 Edith Mather—Mrs. Fred Gan-
 non, Aberden, S. D.

Class of 1902

Archie McNaughten—Lawyer, Ab-
 erdeen.
 Paul Browne—Memphis, Tenn.
 Winnie Williams—Mrs. Pierre
 Southworth.
 Nina Zietlow—Pianist, Aberdeen,
 S. D.

Class of 1903

Mabel Green—deceased, 1905.
 Clarence Browne—Paris, France.
 Fannie Stevens—Mrs. Mansfield,
 Eugene, Oregon.
 Grace Cheatham—Mrs. B. B. Al-

drich, Aberdeen, S. D.

Ralph Dennison—Aberdeen, S. D.

Leon Wells—Aberdeen, S. D.

Evelyn Sidow—Minneapolis.

Class of 1904

Margaret Crofoot—Mrs. Gene
Barnard, Spokane, Wash.

Dennis O'Donnell, Dr.—Huron, S.
D.

Class of 1905

Harry Deits—Manual training
teacher, Seattle, Wash.

Edna Goffe—Mrs. Erwin Cum-
mins, El Paso, Texas.

Blanche Huntington—Spokane,
Wash.

Grace Lager—Mrs. W. J. Hill, Ab-
erdeen, S. D.

Zoe Lovejoy—Mrs. Tho. Camp-
bell, Huron, S. D.

Carola Strauss—Mrs. Hiram Ja-
cobs, Minneapolis.

Norma Brown—Mrs. James Dob-
son, Aberdeen, S. D.

Don Campbell—deceased.

Chas. Gottschalk, Jr.—Chicago.

Clyde McCoy—deceased.

Rhoda McCoy—Minneapolis.

Phil McHugh—Denver, Col.

Class of 1906

Carroll Bickelhaupt—Des Moines.

Frank Vroman—Minneapolis.

Agnes Lovejoy — (Married),
Washington.

Lida Cheatham—Mrs. Wesley
Collins, Aberdeen.

Herbert Stevens—Dentist, Aber-
deen.

John Granger—Aberdeen.

Estelle Allen—Aberdeen.

Class of 1907

Marion Burnette—Mrs. David
Vail, Minor, N. D.

Edward Clarke—Toledo.

Margaret Firey—Mrs. R. O. An-
telman, Aberdeen.

Floyd Fisher—Ann Arbor, Mich.

Everett Harris—Chicago.

Vera Jewell—Mrs. Quigley, Gro-
ton, S. D.

Edith Kelley—Mrs. P. N. Bush-
nell, Aberdeen.

Alice McCoy—Minnesota "U."

Fanny McNutt—Mrs. Tomlie, Ab-
erdeen.

Della Nulbourne—Chatfield, Minn.

Effie Stains—Mrs. Dickerson.

Goldie Zimmerman (Dr.)—Aber-
deen.

Roy Antelman—Aberdeen Nation-
al Bank.

Etha Burnham—Normal office.

Bessie Combs—Combs Confec-
tionary Store.

Esther Nash—Mrs. John Roberts,
Aberdeen.

Ora Connell—Mrs. Mitchell.

Rose Admunds—Wagner, S. D.

Don Hill—San Francisco.

Harry Lynn—Linton, N. D.

Florence Stevens—Redfield.

Evan Peckham—Minneapolis.

Ira Stevens—St. Paul.

Class of 1908

Margaret Bottum—Mrs. O. C. Nel-
son, Bonners Ferry, Ida.

Helen Jackson—Aberdeen, S. D.

Doris Bickelhaupt — Instructor
Mathematics, N. N. I. S.

Loma Lovejoy—Seattle, Wash.

Morton Taubman—practicing law,
Aberdeen.

James Vetter—Chicago.

Marguerite Countryman—Mrs.
Harry Wells, Aberdeen.

Carroll Selby, Lewistown, Mont.

Alvin Ott—Los Angeles.

Class of 1909

- Karl Bremer.
 Clinton Brown—Aberdeen, S. D.
 Loretta Clark—deceased.
 John Jackson—Jackson Hardware, Aberdeen.
 Gertrude McCann—Domestic Science teacher, A. H. S.
 Blanche Coleman—Mrs. Blanchard, Aberdeen.
 Wade Edmunds—Armour, S. D.
 Sumner Harris—Aberdeen National Bank.
 Helen McConnell (Chicago)—Aberdeen.
 Sadie McPherson—Minneapolis.
 Irene Peckham—Santa Ana, Calif.
 Rhea Wells—Aberdeen.

Class of 1910

- Paul Armantrout—Martin Bros. Factory.
 Ivan Bickelhaupt—"U" of Wisconsin.
 Tillie Combs—Mrs. Larson, Aberdeen.
 Ottelia Hezel—Sherman Dry Goods.
 Kenneth Healy—Minneapolis.
 Will Kearney—deceased.
 Ivy Husband—Watertown, S. D.
 Jeanette Shields—Detroit, Mich.
 Margaret Wallace—Mrs. Sieh, Putney, S. D.

Class of 1911

- Constance Adams—Librarian, Aberdeen.
 Portia Perry—N. N. I. S.
 Louise Goffe—Minneapolis Conservatory of Music.
 Maude Hedger—Tacoma, Wash.
 Agnes Keegan—Mrs. Fred Bushnell, Aberdeen.
 Alice Shields—Detroit, Mich.
 Olive Shumway—Minnesota "U."
 Genevieve Jackson—Wis. "U."
 Flora Bell—Mrs. Claude Merrick,

Aberdeen.

Class of 1912

- Marie Doyle—Stenographer, Commercial Club.
 Helen Fisher—Mrs. P. E. Gregg, Menominee, Wis.
 Margaret Granger—Huron College.
 Jessie Mabbot—N. N. I. S.
 Bessie Neill—Aberdeen.
 John Sheehan—Jewett Bros., Aberdeen.
 Willard Taylor—Minn. "U."
 Gertrude Welsh—Boston, Mass.
 Dale Eakins—Dakota Farmer.
 David Minard—U. S. N. A., Annapolis, Maryland.
 Floyd Daniels—Goodale's Pharmacy—N. N. I. S.
 Bernard Sheehan—Brookings Agricultural College.

Class of 1913

- Margaret McLeod—Society Reporter, Aberdeen News.
 Ruth Kribs—N. N. I. S.
 Robert Lum—U. M. I. Norfolk, Virginia.
 Ray Stratton—Dental College, Kansas City, Kansas.
 Joe Williams—Toeka, Kansas.
 Art. Schamber—Schamber Grocery.
 Oliver Gottschalk—Minneapolis, Minn.

Class of 1914

- Norma Aney—N. N. I. S.
 Dorothy Brown—N. N. I. S. and Society Reporter, Aberdeen Daily American.
 Miriam Beard—N. N. I. S.
 Ora Christianson—Downer College, Milwaukee.
 Elizabeth Bennett—Oberlin College.

Genevieve Reagan — Attending School in Ripon, Wis.

Wilma Winter—"U" of Neb., Lincoln, Neb.

Hiram Boucher—University of Minn.

Douglas Alway—Vermillion, "U" of S. D.

Carl Voigt—Huron College.

Raymond Horn—Huron College.

Joe Koch—Ellendale Normal.

Dorothy Wallace—N. N. I. S.

Ruth Wenz—N. N. I. S.

Helen Wheeler—N. N. I. S.

Ray Cummins—N. N. I. S.

Paul Maloney—N. N. I. S., Sporting Editor for American.

Harold Cochrane—N. N. I. S.

Ione Dwight—Teaching School, Frederick.

Petra Swindal—Teaching School, Tacoma Park.

Bernice Remde—Teaching School at Mellette.

Flossie Ryerson—Teaching School near Mina.

Kathryn Ryan—N. N. I. S.

Marie Koch—Stenographer for State's Attorney Huntington.

Katherine Kirchgessler.

Mae Johnston—Missoula, Mont.

Viva Stephenson—N. N. I. S.

Marguerite Rahm — Granger's Business College.

Mildred Jones—Olwin-Angel Co.

Mabel McCaughey—At home.

Grace Bell—Post graduate high school year. At home.

Lucy Goodwin—At home.

Nora Harmon—Out of town.

Carmene Sandburg—At home.

Verne Kelly—International Harvester Co.

Leslie Benson—Farming.

William Doyle—Crane-Ordway Co.

Elmer Holstad—West side Grocery.

Howard Walker—Orpheum Theatre.

Reese Mathieu—Verdon, S. D.

Floyd Smith—Vernon, S. D.

PLEASURES REGRETTED

When you have to work and study
Seven periods every day
Don't you think you'll take the
chances

Beat it out and run away?

That's the way a Junior thought
On a bright and sunny day,
Walked right out the open door
Got his car and rode away.

He very much enjoyed the ride
And tennis he did play,
But he regrets with sorrow
His folly of that day.

Now he has to go to Mr. Bair
And while the hours away,
For he says such boys aren't trusted
From April first till last of May.

—C. L., '16.

THE HIGH SCHOOL FUNNY PAPER

Hans and Fritz—Mr. Wilkinson and Mr. Welstead.

Mr. Hubby—Mr. Carpenter.

Lady Bountiful—Miss Humphrey.

Hawkshaw—Mr. Patrick.

Happy Hooligan—Mr. Tinker.

The Duke—Mr. Johnson.

Suzanne—Miss Butler.

Relentless Rudolph—Mr. Withrow.

Beautiful Belinda—Miss Dredge.

Handsome Harry—Mr. Lombard.

Mothers Angel Child—Miss Stewart.

Asthma Simpson—Miss Lighthall.

Mr. and Mrs. Timekiller—Mr. and Mrs. Onsgard.

Mrs. Katzenjammer and the Captain—Mr. and Mrs. Bair and Carl

Mr. and Mrs. Newlywed—The Sampsons.

Snookums—Sampson Baby.

—M. E., '18.

PERSONAL GLIMPSES**Mr. F. B. Carpenter**

For a year and a half Mr. Carpenter has been our "Ag" man. He has guided his boys through the mazes of Agronomy and Ancient Husbandry, gone with them to all the Farmers' conventions, taken them on tours of inspection to the best farms in the vicinity, revealed to them all the secrets of seed tests and milk tests too, and in addition to all this he has taught the grade boys some of these secrets and helped them make vegetable gardens. He's little, but—we know he could not have accomplished any such miraculous amount of work without his flying Ford. Even as we go to print, he, with Mrs. Carpenter and Philip, is speeding on his way to his new field of labor in Helena, Mont. He is flying away in his Ford to escape, as he says, the wrath of those who "cut off his head" (as we did to make his picture suit the requirements of our Blue and Gold page.) May he be successful!

A. D. Tinker

Mr. Tinker is going to Eau Claire, Wis., next year to join a concrete company, with which he will tinker as he did with our Manual Training department. We all wonder if there is a "concrete" case in the company. Sometimes as he wanders through the halls, dressed in his regimentals, he is mistaken for the janitor or even for a high school student.

The class in brick laying and cementing have done some practical work under his efficient instruction. What a Tinker (er) can really make a class do with a hammer and nails is to be found in the form of a bungalow in the basement of the

Washington building. When he leaves us for Eu Claire, he may decide to take his bungalow along and, in accordance with his aristocratic English taste, procure a Butler.

Miss Craney

Modest as a violet and still as a mouse, Miss Craney leaves us this year, to seek a quieter woodland glen, where there will be no lazy boys as John Van Ess and D. D. Lane to pat on the head nor a Leo to scold. She was a beloved teacher of our Commercial department, whom few except those in her classes have had the privilege of learning to know. But we all wish her the best of success wherever she goes.

Chas. M. Withrow

"Cupid was never known to be stupid."

"Cupid," (as the girls call him for some mysterious reason) resembles his little name-sake in physique. He teaches Latin and coaches Athletics but his chief business is selling "Cupid Brand" peroxide preventive for chickenpox, a substitute for vaccination. None genuine without the signature. The coach is a very good boss and is much interested in music and incidentally—well, musicians in general. He is somewhat disheartened over the athletics this year but cheer up "Cupid"—the best coach on earth couldn't make a state championship without the material. When the class of 1915 leaves, C. M. leaves with them. He couldn't bear that lonesome feeling.

Miss Mc Cordic

"As solitary as a lonesome pine."

Miss McCordic has an enviable record in controlling assemblies, she always has her eyes on "you." Her fiery chief "assistant" carries fre-

quent "special deliveries" to "Doc" but she is baffled by the disinterested reply, "How should I know you can hardly tell?"

Miss McCordic, who received her M. A. at the U. of Wis., came to us from the High School principalship at Groton last year and now she has decided to absent herself from us forever—Goodbye—McCordic,—may good luck attend you wherever you go.

Miss Dredge

Let us consider the facts in this "case." Miss Dredge abandons the "Skiddo" room to take up a position in East High School, Minneapolis. Several students as well as faculty wonder if the remaining instructor of the Commercial department is packing his trunk also. Beware! if you ever come in contact with her, never return the mischievous wink she sometimes gives, or you will experience the same woeful fate as one unsuspecting Sophomore did. Although she delights to make other people happy, never teeter your chair, chew gum or talk in her room. She is a person who will make life miserable for any lazy boy or silly girl under her instruction. We are hopeful of her success, but regret her going.

Miss Mary Remley

"My school in Iowa."

Mary is, we understand, very much interested in a certain school in Iowa (the exact reason she will not divulge). But as a plus b-c, so—facts plus "fiction" enable us to factor her "case" for her love for her Alma Mater is only surpassed by her interest in its "Alumnus." Despite her youth Miss Remley has proven herself a very efficient teacher and

has won the hearts of many. What will we do when so many of our loving and beloved teachers pass beyond our reach into this cold, unsympathetic world?

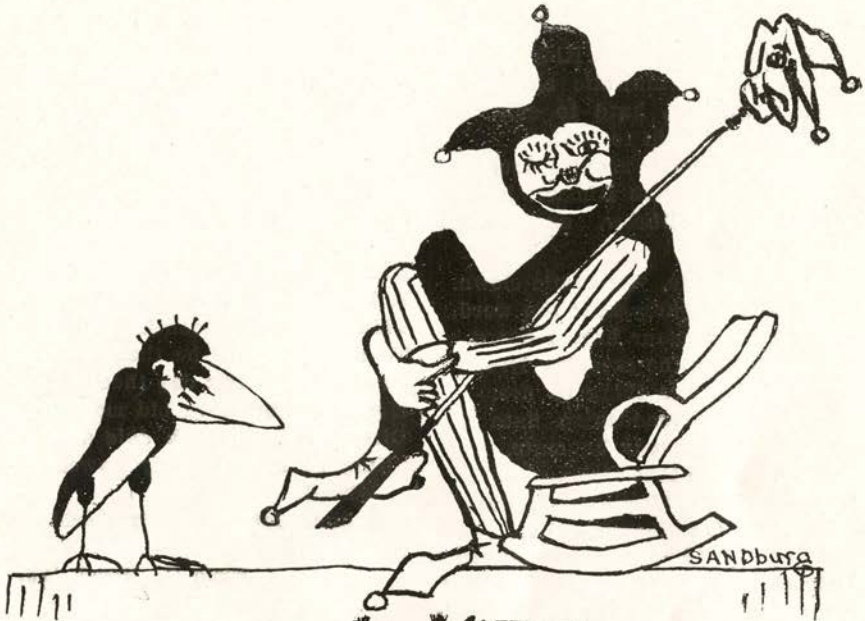
Miss Bernadine Cooney

"Domestic science is her line,
On baked (?) beans we tried to dine."

Miss Cooney's innovation at the H. S., the ten cent lunch, has been very popular, and as a rule very satisfactory, but Miss Cooney assures us that two days is not sufficient time to bake beans. In cases where indigestion insues the patients are referred to "the miller." Her anxiety over the health of her patrons has so worn upon her that she is compelled to seek summer climes. Her imparted skill in cooking dainties will undoubtedly help each of her fair pupils to reach some man's heart—"through his stomach." Young lady!—have you taken Domestic Science? If not our sympathies are with you.

COULD YOU IMAGINE

Geo. Dell frivolous?
Marie McMasters serious?
Bernadine Hay slim?
Louis A. without his lessons?
Anna Beard out of style?
Katherine Tracy sitting still?
Mr. Withrow in evening clothes?
Alice C. not talking?
Mr. Lombard giggling?
Adelaide Makens not in a hurry?
Kink Boyd impolite?
Esther Carlson short?
Guy Combes without a pompadour?
Ruth Kelly with her lessons?



JOKES

ON THE HEIGHTS

To Helen Fossum

The Height of Satisfaction—Arthur Hay.

There was a young lady named Fossum

The Height of Recklessness—Adelaide Makens.

Who tried very hard to play possum

The Height of Imagination—Olive Burns.

When dressed up in green
She looked like a queen

The Height of Humiliation—The Senior Girls on "Middy Day" when they came with their hair down.

This charming young lady named Fossum.

The Height of Impossibility—Dorothy Campbell flunking.

To Mary Ringrose

I sing of a charming young girl
Who sets many hearts in a whirl
But when Lindsey appears
All the rest are in tears
Because he's preferred by the girl.

The Height of Aggravation—Miss Butler between 5th and 6th period, keeping people from entering the wrong doors.

To Helen Strauss

There was a young lady named Strauss

The Height of Eloquence—"Bean's" recitations.

The Height of Impropriety—Catherine Tracy.

The Height of Disappointment—The B. & G.'s this year. (This casts no reflections on the editors.)

Who never was known to be cross
Her fiddle she plays

And she's foxy with A's
This talented lady named Strauss.

—Alice Chamberlain, '15.

—G. G., '18.

KING BAIR'S COURT

High on his throne, sat King Bair,
 Proud, with a majestic air,
 Uneasy, restless, hard to suit,
 Debonair and vain to boot,
 Raised his sceptre, shouted loud,
 Withrow, his prime minister bowed,
 "Ho there, Withrow, send word
 down

By Wilkie there, you comic clown.
 To Lady Humphrey bear the word,
 Enough of clamour have I heard.
 She shall stay the crooning lyre,
 Lest I bring the thing to fire.
 Also hist the maddening flute
 Let all music reeds be mute.
 Spare me from that violin,
 With its schreeching squealing din!
 Silence on the ghostly cello,
 Get thee hence, thou saucy fellow!
 Retrace the steps, thou are too slow!
 My good Patrick he shall go,
 For he is long, hath traveling feet
 And a manner large to beat.
 Discourage "musiceres" 'till 8th of
 May

Release them on the banquet day,
 On that night this court shall dance,
 E'en our noble steeds shall prance
 Inspired by harmonious sounds,
 As on the day when I was crowned.
 Begone, good Patrick, no minute
 waste,

And thou of royal wine shalt taste.
 Oh me, now my thoughts are dreary,
 Of your faces I am weary.
 Summon Onsie, to me now,
 His voice will soothe this troubled
 brow

For that voice is firm but mellow,
 Forsooth! remindeth one of jello.
 His glad smile, of worth to me,
 What were 50 shekels to thee!
 Lest he forget, (my joy t'would mar)
 Bid him bring his "Seminar."
 But, Folly! that, he'd ne'er forget.
 Was't not known to do so yet.
 And lull me with pastoral poem.

Of love, the dance, the hearth and
 home.

Sing of the flower of chivalry,
 'Tis well! it is thine specialty.
 Come hither Welstead to my sight.
 With my strong sword I dub thee,
 Knight.

Take thou this vow from thy King
 Bair,

And keep it by thy "raven" hair.
 Help fair ones in dire distress.
 Think of dancing much the less.
 To me especially be thou true,
 Or else I fear this day thou'lt rue.
 Morpheus now doth bid me rest.
 Disperse ye all, both dole and jest.
 "King Blair," drowsily bowed his
 head,
 A minute later, to this world was
 dead.

—Elsie C. Hezel, '16.

WE ARE THANKFUL

That Spring is here.

That we will have assemblies once
 a week.

That Mr. Welstead forgets to an-
 nounce that Harmony class won't
 recite.

That teacher's meeting comes but
 once a year.

That Mr. Sampson has seventh
 period assembly.

That Mr. Bair is our Principal.

That the Juniors have to give the
 banquet.

That Miss Stewart knows how to
 give tests that are tests.

That training for track meet has
 begun.

That somebody must pick it up.

—L. E., '15.

WHAT WE LOVE

School parties (?)

Slips to report to the office.

Picnics. (The Seniors).

Tests.

Our teachers.

WHEN

When Seniors try to keep the law
When teachers dispense with every
rule

When Seniors, Juniors, Freshies and
all,

Would never think of skipping
School—

When teachers tell students what
they know

And students tell teachers what they
mean,

When we get credit for all we know,
And remember from books just all
we've seen—

When students have a test on hand
And bring their merit to the proof,
Their eyes on other's papers never
land

And hold their marks from others'
aloof,—

When incorrigible ones have quite
forgot

The will of teachers to resist
When of other's paper they borrow
a lot

And pay those on the borrowing
list—

'Til then let students blame away,
And teacher's comments blow up the
school,

But when you see that blessed day,
Then it's the millenium for that
school.

—T. S. and L. U., '15.

The Bertillon System

Teacher—What is the function of
the papillary lines which show so
plainly of the ends of the fingers and
thumbs?

Floyde Shortridge—I don't know
that they are useful to us but they
are very useful to the police at
times.

It's a Long Way to Be a Sophomore

It's a long way to be a Sophomore
It's a long way to go

It's a long way to be a Sophomore
And the things we'll have to know.

Goodbye knickerbockers, Farewell
curls and braids.

It's a long, long way to be a Sopho-
more

When we start on our raids.

By a Freshman.

It's a Long Way to Be a Junior

It's a long way to be a Junior

It's a long way to go

It's a long way to be a Junior
For we're flunking as you know.

Goodbye Sophomore parties, Fare-
well loss of eats.

It's a long way to be a Junior
And there's worse times to meet.

By a Sophomore.

It's a Long Way to Be a Senior

It's a long way to be a Senior

It's a long way to go

It's a long way to be a Senior

And we're real hardup for "dough."
Goodbye Junior rallies, Farewell
flunking days

It's a long, long way to be a Senior
Where if we flunk we cannot stay.

By a Junior.

It's a Long Way to Graduation

It's a long way to graduation

It's a long way to go

It's a long way to graduation

To the height of all our woes.

Goodbye Fun and Frolic, Farewell
old school life

It's a long, long way to graduation
To the end of our strife.

By a Senior.

—G. F. M., '16.

A. H. S. STUDENTS' DICTIONARY

Artist—An individual with long hair and a short suit, having a positive pose and an uncertain income.

Athlete—A dignified bunch of muscles, unable to split wood or sift the ashes—E. W. or "Fat."

Bone—One dollar, the original price of a woman (Adam had to give one of his bones for Eve.)

Dance—A brisk, physical exercise, invented by St. Vitus. Ask H. R.

Freshman Party—A gathering of the Freshies at the School House at which ice cream and cake is served (if the Juniors don't get it first.)

Fusser—One who makes an unnecessary noise or disturbance—F. S.

Hasher—One who serves Hash (?)—F. M.

Joke—No definition necessary. For an example see W. G.

Kiss—An indescribable something that is of no value to any one, but is much prized by the right two.

Parrot—An individual who can never be held responsible for what he says. This must be W. W. or G. H.

Repartee—The sassy habit of talking back. This means you C. T.

Snore—An unfavorable report from headquarters. See H. R.

Usher—One who takes the leading part in a theatre.—G. M. or L. L.

Orator—One who relies upon his wits to get himself out of a difficulty when the fellow against him is larger than he is. G. M. for example.

—R. P., '16.

Mr. Withrow, (explaining passage in Virgil)—"Only those beloved by Jupiter and descendants of the Gods could safely make the round trip to Hell."

FRESHMEN

F—is for Freshmen, a pretty good lot,

Though great seniors may say, tis a vacant plot.

R—is for rules which the Freshmen obey.

And never ask why when their teachers say nay.

E—is for earnest in their studies you'll find,

They are ever earnest, though none of them grind.

S—is for studious they all are that, They all get their lessons and get them down pat.

H—is for harmless as harmless they are,

From the path of knowledge they'll not stray far.

M—is for mercy which they always find

When left to the fate of their teachers kind.

E—is for evergreen which they are not.

In brilliance they're always there right on the dot.

N—is for neighborliness their teachers say

They hope to recover from it someday. —L. W., '18.

Mr. Welstead on Election Day. "The bar of an electromagnet; Speaking of bars there are liable not to be any after today."

Ben Jones giving report in English on May pole of Merrymount—"I guess the participants had little too much liquor."

Miss Dredge—(In play practice). What does antipyrine look like, boys?

(No answer).

Miss Dredge—Ruble, what does antipyrine look like?

THE SENIOR CLASS

- R. E. A.—Real enthusiastic athletic.
 O. G. A.—One good Aberdonian.
 O. M. B.—Oh! my Brownie.
 A. E. B.—An effeminate bud.
 M. B.—Modest, bashful
 L. B.—Likable boy.
 C. B.—Capable, brilliant.
 D. C.—Dear Co-ed.
 E. R. C.—Esther's really changed.
 A. M. C.—A merry cherub
 G. D. C.—Girl's dear chap.
 G. D.—Good debater.
 F. D.—Fairly demure.
 L. B. E.—Little breezy eighteen.
 L. R. E.—Looks real entertaining.
 W. G.—Warring giant.
 E. H.—Ella's honest.
 L. H.—Light hearted.
 A. H.—Always human.
 R. A. H.—Rustic, affable humorist.
 I. H. H.—Ina hates hypocrisy.
 E. F. H.—Ed's fairly hearty.
 M. A. K.—Marvel am Klavier.
 J. M. L.—Just, meek lady.
 R. S. E. L.—Rarely seems even lucky.
 I. G. L.—Industrious, good leading-man.
 I. F. N.—I flirt? Never.
 W. M.—(Will he melt?)
 F. W. M.—Fairly wise man.
 C. M. M.—Contented, modest maiden.
 A. S. M.—A sassy maid.
 C. R. M.—Carefree ready maid.
 G. M.—Great meditator.
 V. L. O.—Vain little object.
 I. R. R.—Ideas right ready.
 T. S.—Tireless student.
 R. E. S.—Real easily satisfied.
 L. T. S.—Learned, trained student.
 G. B. S.—Great, big shark.
 H. C. S.—He can't study.
 L. U.—Looks unchangeable.
 J. V. B.—Jeannett's very busy.
 A. W.—Always witty.
 G. W.—Great wisdom.
 M. C. W.—Merry, cute, witty.
 W. W.—Wee Willie.

WANTED TO KNOW

I

- Did Ralph Askew for Jay's Herring?
 Did Miss Vera Light (h) all of Arthur's Hay or did Wilslow Burnette?
 Is John's Hol(l)mes on Norman's Sandburg?
 If Arthur's a Bell would Ralph Peal?
 If George is a Dell and Dell is a Mountain, therefore George is a Mountain.
 If Herbert's a Fish is Ivan a Leach?
 Would Gates Hunt Isabel's Nicol?
 If Olive Burns would Jess Warner?
 If Withrow-d would Margaret Beach the boat?
 Could you Dredge a river with a Lombard (y) popular growing beside it?

II

- If it is "Physics Labor-atory" or "Lab-oratory?"
 Where Helen B. will get her laugh out next year after Mr. Withrow has gone.
 What will become of the Football team after Fat Hay graduates?
 Why Adelaide studies so hard.
 What we will do next summer without the Domestic Science lunches.
 Whom Marjorie and Esther will have for president next year?
 If the Chemistry Laboratory is a "pink tea?"

Questions by the Eighth-Graders

- What is a battleship for?
 Is there any kind of sewing machine except the Singer?
 A fourteen inch gun isn't a very long gun, is it?
 Has the President power to put down resurrection? (Insurrection?)

WHAT TEACHERS BELIEVE?

I took the wrong book home.

I thought the first period would not meet.

I did not understand the assignment.

I have my work finished but it is at home.

I did not have time to study my lesson.

I could not find a subject to write on.

I am working for an "A" this month.

I could not find out what the lesson was.

I thought that lesson was for tomorrow.

I left my theme in the Assembly Room.

I left my note book in my locker.

I couldn't get into the Assembly Room.

—C. B., '17.

Freshie—I thought you took Latin last year?

Ruth S.—I did but the faculty enthusiastically encored me.

First Freshman—What was the matter this morning in chapel Seemed as if they left something out.

Second Freshman—They forgot to read Adelaide Makins' name.

M. S.—How do you work Miss Butler?

M. A.—The only way I know to work Miss Butler is to work.

Mr. Welstead—(To girls looking out laboratory window). "Now girls, this is not the Village Watch tower."

On the board in English class—"What is anithesis "

Olive Burns—(after class) "Miss Lighthall, who was Anti the 'sis?"

Teacher—What three words do Freshmen use most?

Freshie—I don't know.

Teacher—Correct.

Asked of Miss Lighthall—"How many nails are there in a horseshoe and where can I find out "



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