

The Central Digest

Vol. 1

OCTOBER, 1910

No. 1



PUBLISHED BY THE STUDENTS
OF THE

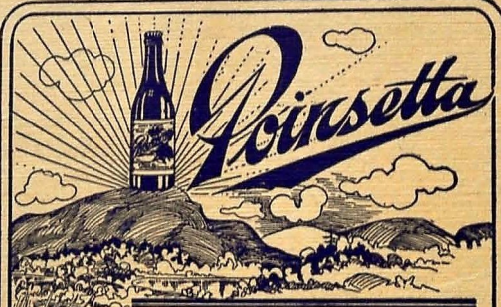
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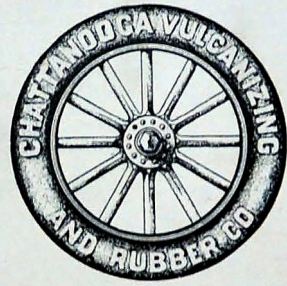
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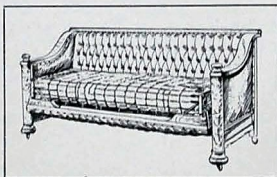
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Special Attention to Beginners

WHAT CENTRAL MEANS.

The County High School of Hamilton County was made a certainty by an enactment of Legislature of 1907, and Central High School was the first fruits of this enactment. In September, 1907, the doors of this school were opened for pupils and its work was begun. Notwithstanding the good omens and favorable conditions attending its inception and inauguration, still, many discouraging obstacles had to be overcome before this school could stand an undisputed power in Hamilton County. That it is a power, facts, not mere words, attest.

Three years ago the school opened with a faculty of eight instructors and an enrollment of one hundred and fifty pupils; today, it boasts eighteen instructors and four hundred and seventy-five pupils. This enrollment will, of course, exceed five hundred before the close of the school year. Of this number sixty-three are in the Senior year; one hundred and thirty-three in the Junior year; one hundred in the Sophomore year; one hundred and sixty-four in the Freshman year. Of the total number two hundred and twenty are males, and two hundred and forty are females. The last numbers suggest one of the leading characteristics of Central High School—the large proportion of young men in its enrollment. Visitors to the halls are impressed with this, and wonder what hidden magnet is used to draw and hold them so well. The magnet loses its mystery when the purposes and methods of the school are known.

The broadest, newest education is offered to the young men and women in the most common sense way. Central gives them training for any possible career they may choose. In addition to the usual Academic Courses, they may have their choice of a diversity of others with more practical aims.

The incorporation of so large a number of departments into a high school was chief among the experiments that Central had to try. She has not only succeeded unmistakably in this, but so unmistakably that she has become a shining light to other institutions groping along in this same direction.

The school has touched the life of the county directly and keenly through the work of these departments. Already a large number of young women, trained in the Department of Pedagogy, are at work in the school rooms of the county. A still larger number of both young men and young women have gone forth from the Commercial Department and are to be found plying the trade of the machine or pen in the various establishments in the city. The Department of Mechanic Arts has gained more than home recognition.

A small army of young men may be seen in this de-

partment every day hammering and sawing and doing the hundred and one other things belonging to their craft as earnestly as if their bread depended upon it. At the close of this school year Central will send out a number of young men, who will be not mere high school graduates, but in addition skilled mechanics. No small accomplishment this for boys yet in their 'teens.

The Department of Domestic Science is training young women in those arts that lie at the foundation of right home-making. This, though youngest of Central's special departments, is one of the most popular, and is but another step in the furthering of the policy of this school—training pupils for efficiency and independence along with the acquiring of general culture.

At the end of the first year Central had reached the proportions allotted for her to reach at the end of five years. A separate building was later erected for Mechanic Arts and the walls of the main building were extended, making the halls so large that it seemed the work of a generation to fill them; but now in just two years they are full again and every room in the building is in use. The launching of the enterprise of the County High School in Hamilton County was attended by a rare conjunction of favoring conditions: fearless, intelligent, broad-minded men in places of power endorsed by an equally intelligent and broad-minded public; so Central, in addition to an auspicious launching, with two progressive men in the respective chairs of principal and superintendent, may verily be said to sail under a lucky star. Her future may be judged by her past; and the most conservative mind must predict for her a growth and development that will rank her the equal at least, of the foremost high school in the state.

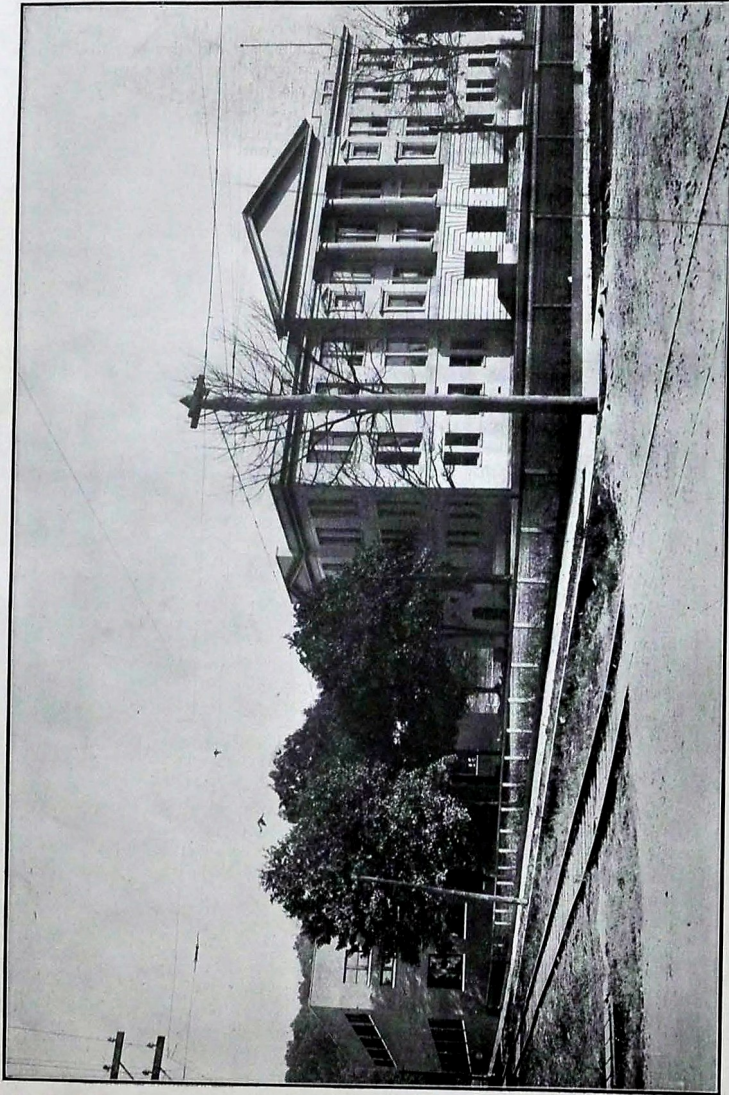
N. C. C.

The secret of success in life is for a man to be ready for his opportunity when it comes.—Disraeli.

Which quotation suggests the equation:

Ability plus Opportunity equals Success. For without ability one would not be ready for opportunity when it did come. Man has comparatively slight control over opportunity, but he has very decided control over the element of ability. Of course there is a certain kind of ability—talent—which is ours by birth and inheritance, but the ability which will mean most in attaining success is acquired ability. It is to this end that Central High School exists. If our young men and women of today would be ready for the opportunities of tomorrow they must recognize their duties of today. Only to the boy or girl who is willing to undergo the hard work necessary to acquire the highest possible proficiency will opportunity and success come.

C. E. R.



CENTRAL HIGH SCHOOL.

CENTRAL'S DOUBLE TRACK SYSTEM.

One of our educators has said: "Our popular education is carried on like a single track railroad, whose increased demands require a modern double track system." We have built an educational single track leading from the high schools to the colleges and professional schools. We need another track leading from the high schools to the industries and other vocations.

Forty years ago Bismarck recognized this need in Germany and then was begun their double track system of education. Let us see what change this double track has made in Germany. Forty years ago the German Empire was an almost negligible quantity in international commerce. Today she stands in the front ranks with England and the United States. The German Empire gained that success through its National double track system of education, the professional and the industrial.

The High School Board of Hamilton County was endeavoring to establish this double track system of education when it provided in addition to its Literary Department a Manual Training Department.

No boy at Central is ditched or side-tracked from obtaining any education because he does not care for a classical education leading to a professional career. Instead he is directed to the Manual Training Department where he may safely pursue a course leading to a technical collegiate course or an industrial career.

Primarily the course of study is arranged so that every boy graduating from this Department has the required fourteen "Carnegie units" for entrance into the best higher institutions of learning, so that all boys who wish to study in a University will be well equipped.

The course of study is also arranged for the need of the boy who cannot be induced to go to college, so that he may get the greatest amount of good out of his high school work.

A special point is made in the instruction given that the world will buy from the man just what he has to sell. If he has only brawn to offer it will be bought at the price regulated by the countless number of uneducated and unskilled black and white laborers. If he has a well developed mind and a well trained muscle he may demand his own price for his services. In this day and time a college training is within the reach of every boy, no matter how poor he may be, if he only has the pluck and energy to go after it.

Seemingly this instruction in the need of college education has borne fruit as three fourths of the graduates from this Department are now in college, and of eight Seniors, six have expressed their determination to enter higher technical schools after their graduation.

We tremble to think what wrecks might have been

made of their education and their careers had not we had this double track system.

Then HURRAH for Central's double track system of education!
O. C. K.

THE EDUCATION OF THE NEGRO.

The National Religious Training School for negroes has opened at Durham, N. C., with an attendance of one hundred. This attendance shows that the work of educating the negro has progressed so steadily during the past ten years that only forty-three per cent of the race in the United States at present are illiterate. Ten years ago eighty-three per cent of the negroes were illiterate.
E. K.

"There is only one real failure in life, and that is the failure to be true to the best one knows."—Ex.

EXCELSIOR.

When morning ours were o'er at last
And to the luncheon room had passed
Our foot ball squad for mid-day food,
Each got a bowl of nicely stewed
Excelsior!
(Senior)

They charged upon the shredded stuff,
But found a taste or two enough,
They could not eat the tough compound
Although in sterilized milk 'twas drowned,
Excelsior!
(Junior)

They yelled: "This is no stuff to eat;
Avaunt and bring us shredded wheat!"
When change was made and all said grace,
Each punched a forkful in his face—
Excelsior!
(Sophomore)

Next morning in a clean white bed,
They found a gridiron warrior dead;
And this the epitaph they wrote—
"This is the stuff that got his goat.
Excelsior!"
(Freshman)

Visitor (approaching the laboratory)—"What is that horrible odor?"

Pupil—"Prof. Davis must be roasting the class again."

Teacher—"What are the three words most used in the Junior class?"

Student—"I don't know."

Teacher—"Correct."—Ex.

A PLEA FOR HOME ECONOMICS IN THE HIGH SCHOOLS.

From the very earliest times we find that the people of Tennessee have been interested in education. Even before Tennessee became a state we are told that the early settlers banded together, hewed down the trees, and built a log school house where their children learned to read, write and cipher.

But was this all the education that they received? Indeed this was the smallest part. Here among the undeveloped hills and fertile valleys, the boys under the guidance of their fathers, learned to till the soil. Here they planted cotton and hemp and as they watched it grow and cultivated it, they were receiving a part of their education.

When the harvest time came it was gathered in and the girls and women of the household carded, spun and wove and sewed into garments these products that had been grown before their very eyes.

They learned in the home how to turn the coarse meal, also grown and ground on the place, into edible cakes. They scoured their floors with soft, white sand from the creek beds; they drank the pure water from uncontaminated springs, while plenty of fresh air and sunlight were used as disinfectants.

But a great change has taken place in living and consequently the mode of education has changed. Yet the fundamentals of life are the same, altho the details are a little more complicated. Still, we must be fed, clothed and housed.

The many duties that have devolved upon the busy mother of today leave little time for her to devote to teaching her daughters the art of "home-making." She frequently says, "It is easier to do it myself than to try to teach Mary how." And it is indeed doubtful if, in this day of applied science, Domestic Science can be satisfactorily taught at home.

Shall we then let the Tennessee girls of today grow up with one part of their education neglected—and that part for which woman was particularly designed? Will the fact that our ancestors were healthy, happy, efficient human beings, suffice to keep the present and future generations so?

What is there more pitiable than a young girl's attempt at home-making when she has no idea of materials, much less of use or preparation? How discouraging it must be to a man who has prepared himself for his life work and who works hard from morning till night to earn enough to clothe and feed his family, when his wife throws the children's stockings away as soon as a hole appears, simply because she has never heard of darning them. And little does she realize the

amount of vitality it has sapped from some one in order that she might have that pair of stockings. She does not think of the cotton pickers, of the mill hands, the inventors, the wholesale dealers and so on.

But such conditions do exist and they must be remedied. Then if Home Economics is not taught in the home, and if we are to maintain our standard of citizenship, it must be taught in the schools. The church, the school and the community have their influences, the most powerful is the influence of the home.

Mr. Roosevelt has said, "We shall never get the right idea of education until we definitely understand that a man may be well trained in book learning and yet, in the proper sense of the word and for all practical purposes, be utterly uneducated." Again he says: "Nothing outside of home can take the place of home. The school is an invaluable adjunct to the home, but it is a wretched substitute for it. The family relation is the most fundamental, the most important of all relations. No leader in church or state, in science or art, or industry, however great his achievement does work which compares in importance with that of the father and the mother."

How few people realize this! And how many, many unpleasant homes there are, not from sheer maliciousness, but from the fact that the home-makers do not know or realize the importance of a healthy, wholesome, sanitary home.

As soon as a child is old enough to understand he is old enough to begin to learn the laws of health and order. Then Home Economics or Euthenics should be placed in that division of the school where it will reach the greatest number. However the cost attending the building and maintaining of laboratories seems to at least retard in introduction into the Primary and Grammar grades to an extent. Then by all means we must give our girls the opportunity of learning to be "home-makers" before they leave the public schools, for we are told that 98 out of every 100 students stop their schooling with the high school. Even a two years' course in Higher Education will give our high school graduates a good foundation for a happy life. Home Economics is the subject that develops the aim of modern education, namely, "character and efficiency."

If the formative influences of a child's life are greater at one period than at another, it must be when he is of high school age. He has had some little experience with living, yet they realize that they have the greater part of their lives yet to live and what they would be in the future they must begin to be now. They are beginning to learn self control, to realize that there are other people in the world to be considered and that there are difficulties to overcome. The girl who rips

out her seams and does it over again and again, that she may have it more nearly perfect, realizes this. She is not only improving her dexterity, her efficiency in sewing, but she is developing character.

The girl who is slack and untidy about keeping her desk in the laboratory is apt to be found lax in her other duties. But after calling her attention to the untidiness of her laboratory work and showing her the bad results from it, in the way of blackened knives, soiled tea towels, etc., we are apt to see an improvement in the way the Rhetoric exercises are folded and the general precision about her other work.

Could we have instilled into the mind of every High School graduate that health is a duty we owe to our Creator, and that poorly cooked food, improper clothing and diet, mean disease, we would stand in a good way for raising the number of healthy, happy, efficient human beings in Tennessee. M. A. F.

"We become like that which we constantly admire."

MESSAGE OF CENTRAL DIGEST.

We send you forth, our noble sheet,
In foreign fields to roam,
A messenger from Central High
To loved ones far from home.

First to those we call our own
Who in these halls did dwell,
We send our heartfelt love to you,
May your lives prosper well.

Where e'er you be, what e'er you do,
Know this, oh child of ours,
That Central High still counts on you,
Your glory shall be ours.

Then to our sister schools we turn
With greetings warm and true,
May all success this year be yours
In everything you do.

And to those schools beyond our vale
The same we wish to you;
"Long life and health to one and all
And Central's friendship true."

Then journey forth, our Digest brave,
Nor count that day well spent
That to some heart, or home, or hearth,
Thy message is not sent.

—H. C. G.

SCHOOL IMPROVEMENT ASSOCIATION.

On Friday, Oct. 14, Prof. J. A. Setliffe, President of the Hamilton County School Improvement League, delivered an address bearing upon this work to the school at Orange Grove. His audience was composed of a large representation of the mothers of the community besides the faculty and pupils of the school.

The purpose of this league is to bring the faculty and parents of every community into closer relations, and to accomplish through this means whatever is most immediately needed by each school, not only in beautifying the class rooms and grounds, but also in improving conditions for work. Professor Setliffe has made a thorough study of this department of the county school work and hopes to make the power of the league felt in every school. He has sent out circular letters in which he has asked for data which will help him to adapt the work of the association to the needs of each school. Already leagues have been formed and very interesting meetings held in many schools, and we predict the greatest success for Professor Setliffe in this undertaking.

GOOD COOKING.

"Good cooking means the knowledge of all fruits, herbs, berries and spices; and of all that is healing and sweet in fields and groves and savory in meats. It means carefulness, inventiveness, watchfulness, willingness and readiness of appliance. It means the economy of your great-grandmother, and the science of the modern chemists. It means much tasting and no wasting. It means English thoroughness, and French art and Arabian hospitality. It means in fine, that you are to be perfectly and always ladies (loaf givers.)"

JOHN RUSKIN.

He sent his son to high school,
And, now, alas! alack!
He spent a thousand dollars
And got a "quarter-back."

Boy (in restaurant)—"Miss F, I found a mouse in the milk today."

Miss F.—"Ah, the poor little thing! Was it dead?"

Can some one explain why they always sing "How Firm a Foundation" when Creed Bates goes to church?

The other day a pupil was dismissed from school; the dismissal read:

Prof. Gunn—

Please discharge Cannon at 1:10.

A. E. DARRAH, Pr.



J. B. BROWN

Superintendent of the Schools of Hamilton County. "Fearless in defense of right." "A constructive executive."



A. E. DARRAH

Principal of Central High School. "The man who made Central."



THE CENTRAL DIGEST

PUBLISHED BY THE STUDENTS AT THE
CENTRAL HIGH SCHOOL, Chattanooga, Tennessee

ONCE A MONTH, OCTOBER TO MAY INCLUSIVE

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VOL. 1 OCTOBER, 1910 NO. 1

"The Central Digest," full of courage and enthusiasm, makes its bow to the public, in general, and to the prep-school world of Tennessee in particular.

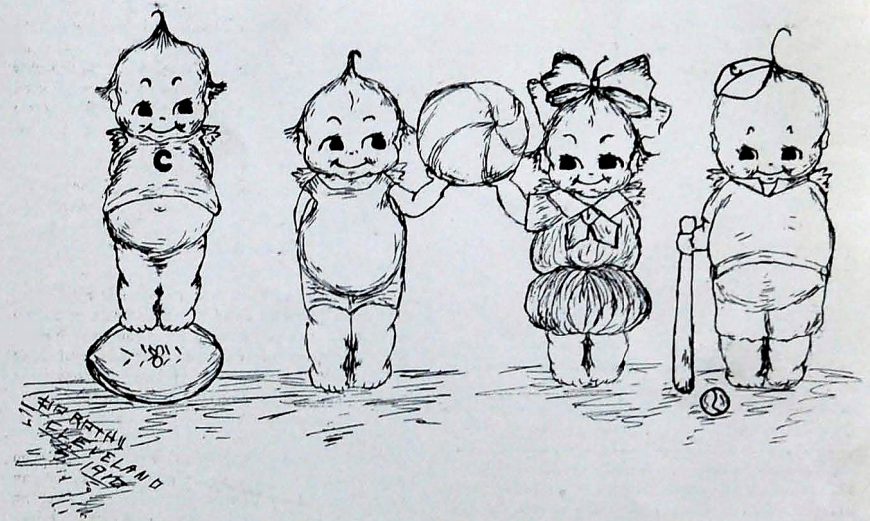
Its mission is: (1), to keep prominently before the patrons of the school for which it is to act as a mouth-piece the advantages of cultural and vocational training in the same institution, a policy so powerfully and eloquently advocated by that eminent leader of educators, Supt. R. L. Jones, and so effectively put into practice by that clever executive officer, Supt. J. B. Brown; (2), to set forth, not alone the scenic grandeur of beautiful and picturesque Chattanooga, but also her strategic position which destines her to become still more a leading manufacturing and wealth-producing city of the South, and, (3), to foster in the hearts of all young people into whose hands "The Central Digest" may fall a desire for culture and refinement, a love for school-life and home-life which, as the years of youth glide into manhood's estate, will permeate with its warmth and spirit the larger life of the Republic.

With this threefold object in view, the principal entrusts the business management of the paper to the Commercial Department of Central High School and the editorial management to a staff composed of three members of the faculty together with a student body selected by them. The relationship of the principal is therefore the same toward this as toward all other departments of this school. A. E. D.

We have an auspicious beginning, we have the good will and hearty co-operation of the instructors, and now it is "up to us." Can we make the paper a success? We can, we must, and we will. Central has succeeded in whatever she has undertaken, and the "Digest" will prove no exception to the rule. If there is an oratorical contest, we all take part in it, either as speakers or as interested auditors; if there is a foot ball or basket ball game, we all take part in it, and we are going to show the same spirit in making a success of our paper.

And to make the "Digest" a success, two things are necessary. We must each get at least one subscriber in addition to our own subscription, and we must patronize the advertiser in the "Digest." Every student can get at least one extra subscriber to our paper, and every student should most certainly stand by our advertisers. The advertiser is the man who furnishes the "sinews of war" necessary to run a paper, and the more we deal with him, the more he will use our columns, and the better will be the paper. And when we do buy, remember the slogan, "We are from Central."

Every student is urged to make contributions to the "Digest." Central has many students who have talent in the journalistic line, and we expect to publish each month the best original productions obtainable from the student body. We have only one suggestion to make, and that is this: do not let us have too many contributions of so-called "poetry." Already it has been necessary to reject a number of efforts along this line.



ATHLETICS

GIRLS' ATHLETICS.

Every afternoon in the gym the basketball and its court" reign supreme in the hearts and minds of the feminine portion of the school.

While the boys are practicing for their future victories on the gridiron, the girls are being trained in all sorts of gymnastics preparatory to their great victories during the coming basketball season.

One championship pennant now adorns the wall of our reception room and if the team this year realizes its ambition at the end of the 1911 season another pennant will adorn the opposite wall.

Really there is no "if." Whatever a Central team determines to do it—it does it. Last year the coach thought that as it was Central's first attempt to have a Girls' Basketball Team the Central Team would at least join the league even if they failed to win a game. Not so with the team. The first game was a victory for Central. The other schools were amazed, for only two on our team had ever played basketball before.

The outcome of the first game proved to be the outcome of every game played—the Central girls always the victors. When at last the championship game was

played the league realized that Central spirit, backed by skilful training, can never be conquered.

The girls who are to play on the team this year have not been selected. There are three of last year's team with us again this year, so we have the brightest hopes.

The new apparatus for the gym has not yet arrived but if we are to judge by the "contortions" done by the gymnastic classes now, we should be ready for it when it does come.

R. S.

CENTRAL LOSES FIRST GAME TO ATHENS.

The Central High School football squad, consisting of twenty-five men, reported to Coach Rike for practice on Sept. 17. Among this number were three members of last year's crack eleven; there were Greenwood, a last year's guard, and Allin and Spencer, two of last year's ends.

At the end of two weeks of hard practice the team began to assume a definite shape, and after a month's practice Coach Rike deemed his eleven worthy opponents of the team representing Grant University of Athens, Tennessee.

A game was arranged with the latter and the Central



team with their coach left the Terminal Station at 11:10 a. m., Oct. 7th, bound for Athens.

Line Up—Hoff, R. E.; Schoolfield, R. T.; Forrester, R. G.; H. Corneius, C.; Killingsworth, L. G.; Clark, L. T.; Melsaac, L. E.; Allin (Capt.), Q. B.; L. Cornelius, L. H. B.; D. Spencer, R. H. B.; Greenwood, F. B.

The game started at 3 o'clock with a rush. Clark kicked to Nelson, who was downed without advancing the ball. Central held the Athenians for downs. With the ball in Central's possession Coach Rike's lads steadily advanced. A forward pass from Allin to Hoff placed the ball on their opponent's two yard line, but before Central could put the ball in play again the referee's whistle ended the first half.

In the second half Athens kicked to Central. The ball was carried to the middle of the field and was here lost to Athens. Hampton advanced the ball to Central's 40-yard line. Grant then tried forward passes and end runs but failed to gain in either. It being the third down and ten yards to gain Athens kicked to Central's 5-yard line and here recovered the ball. On the second down Days bucked Central's line for a touchdown. Lovant then kicked goal, making the score: Athens, 6; Central, 0. After a few minutes of play time was called.

Score—Athens, 6; Central, 0. Touchdown—Days. Goal—Bovard. Halves and Umpire—Rike of Central High. Referee—Stauffer of U. of C. Field Judge—W. S. scene of G. U.

ANNOUNCEMENT.

On the most convenient date in December will be awarded to the first and second best essayists in Central High School a gold medal. The prizes are contributed by the business men of Chattanooga and are awarded under the auspices of the J. L. K. Literary Club. The prizes may be seen for a time in the show case at the Central store.

The club awarding them was organized in March, 1910. Its object is mutual benefit of its members in literary lines. In its meetings, debates, literary and political discussions are held.

Every one in any department is cordially invited to

compete in the essay contest. The grading will be three-fourths on subject matter and one-fourth on grammatical and rhetorical excellence. The essays should be written on foolscap paper for uniformity. The papers must be handed to the hall teachers before the last scholastic day of November. Further information may be had by inquiring of any member of the J. L. K. Club.

The subject prescribed for the essay is: "Why are you proud of Tennessee as your native state?"

T. H. M.

HIS WAYS.

The principal of Central does cheerfully much hard work himself, but he is past grand master in setting other people at work. When he turns his hypnotic smile on a victim for the first time and explains to him (or her) how said victim is the very person to do admirably some piece of particularly hard work the victim feels highly complimented and goes at the task feeling it a privilege.

In the matter of being in different places at the same time, in vanishing before your eyes, and in keeping several people at a time engaged with him, or thinking they are, he could give points to the Irishman's flea who "when you put your finger on him he wasn't there," or to Julius Caesar dictating to four secretaries at the same time.

Once a teacher having business with him found him entertaining a lady visitor in a corridor and stood near so as not to interrupt but yet to indicate that he wished an interview. Presently the principal beamed on him, called him up, introduced him to the lady and vanished at aeroplane speed, leaving the visitor and teacher to talk to each other and getting rid of both of them at one stroke. That particular victim declares he will never be caught again in that particular way, but he may be mistaken.

RECIPE FOR FLUNKS.

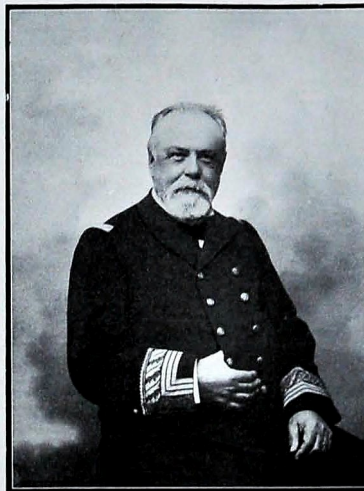
Take a string of bluffs, stir in one pound of thin excuses, add a few class parties, sift in a little time for athletic enthusiasm, flavor well with moonlight bottled during evening strolls, boil well, stir before using, and serve hot at the end of each term.

Advice:

"Rainy days will surely come;
Take your friend's umbrella home."

"Love is when two people get the idea they can't see enough of each other or too little of other people."

SPANISH DEPARTMENT



*La sociedad en que cada cual cumple
placido con un deber para poder
ser útil a la patria.*
El Real 29. *Admirante Cervera*
Pascual Cervera

The above portrait of Admiral Cervera, the gallant Spaniard who so endeared himself to Americans by his chivalrous treatment of Hobson and his men who fell into his hands as prisoners, and who was such a kind friend to Central High School, is taken from a photograph which hangs in the Cuarto Español, or Spanish Room. The sentiment below the picture in the admiral's hand means "Society in which every one fulfilled his duty would be happy."

THE SOCIEDAD DE ESTUDIANTES DEL CASTELLANO (SOCIETY OF STUDENTS OF CASTILIAN).

The Sociedad de Estudiantes del Castellano was organized at Central High School 10 January, 1908, during the first year of Central's existence, any student of the popular language of Spanish in Central being privileged to become a member on affixing his or her signature in English and in Spanish to the Constitution. Its remarkable growth attests the need of such an organization among the students of the popular Spanish language. Thirty members were enrolled on organization, eighty-two new ones have been admitted since the opening of the present school year, the total enrolment is now two hundred and sixty-nine. These

facts attest the need of such a society for the promotion of interest among the Spanish students.

Señor Don Roy Maddux y Dugger had the honor of being the first President of the Sociedad.

He was succeeded by Señorita Doña Susana Gould y Joseph who has held the office for the past two years.

"El Cumplimiento del Deber," the motto of the Sociedad, translated into English means "The Fulfillment of Duty," being the noble words of the illustrious Admiral Cervera, whose portrait appears above.

The question naturally arises, has the organization composed of Students of Spanish at Central High School been living unscrupulously up to the motto?

Those who attended the Spanish classes when they met in the Old Grammar school building at Ridgedale, would be the logical persons to answer the foregoing query.

To those who are unfamiliar with the "luxuries" of the Grammar School building we hasten to explain that it has indeed been a change from a "Hovel to a Palace," not disputing the fact that the assembly room of the Spanish classes, the hallway, was then called by the noble name "Sala de Elocuencia" or Hall of Eloquence.

This term was inspired by the eloquent speeches of Prof. Durrah, who used to make the poor, shivering students believe that they had enough heat in the hall, and should there be two degrees more they would indeed be baked to a crisp golden brown, when in reality water would have frozen had it been poured on the floor.

The members of the Sociedad on one occasion wore the Red and Yellow, these being the colors which wave over the fatherland of our late and beloved friend, Admiral Cervera, the first Honorary Student of our Society, and worn in honor of his memory. Until his death correspondence was carried on quite regularly and many were the good wishes extended by both sides. Before the organization of the Sociedad he honored the Spanish Students by sending his photograph, a remembrance which we still love and cherish.

Among our other honorary members is Capt. Richmond Pearson Hobson. We feel that we have acted wisely in adding this noted American to our list of members. We anticipate an early visit from the hero of the Merrimac and will do all in our power to fittingly welcome and entertain him while here.

The Sociedad is further honored by having ex-Senator and Mrs. James Gordon of Mississippi as honorary members.

This grand old gentleman who, by his simple speech delivered in the United States Senate, won the applause

of the Nation at large, paid the Society a visit last March. Accompanied by his wife he was escorted from his hotel by leading citizens of Chattanooga to our school where he was first introduced to one of the several Spanish classes and afterwards taken to the Senior hall, where the entire student body had gathered to pay homage to the honored statesman, and where a program arranged in his honor by the Spanish Society was nicely carried out.

Among the Chattanoogaans who are on our honorary list are: Dr. J. W. Bachman, pastor of the First Presbyterian Church; Dr. T. H. McCallie, and Mr. John A. Patten, one of Chattanooga's first citizens. Another program of importance was that given on Washington's Birthday by our Society when school was dismissed a half day in our favor. A picture of Washington or Martha Washington was presented to each department of the school, also flags, by the Sociedad, sayings of great men about Washington were recited, first in Spanish, then in English, by the Spanish classes.

A handsome Gilbert Stuart portrait of Washington, the gift of our kind friend, Mr. John A. Patten, was unveiled, and Dr. T. H. McCallie addressed us on the subject of the "Father of Our Country."

The interior establishments of the first meeting place of the students of Spanish would compare very unfavorably with those of our present home on the northeast corner of the third floor of our magnificent building.

The Spanish room is indeed a luxurious one.

An exceedingly unique and interesting set of pictures adorns the walls, embracing the United States Capitol, a collection of Spanish views presented to us by our beloved friend, Admiral Cervera, and a collection of small representations of famous pictures, largely Spanish, presented by his eldest son, Sr. D. Juan Cervera y Jácome, of the Royal Spanish Navy, the G. A. Hawkins collection of Cuban views, a picture of the American home of Tomás Estrada Palma, afterwards President of the Cuban Republic, presented by Mr. Willard E. Boileau; Columbus at the Court of Spain, with letter of presentation accompanying, from Mrs. T. H. McCallie and Mrs. D. L. Duncan, and pictures from Granada from the Alhambra Palace and the statue of Columbus and Isabella, also two views of the interior of the Spanish Room taken by a student of Central High.

The Spanish room also has the distinguished honor of a highly prized portrait of Admiral Cervera bearing his signature, with a beautiful sentiment in Spanish, the portrait being draped in the Spanish colors and crape in his memory, and an autograph letter from him, in Spanish, with wise and godly counsel.

By the side of the admiral's portrait and letter hang a signed portrait of his friend and former prisoner, Captain Hobson, now of the National Congress, and a letter from the captain on the beauty and ease of the Spanish language and its importance to Americans now and in the future, while below is a letter from Mrs. Hobson.

Meetings of the Society are held on the last Friday of every month.

The interest shown in the Society has from the beginning been marked and all are satisfied that it is an indispensable adjunct to the school.

The students themselves realize that they have been and are now being benefitted to an immeasurable degree by the Society and prize the friendship of all the members highly and in years to come expect to ever cherish the fond memories of "La Sociedad de Estudiantes del Castellano."

DEBATE LOST TO McCALLIE.

On Friday evening, Oct. 21st, the first debate of the year was held in the senior assembly room of Central. The contest was between Dr. Forest Spencer and Paul Elmore of Central and Carol Patterson and Earlow Kerr, representing McCallie. The former upheld the affirmative side of the question, "Resolved, That suffrage should be extended to women in Tennessee," while McCallie championed the negative. Principal Darrah presided.

Both Central and McCallie were well represented in the audience and the speakers were frequently interrupted by cheers from their supporters.

Both sides had their arguments well worked out and each speaker presented what he had to say in a very acceptable manner. The showing made by the Central team is worthy of a great deal of commendation and gives us good reason to expect that, with training and a good deal of hard work, Central may have just as efficient representatives on the platform as she is accustomed to have on the athletic field.

At the conclusion of the debate the judges, Drs. Bierly, Lee and Gorrell, of the University, rendered a decision in favor of McCallie. This verdict was not unanimous, however, the vote standing two to one.

Central has good reason to be proud of her representatives. Let us not drop this activity here but let us advance our interests and assert our supremacy in this line as well as in others.

Lives of football men remind us
We can kick and buck and slug,
And departing leave behind us
Footprints on another's mug.

ALUMNI NEWS

The wonderful Central spirit that characterizes the work done at and for Central, still clings to those who have finished their courses and, after the high school era, are taking their places in the various activities of life. The Central Alumni are never so far away that they do not keep in touch with their alma mater and we are constantly receiving reports of their excellent work. Among these there are many who are attending the leading colleges and universities.

Miss Orva Cleveland '08, Julius Horton '09, Douglas Morrison '10, and Charles Kiser, are attending the University of Chattanooga. Morrison and Kiser were the stars of last year's football season, as members of the Central team. Central wishes them the greatest success this year—both on the gridiron and in the class room.

Others are making excellent records at the University of Tennessee. Those doing so are: Allen Ward '08, Richard Brown '09, Herbert Poindexter, '09, Lewis Wallace '10, and William Bryant '10. If we may judge the future by the past, William Bryant's name will some day stand for excellence in Law as it has always done for brilliance in class.

Miss Carol Stratton is attending Sweetwater College. Edgar Barr of the class of '08 is taking a scientific course at the University of Alabama.

Horace Jones is a student at Vanderbilt.

Many of our "sweet girl graduates" are now dignified "school marms."

At Ridgedale, Misses Willelah M. Neal, '09, Annilou Miller, '09, Mae Becking, '10, and Ruth Dodds, '10, are teaching.

At East Lake are Misses Ethel Stokes and Hazel Marsh, '10.

Misses Irene Barnes, '10, and Blanche Church, '08, are at Avondale.

Misses Edith Iler, '08, and Penelope Cornell, '10, are in the East Chattanooga School.

Miss Inez Krichbaum, '08, is teaching in St. Elmo.

At Hill City, Misses Mattie Ward, '08, and Florence Shehee, '08, teach.

Miss Alice Taylor, '09, is teaching in the Alton Park School.

Our Pedagogy Department is also represented in several of the rural schools of the country. Among these are:

Misses Eula McKenzie, '10, and Lois Pearson, '10, at Redbank.

Miss Lois Carter, '09, is one of the most valued members of the faculty at Hixon.

Miss Gertrude Kelly is teaching at Sunnyside. Miss Ellen Bruce Gray is teaching in Danville, Ky. Those who have forsaken the "joys of single blessedness" are:

Mrs. Sheldon Lyle, formerly Miss Myrtle Holmes, of the class of '09.

Mrs. Luther Davis, nee Miss Nannie Wade, '10.

Mrs. Ulrich Steffner, a bride of the early fall, formerly Miss Alma Cartwright.

Mrs. Patrick Conner, at one time familiarly known as Miss Isabelle Bible, of the class of '10.

Mr. Oscar Barr, our illustrious commercial graduate of class '10, was married during the summer to Miss Beulah Hannah, of East Chattanooga.

Will Allen and Misses Amelie Dickert and Ellen Converse, of last year's class, are back again this year taking post-graduate courses.

Frank Barker, an honor pupil of the class of '09, is now studying law.

Hawley Cushman is a civil engineer. He is now in Parksville.

George Shackelford is continuing his course of athletics at McCallie.

Norman Shattuck and Cyrus Brown are at the Southern Express.

Miss Jessie Turner holds a responsible position with the Times.

Carl Becker is working at the "Hub."

Miss Ethel Gray has a position at the Davis Hosiery Mills.

Miss Nora Cowan, of the class of '08, is holding a responsible position with the Citizens National Bank.

PERSONALS.

Misses Nell Wright and Rachel Williams are attending the Chattanooga High School this year.

Clarence Hunter, a hero on the gridiron of last year's football team, is now a teacher and athletic instructor in the High School at Clarksville, Tenn.

John Revington is taking a medical course at the University of Tennessee.

Frank Craig is pursuing a medical course at Sewanee. Mrs. Earl Thomas, formerly Miss Myrtle Dotson, is a bride of September.

Mrs. Dix is also a bride of the fall and was formerly Miss Mamie Stegall. Mr. and Mrs. Dix are residing at corner of Williams street and Kirby avenue.

Miss Anna Beck is at home from Knoxville for a fortnight.

Miss Pearl Dudley, who was a pupil of Central last year, will re-enter in November.

Emmet Darrah is attending Chattanooga Business College.

Carl Leake has resigned his position at the Southern Express, and is now with the Richmond Hosiery Mills.

Roy Berryhill is now a member of the orchestra at the Crescent Theater.

Though only three years old, Central has two grandchildren; one the son of Mr. and Mrs. Robert Divine, the other the daughter of Mr. and Mrs. Will Jones. Mrs. Divine was formerly Miss Nellie Ruth Springfield, and Mrs. Jones, formerly Miss Velma Durand.

Carey Hollister is much missed from this year's class which he has deserted to attend the Lebanon University.

William Carmack is on the staff of one of the leading newspapers of Birmingham.

Miss Mary Burger has returned from Knoxville, where she has been visiting friends and attending the Exposition.

FACULTY NOTES.

The Centralites living in the vicinity of the Ridge will soon be cheered by the presence of Mrs. Russell. Mr. and Mrs. Russell have purchased a lot on the Ridge and expect to build in the near future.

The Kirkman baby is the object of much interest in the Senior Pedagogy class where Mrs. Russell often gives accounts of interesting observations of this charming little lady.

Every one wonders why Prof. Rike has such a doleful countenance of late. Cause: His wife will soon be here.

The pupils have ceased to be alarmed by the frequent vibrations of the school building. Prof. Darrah quite as frequently indulges in a sneeze.

Prof. Gunn has been known to "fire" several pupils from the hall for their inability to control their "riotous risibilities."

Mrs. Carter is now hearing her English classes in her new room on the third floor. Much to the pupils' sorrow and Mrs. Carter's joy—classes in composition are now an established fact.

Prof. Setliffe is President of the School Improvement League.

CENTRALITIS.

Centralitis is the name of a new disease which has recently been developing among the wide awake students of Central High School. Its general symptoms are enthusiasm and interest in school activities. The germ has been developing steadily during the past years but this year the disease seems to have infected nearly every one.

As a disease it has two striking characteristics: First, it attacks only the most able bodied, the most clear-minded and the healthiest of people. For instance,

anyone suffering from "in-Digestion" is no subject for Centralitis. And secondly it is peculiar in that it has no cure. If you have the right spirit no method of vaccination can ward it off and after it once develops no antitoxin nor even an operation can effect a cure.

The original germ of Centralitis developed at Central. Since the epidemic has become so general here the contagion has spread and variations of Centralitis have been gradually developing in our neighboring schools.

Are you blessed with Centralitis? If not, why not?

Robert—"But I don't think I deserve an absolute zero."

Teacher—"Neither do I, but it's the lowest mark I am allowed to give."

If you hear a thund'rous murmur,
As the Principal's room you pass,
Don't be frightened, little Freshie,
'Tis the Latin scansion class.

Prof. Setliffe—"Mr. McMillan, translate 'rex fugit!'"
Tom—"The king flees."
Prof. Setliffe—"You should use has in translating the perfect tense."

Tom—"The king has flees."
I love my ceaseless prattle
Of words with noisy flow;
I love to wind my mouth up,
I love to hear it go.

—Ex.

"Was ever book containing so much vile matter so fairly bound?"

Kirkpatrick's "Fundamentals of Child Study."

Extracts from the Central Dictionary:
Pony—A beast of burden used by students when traveling in unexplored lands.

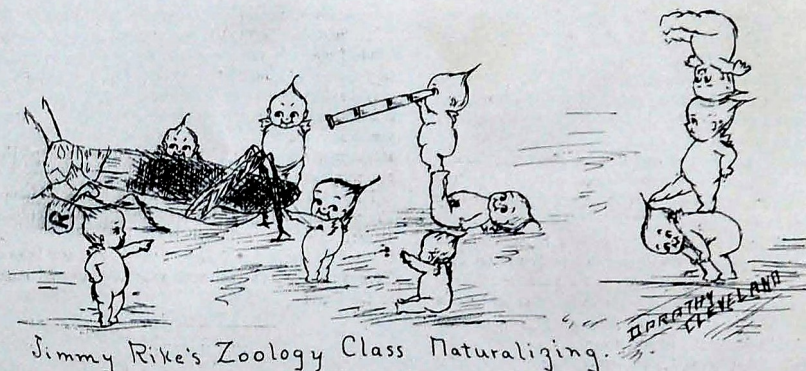
Flunk—The process of changing from a four years course to a five years' course.

Junior—One who knows it all and wishes to teach the faculty.

Quiz—A means of torture employed by Mr. Anderson.

Sophomore—A wise old owl.
Senior—One who has ridden safely through in the race for a sheepskin.

Faculty—Angels (in disguise).
Freshman—One who knows not, and knows not that he knows not.



EXTRACTS FROM AN ADDRESS

Delivered by the Principal of Central High School to the State Teachers' Association.

Journey with me to Hamilton County, you who are sceptical, and in a single day's travel, over roads the best to be found, I will point out to you five beautiful High Schools of the type just described, and which represent our State Superintendent's idea of what should be in every county in Tennessee.

Let us start, after we have reached Chattanooga, from the County Superintendent's office, for this genial educator stands ever ready to place his big touring car, the red devil, at the disposal of the visiting teachers. Seven miles are placed behind us in almost as many minutes, and we find ourselves at Hixon Station, which in fact is not just a station, but a beautiful country village. Here we will see situated in the midst of an attractive enclosure, the Hixon High School, the pride of all yeomanry for miles around. Scientific agriculture, corn clubs, bumper berry crops, and fine blooded stock form the principal conversation of the men and boys; home-making, poultry raising, floral culture and other kindred subjects engage the minds of the mothers and daughters, all because agriculture and domestic arts are taught in this school by teachers who believe with all their hearts in this character of work, and where the teacher believes in himself and in his work those under his care catch the spirit and enjoy student life all the more, because they are getting, along with the cultural work, a knowledge and thorough understanding of those affairs of life which fit them for its fullest and surest enjoyment. Around this as a center and within a radius of a few miles may be counted a half

dozen grammar schools, full of life and activity, where the one dominant idea with the boys and girls in the higher classes is to complete the grades and report to the High School, which to their untutored minds is as dear as the thought of attending some great College or University is to the worthy graduate of this same institution.

Imagine, then, the wholesome effect this new community life has upon the weakest point in our present system, attendance; for, where these High Schools are located, every boy and girl of school age desires to attend, and in communities where they are wanting, there are but few who care to attend school and of that number only a small per cent remain to complete the grades.

With the abolishment of the old Secondary Schools throughout the State, which has already been done in Hamilton County, and High Schools of this type established in sufficient numbers to serve the people, the attendance problem will be solved without the aid or need of compulsory measures.

Let us in our round of inspection cross a ridge or two and scorch up another valley for a distance of fourteen miles to a mining town called Soddy; here we will find a duplicate of the building we left behind, and a prouder people of a more beautiful school would be hard to find, if it were not for the fact that fourteen miles further on another community, called, in the language of the natives, Sale Creek, and where our worthy President presides, we find a people a little prouder still of the beautiful buildings erected for the service of that prosperous and happy settlement.

Returning to Chattanooga and crossing the river we will make an un of nine miles to a place called Tyner, and here we will find conditions repeated, with perhaps

this difference, that the Tyner people have deceived themselves into the belief that their school is better equipped, has a stronger faculty, and is located in a richer section of the county than any of the other rural High Schools; when the fact is, and you will agree with me after everything has been said and seen, that they are in exact parity.

The country boy and country girl are being educated side by side at that susceptible age, when George tells himself again and again that he loves Sally harder than any mule can kick, and that if his father will only divide some of that old tired farm with him, he will make two blades of grass grow where heretofore only one scrawny blade tried to hide the naked earth, and George will make good for his training at school has enabled him to make careful analyses of various soils, and he knows just what element is lacking in his father's old neglected farm to make it produce as in the olden time. He knows how to prepare this element or fertilizer, as it is called, for so much less than he would have to pay for the commercial article, so that by the time he and Sally have completed their Agricultural and Domestic Science courses, they will marry and live happy ever after on half the land that their parents were starving on. George has learned the secret, and as a result he has but to tickle the soil, and behold she laughs forth with a bountiful harvest.

Sally, too, is on to her job, and is known through all the country round as the most successful home-maker in the memory of the oldest inhabitant; her home is a bower of beauty; her genius knows no limit; her attraction for her George grows as the years speed on, and while many rosy-cheeked boys and girls play round her door, how different is her lot as compared with that of poor Maude Muller, who wedded a man unlearned and poor, and many children played round her door. Maude's man knew as little about Scientific Agriculture as she knew about Scientific Home-making, both having been brought up under the old system, and this is the difference between having a modern rural High School and having none at all.

While I have been making these observations, behold we have reached Chattanooga on our return trip and our chauffeur has stopped in front of Hamilton County's great Central High School.

But when you have finished your inspection of its laboratories for Physics, for Chemistry and for Household Economics; its restaurant, Gynnasium and Mechanic Arts Hall—the latter with a ten thousand dollar equipment, and when you are told that it requires a faculty of sixteen instructors, composed of ten men and six women, to impart instruction in the various departments of this big school, your scepticism as to the pro-

priety of teaching industrial and cultural branches in High Schools will vanish, and you will join the noble band of men who are about to proclaim this new education throughout the State, to the end that every county may be like blessed as Hamilton County, with High Schools builded by the people which will offer opportunities to the youth of our State and enable them to attain to the highest social efficiency in their respective communities.

Hear, then, the sum of the whole matter; Manual Training in all High Schools located in manufacturing centers, Agriculture in all rural High Schools, and Domestic Science for all High Schools, and our beloved Tennessee will soon take rank with the foremost states in the Union.

EXCHANGES.

As this is our first issue, and also the first year that we have published a paper, we have as yet received very few exchanges; we hope, however, to establish a large exchange list not only in the neighboring states, but also in distant states. We will be glad to exchange with any school whether it is located in this or other countries, and during the year we will endeavor to mention each exchange at least once. We expect your criticisms and intend to profit by them, and we trust that all our exchanges will receive our criticisms as they are meant.

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URGENTLY
REQUEST
ALL
SCHOOL
PAPERS
TO
EXCHANGE
WITH
US.

WE
WILL
APPRECIATE
YOUR
SUGGESTIONS.

SOME ANSWERS RECEIVED BY OUR TEACHERS OF MATHEMATICS.

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"An equation of the second degree is an emphatic equation."

"An equation of the third degree is a cubatic equation."

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