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The crimson. Volume Three, Number Two

Edgerton, Wisconsin: Students of Edgerton High School, [s.d.]

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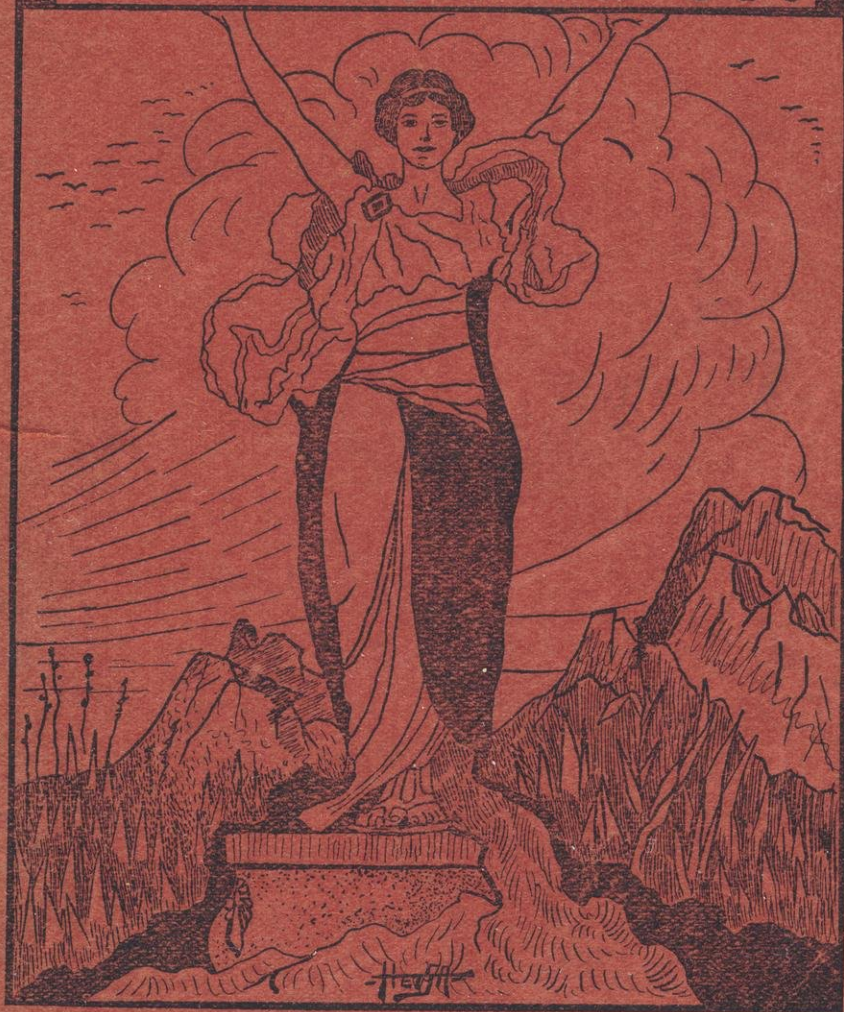
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THE CRIMSON



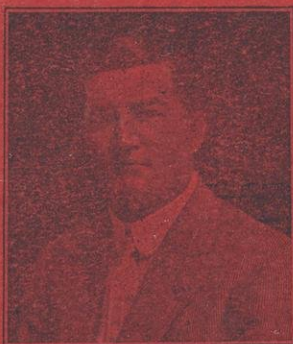
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Havana 10 cent Cigar

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BOSTONIANS Famous Shoes for Men.

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It is remarkable with what unanimity such men as Rockefeller, Hill, Carnegie, Wanamaker and Field say that they got their start by saving. And every one of them has young men to go and do likewise.

The boy who early becomes familiar with banks and the earning power of money, will have a distinct advantage when he starts on his business career. We pay 3 per cent on Savings. \$1 opens an account.

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LITERARY

Reconciled.

"Nothing to eat but crusts," said poor little Vera Green as she made her way up the crowded street in New York city one cool autumn morning. Vera was a sweet little child of about eight years, with black curly hair, brown eyes, and cheeks tinted red from the cool morning air. Her clothes were shabby and torn, and her smile seemed sad. But, indeed, Vera had reason to be sad for she had been left an orphan for years, since the Angel of Death took her kind mother from her. She knew nothing of her father, except as her mother had told her that he left home on account of family trouble while she was still a babe and had never returned. Each day she was given a few crusts and a little milk by the baker's wife, for whom she did errands, and she slept in a small garret above the bakery.

Now, Vera had a very wealthy relative living on a large ranch in Montana, whom her folks called Aunt Jane, but the child knew little about her aunt for she was hard-hearted and cold and did not think enough of her little orphan niece to give her a home. But, suddenly, Aunt Jane lost her husband and as she had no children of her own, she thought it well to adopt Vera. As soon as the message came that Vera was to leave the rough city and have a beautiful home on the large ranch, her heart was filled with joy and she picked up her shabby clothes and quickly made ready to leave the next morning, when her aunt was to arrive to meet her. At eight the

following morning Aunt Jane arrived at the little garret; Vera was ready and waiting, she hastened down to say good-bye to her friend, the baker's wife and they started away on their long journey.

Vera was very tired as she jumped out of the long stage coach which had carried them about six miles from the railway station out to the ranch home. She was dreamily thinking of the excitement back in New York city compared to the quiet country home, as her aunt began to warn her before they had ever reached the house as to how careful she must be never to go in without wiping her shoes on the mat, and that she must always go in the back door for fear of letting flies into the front part of the house.

"Well," thought Vera, "she's pretty strict, she doesn't talk nice like dear mamma did, but I'll try to do right."

The next morning Aunt Jane began in a gruff voice to tell Vera what her duties would be each day and said she was quite ashamed of her niece to think that she would stay in bed until eight o'clock in the morning and let her poor aunt do all the hard morning's work. "Oh, I didn't know," said Vera half sobbing, "that we were to get up so early here and you know I was so tired from the long dirty ride on the train." "Well," said Aunt Jane, wrinkling her face and stamping her foot, "so that's what you say when I have given you so lovely a trip away from New York city—a dirty ride!" "Oh, but I never," said Vera jumping up and down and sobbing

sadly, "I mean the soot blew in my eyes and I couldn't see you know. Oh, dear Aunt Jane, I really didn't mean to offend you." Aunt Jane said no more and Vera walked out pondering how she could ever be at peace with her aunt. It surely would be a disagreeable home if Aunt Jane continued to scold so much as this.

Wishing to get away from the house, she started for a walk down the back lane. At a distance of about a mile and one-half she saw a few tents pitched, and wandered down to see whom she could find there. It did not seem a long distance to her for the land on the ranch was very level for many miles. When she arrived at the camp there seemed to be no one around. A few rods across the field she saw cattle grazing; then she heard some one groaning. Where was it? She could not see a person, she listened again, now she knew that it came from a ravine a few rods across the field. Vera hastened forward and there she found a man lying in great distress. "Oh child," he said, "what can you do to help me?" Then he told her that he was thrown from his horse while herding the cattle. Vera helped him to get up from the ravine and she saw that his right leg was severely wounded. Then she went back to the tent and secured cloths and water. When she had bathed his wound and bound it up he said that he felt much relieved and with her assistance that he would be able to walk to his cottage which was about twenty rods distant.

When they reached the cottage Vera said, "Now I must leave you and hurry back to my aunt's home

for I fear I have been gone too long already." "Very well, my dear child," said the kind gentleman, "but before you go you must tell me your name and where you came from, for some day, if it is in my power, I will do you a kind favor in return." "My name," said the child, "is Vera Green. I have always lived in New York city, but just yesterday my aunt brought me out here to live on the ranch." The man became excited. "And why did she bring you from the city?" he said. "Well," replied Vera, "my dear mother died and left me alone." And what of your father," he said. Vera answered vaguely, "I do not know where he is, mamma said he went away while I was a young babe." "God bless you!" he said, "you are my own child," and he kissed her fondly as bitter tears rushed down his cheeks. Then the father took her on his knee and told her why he had left home. He said, "you shall live with me forever and I will try to make life happy for you."

Filled with joy, Vera went to tell her aunt that she had found a home which she would never leave.

—Bessie Cunningham.

A Visitor.

Edgerton High School had a visitor Wednesday, Nov. 20th. Norman Hopkins, a first grade student, made his appearance at one of the main room doors and greeted the pupils with, "Say, here's an old book I found, so I thot I'd bring it back." Of course, every one laughed. Norman looked rather surprised, then added, "Huh, I suppose that does sound kind of foolish."



EDITORIALS

THE CRIMSON

Volume Three

Number Two

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Rhetoricals.

The system of Rhetoricals which will be followed this year will be somewhat the same as it was last year. The school will be divided into eight sections and each section will report in its assigned classroom during some period every Friday. Each pupil of the Senior and Junior classes will be required to prepare

three topics one of which he will be asked to report upon, the time limit being three minutes. The Sophomore and Freshmen boys will be required to prepare three topics and for the Sophomore girls taking Physical Culture two topics. For the Freshmen girls the requirement will be one topic for the first semester, after which time they will be considered capable of doing work on a level with the Sophomores.

The object of this system of extemporaneous speaking is to train the student to express his thought before an assembled body, and to develop a habit of reading current events in magazines and newspapers. The value of this art is inestimable and has a great deal to do with shaping the future of the students.

Literary Notes.

The first meeting of the Boys' Literary Society was held on the night of October 29. The following officers were elected: Pres.: Glenn G. Gardiner; Vice-Pres., Harold Sutton; Sec'y and Treas., Marvin Johnson; Reporter Crimson, Andrew Thoreson.

Following the election of officers

the following impromptu speeches were given. Jay Campbell, "My Experiences Among the Sioux Indians." Roy Marsden on "Why Water Runs so Close to the Shore." Lowell Whittet, "Trials of a Debater." This was continued by Flannagin on the same topic. Charles Campbell talked on the value of athletics to High School. The program was concluded by a talk by Mr. Holt.

The second meeting was held on Nov. 11. Six minute talks were given by Frank Gokey on "The Labor Problem." Roy Marsden, on "Manual Training." Harold Dawe, "The Balkan War." Russell Conn, "Woman Suffrage." Jay Campbell, "Socialism."

The next number on the program was a debate. Resolved, that the Progressive Republican Party known as the Bull Moose Party, is more detrimental than beneficial to our country. The affirmative was upheld by Andrew Thoreson and Lowell Whittet; and the negative by Eugene Flarity and Glen Gardiner. Judges decision was two for the negative and one for the affirmative.

Spirit of the right quality is one of the essentials of every good school. No school can do justice to itself without being relieved once in a while from the tenseness of industry. One of our plans for creating a friendly social spirit among the faculty and pupils is to have a meeting now and then, where the pupils will have the opportunity to become acquainted with each other and the faculty. This will cause a friendly feeling to exist between teachers and pupils, and at the same time will make the school the social center.

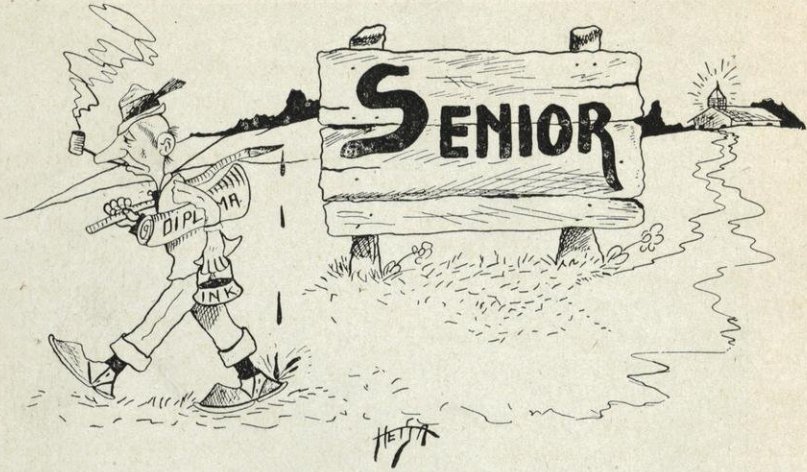
Any social event entered into in the right spirit is bound to be a val-

uable asset to the school. Hereafter, parties will be held in the High School Gymnasium, the size of which is large enough to accommodate only two classes at once. This system will be continued as long as the pupils show that they desire it.

It is undoubtedly true that no two universities, colleges or high schools are exactly, or very nearly alike. The cause of this is in the fact that different groups of individuals are in attendance at different institutions. As the groups of students differ the institutions which they attend will differ. Some high schools are leaders along every line of work which a high school may follow, some are the other extreme. There are schools in our immediate neighborhood noted for their scholarship, their athletic ability, their good sportsmanship. If the matter be investigated, it will be found that in each case the strength or weakness of the school reflects the spirit of the pupils who are attending. Do we as students of E. H. S. realize that this school is ours? Do we appreciate that we have the power to make it a good, bad, or indifferent institution? Do you, fellow students, realize that YOU are, to a very large degree, placed upon your honor in this school and that what you do or may not do, either harms or benefits every other student in the school? Don't you know that if we can by our attitude show that we are capable of using privileges and not abusing them, that much greater freedom will be given us? Are you that stamp of student who becomes offended when little acts of dishonor on your part are corrected and your privileges taken away? Are you of that few who do not seem to realize that acts which may be that "cute" on the part of a fifth grader, when performed in high school, make you appear a spectacle deserving of pity rather than anything else? Finally, does your attitude show you to be weakly selfish, or can you with some pride feel that you are an honor to your school?



Commercial Course Department



On October 30, 1912, some of the Seniors in the German class became interested, and with help of Miss Johannes, organized a German Society. At the first meeting the constitution was read and adopted and it was decided to hold their meeting on Tuesday evenings. Their officers were elected as follows:

Hattie Hantke, President
 Sigurd Brue, Vice-President.
 Nettie Armit, Secretary.
 Beulah Croft, Treasurer.

Sigurd Brue, Bessie Cunningham and Ida Anderson were appointed as program committee; Nettie Armit, Beulah Croft, Sarah Davis and Myrtle Hansen as an entertainment committee and Mabel Brown and Ray McCann for an excuse committee. The members expect to have many good times together and I am sure we all wish them the best of success.

Heard in German IV:

Miss J. (impatiently)—“Why that simply means, ‘Look me straight in the eye, and say you will go.’”

Miss H. (English IV)—“Why didn’t Hamlet want to kill himself? Why, he thot, maybe, he would have a hotter time if he died than he would if he stayed where he was.”

M. E. W. (German IV, translating)—“There are lions in India. There they hitch the heathen priests to wagons—er—why, that can’t be right.”

Mabel—“The French are Romans.”

Miss J.—“No, they aren’t. They are the Romance people. Farther, Mabel.”

Mabel—“I don’t know where you are, now.”

Miss J.—Where there are parts of the body, we always call the article ‘der.’”

B. C.—Well, here it applies to the whole man so I think you could use it.”

B. C. (translating)—“He stepped over the picture—

Miss J.—“O, no, in this case ‘er’ means the moon beam.”

A. W. wrote this sentence on the board one day: "Die Deutchen waren alle Armeen am Rhein geschlagen," meaning, "The Germans were all their armies on the Rhine slain."

M. E. W. (translating)—"— with the fortresses of Strassburg and Metz." I couldn't find Strassburg, but "Strasse" means "streets," and "Burg" means "castle."

Miss J.—"What? Why, didn't you ever hear of Strassburg?"

M. E. W.—"No!"

S. B.—Yes, I have. He's the janitor over at the other building."

Miss H. (English IV)—"What is Hamlet's opinion of women? Ophelia, in particular."

A. W.—"Why, I don't know. He thinks Ophelia is just like all the rest of the women."

Miss H.—"You don't think he'd vote for Woman Suffrage, then."

Mr. Small (Physics class)—"What relation exists between Scale A and squeal—ah—Scale B?"

Miss H.—He spied once too many. Beware the awful fate that comes to eavesdroppers. Therefore, a moral hangs by the tale."

E. H. S. seems to have been pretty well represented at the Wisconsin-Chicago game at Madison on Nov. 2, 1912. Some of those present were: Mary Ellen Wesendonk, Leona Post, Marion Doty, Miss Johannes, Mr. Small, Charles McIntosh, Mr. McCrea, Mr. Holt, Edward Sweeney, Marvin Johnson, Harold Sutton, Harold Dawe, Will McIntosh, Kathleen Culton, Helen Merrill, Glenn Gardiner, Richard Brown, Lowell Whittet, Kenneth Earle, Raymond Saunders, Clayton Williams and Sigurd Brue.

This notice was found in the main room one day. As it seems of importance we have reprinted it:

\$50 REWARD!

To any one who will help me bluff my way thru all class work.

(Signed)

Shorty McIntosh.

Miss J.—"Nettie, will you translate the next paragraph?"

N. A.—"That is as far as I got, only a little above that."

S. D. (translating German IV)—"His initials were traced on some in sugar."

H. H.—"No, they were traced on the cake, I thought."

M. H.—"What did you say, died? I couldn't hear that."

Miss J.—"The Sunday before last."

Mr. S.—"In what direction does the wind strike the kite?"

B. C.—"Well, it depends what direction the wind is blowing."

Miss J.—"What declension is that verb?"

Class—"Weak."

G. T. (in a low voice)—"Too bad, poor thing."

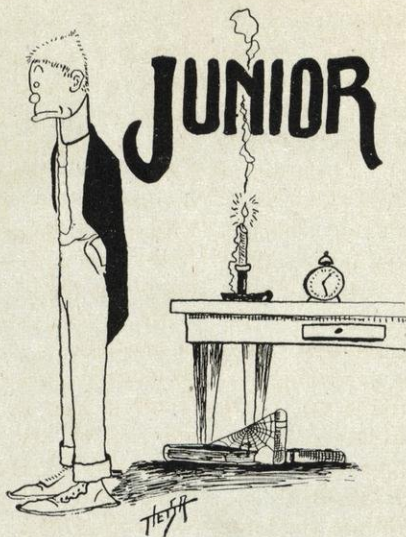
Miss H. (English IV)—"What do you think about it, Beulah?"

B. P.—"Why. Just the same as I did yesterday."

Miss J. (explaining a sentence in German)—"What is the accusative of dem?"

A Student—"A cute dame."

Physics class (discussing Potential and Kinetic Energy)—M. E. W.—"Why, I thot you said that was Connecticut—er—I mean Kinetic Energy."



We are sorry to know that Clayton Williams, our jolly member, has dropped from school.

Carlton McCarthy has been forced to quit school for a time on account of poor health.

A Junior class meeting was called for the purpose of electing a new class president, which office was left vacant by Clayton Williams. Lowell Whittet was forced to resign his office of class treasurer (I guess he went south with what money there was in the treasury and they're afraid to trust him) and elected president. A discussion of class pins was brought up, but sorry to say, due to the ungentlemanly conduct of some of the boys, the matter had to be left over. William McIntosh was elected treasurer.

Ella I. in Rhetoricals—"Ships are not allowed to go thru the Panama canal unless they are going to the other side."

"George, define chivalry."

G. I.—"Chivalry is defined as being the flower of something."

Found in a theme—"Just there he noticed his wife was on his knees in the corner."

Frank D. in Rhetoricals—"The weights balance the scales because they are balanced that way."

Notice!

Having obtained a license to preach I am ready to give advice to those tender in years, regarding matrimonial lurches. Take it from one who has had experience. Office rooms one door west of Kaufman Bros.' paint shop.

Eugene Flarity,
Spiritual Advisor.

Eyes of brown, of black, of blue,
Oh! I've suffered long for you.
Eyes of blue, of brown, of black,
Eyes—with hooks all down the back.

Junior Ads.

The new millinery shop. Latest styles in winter hats, rubber boots, and solving of Geometry problems. Ladies get your hats early. Hats trimmed to order. Trimming a specialty. Meals served at all hours.

Marsden & Peach.

Wanted—A solution of the following questions. The following questions are the most important confronting the American people today, and carefully to be considered by every true blue citizen in the U. S.

1. Who put salt in the ocean?
2. Who put the corn on the cob?
3. Who put gas in gasoline?
4. Who put the knot in the knot-hole?
5. What makes the water run so near the shore?

In my fierce thirst for knowledge I am losing sleep over the above knotty problems. Reward. (Paid insertion 10c.)

Frank Devine.

Wanted—The date when the Australians crossed the Mississippi river in 1492 and fought the Babylonian king, Napoleon Bonaparte, at the battle of Tours in Iceland in 500 B. C. Report to

George Ide, Hist. Shark.

Wanted—Tramp! Tramp! Tramp! the Tramps are Tramping. All ye Weary Willies; all ye rod-riders; all ye tie counters; all ye weinnie eaters. Wanted the above worthies to patronize me in the sale of my "New Weary Wayside Roadmap." Your wayside comrade.

"Jawhn" Dawe.

The Freshie was lamenting over his hard luck in Manual Training. "What did you get?" he was asked. "I got seventy. I would have gotten more but that is all he gave me."

Maud.

Maud, as you probably have already guessed, was a mule. But altho she was one of the homeliest, stubbornest creatures that ever lived, the Brown children, who owned her, loved her and she in turn loved them. They called her Jenny, but to everyone else she was known as Maud.

Mr. Brown and Maud were sworn, bitter enemies. Many was the time he had threatened to kill her, but the children had always prevailed on him to keep her a little longer.

The day on which the story opens, Maud was having a particularly stubborn streak. Mrs. Brown, taking the children with her, had gone out of town and the care of Maud was left to Mr. Brown. Having forgotten to post some letters he decided to drive her down to the post-office. All had gone well until they reached the library. Here, Maud suddenly decided to stop and altho Mr. Brown coaxed and threatened, she refused to move an inch.

He had just descended from his lofty position, when Maud, lifting one of her dainty feet, gave him a firm tho gentle kick, sending him sprawling to the ground. He was more astonished than hurt, but that kick together with the laughter it caused, decided him. Maud must go.

"I don't know what the children will say," he thot, "and what's more I don't care. They'll soon forget her, but if they feel too bad over the loss," he laughed at the word, "I will buy them a pony."

Picking himself up, he slowly made his way homeward. Maud, having delivered the blow, suddenly

(Continued on Page 15)



Miss J. (in History II)—“What is the meaning of Exodus?”

B. B.—“It means the Book of Moses.”

Miss H. (in English II)—“What does onsons mean?”

B. B.—“Drinks.”

Has anyone heard of a Sophomore girl becoming janitor? One of them was heard to make this remark: “I can’t go, yet, I’m the janitor.”

Hiss H. (in English II)—“What is the meaning of baron?”

V. T.—“It is an uninhabited place.”

The Botany II class took a trip Wednesday, Oct. 16. They discovered a great many interesting things. For further information go to B. P.

Latin II class have some real noted discussions about Caesar. Their

opinions differ greatly.

Miss J. (in History II)—“What poetry did they write in prehistoric times?”

D. D.—“Prose.”

Miss G. (in History II)—“Where are the gates of Hercules?”

R. R.—“Near the straight of Jupiter.”

Miss B. (in Botany II)—“What is another kind of fruit that has a core in it like an apple?”

M. P., real excited, “A plum.”

Freshman—“Say, why don’t you take Manual Training?”

Junior—“What do I want to take Manual Training for? I can make a better banana stand now than you.”

Rhetoricals,

[As they seem to me.]

We search all week for topics,
The library we scour,
We think them and we say them
From hour unto hour.

The fatal day approaches.
The hour fast draws near
When one of our dear teachers
Our Rhetoricals must hear.

Then to our separate classes
Each fearfully departs,
We speak in frightened whispers
For fear is in our hearts.

We are called on by the teacher,
And 'tis awful to relate,
How our voice begins to tremble
And our knees begin to shake.

We mumble and we stutter,
And we look down at the floor,
Then finally we blurt out
"I can't remember any more."

—R. B. G. '15.

(Concluded From Page 13)

decided the atmosphere was too warm for her and ran up the street in a way that made Mr. Brown gasp with astonishment.

When Mr. Brown arrived home he found Maud, with a pair of broken shafts still clinging to her, innocently munching a bunch of hay, dragging also a few remnants of the mule cart brought in. About midnight Mr. Brown awoke to find his room so stifling with heat that he could hardly breathe. He tried to go to the windows, which were both closed, but found it was only with the greatest effort that he could raise himself up. He felt faint and sick and his brain was in a whirl.

One that only stood out clearly and that was that he must open the windows or he would suffocate. Gathering together all his strength, he climbed out of bed and slowly

crawled across the floor. Half way across he stopped, unable to go farther. The room was now beginning to fill with smoke and he felt he could hold out but a few seconds longer.

Suddenly there was a crash of window glass and a gust of cool air rushed into the room. He turned and saw to his amazement the shadow of a familiar figure. It was Maud.

With the cool air he soon revived sufficiently to climb out of the window and survey the damage done by the fire. Two of the sheds had burned to the ground and the fire had already set the house aflame and was burning fiercely.

Suddenly he heard horses' hoofs and four of his neighbors rode into the yard. Brown hailed them gladly and they soon dismounted and were battling with the flames. After two hours of hard labor, the fire was extinguished and Brown thanked his kind friends with tears of gratitude in his eyes. He afterwards offered them a reward, but they refused to take it saying, "We would have expected you to do as much for us under the circumstances."

As for Maud, she was no longer in danger of her life, for Mr. Brown became one of her firmest friends. No matter how stubborn she acted he would only utter a few exclamations and remember how she had saved his life.

Plans are being formulated for the organization of a Mothers Club to work in conjunction with the teachers of the grades for the purpose of bringing the school and home into closer relationship. The club will be organized in the near future.



Friday, Nov. first, we held a class meeting at which we chose "Orange and Black" for our class colors, and Charles Sweeney for yell-master.

The gym. work is nicely in progress and every girl enjoys it, and oh, those delightful showers, um—m—m!

Mr. S. (Phy. Geog.)—"Why doesn't sand rise from the ground as a kite does?"

R. C.—"Because a kite has got a tail."

Miss Brunner amused the class the second week in rhetoricals by taking off some of our characteristics.

Those in need of second-hand gum, go to Mary.

Wouldn't it be strange if Herman didn't scratch his head when reciting?

Mr. S.—"Is 1:00 p. m. earlier or later than 12:00 a. m.?"

C. B.—"Earlier." Cecelia must not have a very ravenous appetite.

Miss B. (Alg.)—"If you don't know about Eiffel Tower now you will when you finish this example." After we had worked it we agreed with her. Hazel was so excited she fell out of her chair.

Miss McK. (Eng.)—"Did anyone eat anyone today?"

E. N. (Reading a sentence in grammar)—"Bread is the stuff (staff) of life." Ethel must have been thinking of her dinner.

Miss McK.—"Use boil as a verb."

M. C.—"She had a boil."

Miss McK.—"What do verbs denote?"

Rosa dreamily—"Sex."

Miss Mc. (Grammar) "If you saw a pocketbook at your feet, what would you say?"

R. Mc.—"I would say I discovered it."

Miss McK. (English)—"What does drive mean?"

M. C.—"To drive yourself."

In a theme—They could not be married because they had no fish.

Miss McK.—"Do you think people had ought to be killed when sixty?"

M. C.—"No, wait until seventy."

Miss B.—"What is the melting point of ice?"

R. C.—"Water."

Library periods are to be arranged, to be in charge of various pupils and the teachers, during which time it will be possible for material for rhetoricals and general reference work to be secured.

The Ungraded Department.

The ungraded room, a new department in the school, has been in operation for the past two months. The purpose of the department being, first, to give children who are weak in one or two subjects individual help, thus making it possible for them to work to advantage in the grade they are in; and second, to give especially bright children a chance to push ahead should it seem advisable by the teachers and parents of such children.

Up to the present time some forty-five children have been given individual help by this department. The number in the room at any one time has not exceeded fifteen. Often there are not more than three or four, for children return to their rooms for all subjects except those in which they are having individual help.

The eagerness with which the children work and the daily requests to come an hour or half hour earlier in the morning are evidences that the children appreciate the extra help they can have.

In all departments of the grades from forty minutes to an hour each week is devoted to some line of industrial work.

The boys of the upper grades take Manual Training and during the time they are thus engaged, the girls are learning to sew, darn, patch and do various other kinds of handiwork. In the lower grades the children are much interested in clay modeling and have done some very good work.

The hour devoted to industrial work is a busy one, yet it is such a change from the ordinary school work that both teachers and pupils look forward to it with pleasure.

On Tuesday morning, Oct. 8, Mr. Holt talked to the school on ideals and their benefits. He said that the schools of Indiana had an ideal which every pupil carried about with him. This ideal tended toward the improvement of the standard of the school. Ideals pertain to every phase of life. He illustrated the benefits of an ideal, by telling how the people laughed and jeered at William Harper, when he purchased a piece of land for the University of Chicago. Harper's visions were realized through his own hard work, thus resulting in the ideal University of that place.

Further illustrations were given. The ideal of the Beloit College, which is the spirit of true blue, is very prominent. The person who does not enter into the true blue spirit and uphold his college is a misfit. This spirit of true blue is upheld in athletics, oratory and declamatory contests, and to protect the college in a mass.

The ideal of the University of Wisconsin is a matter of service to the state, and is directly connected with politics. People from all parts of the world go there, because they know they will then be benefitted for public service. There is a great difference in the atmospheres of different high schools. First of all, the atmosphere of the Madison High School is one of business. There is no spirit of frivolity and jollity, and greater work is done by such schools. Every one goes there with the idea of raising the standard, or at least of not lowering it. The reason of this is because the students who have gone before them have es-

(Continued on Page 22)



ATHELETICS.

Edgerton 25; Evansville 12.

Edgerton deserves great credit for having defeated the husky Evansville bunch in a stubborn contest held on the local gridiron on Saturday, October 19. The day was an ideal one for football and the local team was in good trim and all had on their fighting togs.

The game was called at three o'clock. Edgerton chose to defend the north goal and to receive the kick. Sweeney received the ball on the kick off and returned it to Evansville's 45 yard line. A forward pass, Campbell to Sweeney, brought the ball to the two yard line and on the first down "Chick" Campbell went through the line for a touchdown. Chick McIntosh missed goal. Score, Edgerton, 6; Evansville, 0. Edgerton kicked to Evansville. Edgerton held and forced the visitors to punt. Forward passes and end runs brought the ball to the two yard line, where "Smiley" went over for another

touchdown. Mc kicked goal. Score, Edgerton, 13; Evansville, 0. The quarter ended with the score 13 to 0 in favor of Edgerton. Neither side was able to score in the second quarter and the half ended with no change of the score.

In the third quarter Edgerton started again and "Chick's" never-failing forward passes netted another touchdown by "Shine." Mc missed goal. Score, Edgerton, 19; Evansville, 0. In this quarter Evansville scored their initial touchdown by a series of line plunges by their little "sailor" boy. The quarter ended with the score 19 to 6 in Edgerton's favor. In the last quarter "Chick" scored another touchdown and Mc missed goal. Evansville also shoved their marine across for another touchdown but they missed the goal. The score at the end of the game was 25 to 12 in Edgerton's favor.

The Edgerton team played a great game, although at times the line was

rather slow. The spectacular work of Dawe at center resulted in getting the opposing quarterback's goat and caused him to fumble repeatedly. Chick Mc's handling of the forward pass was wonderful and Chick Campbell's work both on offensive and defensive was very good. Shine Sweeney and Mope Sutton played good games at left and right half and always gained when called upon.

Edgerton 26; Stoughton 7.

Edgerton administered a decided defeat to the fast Stoughton team in a game played here Saturday, Oct. 12. On account of the intense rivalry between the two schools the game was a good one and both sides fought hard all the time.

Stoughton got their touchdown in the first quarter on a fluke. One of their men was carrying the ball and J. Campbell tackled him so hard he lost the ball, which rolled over the goal line where it was recovered by a Stoughton player. Jerdee kicked goal. From that time on Edgerton's goal was never in danger and the score started piling up for us.

Chick Campbell at full back was easily the star of the game and deserves great credit for his excellent work. His line smashes never failed to gain and his ability to get through and break up Stoughton's plays took the life out of the visitors.

J. Campbell at quarter ran the team like a veteran and if he had his brother's weight and experience he would be a great player. The whole team deserves great credit, for they all played together and no member desired to pull off any grand stand stunts..

In the second quarter, C. Sweeney and Hitchcock replaced Devine and

Earle at right guard and right half respectively and their excellent showing earned them a regular position on the team.

Bill '14.

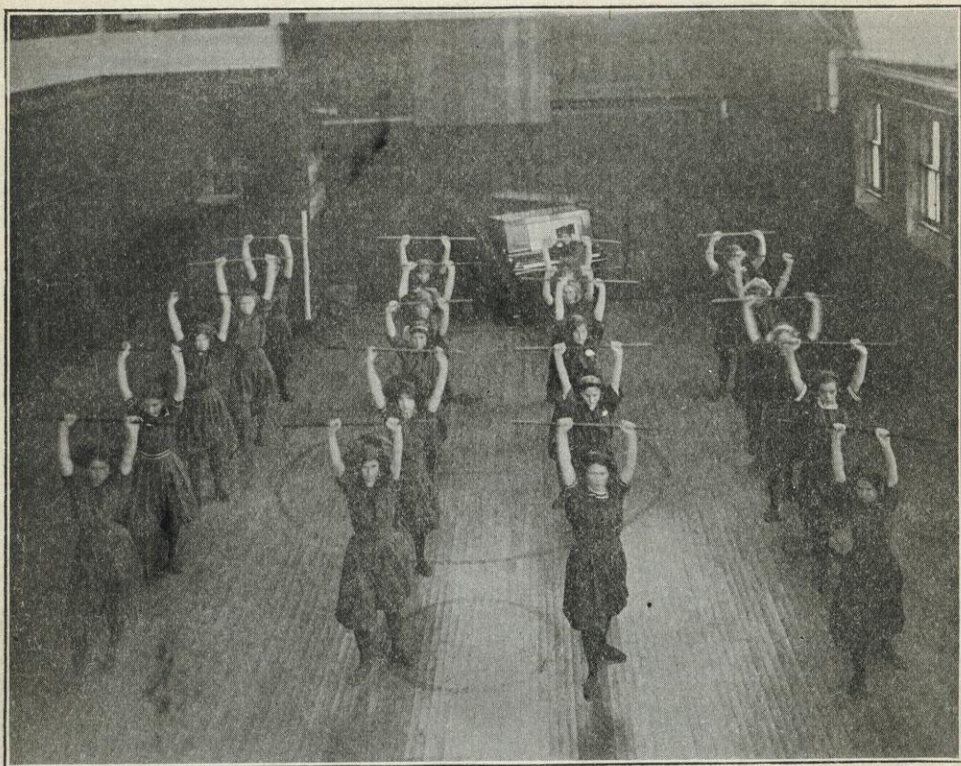
Beloit 51; Edgerton 7.

Edgerton was defeated by their heavier opponents in a one sided game at the Line City on Saturday, Oct. 26. The Beloit team scored two touchdowns in the first quarter and continued scoring all through the game. Beloit's team considerably outweighed the locals and this accounts for their victory, for Edgerton played hard at all times and if they had more weight on the line the score would have been closer.

Capt. Chick Campbell starred for Edgerton until an injured ankle necessitated his removal from the game. E. Sweeney went in at full-back then and C. Sweeney entered at end. Chick McIntosh and Brue were good on tackling and all of the other members of the team played hard all the time.

Beloit's quarter back starred for them. He was fast and game and certainly played football all the time. At one time he intercepted a forward pass on his own goal line and took a little sprint down the field for a touchdown.

A few Edgerton rooters accompanied the team and not many Edgerton yells were heard. A large number of B. H. S. students turned out to the game, displaying remarkable school spirit. If Edgerton students ever turned out like that to a game it would be such a shock to the players that every one of them would surely develop a case of heart failure.



Physical Culture

A Talk on Physical Culture.

The following article is a talk which Miss Van Vleck gave her physical culture classes at the beginning of the year's work.

Before organizing the gymnasium classes, I want to tell you a little about the benefits we expect to derive from our work during the coming year.

The course in physical culture has a particular value in comparison with other courses given in the high school because it trains both mentally and physically—it is an education of the body as well as of the brain. Neither do we find it lacking in its moral effects, because a healthy

body leads to a healthy mind.

Those of you who have studied physiology know a little about the necessity of physical exercise for every one, whether he is young or old. But as you enter high school, you leave behind, to a great extent, the romping exercises and plays you have indulged in all your life, and here we find an added reason why a course of systematic exercises becomes of greater importance at this time.

Our forty-minute period of gymnasium work is not to be just a period of play, but rather a period of work, where you must concentrate your thoughts upon each movement

and keep your mind alert for each command until your muscles are in complete control of your will. However, we will not work for muscular strength fundamentally but rather to stimulate and strengthen the action of the heart and lungs, for upon these the welfare of other functions depend. Thru strengthening these functions we will gain in strength and as far as possible correct habits of incorrect carriage of the body.

Here are a few points taken from a book written by M. L. Morris on Physical Culture, which show why we should exercise our bodies.

First—The training of the heart.

Muscular activity is the only natural way of increasing the number and power of the heart beats and so maintaining a strong heart.

Second—Respiration is increased and deepened during muscular activity, the capacity of the chest increased and all parts of the lungs filled with pure air.

Third — The circulation of the blood is made more rapid, preventing it from becoming stagnant and giving a good circulation.

As you come from the assembly room or from classes, after having spent a greater share of the day sitting in a cramped position—your shoulders thrown forward and your chest contracted, your circulation is in a more or less sluggish condition, and if you have been concentrating your thoughts upon your work, your brain is weary, often times causing you to feel physically tired. In this condition you go to the gymnasium, put on a suit in which your body has perfect freedom of movement; after forming on the floor you go thru a series of movements that exercise practically every mus-

cle in the body and carries the blood from your brain, thus inducing a rapid circulation. The exercises are concluded with a brisk run around the gymnasium, a few breathing exercises to give your lungs a fresh supply of oxygen, then a final dash under the shower, and you come out of the gymnasium with your blood tingling and feeling ready for anything.

I want you to consider this work as a very important part in your high school course. Do not keep your knowledge gained in this way for the gymnasium work only, but make use of it outside. When I teach you the correct way to stand, sit or walk, make constant use of this knowledge until the correct way becomes a habit.

A Word to the Knocker.

Say! did you attend that last football game in Edgerton?

~~Are~~ you adopting the right spirit if you did not?

Say! are you a member of the Literary Society and a candidate for the debating team?

Are you adopting the right school spirit if you are not?

Say! are you out for basket ball every night?

Are you displaying the best that is in you if you are ~~not~~?

Say! did you do your best to make that party a success last Friday night?

Did you contribute to the Crimson for this issue? Are you adopting the right spirit if you did not?

Say! are you a detriment to this school or otherwise?

If so, turn over a new leaf and adopt the right spirit, and say! by all means don't be a knocker.

(Continued From Page 17)

established the ideal for the following generations. He closed his speech by saying, that ideals are established by the pupils individually, and what one may do from day to day in our school, is helping to make a better or poorer institution.

Earl Whitford, a graduate of the High School in 1912, gave a farewell speech to the school, Friday morning, Oct. 18, before departing for the west. During his school days, he was always first in debates, in athletics, in his studies, and in the lunch room. The only place in which he was not first, was in the ball room. Earle needed no introduction, nevertheless this was his introduction given by Mr. Holt.

Earle began his speech by saying that in football practice, twenty-five and not eleven should get out and try for it. At the football games, the students and faculty should attend, and cheer for the school, to show the players that they have some backing up.

Then he illustrated to the students how the citizens of Edgerton had greatly favored them by introducing the Commercial Course last year, and this year the Manual Training Course. He compared the equip-

ment of these two Courses with the equipments of a few other schools, and by each illustration, he proved ours was the best. "But," he added, "Edgerton High is not a model school. Many things can be bettered yet." He closed his speech by wishing the school "Good luck" and bidding them good bye, as this was probably the last time he would see or talk to the pupils and faculty of the E. H. S. for a long time.

Nov. 5, Tuesday morning, a vote by ballot was taken by the High School in three things. First, a candidate for president; secondly, a governor of for the state; and third, for or against woman's suffrage.

The votes turned out as following: President: Wilson, 79; Taft, 35; Roosevelt, 37; Debs, 2; Seidel, 1.

Governor of state: Karel, 70; McGovern, 70.

Woman's Suffrage: For, 89; against, 53.

The Girl's Glee Club has been re-organized under direction of Miss Helm. Undoubtedly they will put forth some good music.

The Chorus work in High School is also conducted under Miss Helm's directions, every Tuesday and Thursday morning.

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