



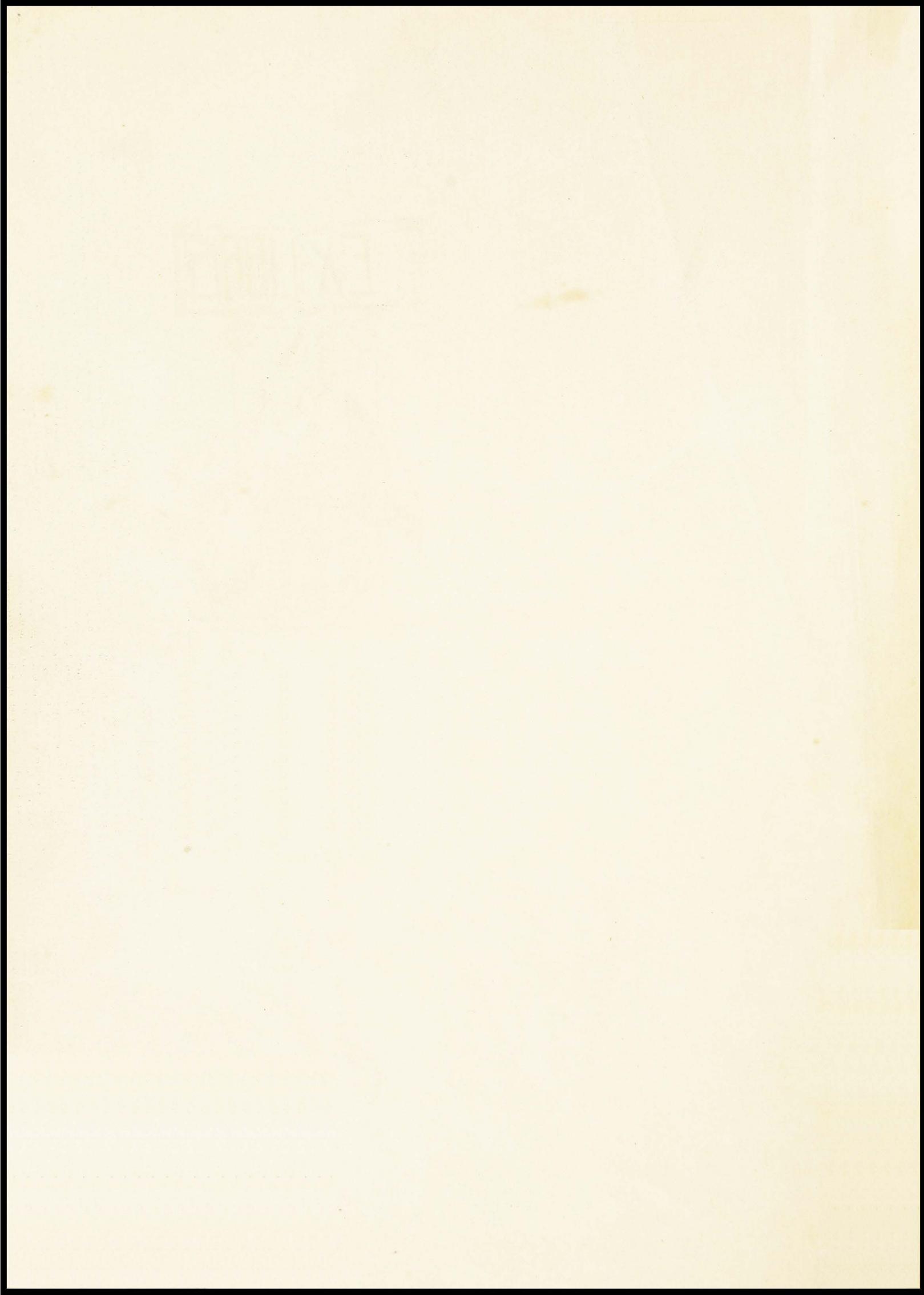
1923



EX-LIBRIS

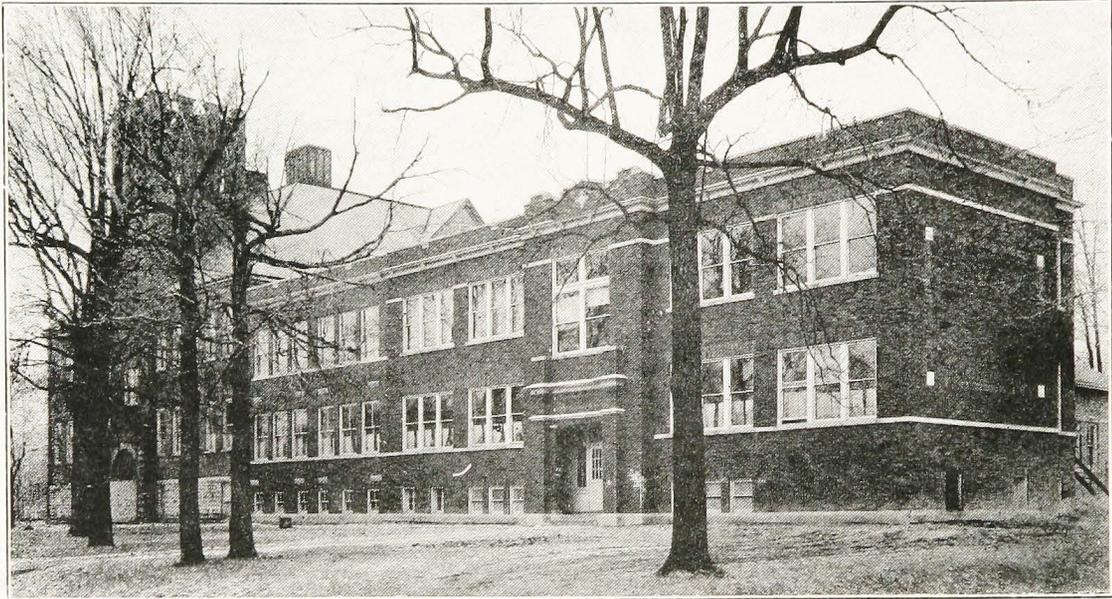


NAME



FOREWORD

We realize our literary limitations but we have given the best that is in us in our effort to make this annual a success and a worthy monument to our school.

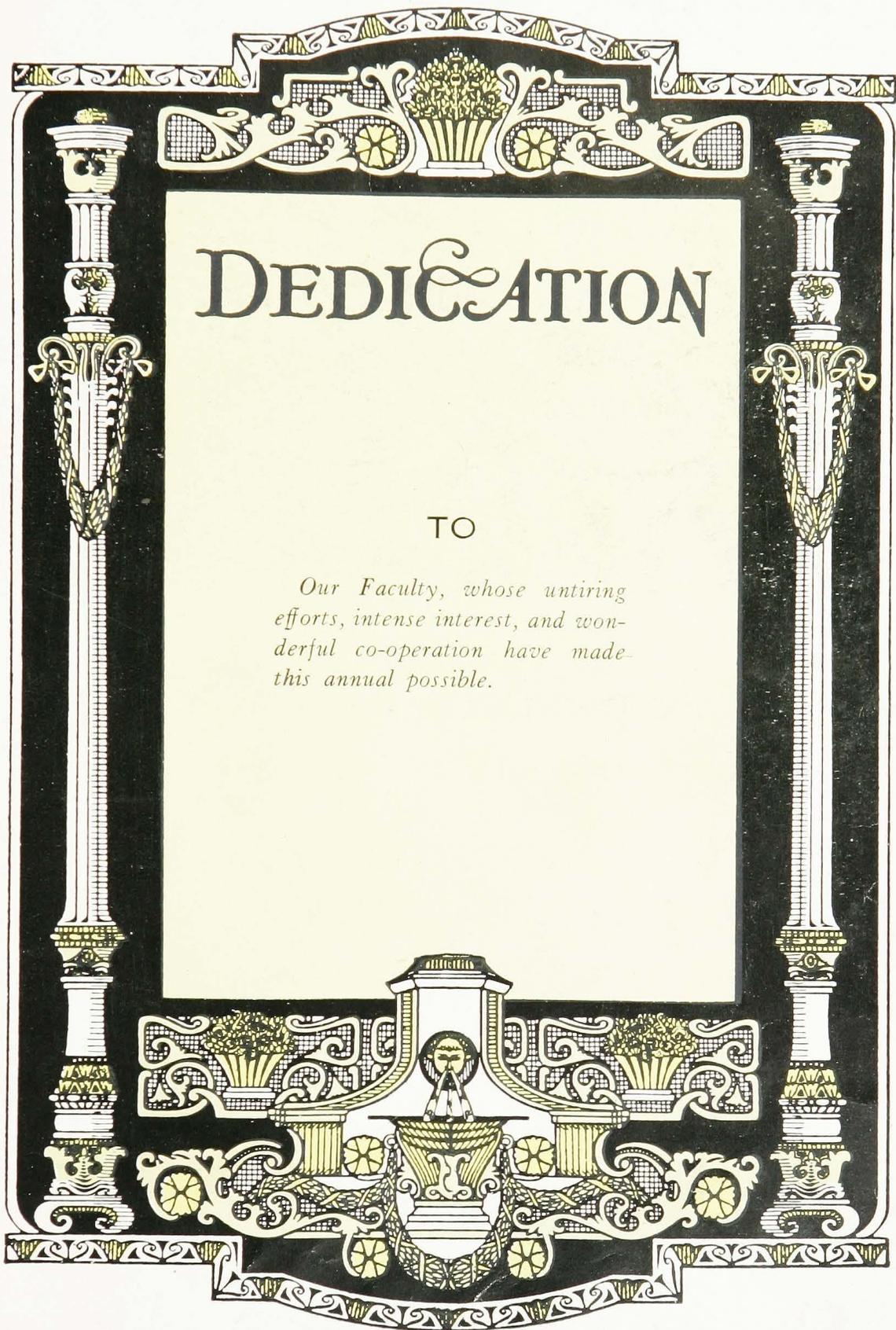


In Appreciation of Our School

SUFFICIENT brick, mortar, stone, steel and timber have been here assembled to have erected a goodly bridge, laid a stretch of excellent highway, or built a mammoth storeroom. Each, after a fashion, would have been of material service to this community. However, there are degrees of usefulness of the service to which even common building materials may be put. Next to a temple of worship, a school building represents the acme of usefulness to which man may apply mere building materials. It is well that the school officials of Fairmount have seen fit to call heavily upon the material resources of their constituents in order to increase largely the service which plain brick, mortar, stone, steel, and timber, as such, may give by unifying and centralizing their isolated structures into this real school plant.

One can here see only those building materials assembled into a school plant which in itself is powerless to serve mankind in any active way. Put pupils and teachers into such a structure and one has a school. Instil into the minds and hearts of pupils, teachers, officials, patrons and the citizens of the community noble ideals, a readiness and willingness to serve mankind and to honor the Divine Creator and one has a real institution in the making, one whose possibilities for service are almost unlimited. Continue this service throughout a period of time and the traditions and ideals of this institution become a compelling vital part of the very life and character of the community.

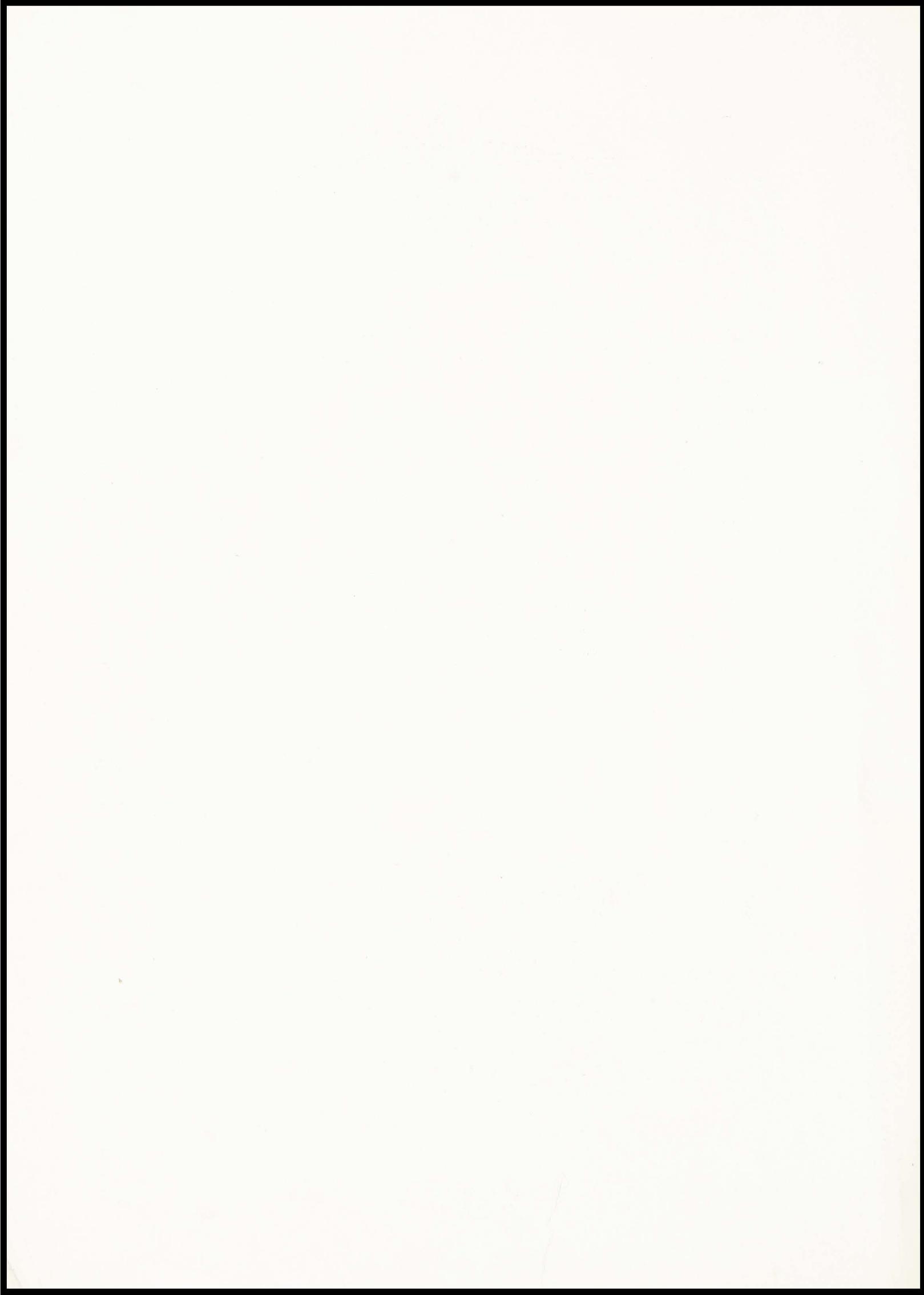
Such an institution is Fairmount High School.



DEDICATION

TO

Our Faculty, whose untiring efforts, intense interest, and wonderful co-operation have made this annual possible.



1. 9. 2. 3.
BLACK and GOLD

*"The kicker, the knocker, the slammer,
Create a considerable clamor;
But listen, my friend,
To this message I send
You cannot saw wood with a hammer."*



The Staff

CLASS EDITORS

Senior Editor
 Gladys Leach

Editor-in-Chief
 Loren Cain

Freshman Editor
 Lavelda Rigsbee

Junior Editor
 Lloyd Leach

Associate Editor
 John C. Ribble

Junior High School Editor
 Betty Johnson

Sophomore Editor
 Fred Burnside

Business Manager
 May Salyers

Grades Editor
 Bertha Hayworth

Advertising Manager
 Edward Kimes

Circulation Manager
 Lois Fankboner

DEPARTMENTAL EDITORS

Departmental Editor
 Leslie Wilbern

Joke Editor
 Clemens Hill

Calendar Editor
 Mildred Lyons

Literary Editor
 Joe Pickard

Art Editor
 Beth Winslow

Snap-Shot Editor
 Mary Duling

Society Editor
 Lucile Lewis

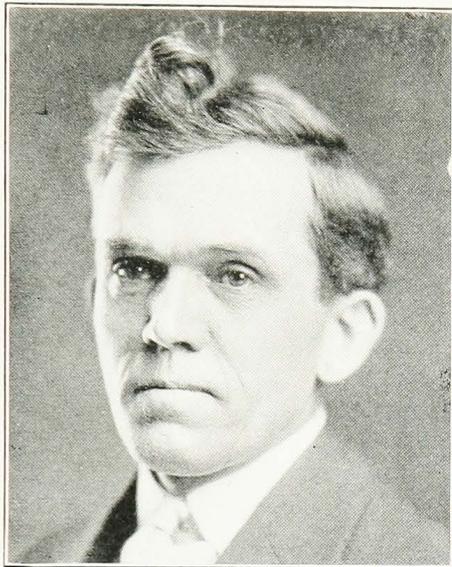
Alumni Editor
 Mary Albertson

Athletic Editor
 John Jones

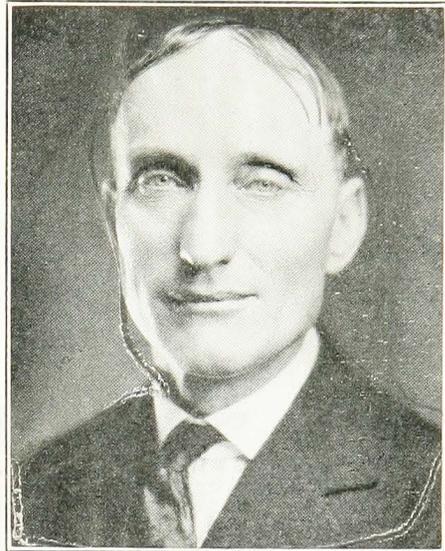
1923
BLACK and GOLD

ADVISORY BOARD

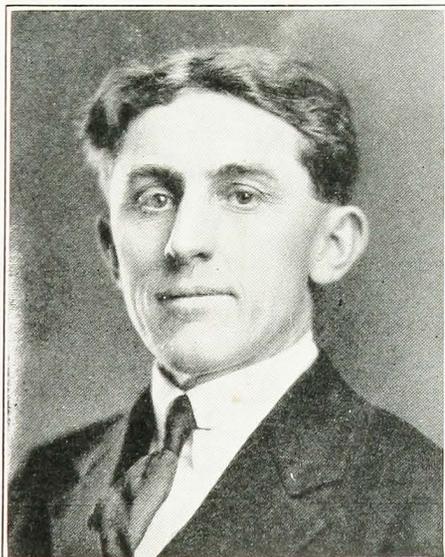
SCHOOL BOARD



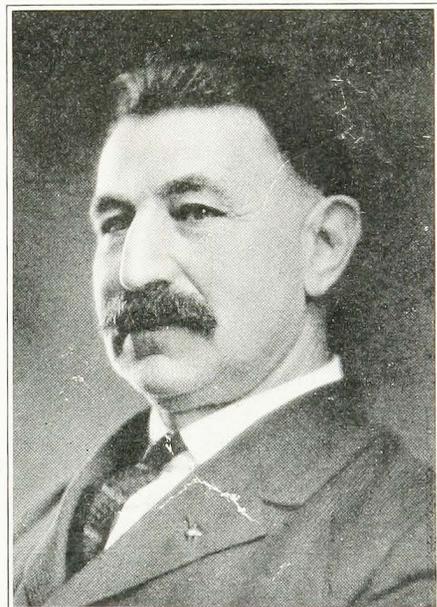
J. C. ALBERTSON
President School Board



ORVILLE WELLS
President Joint Board



OTTIS WILBERN
Treasurer School Board



S. B. HILL
Secretary School Board

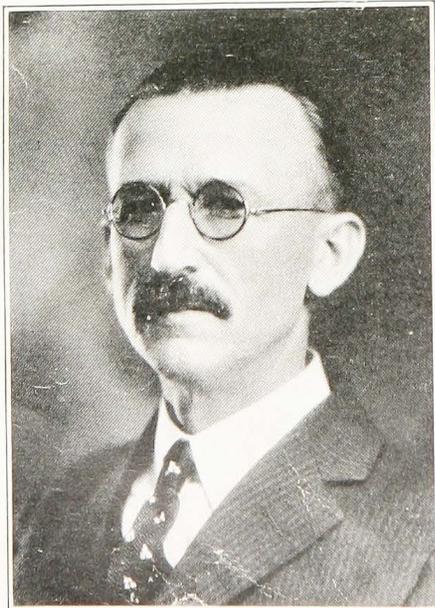
FHS



JOHN DAVIS
President Advisory Board



LOWRY GLASS
Secretary Advisory Board



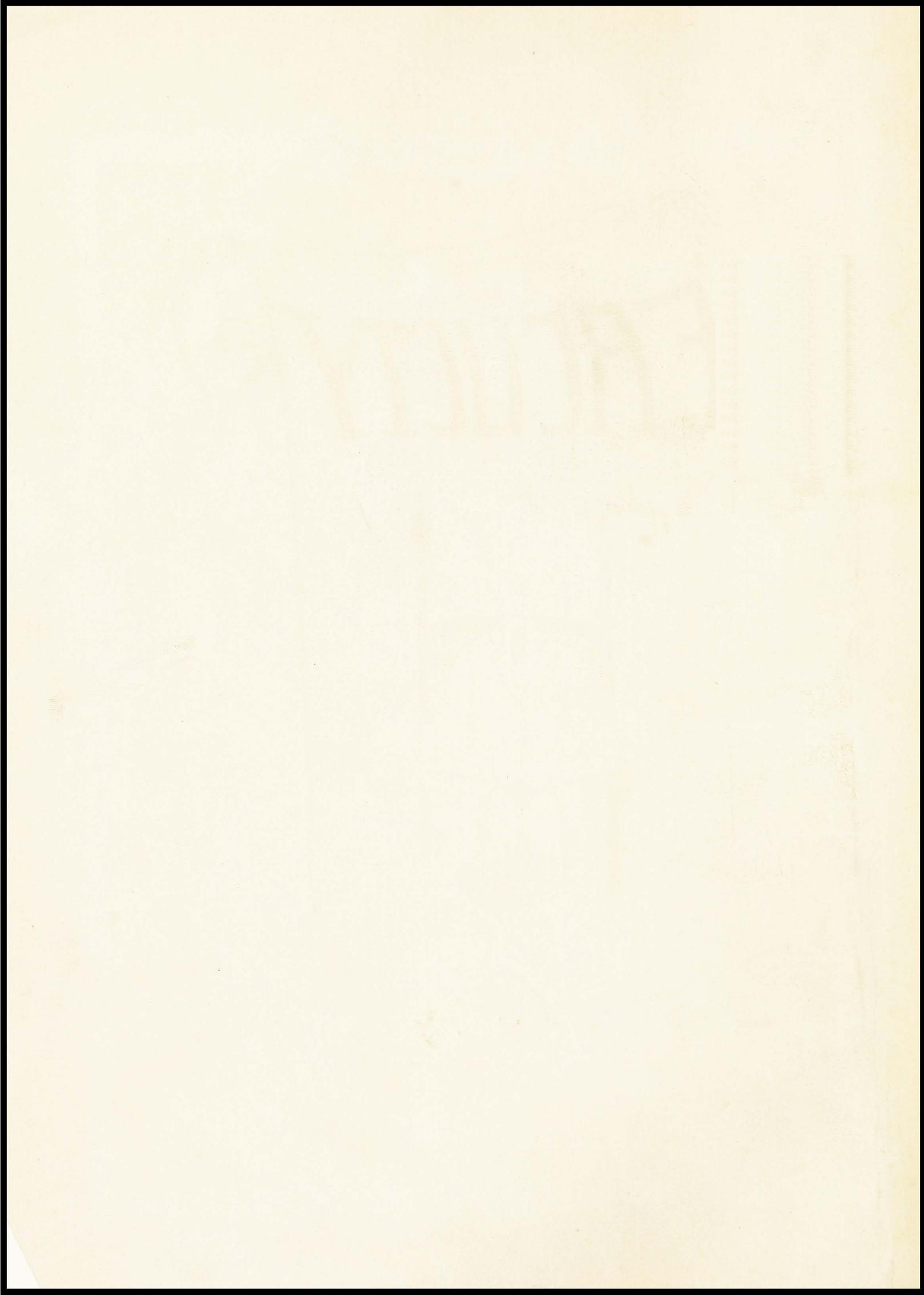
VIRGIL DULING
Advisory Board



GRETCHEN ALBERTSON
Clerk

FACULTY







Professor O. T. Hamilton

A. B., College of Liberal Arts, Indiana University.
 L. L. B., Indiana Law School, Indiana University.
 A. M., Teachers College of Columbia University;
 Department of Administration; Diploma as Superintendent
 of Schools.
 Superintendent of City Schools.

*The best loved in all the school! why that's not hard
 to say;
 There's one that wins by any rule, no matter, vote
 who may;
 Just ask the pupils 'round Old High, who is the finest
 one,
 And back will come the quick reply, why don't you
 know, there's only one,
 Our own Professor Hamilton.*

Lucile Lewis

580
 2

 1160
 320

 1480
 165

 1645
 20

 1620
 50

 1570
 50

 1620



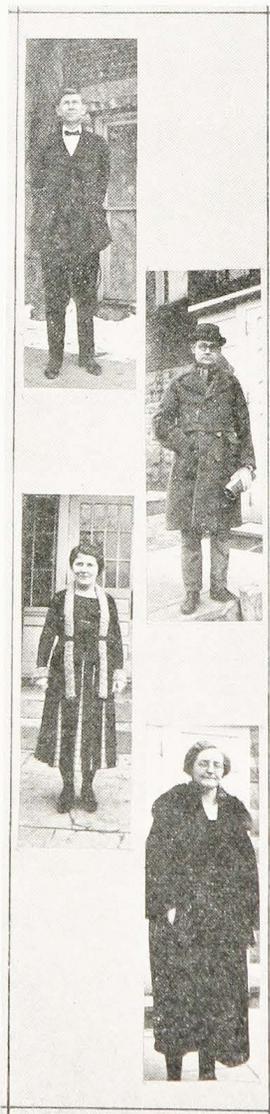
L. H. Wellman

Principal High School
 Diploma I. S. N. S. 1913
 A. B.-I. S. N. S. 1918
 A. M. Chemistry I. U. 1922
 Science



T. B. Krouskup

Asst. Prin. Senior H. S.
 Iowa State Teachers'
 College
 Iowa State University
 Whitewater State Normal
 Commercial Department



Edna J. Gregg

Asst. Prin. Junior H. S.
 Indiana State Normal
 Indiana University
 Chicago University
 Mathematics,
 Vocational Guidance



Mary Sample

Indiana State Normal
 Cincinnati College of
 Music
 Applied Arts, Chicago
 Music and Art

1923
BLACK and GOLD



Myrtle Gilbreath

Earlham College
Marion Wesleyan College
Junior High English,
Senior High Geography



Jessie L. Wright

Indiana State Normal
Wisconsin State Normal,
La Crosse
Kansas University
Vocational Home
Economics



Georgia Weser

Valparaiso University
Chicago University
History, Civics,
Geography



Clyde L. Walters

Franklin College
Bethany College
Coach's School, Illinois
Athletics, Agriculture

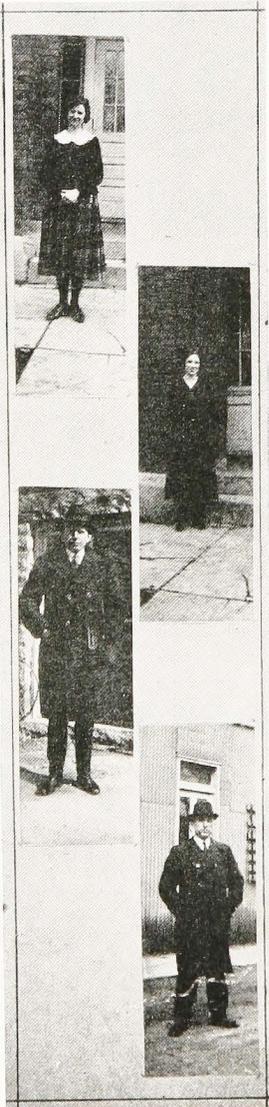
1923
BLACK and GOLD



Mary Louise Arnold
 A. B. DePauw University
 Phi Beta Kappa
 Latin and French
 Girl's Physical Training



Lenore Ramsey
 Teacher's College,
 Indianapolis
 Graduate Work Education
 Northwestern University
 English, Social Economics



Paul Buroker
 Marion Normal
 Indiana University
 Hospital School, U. S.
 Navy
 Industrial Arts, History



Dr. L. D. Holliday
 Indiana University
 School of Medicine
 School Physician
 Health, Hygiene

1923
BLACK and GOLD



Flaud Wooton

Indiana State Normal
 University of Chicago

Geography, History,
 Arithmetic

Asst. Prin. Grades 5 and 6



Rosella Buroker

Marion Normal
 Winona College
 Indiana University

English, Writing

Grades 5 and 6



Glenn Moon

Indiana State Normal
 Indiana University

Prin. Grades 1-4

Manual Work,
 Nature Study



Hazel E. Jones

Indiana State Normal
 Teacher's College,
 Indianapolis

Music, Art, Physical
 Training

Grades 1-4

1923
BLACK and GOLD



Marie Lyons

Marion Normal
Indiana State Normal
Grade four



Helen L. Lewis

Butler College
Taylor University
Marion College
Grade three



Evadna Dally

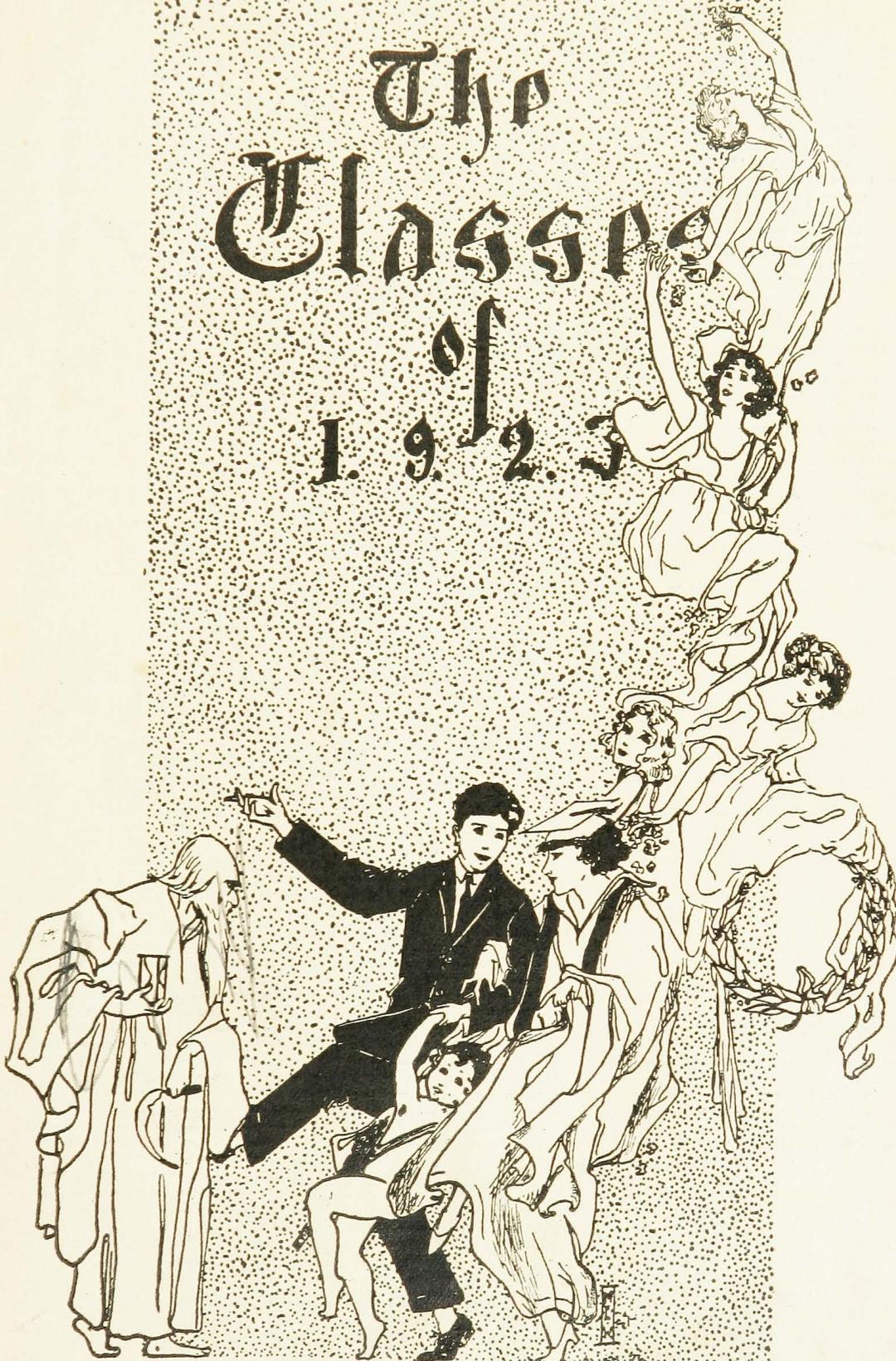
Tri-State Normal
Marion College
Indiana State Normal
Grade two



Lillie Hinds

Indiana State Normal
Grade one

The
Classes
of
1923



1923
BLACK and GOLD



Mack



Old Maids



Bob



Art



Bertha



Chums



Lily



Cuties



Joey



Comer



Frances



Dyke & Mim



Maude Frenchy & Nora



Stew



"Get Together"



"Reverend"



Senior Class Organization

MILDRED LYONS.....*President*

ROBERT HOLLINGSWORTH.....*Vice President*

GLADYS LEACH.....*Secretary*

LUCILE LEWIS.....*Treasurer*

*The Elevator to Success is not running
The Stairs
Take*

Student Council.....Robert Hollingsworth, Clyde Meredith, and Beth Winslow
Class Editor.....Gladys Leach
Class Sponsor.....Prin. L. H. Wellman
Class Flower.....Red Rose
Class Color.....Blue and Gold

The Will



E, the members of the Senior Class of Fairmount High School, County of Grant and State of Indiana, being of sound minds and disposing memories, do make, publish and declare this to be our last will and testament, to-wit:

First: We appoint as our executors our beloved teachers who will supervise the fulfillment of our desires as herein separately expressed.

Second:

Suzanne Barruet wills her lisp and brogue to Bertha Hayworth.
 Mary Bevington bequeathes her reputation as an actress to Martha Couch.
 Lillian Blair bequeathes her studious disposition to Melver Cain.
 Bertha Blackerby wills her ability to type to Orpha Kirkwood.
 Frank Brewer gives to Glenn Buller his knowledge of Law.
 Llor Brown wills her art of arguing to Edith Bevington.
 Stewart Bosley bequeathes his bright ideas to Clem Hill.
 Loren Cain nominates Victor Love for Orchestra Director, 1924.
 Harold Comer wills his ability as an orator to Joe Payne.
 Emma Davis bequeathes her ability to talk to Arthur Miley.
 Maude Corbin bequeathes her height to Martha Bevington.
 Mary Duling gives, with much grief and hesitation, her position in the noon assembly to Rhoda Helms.

Robert Hollingsworth wills his admiration for the (a) Senior Girl (s) to Jack Bonar.

Edward Kimes nominates Claude Commons for his position as Yell Leader.
 Frances Kirkwood wills her determination to the Junior who needs it most.
 Gladys Leach wills her laugh to Maxine Bannister.
 Sarah Leach bequeathes her fighting spirit to George Shore.
 Mildred Lyons wills her pep to Carl Leach.
 Arthur Osborne bequeathes his quietness to Lloyd Leach.
 Clyde Meredith bequeathes his knowledge of married life to Kenneth John.
 Charles Pickard gives his love to May Salyers.
 Joe Pickard wills his "permanent wave" to Gladys Miller.

Ethel Simons bequeathes to Zola Voorhis her poor (???) Vocational Home Economics grades.

Everett Smith bequeathes his Senior dignity to Cameron Hackney.

Margaret Taylor wills her deportment grades to Jimmie Johnson.

Leslie Wilbern reluctantly wills his love of (a, the) Sophomores girl (s) to Reginald Parrill.

Mack Weimer bequeathes his wonderful eyes to Treva Parker.

Beth Winslow wills her "artistic ability" and her "Prescription for Payne relief" to Laura Brown.

Lastly:

We bequeathe also to the Juniors our place in the love and esteem of Mr. Hamilton and our teachers, who have shown their interest and devotion in every way possible during our four years at F. H. S.

In Witness Whereof, We have, hereunto, set our hands this, the eighteenth day of May, 1923.

Witness: Teachers of Class of '23 F. H. S.

(Signed) SENIOR CLASS OF '23.



Leslie Wilbern

Baseball '21, '22; Track '21; Second B. B. Team '21, '22; Orchestra '20, '21, '22, '23; Annual Staff '21, Departmental Editor '23; Student Council '21; Class President '22.

His rattling nonsense in full volleys breaks. Never-the-Less "Les" has music in his soul. Leslie has been the main stay of the class. He always does his part and more too.

"The shadow came, a tall thin figure"

Lillian Blair

Lillian is quiet and studious, but she can surely smile. She is a friend to all her friends.

"Smiles"

Everett Smith

"Smittie" has been recently a frequent visitor to Hackleman. We haven't the least idea what attraction the town holds for him. Can any one guess?

"Ye Gods, I grow a talker"

Arthur Osborne

Second B. B. Team '23; Track '21, '22, '23; Baseball '22.

"Art" is a studious Senior who spends the greater part of his time seeking knowledge. No girl has attracted his attentions, but you never can tell about the future.

"Brains! More Brains! Most Brains!"

Margaret Taylor

Charter Member of the "Old Maids Society" until Jack came along. "Mag" goes around looking perfectly innocent, but in her eye there's a twinkle of mischief.

"Tall and stately she came"

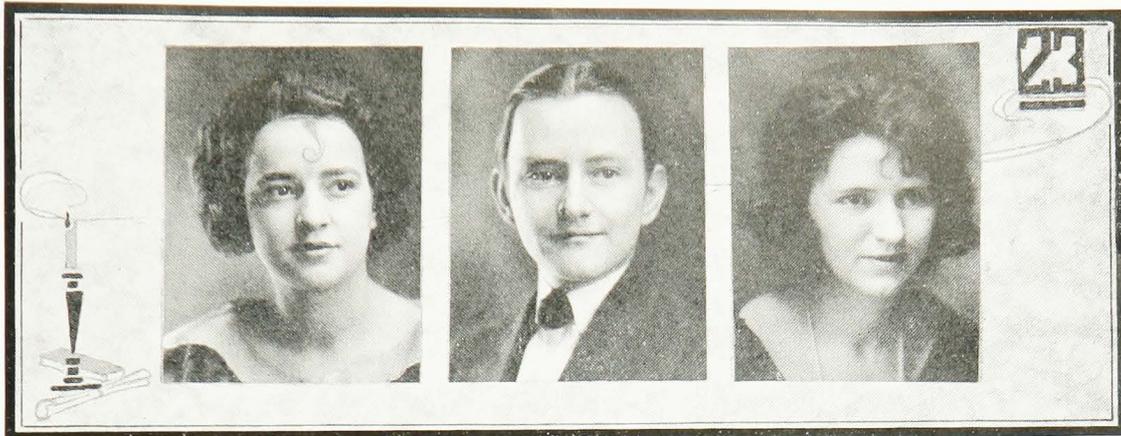
Stewart Bosley

Second B. B. Team '21; Baseball '21, '22, '23; First B. B. Team '22, '23.

"Stew" has been a good sport and all the ladies love him. He likes to argue and he can usually prove his point.

"I am not in the common roll of common men"





Mildred Lyons

Student Council '21, '22; Annual Staff '21, '22; Calendar Editor '23; Athletic Club '23; Girls B. B. Team '21; Class President '23.

"Mim" enters into things with zeal and zest and we have found her a capable president, even though she is of the weaker sex. She is a peppy yell leader.

*"For if she be not for me
 What care I for whom she be"*

Loren Cain

Student Council '22; Annual Staff '21, '22; Editor-in-Chief '23; Orchestra '20, '21, '22, '23.

Altho' Loren calls all the fair sex "crazy girls," we notice he has a date once in awhile. He surely can make his cornet talk.

Elizabeth Winslow

Annual Staff, Art Editor '21, '22, '23; Sec. and Treas. Athletic Council '22, '23; Student Council '23.

"Beth" is always ready to do her part. She is popular among her classmates. She has never neglected her work for her "Payne."

Frances Kirkwood

Frances is mischievous and full of fun. She is one of our golden haired Senior girls. The least of her worries is whether she will get "F" or "G" in Typing.

*"When she will, she will,
 And when she won't she won't
 And that is the end of it"*

Joseph Pickard

Second B. B. Team '21; First B. B. Team '22, '23; Baseball '21, '22, '23; Track '21, '22, '23; Annual Staff, Literary Editor '23.

Shiek of the Senior Class. He couldn't resist her charms any longer and so he fell.

"I'm a bold, bad man"

Sarah Leach

Class Secretary and Treasurer '21.

Sarah is small but mighty. She has a will of her own except when Hiff's around.

"A happy infant have I roamed"





Edward Kimes

Class President '21; Yell Leader '21, '22, '23; Baseball '21, '22, '23; Track '20, '21, '22, '23; Annual Staff '21, '22, Advertising Manager '23; Student Council '20.

Our only dignified Senior. The girls are rather inclined to admire "Ed" but nevertheless we fear he will be a bachelor.

"Yea Fairmount! Now, let's go!"

Llora Brown

Athletic Council '21; Orchestra '20, '21, '22, '23; Class President '20.

Since Roy left, Llora has often been caught with a lonesome look. We can always tell when she has received a letter from I. U. Watch for her Smile! She is a good student and musician.

"She floats upon the river of his tho'ts"

Frank Brewer

Frank spends all his time in the Commercial Department, except when he goes to see Mary.

"Words! Words! Words!"

Ethel Simons

Ethel is the "Voice of Authority" to Mack. She lends a helping hand to all, and is loved by all her classmates.

"Some women have tongues"

Charles Pickard

First B. B. Team '22, '23; Baseball '21, '22, '23; Vice-President '22; Second B. B. Team '21; Track '21, '22, '23.

"Chick" is the midget of F. H. S. All the girls envy his marcelle. He is small but mighty. No one can beat Charles in falling down on the B. B. floor.

"I want a cure for love. Are they very expensive?"

Maude Corbin

Maude has the habit, so I've heard, of arguing with Mr. Krouskup. How dare you, Maude! Maude is cheerful and a good scout.

"She is a Ray of Sunshine"



1923
BLACK and GOLD



Mary Duling

Snap Shot Editor Annual Staff '23. Cheerfulness attracts everyone and Mary possesses this desirable trait. Mary has lots of class spirit and boosts F. H. S. with all her might.

"I am all the daughters of my father's house and all the brothers too"

Harold Comer

Second B. B. Team '22, '23; Track '21, '22, '23.

Harold is the only woman hater in the Senior Class. He speaks little but thinks much.

"Was there ever known a misguided youth?"

Gladys Leach

Class Editor Annual Staff '23; Class Secretary '23.

The only way to have friends is to be one. Gladys joined us last fall and has certainly been a booster. She found her place and filled it.

"Mistress of herself tho' China fall"

Emma Davis

Girls B. B. Team '21; Athletic Club '23.

Emma is talented in the art of having more fellows than any girl of whom we have heard. She is a ready starter in the fun of the Senior Class and never runs out of something to say.

"I am no orator, I only speak on and on"

Clyde Meredith

Student Council '23.

Headed toward the Ministry! Clyde joined us this year and has certainly gained his "rep" as a student. He can sing and has a wife. Who couldn't succeed?

"All great men are dying and I don't feel very well myself"

Suzanne Barruet

Athletic Club '23; Inter-scholastic Declamatory '21, '22, '23; Athletic Club '23.

"Frenchie" joined us in our Sophomore year, winning many hearts and our love. She is a fine speaker and won second for us in '21.

"None like her, none"





Bertha Blackerby

Bertha studies hard. She is silent and reserved, but without her there would be a missing link.

"Music hath charms"

Mack Weimer

"Mack" is our arduous good road advocate. He is our new member from Jonesboro, a good looking Senior, as all the girls have decided. He is a jolly good fellow.

*"Yet one may smile and
 be a villain"*

Mary Bevington

Annual Staff '22.

Mary isn't a painter but "Jim" is so what's the difference. She is noted for her hearty laugh and jolly disposition.

"The spice of life"

Robert Hollingsworth

Athletic Council '21, '22 '23; Baseball '21, '22; Annual Staff '21, '22; Vice-President '23; First B. B. Team '20, '21, '22, '23; Student Council '22, '23; Track '21, '22, '23.

"Dependable Bob" stands for right and justice to all. He was never known to break a rule even when a lady was implicated.

*"Two ideas hath Bob.
 Basket-ball and —?"*

Lucile Lewis

Class Treasurer '23; Annual Staff '22; Society Editor '23; Orchestra '23.

Lucile is one of our small but mighty Senior girls. She is some worker and makes her lessons her first consideration (?). She says what she thinks and no more.

*"It will help none to plead
 innocence"*



Senior Class Prophecy



I AM seated at my study window, looking out upon the world as it appears to all Seniors just before graduating. I grow drowsy and the landscape fades from view. A small dignified old man appears before me and points to a huge stage emblematical of the "Stage of Life." He pulls back the Purple Curtains labeled "Future," beckons to me, and quietly and swiftly, we glide into that land unknown to me. We stop in a beautiful modern city at a large and stately government building, which we enter. At the presiding desk of the Senate, Joe Pickard is standing. He is speaking to the large assembly and the spirit tells me he is powerful and that the Senate does as he dictates. We pass on to the House of Representatives and here at the speaker's desk, Arthur Osborn rules.

Our next stop is at a large modern school building. We meet Mr. Bosley, the superintendent, in his office, and Frances Kirkwood his office girl. He welcomes us heartily and we go with him to visit the classes and rooms. In the history room Bertha Blackerby presides. Lillian Blair is found to be a teacher in the English department. Harold Comer is the Science teacher, having one of the best departments in the country. Emma Davis, the Physical Training director and coach of the girls B. B. team, is as talkative as ever. Suzanne Barruet is busily engaged in the Public Speaking Department. Superintendent Bosley informs us that she has made a fine reputation as a result of the many excellent speakers that have been sent out from her department. We next visit the "gym" and find Bob Hollingsworth giving final instructions to his contenders for the State Basket Ball championship. Ed. Kimes, the commercial teacher, is showing the school yell leader how he did the job back in Fairmount High School.

We leave the school building and my guide soon stops at a store gayly decked with toys and other attractive things. I am very much surprised when I hear, "What may I do for you please?" Looking around, I see Charles Pickard who is the proprietor of the highest grade Ten Cent Store in town.

The spirit takes me out again into the gathering dusk where every one seems to be hastening home to supper. This reminds me that I am hungry. The spirit and I go into a Cafe. Over the door hangs the sign, "Americus Vespuccius Cafe." As we enter, whom should we meet but Mack Weimer, the owner of this place. We are cordially welcomed and invited into his private dining room for dinner with himself and wife, Ethel (S) Weimer. After a most enjoyable meal we arise to take our leave and Ethel insists that we should go to the Lyons Theatre this evening as Madame Lyons has engaged Sarah Leach, the noted dancer, for the week.

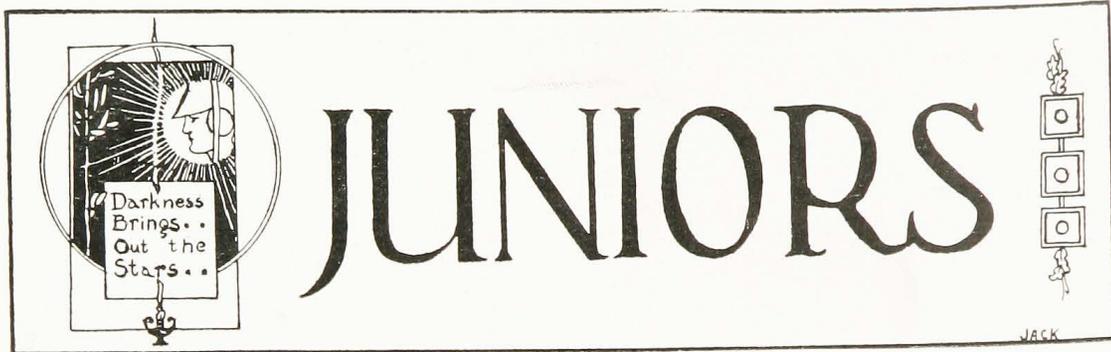
Upon arriving at the theatre, we find it crowded, but we wedge our way in to see the wonderful new dance of the season. The Lyons Theatre is noted for its superior orchestra and to our great satisfaction we discover four of our old class-mates to be members of it. They are: Leslie Wilbern, Lucile Lewis, and Lloria Brown, with Loren Cain as the Director. The manager informs us the wonderful scenery was painted by Beth Winslow.

Later, a little newsboy attracts my attention by vigorous and enthusiastic calls and I purchase one of his papers. On the front page in large black headlines appears the announcement of the dedication of a new church in the city. Reading the article I find that the Rev. Clyde Meredith has been honored as its first minister. Miss Maude Corbin, a returned missionary from Africa, is to be one of the prominent speakers and Margaret Taylor the noted evangelistic singer, is also to contribute to the dedication service. On another page of the paper I notice an article concerning a new radio invention, credited to Everett Smith.

After spending the night with Mary Bevington, who is to be married the next Sunday, I enter a Beauty Parlor and to my great surprise find that Mary Duling owns the shop. We talk for some time about old times and just as I am rising to go, in rushes Frank Brewer to have his nails manicured. Frank is a noted lawyer and tells me that he is on his way to the court house to try the divorce case of Roy John and Lloria Brown-John on the charge of lost love.

A sudden noise startles me. My poor cat has audibly resented the attack of the book which had slipped from my hands as I dreamed.

GLADYS LEACH.



In Honor of Those Involved



WO and one-half years ago the faculty welcomed into Fairmount High School a new class, organized in liberty, and dedicated to the proposition that all Freshmen are created green.

Now we are Juniors in this fine old school and know that our class, in spite of any class, will always endure. We are organized on a basis solid as that of stone. We have complied with every law and order of this school and know that the members of her faculty will always have a warm spot in their hearts for us. It is altogether fitting and proper that we should say this.

But, in a larger sense, people cannot realize—people cannot conceive—people cannot know our value. The brave Seniors, great and good, who have struggled here before us, have been loyal; we can neither add to nor detract from their efforts; although the world will little note or long remember what they have done, it can never forget what we shall do. It is for us, the Class of "24," to continue here with the unfinished work which they who struggled before us have thus far left undone. It is for us to be here dedicated to the life which is before us—that from these honored Seniors we take increased interest in that cause for which they are now giving their last measure of devotion; that we here highly resolve, that our class shall not struggle in vain; that the Juniors, with the aid of God, shall have unlimited recognition; and that the work of our class, by our members, for our school, shall not perish from the earth.

LLOYD L. LEACH.



JUNIOR CLASS

Top Row (left to right)—Miss Georgia Weser, Class Sponsor; Jimmy Johnson, Maxine Bannister, John Charles Ribble, Cameron Hackney, Adin Flanagan, Frederick Edwards, Reginald Parrill, Glenn Buller, Lois Fankboner, Jack Bonar, Harold LaRue.
 Second Row—John Jones, Kenneth John, Gladys Miller, Bertha Hayworth, Zola Voorhis, George Shore, Matilda Corbin, Victor Love, Robert DeLong, Arthur Miley.
 Third Row—Robert Lees, Martha Couch, Orpha Kirkwood, Mary Albertson, Edith Bevington, Zora Albertson, Frances Smith, Rhoda Helms, Laura Brown.
 Fourth Row—Melver Cain, Claude Commons, Clemens Hill, Margaret Roth, Martha Bevington, Alice Ramsey, Monta Oldaker, Treva Parker, May Salyers.

Junior Class Organization

LLOYD L. LEACH.....*President*
 JOSEPH PAYNE.....*Vice President*
 RHODA HELMS.....*Secretary*
 GLENN BULLER.....*Treasurer*

"Darkness brings out the stars"

Student Council.....Carl D. Leach, Monta Oldaker, and John C. Ribble
 Class Editor.....Lloyd L. Leach
 Class Sponsor.....Georgia Weser
 Class FlowerNarcissus
 Class Colors.....Yellow and White

SOPHOMORE

Sophomore Class History



THE Fall of 1921 found forty-eight of us in the Freshman Class, each winding his way through the crowd of Sophomores, Juniors, and Seniors toward the assembly. As soon as we opened the door of the assembly we slid into the nearest seats and looked wise. We were quieted by the teachers, signed up, and sent on the rounds to hard work.

When we had had about two or three weeks of hard labor and had settled down, there came a frightful time. The upper classmen gave us a dreadful "thrill," in the form of a reception. Each boy was sent through the spanking machine, set on an electric chair made of tacks, and ducked in an ice-cream freezer while each girl was adorned with a black face. But after all it might have been worse.

We did the best we could that semester, at the end of which eleven advanced into the Sophomore class and fourteen from the eighth-grade joined us. We elected the new officers that were needed and progressed as normal Freshmen should until all but the fourteen became Sophomores in the fall of '22.

We are now nearing the end of our second year's work and are leaving our places to be filled by the "yearlings" as Mr. Walters calls them, trusting that they will appreciate and live up to the heavy responsibilities thus imposed upon them.

FRED BURNSIDE.



SOPHOMORE CLASS

Top Row (left to right)—Fred Burnside, John Whybrew, Donald Buller, Opal Powers, Evelyn Taylor, Charles Lafler, Pauline Brewer, Paul DeWeerd, Ernest Blair, Hugh Henderson.
 Second Row—Fred Gosset, Clayton Ford, Bertha Comer, Mary Simons, Hubert Loy, Hazel Smith, Frances Murray, Ruth Weaver, Marie Wallace, Marie Smith.
 Third Row—Raymond Jones, Ruth Comer, Luther Kimes, Olive Pierce, Lillian Pierce, Kathleen Cain, Hershel Jones, William Monahan, Carolyn Wallace.
 Fourth Row—Robert Zike, Gregory Dale, Mary Kind, Esther Wright, Forest Carter, Mabel Brown, Mary Peek, Cecil Brown, Lacy Shore.

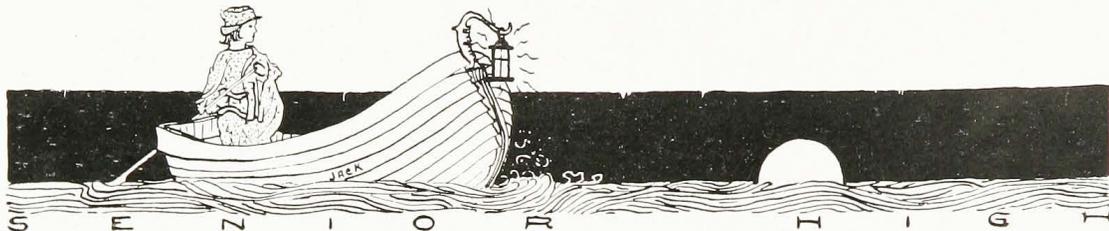
Sophomore Class Organization

DONALD BULLER.....*President*
 FRED BURNSIDE.....*Vice President*
 ROBERT ZIKE.....*Secretary-Treasurer*

"Striving to Win"

Student Council.....Helen Leach, Fred Gosset
 Class Editor.....Fred Burnside
 Class Sponsor.....Mary Arnold
 Class Flower.....Pink Carnation
 Class Colors.....Old Rose and Gold

FRESHMEN



Allow Me to Introduce the Freshmen

Buller, Moneta—Who divides her attention between boys and looks.
Burnside, Donald—Dramatic reader.
Coffin, Edna—Our new Spiceland "Belle."
Creek, Virgil—Slow but sure.
Davis, Kathryn—Quiet and quizzical.
Day, Chase—Buck-shot "Might as well."
Day, Garnet—Laughing lassie.
Delong, Helen—"Smile and the world smiles."
DeWeerd, Eunice—Our midget.
Duling, Byron—An unknown quantity.
Eddy, Gerald—Whose greatest asset is his unflinching good nature.
Fowler, Don—Woman hater.
Garrison, Walter—Who usually "gets there."
Gift, Pauline—"Her eyes are fair and very fair."
Hamilton, India—A "Jane" from Rigdon.
Hanger, Alberta—Our merry farmerette.
Hazzard, Veda—Gentle in manner and diligent in work.
Himelick, Evelyn—Who can't forget play.
Holliday, Murray—Behold, our orator!
Huston, Glenn—"Shoot."
Kerr, Fannie—Our modest Fannie.
Laffler, Edward—Freshmen's "Wit."
Leach, Bernice—Quiet but Queenly.
Leach, Herbert—Whose glasses improve his topography.

Leach, Joseph—"Why-a-let me see."
Lees, Vernice—Leave it to her!
LeRoy, Lucille—With manners gentle and affections mild.
Lewis, Thelman—Smiling "Thelm."
Lindsay, Thomas—"Just as I told Samantha."
Millsbaugh, Josephine—Reference, Mr. T. B. Krouskup.
Mitchell, Victor—Happy-go-lucky.
Morris, Cleo—Chappy-Cleopatra?
Naber, Mary—Peppiest of the peppy.
Nolder, James—Second childhood.
Payne, Arthur—"Studious and stable."
Payne, Clarence—"Hello Carolyn, or is it Moneta?"
Pickard, Ruth—She, like her music, hath charms.
Powers, Vaughn—Who thinks life is a joke.
Roberts, Louise—Miss Quiet.
Ross, Merl—"Grinner."
Stewart, Vivian—Freshman Flapper.
Swaim, Pauline—Some hair!
Todd, Marie—Our Treasurer.
Weaver, Harry—A "Self Starter" of mischief.
Weimer, Robert—One who "loves" Latin.
Yarbrough, Louise—Who thinks silence is golden.



FRESHMAN CLASS

Top Row (left to right)—Virgil Creek, Louise Roberts, Vernice Lees, Moneta Buller, Mary Naber, Ruth Pickard, Bernice Leach, Veda Hazzard, Cleo Morris, C. L. Walters, Class Sponsor; Clayton Ford, Chase Day, Joe Leach, Donald Burnside.
 Second Row—Vivian Stewart, Marie Todd, Pauline Swain, Lavelda Rigsbee, India Hamilton, Clarence Payne, Murray Holliday, Marcile Vctor, Josephine Millspaugh, Glenn Huston, Helen DeLong.
 Third Row—Kathryn Davis, Robert Welmer, Arthur Payne, Victor Mitchell, Gerald Eddy, Alberta Hangar, Edna Coffin, Garnet Day, Doris Roth, Fannie Kerr, Louise Yarbrough.
 Fourth Row—Walter Garrison, Eunice DeWeerd, Lucille Leroy, Herbert Ross, Merl Ross, James Nolder, Harry Weaver, Thomas Lindsay, Edward Lafler, Vaughn Powers.

Freshman Class Organization

CELIA HAYWORTH.....*President*
 ARTHUR PAYNE.....*Vice President*
 CLARENCE PAYNE.....*Secretary*
 MARIE TODD.....*Treasurer*

"Working for Character not Fame"

Student Council.....Merle Ross, Mary E. Naber
 Class Editor.....Lavelda Rigsbee
 Class Sponsor.....Clyde Walters
 Class Flower.....Pink Carnation
 Class Colors.....Purple and Gold



Junior High School Organization

CLYMER JONES.....*President*

NINA MURREL JORDAN.....*Vice President*

ESTELL CAMPBELL.....*Secretary-Treasurer*

"Every day in every way, we're getting better and better"

Student Council.....Leah Linville, John Ethan Edwards

Editor.....Betty Johnson

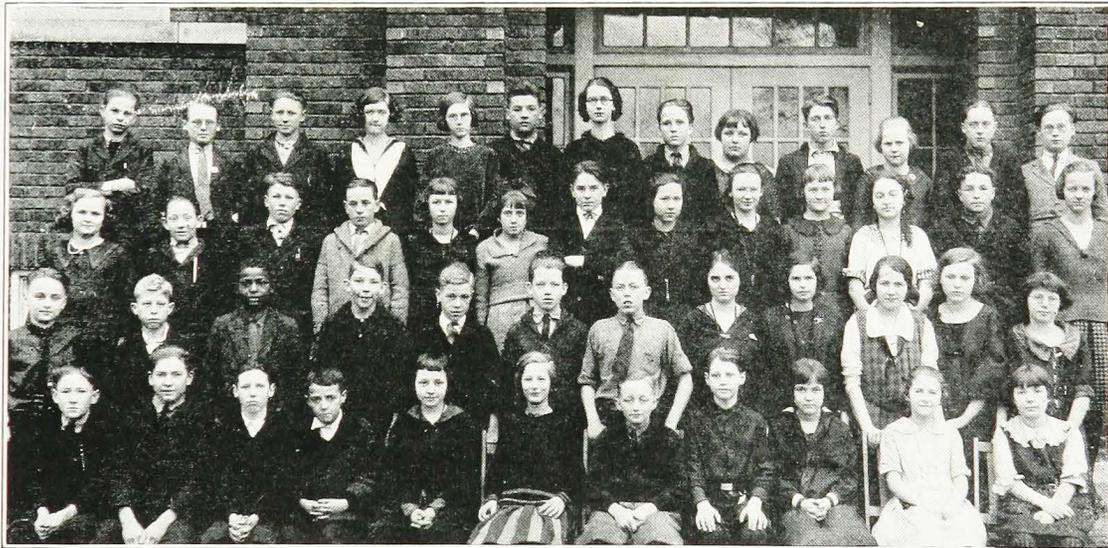
Sponsors.....Mary Sample, Edna Gregg

Flower.....American Beauty Rose



JUNIOR HIGH SCHOOL

Top Row (left to right)—Estell Campbell, Vivian Dilley, Lula Bowsman, Edith Cox, Phillip Holliday, John Ackerman, Donald Jenkins, Ernest Borgan, Ralph Deeter, James Ballinger, Norma Campbell, June Alexander, Glenn Gipson, Frederick Hayes.
 Second Row—Madonna Everhart, Hazel Creamer, Otis Deeter, Clifford Bowman, Martha Cecil, Dorland Kirk, Eugene Kesler, Hilliard Hazzard, Charlotte Burnside, Nina Murrel Jordan, Lowry Armfield, Ruth Caskey, Hilda Hazzard.
 Third Row—Evelyn Bevington, Charles Bogue, John Ethan Edwards, Lloyd Ford, Vera Brown, Attabaun Kesler, Lucille Eddy, Lola Hunt, Joe Ehrhart, Betty Johnson, Edna Jones.
 Fourth Row—Edith Albertson, John Crecraft, Clymer Jones, Robert Carson, Martelle Kimes, Faith DeWeerd, Pauline Jones, Grace Eddy, Gerald Kimes, William Hill, Mildred Hackney.



JUNIOR HIGH SCHOOL

Top Row (left to right)—Richard Little, Oliver Pennington, Harry Vctor, Sylvia Thomas, Thora Wellman, Bernard Stroup, Clarice Riggsbee, Wilbur Powers, Elnora Layman, Roy Osborn, Lois Peacock, Charles Treon, Victor Allen Selby.
 Second Row—Leah Linville, George Shaw, Jesse Osborn, Hugh Winslow, Helen Wright, Helen Pierce, Wilburn Swift, Mable Mann, Ruth Riggs, Dorothy Rush, Louise Wallace, Audley Relfe, Lillian MacDermid.
 Third Row—Robert Linville, Alfred Roth, Edward Pettiford, Fayne McKelleb, Charles Roth, James Ramsey, Noel Parrill, Leonell Reeves, Bernice Richardson, Margaret Shore, Mildred Lock, Olive Mayfield.
 Fourth Row—Bernard Underwood, Harold Miller, James Monahan, Ivan Stroup, Jane D. Williams, Ruth Seale, Charles Wiley, Francis Powell, Martha Winslow, Dorothy Winslow, Mary Weirauch.

By Their Initials You Shall Know Them

EIGHTH GRADE

L. A. Loathes Arithmetic
 H. W. Hot "Weiner"
 E. B. Electric Battery
 C. J. Clyde's Joy
 C. B. Chews Blackjack
 R. D. Rural Delivery
 F. H. Forever Hungry
 V. A. S. Very Ardent Scout
 J. R. Just Recovered
 D. K. Doesn't Knock
 J. C. Jam Cake
 B. S. Bitter Sweet
 C. R. Can't Refuse
 A. R. Always Reasonable
 O. D. Oh Dear
 C. T. Cherry Tart
 H. H. Happy Hooligan
 L. E. Lady Efficiency

C. B. Catches Beans
 C. R. Certainly Reliable
 M. G. Mary Garden
 D. E. Debates Eloquently
 R. L. Really Laborious
 G. G. Go "Getter"
 D. J. Directs Jazz
 W. P. Wants Pep
 F. P. Father's Pride
 J. E. Jokes Everybody
 B. U. Basketball Umpire
 W. H. Weighs Hams
 V. D. Very Dainty
 J. A. Jolly Adventuress
 H. W. Heart Whole
 L. M. Little Mischief

M. H. Merry Heart
 R. S. Radiant Sunbeam
 M. L. Mother's Lady
 B. J. Brown-eyed Jane
 E. C. Enjoys Comrades
 L. W. Likes Walters
 H. P. Happy Person
 N. M. J. Never Misses Joys
 E. B. Enjoys Basketball
 M. S. Makes Sunshine
 T. W. Tackles Work
 B. R. "Be Right"
 H. H. Happy Heart
 E. A. Ever Accommodating
 E. J. Ever Jolly
 D. R. Demands Respect
 P. J. Peppy Jane
 H. L. Hearty Lad

SEVENTH GRADE

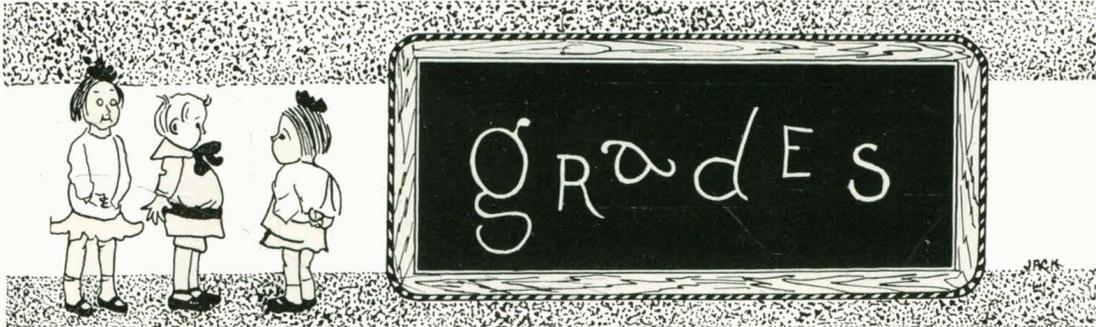
J. E. "Jist" Eats
 E. P. Eskimo Pie
 I. S. Isn't Slow
 N. P. Noticeably Polite
 W. S. Willing Server
 C. B. Can't Behave
 R. L. Rather Lanky
 E. L. Easter Lily
 N. C. Nifty Clothes
 R. C. Rosy Cheeks
 M. K. Miss Kindness
 L. B. Light Bearer
 L. P. Luscious Peach
 A. K. Always Kind
 L. L. Lady Love
 M. W. Most Winsome

G. E. Graceful Elf
 M. W. Merry Whirlwind
 J. O. Jolly Optimist
 R. C. Really Courteous
 P. H. Patriotic Hero
 O. P. Our Partner
 C. W. Chases Worries
 H. V. Hates Vamps
 L. F. Loyal Friend
 M. M. Merry Maiden
 R. R. Red Rose
 D. W. Dispenses Wisdom
 F. D. Fascinating Damsel
 L. H. Little Helper
 F. M. Fairmount Man
 A. R. A Rooter
 J. B. June Bug

R. O. Rushes Onward
 J. M. Justice Maker
 H. M. Hates Mosquitos
 M. C. Miss Charming
 O. M. Old Maid
 H. C. Honey Cake
 S. T. Saucy Tease
 J. W. Joyful Warbler
 G. S. Good Scout
 G. K. Gallant Knight
 E. K. Endorses Kindness
 E. K. Exceedingly Keen
 J. A. Just Adorable
 E. C. Excellent Capture
 L. R. Little Bummer

—Betty Johnson.

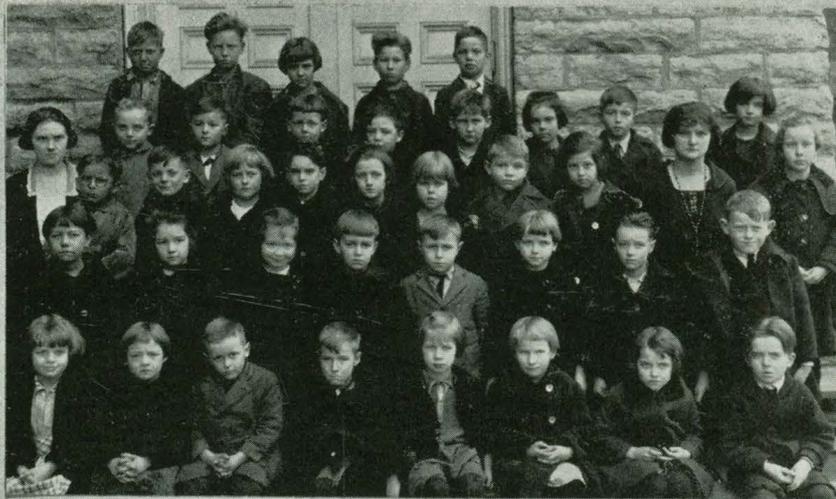
1. 9. 2. 3.
BLACK and GOLD



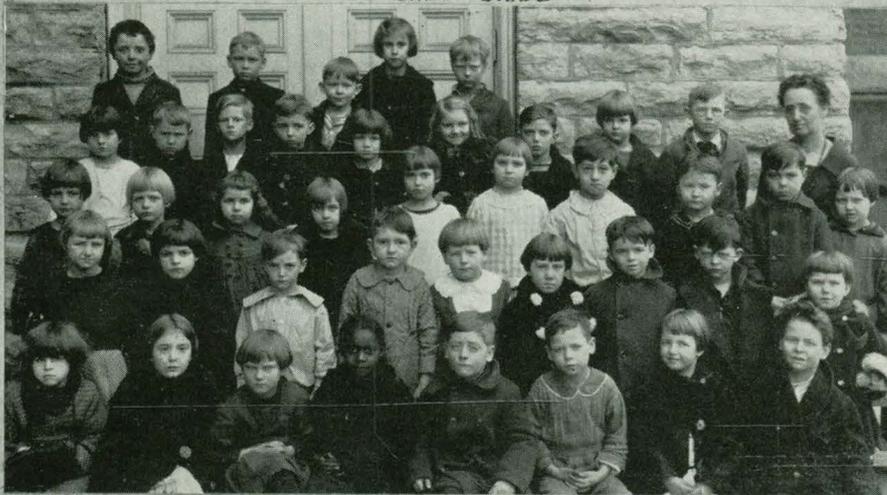
GRADE TEACHERS

Miss Moon, Principal.....	Manual Work
Miss Jones.....	Music, Art, Physical Training
Miss Hinds.....First Grade	Miss Lyons.....Fourth Grade
Miss Dally.....Second Grade	Mrs. Buroker.....Fifth Grade
Miss Lewis.....Third Grade	Mr. Wooten.....Sixth Grade

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SECOND -o- GRADE



FIRST -o- GRADE



THIRD -o- GRADE

FHS

1923
BLACK and GOLD



FOURTH -o- GRADE



FIFTH -o- GRADE



SIXTH -o- GRADE

Fifth and Sixth Grades, Arithmetic, History and Geography



THE general aim of the work in the first six grades is to equip the pupil with the fundamentals, which enable him to pursue further study in the Junior-Senior High School. Effort is put forth to grind into the pupil these essentials until they become second nature.

The work in arithmetic is vitalized principally through the spirit of competition. The object is to teach addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. This necessarily involves much drill work.

The Fifth Grade course in history is a study of the principal characters in the history of the United States. The texts are written in story form and serve as excellent means for widening the vision and enriching the vocabulary. The principal lessons learned, however, are those of the patriotism and righteousness of such heroes in our history as Washington and Lincoln.

The Sixth Grade course in history covers the Greek, Roman, and Mediaeval periods to the discovery and exploration of the new world. The primary object is to connect the civilization of ancient times and the middle ages with that of modern times.

The most interesting work of the year is done in geography. It is a subject so easily motivated that there is no end to the possibilities for interesting work. The Fifth Grade in 1922-23 made a very interesting collection of corals, sea shells, Indian relics, and miscellaneous articles related to the text. The aim in the Fifth Grade is to obtain a pretty good idea of the United States, as to natural features, industries, natural resources, products, and cities. This basis serves well in attacking the project work of the Sixth Grade.

There are several different projects undertaken during the year in the Sixth Grade class work. The first is a series of letters sent to points in Alaska and the Hawaiian Islands, and others to different points of the world. The letters are addressed to the superintendents of schools and postmasters of various towns selected from our maps. This year 1922-23 correspondence has been established with Seward, Anchorage, Holy Cross, Nome, Valdez, Fairbanks, Ketchikan, Ruby, Hot Springs, and Candle in Alaska; and Lihue and Waikane in the Hawaiian Islands. Many post cards have been received from these towns in addition to the many interesting letters.

One little Japanese girl of the Hawaiian Islands sent Evelyn Kind a large package of rice in the hull and on the stem, just as it is cut in the fields. Another sent a pocketbook made of leaves and a necklace of seeds to Hazel Murphy as a Christmas present. One town in the Hawaiians replied with ten letters all written at once by the Sixth Grade pupils. Practically all of them were written by Chinese and Japanese children.

Most of the first semester was spent on a detailed study of sugar. We secured information regarding the history of the production and use of maple, beet, and cane sugar. We obtained a large stalk of sugar cane from Mississippi; from refineries in New York, Philadelphia, and San Francisco, we secured samples of the raw sugar as it comes from the mills of Cuba and Hawaii as well as the finished marketable products; samples and descriptive literature were obtained from the St. Louis and Salt Lake City refiners of beet sugar; and first hand information was given us by the local merchants and freight depots regarding sizes of packing, kinds handled locally, freight, traction, and truck rates, and sources of Fairmount's supply of sugar.

The second semester was entirely given over to one project, that of a study of the railroads of the United States. We first began with a study of the invention of James Watt and George Stephenson. Pictures were collected showing the advances made in railway transportation in the United States in the last ninety years. We next wrote letters to about one hundred and twenty-five Chambers of Commerce in the United States, from which we received booklets descriptive of the industries, natural resources, products, and scenery of each particular locality. Letters were also sent to about twenty-five of the principal railroads of the United States. From these we

received descriptive booklets, time tables, and other literature. The local representatives of the New York Central lines have given their hearty co-operation by loaning us the Industrial Directory of the New York Central lines, some sixty or seventy time tables, and other literature. The decision of the class was to leave a permanent record of the project by making a scrap book, newspaper size. At the time of writing this description of our work, the scrap book is well under way. It includes pictures and news articles collected by the pupils, dealing with the cities and railroads, from which they had received information.

One of the most important features of our work is our attention to the reading of the newspaper. We received the Indianapolis News every day just before our geography recitation and devoted a few minutes to a perusal of the front page, the editorial page, and the market and financial section.

We realize that our method of procedure in geography is quite different from that of a few years ago. Our present method was decided upon with the fact in mind that knowledge is permanently acquired only through interest, and the main problem in teaching is to stimulate and sustain an interest through actually attacking such problems as are described above.

Fifth and Sixth Grades, Reading, Language and Spelling

The work in English, Reading, and Writing is made to appeal to the aesthetic feeling of the pupil; that is, to develop within the mind of the pupil a desire for the work by using play, art and music. In this way much more progress is made by the expenditure of a little time when the child is touched by the right influence, than by spending hours in drill and recitation.

Reading is not so much a matter of covering many stories outlined in the Course of Study as it is of reading with heart felt pleasure and understanding. The pupils read all the good stories in their Reader long before they are studied in class, and interest in them is consequently lessened for class recitation. To help out with new material the Marion Public Library and other libraries are used. One pupil reads a new story to the class, and often this story is used in oral and written composition. The speed test in silent reading, followed by a memory test of what has been read, is used to good advantage. New words, which are much used in good English, are listed and used in sentences by the class. The sentences are placed in a Word Book for future use.

During Oral Reading, in order that the pupils may develop clearness of speech, expression of thought of the story, tone quality, and reasonable amount of speed, a screen is placed in the front of the room behind which each child reads while the others listen. The voice is graded on the above points.

Appreciation of poetry is developed by reading a book of ballads. A few of the ballads are dramatized, some are read with music, and the pupils are permitted to write a ballad. Three Public entertainments were given in the year of 1922-23 by the Reading classes. A thanksgiving program in pageant form was given in the Gymnasium at Thanksgiving time. The Sixth Grade gave the story Evangeline and the Fifth Grade acted out a part of Ivanhoe. One convocation was given by the fifth grade in which two Playlets, a Shadow Play, and a Romance in a Toy Shop, were dramatized. In February the Fifth Grade room entertained the pupils of the North Building with Playlets. In this program, the pupils were allowed much originality in costume and expression.

In English, technical study conveys facts, but does not give a return in habit. Dramatizing and story telling are used to stimulate the pupil's mind and appreciation. Speech is an emotional function and has been acquired by the race in free social relations. In order to acquire good oral expression, a play is committed and dramatized with many original expressions introduced by the pupils. This helps in the acquisition of new words and loosens the tension of the muscles of the whole body. The result is the same after a story telling hour, when the pupil, with little effort, writes and corrects the story while the interest in the content is still warm.

Several projects are undertaken during the year to stimulate letter writing. For instance, each pupil sends a letter to the teacher each week through the School Post Office. All letters with a grade ranging from M to S are considered worthy of an answer from the teacher. A part of the time is devoted to having the pupils correspond with pupils of the same grades in other towns. Sometimes correspondence is carried on with pupils of distant States, telling them of their country and life. Very often snapshots are sent. This work creates a lively interest.

The English work in both Fifth and Sixth grades is along the line of composition. To stimulate a real interest in each subject on which the pupil writes, a variety of subjects is used. The names of the pupils are drawn and character sketches of all the children are written. A recognition contest is held. The description must be true and yet so general that the person who is being described will not be easily determined. In the second semester of the year 1922-23, the pupils wrote a home diary for one month. One-half page of interesting events was jotted down each day. Good English, interesting sentences, correct paragraphing, good spelling, and absence of monotony were all important factors in determining the winner of the Diary contest. Some of the pupils, drawing from their knowledge of Art, decorated their books. Others bought special leather bound books in which to copy their daily experiences. Illustrations were introduced into the book to add attractiveness and interest for visiting patrons. Each pupil wrote an autobiography. The purpose of this composition was to develop fluency in writing when the thought was continued over a long period of time. Several pupils placed their pictures on these as an added attraction.

In writing, much time and emphasis are given to the form of letters, height, slant and size. The points of good writing are secondary to the position of the writer, the free and regular arm movement, and the lightness of the stroke. Later when the fundamentals of writing are mastered, the writing period is given over to the work of recopying English compositions. To make the writing period more interesting and pleasant, the victrola is used and records furnished by the pupils are played. The pupils write their copies in the regular time of the music. This method aids in acquiring uniformity and correct speed in writing. The best papers, as well as the poor ones, are put up for the inspection of the class, and saved for exhibition.

The Work-Study-Play Plan

The work in the first four grades of the Fairmount Public Schools is being carried on along the Work-Study-Play Plan. It was introduced by Superintendent Hamilton in the fall of 1921. It is readily seen that the Work-Study-Play Plan is in accordance with the child's natural life. Modern education starts with a study of the child and a fitting of education to his needs. Therefore, any school conducted according to this plan begins to approach the ideal. A program is arranged for each half day whereby the pupils receive instruction in Academic subjects for one quarter of a day. This is followed by a recreation period. Then instruction in Music and Art is given. After this the students spend a period in manual training. The plan produces a happy content unprocurable under the old strictly academic order.

Mastery of materials gives self reliance and assurance. Physical training gives poise, health, and strength. Folk games produce good fellowship and teach pleasant recreation. The plan leaves the academic teacher with only one class at a time under her care. This she supervises both in study and in recitation. The chances for idleness on the part of the pupil approach a minimum. The teacher knows just how each child is employing his time. She is free to supply needed guidance and suggestions. Thus unhampered she pursues a program which produces greater skill and accuracy among her pupils. An unsupervised study period has always been an unsatisfactory arrangement. A certain business man of Fairmount recently remarked, "I believe the old system more than anything else taught me idleness."

Francis W. Parker says, "It is impossible to do all sided educative work without training in hand work." Manual training is one of the most important factors in primary education and it remains a prominent factor in all education. The manual work is based upon the child's natural desire to make something useful that he may

take home or use in school. The children gain the educational value of planning, designing and constructing something that touches their life and is of vital interest to them. The great end to be gained is the educational value of the work, not the commercial value of the objects made. Toys and baskets may be purchased for a few cents, but the reasoning, judgment, accuracy, self control, originality, and power developed through making cannot be purchased. That children should have both manual and intellectual skill has long been an accepted fact.

Play has a place in our schools. Play is one means to education. In the way of physical education play has peculiar advantages. The child requires brief spurts of exercise followed by periods of repose. He soon becomes weary and play is perfectly suited to activities of this kind. Play is social in its nature. The child who grows up without play is seldom companionable. It is in the co-operation and competition of children's play that he learns to be a good comrade and friend. Children form their habits and ideals of honesty and dishonesty, fairness and unfairness from the games they play. Practically all play involves a continuous training of judgment and requires an immediate execution of the decisions made. This is exactly the type of training which makes for efficiency in society, in politics, and in business.

Physical training has a place in the schools. The purpose of physical training in our schools is to alleviate mental strain; to produce good posture and correct carriage; to counteract the faulty posture assumed in many of our school activities; to satisfy the urgent demand of every healthy growth; to establish the habit of daily exercise; to strengthen will power; to teach alertness, quick perception, and quick reaction; to cultivate self control, self denial and loyalty to team and classmate.

Educators are just beginning to realize the importance of music and give it its proper place in the course of study. It is apparent that it is an essential phase of the development of character, and it furnishes a necessary element in the child's training that nothing else can supply. Literature has long been recognized as essential and its masterpieces have long been conceded to be a part of every child's rightful heritage. Furthermore we have not stopped with bringing into the child's life the masterpieces through which he may come into touch with the great heart throbs of humanity and so come into an appreciation of the beautiful, but we have long ago learned that it is just as essential in his education for him to learn to express thoughts artistically in connected discourse. Music has the same psychological reason for being in the course of study that literature has. It can bring harmony into lives of children and it can help them appreciate beauty. The study of music has great cultural and social value and its value in stimulating the powers of observation and reasoning is almost as important. A further value is found in the correlation of mental and physical effort which the student demands.

There was a day when we studied art for art's sake, but that tenet no longer prevails, for we now study art for life's sake. Art as taught in the elementary grades is correlated with the other school subjects. It includes applied designs, simple paintings, picture study, and hand work. The purpose of art is self expression, and appreciation for the beauty in nature and fine arts.

The study or academic work included in the Work-Study-Play Plan needs no discussion. It has long been understood the part these subjects play in preparing the pupil to become an efficient social being.

The effect of the present plan upon the child's attitude toward school in general is very noticeable. Barring absence due to prevailing diseases, the attendance is greatly improved. The children have increased interest in their school life and a glow of enthusiasm exists. The children take pride in the care of the buildings and grounds. Pride in personal cleanliness and neatness has improved the appearance of the pupils.

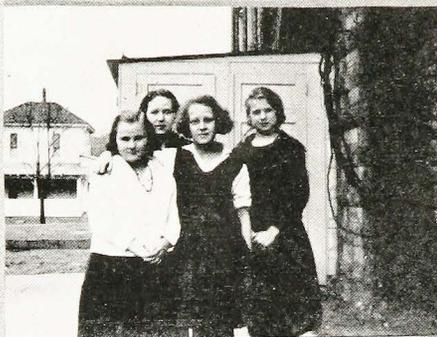
This plan has had perhaps its greatest influence on discipline. The students have a feeling of co-operation and helpfulness. The school seems to have no time or place for an unruly spirit. The minds are so fixed on interesting duties that disorder is less possible.

Judging from the results of the plan at the North building, one near enough to understand admits readily that such a program meets the needs of childhood in a greater measure than the old academic courses.

1. 9. 2. 3
BLACK and GOLD



Hills



Quartette



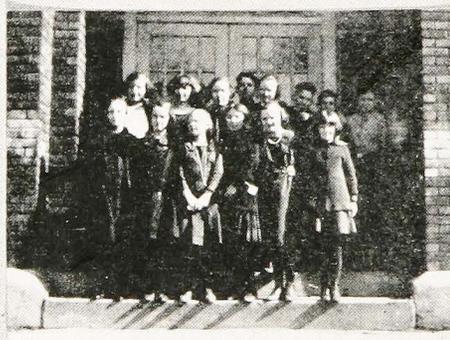
Harold



Stars ***



Helen



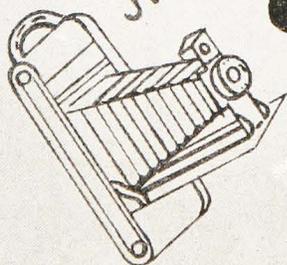
7B's



"Stumps"



Jim and John



Clymer



Dottie



Speeders

SNAPS



DEPARTMENTS



Vocational Guidance and Information



ROGER W. BABSON, President of Babson's Statistical Institute, makes this statement in his recent book, "New Tasks For Old Churches":

"One of the greatest handicaps to all classes of people today is this: ninety per cent of the people have entered their present employment blindly and by chance, irrespective of their fitness or opportunities."

The same author, speaking of the 20,000 business failures that occur on an average every year in the United States, says:

"Almost half of these failures are due to lack of intelligence in conducting business. If the business men of the United States knew more about their business, nearly half of the business failures could be avoided."

It is because those who are responsible for the administration and for the curricula of progressive schools recognize clearly that pupils, and parents as well, should early give much thought and time to the consideration of just what they will be best fitted to do as workers and, furthermore, to a determination of just what the opportunities are for their success in that particular work, that Vocational Guidance and Information are made required subjects in many Junior and Senior High Schools. Fairmount Junior High School pupils have been required, since September, 1921, to take this course. It should not be understood that these Junior High School pupils are expected at this age to choose and to decide definitely just what they are going to do throughout their lives. This is far from the intention of the course. However, it is expected that this course shall emphasize to them and to their parents the importance of thinking seriously about what they are to do when they quit school, whether that be before they have finished high school or after they have gone through college.

Just how can this emphasis be brought about? Psychological tests are given. These enable the teacher to form some idea, particularly when aided by her class-room acquaintance with the pupils, of the capabilities of the individuals of the class. A general survey of the possible vocations of the community and of the country at large, together with a somewhat detailed study of the financial returns, social environment, and chances for promotion of some of the most common vocations will give the children some ideas about whether a vocation is an attractive one or is a "blind alley" job. Posters, based on particular industries and vocations, are made. Where it is possible to do so, visits are made to factories, business houses, professional offices, etc. A series of talks is also given by various business and professional men. The chief aim and purpose of this course is to explore the fields and to try to impress upon children and parents the importance of thinking and planning for their future.

During the school year of 1922-23 some experimental and exploratory work was done in this work in the Senior High School. Many intelligence tests and achievement tests were given. The course in Salesmanship in the Commercial Department gave opportunity for emphasizing the need for careful thought about one's life work. Every pupil was required to fill out a "Self Analysis" blank and file this in the office for future reference. Frequent lectures were given by the Superintendent of Schools on the subject.

Do Seniors in high school, or their parents, have any definite ideas about what they are fitted to do in real life or what the opportunities are for success in any contemplated line of work? This must be answered largely in the negative. Therefore, it is planned to offer a daily course next year in Senior High School for upper classmen in Vocational Guidance and Vocational Information.

SENIOR HIGH SCHOOL ENGLISH

Instruction in English in the United States has passed through a series of stages during which various ideals for teaching this subject have been predominant. At last the real ideal for this has been established, "English for Service," or "Education through English for Service in the Democracy." To meet this ideal, the aim of this Department has been the mastery of effective communication through oral and written

language, and training in three types of reading—study, informational, and inspirational.

In written communication or composition an effort is made to present real problems. All types of social and business letters are written. Many letters this year were written to students in the Philippine Islands and a number of friendly and business letters were written under the supervision of the teachers and sent to various parts of the United States.

Much emphasis is laid upon Oral Composition in all classes and free discussion is encouraged. We are a member of the State High School Discussion League and each year extensive reading and discussing is involved in the study of the topic presented by the League.

Grammar and Spelling are emphasized in the ninth grade and studied as demand seems to warrant in the three upper grades, but always as a means to an end.

Literature, including poetry, fiction, biography, and travel by both American and English authors, is studied.

A course in English Literature is offered. The history of the literature of England and writings from the authors of the various periods are studied.

A similar course in American Literature is also presented. Research and independent reading is encouraged in both of these courses.

During the year 1922-23 a course in Special English was offered. In this course some of the better modern writings of all types are studied and a study of Current Events is an important part of the work. The Current Opinion magazine for the study of current events and current Literature comes regularly to the Department. Miscellaneous numbers of Scribners, Atlantic, Harpers, National Geographic and many other magazines are used for work in composition and literature.

The magazines which were donated to the High School Library and which have been bound are of great benefit in all types of English work as well as in other departments.

PUBLIC SPEAKING

Public Speaking, as a special course in English, is planned to help the individual express himself well under all circumstances. Oral Reading, Declamation, Speech Composition, Extemporaneous Speaking, Debating and Dramatics are phases of this work.

JUNIOR HIGH SCHOOL ENGLISH

At the beginning of this school year, J. H. S. English was reorganized and placed under one instructor. Three semesters of English, designated as J. H. S. English I, II, and III, are required for graduation from Junior High School. A fourth semester of Special English, as an elective, is offered occasionally.

These courses are so chosen and arranged, that a Junior High School student may enter any one of them at the beginning of any semester during his course. This arrangement helps to eliminate conflicts. It is felt that this course should give the students a splendid foundation for Senior High School English.

Junior High School English I. consists, primarily, of the study of literature. In addition to the study of standard classics much time is given to suitable, contemporary short stories and poetry. Special stress is placed on patriotic literature. No child can finish this course and not have a higher regard for his blessed America. The fundamental purpose of this course is to help the boys and girls to develop a love for good literature.

J. H. S. English II. consists, primarily, of composition work. Correct sentence formation, paragraph development, unified composition, letter writing and punctuation are the specific subjects for special emphasis in written composition. Since children must use oral composition much more than written, pupils are frequently required to tell to the class original stories, make short speeches and engage in debates.

J. H. S. English III. deals chiefly with Speeches and Grammar. The minimum essentials are so presented that each pupil should be able to take up readily the study of Advanced Grammar and Foreign Languages when he has occasion to do so.

Special English has for its particular work the study and interpretation of higher

literature. Much attention is given to comparative rate and comprehension scores in silent reading of the students in this course. A grammatical review of parsing and sentence analysis is taken from the reading work.

In connection with each of these courses, a lesson in Spelling is given each week on words which need special drill.

Another interesting phase of Junior High School English work is the annual Declamatory Contest, held sometime during the spring semester. This is given for the purpose of arousing interest among the Junior High School boys and girls in public speaking.

MATHEMATICS DEPARTMENT

Leading mathematicians and professors of the teaching of mathematics in Europe and America have long recognized an important relationship between the subjects, generally considered as making up the field of secondary mathematics. This necessary relationship has been obscured by an adherence to the traditional high school courses in which arithmetic, algebra, geometry, and trigonometry, were each taught as a separate unit. In view of this fact, a national committee, composed of the best authorities in the United States, was appointed to make suggestions concerning the revision of our instruction in mathematics. Our local reorganization was planned largely in accordance with the suggestions of this committee.

J. H. S. MATHEMATICS

The Junior High School Period may be described as primarily exploratory. Consequently we are requiring two semesters of daily recitations in mathematics which will acquaint the pupil with the various fields, thus preparing him to select his High School courses more intelligently. He first learns to recognize geometric figures as he finds them in such familiar objects as the trunk of a tree, a pane of glass, a star, an orange, a tin can, or a hill. He next measures these figures and draws his own conclusions concerning the relations of their various parts. He is then prepared to understand and formulate the algebraic equation which is simply a statement of the relation which he has already discovered. He can now apply these formulas to such concrete problems as are involved in building fireplaces, digging cellars, or surveying land, thereby developing skill not only in algebraic but also arithmetical computation. This course is termed general mathematics because it involves the simpler elements of all the branches of secondary mathematics.

We offer as an elective course in J. H. S. mathematics one semester of commercial arithmetic. The work of this course is based on the type of problems which confront the average individual rather than the problems which will be of interest only to rich men, bank clerks, and statisticians. Its purpose is to train the child for intelligent citizenship by preparing him for an understanding of insurance, buying, selling, starting in business, borrowing money, investing money, household economy, farming, wage systems, building, banking, taxing, voting, and general management of municipal affairs.

S. H. S. MATHEMATICS

In view of the fact that the state is now requiring only one year of mathematics for graduation from High School we are offering an introductory course in general mathematics which will meet this requirement. The material which forms the basis for this course is drawn from the practical fields of life. It recognizes the fact that problems as they arise in life may not be classified as algebra, arithmetic, geometry, or trigonometry, but that one problem often involves a part of each. For example, the problem may be the finding of the height of a chimney. It is first necessary for the student to measure the angle of elevation from a given point, and the distance from that point to the base of a chimney, thus involving geometry. The height of the chimney represents the algebraic unknown. The simplest solution to this problem will be by means of the trigonometric ratio, based on a knowledge of similar triangles. Thus mathematics comes to be associated with the practical problems of everyday life.

We also offer a second years work in general mathematics which is a continuation

of the first year's work. Any student completing this course with passing grades will be credited on the records as having fulfilled the college entrance requirements of one year's work in algebra and one in plane geometry.

It is planned to offer for those who complete the two year's course in general mathematics and who show special ability and interest along this line a formal course in plane demonstrative geometry, solid geometry, and trigonometry. Although practical applications will be made to the fields of surveying, navigation, engineering, building, carpentry, and forestry, the primary purposes of this course will be to develop habits of precise statement, consistent reasoning, and logical memory.

To meet the needs of those especially interested in mathematics and the entrance requirements of some colleges, we offer when there is sufficient demand for it a third semester of algebra. This includes an advanced study of such subjects as equations, exponents, variables, radicals, logarithms, and progressions, involving problems from science and common life.

For the benefit of the students who have had one year of algebra and one year of formal geometry under the old organization, and to enable our graduates to meet the requirements of certain higher schools, we will offer a semester's work in solid geometry. This will include the mensuration of such solid figures as the prism, cone, frustum, sphere, and similar solids, and the demonstration of theorems concerning them.

—Edna J. Gregg.

HISTORY AND SOCIAL SCIENCE

The purpose of the social studies in secondary education should be the improvement of the student as an individual, a citizen, and a social unit. These studies give our youth an awareness of what it means to live together in organized society, an appreciation of how we do live together, and an understanding of the conditions precedent to living together well. The social studies also help our youth to develop those ideals, abilities, and tendencies to act which are essential to effective participation in our society. The development of industrialism with its social complexities increases the need for greater co-operation of individuals in their various activities. Social intelligence is a matter of accurate knowledge concerning human relationships. The adjustment of the individual to his social environment and relationships largely determines the satisfactoriness of his life, howsoever measured, therefore, his education should give him the greatest possible intellectual efficiency in this direction.

Our great educators of today are seeing more and more the need for training our youth to be socially efficient, that is to acquire the ability to work with others so as to carry on effectively the various activities of the community. In fact this has become such an important aim of American education that our state department has seen fit to require three units of History and Social Science for graduation from High School after 1923. It is our aim to arrange and adjust the History and Social Science Course in both the Junior and the Senior High School that the students may be able to meet the state requirements and at the same time to obtain those courses which will give them the most efficient social training possible and which will best meet their needs and demands.

Since History and Social Science are subjects which deal with people they include such studies as History, Civics, Geography, Social Economics, Sociology, Roman Private Life, and Vocational Guidance.

In our Junior High School course it is possible for all students so desiring to get six semesters of History and Social Science, although we require only five. We offer two semesters of United States History during which time we cover the whole field, placing the emphasis on the biographical aspect and the social and industrial development of our nation. This is required and it is advisable that this course be pursued in the first two semesters in Junior High School.

One semester of Geography is required before completing the Junior High School. The whole time is devoted to the study of the foreign continents since the geography work in the sixth grade consists of the study of North America with emphasis placed on the Geography of the United States. It is best for the student to take geography during his first semester in Junior High School.

One semester of Civics is essential for completing the Junior High School course. This especially emphasizes the duties and responsibilities of citizenship and the problems of the community, state and nation.

Every fourth semester a course in Special History will be offered. During the last semester of 1922-23 such a course which consisted of the History of Indiana and a study of Current Events was given. This course is elective.

The new High School Course of study, adopted in January 1923, requires three years, or six semesters, of History and Social Science for graduation from High School. Each student on entering High School should so plan his course as to meet these requirements and at the same time choose those subjects which will best fit him for his life's work.

Two semesters of General or World History are given each year. This course is very important for it forms the foundation for any course in History and Social Science. It consists of a study of the prehistoric period, the tracing of the development of the civilization of man from the earliest historic period up to and including the development of Modern Europe. This course should be taken by every student while in High School, preferably in the Sophomore year.

An entire year's work in United States History will be offered, beginning with the school year 1923-24. In this course, emphasis is placed upon the development of the institutional side of our nation's growth, also a thorough study of our country's social, economic, and political development which is essential for giving to our young people the proper historical background for the understanding of our present complex problems. It is advisable for students to take this in their Senior year and since it is a study of the history of our own nation every student is required to include this in his program for graduation.

One semester of Civics is offered in the Senior High School with emphasis placed on the functions and the machinery of government.

In order to meet the state requirements in History and Social Science for graduation from high school one may take the three subjects already mentioned which include five semesters work and in addition may take one semester of Roman Private Life, Social Economics, or Geography.

From time to time it is our aim to offer any course which the students, or the condition of the times, may demand. This past year we gave one semester of Latin American History and English History. These courses proved to be very interesting and beneficial.

SOCIAL ECONOMICS

The aim of the Social Economics course which is offered one semester a year, is to acquaint the student with the problems and the principles of social control.

In this course a study is made of the facts concerning present day conditions, of the weaknesses in our social order, and of the work that has already been done and is being done toward the elimination of these weaknesses.

Through this study it is hoped that the possibilities of a wise and constructive social action will be impressed upon our students and that they will be better prepared to meet the responsibilities of citizenship.

HIGH SCHOOL GEOGRAPHY

The High School Geography, which is offered as a Social Science, is a combination of Physical and Commercial Geography.

Geography should be humanized and in order that the students may understand the influence of geographical conditions upon the manner of living and upon the principal activities of the different peoples of the earth, the following points are emphasized in this course: the areas of consumption, trade routes, manufacturing centers, and the various physical conditions that affect each of the first four points.

The first few weeks of the semester are devoted to a thorough review of Place Geography, because it seems that much has been forgotten since the study of Geography in the grades, furthermore, when students are out of school the most that will be demanded of their geographical knowledge is the location of various places.

Regularly, the department is visited by two splendid magazines, "Travel" and the "National Geographic," which bring to the class the great world in authentic pictures and well written articles.

Perhaps, the most interesting part of the course is the visits by the entire class to manufacturing establishments, from which are received much valuable, first hand information, that cannot be learned from books.

THE LANGUAGE DEPARTMENT

French and Latin are the foreign languages which Fairmount High School offers. We regularly have two years of each and during the second semester of 1922-23 a class in third year Latin was started.

French is a language which is constantly changing like our own English and since it is modern, it appeals to many people. During the school year 1922-23 the second year class read a little book, "La Belle France," "Beautiful France," in which two American travellers, tell of the most famous scenes in France. The students also made a series of posters which show how much French art, architecture, and even the French language, have affected our own land.

Latin, the foundation stone on which so many modern languages are built, is the one which should be emphasized. Through it English grammar may be clarified and the vocabularies of its students enlarged. Sometimes it is called a dead language, yet it lives in scientific terms, state mottoes, abbreviations, advertisements and cartoons. This use the students visualize through the construction of posters. The beginning classes attempt to find out just how much Latin helps them in their own vocabulary. They make verb trees and search for English words derived from Latin roots. For example, during the year 1922-23 the students found about one hundred fifty English derivatives coming from the Latin root-words *scribo*, meaning to write. The second year work is devoted to a study of Caesar's Gallic Campaigns. In addition to the usual work of translation, the students are asked to write essays on different phases of the life and works of Caesar and to participate in debates on questions related to the work. In third year Latin we read some orations and letters of Cicero. We try to feel the force of his oratory and his speeches. As one student said in referring to the picture "Cicero's Oration Against Cateline," "No wonder Cateline is sitting there, apart from the crowd, his head down."

Occasionally we offer the course "Private Life of the Romans." Since it is a subject which deals with people it is grouped under Social Sciences. As the state department now requires three years of history and social science for graduation, this subject helps to meet this requirement. Beginning with a history of Rome to form a background so that we may understand the changes in the life of the people, we take up such subjects as the family, the name, marriage, the position of women, children, their education, slaves, the house and its furniture, food and meals, amusements and burial customs. The student is usually surprised to find how many customs in our daily life started over two thousand years ago and how much modern life and civilization owes to that ancient people, the Romans.

SCIENCE IN THE HIGH SCHOOL

The success of any science in a high school is approximately proportional to the extent to which the text book habit is eradicated and the student is brought into direct touch with the observation and interpretation of phenomena. Therefore, it is deemed best that every science course should center around experiments with the text book serving as a guide.

The purpose of the laboratory is not for the verification of old laws or the discovery of new laws with the beginner. The work of the average beginner is usually regarded as false so far as truths tested by laboratory experiments are concerned. If we should base our decision on the above statements, the sciences with laboratory work would soon be cast out. But before we make our final decision let us study the benefit derived from its pursuance.

A well organized course has its right to exist because of its effectiveness in cultivating right habits of work and the demand for system, care and accuracy on the

part of the pupil. The selection of experiments to develop these habits is a task of no small magnitude. Not many qualitative exercises are adapted to securing these results and many quantitative ones require skill beyond the reach of the beginner. Still others fail to interest the pupil because of their wearisome details and uselessness as the student sees them.

Experiments, then, should be chosen within the range of the beginner's skill, not so tedious as to wear out his interest, nor so difficult as to discourage him. Also the character of the experiment must not demand apparatus beyond the pocket-book of the school.

The note book sometimes seems a drudgery, but it is through this that many of the greatest benefits come. Here the student has a chance to express himself in accuracy, completeness, systematic arrangement, and mechanical neatness. In no case should a student hand in a note book which has not received his very best efforts. This serves as an index of the student and a poorly kept note-book usually means the same sort of student.

Let us not lose sight of the text book entirely as it is to serve as a guide to our experimental work and should meet certain requirements. It should contain a fund of valuable scientific knowledge which will tend to arouse the scientific curiosity of the pupil and encourage further study. Second, it should contain innumerable applications of the principles which are fostered by good citizenship. Third, it should develop a breadth of vision, imagination, and reverence by a study of the Changeless Laws of Nature.

In our Junior High School each student is required to take a year of General Science. In this course we deal to a certain extent with the simpler problems in our environment and classified under the different sciences. Some lessons are used to develop interest and others are used as essentially fact lessons. Free and informal discussions are carried on by the members of the class. The main purpose is to cultivate in the pupil a desire to know and observe his environment.

Our course of Chemistry during 1922-23 is closely allied with Home Economics. At first we try to get some of the necessary laws and theories which are the foundation of the science of Chemistry. The latter part of the course is given over to the chemistry of the household, such as breadmaking, soapmaking, vinegar, alcohol, digestion of food, etc.

Our course in Botany deals with plants as living things from the standpoint of form, structure, and function, including adaptation to surroundings. The higher forms of plants receive most of our attention and the season determines the sequence.

In the Physiology course the pupil is given a general survey of the tissues and organs of the body and their function as a basis for good health. Experimentation accompanies this, leads the pupil to a better understanding, and aids him in becoming an independent investigator.

The study of Physics is correlated as much as possible with the application of physics in daily life. We are somewhat retarded because we do not have numerous industrial plants to visit that we might see concrete examples.

AGRICULTURE

Fairmount is in reality only a centralized Agricultural community. Therefore, it is but reasonable to think that Fairmount High School should as soon as possible develop a strong Department of Agriculture. With this purpose in view a course in "Crops and Soils" was offered during the school year of 1921-22. This course proved to be very attractive and interesting. Consequently at the beginning of 1922-23 a course in Animal Husbandry was organized. The work has proved to be increasingly attractive and interesting to the students who are interested in agriculture. It is planned to extend the scope of the courses offered just as far as demand for this work develops.

The first semester of 1922-23 dealt with the systematic care, management, selection, judging, etc., of all classes and breeds of animals kept on the American farm. Text book work, lectures, and field work are all used to the best possible advantage. It is found that Score Card Judging and Comparative Judging right out on the

farms is of great interest to the boys. Excursions of this kind are frequently made to judge different breeds of live stock. At these judging contests each student scores his own card and later the cards are collected and graded.

The second semester's work in 1922-23 was devoted to the study of Poultry. Every possible phase of poultry production is studied, including breeds and varieties, breeding, incubators, brooding, care of houses, application, disease, feeding, organization, business management, marketing, etc. in fact practically every known phase of the industry. This semester's work was also carried on something like the first semester's work, text book, laboratory and field work. Taking everything as a whole, we feel the course has been a big success and that from year to year new courses should be offered along agricultural lines that will be of interest to the boys of the High School.

COMMERCIAL DEPARTMENT

There are two problems considered in estimating the value of commercial education to High School students. First, its value to those who intend to enter the business world; second, its value to those who intend to enter college and specialize in any particular line, but more especially in Commerce. These two objectives have been kept constantly in mind in arranging the curriculum for this department. Typing, Shorthand, Bookkeeping, Commercial Arithmetic, Commercial Law, and Salesmanship, are all offered; thus a student specializing in this course for two years is well prepared either to enter an office or to pursue a course in Commerce in any of the larger Universities or Colleges of this country.

TYPING

This course is adapted to the person who desires a working knowledge of the typewriter as well as for the person who is specializing in a secretarial course. A thorough course in touch typing is offered. Instruction in the care and use of the typewriter, position at the machine, memorization of the keyboard, special drills and exercises with the Victrola to secure finger control and an even, firm touch, a thorough mastery of the keyboard through words and especially arranged sentences and letters is given during the first year, while the second year is devoted to speed, arrangement, correcting rough draft, drill in legal forms, and machine dictation. It is not unusual for the majority in a class to be writing new material at forty words per minute by the end of the first year and at the end of the second year this rate is increased to sixty. The world's record was made by Mr. George Hossfield with a speed of one hundred forty-four words a minute for one hour.

SHORTHAND

This course should extend over a period of two years, preferably the Junior and Senior years. After completing this work, a student is able to take letters from dictation at one hundred ten words a minute and literary matter at ninety words. The course is especially desirable for one entering college, as it is much easier to take notes in class and preserve them when taken, if knowledge of this art has been gained in High School. It is also desirable for one who intends to enter an office as a secretary or a stenographer.

BOOKKEEPING

The purpose of this course is to give the student a thorough knowledge of the fundamental principles of Bookkeeping. It aims to impress upon the mind of a beginner an understanding of the transactions, the written record and the absolute necessity for it, original entries, final entries, and the reasons for each. The work begins with a study of every day commercial happenings. The student learns how to record them in the Journal and Ledger. After these forms have been mastered the uses of special record media are introduced, such as Cash Book, Purchases Book, Invoice Book, etc. The effects of different forms of proprietorship accounts, controlling accounts, opening books, adjusting errors, closing entries, consignments, and preparation of financial statements are a few of the topics developed.

COMMERCIAL ARITHMETIC

It is the aim of this course to give a thorough review of the fundamental principles of Arithmetic and to cultivate speed and accuracy in calculation. Short methods of

computation are presented and special drill given to make the application of these methods automatic. We especially emphasize those branches of Arithmetic which will be of service in commercial occupations, practical business and farm problems.

SALESMANSHIP

A general course in the principles of Salesmanship and Advertising is offered, emphasizing the following points: the philosophy and function of salesmanship; the place of salesmanship in modern society; the different kinds of salesmanship; the general qualifications of a salesman; the nature of the human mind; the exercise of influence; the judgment of human nature; the value and training of memory; nature, use, and development of imagination, attention, interest, and will; the psychology of a sale. Sales talks are given by each student after careful and thorough investigation of the production of a standard article. Interesting data are collected concerning the rates of advertising in the different magazines and papers published. To give a brief description of this course one might say, it is a course in self-analysis wherein one is trained to eliminate the negative and develop the positive qualities in his nature.

COMMERCIAL LAW

The object of this course is to give the student a general knowledge of the law. The course covers the following subjects: agency, sales of goods, inn-keepers, common and private carriers, partnership, negotiable instruments, fire and life insurance, credit and loans, suretyship and guaranty, real property, fixtures, mortgages and liens, wills and administration of estates.

VOCATIONAL HOME ECONOMICS

This is one of the most practical courses that a girl may take in Fairmount High School. It is also one of the most enjoyable. Sewing and cooking classes are very naturally less formal than classes in such subjects as English and Algebra.

Academic subjects, which are related to the practical work, are studied, amplifying and explaining the laboratory work. For instance, a study of Textiles enables the girl to judge materials, their cost, suitability to purpose, and their wearing qualities. Along with the clothing course, a study of Dress Design teaches the general style and line for different types of figures, as well as proper color combinations.

A course in the composition and dietetic value of foods is studied with the actual cooking lessons. The meal plan of teaching cooking is followed in the main, and entire meals are planned, prepared, cooked, and served. This is a logical method as the girls learn the whole process of preparing a balanced meal instead of cooking separate and individual dishes. Banquets and dinners for clubs and different organizations make this course interesting to girls and public alike.

A course in General Science gives the proper foundation for all sciences related to the home. It is later followed by Household Chemistry and Physics in the third and fourth years. All these deal in a practical way with problems which confront the housewife and which involve the laws and principles of these sciences.

A brief course in Hygiene and Home Nursing is another practical course for girls, who will one day be responsible for the health and welfare of a family.

Housekeeping and Home Management both deal with the everyday duties and tasks of the housewife; methods of performing them efficiently, besides daily and weekly schedules of work which aid in keeping the domestic machinery running smoothly, the wise management of the family income, and similar questions.

Houseplanning and Furnishing is a fascinating subject. Plans for different types of homes are drawn and the furnishings suitable for each studied. Pleasing color schemes for the different rooms are obtained from color plates put out by paint and varnish firms, rug and drapery houses. All this material is cut out and mounted artistically on cardboard to be placed in a portfolio, which each girl may keep and enjoy all her life and which may greatly aid her in planning and furnishing her future home.

In Vocational Home Economics the emphasis is rightly placed on the more practical phases of the work, but it is broadened and enriched by a study of all these related subjects. The girls learn that to be a truly successful home maker and a wise and capable mother requires a knowledge and a broad education as well as skill in household tasks.

THE MANUAL TRAINING DEPARTMENT

The Manual Training Department of the Junior-Senior High School offers work in Mechanical Drawing, Bench and Lathe work. The plan of teaching is to apply the project method of learning, and thus co-operate with the home in furniture and cabinet construction. The Mechanical Drawing class takes up the fundamentals of Architectural and Machine Drawing, and correlates its work with the Bench and Lathe. The equipment of the shop permits a well balanced course, giving each pupil the fundamentals of practical work.

Advanced pupils work on more difficult projects, such as floor and table lamps, chairs, tables, etc., following a working drawing of the project to be made.

All material is purchased by the instructor and sold to the boys at cost, and in this manner much time and money is saved.

It is intended that the Mechanical Drawing class shall cover the fundamentals leading to a more advanced course. The work done gradually develops the pupil towards Machine and Architectural Drawing. Tracing and Blue Printing is an important part of the course.

Upon taking up the regular Shop work, each pupil in the working out of projects finds it necessary to familiarize himself with various related subjects and details, such as, electrical wiring, welding of band saws, sharpening and care of tools, etc. The care and use of machinery comes under the pupils' observation and this gives them a well rounded experience.

Wood Turning is the most fascinating work of the Shop. Each pupil is given at least the fundamental exercises necessary to the acquisition of an understanding of the use of the various turning tools. In addition, one complete project is required of each pupil. For example, the Lathe workers of the first semester of 1922-23 undertook the job of turning out Indian clubs and wand sticks for the Physical Training Classes. This work was interesting and was well done. The cost was very little as compared to the market price. The boys saw a real social need for this project and were, therefore, unusually interested in turning out the best possible clubs and wands.

ART

All true Art is sacred. In all true hand-work there is something of divineness. Beauty must come back to the Useful Arts and the distinction between the Fine and the Useful Arts must be forgotten. In nature all is useful, all is beautiful.

"Beauty will not come at the beck and call of a legislature, nor will it repeat in England or America its history in Greece. It will come as always unannounced, and spring up between the feet of brave and earnest men." This quotation, by one of our greatest thinkers, gives us an insight into the realness of the subject with which we are working.

Fairmount High School offers a three year course in Art and encourages a great deal of practical work which is both interesting and strengthening to the remainder of the child's work. The Fifth and Sixth grades, having already studied pictures and forms, are now able to make most common objects well. Interior decoration is briefly studied in the grades since this is the golden age for observation. The children's own homes offer a practical field for applying and testing the ideas gained. A study of the color chart is made so that they may have a foundation for all their future work.

The Junior High School takes up a more thorough and detailed study of art as presented in the lower grades. The History of Art now becomes a most interesting phase of the work as does the study of great masterpieces.

The Senior High School Art Course includes advanced and detailed work in Lettering; Color; Illustration; Pencil and Brush Work; Handwork, such as Wood Block, Gesso, Wood Carving, and Posters. The History of Art and the Great Masterpieces and Masters as well as Appreciation through detailed picture study forms a most interesting part of this work.

Art is highly essential to a well balanced education and because every study must be practical today, Art must be made so. It is a study to which every vocation turns for assistance. It aids the progress of industry, science, and in fact all the activities of man. For this reason, if for no other, it has a place in our curriculum of practical education.

HEALTH AND HYGIENE

The modern school curriculum gives a prominent place to Physical Education and very properly so. However, Physical Education, and particularly Athletics, is concerned very largely with corrective exercises and recreational games. In order to function properly a Physical Education Department must have either a teacher in its faculty who has been technically trained as a physician, or have the co-operation and assistance of such a trained physician. This assistance and co-operation Fairmount's Schools have in the person of Dr. L. D. Holliday, school physician.

The important work of a school physician is that of detecting incipient cases of contagion, formulating methods of procedure for combating epidemics and threatened epidemics, and furnishing school officials safe and sane advice upon the many questions that arise regarding the health of the children and the conditions affecting their health. A careful observant teacher is absolutely essential in order that suspicious cases be called to the attention of the physician.

Dr. Holliday is particularly interested in eliminating, as far as possible, diphtheria from the community. Consequently he is strongly advocating some advanced measures of prevention in dealing with this much dreaded disease. He is anxious that it be made possible for every child that is now in our schools and every one entering them in the future to be given the Schick Test in order to determine whether or not the individual is susceptible to Diphtheria or not. This can be easily done. Doctor insists that it would be a paying proposition for the School Board to furnish Diphtheria Toxin-Antitoxin to be given to each and every pupil that as a result of the Schick Test showed that he might contract Diphtheria.

He advances the argument that the loss of school time alone by the pupils who are forced to be out of school each year on account of Diphtheria would be much greater than the cost of the Schick Test and the Toxin-Antitoxin, not to mention the fact that frequently lives are lost through this disease in Fairmount. Why should Fairmount not take the lead in such progressive health measures?

PHYSICAL EDUCATION FOR BOYS

Boys' Physical Training has become an integral and vital part of the school curriculum and athletics an integral and vital part of Physical Training.

Classes in this department of the High School are very popular with the boys. The last semester of this year 1922-23 found fifty-seven boys enrolled in the High School physical training classes. Many members of each class in the High School from Freshmen to Seniors take part in this healthful work. With the increasing number each year, physical training will come to a place where a much better organized system of mass athletics can be put into operation that will reach many more boys than it does now.

The sooner we come to realize the value of physical training and health the sooner will be removed such signs as "Fifty dollars fine for anyone found trespassing on this yard after school times" and "Keep off the grass." In place of these put "Play Here" signs. We must prove to the boys and girls that we believe in our program for real physical training. Healthy boys and girls decorate a school lawn much better than grass and warning signs.

We believe in real physical training for boys built around drills, rhythms, games, contests, competitive activities and legitimate sports, rather than around formal gymnastic exercises or around highly organized military training.

PHYSICAL TRAINING FOR GIRLS

"All work and no play makes Jack a dull boy," and it makes Mary a dull girl too. We have one year of required physical training for girls in the Junior High School and one in the Senior High School. The class meets three times a week and offers an opportunity for the girls to relax before finishing their day's tasks. The class work is varied. It consists of calisthenics, Indian club and wand exercises, relays, and informal games. The favorite game seems to be basket-ball. For one convocation program, a group of girls gave an Indian Club series. They had prepared this exercise as a part of their class work and it was highly appreciated by the audience.

We have had one fine addition to our equipment this year, a girls' shower room. A basement room in the south end of the building has been equipped with new combination lockers, a hot water tank and gas heater, two showerheads, and private dressing rooms. This is meeting a long felt need of the physical training department for girls.

Mary L. Arnold.



Music has been defined as being both an art and a language and it may well be defined as being a science. Its value in a school curriculum depends chiefly upon its being a language and, furthermore, a language which all may understand and use. Music had its beginning in the early experience of the race. From the beginning of language up through the centuries the individual, social and racial groups, the State and the Nation have had their slogans, mottoes, poems and songs for emotional expression. National unity requires these binding and directing expressions. To feel their finest effect and greatest power they must be spoken and sung. The civilizing effect which music has on the children of our community is proof enough of its good both social and spiritual. The growth of the musical organizations that are found essential for carrying out the musical curriculum of our school is eloquent evidence of the interest of the pupils in this department. The reputation for excellence which these organizations have gained will have a lasting influence for good upon the future of our school.

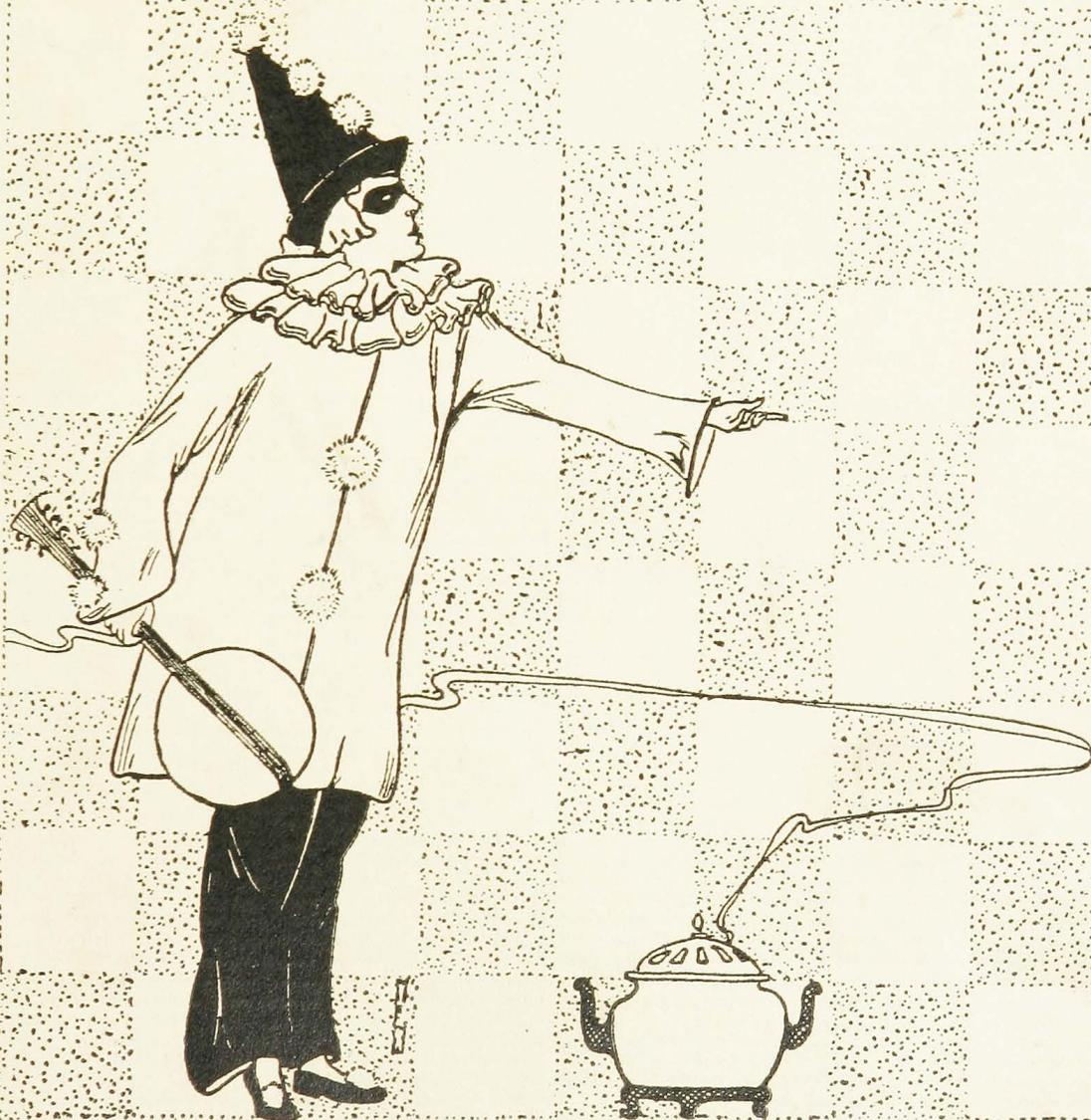
Fairmount High School now offers a four-year course in music in which History, Appreciation, Sight-reading, Harmony, and Composing have a part. When completed this course will so far advance the capabilities of the pupil for future work as to be of great value both educationally and financially.

Opportunity is offered for practical work through the medium of the First and Second Orchestras. The pupil, having some ability to play some instrument, first enters the Second Orchestra. After having become sufficiently proficient and having proven that he is possessed of the proper qualities of school citizenship and loyalty a pupil may then enter the First Orchestra. School credit is given for satisfactory work. Credit is also given for outside study under recognized schools and instructors.

All musical organizations, Choruses, Quartettes and Glee Clubs are expected to be ready and willing to help the school in any way in entertainments, convocations, athletic events, etc. This makes their members feel that they are a real, live, vital part of the school.

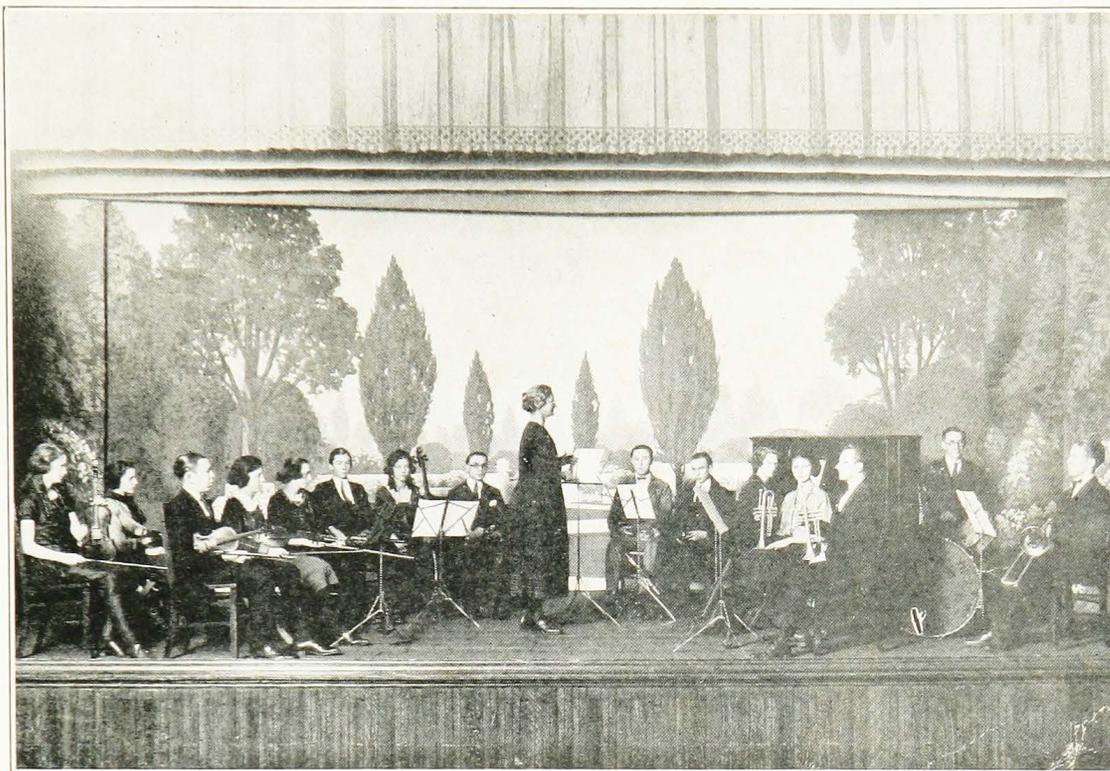
Musical training contributes to both school and community welfare and interest and it is one of the strongest factors in unifying and socializing both the school and the community.

ORGANIZATIONS



UNIVERSITY OF TORONTO





The High School Orchestra

The purposes of the Fairmount High School Orchestra are to give the student a general idea of orchestra work, to afford him a chance to familiarize himself with some of the music with which he will come in contact later in life, and to furnish him the means of perfecting himself on his chosen instrument.

Nothing is worth while unless it is of some benefit to the people. The orchestra has always put forth the utmost effort to help the school and community in every way possible. For four years this organization has furnished music for all school events and many important events outside of school. All classes of music from the popular to the classical are studied and thoroughly rehearsed since a musician is not efficient unless he is familiar with all types of music.

The orchestra has been increasing and improving each year. This year it is composed of fifteen members as follows: Pianist, Rhoda Helms; first violinists, Kenneth John, Laura Brown, and Evelyn Taylor; second violinists, Lucile Lewis and Ruth Pickard; cellist, Marie Wallace; flutist, Fred Burnside; first clarinetist, Reginald Parrill; second clarinetist, Donald Buller; first cornetist and assistant director, Loren Cain; second cornetist, Llor Brown; saxaphonist, Lavelda Rigsbee; trombonist, Leslie Wilbern; drummer, Victor Love; director, Miss Mary Sample. Roy John played clarinet with us the first half of the year, but he is at present in Indiana University.

The work is now arranged so that the orchestra can rehearse a period each day, which is a great improvement over only two rehearsals each week, the prevalent method in most schools. The entire forty-five minutes daily are devoted to constant practice in order to have selections ready for the various events for which the organization is called upon to furnish music.

In connection with the orchestra work a play or minstrel has always been given, which is, in a way, part of the work. This is a pleasant as well as a helpful task. The money from these plays is used for such purposes as music, music cabinet, or piano.

During the year the orchestra presented the famous comedy drama, "It Pays to Advertise."

Leslie E. Wilbern.

1923
BLACK and GOLD



J. J.



Mr. Butler



Alumnus



Mush!



F.H.S. Freaks



Specs



Evelyn



Bye-Bye



It's Her



"Toots"



"Six Feet"



Geometry 10



STUDENT COUNCIL

Back Row (left to right)—Merl Ross, Clyde Meredith, Alice Ramsey, Mary Naber, Monta Oldaker, and John Ethan Edwards.
 Front Row (left to right)—Robert Hollingsworth, Carl Leach, Beth Winslow, John Ribble, and John Jones.

Our Student Council

The primary purpose of the Student Council of Fairmount High School is to promote a closer relationship between the student body and the faculty. This relationship is brought about by the work of the Council in placing plans for the improvement of the school before the faculty for their consideration. These plans represent the ideas of the entire student body due to the fact that the Council is made up of twelve representative members, three from the Senior class, three from the Junior class, two from the Sophomore class, two from the Freshman class, and one from each of the two classes in the Junior High School. These members are elected by the popular vote of their respective classes.

The organization consists of a President, Vice-President, Secretary and Treasurer. The officers this year are: President, Robert Hollingsworth; Vice-President, John Charles Ribble; Secretary, Beth Winslow; Treasurer, Bobbie Naber. The regular Parliamentary rules are followed in all the business sessions. These occur every other Wednesday in consecutive periods and are under the supervision of a member of the faculty.

One thing which speaks well for the Council is that its many proposals to the faculty, including a plan for the beautifying of the campus, and several proposals for minor equipment and repairs, have all been given due consideration, and none have been rejected.

At present the Council is working on a plan for an honor roll in which those exhibiting superior qualities in citizenship, athletics, and scholarship will be given honorable mention.

As a Council we believe the inauguration of this body is one of the greatest steps ever taken in uniting the faculty and students in the desire to improve Fairmount High School.

Clyde W. Meredith.



Girls Athletic Club

The Girls Athletic Club was organized in November with Miss Arnold as sponsor. Its two-fold purpose is to promote greater physical efficiency among the girls and to emphasize better sportsmanship in all athletic contests. The officers for this year are Mildred Lyons, president; Emma Davis, vice president; Moneta Buller, secretary-treasurer.

Membership is earned and maintained by a point system in which the girls may make points by hiking, playing basket-ball, and keeping the health rules. The first award is an old gold arm band with a black cut-out monogram containing the letters G. A. C. and the class numerals. Several members have earned this award.

This small but active little organization has been busy earning money by selling candy at the basket-ball games. With the proceeds it has equipped the new shower room for girls with shower curtains and has purchased some other accessories for the room. In order to promote a more friendly spirit among the girls and to interest them in the club, it gave a party in the gym for all the girls in school. The entertainment was a mock track meet. It helped to improve the yells at the basket-ball games when it backed the organization of the "Peppy Janes" and the sale of megaphones. All girls, who wish, may join the club and share our work and play.

Miss Arnold.



LIBRARY STAFF

Top Row (left to right)—Martha Couch, Reginald Parrill, Clayton Ford, Gladys Miller.
 Bottom Row—Lloyd Smith, Frances Kirkwood, Alice Ramsey, Ruth Comer, Mildred Lyons.

Library Staff

- "Give me the Versailles Treaty."
- "Look in Americana Volume Twenty nine."
- "I want the Blue Flower."
- "Have you Freckles?"
- "Why certainly not; O, you mean Gene Stratton Porter's Freckles."
- "Is the Gentleman from Indiana in?"
- "No, it's out."
- "Give me Ben Hur. I don't see why Miss Ramsey makes us read it anyhow."
- "Here it is."
- "I want something about forest reservation laws."
- "Look in the Indiana Yearbook for 1923."
- "Do you have Lamb's Tales?"
- "Yes, but they're rather long."
- "I want A House of Seven Gables for two weeks."
- "It's on reserve."

These remarks and many more are heard in the library every day, but they add to the pleasure and the benefit derived from being on the Staff.

The librarians often have combined business and social meetings in the evenings. Some time is spent in repairing, listing and cataloguing the books and then a jolly time follows.

Miss Ramsey is the faculty manager of the library.

Bertha Comer.

H. H. S. Athletic Association



THE officers of the Athletic Association for 1922 and 1923 were: Robert Hollingsworth, President; Beth Winslow, Secretary and Treasurer; Mr. Wellman, Faculty Advisor; and Mr. J. C. Albertson, President of the School Board.

The association has been organized for several years in order to handle systematically the funds taken in from any phase of athletics and to keep up the "pep" of the teams, students, and fans. It has been shown that athletics in a school strengthens the loyalty of the individual student and raises the standard of scholarship. There are several strict requirements made by the State, which must be met by the student before he is allowed to play on a team. Each man who plays must make passing grades in three studies and must have no unexcused absences.

The funds taken in from basket-ball games have amounted to a neat sum. The expenses connected with basket-ball, however, are much greater than many imagine. All supplies, contracts, and meals given to the home team and visiting teams are paid for by the Association. In the past two years, the funds taken in have been more than enough to pay expenses.

At the close of this season of basket-ball, the treasury contained more than four hundred dollars after all bills were paid. It was agreed in a meeting called by Prof. Hamilton, that a certain portion of it be given to the School Board to help on the bill for the bleachers in the Gymnasium.

The Association feels that, in a financial way, the total results and the amount left in the treasury for next year have been as good as any one could wish for. The team made a fine record for the High School during the year 1922-23 and thereby aided the school financially as well as morally by establishing a reputation for clean athletics.

Convocation



CONVOCATION is regularly held once a week in the auditorium. At this time, students, teachers, and friends of the school assemble to hear an entertainment which is both educational and interesting. Each member of the faculty plans a program which has a central idea. The convocations this year have been varied and entertaining. A number of outside speakers, including Rev. Rippe, Rev. Jordan, Rev. Thomas, Rev. Williams, Prof. A. Jones, Rev. Grant, Mr. Mullins and Mr. Hall have given helpful inspirational talks. Mr. Hamilton has given several of his talks on Vocational Guidance.

Interspersing these talks were many musical numbers, which the audience always appreciates. The first orchestra and the chorus have been willing to serve at all times. Then there have been piano, violin, cornet, trombone, and vocal solos by the students and friends of the school.

The moving picture machine, a gift of the classes graduating in '21 and '22, has done its part in throwing on the screen some exceptionally fine pictures. Not only the silent drama, but also the spoken drama was used in short plays, some of which illustrate the work in particular departments. Other numbers, which every one enjoyed, were shadow pictures, physical education demonstrations, the High School discussion contest in which Clyde Meridith was chosen to represent our school at the county try-outs, and the Junior High School declamatory contest in which Clarice Riggsbee won first place for the girls and Joe Ehrhart for the boys.

These convocations have now become an established custom in our school. At this time patrons have an opportunity to see what the school is doing. The students look forward to these weekly events as they promote better school spirit, co-operation, class loyalty, and good will.

ALUMNI



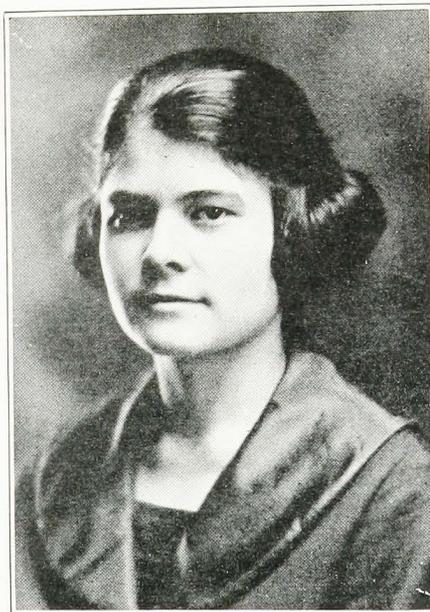
LEE ROBERTS
President



HOWARD RAMSEY
First Vice-President



VELMA BRILES COUCH
Second Vice-President



MERLE CARTER
Secretary-Treasurer

The Birth of Our "Black and Gold"



LATE in the fall of 1896 the first class of the F. H. S. consisting of Daisy Starr, Vernie Harwick, Grace Hobbs, Emma Parrill, Grace Shoemaker, Ellen Bell, Grace Crilley, Grace Davis, John Starr, Irwin Winslow, Chas. Buller, Ed. Tigner, Clyde Lewis, Bernard Hollingsworth, Callie Johnson, Frank Stewart, and possibly a few others whom I do not recall, met at the home of Ellen Bell on South Henley Ave. The purpose of this meeting was to organize the class and select colors.

After much discussion, interspersed with games and refreshments, officers were elected and black and gold chosen as the colors. It was also decided that, with the consent of the faculty, the first class colors should be the colors of Fairmount High School.

A few evenings later the girls of the class met and made the first flag to adorn the old high school building. The length of this flag was two yards and the width two strips of black and gold calico. While it was homely and inexpensive, I am quite sure we were as fond of it as of any flag that has ever floated over F. H. S.

In due time this flag was turned over to the boys of the class who, in some mysterious manner, gained admision to the school building and in the wee hours of the morning scaled the old belfry and unfurled the first black and gold flag to the breeze.

The next morning was when the real trouble began. The seventh and eighth grades who occupied the rooms below, refused to enter the building until the flag was taken down.

The faculty tried in every way, by reasoning, by threatening expulsion, and by appealing to their manhood to persuade the boys to take the flag down, but could accomplish nothing. Finally Prof. Monahan, taking matters into his own hands, ascended to the roof and lowered the flag amid the jeers and threats of the H. S. boys.

We were not allowed to raise another flag that year, but by the next year the pupils understanding that it was a High School flag and not a class emblem, were willing that it should float over the school.

The flag had another narrow escape in the fall of 1898 during the Spanish-American war. Some one started the rumor that a Spanish flag was flying over the High School. Of course this news spread like wild fire.

Several of the Civil War veterans accompanied by the marshall came to interview the faculty concerning it. There was a lengthy and heated argument but finally the faculty was able to convince the veterans that the flag was a symbol of nothing more than school colors.

Such was the life of our school flag in its infancy. What happened to it in later years is a chapter for others to tell.

Emma Parrill Lewis '00.

Alumni Reminiscences

FOREWORD

The spirit of F. H. S. was born in years not within the memory of the present student body. In an effort to record this spirit which is fast becoming a tradition, several Alumni have contributed the following reminiscences of their school days.

Back in the early days of Fairmount High School when the Student body was small and the equipment as well as the resources were limited, a class of eleven received their certificates of graduation.

To this class belongs the distinction of giving the first High School Class Play. "One Year," a three act drama, was staged in the old Parker Opera House; the proceeds were spent for High School equipment. Although the members of this class are now scattered to the four winds, the High School may rest assured that she still has eleven real, honest-to-goodness boosters.

—Will Parrill, '01.

To the class of 1902 belongs the honor of being the first class to graduate in the present High School Auditorium. There were nine graduates, six girls and three boys. Instead of a Class Play we gave what we called "Class Night." Each one in the class had a part, either literary or musical. The Auditorium was filled to capacity, whether to hear our program or to see the new High School building, we cannot say. Our class color was Royal Purple, and our class motto was "Dig." From all appearances the class is living up to its motto, and we are loyal friends of the dear old F. H. S.

—Mrs. Will Parrill, '02.

The class of Nineteen Three wishes to extend greetings to the class of Twenty Three. The class of '03 was made up of nine members, seven girls and two boys.

The student body at that time was much smaller than it is today, and fewer teachers were needed. The Faculty was composed of four members. We were fortunate enough to spend our Senior year in the New Building, as it was then called. How proud we were of it!

Twenty years brings a change in manner of dress. The girls in the class of '03 wore extremely long dresses with so-called trains and wore the hair high on the head. I am sure we looked much older than the girls of the same age today but we wanted to look old; we were going to graduate.

We knew nothing about High School basket-ball then, nor did we have a High School annual, but we have always had an Alumni Association, and in this way have managed to keep in touch with each class from year to year.

In the words of a well known cartoonist—"Them days is gone fer-ever."

—Gladys Edwards Cox, '03.

"Greetings" from the class of "1907":

Happy memories of those days in F. H. S. come often to us now. May you all have the joy, the inspiration, and benefit that we received from our four years in school.

"F. H. S. We Greet You, No Other School Can Beat You!"

—Mary L. McTurnan, '07.

Fifteen years ago—mercy, how time flies!—the Class of '08, one May night, proudly received their sheepskins, and automatically were shifted from the turbulent, romantic school room into the whirl and buzz of the world's work.

Since then, they have learned many things, although on that glorious commencement night they thought they knew everything. Chief of their lessons of experience

1. 9. 2. 3
BLACK and GOLD

has been that problems in trigonometry are child's play compared with the Chinese puzzles of real life.

Some classes, upon leaving high school associations, donate a memorial of some sort so they will not be forgotten. With the Class of '08 this was unnecessary. Their general reputation was enough; and this, together with "Mrs. Wiggs of the Cabbage Patch," has made them remembered ever since. Who could forget that tall topknot worn by Mrs. Wiggs, or when Les Winslow fell into the flour barrel, or dancing the Virginia reel? Oh, boy, 'twas some play. Prof. Homer Long was the coach.

Say, class, do you recall the high school trips to Indianapolis every two years to visit the Legislature, Prof. Copeland's botany classes, and the picnics at the river?

Some of the things for which the Class of '08 were noted were negro waiters, hay rides, paper wads, glee clubs, marshmallow toasts, skating bees, basketball, classy receptions, good fellowship, and some studying.

A fitting epitaph of its high school days: "A small class but mighty."

—G. Everett Cassell, '08.

Greetings from the class of 1910, the largest class ever graduated from F. H. S. We wondered how our Alma Mater could get along without our athletes, social butterflies, musicians, and intellectual sharks, but are happy to see that she has progressed beyond our fondest expectations.

—Edna Gregg, '10.

The class of 1912 came into High School September 18, 1908, with its full measure of "pep." This was soon demonstrated when Spitzzy, Simon, Trot, and Trader made Varsity Foot Ball and Basket Ball squad.

When we were Juniors we were singing:

You can tell that we are Juniors
By the way we hold our heads,
We're not like the Seniors
Who by the way are dead.

As Seniors we gave two class plays; there was Mystery, and then our school days ended—as school days should—in The Kingdom of Heart's Content.

—Lenore Ramsey, '12.

This May marks the 10th anniversary of the graduation of the class of 1913 from the Fairmount High School.

Many were the happy days spent there, especially during the Senior Year. One of the long remembered events was the putting up of the senior flag. This of course caused a class scrap and also caused two pupils to almost fall thru the ceiling in the auditorium as they were trying to get to the flag to take it down. It became the seniors' painful duty to patch and paint the broken place. That bright green place in the ceiling caused questions and comments for several years. The preparing and giving of "A College Town" was also a source of pleasure.

Four boys played on the Basket Ball team, Eber, Burr, Eugene, and Guy. Six members served in the World War, Burr, Jay, Emil, Fred, Bob (not Robert), and Eugene.

"Hot Ta-ma-lee, Chop Su-ee,
Yea High School Hop-to-ee."

—Jennie Monahan, '13.

The class of '22 graduated eighteen students from F. H. S. Unlike many classes, most of the graduates had been classmates from the first grade, only a few new ones joining them in High School. Although small in number, the class was very well represented on both the team and orchestra. Many responsible positions on the Annual Staff were held by the Seniors of '22. The crowning event of their High School career came with the presentation of the class play, "The Charm School," which drew much favorable comment.

Here's to our class of "Twenty Two," may they always be loyal and true!"

—Merle L. Carter, '22.



Autographs



'23

LITERARY

A BEGGAR'S SUCCESS

James Blaker didn't notice the passing birds, nor the tinkling brook by which he walked. His mind was anywhere in the world but upon his present surroundings.

Nothing mattered now, everything was settled. He was a wicked old man and there was no need of a success in this world for him. He had no one to care for him and in turn he cared for no one. He wondered why he had to live in this manner and yet he hated to think of death. Only a mile back was the stream where he had threatened taking his own life, but he couldn't. He didn't have the nerve. He wasn't that brand of coward, afraid to face the remainder of his life.

He walked on not observing in which direction he wandered, but what did it matter? He dragged himself over a fence which obstructed his way. When he placed his foot to the ground on the other side he stepped on something round. On looking at the ground at his feet, he saw that it was covered with apples. His supper!

The orchard seemed very pleasant to him, and therefore, after eating several apples, he lay down under a tree.

Thirty minutes later, any one looking at his straight, sleeping form stretched out there would hardly have thought him a tramp.

Night came on and he slept unconscious of his miserable life and of his surroundings. He lay asleep until from out yonder in the darkness, the night breeze carried to his ears the howling of dogs. This wakened him and he lay spell-bound, staring into the dark heavens. A few seconds intervened, then he heard the ringing of a bell. He jumped to his feet, glanced in every direction, when away to the east a glow of shooting flames met his startled gaze. Before he realized what he was doing, he had crawled over the fence into the road and was running with all his speed toward the flames.

When he came nearer the fire he could hear people crying for help. He knew some one was greatly in need and with this thought in mind he rushed madly on.

As he drew nearer, he could see that it was an old log house. People hurried with buckets of water, fighting desperately, but it was useless, the fire had gained too great a headway. It appeared as though the roof of the old house would fall in at any moment.

Above the confusion of fire fighters, the terror-laden cry of a woman, who was seen by the vivid glare of the flames to be frantically wringing her hands, rose in a piteous wail, "My baby, save my baby." Jim looked at the mother and thought of the treasured bundle in the burning house. It was enough. Racing to the rear of the house, he leaped into the seething furnace.

In an instant he was in the room where the cradle sat. It was already in flames. He heard a cracking of timbers and knew the roof would soon give way.

There came a shriek from the outside, then came a great crashing. He felt that he was almost too late. With a turn in the direction in which he thought the window must be, he raised the cradle and gave it a terrific sling. The next moment the roof fell.

The cradle broke through the glass and landed roughly, but safely, on the outside. Jim was crushed 'neath the burning logs.

No one ever knew who this hero was, but stories of his deed are still told among the people of Connersville, Idaho.

In New York twenty years later Miss Elizabeth McWorth, a most beautiful girl, has won great success on the stage, as well as many admirers. This makes life very pleasant for her.

Yet each year on the night of August the third she returns to a little town in Idaho and pays homage to the man who thought a babe in a cradle was worth the sacrifice of his life.

—Raymond Crow.

THE PROUDEST MOMENT OF MY LIFE

Nearly all six-year-old children are proudest when they can open their mouths and bring into view a cavity where a tooth once reposed. I was six years old and wished to have this feeling of pride.

I had also heard of several formulae by which this space might be gained and decided to try one. I could not go upstairs with a brick for mamma might "catch on." Then another idea popped into my brain and was immediately acted upon. We had an old mulberry tree in the back yard which I used for about everything. I now had a new use for it.

I was going to pull a tooth. I climbed to the fork of the tree with the help of a board and a clothes line. Looking around among the branches, I selected a small fork in the left branch of the huge tree where I had previously located an air station or some other contraption. When I reached my destination, I began a search for a bit of string, which was one of the many articles I always carried. I was always ready for any emergency. I tied one end of this string about my loose tooth and the other to a large iron wheel, used in my experiments. I was ready now, and bracing myself I threw the wheel down, barely escaping a journey earthward myself. I had one tooth out and was happy, that is, unless another day should bring a new style calling for two teeth out.

The next day, when I went to school, everyone noticed that my tooth was out and made some flattering remark about it. This made me so "stuck up" that I didn't speak to anyone who didn't have a tooth out.

Ruth S. Seale,
 Junior High School.

OUR CAR

One night not many months ago while conversing with my wife I turned the conversation to the prominent holes in my socks, but she didn't seem to take the hint and carried the conversation to an accountants interview.

As I was going to say, we had been thinking for a time of buying a car or in proper terms, a Ford, and thus saving that excess money spent in entertaining her folks who came down twice to our going once which made the grocery bill whiz past the railroad bill like a concert fee eats up ice-cream-soda money. I always did think it would be nice not to be at home when they came and so I asked her to figure up her savings. You know we hadn't put our savings together as yet for I was afraid her savings would swallow mine whole and as long as she checked on her account I was realizing no great loss.

She figured all her savings and to our surprise they amounted in all to \$495. Well, my five made it five hundred and so we took the whole sum the next afternoon, it being Saturday, and started for the agency.

I might say, however, that I had warned my wife of the dangers of women's driving and as a result she had consented that I should be chauffeur. Therefore, since I was to drive the car, I carried the wallet and planned to do the talking.

We stepped into the agency and were waited upon by a fellow whose name reminds me of spit and who kept reminding me of his name by the maneuvers of his lips.

Isn't it strange how many faults a fellow can find with a car he can't afford to buy? Now with my wife it's different. She raved about the pretty sedans being displayed and kept asking me to come over and look at one. When no one was looking, I punched her hard enough that she grunted slightly. I told her it was a \$750 car, therefore, she must cease talking about it immediately. Finally, after a careful inspec-

tion of all those on display, we decided on a touring car, neither one of us at that time seeing the folly of it all.

I had driven a car once, before I was married. Naturally I thought myself fully capable and said we would just drive home. By the time we were to the exit I was beside myself, and the fellow, where I should have been, turned Miss Lizzie toward town instead of home. I realized we were in for it then. I knew what little time my wife wasn't looking for her enemies by whom she hoped to be recognized, she would either be looking at the show case, in front, or at me, and so I put on a bold front and sat in my seat like a fireman.

Everything went along smoothly until I suddenly decided to turn the wrong way and then the traffic cop decided to take a hand in the affair. He had stepped out in front of me and his stepping back immediately helped me to stop without hitting him. I'll never remember what he said other than that he mentioned something about an ignorant driver, a title which I had certainly earned. My mind was on those drivers behind me who always honk their horns until one could bite a nail in two, but fortunately there's never any nails around at the time. I finally got out of the road however, and, through the kindness of all in staying out of my way, I steered for home.

The next thing was to find a place for it. I had always been able to carry anything I had ever bought into the house but this. It was a little out of the ordinary. For the first time, far from the last, I realized it wasn't going to be the original cost, but the upkeep. My wife remembered the neighbors across the street had said their garage was big enough for two machines and so I went on a pilgrimage across the avenue to seek a shelter for the new treasure.

I paid a month's rent from which I never derived any benefit and started to run Lizzie into the coop. As a garage it would have been a nice place for a tricycle judging from the place I had to drive through. My wife had gone with me and stood outside the door coaching me as to the directions to turn. I am fully convinced that had I followed her instructions entirely I would have landed Lizzie with myself, in the front seat of the car which was already packed inside, against the opposite side of the building. However, fate was against me. I killed my engine and applied the brakes just in time to save the rear end of the garage.

To make a long story short, these few months have seemed to me an age of experience and amidst my tears of sympathy for the one who answers my ad for a car, I will confess that I have a great enemy. It is the Ford.

—Clyde Meredith.

TO THE SQUIRRELS

A toast to you! You frisky things!
 From books my eye doth often stray
 To envy you, you freeborn kings;
 While I must stay and work all day!
 Is it to tease me that you run
 Upon the limbs, and never work,
 But bask in the enliv'ning sun?
 You cause me oft my task to shirk.
 At last, when fain I would recite
 The task that I could not prepare;
 I cannot get an answer right,
 Nor inspiration any where!
 I blunder—sad, the robin sings,
 You laugh at me, you Naughty Things!

Jane D. Williams,
 Junior High School.

OUR SCHOOL FRIENDS

One day Miss Gregg proposed to Mrs. Gilbreath that they take a Holliday and enjoy themselves as soon as the Rush of examinations was over.

"That will be all Wright with me," said Mrs. Gilbreath, "I'll be so glad to get away. I'd be willing to Hazzard a walk to Pike's Peak or even Cripple Creek just for a Day away from my work."

At last the great day came. Mrs. Gilbreath in her haste to leave, fell over the Bannister which gave her much Payne for a few minutes. In due time she and Miss Gregg started at a Swift pace for the Hill east of town.

"We couldn't have had a more beautiful day, the Winslow and aside from the slight Hays the morning is perfect," said Miss Gregg.

After having walked a few miles they rested on the Shore of Lake Galatia. While there they amused themselves by gazing into the clouds passing over overhead. They imagined they saw a group of Lyons, while Mrs. Gilbreath was sure she saw a Campbell. A Jay with its shrill cry appeared upon the scene and put an end to their cloud dreams.

"What do you say, let's eat?" suddenly said Miss Gregg.

"All right, I'm ready to Sample the dinner any time."

While opening the basket Miss Gregg said, "I have a Gift for you, Mrs. Gilbreath," and handed her a box of candy, rich Brown fudge.

"Oh! I just Love fudge," said Mrs. Gilbreath.

"That candy is fairly good but while it was cooking I sat down upon the Couch and it cooked too long. It seems that my candy always Wilbern."

"Do you know it is only a few feet from here that some Brewers were caught making moonshine in a cave? The Nabers went after the sheriff and later on in an investigation one of the Brewers was found to be a Stewart in the church. Wouldn't you like to Peek at the place?"

Just then they saw a man passing on the road near by. Both teachers were trying to decide whom he resembled and finally, after a Little thinking, they decided upon Alexander, the Great.

"My! What a large and Wellman he appears to be. Surely he will never have T. B."

As he passed by, they saw him lift his Cain and strike at a little dog in the road and almost Buroker back.

"Such Powers and strength I never saw!" exclaimed Miss Gregg.

The man cointinued his way across the Commons and the teachers resumed their eating.

"My! these Parker house rolls are delicious, if I could only get an olive out of the bottle."

"Here, Mrs. Gilbreath, see if you can Pierce one with this fork," said Miss Gregg.

As Mrs. Gilbreath arose to her feet, after they had finished their lunch, she tore her coat. "I suppose I'll have to take this to the Taylor" she said dismally.

"Now that we are ready to go wouldn't it be fine if we could go home like the poets tell us over Hill and Dale? But instead we will return by the road that leads past the Miller's house and order a sack of flour. I certainly shall be glad to get away from this swampy lake, there are too many Leaches to suit me."

After they reached the Miller's house, they were glad to rest awhile. Soon they heard an auto horn and were delighted when the car stopped and they recognized Mr. and Mrs. Hamilton, who invited them to ride to their respective homes.

As they sat down in the car Miss Gregg said, "If I had had to walk much farther I would have been ready for my Coffin."

When home again they were both glad to spend the evening in their comfortable Morris chairs.

—James Nolder.

1923
BLACK and GOLD



Married But
-Happy-



ENGLISH 12 CLASS



-PIVOT-



Clayton Cheer Up



Freshmen



Grandma!!



-Jack-



Levi and the Student Council



-Lloyd-



See the 'birdie?



1910



-Belles-



-Sophs to be-



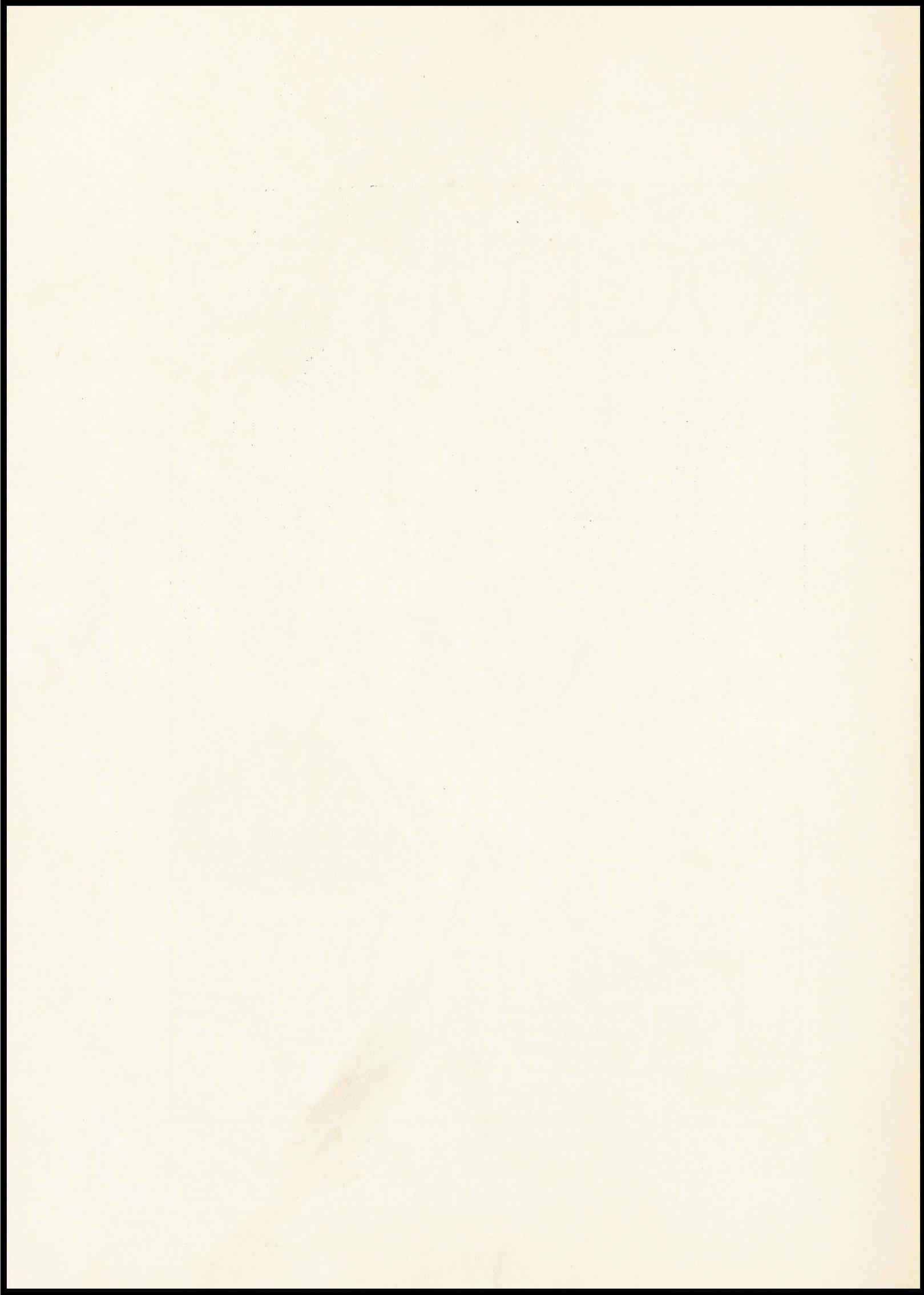
French Smiles



Mrs. T.B.K & Co.

ACTIVITIES





SOCIETY

FRESHMEN RECEPTION

Immediately following the opening of school, the question arose, "When shall we give the Freshies a reception?" It was decided that the first Friday night would be the best as all the students wished to see the "Greenies" start in right.

Friday soon rolled around and all was set for a grand and glorious time for the entire school and faculty. The students were ushered to the Gym where the entertainment was to take place. There, the faculty was lined up and the Freshmen received a good hand shake from each teacher, indicating that each was glad to have them enter the dearest school in the state.

The entertainment began with a singing contest between the boys and the girls with Miss Arnold as director. In spite of the valiant efforts of both sides, the outcome was undecided for it was soon announced that certain students held dimes, and all began shaking hands to find the money. The game was a good one to get every one acquainted and in high spirits. An entertainment would not be complete without a race; therefore a Kiddie Kar race ensued between Mr. Wellman and Mr. Walters. Both gentlemen are very short (?) and looked like children sitting on the Kars when they were not on the floor. As to the winner—it is not known, for every one was laughing too hard to notice.

In order to work up a good appetite "Street and Alley" was the next game. It was surprising to see how nearly the "dignified" Seniors came to acting like the Freshmen. When every one was warm and thirsty, in came four fair maids with bowls of ice-cold grape punch and delicious wafers. It would be very mildly put to say every one enjoyed it.

Strange to say, no one had paid any attention to the clock—which never stops, and great was the surprise when it struck eleven bells.

—Beth Winslow.

A HAYRIDE FOR THE FRESHIES

In October a jolly bunch of Freshies journeyed on a hay wagon from the home of Celia Hayworth to the home of Clarence Payne, south of town. A huge bonfire furnished electricity for the evening while all, including Miss Ramsey and Mr. Walters, chaperons, played games. Later in the evening weiners were roasted.

While all were busy eating, the alarm came that the Sophomores were trying to "raid" the Freshies, but the daring Freshmen soon made them "hit the trail" for unknown regions. After the good time was over the Freshies returned to town via the big hay wagon singing as they jolted gayly homeward.

—Alberta Hanger '26.

HIGH SCHOOL GIRLS ENTERTAINED

One evening in January the girls of the high school were delightfully entertained in the gymnasium by the "Girls Athletic Club." An indoor field meet was held, the girls being divided into four separate teams, the reds, the yellows, the blues, and the purples. Each team had representatives in each event and the first place in the meet was won by the purples. After light refreshments were served the girls held a pep session for the Black and Gold.

—Lucile Lewis.

1923 BLACK and GOLD

BLACK AND GOLD DAY

Black and Gold Day, the annual home coming of all the students, alumni, and patrons, of the Fairmount High School, was held May 19, 1922, at the High School building.

In spite of the inclement weather a large crowd had gathered at the High School building by ten o'clock. Representatives of the Alumni from several states were present.

A program consisting of two playlets given by the Public Speaking Class and coached by Mr. Mullins, was much appreciated. A clever comedy, "The Button," was presented by Laura Brown, Mary Seright, Fred Edwards, and Mr. Mullins. "The Southern Spy," a typical southern play, was well portrayed by Carl Duff, Suzanne Barriet, Hugh Henderson, and Lloyd Leach. These plays were given in the Auditorium. After this program, a bountiful dinner was served, which was one of the big features of the day.

Just before dinner the Black and Gold Annuals were distributed. Everyone was more than pleased with this book and a good time was spent in securing autographs.

In the afternoon all assembled in the gymnasium where a second program was given. Mrs. Gilbreath, Senior Class sponsor, presided. The program consisted of the Senior Will, Senior Poem, Senior Class Songs, and a maypole dance by one of Miss Arnold's physical training classes. A letter addressed to the student body from Mr. Morphet and a talk on the Six Year High School by Mr. Hamilton concluded the program.

Every one present at this festival decided to return again next year and enjoy "Our Black and Gold Day."

—Lois Fankboner.

SENIOR HALLOWE'EN PARTY

Ring 2460 Black, please.

Hello, Lillian? Why weren't you at the party at Lucile's last night? We certainly did miss you.

Yes, almost all of the class were there, besides a few outside guests of Mr. and Mrs. Lewis. I believe someone said there were twenty-five Seniors present. Miss Ramsey, Mr. and Mrs. Wellman were our chaperons.

The house was appropriately decorated for Halloween. Fortune telling, games, music, and story telling furnished entertainment for the evening. And the refreshments were so good, hot chocolate, pumpkin pie, and doughnuts. Everything was just great.

Well, Lillian, we have talked overtime now and had better say "Good-bye." I will tell you more about the party when I see you. I'm sure all the Seniors will remember October 31, 1922.

—Mary O. Duling, '23.

HIGH SCHOOL BASKET BALL TEAM ENTERTAINED BY FACULTY

The high school faculty gave the Black and Gold basket ball team a banquet Wednesday, March 14, at 6:30. The department of Home Economics served the dinner in true Saint Patrick style. During the dinner Miss Arnold presented the shadow pictures of the thirteen invited guests for recognition. Several basket ball problems were given to the diners. Every one filled out a dope sheet of the winners of the games at the state tournament and they were held for future reference.

Toasts to the team were given by Mr. Wellman, Miss Ramsey, Mr. Walters, Mrs. Gilbreath and Mr. Hamilton. Responses were made by Charles Pickard and Robert Hollingsworth. Mr. Hamilton reviewed his connection with the members of the team in the past four years, praising past achievements and expressing hope for the future.

—Paul Buroker.

THE HALLOWE'EN PARTY

It was a "sure 'nuff" ghostly frolic that was held in the High School Gymnasium on October 30th. At eight o'clock the goblins began to arrive and the school campus was soon full of every kind of spook imaginable since the first spook was born years ago.

This crowd of hobgoblins was led through the "Ghostly Trail," until they came to the Grand Goblin, himself, seated on his throne. All that entered the "Temple of Terrors" had to give the Grand Goblin their hands and receive the death grip which remained with them all evening.

The Gym, alias the "Temple of Horrors," was decorated very attractively with all kinds of Jackolanterns, witches, spooks, cats and devils. The floor was covered with autumn leaves and the room dimly lighted with candles so that it gave even the ghosts a creepy feeling. The goblins formed in line and a grand march ensued. They passed before a group of judges, and a prize was awarded to Miss Eunice DeWeerd for having the cleverest costume.

Light refreshments were served, and after several games and contests, the spooks returned to their native haunts until their night should come again.

—Lyons.

EXTRACT FROM GLENN BULLER'S DIARY

Friday evening, Oct. 6: The Junior Class had a weiner roast and watermelon feed at the Miller farm. When we arrived, Gladys led us skillfully around brier bushes, along the creek where the frogs and crickets furnished the music. The fire was lighted and every one ate and joked to his heart's content. We decided we wanted to explore, so Gladys took us to the haunted house, upon the hill. This was more especially for Miss Weser's benefit. When we arrived the ghost which was sitting near the fire place quietly disappeared in the fire.

As John R. had the chaperons with him, good luck naturally came his way. He ran out of gas twice and had to borrow some. He said later he was thankful to get off with no greater catastrophe.

—Gladys Miller.

CHRISTMAS PARTY

The loud tramping and laughing assured Mr. and Mrs. Wilbern that the Seniors had come, very much excited over the Pendleton game, which they had attended in a body. Yet it was the spirit of Christmas that prevailed all through the party and no one needed a second bidding to play the games scheduled for the night. Good practical jokes were played on the helpless Seniors. The egg filled with ammonium sulphide is an episode never to be forgotten. Story telling was a feature and each Senior did justice to the good eats. The exchanging of presents was an important event. As the hour for leaving was drawing near, we decided that an effective ending was necessary and so we sang the grand old songs of F. H. S. It was a very sleepy, but happy "gang" of Seniors who went home.

—Suzanne Barruet '23.

SOPHOMORE WEINER ROAST

Did you hear about that weiner roast the sophomores had at Helen Leach's? You should have seen us going out there in automobiles. Yes, we had chaperons, Mr. and Mrs. Buroker, and Miss Gregg. Perhaps you saw the bonfire. We burned a whole acre of timber and were in the midst of eating weiners and marshmallows when someone began throwing corn at us. Was that you? If so, you'll admit that you didn't disturb our "eats" or our music. Those boys' choruses were classical and so were the girls'. "Chick" Lafler's ukulele solos are always appreciated, but especially so around a bonfire on a moonlight night.

—A Sophomore.



Dramatics

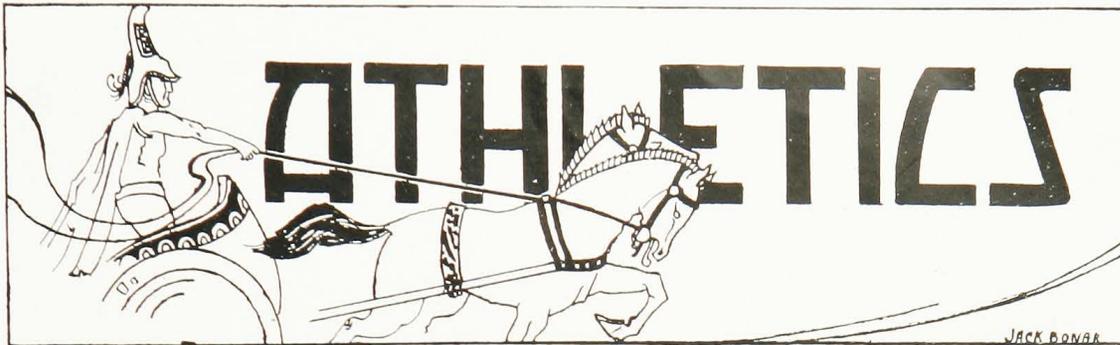
THE VOICE OF AUTHORITY

"The Voice of Authority" was the clever little play given by the Vocational Home Economics girls the night of February second. A cast of eight girls presented the play in a most natural and delightful manner, each assuming her role with unaffected ease and grace. Laura Brown as Marjorie was the star and was most ably supported by Mary Bevington as Elizabeth, Maxine Banister as Gladys, and the others, while "The Voice of Authority" played by Ethel Simons shouted his orders from the wings.

The proceeds from this play will be used in taking the class to the Club Round Up at Purdue University in May.

SALLY LUNN

Sally Lunn.—On March 30, the Public Speaking Class presented a two-act comedy, "Sally Lunn." Paul DeWeerd, as John Randolph; Donald Burnside, as Martin Glinn, who rigged himself out in orange kid gloves, a green tie, violet handkerchief and yellow daffodil in order to help a friend; Claude Commons, as Leo Randolph, the goat of the family; Thelman Lewis, as Fred Randolph, the helpful cousin; Lavelda Rigsbee as Mrs. Randolph who dressed as Sally Lunn to help Leo and then was caught by John and Marjorie, her other step-children; Josephine Millspaugh, as Penelope Winslow, Aunt of the Randolph children; Eunice DeWeerd as Vivian Winslow, her daughter; Mary Simons as Marjorie Randolph, were the members of the cast.



First Team Basket Ball Scores

GAMES WON

FAIRMOUNT.....	34	Here	Alumni	17	
FAIRMOUNT.....	37	There	Hartford City.....	18	
FAIRMOUNT.....	46	Here	Van Buren	9	
FAIRMOUNT.....	35	There	Jonesboro	21	
FAIRMOUNT.....	26	There	Pendleton	20	
FAIRMOUNT.....	34	Here	Warren	26	
FAIRMOUNT.....	51	There	Gas City	19	
FAIRMOUNT.....	21	Here	Summitville	17	
FAIRMOUNT.....	38	There	Van Buren	22	
FAIRMOUNT.....	55	Here	Peru	3	
FAIRMOUNT.....	46	Here	Hartford City.....	14	
FAIRMOUNT.....	60	Here	Gas City	10	
FAIRMOUNT.....	31	There	Warren	28	
FAIRMOUNT.....	41	Here	Sweetser	29	
FAIRMOUNT.....	2	There	Peru	0	Forfeit
FAIRMOUNT.....	42	Here	Jonesboro	25	
FAIRMOUNT.....	43	There	Wabash	41	

GAMES LOST

FAIRMOUNT.....	29	Here	Elwood	44
FAIRMOUNT.....	23	Here	Pendleton	25
FAIRMOUNT.....	23	There	Marion	24
FAIRMOUNT.....	30	There	Elwood	34
FAIRMOUNT.....	24	Here	Marion	25
FAIRMOUNT.....	26	There	Summitville	32

TOTAL.....797

TOTAL.....503

1. 9. 2. 3.
BLACK and GOLD



Robert Hollingsworth, "Bob," is a Senior this year and his place will be hard to fill. He is one of the most consistent forwards F. H. S. has ever turned out. He always plays his best for the school and team, and smiles through defeat the same as victory.



Charles Pickard, "Little Pick," is undoubtedly the speediest forward in the state. His ability to get around the big boys is unsurpassed. His berth on the team will have to be filled by some one else next year, for he is a Senior.



J. W. Pickard, "Joe, Joe," holds down the back guard position with ease and skill. Joe is some boy and every once in a while shows spurts of speedy offense which are applauded. We will miss his smiles and frowns; he leaves us this year.

1923
BLACK and GOLD

Adin Flanagan, "The Fighting Irishman." The boy who made Marion sit up and take notice. When it comes to basket ball, Flanagan is at ease. As a floor guard he is one of the best in the state. He has his place for next year.



Harold LaRue, "Haroldie Boy," is a Junior and he surely plays some game. He uses his head at all times and keeps his eye on the basket from field and lane. He is the pivot man this year.



Raymond Crow, "Buck," was only with the team the first of this year, graduating at the end of the first semester. Crow is one of those heady players that keeps up the spirit of the team at all times, a hard worker, a fighter, and a boy with a wonderful personality. We surely missed him in the tournaments.





Stewart Bosley, "Bose," was one of the faithful subs. When he was called to play he made some nice baskets and rounded up the score. He is another one of the boys who will graduate this year.



James Noah Johnson, "Noahie," has played a good game when the absence of any of the regulars gave him a chance. He did his best at every calling. No doubt he will be one of the stars on the varsity five of '24.



Carl Leach, "Leach," has played the last semester and seems to be a promising man for next year's team. He was called on to take Craw's place and did his best at every opportunity.

1923
BLACK and GOLD

Edward Kimes, "Ed," faithful at the job. Ed, the type of boy of which F. H. S. is proud, has led yells for three years. We are looking ahead for a new one as he will leave F. H. S. this spring. Fifteen Rahs for Ed!

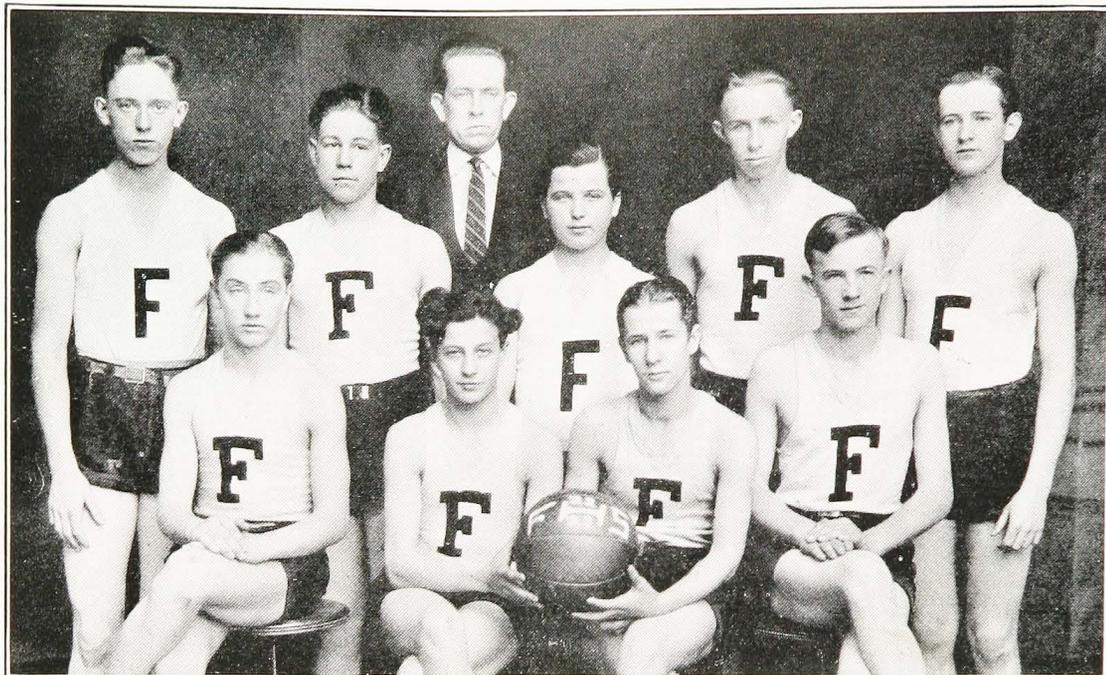


Clymer Jones, "Stub," the old reliable, has always been on hand to lead the boys to victory. He will be missed as mascot, but by the looks of things he will no doubt appear again as a regular man some day.

Clyde L. Walters, "C. L." has been here two years and has taken the kinks out of the basket-ball squad. He stands for clean boys in clean athletics and he sets them an example by his own clean living. All together! Yea Team! Yea Walters!



1923
BLACK and GOLD



SECOND BASKET-BALL TEAM

Back Row (left to right)—Arthur Osborn, Joe Leach, Clyde L. Walters, Coach, Glenn Huston, Harold Comer, and Frederick Edwards.
 Front Row (left to right)—Charles Laffer, Thelman Lewis, John Jones, and Ernest Blair.



BASE-BALL TEAM

Back Row (left to right)—Adin Flanagan, Frederick Edwards, Stewart Bosley, Clyde L. Walters, Coach, and Robert Hollingsworth.
 Second Row (left to right)—John Jones, Jimmy Johnson, Harold LaRue, Joe Pickard and Carl Leach.
 Front Row (left to right)—Joe Leach, Ernest Blair, Edward Kimes, Charles Pickard, and Leslie Wilbern.

Grant County Basket Ball Tournament



THE Grant County basket ball tournament was held in the Fairmount High School gymnasium, Friday and Saturday, Feb. 9-10. All but two teams in the county, Marion and Fairmount Academy, entered. Those participating were Gas City, Jonesboro, Swayzee, Matthews, Sweetser, Van Buren, Fairmount High School.

The first game Friday afternoon was a girls' game between Sweetser and Jonesboro, which was one of the fastest girls' games ever witnessed in Fairmount. Sweetser fought hard and long, but was unable to guard Jonesboro's two fast forwards who repeatedly made their shots at the basket. Jonesboro won the game by a large score, 29-3.

Gas City drew Sweetser for the first game of the tourney. The game was faster than the score indicates and several times Gas City gave Sweetser a scare by rushes of speed. Gas City was forced to take the short end of the score of 25-8.

Friday night Jonesboro played Matthews. Jonesboro out-played Matthews all through the game which ended 26-15 in favor of Jonesboro.

At 8:30 Friday evening Fairmount High School played Van Buren. Van Buren put up a great fight and gave F. H. S. some real opposition. This was the fastest and cleanest game of the entire tournament. As the last half rolled around, Fairmount had a fair lead, which she kept, and Van Buren went down to the score of 34-29.

Swayzee, who drew the bye, played the first game Saturday afternoon with Sweetser, who had defeated Gas City Friday. Sweetser played most of their reserves in this game and took Swayzee into camp with the short end of a 32-13 score. This took Sweetser to the finals.

At 3 o'clock, Fairmount played Jonesboro. The regulars played the first half of the game but turned the last half over to the subs. These players kept up the good work and forced Jonesboro to take a score of 16 while they took 38.

Jonesboro and Swayzee played the consolation game at 7:30 o'clock. Later in the evening the consolation banner was given to Jonesboro on a score of 37-21. In the final game of the tourney was played by Sweetser and Fairmount H. S. at 8:30. The game was slow. Fairmount was off form and showed very little pep compared to what they had displayed in many of the other games. They played right with Sweetser the first half but during the last half the Sweetser lads connected with the basket at almost every opportunity while Fairmount gradually fell behind. Sweetser won the game by a score of 26-16 and was awarded the Grant County Championship Banner.

THE MARION GAME

The referee blew his whistle and the ball was in the air,
 And when it came within his reach Flanagan was there.
 He grabbed the ball and threw it hard and bang! it hit the ring
 And then the score was Fairmount two and Marion not a thing.
 The centers then jumped higher and Marion said they'd win,
 But LaRue shot another one and flopped the net again.
 Vigus next went down the floor and Marion now had two,
 The referee blew his whistle and fouled poor old LaRue.
 Marion missed the grand free throw and Fairmount still had four,
 When Vigus dribbled down the floor and soon had tied the score.
 This made the fans go hopping wild, they all jumped up and down;
 Tomorrow then, said Johnson, we sure will take the town.
 This was a grand and snappy game, it surely was a peach,
 And when the gun shot for the half we had a dozen each.
 Fairmount came back and said they'd win, Marion said they wouldn't.
 It made no difference how he tried to make one, Bosley couldn't.
 Marion was away ahead and it looked pretty bad,
 Still Marion kept on yelling while the Fairmount fans looked sad.
 LaRue then went into the game with a determined look;
 The game went fast and faster until that old gym shook;
 The score was soon a noble tie but fans yelled just the same
 When the referee called a foul on Bob, and Marion won the game.

—Lloyd Smith.

Sectional Basket Ball Tournament at Marion

THE Sectional Basket Ball Tournament for this section was held at Marion, March 2 and 3. Nine teams, Jonesboro, Swayzee, Converse, Amboy, Gas City, Fairmount Academy, Marion and Fairmount High School were entered. Because there were a small number of teams in this district, the tournament did not begin until Friday evening.

Jonesboro drew Swayzee for the first round, and was never sure until the final gun. Swayzee showed spurts of speed and at times had the larger Jonesboro lads wondering. When the end came Jonesboro had the big end of the score 14-8. Thus ended Swayzee.

The crowds were anxious to see the next game as "Dope" was undecided. This was to be the game of the tourney; the contesting teams were Fairmount and Sweetser; Fairmount was out to win and so was Sweetser. The teams were evenly matched and the spectators were on their toes.

Fairmount started the game with a tip off to Bob, who with accuracy put the ball through the hoop; a nice long one. Owings of Sweetser made a long one and tied the score. Sweetser got a foul and made it 3-2. Fairmount made a foul, 3-3. Sweetser made a long one, 5-3. Sweetser called time out. LaRue made a foul, 5-4. The first half was over. C. Pickard started the game in the second half with a field goal, 6-5. Sweetser came back with another, 7-6. LaRue tied the score on a foul, 7-7. Hollingsworth made a field goal. Fairmount 9, Sweetser 7. Owings made a foul, 8-9. LaRue got another foul, 10-8 in favor of F. H. S. With one minute to go, Owings tied the score 10-10. Fifty seconds to go, time out, a field goal by Bob, and the game was over.

Fairmount was then ready to go to the semi-finals. We had beaten the county champions. "Yea Team." Hollingsworth and LaRue were the scorers for Fairmount. C. Pickard and Flanagan played a good game. J. Pickard did good work under the basket in spite of a game knee.

Saturday morning. Marion came into action against Fairmount Academy. Marion had little trouble with the Academy. The score at the end of the first half was—Marion 20, Academy 1. The Academy did not score a single field goal and the game ended in Marion's favor 36-3.

The second game Saturday was between Gas City and Amboy. Amboy showed up well and won from Gas City 15-8, in a somewhat speedy game. The first half ended 7-3 in favor of Amboy. Gas City made a desperate attempt to win, but failed and went down, 15-8.

In the third game Jonesboro, having already defeated Swayzee, played Converse, who drew the bye. Converse was the best of the two teams and the score shows it. The first half Converse put it into high and drew away from Jonesboro.

Saturday afternoon F. H. S. played Marion a very good game, much better than the score indicates. The first half was a battle from start to finish. It ended 10-8 in Marion's favor. During the last half Fairmount guards were unable to hold down Marion's offense. Marion went under the basket for several fine field goals, while F. H. S. was off on shots and failed to connect with enough of them to keep up.

Converse and Amboy played the last game Friday afternoon. This was an easy victory for Converse and it took them to the finals with Marion to beat. The score at the end of the first half was 14-6 in favor of Converse. The last half was the same story over again and the end came when Converse had 21, Amboy 13.

Converse played Marion in the finals. This game took the winners to play Richmond at Fort Wayne the following Saturday. The first half ended in Marion's favor 17-8. Converse with lots of pep was unable to stop Marion and the second half was much the same as the first. The game ended 35-14. Thus Marion won her way to the Regional Meet.

1923
BLACK and GOLD



"Shake"



Oh! Oh!



The Life of a grin



Fowlenton's trio



Two In The Hand



Take One



"My word"



COMPANIONS



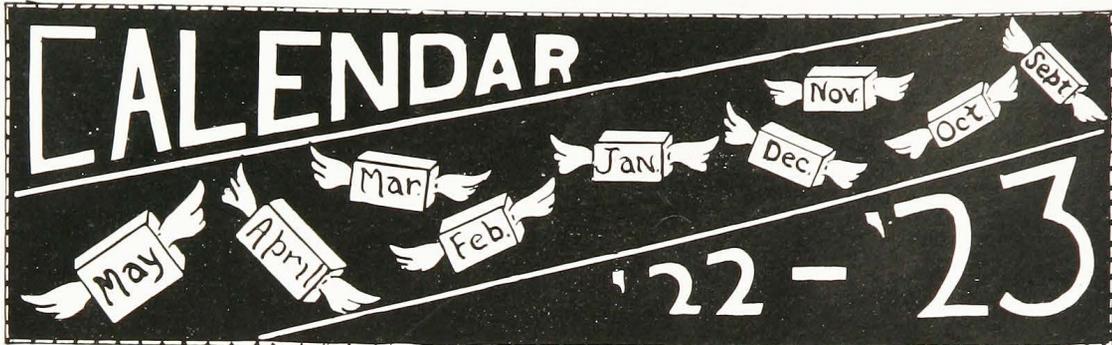
His Only Support



What Next?



Boys! Look here!



SEPTEMBER

4. Hark! The Bell doth ring. All are there, but the Freshmen are the prominent figures.
5. No, it's not March 17th but there sure is lots of green in the halls and class rooms.
6. Oh! Boy! Our new principal sure is a peach. Every one is in love with Mr. Wellman.
7. Freshmen begin to grow nervous in contemplation of what is going to happen tomorrow night.
8. Freshman reception. They said, "Gee, it wasn't so bad after all." Mr. and Mrs. Buroker go to Sweetser for the week end.
11. Blue Monday. Krouskup begins on his new prodigies. Some faint, others are petrified.
13. Mr. Hamilton says he didn't expect an epidemic so soon but several severe cases have developed already.
15. Juniors celebrate. Big weiner roast in some secret haunt.
18. Goodness! Who's going to vamp Joe?
20. Beth entertains the Seniors. They're sure glad they have Mr. Wellman for class sponsor because he's sure a good sport and so is his better half.
22. Teacher's reception for incoming teachers. "Miss Weser, no wonder you're fat the way you eat." Mr. and Mrs. Buroker go home to see mamma and papa.
29. Teachers' first pay day. They all have their tickets bought to go to Marion on the first car.

OCTOBER

2. Everything is going fine. All the Freshmen are broken in. In fact, one has gained the courage to ask Mr. Krouskup to sharpen his pencil.
5. Mr. and Mrs. Buroker spend the week end in Sweetser.
11. No, not an earthquake. Joe Pickard just fell out of his chair in History class.
12. Gracious! We forgot that they gave exams every six weeks, but our dear teachers didn't forget.

17. At last! At last! Basket ball is here. Black and Gold wallops the Alumni. We sure got a team.
18. Report cards! "Honest Dad, I'll do better next time."
- 19-20. Two days of rest. Our "tormentors" go to Indianapolis. Mr. Krouskup was elected Vice-president of the Indiana State Commercial Teachers' Association.
23. Stop! Look! Listen! Charles Pickard has fallen under her charms.
27. Ah-h-h-h. Our team went to Hartford City and: "We won! By-golly! We won!"
29. Mr. and Mrs. Buroker spent the week end with their parents in Sweetser.
30. It was a real Hallowe'en Party. "The Goblins 'll get you if you don't watch out."
31. Lucile Lewis has a ghostly frolic for the Seniors and Joe is following in his brother's footsteps. He asked "Frenchy" for a date but of course she didn't accept (?)

NOVEMBER

3. Of course they did. Made Van Buren go back home with nothing but a hard nose.
7. They wouldn't let 'em play Basket Ball, so they organized a Girls' Athletic Club.
8. Woe unto those who meet our corn feds. If you don't believe it ask Jonesboro.
10. Headline in Marion Chronicle: Miss Georgia Weser was voted the most popular (fat) lady in Fairmount.
12. Mr. and Mrs. Buroker visited in Sweetser over the week end.
17. Oskie Wow! Wow! Pendleton is led to the slaughter and on their own home floor.
20. All things come to him who will but wait and so the Seniors get their rings. They sure are classy.
24. Another scalp in their belt. Warren goes down under F. H. S. bombardment of the basket.
26. Mr. and Mrs. Buroker were week end visitors in Sweetser.
29. Let's give 'em the horse laugh. We beat Gas City with our Second Team.
30. T-tu-tur-turk-turke-Turkey and a few other things.

DECEMBER

4. A few ate too much and didn't get back today. Miss Weser was among the few.
6. Lois must have seen, "East is West," as she appears with her hair fixed like Constance Talmadge even to the three inch bangs.
15. Mr. and Mrs. Buroker spent the week end in Sweetser.

16. Miss Ramsey's Public Speaking Class presents several One Act Plays. We didn't know there was so much talent in F. H. S., but leave it to Ramsey. She'll find out.
17. True love never runs straight, so don't worry, Thelman, she loves you, even if mamma did send you home.
20. Leslie Wilbern has taken "Musty's" place in the eyes of the Freshies.
22. Who! What! When! Ethel and Mack? A date? Are you sure? Yes, it's true. What will happen next!
25. Merry Christmas and Happy New Year. We hope Santa won't forget the Freshies.

JANUARY

3. They win. We lose, by one lone point.
5. County Superintendent Hall speaks at Convocation. We like you, Mr. Hall, call again. THEY spent the week end in Sweetser.
8. What's this we hear? Joe and Maxine and Lois and Adin. Well, I'll be dog-gone.
11. Exams!
12. Examinations!!
15. Registration day! Welcome to F. H. S., new comers.
16. "Peppy Janes" organize. Boy! They've sure got the pep.
17. Fairmount wins from Gas City and the "Peppy Janes" show their pep.
19. Two of Fairmount teachers spend the week end in Sweetser.
24. They win, we lose by one—'nuff sed, 'nuff sed.
25. Miss Weser and Miss Arnold are taking a course in "Arts." We don't know whether it is "Liberal Arts" or not but if it goes much farther it will be a course in "Industrial and Domestic Arts."
26. Ed. Lafler has his lesson in Roman Private Life. Congratulations, Edward.

FEBRUARY

2. Mr. Mullins speaks at Convocation. The Vocational Girls appear in the "Voice of Authority." They're really good looking when in the lime light. The Burokers go to Sweetser for the week end.
9. Seniors give Convocation. The best in two years was the general comment except by the Juniors.
- 9-10. County Tourney. The banner was awfully good looking.
11. Charles has tonsilitis.
12. May Salyers is absent today. She is ill with tonsilitis?? (Refer to February 11th).
13. "Smittie" is wearing some one's Phi Delt pin. All the girls are crazy to find out to whom it belongs. Can you imagine?
17. Mr. and Mrs. ? go to Sweetser to visit over the week end.
22. Yea! Team! They appear in new sweaters.
26. Mr. Hamilton goes to Cleveland to the "National Superintendents Convention."

MARCH

- 2-3. District Tourney. Now Sweetser, who's County Champs?
4. All Basket-ball boys have dates. They were pretty good for a whole month (?) Joe has a date with Max—no, it was Bobby. Oh! Oh! Oh!
5. Adin, you shouldn't let your Physics Book lay around when you know you have Lois's picture on the front page.
6. Krouskup tells Toot and Chase to stay away from Steves. Wonder how he knows they go up there?
7. What's going to happen? Mary Bevington had a date with James Roth. Can you imagine it?
11. John Ribble went to church. His mamma faints.
12. Ed. Kimes was absent this A. M. He got stuck in the mud about a mile from Helms's last nite. Wonder what he was doing a mile from Helm's?
13. If you want a man, girls, ask Vivian. She sure knows how to get 'em.
14. Llorra got a letter from Roy today. She had to pay 10c postage to get it out. Gee, it would be cheaper for him to come home once in a while if he has that much to tell her.
14. Faculty gives the Team a banquet and it sure was some feed.
22. Yea! Fairmount! Clyde won the Discussion League Contest. Marion got second. Oh! Boy! Watch him take the District, then the State.
30. Public Speaking Class present "Sally Lunn." They'll be good if they keep on.

APRIL

2. Clyde Meredith is late for school. His excuse was: I had to wipe the dishes for her. It's bad enough to be married, but he's henpecked.
6. "It Pays to Advertise." If you don't believe it, you missed the Orchestra's Play.
10. Wonder how many sisters Mr. Walters has? He's shown Mrs. Gilbreath twelve pictures and when she asks him who they are he says, "My sister."
11. Home Economics Class give Convocation and also have a movie, "Silas Marner."
13. Another F. H. S. triumph. Clyde Meredith, '23, wins first place in the Eleventh District Discussion League contest, held at Peru, and will go to Indiana University on April 27th to compete in the State Finals of the Indiana High School Discussion League.
20. Representatives of commercial department go to State Typing and Shorthand Contest at Muncie.
- 26-27. Spring Exhibit. It was some display.
30. Vivian Stewart asked the librarian if the "Gentleman From Indiana" was in. Honestly that girl's the limit. Now what does she want with him?

MAY

1. Seniors begin to repent of all their sins? Juniors are beginning to feel big already.
- 9-11. Senior Class Play. They do their best and '23's best is the bestest.
12. District Track and Field Meet—a wind-up of the athletic events at home.
13. Baccalaureate Address. The time is drawing nigh when '23 must say good-bye.
18. Commencement. Farewell, old school. Farewell.
19. The Buroker's go to Sweetser for the summer.



JOKES



Miss Gregg: "Fess up, now, that you men like talkative women as well as you like others."

Mr. Wellman: "What others?"

Elnora Layman (walking into the principal's office at 8:35 A. M.): "Do you need an excuse if you are late?"

Mr. Wellman: "You most assuredly do. Why were you late?"

Elnora: "I don't know."

Mr. Wellman: "Excuse not sufficient, tardiness unexcused."

Charles Pickard (Inquiring at library for "West Board").

Librarian failing to find it, discovers announcement on bulletin, "Read the West Board."

Miss Weser's class was discussing the products that come from Brazil. She said that most of the nuts came from there. (Wonder if she's right.)

Bertha H. and Harold were discussing their part of the play.

Bertha said that she did not like the way it ended.

Harold: "I might kiss you."

Bertha: "Harold, let's practice the end of our part."

Mr. Wellman (in Physics Class): "Which is the heavier, a half-moon or a full moon?"

Bob Lees: "The half, of course, because the full moon is as light again."

Miss Gregg: "Do you mean to tell me circles have sides?"

Ed. Lafler: "Why, of course, inside and outside."

EDITORIAL ADVICE

Clem Hill (Joke Editor): "I'd like to get off something sharp."

Claude C: "Try sitting on a tack."

Jack B.: "I'm working hard to get ahead."

Fred Edwards: "I'm glad to hear it; you need one."

1. 9. 2. 3.
BLACK and GOLD

Miss Wright: "My impression of a dumb-bell is the person who thinks a hamlet is a part of a pig."

Miss Gregg (In Convocation): "Name the great people whose birthdays come in February."

After one youngster had named all he knew, Miss Gregg called on another. The other youngster said without any hesitation: "My aunt's birthday is in February."

Wonder why all the freshmen are afraid of Krouskup?
Clem Hill: "I know but he told me not to tell."

Reginald Parrill: "I say, that is my umbrella."
Hugh Henderson: "I don't deny it. I bought it at a pawnshop."

Mr. Wellman: "What phrase is used most by the Senior Class?"
Charles Pickard: "I don't know."
Mr. Wellman: "Correct."

Mr. Walters: "Define vacuum."
May Salyers: "I've got it in my head, but I can't explain it."

Miss Ramsey: "Have you read 'Freckles'?"
Fred Gosset: "No, thank goodness, mine are brown."

Miss Weser: "Did you have any trouble with your French in Paris?"
Supt. Hamilton: "No, but the French people did."

Mrs. Gilbreath: "Where is the island of Hawaii?"
Clayton Ford (Just waking up): "What?"
Mrs. Gilbreath: "Hawaii."
Clayton: "Oh, I'm all right; thank you."

Miss Gregg (In Vocational Guidance Class): "Clothes do not make men."
Bill Hill: "They certainly do. Suits have made many a lawyer."

Miss Sample: "Of course, it's none of my business, but isn't the weather grand?"

Buroker (In U. S. History Class): "Where was the Declaration of Independence signed?"
Joe Payne: "At the bottom."

"Absence makes the marks grow rounder."

Mrs. Wellman: "Levi, you looked awfully foolish when you proposed to me."
Mr. Wellman: "Well, very likely I was."

CLASSIFIED ADS

WANTED—Some brains for the students in Chemistry class. Mr. L. H. Wellman.

FOR SALE—Good Latin pony, still in excellent condition. Jack Bonar.

WANTED—Questions in Salesmanship, the answers to which I do not know (?).
Ed Kimes.

FOR SALE—(Owing to retirement)—My dignity and aloofness. Clyde Meredith.

WANTED—Some one to appreciate my musical talents. Lora Brown.

WANTED—More time to get to classes. Harry Weaver.

FOR RENT—My Class ring. Joe Pickard.

WANTED—Some one to straighten my locker for me. Leslie Wilbern.

WANTED—A permanent wave. Miss Arnold.

WANTED—Something to take up my time when the Annual has gone to press.
Our Editor-in-Chief.

TO LET—My seat in Vic's Ford, next to the driver. Apply early. Treva Parker.

FOR SALE—My position as Class President. Wonderful chance for the right
man. Lloyd Lucious Leach.

WANTED—Some one who is good enough to play tennis with me. Jimmy
Johnson.

WANTED—A rubber stamp to sign receipts for class dues. Glenn Buller.

WANTED—Some one to sympathize with me when I haven't my Cicero lesson.
Claud Commons.

LOST—My lover-like attitude in "The Trysting Place." John Ribble.

WANTED—A man who can fill the position of a herald. (Harold). Toots Buller.

WANTED—A trip to the Hills. Vivian Stewart.

WANTED—A guaranteed effective prescription for reducing. Miss Weser.



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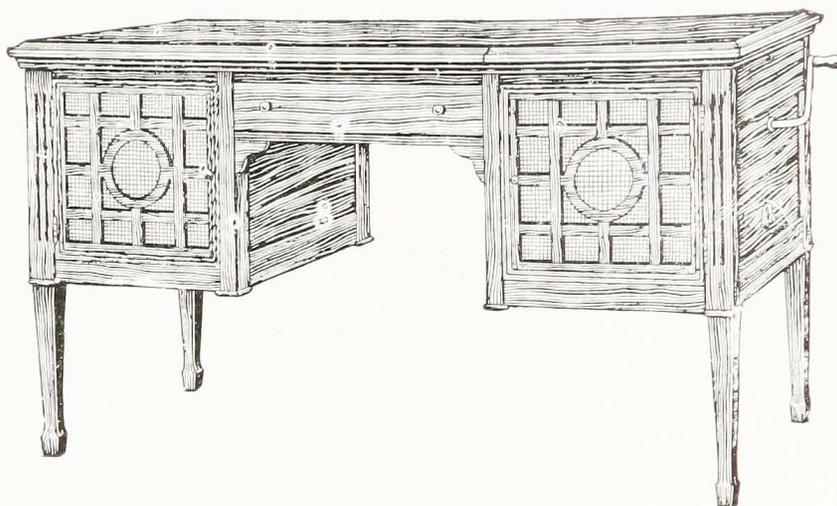
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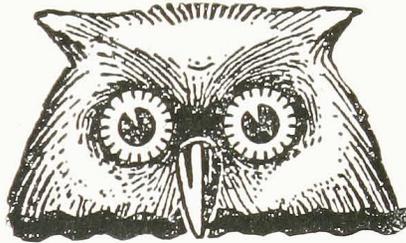
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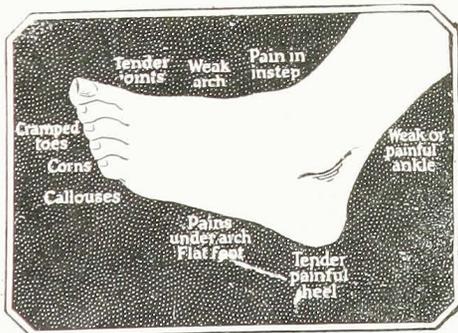
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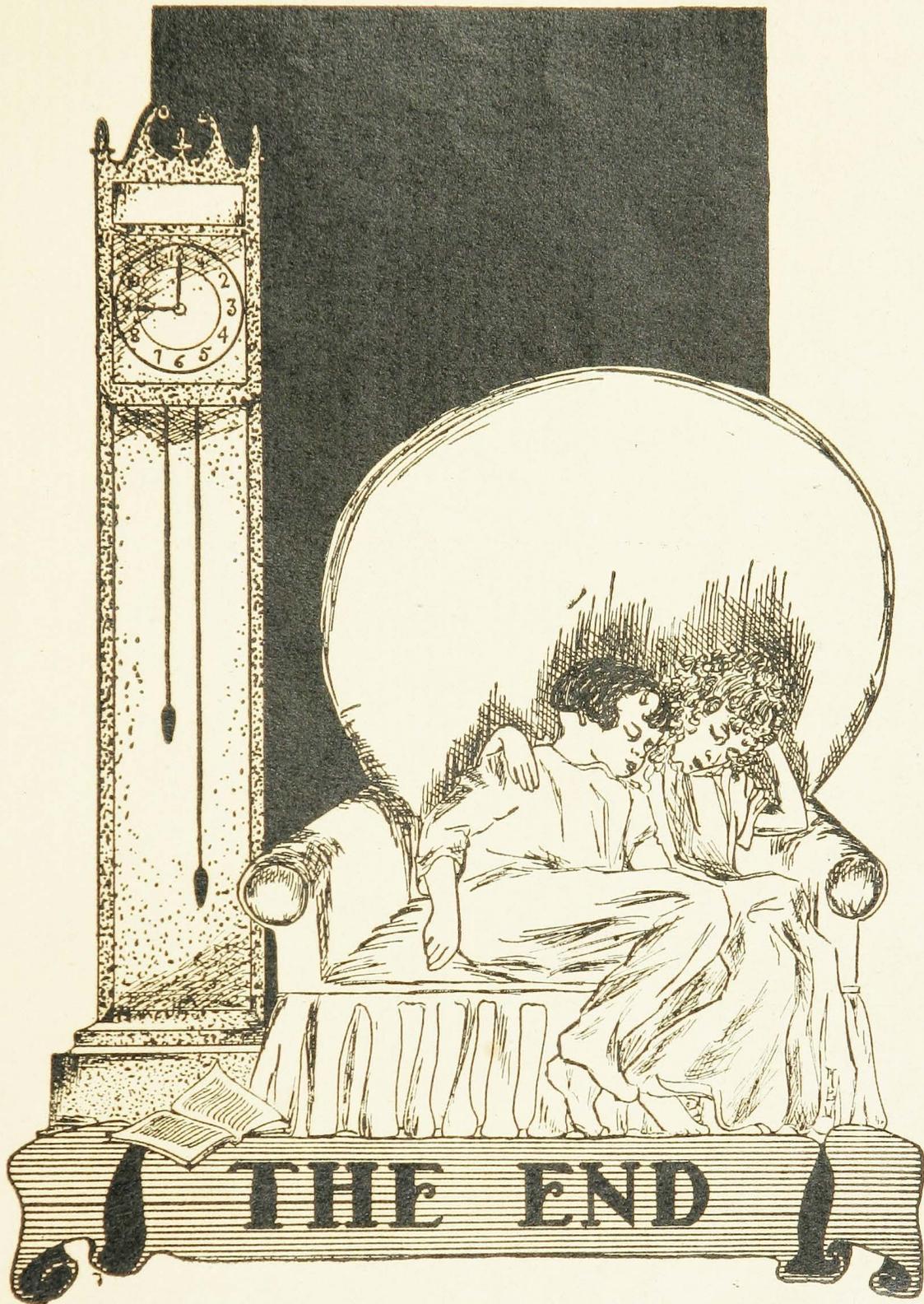
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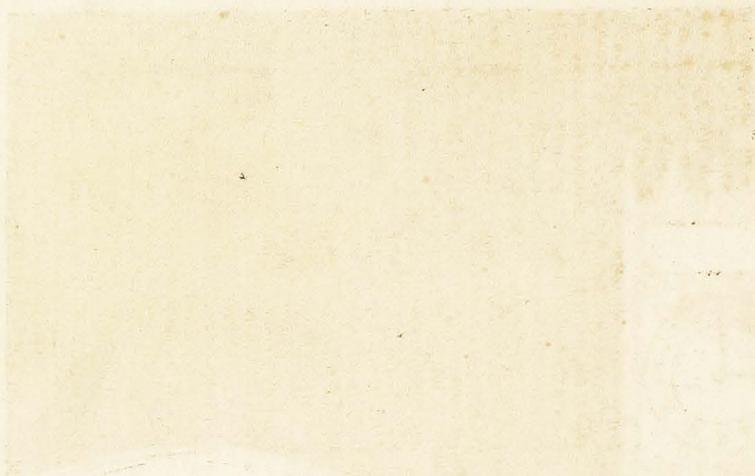
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