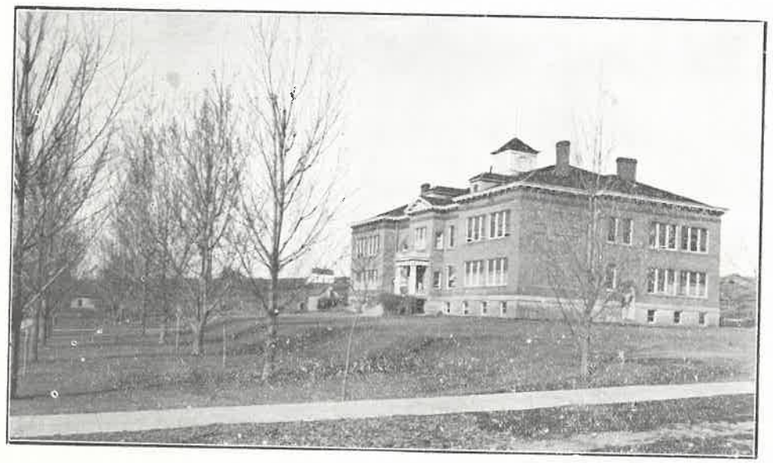
The Sandpiper

L. H. S., '20

FOREWORD

The Lind High School wish to thank the business men of Lind for their support by advertising in this annual.

The publication of the "Sandpiper" was made possible by the business men of Lind.



LIND PUBLIC SCHOOL

EDITORIAL STAFF

Business Manager ..... Charles Campbell

Editor in Chief ..... Wilma Warner

Assistant Editor ..... Eva Watkins

ASSOCIATE EDITORS

Alumni ..... Amelia Koch

Literary ..... Elizabeth Doell

Jokes ..... Miriam Baumgart

Athletics ..... Charity Weston

Industrial ..... Edna Watkins

Music ..... Susan Krehbiel

Society ..... Edith Dugan

CLASS EDITORS

Seventh Grade ..... Geneva Cole

Eighth Grade ..... Martha Worm

Freshmen ..... Josephine Banks

Sophomores ..... Georgia Phillips

Juniors ..... Helen Krehbiel

Seniors ..... Wilma Rayburn



JOHN C. LAZENBY

DEDICATION

In sincerest appreciation of his work in connection with the Lind schools, we the Seniors, dedicate this annual to Superintendent J. C. Lazenby.



THE FACULTY

John C. Lazenby, Superintendent
Ruth Burgess, English
Gladys Wendler, Third Grade
Grace McDonald, Second Grade
Belle Bothwell, Sixth Grade
M. W. Roper, Principal of High School
Fern Pyatt, Fourth Grade
Inez Thompson, Commercial and Mathematics
Georgia Moore, Fifth Grade
Ruth Putnam, Music and Art
Bernadine Haller, Home Economics
Lenna Cooper, First Grade
Frances Wilhelm, Seventh and Eighth Grade
C. M. Morrison, Janitor*
(*)Temporarily filling the position for John Correa



MIRIAM BAUMGART

Entered L. H. S., 1915
Vice-President, 1915–16
Glee Club, 1918–19
Operetta, 1919
Hesperian Society, 1915–16
Class Reporter, 1919–20
High School Play, 1917

AMELIA KOCH

Entered L. H. S., 1916
Vice-President, 1916–17
Class Reporter, 1917–18
Secretary and Treasurer of Zetagathian Society, 1917–18
Glee Club, 1918–19
Operetta, 1919
Glee Club 1919–20
Vice-President, 1919–20

WILMA RAYBURN

Entered L. H. S., 1919
Debating Team, 1919–20
Glee Club, 1919–20
Senior Class reporter, 1919–20
Valedictorian, 1920

ELIZABETH DOELL

Entered L. H. S., 1916
Class Secretary and Treasurer, 1917–18
Class President, 1918–1919
Sophomore and Junior play, 1918
Class Secretary and Treasurer, 1919-20
Glee Club, 1918–19
Operetta, 1919
Senior Play Caste, 1920
Girls' Quartet, 1920

CORINNE NEARE

Entered L. H. S., 1916
Zetagathian Society, 1917–18
Secretary and Treasurer, 1918–19
Salutatorian, 1920
Girls' Athletics editor, 1919–20

CHARITY WESTON

Entered L. H. S., 1916
Class President, 1917–18
Zetagathian Society, 1917–18
Glee Club, 1918–19
Operetta, 1919
Glee Club, 1919–20

SUSAN KREHBIEL

Entered L. H. S., 1915
Hesperian Society, 1915–16
Not in school, 1917–18
Entered again in 1918
Glee Club, 1918–19
Operetta, 1919
Editor of Office News, 1919–20

EVA WATKINS

Entered L. H. S., 1917
Hesperian Society, 1917
Glee Club, 1918–19
Operetta, 1919
Senior Play Caste, 1920

EDITH DUGAN

Entered L. H. S., 1916
Vice-President, 1918–19
Glee Club, 1918–19
Operetta, 1919
Zetagathian Society, 1917–18
Sophomore-Junior Play, 1918
Class reporter, 1918
Senior Play Caste, 1920
Girls' Quartet, 1920
Secretary of Student Association, 1919–20

EDNA WATKINS

Entered L. H. S., 1917
Hesperian Society, 1917–18
Sophomore-Junior play, 1918
Glee Club, 1918–19
Operetta, 1919
Glee Club, 1919–20

WILMA WARNER

Spelling Contest, 1917
Tennis Tournament, 1917
Glee Club, 1918—19
Operetta, 1919
Debate Team, 1917–18–19
Editor in Chief of Annual, 1919

CHARLES CAMPBELL

Entered L. H. S., 1914
Air Service, U. S. Army, A. E. F., 1917–19
President Senior Class, 1919–20
Senior Play Caste, 1920
Debate Team, 1919–20
President of Student Association, 1919–20



Senior Class History

One bright morning of September, 1916, the members of the Class of 1920 met in the Assembly prepared for the four years of High School work in which each person made a resolution to do his best. The class which was quite large for a school of this size consisted of the following members: Leone McBride, Fama Garrison, Amelia Koch, Warren Knee, Wilma Warner, Grace Moulton, Edith Dugan, Jay Stevenson, Alfred Jungblom, George Deaton, Emma Suchland, Elizabeth Doell, Charity Weston and Cornnie Neare.

Soon after the beginning of school the class held its first meeting with Miss Scott as the class adviser. Since Warren Knee had the distinction of being the only boy present he was elected first president. The other officers were Amelia Koch, vice-president, and Fama Garrison, secretary and treasurer. Orange and white were chosen as the class colors. The Seniors of 1916 had willed the white rose bud to the Freshman class which they gratefully accepted.

The first class party was given on February 10 at the home of Mr. and Mrs. Griffith where a pleasant evening was spent in playing games.

Quite a task was undertaken when the first reception, which was supposed to represent an April Fool reception was given March 30, 1917.

At the beginning of the school year of 1917 the members of the class of '20 were called back to school by the familiar sound of the bell. Everyone had spent a pleasant vacation wandering far from the land of studies and was glad to return again. Grace Moulton, Jay Stevenson, Alfred Jungblom and George Deaton did not return but four new members were added to the class—they were Eva and Edna Watkins, Chester Pittman and Floyd Morgan.

Again the class underwent the form of being organized with Miss Brecount as adviser. Charity Weston was elected president, Warren Knee, vice-president, and Elizabeth Doell, secretary and treasurer.

It was discovered at that meeting that some of the members did not like the class colors, orange and white, which they had chosen during the Freshman year. Since they were Sophomores they considered it safe to adopt green and white, the colors of their choice.

A plan was agreed upon by which the class should buy one large pennant by using the money in the treasury and that each person should buy a small individual pennant.

The white rosebud had been the class flower but in the Sophomore year the Maidenhair Fern was also chosen. Another thing that was decided upon at the meeting was that they should join the other three classes in giving the Freshman Class a rousing welcome at a Freshman Frolic and they did.

The class party that year was given at the home of Warren Knee. On November 2 a reception was given to which ghosts or witches only were admitted. The guests had to pass thru more horrible places than they could possibly imagine but they soon forgot them when they joined in the fun of the evening.

It was during the Sophomore year that the Lind High School started to

edit a high school paper which was to be published with the Lind Leader. Amelia Koch was elected as first reporter.

During that year came the Thrift Stamp Drive. The class of '20 was among those that went over the top and as a reward they were allowed to choose any three periods of the day to be used as a holiday. They chose the first three periods of the morning and spent them in playing games in the gymnasium.

At the beginning of the Junior year Fama Garrison, Warren Knee and Floyd Morgan were not present. Leone McBride and Emma Suckland also left during the year. The new members for that year were Altha McCroskey, Mary Webb, Susan Krehbiel and Miriam Baumgart. The last three had left school the year before and had returned to continue their work.

In organizing the class, Mr. Denning was chosen as class adviser. Elizabeth Doell was elected president, Edith Dugan, vice-president, and Leone McBride, secretary and treasurer. Later in the year when Leone McBride left school Corinne Neare was elected secretary and treasurer to take her place.

On February 7 the class gave a party at the home of Miriam Baumgart. The reception that year was given on St. Patrick's Day. Each person present represented some character or the name of some book. Everyone had a great deal of fun guessing whom or what everyone else represented.

At the end of the year the class gave a Junior-Senior Banquet in honor of the Seniors who were leaving. It was held Wednesday, May 14, in the hall of the school building where two long tables were spread for the teachers and the members of the Junior and Senior Classes.

The decorations were of orange and black with the carnation which was the Senior class flower. This color scheme was also carried out in the place-cards. Toasts were given by the following people.

Toast-master - - -	Mr. Lazenby	Success - - -	Richard Staples
Welcome - - - -	Elizabeth Doell	A Medley - - - -	Miss Weller
Response - - - - -	Ethel Smith	Opportunities - - -	Everett Webb
Our Country - -	Mrs. Bachman	Here's to the Present	Miss Johnston
The Future - - -	Wilma Warner	Peace Everlasting	Chester Pittman
		Democracy - - -	Rachel Weber

After-dinner speeches were given by Miss Scott, Miss Weistling and Mr. Denning.

On September 1, 1919, the class gathered together again. As usual, the meeting was held as soon as possible after school commenced and the following officers were elected. Charles Campbell, president, Amelia Koch, vice-president and Elizabeth Doell, secretary and treasurer. Miss Haller was asked to act as class adviser and after some time she consented.

This year it was decided that instead of each class giving a class party and a reception, each should give two receptions. This would result in the High School having one reception each month. The Freshman Frolic this year was given under the direction of the Senior Class. Another reception

was given January 16, 1920 which was to represent a track meet.

The whole evening was devoted to contests of different kinds; the most important being declamation, spelling, writing, sewing, cooking, manual training, fifty yard dash and high and low jumps. The requirements of each of these contests were always the opposite of what they are in real contests. This, of course, made it very amusing.

Now, the class has completed the four years of high school work and is ready to go out into the world but they will never forget the happy, profitable days spent in the Lind High School.

—Corinne Neare.

Senior Class Poem

WE'LL NEVER MEET AGAIN

There's a cry that resounds through each class-room
Each student has heard with a sigh,
Over time-honored walls
This sad echo falls
As the Senior Class whispers good-bye.

Chorus

L. H. S., we bid a last adieu,
Dear Lind High, the Seniors love you true.
Each day makes us feel more blue;
Down through sad and lonely vistas,
Our best thoughts, will surely cling to thee;
Every hour will be a memory;
The same good times we'll never see,
We'll never meet again.

Our good-bye means the birth of a tear drop,
Farewell sounds the knell of a smile,
Naught but Time can erase
The tear blighting trace;
We'll not meet in the after-a-while.

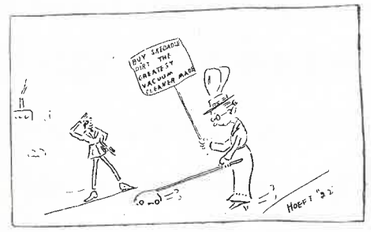
—Edith Dugan

Class Prophecy

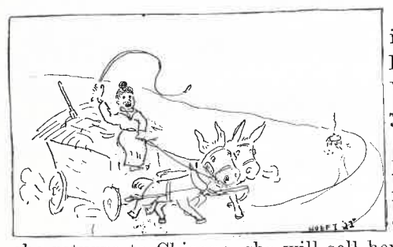


Susan Krehbiel after graduating from the Lind High School attended Burdett Business College at Boston, Massachusetts where she continued her course in general business work. In 1924 she was employed in the law office of Elihu Root of New York City where she has been working until coming to Lind for the Class Reunion She will however no longer resume her work at New York but will shine shoes in the College Shine Shop in Seattle.

Amelia Koch, or Cookie as she is known by her school friends, attended Ellensburg State Normal School in 192?—1923, and will be employed as eighth grade instructor at Walla Walla, Washington during the coming year. After a year at Walla Walla, she will be busily employed mending shirts and cooking for a young man who formerly worked in Richardson's Garage.



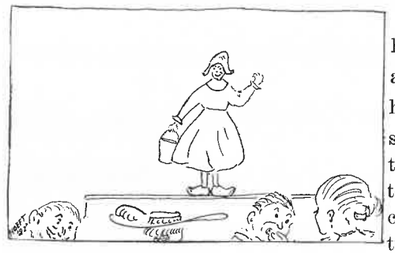
Many will be surprised, yet pleased, to learn that Miriam Baumgart is spending her young days in luxury. Miriam attended Northwestern Business College shortly after graduating where she took a bookkeeping course. While attending school she met a young millionaire whom she married in 1923. She may since be seen sweeping the streets with a vacuum sweeper as a means of advertising for which she receives the liberal wages of seventy-five cents per day.



Charity Weston, who specialized in sewing and cooking in the Lind High, attended the University of Washington where she took a four year course in sewing. Later she was employed as a dressmaker with Madame English of Spokane. Charity now has a dressmaking shop of her own on Third Ave., Chicago, but after she returns to Chicago, she will sell her dressmaking shop and go to work in the hay fields at Kittitas.

Wilma Rayburn recently graduated from Yale having received her M. A. Degree. She went East soon after graduating from Lind High and took a Science Course. She will be employed as science instructor at Wash-

ington State College next fall but after two years of teaching, Wilma is planning on attending a New York City Barber School where she will learn the lady barber profession. She will then return to Lind and be employed in the G. L. Nickell Barber Shop.



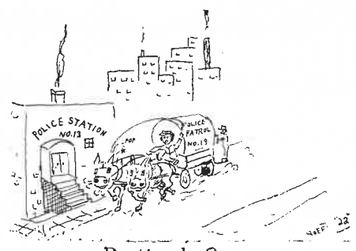
Corinne Neare is spending most of her days at home playing with cats and talking to parrots. However, we have heard from various sources that she is going to sail for London within the next few months where she is going to take a course in public dancing and chorus work after which she will return to Lind and entertain between acts on Saturdays at the L. E. Tipton Show.



Edna Watkins attended Leland Stanford upon leaving Lind High to take a course preparing her to become a spinster, after which she was engaged as dairy maid with the Brooklyn Dairy Co., of Spokane. She is now spending most of her time blowing bubbles and chasing rainbows.

Our only Senior boy has made good, of course, as was anticipated by all his class friends. Charles Campbell went to the East where he attended Columbia University graduating with honors from a law course this summer He now has a splendid office in the L. C. Smith building in Seattle and is kept quite busy raking in money and making bank deposits. He also has a beautiful residence near Lake Washington in the same city. He is, however, not living alone. He was married a year ago to a young lady who was formerly employed in the Lind School as third grade instructor in the year of 1919—20. After next year, he and his wife will take to gold mining in the Netherlands.

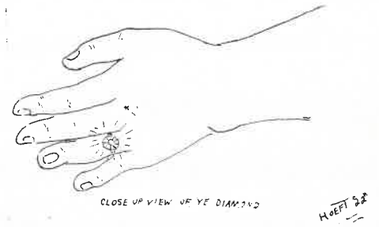
Wilma Warner, or Billie the Cut-up as she is known by her school friends, after graduating with honors in 1920, attended Wilson's Modern Business College of Seattle where she took a stenographic course. She was then employed in Skinner and Eddy's Ship Yards where she worked until coming here. After a month's vacation, she will be busy driving a patrol wagon in Portland, Oregon.



Edith Dugan has been starring with the Paramount Artcraft Motion Picture Co., ever since 1922. She graduated from Lind High with the 1920 class after which she was employed at the Crescent Store in Spokane, in the men's department selling men's furnishings. It was here she became acquainted with a young man who encouraged her to go on the stage. Her contract with this company expires June 2, 1927, after which she will be engaged in Chewing Black Jack Gum on the post office corner as a means of advertising for the American Chicle Co.



Eva Watkins makes a mighty good farmer. In 1922 she attended O. A. C. where she took an agricultural course. She may be seen at any time chasing cattle, branding horses, feeding hogs, or any other wild farm amusement. Many of her class friends will also be surprised to hear that she is wearing a large sparkling diamond on her left hand. We do not know who the light haired young gentleman is. Perhaps it is Frank Wade who is employed on their farm yet still more probably it is someone else.



After graduating from L. H. S. Elizabeth Doell left immediately for the Canary Islands where she took a post graduate course in music. She returned to the United States and accepted a position as scene shifter for the Symphony Orchestra of New York City. For some unknown reason, she resigned and accepted a position playing Home, Sweet Home melodies for a dark haired young man of Portland, Oregon. He was a graduate of the 1919 class of L. H .S. We will leave the rest for you to guess.



—Elizabeth Doell, '20

Class Will

We, the Senior Class, of Lind High School, being of sound mind and disposing memory, do hereby make, publish, and declare this our last will and testament, hereby revoking all former wills, bequests and devises of whatever nature by us made.

First, We give and bequeath, to our most beloved teachers the memories of happy days spent with us.

To William Biermann, we give and bequeath, the Webster's Dictionary we never used.

To the Freshmen, we give and bequeath, all our diginty and request them to use it.

To Miss Burgess, we give and bequeath, all scraps of paper left in the library books.

To the Sophomores we give and bequeath, the lessons in parental discipline seen from the north window.

To the Seventh grade, we give and bequeath, our share of dust on the electric lights.

To the coming Freshmen, we give and bequeath, all the green coloring in Lind.

To Mr. Lazenby, we give and bequeath, all the gleams of intelligence that ever shone on our faces.

To Miss Thompson, we leave the request to bury the hatchet.

To Miss Haller, we give and bequeath, all the old newspapers the Lind citizens will donate to her.

To Mr. Tipton, we give and bequeath, Miss Wilhelm's smile.

To Carl Fink, we give and bequeath, Edith Dugan.

To Mr. Roper, we give and bequeath, all the time lost by the clock in the assembly room.

To the Juniors, we give and bequeath, our nerve for we had lots of it.

To the School Board, we give and bequeath, all the holidays in 1921.

To Mr. Lazenby, we give and bequeath, the dictionary of dates which is in the library.

To Josephine Banks, we give and bequeath, our best wishes for a happy future.

To Rudolph Jansen, we give and bequeath, Howard Morgan as a mascot.

To Arthur Schwarzwalter, we give and bequeath, our favorite paths.

Second, Charles Campbell, gives and bequeaths, his curly hair to Floyd Watkins.

Corinne Neare, gives and bequeaths, her beaux to Altha McCroskey.

Wilma Warner, gives and bequeaths, her red flag to Hazel Rayburn and requests her to keep it waving.

Charity Weston, gives and bequeaths, all the old gum on her desk to Miss Haller.

Elizabeth Doell, gives and bequeaths, her rosy cheeks to Josephine Banks.

Edith Dugan, gives and bequeaths, her blond hear to Jennie Jantz.

Susan Krehbiel, gives and bequeaths, her smiles to Lawrence Rayburn.

Miriam Baumgart, gives and bequeaths, some of her height to Jack Peck.

Eva Watkins, gives and bequeaths, the Sophomore boys to Juanita Alburty.

Wilma Rayburn, gives and bequeaths, her studious habits to Oscar Reitz.

Amelia Koch, gives and bequeaths, her giggles to Lim Sen.

Edna Watkins, gives and bequeaths, her serious outlook on life to Fat Morgan.

IN WITNESS WHEREOF, We have hereunto set our hand and seal, this thirteenth day of May, A. D., nineteen hundred and twenty, (1920).

SENIOR CLASS (SEAL)

Signed, sealed, published and declared by the said Senior Class, as and for their last will and testament, in the presence of us, who, at their request, in their presence, and in the presence of each other, have hereunto subscribed our names as attesting witnesses to said instrument.

JUNIOR CLASS

SOPHOMORE CLASS



JUNIOR CLASS ROLL

Walter Krehbiel	Mr. Roper
Elsie Krehbiel	Altha McCroskey
Helen Krehbiel	Katherine Krehbiel

CLASS OFFICERS

Class Adviser.....Mr. Roper

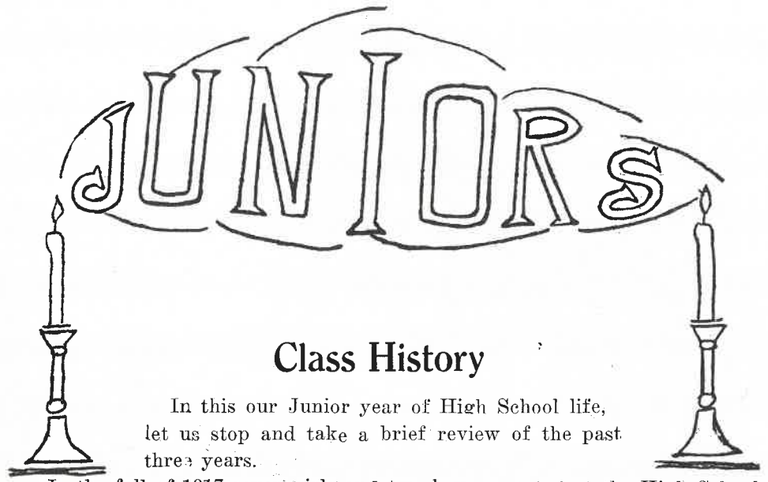
President.....Elsie Krehbiel

Vice President.....Altha McCroskey

Secretary and Treasurer.....Helen Krehbiel

Flower—Pink and Green Carnations

Colors—Pink and Green. Motto—B Sharp, B Natural, But Never B Flat.



Class History

In this our Junior year of High School life, let us stop and take a brief review of the past three years.

In the fall of 1917 seven girls and two boys reported at the High School assembly to be enrolled as Freshmen. They were as follows: Elsie Krehbiel, Helen Poole, Katheryn Keyser, Ila Garrison, Katherine Krehbiel, Verona Mittermeyer, Juanita Gooderough, Walter Krehbiel and Dalbert Haas.

The following officers were elected for the first year: president, Dalbert Haas; vice-president, Walter Krehbiel; secretary and treasurer, Katherine Krehbiel.

With the help of Miss Johnston, our adviser, we chose pink and green for our colors, pink and green carnations for the flower, and B sharp, B natural but never B flat'' for the motto which every member should live up to.

In the beginning of the second semester one of our number was missing, Verona Mittermeyer was married, but our ranks were reinforced by Helen Krehbiel.

The first Freshman party was held at the home of Helen Krehbiel.

At the opening of our Sophomore year we had two new members but they did not continue thru the year. The following dropped out leaving six in our class; Ila Garrison who is now at Filer, Idaho; Katheryn Keyser and Juanita Goodenough at Seattle, Wash., Helen Poole at Spokane, Wash., and Dalbert Haas at Walla Walla, Wash.

At the beginning of our Junior year, the following were noted present: Elsie Krehbiel,, Katherine Krehbiel, Walter Krehbiel, Altha McCroskey, Helen Poole, and Helen Krehbiel.

At the beginning of the second semester we were left with four members, Walter Krehbiel, Katherine Krehbiel, Altha McCroskey, and Helen Krehibel. Elsie Krehbiel dropped out on account of illness.

We shall continue to stand and proudly bear the pink and green on our march to glory,—graduation.—Helen Krehbiel.





CLASS ROLL

Arthur Schwarzwalter	Rudolph Jansen
Truman Poolton	Georgia Phillips
Verna Correa	Wesley Hoeft
Harold Kisler	Ruth Putnam
Hazel Rayburn	Oscar Reitz

Those absent in the picture are: Juanita Alburty and Clarence Gering.

CLASS OFFICERS

Class Adviser ..... Ruth Putnam

President ..... Rudolph Jansen

Vice President ..... Verna Correa

Secretary and Treasurer ..... Clarence Gering

Flower—Tea Rose

Motto—Rowing, not Drifting. Color—Purple and White

Sophomore Class History

On the morning of September the first, nineteen hundred and eighteen, six smiling girls and boys appeared in the Freshman section of the Lind High School assembly. They were: Juanita Alburty, Nelle Webb, Verna Correa, Georgia Phillips, Rudolph Jansen, and Clarence Gering.

A few days after school began, a class meeting was held and Miss Barter, the Domestic Science teacher, was elected class adviser. Those elected to hold offices were: Juanita Alburty, president; Clarence Gering, vice-president; Rudolph Jansen, secretary; and Georgia Phillips, treasurer. Clarence Gering was elected class reporter.

Other scholars entered during the first semester. They were: Truman Poolton, Nadine Mobley, Arthur Schwarzwalter, and Wesley Hoeft.

In October a class party was given at the home of Juanita Alburty. This was the only class party given during the entire year. The Freshmen entertained the other three classes in the high school and all the teachers at a party in the gymnasium on April the fifth, nineteen hundred nineteen.

At the beginning of the second semester, Miss Barter resigned as a teacher in the Lind school and went home. Miss Haller who took Miss Barter's place as Domestic Science teacher, became our class adviser. Nelle Webb and Nadine Mobely left school during the second semester.

At the end of the school term everyone in the class was promoted to the honor of being a Sophomore.

Those who returned to school in September 1919 were: Juanita Alburty, Verna Correa, Georgia Phillips, Rudolph Jansen, Truman Poolton, Arthur Schwarzwalter, and Clarence Gering. There were also three new scholars, Hazel Rayburn, Oscar Reitz, and Harold Kisler. Wesley Hoeft entered school about a month later.

Miss Putnam, the art teacher, was elected class adviser. The class officers elected were: Rudolph Jansen, president; Verna Correa, vice-president; Clarence Gering, secretary and treasurer. Juanita Alburty was elected class reporter.

Two years hence:

The Sophomores have before them a glorious future in which each one expects to do something worth while. If they would have a class reunion several years from now, one of the girls would tell of her stage career; another would tell of her experiences in stenography; a third would tell of her troubles as a farmer's wife; and the other would relate tales of woe as an English teacher. Among the boys, one would be the most industrious farmer of Adams County; another, a great cartoonist; a third would be the editor of one of the leading newspapers of the country; a fourth would be the professor of Histtory at Harvard, and the other boy would be a well known poet. And through it all they will try to live up to their motto—Rowing, not Drifting.—Georgia Phillips.





Back Row: Marcum Kenyon, Lawrence Rayburn, Floyd Watkins, Lim Sen.

Middle Row: Ellen Billington, Jennie Jantz, Edna Connel, Bessie Morgan, Josephine Banks, Evelyn Cuff, Kemper Van Amburgh.

Front Row: Arthur Krehbiel, Helen Morrison, Irene Conner, Eva Hoeft, Nadine Mobley, Nona Cole, Mary Koch, Miss Burgess, William Thomas.

Those absent in the Freshmen class are Clover Linscott, Lizzie Rennich, Jack Peck, and Irene Beckley.

CLASS OFFICERS

Class Adviser.....Miss Burgess
President.....Floyd Watkins
Vice President.....Lim Sen
Treasurer.....Irene Beckley
Secretary.....Bessie Morgan

Flower—White Carnation
Motto—Our Aim, Success; Our Hope, to Win. Colors—Blue and Gold.

Class History

The class of 1923 entered Lind High School on September 2, 1919. It had an enrollment of twenty members which is one of the largest to enter Lind High School. The following are the names of the Freshmen and their favorite occupation:

Floyd Watkins	Winking	Nona Cole	Working hard
Irene Beckley	Thinking of—?	William Thomas	Looking cute
Edna Connel	Taking life as it comes	Nadine Mobley	Instructing
Helen Morrison	Smacking lips	Eva Hoeft	Chewing her finger
Evelyn Cuff	Talking	Lim Sen	Being wise
Jennie Jantz	Blushing	Josephine Banks	Painting
Bessie Morgan	Making eyes	John Peck	Acting bashful
Irene Conner	Showing dimples	Lawrence Rayburn	Working algebra
Mary Koch	Making blunders	Clover Linscott	Being serious
Marcum Kenyon	Looking important	Ellen Billington	Flirting
Kemper Van Amburgh	Guessing algebra	Lizzie Rennich	Powdering
	Arthur Krehbiel	Acting spunkie	

The upper-class men appreciated having with them such a large Freshman class so within a week or two after school commenced, or, to be honest, when the Freshmen accustomed themselves to being with such wise people as the Seniors, we were initiated into high school proper and started on the rugged road to success.

The first Freshmen reception to the high school was given December 12, 1919, from three to six o'clock. The reception was a Christmas entertainment and each guest was requested to bring a gift, all of which were put in a sack and distributed by Santa Clause.

Many games were played after which refreshments, consisting of chocolate and sandwiches were served. The party was a great success and we hope that all things that we attempt in the future will be as successful.

The following are a few instances which will show the brilliancy of the Freshmen Class.

Mr. Roper: Can you see carbon dioxide?
Marcum Kenyon: Yes.

Mr. Roper: What is a hurricane?
Irene Beckley: A hurricane is a storm that is like a tornado but it originates on the water and jumps up and down.

Teacher: Who were the first settlers of Washington?
Lawrence Rayburn: Marcum Kenyon.



EIGHTH GRADE CLASS

Back Row: Gholson Watkins, Jean Dirstine, William Biermann.

Middle Row: Miss Wilhelm, Richard Pflugrad, Ruth Krehbiel, Pauline Koch, Henry Doell, Georgia Wing, William Kagele, Morris Dirstine.

Front Row: Arthur Smith, Grace Cuff, Josephine Lawrence, Aubrey Keeling, Martha Worm, Walter Dammel, Cleora Neare, Edith Suchland.

Those absent and not in the picture are Pauline Beck, Helen McKee, Dena Kanzler, Neah Peck, Gladys Keeling*, Roy Correa, Ellis Watkins, and Francis Richardson. *Deceased.

CLASS OFFICERS

Class Adviser	Miss Frances Wilhelm
President	Henry Doell
Vice President	Georgia Wing
Secretary and Treasurer	William Biermann
Class Editor	Martha Worm

Colors—Purple and Gold

Class History

The Eighth Grade Class History.
Read in the lines below,
The history of the class you all should know.
Laugh and grin all you 'kin,
And we won't care at all.

When we marched up stairs on the morning of September 2, 1918 a wonderful class entered the assembly hall as a part of the Junior High School.

School was not in session long before it closed on account of the "flu." During this vacation we seldom went down town without meeting one of our equally unfortunate comrades with a "flu" mask adorning his countenance.

When school opened again a class meeting was called and Roy Correa was elected as class reporter to write the news for the High School Tattler.

In the spring the Junior High School had a picnic at the city park. It proved to be a success and the class was very happy but their happiness did not last long as we had to take state examinations the next day.

After school closed Miss Weistling and Miss McDonald taught summer school and part of the seventh grade had to suffer six more weeks of agony.

We entered school this fall as eighth graders and found that several new students had entered our class, who were as follows: William Kagele, Pauline Beck, Gholson Watkins, Dena Kanzler and Neah Peck.

A class meeting was held and the following officers were elected: Miss Wilhelm, Class Adviser; Henry Doell, President; Georgia Wing. Vice-President; William Biermann, Secretary and Treasurer; Martha Worm, Class Reporter.

We had a quarrel with the Freshies over our class colors. As a result we had to keep the Freshies from spilling tears, so we took purple and gold. Did any one get their pennant up? Yes, I should say we did!

Who had the basketball team that could win? I guess we did! Frances, Ellis, Jean, Gholson and William Biermann made up our team. Can any other class boast of a team like this one?

In January the eighth grade took the state examinations, not that they expected to pass but just for the experience, which we surely received.

Miss Wilhelm said it would be a good idea to use the motto U. Y. B. (Use Your Brains) when we study or debate on women suffrage or other topics which frequently arise in our class.

Another good way to succeed in getting our lessons is to go to the skating rink and crack our heads. Then the knowledge will go through the cracks.

—Martha Worm



SEVENTH GRADE CLASS

Back Row: Geneva Cole, Lorene Chapman, Virginia McNeil, Mildred Richardson.

Middle Row: Dorothy Born, Carl Baumgart, Arlie Morgan, Bernard Morrison, Howard Morgan.

Front Row: Etta Houghton, Robert Krehbiel, Gertrude Krehbiel, Julius Kison, Virginia Van Amburgh, Ella Biermann, Miss Wilhelm.

Those absent and not in picture are, Lela Detling, Margaret Howie, and Everett Watkins.

CLASS OFFICERS

Class Adviser	Miss Wilhelm
President	Howard Morgan
Vice President	Carl Baumgart
Secretary and Treasurer	Geneva Cole
Class Editor	Dorothy Born

Flower—Pink Carnation

Colors—Orange and Black

Class History

Lind School opened September 2, 1919, with fourteen pupils enrolled in the seventh grade. From time to time, as the term advanced, five more were added.

The original enrollment consisted of the following pupils: Mildred Richardson, Dorothy Born, Etta Houghton, Lorene Chapman, Virginia McNeil, Lela Detling, Robert Krehbiel, Julius Kison, Howard Morgan, Ella Biermann, Virginia Van Amburgh, Bernard Morrison and Geneva Cole.

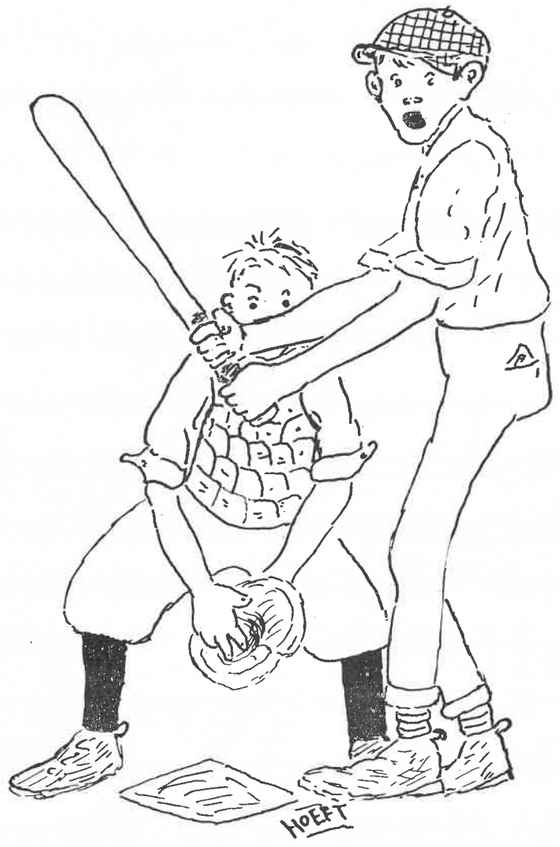
Margaret Howie and Everett Watkins who advanced from the sixth grade entered our class in October. Martin Schlutter entered the seventh grade in November, coming from an out of town school. Martin and Everett attended only a short time. Arlie Morgan joined our class in November and Gertrude Krehbiel in December, the latter advancing from the sixth grade. On account of an operation Margaret Howie had to drop the work in January, 1920 for the rest of the term. Bernard Morrison discontinued school for a short time, but is now attending regularly.

The class was organized in November 19, 1919, and the following officers were elected: President, Howard Morgan; Vice-President, Carl Baumgart; Secretary and Treasurer, Geneve Cole; Editor, Dorothy Born; Class Adviser, Miss Wilhelm. The purpose of our class meeting was to arrange for entertainment also to choose the colors and flower. We chose black and orange for class colors and pink carnations for class flower.

We have given one party this term, which was a Valentine Party given on February 13, 1920. To this we invited the eighth grade. As the year was leap year the girls took a bow and arrow and shot at their partner's heart. The heart was a red one pinned on a sheet, and had a boy's name on the back. The games played were: "Butterfly, Flying Dutchman, Wink, Clap in and Clap out, Miller Boy, and making a five minute Valentine for the name each one drew. About 9:30 a dainty lunch was served which consisted of sweet pickles, cake, sandwiches, and cocoa. After lunch we played "Miller in the Dell." By 10:00 our fun had ceased and every one, having reported a good time, proceeded to go home. We are hoping to have many more good times in the future.

—Geneva Cole

Athletics





Physical Training in the Lind High School

The 1919 session of the State Legislature passed a law requiring systematic physical training throughout all the grades of the school. At the opening of school in September, 1919 the work was planned to put the law into effect. On March 26, 1920 an athletic carnival was held in the Gymnasium to demonstrate the work done throughout the school. Each grade contributed a definite part of the program up to the seventh grade. From the seventh grade up all the girls and boys were put into separate groups and each group contributed to the program.

In the first grade, marching, setting up exercises, breathing, correct posture for standing and folk games constituted the work for the year.

In the second grade, the work has been based on the general exercises and positions arranged by May G. Long, Physical Director of the Everett Schools, for this particular grade. Exerces for the trunk, arms and feet were given, first separately and then together while the pupils were seated, or standing. These consist mainly of stretching and bending exercises. In addition ordinary marching, toe marching, skipping, and high stepping ponies have been used in the marching along with many indoor games given in Clark's Physical Training for the Elementary Grades.

In the third grade, five different forms of exercises are used, as follows: rhythmic exercises as swaying like trees in the wind to counts and flying like birds; dramatic and singing games such as "Here we go round the mulberry bush and London Bridge." Folk games such as "I see you;" various forms of marching; and various corrective exercises to develop the muscles of the body along with breathing exercises.

In the fourth, fifth and sixth grades both the morning and afternoon



recesses have been eliminated and instead thirty-five to forty minutes is given to work in the gymnasium. In the fall while the weather permitted, the classes enjoyed relays and games on the lawn. During the winter the interest on the part of both boys and girls has centered in such games as basket ball, volley ball, end ball, corner ball, relay games, work with wands, Indian clubs and dumb bells and corrective exercises.

The first thing that was learned in the classes from the seventh grade to the twelfth was marching. Some time was given to good posture and quickness when the command was given. The girls were then taught to march around the gymnasium, following such orders as "column right," and "column left," "down center in four," etc. In their marching they were also given other steps such as tiptoe marching and hippety-hop. The calisthenics were exercises for all parts of the body. These were usually given to rhythm unless they were such as must be done slowly. Some very simple ones were used at first and then more difficult ones were given. In a short time exercises were given that developed several parts of the body at once.

In the games that were given there were many kinds of relays used. They were running relays, winding in and out of two or three Indian clubs, walking relays, walking on tiptoes and running and throwing the basket ball into the basket.

There were several games given to music, among which was the Norwegian Mountain March which was done in threes. This was supposed to represent a guide helping two people to climb a mountain. Indian clubs were used,—simple outward and arm circles, inward and outward, and inward half



circles. These were all given to music. The dumb bells and wands were used in the ordinary gymnastic exercises.

Carnival

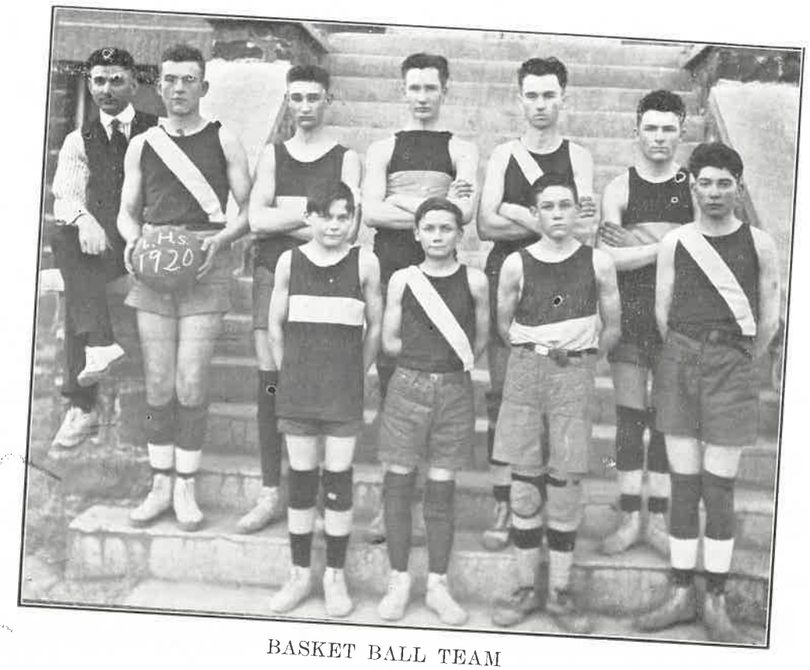
Every grade in the school took part in the Carnival which was given in the Gymnasium on the evening of March 26, 1920. The first grade which was the first to perform presented the well known little game so well adapted to that particular grade, entitled Dickory Dickory Dock.

The next exercise called the Chimes of Dunkirk was given by the second grade. A well known game entitled "I See You" was given by the third grade. This game must have brought back some memory of childhood days to the older people as they saw the children performing it. Most of the exercises were all given to count.

To some perhaps the part by the fifth and sixth grades was the most interesting, at least, it was the most exciting. They began their part of the exhibit by marching and then gave a few exercises with the wands. When they had finished this they took their places on the floor for a game of end ball. The girls were playing against the boys. For a while everyone expected the girls to win, but soon their luck failed and the boys won the game. However, it was a pretty close game, the boys only winning by a few points.

The seventh and eighth grades and the high school girls gave several exercises with the Indian clubs and dumb bells. These were given to music. They concluded their part of the program with the Norwegian Mountain March, given to music.

The various exercises and stunts given by the boys was the concluding number on the program.—Charity Weston



BASKET BALL TEAM

Basket Ball and Physical Training

This year it has become the state law that there must be two periods of forty-five minutes each week in Physical Training. The work of the boys during this year has consisted of setting-up exercises, which exercise all the muscles of the body, punching bag and boxing. During the winter basket ball was the game of most interest to all. Because there were not enough boys who were able to play this game there were only two outside games played this year, the first one being with Ralston, played on the home floor. In this game our boys came out victorious. The next one that was played was with Ritzville. They, having a much stronger team than ours, won the game.

There have also been several interscholastic games played and the final tournament between the seventh and eighth grades, Freshmen and Sophomores. The eighth grade was the winner in this.

The team this year has not been a strictly high school team. The boys who have been on the first team during the year are: Rudolph Jansen, Lawrence Rayburn, William Thomas, Bernard Morrison, Ellis Watkins, Jean Dirstine, Francis Richardson, John Peck, William Biermann, and Gholsen Watkins.



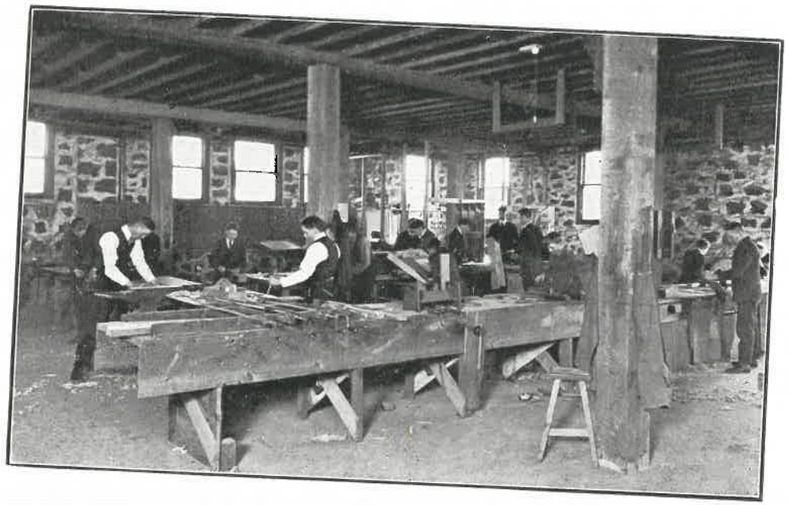
Home Economics

The domestic science room is so equipped with a large table with drawers for supplies that twelve girls can work at one time. The girls have an electric range and all modern conveniences.

The girls take cooking to acquire a knowledge of food materials and their functions in the body; to develop an ability to prepare and serve food successfully without a waste of time, effort or materials used; to establish the right habits of work, to be neat and accurate in doing their work, to learn to plan meals for a large number of people or for a small family; to learn the value of foods in relation to health, that is to know what foods should be given a person to make him strong and healthy, also to know what foods should be given invalids and how they should be cooked to appear appetizing to the sick; and to teach the girls to become accurate enough in measuring ingredients that they do not have to stop and consult their recipe every time they make a cake.

The aim of teaching sewing is to teach good taste, simplicity, and economy in dress. This also teaches a girl what patterns she looks neat in and the way she should make her dress so that it will look becoming to her. They also acquire the knowledge of different textile fibres; a simple test for each, and practice in identifying fabrics, and to develop ability in construction of simple garments.

April 9, 1920 there was an exhibit of all the work done during the year. There was an exhibit of sewing and cooking. At this exhibit the cooking classes served tea to all those present.—Edna Watkins.



Manual Training

This year there has been a great deal of additional equipment put in the Manual Training room. There have been six double benches added and more than $100 worth of new tools bought.

The Freshmen boys built the tool room. The work done on the room consisted of tool boxes, drawing benches, cupboards, and drawers for supplies. The boys are always very careful to see that every tool is in its place, and no tools are left lying around over the room.

Mr. Roper assigned each boy a certain place or table to work at. He gets all the tools that are necessary and all of his materials and takes them to his bench and is then ready to start work. The boys are only allowed two periods every day to work.

All of the boys from the fourth grade to the twelfth grade take Manual Training. The boys in the lower grades are not allowed as much freedom of choosing what they wish to make as the boys in the higher classes are. The reason for this is that the smaller boys have to become acquainted with the tools and tool processes. In the lower classes they are held to certain work.

The boys were first required to make drawings. When these drawings were finished in pencil Mr. Roper asked the boys to ink their drawings. This was quite difficult for the boys at first but they soon learned how to make drawings and ink them.

The more advanced classes are making large pieces of furniture. Some of these are piano benches, tables, automobile creepers, tool chests and cedar chests. The boys are very particular with their work. Some of the boys are now working on their third piece of furniture .—Edna Watkins.

Society Notes

Saturday, Feb. 10, 1917. The Freshmen gave their first class party at the home of Mr. and Mrs. Griffith. Refreshments were served and the little freshies spent a lovely evening playing agmes.

Mar. 30, 1917. The three upper classes in high school were entertained for the first time at an April Fool Reception, given at the Gym from 7:30 to 10:30.

Friday, Oct. 26, 1917 The Sophomore class of 1920 entertained at the home of Warren Knee. The evening was spent in games and other amusements until about 10:30, when a number of uninvited guests appeared and made an unsuccessful attempt to carry away the refreshments.

Nov. 2, 1917. The Sophomore class of 1920 entertained at a Hallowe'en party given at the Gymnasium. No one was admitted unless he was dressed as a ghost or a witch. Refreshments were served and the evening was spent in playing games.

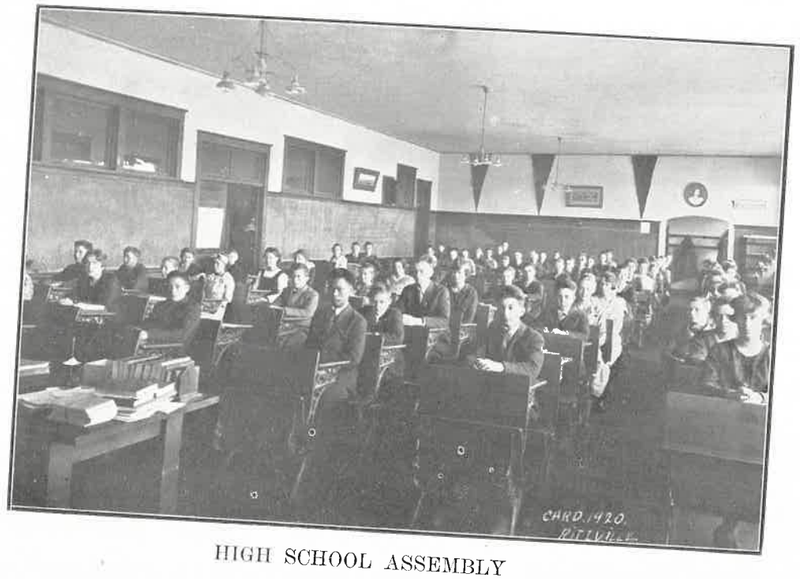
Friday, April 13, 1917. A group of high school boys known as the J. O. B. Club, entertained the high school girls by giving a party at the home of Mrs. Knee. The boys decided to show the girls that they had some knowledge of Domestic Science by preparing the luncheon without aid of their mothers or sisters. The evening was spent in playing games and dancing. The luncheon was served by the boys and consisted of sandwiches, fruit salad, cake and cocoa.

Feb. 7, 1918. The Juniors of 1920 were entertained at a party given at the home of Miriam Baumgart. An elaborate luncheon was served. About 10:00 a band of hungry boys appeared. They were looking for a good feed, but the doors and windows were safely guarded and their attempt to carry away the feed was unsuccessful.

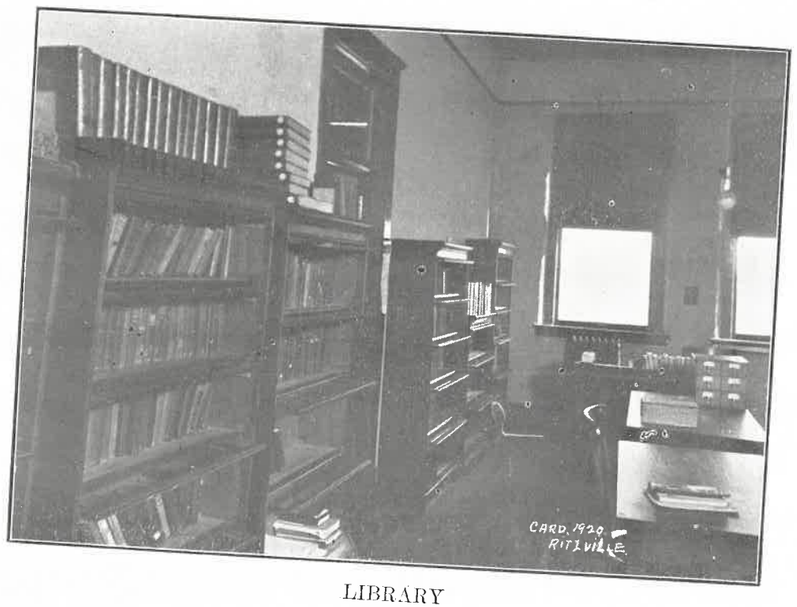
March 15, 1918. The Happy Club, organized by a group of high school boys, gave a "Glee" at the home of Walter Meyer. Each boy was requested to invite one girl. The evening was spent in playing games and dancing.

Sept. 20, 1918. The third week in September, 1919, twenty-two freshies were initiated into the high school by the three other classes, under the general supervision of the Senior Class. The first means of initiation was braiding the boys' and girls' hair and tying it with rags. Then they were led through Hades which was the balcony in the Gymnasium piled with blocks, weeds, tin cans, wash tubs, boxes and other things to make the road rocky. At the head of the stairs they were met by two ghosts who made them eat worms, then by two ghosts who made them drink blood, one who smeared limburger cheese on their faces, another made them thread a needle in the dark, and finally they were brought down and hauled around the room in a wheelbarrow and then set in the middle of the floor. Next they hunted peanuts in a pan of sawdust, ate salt instead of sugar and then they were ready for the mock trial in which the president of the Freshman Class was tried, found guilty and beheaded.

After the initiation, the remainder of the evening was spent in playing games. A luncheon was served to all present at 11:00.



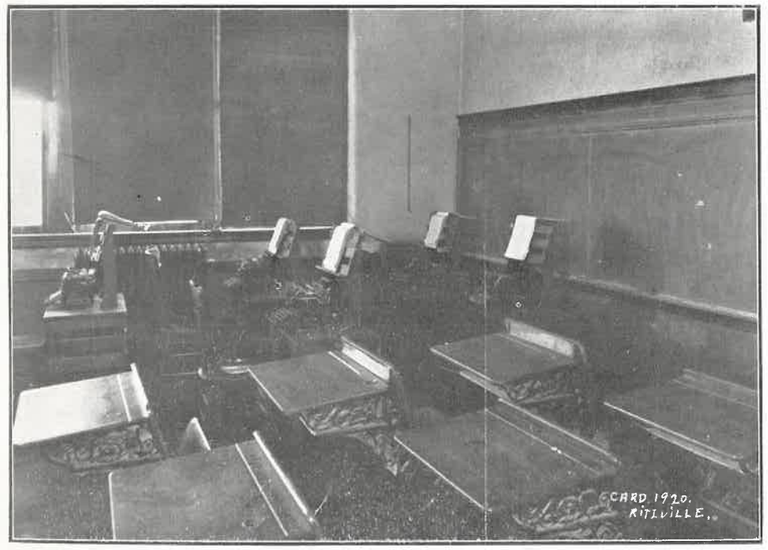
HIGH SCHOOL ASSEMBLY



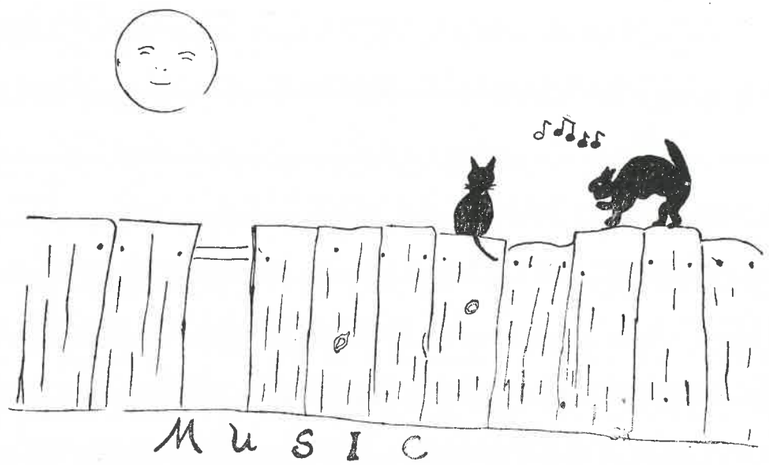
LIBRARY



LABORATORY



COMMERCIAL ROOM



A Girl's Glee Club was organized in 1918, meeting every Monday and Wednesday after school for a forty-five minute practice. Miss Rachel Weller was director. The members of the class were: Sopranos, Verna Correa Rachel Weber, Wilma Warner, Miriam Baumgart, Mollie Koch, Elsie Krehbiel, Eva Watkins, Edith Dugan, Elizabeth Doell. Altos, Georgia Phillips, Helen Krehbiel, Charity Weston, Susan Krehbiel, Juanita Alburty, Katherine Krehbiel, Amelia Koch, Edna Peck, Edna Watkins.

On March 14, 1919 the Girl's Glee Club gave a Chinese Operetta, "The Feast of the Little Lanterns."

CAST OF CHARACTERS

Princess Chan - - Edith Dugan The Governess - Miriam Baumgart
Juggler Maid - - Elizabeth Doell Wee Ling - - - Juanita Alburty
The remainder of the Glee Club were chorus girls.

SYNOPSIS

The ancestral estate of Princess Chan is to be given over to any two surviving children. The Princess has lost her brother and sister and is therefore in great sorrow at the thought of losing her home.

Act I. There is a celebration of the Feast of the Little Lanterns. The Princess is in sorrow and is entertained by the Juggler Maid and Wee Ling. The chorus departs leaving the sorrowing Princess alone in the garden.

Act. II. The Princess is discovered alone, still lamenting. The chorus girls catch Wee Ling in mischief. The little juggler girl rushes in with the announcement that the sister of the Princess is alive and near. The Governess orders every place searched. The maids find a locket which the Juggler Maid claims as hers, and which exactly matches the one worn by the Princess. They recognize each other as sisters and are overjoyed that the home shall continue to be theirs.

The Girl's Glee Club was reorganized in 1919, meeting every Tuesday and Thursday at three o'clock for forty-five minutes practice, with Miss Ruth Putnam as director. The members of the class are: Sopranos, Ruth Krehbiel, Marian Beckley, Eva Watkins, Edith Dugan, Elsie Krehbiel, Jennie Jantz, Edna Connel, Charity Weston, Wilma Rayburn, Josephine Banks, Althea Mc Croskey, Eva Hoeft, Irene Conner, Evelyn Cuff. Altos, Katherine Krehbiel, Edna Watkins, Amelia Koch, Nadine Mobley, Irene Beckley.

A Christmas Cantata was given by the pupils of the grade school, Friday, December 19, 1919.

Cast of Characters

Mother - - - - - Dorothy Born Jack - - - - Clayton Morrison
Father - - - - Arthur Radach Grace - - - Gertrude Krehbiel
Santa Claus - - Howard Morgan

Synopsis.

Some beggars came to the home of Grace and Jack. The children's father told them to be gone, but the children begged their father to aid the beggars. They soon forget about the beggars and Jack left the room and returned with some candy. The children quarreled over the candy and the father entered and said that they should both go to bed. He went out for mother and while he was gone, the children ran off and were lost in the woods. As they lay on the ground asleep, they were awakened from their sleep by the dancing of the goblins. Soon the goblins left, some good fairies came, and the children were taken home by Santa Clause.

—Susan Krehbiel



Debating

Probably no phase of school life aroused more enthusiasm than that of debating. Eight people entered the try-out debate on December 12, 1919. Those who were selected for the negative team were: Charles Campbell, (Captain), Wilma Warner, and Verna Correa, with Georgia Phillips as substitute. Those on the affirmative were: Walter Krehbiel, (Captain), Wilma Rayburn, and Irene Beckley with Oscar Reitz as substitute.

The first debates were held January 30, 1920. The subject was: Resolved; That the immigration of foreign laborers into the United States be prohibited for at least eight years. The Lind affirmative debated at Ritzville while the Ritzville affirmative debated the Lind negative at Lind. The debates were very interesting and both decisions were in favor of Lind.

The second and final debates on the same subject and with Ritzville were held March 12, 1920, Lind again receiving both decisions. Lind thereby won all four debates.



The Elopement of Ellen

(Senior Class Play)

CAST OF CHARACTERS

Richard Ford, a devoted young husband, ... Floyd Watkins

Molly, his wife ..... Eva Watkins

Robert Shepard, Molly's brother ..... Charles Campbell

Max Ten Eyck, a chum of Robert's ..... Wesley Hoeft

Dorothy March, engaged to Max ..... Elizabeth Doell

June Haverhill, Wellesley, making investigations in economics, Edith Dugan

John Hume, Rector of St. Agnes ..... Walter Krehbiel

My Voyage Across The Pacific

How many of us do not feel pleasant in taking a trip? When I took my trip across the Pacific, I felt, of course, very pleasant to see some more of the wide world, but, as I had to leave my relatives and friends for a distance of six or seven thousand miles and an indeterminable length of time, I was not without sadness.

I left Hongkong at the beginning of winter in 1916 on the steamer China. As the ship was going out of port, I stared at the banks wondering whether I should see them again and how long that might be.

A half an hour after starting, I saw the open ocean. Although I had heard much about the Pacific, this was my first sight of it. I did not have my first glorious sight very long because I felt suddenly seasick in looking around, and hurried to my bed. In an hour I felt perfectly well and was never sea sick again through the whole voyage of twenty-seven days.

After passing the Yellow Sea and the city of Shanghai, the steamer reached Japan. Some villages stood on the shores of the ocean, and others were along the banks of the interior rivers. The houses were very low and small and I heard that a large number of them were built of papers, straws, and things of that sort. Being very young and inexperienced, I, to my deep regret, did not go to any of the three cities where the ship stopped in that country, as well as the other cities on my voyage.

Leaving the port of Yokahoma, the steamer sailed directly toward the Hawaiian Islands. I learned more of the ocean from the high waves that I had not seen so far on my voyage. The height of a wave from the trough to the crest was about thirty feet. When the stern was on the crest, I could almost wash my hands in the ocean water, and I could see at the same time the bottom of the steamer. I, unlike those people down with sea sickness, had very much fun even in this condition, for some of my young friends played on the deck with me and sometimes ran a race.

One time there was something on the ocean ver yfar from the ship. Although it resembled a cloud, the people on the ship could distinguish it as a mountain. Looking down on the water and perceiving the speed of the steamer, some of my young friends and I said that the steamer could reach it in half a day. We had a long time in quarreling, but more than half a day passed before we reached it. My young friends and I laughed at one another saying, "We quarreled for an idea about the bigness of the ocean."

As the ship sailed eastward, the sun's position changed accordingly; but I, as well as the others, had to get up for my breakfast according to the clock. Due to the speed the ship was sailing and the temperature of the early morning, I felt very unpleasantly cold. This was not the worst, because sprays of water from high waves sometimes went up on the deck, and wet my clothes with salty ocean water while I was washing or eating. Although this condition lasted only a few days, I suffered greatly from it.

After sailing thirteen days from Yokahoma, the steamer reached

Honolulu. This city stood right on the shore and had no protection from the ocean. The city and the surrounding country were very attractive. Looking from the steamer, I could see many farms and houses and windmills. The temperature was unpleasantly hot, but the most peculiar thing to me was the showers. At the stern I could see the head of the ship all wet with rain, but not a single drop fell on the stern. Each shower lasted only a few minutes and was very light.

I could remember one particular thing whenever I recalled in my mind the few hours I stopped in the port, and that was the natives' swimming. Some of the natives went up the very top of a steamer, which was much higher than the school building, and jumped down into the water so that one would be scared even at the sight. Some people on deck threw pieces of money down into the water for them to find. If one of them found a piece, he would show it to the people to prove that he got it.

Sailing forward from Honolulu, the steamer reached San Francisco in seven days. The evening before the ship anchored, some of my friends and I were told that the ship would not reach the port until day time. I, as well as my friends, felt very glad because I thought that I had a chance to see the Golden Gate of which I had heard on the ship. I was disappointed in the morning because the ship anchored at midnight, and thus I reached the terminal city of my voyage without my knowing it.—Lem Sen, '23

Rusty Hinges

By the author of "What Makes Girls Giggle."

"Pa, I am proud of our little boy. I just know that when he gets to be a man he'll be called the preacher-poet."

Ezekiel, hearing his mother outlining his career to his father in the next room, snorted with disgust. "Our little boy, preacher-poet, well, wouldn't that get yuh!" Wasn't he just as big as his ma and, as fer bein' a preacher. w-e-l-l, he hadn't been running with the gang for nothing, as his ability to express himself showed; and wasn't he the one who had initiated the gang into the joy of smoking stolen tea leaves, rolled into long, fat delicious, wrapping-paper-covered cigarettes?" "Preacher, eh;" he'd show 'em. But a poet now —that wouldn't be half bad.

That night at supper his mother told him of the unforgivable sin that was to be perpetrated that night at Olive Hollingworth's home, namely, a dance. Now Ezekiel knew about this dance, and he knew Oliva of the poetic name, but he wasn't going to enlighten his mother on these facts. No, not by a jugfull, for wasn't he going to—well, anyhow his mother needn't know about his plans for the evening.

Ezekiel went to his room early and, after satisfying himself that the rest of the family was in bed, quickly arrayed himself for the dance. He lost himself in a trance as he racked his brain to think of some poetic words to tell Olivia. Still in deep thought, he raised the window and crawled out. When he was safely out, the window, with a heart rending crash, dropped back and locked itself. Ezekiel, frightened half to death for fear of being discovered, ran all the way to Olivia's brightly lighted home.

He sought out the popular figure of his beloved Olivia from her host of boy admirers. As he advanced to meet her he quoted some poetry invented, or what you may call it, by himself. It ran something like this:

"When I look in them eyes of thine,
I think of angels and things divine.
My name Ezekiel sounds like a hinge,
Rusty and squeakful,
While yours, Olivia, is so fine,
I wish I could say it all the time."

After delivering this masterpiece, he awoke to find the vulgar crowd laughing at his poem or his squeaky shoes or his squeaky name, he couldn't be sure which. Unmindful of them, he asked Olivia, with a masterful voice the pleasure of dancing with her. Olivia gave him the next dance which was a waltz. He was so happy to be dancing with his beloved that he thought he was treading in air, as he poetically expressed it to himself. But in reality he was treading on Olivia's fragile toes. He was sure that Olivia was happy too, because every little while she uttered joyous words of endearment and happiness, such as, "O," "O, my," and "Heavens." He was suddenly brought back to earth by Olivia shrieking, "O-O-U-Ch," at the top of her voice. Ezekiel asked what was the matter. Olivia with a moan asked him to get off her sore toes and to go home and never, NEVER speak to her again.

The crestfallen Ezekiel was about to apologize when he spied Olivia's angry mother coming toward him. With a bound he was at the door and, forgetful of hat and coat, he made a run for his home.

Reaching there he softly opened the back door and was progressing fine, considering the handicap of squeaky shoes, darkness, and an uncontrollable desire to express himself out loud instead of just thinking. When his hand touched his bedroom door, it let out a rusty squeak, and, horror of horrors, there stood his father. This was the beginning of the end. The end came next morning when he was being led into the woodshed, and the woodshed door squeaked.—Wesley Hoeft, '22

A Glimpse of Moses Lake

A two hours ride from Lind on a fine June morning thru practically a desert land brings one to Moses Lake, a vast expanse of water fifteen miles long and one mile wide. The sensation that one feels at first sight of this wonderful lake is perhaps the same as a wandering Arab would feel when finding an oasis in the desert after searching for several days.

The lake is a wonderful sight, especially to those unaccustomed to water. The blue water sparkles in the sunlight and occasionally fish leap up for bugs and insects. Large white pelicans are sunning and preening their feathers. Snipes wade thru the marshes hunting for worms and water bugs. Overhead large flocks of crows fly screaming and cawing. Motor boats are smoothly gliding along, and the whir of the motors and the sound of voices blend into one lulling sound.

The hills surrounding the lake are beautiful, especially those covered with green alfalfa and grains. Some are but barren sand hills, but in their simplicity there is a distinct beauty. Others are covered with large irrigated orchards of pears, peaches and apples.

The very air seems suddenly changed. The cool breeze that comes across the water gives one a wonderful sensation. A whiff of tar informs us of an approaching fishing vessel with its tarred nets. In fact, one sees all the beauties of nature at one glimpse of Moses Lake.—Katherine Krehbiel, '21

The Deserted Camp

Cold winds whistle thru barracks bare and bleak.
Deserted, empty, silent, where the gladness used to reek.
Cans and rubbish far and wide;
No more tents on either side;—
The Boys are gone away!

Here they learned their warriors' task,
Here they drilled unto the last,
Here they toilingly kept in trim,
That they might learn to do and win
When their turn came to go.

The sun in silent sorrow shines
On barren waste, where long brown lines
Of "brand new rookies" used to drill,
Or scout and hike on yonder hill
Until their muscles ached.

The moon no longer grins and smiles.
Instead, he scans the desolate miles
And wonders, worries, waits;—
He can't believe that cruel fates
Have carried off his boys.

He outlines huts in silhouette bold,
While the shadows, stark and cold,
Add a sombre touch and gruesome tone
That make you shiver when you're alone,
Gazing on that waste.

No more toil in camp, and fears;
No more mothers' lonely tears.
For the camp there's no more life,
For the world there's no more strife,—
The Boys are Home!

—Irene Beckley, '23

The Family Life of Theodore Roosevelt

It was natural that the world's greatest advocate of peace should have a home of peaceful contentment and quiet good will. Such was the Roosevelt home—the Home Ideal. Mrs. Roosevelt, with her gentle ways and fine instincts, was a wife and mother such as not many homes are blessed with, while the boys were well mannered and disciplined and the pride of their parents' hearts. Mr. Roosevelt would often boast of them and their achievements, resulting, of course in teasing from his friends and wife, but he might well have been proud of them.

Archie was much interested in stenography and at the age of five, would often interrupt his father's very busy office hours by wanting dictation. One day he already was dictating to two stenographers, but never out of patience with his son, replied, "Now, Archie' only one at a time please."

He and Theodore Junior were very much like their father, being born naturalists. Teddy Jr. had a museum which was the pride of his heart. Everything was arranged most systematically and labeled with the name of the specimen and the place and time discovered. Archie was, at this time, too young to be initiated into the mysteries of the museum, so a large sign was posted upon the door which read that NO ONE was allowed to meddle.

Teddy Jr. also took a lively interest in all his father's affairs, especially the mail bag. His father would often present him with a badge or ribbon that had come in the mails, which he hung with great pride in his room.

He liked to remain in his father's office during working hours and would try every subterfuge in order to do so. He once amused him immensely by calling out, as he hit the air with his hand, "O father, I nearly caught a fly." This was in midwinter!

The boys were taught "robust righteousness," as the eldest son afterward expressed it. This was sometimes done thru poems which he taught them while dressing for dinner. The favorites were "Saga of King Olaf," by Longfellow, "Sheridan's Ride," and the "Sinking of the Cumberland." They knew the "Battle Hymn of the Republic" and the "Pilgrims' Progress" while they were very young.

Their little boy fights were very interesting to their father who would discuss them in detail with the boys and never fail to convince them of their mistakes. An amusing incident of these experiences is given by Col. Roosevelt, the eldest of the four sons of our president, in the Philadelphia Public Ledger. "Funny incidents of these early combats stick in my mind. One day one of my brothers came home from school very proud. He said he had a fight with a boy. When asked how the fight resulted, he said he had won by kicking the boy in the windpipe. Further investigation developed the fact that the windpipe was the pit of the stomach. My brother felt that it must be the windpipe because when you kicked some one there he lost his breath. I can remember father to this day explaining that no matter how effective this method of attack was, it was not considered sportsmanlike to kick."

Colonel Roosevelt always wrote letters to the boys when he was absent from them. While they were yet too young to read he would draw the details of an amusing incident. The following letter was written to Archibald in 1907.

"We had not luck with the bear but we killed as many deer as we needed for meat, and the hounds caught a wildcat. Our camp is as comfortable as possible and we have a great campfire at night. One of the bear-hunting planters told me he once saw a bear, when overtaken by the hounds, lie down on its back with all its legs stretched out, while the dogs barked furiously all around it. Suddenly the bear sat up with a jump and frightened all the dogs so that they nearly turned back somer-saults. At this camp there is a nice tame pussycat which lives here all the time, catching birds, mice, or lizzards, but very friendly with any party of hunters which happens along.

"P. S. I have just killed a bear; I have written to Kermit about it."

Another feature in their home was Roosevelt's love for children. To his intimate friends no sight was so familiar to them as one in which he was holding or playing with one of his grandchildren.

He also had his favtorite dogs and so did the boys have a special pet. This was their Shetland pony. One time when Theodore Jr. was ill, his younger brother rode the pony up the White-House steps, up the elevator and into the hall, saying that he knew the sight of the pony would cure his brother.

These are some of the ways, and the incidents, in the life of Theodore Roosevelt that many did not know, nor ever will know. At his death, the world lost the greatest man that has lived since Abraham Lincoln.

—Irene Beckley, '23

A Model French Laundry

Of those who have visited France, all have been attracted by the manner in which the French people wash their clothes.

Monday in France is not necessarily wash day. The old women of that country are not particular about the day of the week when there are clothes to be washed.

The clothes are brought to the edge of a stream. The workers kneel in a shallow box half filled with straw and then an interesting process takes place. The clothes are drenched in the water and then spread upon a board or stone and rubbed well with soap. Then the clothes are paddled into the water again and the process is repeated until they are spotlessly clean. As a final step they are spread upon the grass to dry.

Steam laundries have been introduced into France, but they have been an utter failure in that country. A Frenchman's life, unlike that of an America's, is governed almost entirely by precedent or custom and to break away from this quaint manner of washing clothes would be to shake the pillars of a nation's foundation. At least that would be the French view of the

—Chas. Campbell, '20.

The House by the Side of the Road

There are hermit souls that live withdrawn
In the peace of their self content;
There are souls, like the stars, that dwell apart
In a fellowless firmament;
There are pioneer souls that blaze their paths
Where the highways never ran;
But let me live by the side of the road
And be a friend to man.

Let me live in a house by the side of the road,
Where the race of men go by—
The men who are good and the men who are bad—
As good and as bad as I.
I would not sit in the scorners' seat,
Or hurl the cynics' ban;
Let me live in a house by the side of the road,
And be a friend to man.

I see from my house by the side of the road—
By the side of the highway of life—
The men who press with the ardor of hope,
The men who are faint with strife;
But I turn not away from their smiles nor their tears—
Both are parts of an infinite plan;
Let me live in my house by the side of the road,
And be a friend to man.

I know where are brook gladdened meadows ahead,
And mountains of wearisome height;
That the road passes on through the long afternoon
And stretches away to night.
But still I rejoice when the travelers rejoice,
And weep with the strangers that moan,
And live in the house by the side of the road,
Like a man who dwells alone.

Let me live in my house by the side of the road,
Where the race of men go by;
They are good, they are bad, they are weak, they are strong,
Wise, foolish—so am I.
Then why should I sit in the scorners' seat,
Or hurl the cynics' ban?
Let me live in the house by the side of the road,
And be a friend to man.

—Sam Walter Foss

Why the Young Folks Leave the Farm

Valedictory Address

Today we are facing one of the gravest and most fundamental social and economic problems ever faced by a nation. Upon our solution of this problem rests the history and progress of future generations. The desertion of country life by the younger generation is already affecting the industrial world. Recent statistics point out that from sixty-five to seventy-five per cent of our total population resides in cities and towns, or in other words, are consumers rather than producers of food and raw materials. One-fourth of the population must provide food and raw materials for clothing for the three-fourths who do not produce. Furthermore, a large part of these twenty-five million producers are barely able to produce enough for their home needs. Then add another class of poor farmers, namely, the tenant class. Tenant farmers raise seven-tenths of our total corn crop; six-tenths of our hay and forage crop, and two-thirds of our wheat crop. Close to sixty per cent of all our farm population are renters. The tenant class, which stays in one place only long enough to procure money to move to another, is a class of farmers which takes very little interest in country life or in building a home or progressive community. It has been said that no race of weaklings will enter into a prospect of hard work for the better part of a lifetime to win the possession of a bit of earth. But today the number is pitifully small, and it gets smaller day by day. Herbert Hoover says that the basic industry of this country is agriculture. He further says that our production of food is not increasing as fast as our population. But how is the farmer going to produce more without help? He does well if he raises enough to compete with the high cost of living for his own family. The city people blame the farmer for the scarcity of food, yet few of them will think of helping him raise and harvest the food when help is needed. Even if one does condescend to get two miles from the city he demands an eight-hour day or less, Saturday off, and about twenty dollars a month more than he could make in town. Besides he has his board and room furnished him, while he does the wonderful work of raising and lowering a lever on a plow or something equally difficult, which a ten year old boy would think was play. At the same time the farmer works eight hours in the forenoon and eight in the afternoon every day in the week the year around with possibly a few hours rest on Sundays, and then very often has less at the end than the hired help. With such conditions existing, is it any wonder that the children on the farm as well as the farmer himself decides the city offers a better chance for life?

If we take care of the children of the Republic, the Republic will take care of itself. To solve this agricultural problem, therefore, let us first consider how to keep the young folks on the farm. To keep the children on the farm we must first know why they leave it. When we have searched thoroughly we find that the reasons are largely social. They are, first, a natural child longing for financial independence, which must be satisfied, but which has received little attention in the past; second, the lack of whole-

some recreation and ideals which should be furnished to a large extent by the rural church; and third, better and more nearly equal educational privileges for rural communities.

Someone wisely said that the best time to begin training a child was with its grandfather. This is especially true of the farm child. A farmer, to be successful, must love the farm, and the best time to learn to love it is when a very small child. The Roman Catholic Church says if it can have a child until it is seven years old it can make it a Catholic forever. Our greatest agricultural mistakes in the past were made because we neglected this early period of the child's life when we might have used it for establishing true ideals of country life. Today we have several organizations which are taking this period of the child's life and making it beautiful, and at the same time training it for the future. The Boy Scout organization, the Campfire Girls, the Banker-Farmer movement, and the Boys' and Girls' Club work are all striving to bring happiness and contentment to the children who will be our producers of tomorrow. The Boys' and Girls' Club work and the Banker-Farmer movement, which is similar, not only are successful in interesting the child in farm life, but they offer a solution for the desire for financial independence which every normal child has. The country child does not have the chance to earn the spending money that his city cousin does. Furthermore, the city always seems a pile of gold to the average country child; hence the desire to go to the city to work and live. Through the Boys' and Girls' Club work, each child gets the proceeds for his or her garden truck, or livestock, if he belongs to a Pig or Baby-Beef Club. The money which he earns in this way is not often spent for candy as the city boy spends his errand or paper money. On the contrary it is invested again and often furnishes the necessary additional amount for a high school or college course. One Massachusetts boy, in the city of Brockton which contains several large shoe factories, was told by his parents, who were factory workers, that he must quit school and go to work in the factory as soon as he completed the eighth grade. In the meantime, the state leader of Boy's and Girl's extension work visited Brockton and this boy was one of his first converts. He began what was to prove his life work with a capital of fifty cents which he earned as a fourth prize for a story about a pet animal. A few days later, after distributing some cotton seed, a citizen offered prizes for the best plants grown from these seeds. They were the first seeds this twelve year old boy had ever planted, but he won the first prize of five dollars and the encouragement to try again. The result was that he became, in the short space of six years, a successful truck gardener. Besides winning prizes worth several hundred dollars on his garden produce, he won several free trips to the state agricultural college and in two consecutive years won trips to the National Capitol. Today he is attending the Massachusetts Agricultural College instead of working in a factory. He is going on his own money, for his parents refused to help him in any way. Besides, he owns an auto truck, runs a nursery business and hothouse, keeps a hired man, and has a bank account which

many older people might envy, for he is only nineteen years old. Besides this phase of the Boys' and Girls' Club work, it offers a chance for a certain amount of recreation and social life. In addition ,it furnishes an excellent means for physical training in the open air which is to be preferred any day to that in a stuffy gymnasium. This club work should be under the supervision of the school or rural church. Under the guidance of one of these, or of both, it offers the best training for body, mind, or spirit that has yet been devised.

Another serious flaw in country life is the failure of the rural church to provide wholesome ideals in recreation and social life. Many rural communities have no church of any kind. President Roosevelt said to show him a community without a church, and he would show you a community that was dead. We need a rural church in every community, a church and a community center combined; and with that church we need a trained rural minister who understands rural life and can enter into it and make it mean all that the Master meant when he said, "I am come that they might have life, and that they might have it more abundantly." The Interchurch World movement of today is promising some of these things, but it will need the help of every man, woman, and child to make it a success.

Now we need to join with the club and church work a better and more nearly equal school system. Do you know that the school of today is really educating our boys and girls away from the farm instead of for it? Everything from the course of study taught, to the teacher who teaches is a product of the city. The farmer of today must know more about machinery than the locomotive engineer or the the factory operator because he handles more types of machinery and is more dependent on his own resources for caring for it. Only about one-twentieth of our school children ever graduate from high school, yet they are taught very little that will help them in their lives. More practical subjects such as agriculture, manual training and domestic science would be of far greater benefit than text-book geography or formal grammer, to the average child. State Senator, Edwin T. Coman, in a recent talk on our state school system, said that it was a waste of money to build gymnasiums for the rural school children, and that rural schools could not expect to compete with city schools. Why hasn't the country child just as much right to a gymnasium and equipment as the city child who already has an expensive park maintained for it to play in? And as for the fact that the country child does not need and cannot expect the educational advantages of the city child, Mr. Coman surely forgets that over half of the leaders in our Republic were reared on the farm and surely the children who will lead our Republic tomorrow need an education as much as the average city child who will do nothing more than work in an office. The country child does need a good education and he will have it if he has to go to the city for it. But if we force a child of tender years to seek its education in the city, nine times out of ten it will stay in the city and never return to the farm to raise food for our State Senators. According to the Russell Sage Foundation, Washington ranks first in the amount of school money spent per child but only about seventh in the results obtained. A few years ago we ranked first in results obtained. Why this descent in our standing among schools in the short space of a few years? This is a part of the reason,—The farmer has visible property which he cannot roll up and put in his pocket, as the city man does his valuables, when the assessor is around. Consequently the rural districts pay the heaviest taxes and yet receive the least school money in return because they have a low school attendance. According to the State School Levy and Apportionment record, Adams County paid in state school taxes in 1919, fifty-five thousand five hundred fifteen dollars, and got back for school attendance thirty-two thousand five hundred forty-one dollars, a difference of twenty-three thousand dollars. Where is this money going to? To some other county that has a larger school attendance, but perhaps less need of the money than Adams County has. Lewis County is one of these; Lewis County paid in fifty-one thousand six hundred forty-three dollars and got back one hundred eleven thousand four hundred fifty-nine dollars. Adams County and other Eastern Washington Counties need better schools and they should at least have the benefit of the taxes which they pay. When we get a just system of taxation and of apportioning school funds on the basis of need and not attendance, we will be on the road to solving the rural school problem. Are we going to encourage the young folks to stay on the farm by giving them better rural education, recreation, and homes or are we merely going to let things drift from bad to worse? Not only our decision but our actions upon this question may feed the world tomorrow. Our best efforts will seem none too good when we stand at the end of the road and look back.

—Wilma Rayburn, '20

The Voters and the Political Party

Salutatory Address

We owe a great debt to our political parties. To the Democratic Party we owe the protection of our liberties, and freedom of speech, press, and religion. The states owe to it the recognition of local state government.

To the Republican Party we owe the abolition of slavery, the prosecution of the Civil War, the citizenship of the negro, and most important of all, the preservation of the Union.

Political organization is absolutely indispensable to a government of public opinion, such as ours. It prevents state isolation and sectionalism; it helps to create a spirit of cooperation among the people; and it centralizes and expresses public opinion. Despite this widely recognized fact of the necessity of political organization, men take many different attitudes toward the parties.

Some men hold aloof from political parties altogether. Garrison and other abolitionists took this attitude, even refusing to vote or hold office. But such a view is rather extreme.

The men at the other extreme are those who will remain loyal to their party, regardless of the principles it represents. That class is made up mostly of party leaders and "bosses," and men who always vote a straight ticket because they wish to remain loyal to their party or because they do not want to take the trouble to make a study of the question. Also, many are governed by tradition or prejudice, and many are influenced and sometimes bribed by the leaders. It has been reported that General Wood and Governor Lowden of Illinois have been spending enormous sums of money for campaign purposes. Governor Lowden is a capitalist, but General Wood is said to be a poor man with only his army pay. If this report is true, this means that other men are helping him. The real evil of this practice is the secrecy used. All people should feel that they do not want a man put into office by the force of money only.

Another class of men is that which will vote but will also deny all allegiance to any party. By doing this they think that they will not be influenced by outside forces.

Still another class takes a different attitude. The men of this class are energetic political thinkers who realize that the party is the medium through which the opinions of the people are given, and is therefore indispensable. They hold their political principles above the interests of their party.

It is self-evident that the attitude taken by the political thinkers who vote independently is the correct and the safe one to take. It is the duty of each individual to decide for himself which attitude he will take. He should make a careful and intelligent study of the issues and of the characters of the candidates, and then vote conscientiously. People often think that the manner in which they vote is of no consequence, but it is of the greatest importance for they help put either good or bad laws into effect, and they help put either the right or the wrong man into office.

There are several classes of people in our country, of which the negro is one, who have greatly influenced our system of government. The tropical environment in which the negro formerly lived has affected him both physically and mentally. The years he has spent in bondage have left him without the power of self-control that he should have. Considered as a race, the negro is very docile, and will follow blindly the leadership of almost any person. This leads to a corruption in our politics which has proved difficult to correct.

Of the total number of negro voters in the United States in 1900, 47.3 per cent, almost one half, were illiterate. There are, of course a few intelligent negroes in this country who are helping in the movment for the education of the more illiterate negro. Cooperation between the white people and the negro is necessary in order that some plan can be worked out whereby they can be given the education they need.

The large number of foreigners immigrating to this country has also greatly influenced our system of government. There were in 1910 about 13,500,000 aliens in our country. Of those coming within the last thirty years, only about one-third have declared their intentions of becoming citizens. Evidently the majority of them do not have a very great desire to become citizens of the United States.

Some immigrants, usually the younger, are eager to become citizens of our country. They take an active part in the civic affairs of the community in which they live. Often they make better citizens than our own native born citizens.

The other type of immigrant, and the one we must guard against, is the one that comes to this country without any intention of becoming a citizen or of performing the duties of citizenship. Usually the foreigners of this type are brought under the control of the party leaders. Steps have been taken by our government to lessen the influence of the more radical of these aliens, but the only effective method of stamping out the movements started by them is by education.

However, far more dangerous than either the negro or the immigrant is the American citizen who is too lazy or unpatriotic to vote as he should. He votes and works merely for his own personal interests rather than for the good of his country.

Educational institutions all over this country are directing their efforts to work out a solution for this problem. High school students are required to take a course in civics before graduating. The colleges and universities are also providing for courses which will train the students to become better citizens. The main purpose of these courses is to teach people to think through our political problems individually.

The more direct method of educating citizens to think and vote intelligently is by allowing them the use of the initiative, referendum, recall, the short ballot, and the direct primary. Even with these, however, citizens must be educated to use them. After becoming interested in these rights they feel that they are really a part of their government, they naturally become more interested, and will be more liable to think of what they are voting for.

Although politics are still corrupt, there is not so much danger as there has been. The schools and the use of direct legislation are lessening this danger more and more; for people who have received the right kind of education see the importance of voting intelligently. At the coming election each voter will have an opportunity to show whether or not he or she can vote intelligently. When we realize that we are helping to make politics less corrupt and that we are working for the welfare of our country, we should be more than willing to give serious thought to political problems. Let us, then, try to make our system of voting an example worth following by constantly keeping before ourselves the highest ideals.

—Corinne Neare, '20



CLASS OF '17

Fay Booker
Attended Cheney Normal.
Now teaching school near Cunningham, Washington.

Lydia Doell
Teaching school at Hooper, Washington.

Josephine Prewitt
Taught school near Lind.
Took business course in Seattle.
Now doing general office work in a hospital in Seattle.

Floyd Morrison
Working on farm near Lind.

David Phillips
A married man.
Now taking a course in an auto school at Spokane, Washington.

Eugene Phillips
Married.
Living on farm near Lind.

Homer Reed
Joined army
Has returned from overseas.

Julius Franz
Married and living on farm near Lind.

Edward Franz
A farmer.

Jack Maddex
Joined navy.
Now in Tacoma doing electrical work.

Genevieve Warner
Attended Cheney Normal.
Now teaching at Latah, Washington.

Eileen Moulton
Attended Cheney Normal.
Now keeping books for Mr. Moulton in Wilbur, Washington.

CLASS OF '18

Leatha Maddex
Now Mrs. Hale residing in Tacoma, Washington.

Mildred C. Kenyon
Attended Cheney Normal.
Now teaching school near Schrag.

Harry Krehbiel
Attending Bluffton College, Bluffton, Ohio.

Harry Kenyon
Now attending University of Washington.

William Goodenough
Attending Reed College at Portland, Oregon.

Ernest Schultz
Working near Lind.

William Doell
Attended University of Washington.
Now a newspaper editor.

George Klindworth
Joined navy.
Now in Connell, Washington.

CLASS OF '19

Edna Peck
Working in First National Bank of Lind.

Rachel Weber
Attended Cheney Normal.
Now teaching school at Weber, Washington

Mollie Koch
Attended Cheney Normal.
Now teaching school near Lind.

Justine Henderson
Attending W. S. C.

Ethel Smith
Attending Cheney Normal.
Now teaching near Lind.

Commodore Hughes
Attended W. S. C.
Now on farm near Hatton.

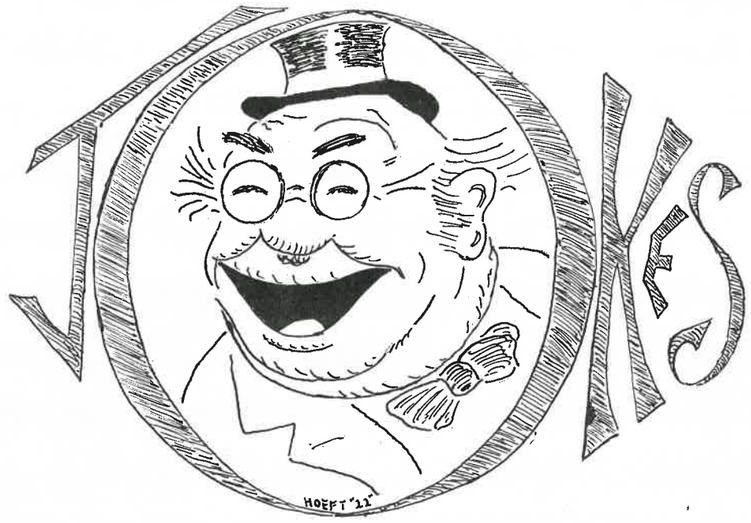
Richard Staples
Enjoyed life at Portland, Oregon.
Now bookkeeper at Lind Garage.

Clarke Hughes
Attended W. S. C.
Now on farm near Hatton.

Edgar Best
Working for Standard Oil Company at Connell.

Everette Webb
Attending W. S. C.

—Amelia Koch



Roosevelt's father died while he was at college and young Theodore decided to follow in his footsteps.

First student, while watching moving pictures, "Where is New Zealand?"
Second student, "It's in Ireland."

To study, to learn, to know—and then not to pass,
Is the sad tale of many a high school lad and lass.

Rudolph, measuring the distance between himself and Elsie, "A straight line is the shortest path between two people."

As a child Roosevelt was weekly.

In examination a Sophomore claimed he had read the following books:
"Tail of Two Cities."
"Burned at the Steak."

Georgia Phillips, "I am going to change my name."
Blushes from Truman.

Mr. Lazenby, "People on a side will have to sit together."

A student who loves fairy stories gave this answer in the intelligence test, "The old man lived by frozen lakes near the moon."

The one expression the Seniors hear in every class is, "Oh! for a gleam of intelligence."

Reading from Emerson, "At rich men's tables eaten pulse?"
Charles, "He's a fool, because he could have gotten something better."

Mr. Roper (in physics class), "Who can tell me what a crane is?"
Junior, "Its a bird."

Sophomore girl's Toast:
Here's to the chaperone:
May she learn from Cupid,
Just enough blindness
To be sweetly stupid."

Teacher, "Carl, is that a deaf and dumb alphabet you are using?"
Carl, "It isn't deaf but it is dumb."

Wanted: Helen Poole's address by Walter K.

Teacher, "What answer have you got for the seventh problem?"
Roy, "I haven't my problem worked. It's time for me to go."

Miss Burgess, "Charles, what is your opinion on this?"
Charles, "I agree with Elizabeth."

The cows are in the meadow,
The sheep are in the grass,
And all the silly little geese are in the Freshman class.

Teacher, "Can you see, Carl?"
Carl, "Oh, yes, nicely, thru that chair."

Teacher, "Bernard, spell propose."
Bernard, "Lorene got me fussed so I can't spell it."

Teacher, "A fool can ask more questions than a wise man can answer."
Carl, "No wonder so many of us flunk in our exams."

Miss Haller, "Is Elizabeth ill today?"
Edith, "No, she's sick."

Miss Burgess, "Wilma, where is that 'in'?"
Wilma, "It's out."

Mr. Lazenby, "Where is Washington, D. C."
Amelia, "On the Mississippi River."

Miss Burgess, "What was Walt Whitman trying to say?"
Charles, "I don't think he knew, himself."

Mr. Roper, "How brittle will rubber become under high pressure?"
Cookie, "Very brittle."

The magnet has no attraction for money, therefore, it is not modern.

Hazel Rayburn and Oscar Reitz are spending two hours after school every day studying a book entitled "Cures for Bashfulness."

Teacher, "What happened to Babylon?"
Students, "It fell."
Teacher, "And what happened to Ninevah?"
Students, "Destroyed."
Teacher, "And to Tyre?"
Clever Howard, "Punctured."

Teacher, in test, "From what is the following taken: 'Build thee more stately mansions, Oh, my soul.'"
Pupil, "The Chambered Novelist."

Little grains of powder,
Little daubs of paint,
Make the Sophomore girls
Look just like they ain't.

Miss Thompson (explaining geometry,) "Drop a line from A to B."
Truman, "Look out below."

Teacher reading in an English book, "General Steve was made governor with a population of 4,000.
The eighth grade of 1920 was peacefully sleeping and didn't catch the joke.

Teacher, "Class write 'The Chambered Nautilus' in your own words."
Bernard, "The Chambered novelist was a poor novelist who had only one suit of clothes and had to stay in a chamber while his suit went to the laundry."

Lost, near Highgate Archway, an umbrella belonging to a gentleman with a bent rib and a bone handle.

Teacher (in geometry,) "What is a polygon."
Student, " A polygon is a dead parrot."

Sophie, "Did you ever take chloroform?"
Freshie, "No, who teaches it?"

One, "Poor Agnes slipped on her veranda last night."
Other, "Did it fit her?"

Students faults are many,
Teachers have but two,
Everything they say,
And everything they do.

Pat, "Bring in the coal before it gets dark."
Mike, "Why, begorra, I thought coal was dark at all times."

Bulldog for sale; will eat anything; very fond of children.

Stranger, "Shall I brain him?"
Senior, "You can't, he is a freshman; just hit him on the head."

What would the world be like if—
Corinne N. had a beau.
Wilma R. giggled and would act foolish.
Susan K. was an orator.
Edna W. sold onion sandwiches to the civics class.
Elizabeth was the image of Theda Bara.
Charity was tall and slim.
Miriam told the truth.
Josephine B. was an old maid.
Wilma W. was very peaceful.
Hazel R. and Harold K. would go to the movies together.
Amelia lived up to her name as a cook.
Edith was without Carl.
Eva was on the police force.

It was early in the morning,
It was twelve o'clock at night
The sun was shining brightly
It was raining all the night.

'Twas a winter day in summer
The rain was snowing fast
When a barefoot boy with shoes on
Sat standing in the grass.

While the organ pealed potatoes
Lard was rendered by the choir,
While the sexton rang the dish rag,
Someone set the church afire.

"Holy smoke," the preacher shouted
And in the rush he lost his hair;
Now his head resembles heaven
For there is no parting there.

NAME	AIM	ADORES	NOTED FOR
Amelia K.	Teach School	Her hair	Joking
Charity W.	Nurse	Jack	Losing her temper
Eva W.	Suffragette	Louis	Bluffing
Corrine N.	Be Pious	Her Temper	Blushing
Susan K.	I don't know	M. E. N.	Snoring
Edith Dugan	Lady Police	Brunettes	Vamping
Edna W.	Fancy Dancer	Red Hair	Being Slow and Easy
Miriam B.	To Grow Tall	Millionaires	Flirting
Charles C.	Ribbon Clerk	Popularity	Smiles
Wilma W.	Cut-up	Mischief	Arguing
Elizabeth D.	Be a Sport	Girls	Chasing Rainbows
Wilma R.	College Prof.	Good Sense	Studying

NAME	NICK NAME	PET EXPRESSION
Edith	Ede	Now Stop
Miriam	Merle	Poor Prune
Eva	Ever	Perfectly Terrible
Susan	Sue	Cut That Out
Wilma W.	Billie	Good Heavens
Corinne	Core	Absolutely
Wilma R.	Ray	Oh My!
Edna	Ed	Goodness
Charles	Chase	I'll Tell the World
Amelia	Cookie	You Don't Say
Elizabeth	Beth	Oh Boy
Charity	Cherry	I'll Say So

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of Lind, Washington

Established 1906

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To stimulate the building of Homes, Barns and Farm Building, so badly needed in the Inland Empire, we are taking this initial step toward breaking down the high cost of living by guaranteeing prospective builders against increased prices for the next three months. This encouraging announcement is only possible for the reason that we manufacture our lumber from our own forests and sell to you direct. **THERE IS NO MIDDLEMAN.** Call at our yard and let us explain our Free Building service with **GUARANTEED PRICES** and **NO EXTRAS TO BUY.**

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A. J. HAILE, Vice-President,

JOHN W. WEBSTER, Cashier

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To do it with **everybody**—rich or poor, old and young, with the experienced buyer.

To offer goods of reputable character.

To sell them at the smallest possible price.

Being content with small profits.

In short this store does what it knows to be right.

And on that basis it solicts your trade.

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Lind's Quality Jeweler

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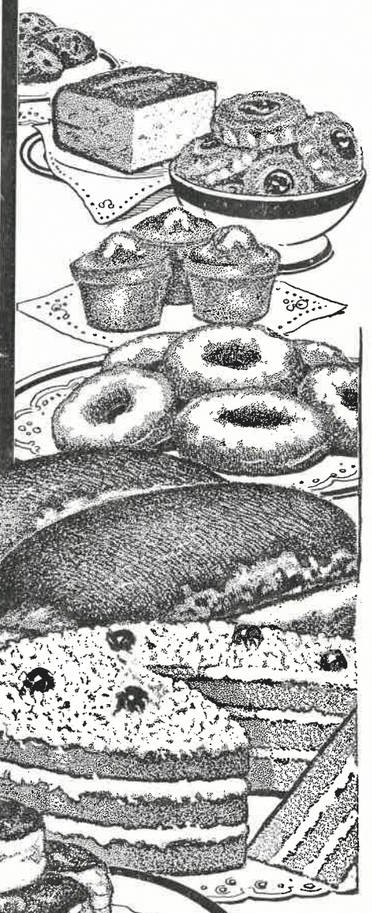
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