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Blue & White

Jeremie L. Walker



**Walkerville
Collegiate**

1927

1927

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
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* * *

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* * *

"Simplicity, truth, and unaffectedness are the leading principles of the beautiful in every work of art."—*Gluck.*

* * *

"What is genius else than a priestly flower, revealing God to the human soul?"—*Tiszt.*

* * *

"It is much easier to be critical than to be correct."—*Disraeli.*

* * *

"In true art, the hand, the head and the heart of man go together. But no art is recreation; it can not be learned at spare moments, nor pursued when we have nothing better to do."—*Ruskin.*

* * *

"Art is the end the student has in view; and study is the means to that end."—*A. B. Marx.*

* * *

"I am convinced that criticism profits an artist far more than praise, * * but it is not surprising that the impassioned artist is equally sensitive or both."—*Wagner.*

* * *

"The surest way not to fail, is to determine to succeed."—*Sheridan.*


* * *

"Art is a grateful friend; the more you dedicate yourself to it, the truer it is to you."—*Teschetzky.*

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
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Bennett's Pies—Monmouth at Ontario.....B. 1250
Butternut Bread—219 Walker RoadB. 550

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Saunders' Shoe Store—26 Wyandotte Street..B. 4392J

BUSINESS COLLEGES

Windsor Business College—209 Ouellette...S. 928

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Daisy Meat Market—Wyandotte StreetB. 3907W

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Holland & Cunningham—58 Wyandotte St...B. 462W
Ottawa Street Bazaar—Ottawa Street.....B. 1756W

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Knox, Chas.—24 Wyandotte StreetB. 1824

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.....B. 1056
Diamond Coal Co—479 Lincoln RoadB. 4468
Wm. Woollatt and Sons—108 Ottawa Street..B. 1700

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Petch, J. W.—45 Wyandotte StreetB. 114
Arnald, George C.—Ottawa at VictoriaB. 1380

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Pari Cleaners—207 Gladstone AvenueB. 554W

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Red and White—Monmouth and Ontario Street

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Keith and Prettie—52 Wyandotte StreetB. 4086
Service Hardware—1510 Ottawa StreetB. 154
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Sansburn-Pashley —307 Ouellette Avenue ...S. 2407
Gabus, E. A.—29 Wyandotte StreetB. 1096
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Gowdy's—31 Wyandotte StreetB. 1396

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Pictorial Review—72 DevonshireB. 863F

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Blue and White

April, 1927

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OUR AUTHORITIES

PRINCIPAL, ROBERT MEADE, M. A.

MISS MARY C. AULD.

MISS MARION H. BROWN, B. A.

MISS M. ADA DICKEY, B. A.

MISS JEAN L. ALLISON, B. A.

MISS VIOLET BURTON, B. A.

MISS EVANGELINE H. ROBBINS, B. A.

MR. HAROLD S. DONALDSON, B. A.

Mr. JOHN L. McNAUGHTON, B. A.

MR. JAMES J. HARTFORD.

MR. WILLIAM O. WHITE, B. A.

MR. WILMOT M. BALL, B. A.

MISS EVELYN J. SHEPLEY, B. A.

MISS INEZ DE AROSAMENA, B.A.

Teachers of Walkerville Collegiate Institute.

(BY WILLIE DUNCAN).

It is an acknowledged fact, that, throughout the province of Ontario, the Walkerville Collegiate Institute occupies one of the most prominent positions attainable in almost every specific class of work undertaken. This honour, without doubt, reflects the high standard and excellence of the teaching staff, and fully demonstrates that the aforementioned staff are, in all probability, second to none in the province.

As will be observed, from the following annotations, the exceptional excellence of the staff permits a curriculum of unusual voluminosity, even for such a Collegiate as our own.

MR. ROBERT MEADE, M. A.

The unqualified success of our Collegiate is due, as we all must acknowledge, to the presence of Mr. Meade, who, by his ability and ready geniality, coupled with his interest in our personal welfare has proven himself to be the most popular principal who has ever frequented the Border Cities. Mr. Meade received his degree in science at Queen's and for over thirty years was involved in public school teaching. In 1921, Mr. Meade was definitely connected with the Walkerville Collegiate, and took charge in the following year, of the new institution, which we occupy at present. It is an assured fact that as long as Mr. Meade holds the reins of our school, our reputation, academically and otherwise, will continue in its present course of unparalleled excellency.

MISS MARY C. AULD.

Miss Auld has been actively connected with us since 1921. Her thorough experience in teaching demonstrates to us the proficiency which she has attained in the subjects at her disposal. At present Miss Auld is engaged in the teaching of English, Art and Physical Culture. During the several years in which Miss Auld has taught here, her geniality and sympathetic understanding with all have proven her extreme popularity among the student body.

MR. HAROLD T. DONALDSON, B. A.

Mr. Donaldson, our popular instructor of mathematics, is a product of Queen's University. Since receiving his appointment in Walkerville in 1922, Mr. Donaldson has become deservedly popular by reason of his conscientiousness, and ready familiarity with the pupils under his supervision. His seven years of teaching assure us of an excellent insight in mathematics. Mr. Donaldson is engaged this year in the supervision of the bugle band, but it is a foregone conclusion that even his participation in such an activity will not cause any appreciable wane in his popularity.

MR. JOHN L. McNAUGHTON, B. A.

The esteem in which Mr. McNaughton is held in this community, is, of course, too great to write of. Mr. McNaughton, a graduate of McGill University, has been actively engaged in every event occurring in the school since its opening. At present, Mr. McNaughton is engaged in the instruction of Geography, English and Physical Culture.

Blue and White Staff



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ISABEL LEISHMAN, Assistant Editor.

STUART YOUNG, Advertising Manager.

LUCILE SANBURN, Artist.

MR. H. T. DONALDSON, B.A., Treasurer

Our Authorities—(Continued)

MISS MARION H. BROWN, B. A.

Miss Brown, graduating from Queen's, has been in our presence since 1923. Having had several years' experience in teaching previous to her engagement in Walkerville, Miss Brown has already assured all of her ability. At present she is engaged in the teaching of French, Latin, Canadian History, and German. She is also qualified as an instructress of Physical Culture.

MR. JAMES J. HARTFORD.

Mr. Hartford, having had many years' experience in both Public School and Secondary School instruction, has proven, during his four years' association with us, to be one of the most efficient teachers in the Border Cities. Mr. Hartford received his appointment in Walkerville in 1923, and from that date has taught Botany, Zoology, Arithmetic, Algebra, and Physiography. His excessive knowledge of his work, and pleasant manner have made him extremely popular throughout the collegiate.

MR. WILLIAM O. WHITE, B. A.

Mr. White, a graduate of McMaster, received his appointment in Walkerville in 1923. Since that date he has been an ardent participant in the many activities of the school, apart from his own special work. Taking his degree in science, Mr. White teaches Chemistry, Physics and Physiography, and was formerly instructor in Zoology. Qualified also, as a Physical Culture instructor, Mr. White is proficient in apparatus work, and is connected with the baseball team.

MISS M. ADA DICKEY, B. A.

Miss Dickey, a graduate of Toronto, received her appointment here in 1924. During her twenty-four years of active teaching in Secondary schools, she has attained an admirable proficiency in the many subjects at her disposal. At present Miss Dickey is engaged in the teaching of Modern Languages and English.

MISS JEAN L. ALLISON, B. A.

Miss Allison, graduating from Toronto, took her degrees in English and History, and

apart from these, is proficient in the Classics and in German. Although a newcomer to the school, Miss Allison has proven her extreme popularity to all, and is actively engaged in every event occurring in the school which in any way is within her jurisdiction.

MR. WILMOT N. BALL, B. A.

Mr. Ball, a product of Queen's University, although a newcomer to the school, has become exceedingly popular among the students with whom he comes in contact. Having taken his degree in Mathematics, he is principally engaged in the instruction of Algebra, Arithmetic, Geometry and Trig. With regard to athletics, Mr. Ball, as a qualified Physical Culture instructor, has taken charge of soccer and hockey. The excellency of his coaching is apparent in the undefeated record maintained by the soccer team since his arrival. Mr. Ball received his engagement in Walkerville in 1925, prior to that date being in Winnipeg. It is also worthy of note that he attained considerable fame as a boxer at university.

MISS VIOLET BURTON, B. A.

Miss Burton, a graduate of Queen's University, has been engaged in Walkerville since 1925. Her experience as a teacher is very great, and it is extremely evident that all pupils, under her supervision, cannot fail to be successful in the Classics, which she teaches. Her attractive manner, proficiency in her work, and lucid explanation of the difficulties encountered, stamp her as a teacher of the highest degree. In the two years of her presence in Walkerville, she has become deservedly popular, both with regard to study and recreation.

MISS EVANGELINE H. ROBBINS, B. A.

Miss Robbins, graduating from Toronto, received her degrees in French and Spanish. Unfortunately, her illness has deprived us of her services for the rest of the year, but it was quite discernible, during her brief visitation, that she was a teacher of outstanding merit. Let us all wish Miss Robbins a speedy recovery, that she may be able to resume her acquaintance with us in the near future.

MISS EVELYN J. SHEPLEY, B. A.

Miss Shepley, a graduate of Toronto, although a newcomer to our school, has already

Our Authorities—(Continued)

made herself extremely popular with the students with whom she comes in contact. Having had several years' experience in teaching, both in Secondary Schools and in Public Schools, she adds to the high standard attained by the excellence of the school. At present Miss Shepley is engaged principally in the teaching of French.

MISS INEZ de AROSAMENA, B. A.

Miss Arosamena, a newcomer to the school, is a graduate of Western University, and has taken degrees in English and French. Receiving her appointment a few months ago, she is rapidly becoming popular with the lower school, with which she is in active contact. It is our desire to accord to Miss Arosamena the heartiest of welcomes.

STUDY HELPS FOR HIGH SCHOOL STUDENTS

Good work habits are quite as important as the mastery of subject matter. Your aim should be to do your task quickly and thoroughly.

1. Form a time and place habit by studying the lesson in the same subject, in the same place, at the same time each day. Do not study immediately after a hearty meal.

2. Have proper study conditions and equipment, a quiet room not too warm, good light at the left, straight chair and table, necessary books, tools and materials.

3. Study independently. Do your own work and use your own judgment, asking for help only when you cannot proceed without it, thus developing ability to think for yourself, and the will power and self-reliance essential to success.

4. Arrange your tasks economically; study those requiring fresh attention, like reading, first; those in which concentration is easier, like written work, later.

5. Sit straight and go at the work vigorously, with confidence and determination, without lounging or waste of time. When actually tired, exercise a moment, open the window, change to a different type of work.

6. Be clean on assignments and the form in which it is to be delivered. In class take notes when the assignment is made; mark parts to be carefully learned. When in doubt consult the teacher.

7. In committing material to memory, learn it as a whole; go over it quickly first, then more carefully, and then again and again until you master it. In learning forms, rules, vocabularies, etc., repeating them aloud will help.

8. In studying material to be understood and digested but not memorized, first go over the

whole quickly; then carefully section by section; if possible, then review the whole quickly.

9. Use judgment as well as memory; analyze paragraphs, select important points, note how minor ones are related to them; use your pencil freely to mark important points so that you may learn systematically and review easily.

10. Study an advanced lesson promptly and review before going to class; recall memorized matter by repeating it, aloud if necessary; think through a series of points to see that you have them in order in your mind.

11. Use all the material aids available; index, appendix, notes, vocabulary, maps, illustrations in your text book, as well as other books and periodicals.

* * * * *

*TEN COMMANDMENTS
OF THE WALKERVILLE
COLLEGIATE.*

1. Thou must not chew gum.
2. Thou must not swear.
3. Thou must not play truant.
4. Thou must not gamble.
5. Thou must not converse in halls.
6. Thou must not flirt.
7. Thou must not "sass" the teacher.
8. Thou must not walk on the grass.
9. Thou must not smoke.
10. Thou must not copy homework.



This year's magazine is our first attempt at a year book, having had, in previous years, papers or small magazines appearing periodically.

We should like to remind our readers that our magazine, unlike those of other schools, is a students' product absolutely, from the material to the editing. In the majority of schools the direction and the editing is in the hands of a teacher or teachers.

The response of the students this year has been splendid, and we wish to extend our thanks to all those who have in any way played a part in the production of this magazine.

—*The Editor.*

* * * * *

Walkerville is Proud of Report.

Collegiate Described as One of Best in Country.

"In its ample accommodation, furnishings and equipment, this is a model of what the modern school should be".

The sentence is taken from the report on the Walkerville Collegiate Institute, issued by G. F. Rogers, inspector of collegiate institutes and high schools, with regard to his recent inspection of the local school. Throughout the whole report Inspector Rogers was highly complimentary of the work of the staff, students and board of education.

ONE OF BEST.

By the erection of a splendid building, one of the best in the province, Mr. Rogers declared that the school board had provided most generously for the academic side of secondary education for years to come. The building was kept in excellent condition, and the janitor service was as good as any he had seen, according to the report.

Inspector Rogers found that all teachers were legally qualified, discipline was good, all pupils were regularly admitted and text books were authorized. Registers and catalogues were properly kept. Experimental and practical work in the various sciences were stressed. The teachers' department was a strong one, he stated.

* * * * *

IDEAL CONDITIONS.

Continuing his report, Mr. Rogers stated: "The work of this school is being carried on under almost ideal conditions. The building within and without, is almost ideal from an architectural point of view. The principal, Robert Meade, is an expert organizer and as a manager he shows tact and judgment.

In pointing to the efficiency of the teaching staff, Mr. Rogers declared that the board of education evidently believed in paying for good service. He was particularly pleased with the spirit of the student body, finding the traditionally unusual condition that "the pupils actually liked their teachers".

Editorials—(Continued)

The report is one of the most complimentary ever issued by Inspector Rogers, and the teaching staff, pupils and members of the board of education are justly proud.

* * * * *

(*Border Cities Star Editorial*).

THE WALKERVILLE COLLEGIATE.

Principal Robert Meade and his assistants, as well as the members of the school board and pupils themselves, have genuine reason for pride in the report of Mr. G. F. Rogers, inspector of collegiates and high schools for the province. It is hard to think of anything more complimentary that Mr. Rogers might have said. The staff is praised, the pupils are praised, and the building itself is praised. Indeed, Inspector Rogers says: "In its ample accommodation, furnishings and equipment, this is a model of what the modern school should be". And the inspector even finds that the pupils like their teachers, which every one must admit is about the apex of educational achievement!

The members of the board, the school's staff and students, and the citizens of Walkerville generally, are indeed deserving of congratulation.

* * * * *

CITIZENSHIP.

I have been asked to write a short article on Citizenship, and in expressing some thoughts which come to my mind at the moment on this broad subject, I do so both as a private citizen of the community and as the Mayor of the Town. In this latter capacity, as a town official, I may have an opportunity of viewing this subject at a different angle probably from that of the majority of citizens.

It has been said that a nation is only as strong as its individuals. This is true, but I think this saying is more applicable to a town or city than to a nation. Why, you may ask? Because the contact is closer, and while we have the Federal Government, which deals with national matters, and the Provincial Government, which makes the laws for the province, it is the local laws that affect us more in our everyday life.

What constitutes a good citizen? Is it all that one should observe the laws of the land and never come within the shadow of the courts? Is it sufficient that a citizen should only pay his taxes and leave the government of the municipality entirely to the elected officials? I think not. In my humble opinion the interest of a good citizen does not end there. How then, can one go farther than to do that which is prescribed for him by statute? I would say that this could be done in three ways.

1. By an acquaintance with the problems that confront the community from time to time and giving the benefit of his knowledge and opinions to those who have been entrusted with the government of the community. Not only should this acquaintance be directed to the many municipal problems, but also to knowing how the business of the community is administered, for it is a business just as much, in the true sense of the word, as any of the large privately owned corporations in our midst. I do not think that this point can be stressed too strongly. In passing, I do not know whether any study is given in our schools to civic affairs. If not, I do think it would be to the advantage of the students if they had some training along this line, as they are the future citizens of the community.

2nd. Co-operation. Having a knowledge of the community and the intricate workings of the different governing bodies, the next step, in my mind, is the loyal co-operation with those governing bodies in actively helping them by at all times giving support.

3rd. This may be superfluous, and is partly taken care of in the other sections, and that is, consideration of others. If we do only as much as we are required to do we are not fulfilling the ideal of citizenship. It is only by helpful interest, both in the problems and opinions of others, and a respect for those problems and opinions, that we can round out the general ideal of citizenship.

Editorial—(Continued)

I realize that the above could be greatly amplified and that there are many points of citizenship that I have not touched. These, briefly, however, are what have appealed to me in my capacity as mayor of the town, and it is only with the ready assistance of the citizens that our town can continue to progress.

It is your community, your town, and the pleasure and profit you receive in your community is measured by the part you take in making it a better one.

—Robert L. Daniels.

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MAKING CONTACT.

In the industrial world an abundance of power is useless unless it can be brought into contact, in a constructive way, with something that needs that power. In the social world theories of good are useless, unless brought into contact with wrong conditions that need to be righted. In the unfolding life of youth there is an abundance of latent power, but the great question is, how to hitch that power up with something that really needs it.

Many cases of failure in life can be traced to the hitching of this power to something outside the realm of the possessor's life. Burbank had much power; Ford had much power; but it would have been folly for either to have entered the realm of the other to flounder about trying to make things move. Both would have been failures instead of successes in their own fields. Real ability can usually be detected in a field in which the possessor has some interest; therefore, to this end, an interesting challenge, or offer, is made in this article to the young men of the senior class in High School.

After consulting the members of the Board of Education and the Principal of the High School, we are going to ask seven boys to come to two meetings of the School Board. At the first meeting the boys will be given a chance to listen to the business transacted by the members of the Board, and then, at the second meeting we are going to ask the boys to assume the chairs of the members and transact the business themselves, with the members sitting by listening.

Immediately the question will arise, Why this stunt? It is done with the hope that a more intimate feeling may arise between the pupils in the school and the board and give each a chance to better understand the other; and add to this the chance to see if the boys of the school can hitch some of the latent power which they possess to some of the problems that come up in a field where their interests should naturally lie.—G. Kersey.

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PATRONIZE OUR ADVERTISERS.

Much credit for the success and fine appearance of our Blue and White, has been due to the generous and hearty co-operation of the business-houses of the Border Cities, in taking space for advertisements. Every possible line of business finds an expression on our sheets. By way of showing our appreciation, adequately, there is certainly no better way, than to patronize these merchants who have helped in no small way to make a success of our publication.

Therefore, it is up to the reader to take the benefit of our advts., visit these places, and in doing so, make our paper a real successful business proposition, both to the advertiser and to the school.—Stuart Young, Manager.

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EXCHANGE DEPARTMENT

The Exchange Department of The Blue and White was organized for the first time in 1927. The main purpose of this department is to exchange our paper with those of other High Schools and Collegiates. In this way we hope to find out what other schools are accomplishing and thus get new ideas with which to improve our own paper. It will tend to keep us in touch with the various activities of other schools and make known the achievements of the Walkerville Collegiate. Our Exchange Department is as yet only small, but we hope with the co-operation of other schools, to make it a success.—Norma Myles, Editor.

Editorial—(Continued)

SCHOOL SPIRIT

School Spirit! What is it? What does it mean? To whom does it appertain? Who are the exponents of it? Where is it practised? These are but a few questions that may be asked and to them all there is but one answer: "Walkerville". Not, Walkerville the town, but the school of Walkerville—Walkerville Collegiate.

You, the student body, are Walkerville. You, the teachers of the staff, are Walkerville. We are all Walkerville, and the spirit of the school means the spirit of us. It means that the way we act, the way we behave, the things we do, the manner of doing them and the character we show others are a few of the things that make up this spirit. It means that by this, we are judged as a school and as individuals; it means that by this, as a school, we are renowned or disregarded and it means by this you students form characters that will eventually make or break you in the great outside world, after you have left.

I do not mean so much the spirit that manifests itself in the conduct of the students towards those of other schools during a basketball game, football match, or field day; nor the splendid manner in which you, this year, have turned out at these games and cheered yourselves hoarse and put new strength into the teams by your very enthusiasm; nor your quick and ready response to duties required from you, or work you are asked to do; nor your industry in your studies; nor your blind, irresistible support of your school in general against criticism; nor your faculty to grin and bear when teachers seemed to be altogether too hard, or work unreasonably difficult, but that all these combined, take their place, and make school spirit what it is at Walkerville.

The spirit that appeared when Walkerville first opened its doors five years ago, that spirit which has steadily grown stronger with those few years, that spirit which you, students and teachers, have made stronger than ever this year, that spirit which you are learning to appreciate, which you are drinking in, and which is slowly but surely forming personalities that will be hard to find elsewhere, already has produced traditions. You have lived up to them and more; you have made newer ones, better ones, and bigger ones. But you are not done yet. There are those among you who lack a proper understanding of the spirit. There are those who care nothing about the school; those who care only for themselves; those who are not unselfish enough to think of the school first; those who do only what will bring them material reward; those who have to be bought, have to be coaxed and yes, almost, bullied to help the school, and there are some which have not yet learned the rudiments of the spirit—honour and obedience. Before Walkerville can truly say we have school spirit, these delinquents must be brought to heel and taught that Walkerville comes first, last, and always.

You, who play sports for Walkerville live up to the very letter of the school spirit. You who bring renown to Walkerville through scholarship and intellectual accomplishments, understand the spirit. You who work faithfully, and you who carry the spirit of Walkerville by your good behaviour everywhere contribute to the school spirit of Walkerville.

You all have, I repeat, made the name of Walkerville ring through the Border Cities more this year than ever before. It was school spirit that made you do it. Let it urge you on to do greater things so that the renown of Walkerville will be such as she justly deserves and her traditions of school spirit be a model for all others.—*Grosvenor H. Shepherd, Q. B.*

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THE SCHOOL ORCHESTRA.

The newly organized school orchestra made its first public appearance at the Commencement Exercises, where it received a hearty welcome.

The orchestra was under the direction of Daniel Cassey, our talented young musician.

The members deserve much praise for the tremendous strides they have made in such a short time.

Those comprising the orchestra are:

Daniel Cassey, Shirley Bennett, Patricia Cooper, Jerry Cooper, Elinor Wortley, Ben Kerr, Arthur West, Tom Fraser, Jack Bernhardt, Clyde Gilbert, Edgar Ciment, Curtis Potter.



THE LITERARY SOCIETY.

The Literary Society of the Walkerville Collegiate Institute was re-organized early in the fall with the following newly-elected officers in charge:

President—Ian Allison.

First Vice-President—Ray Beaton.

Second Vice-President—Hanson Moorhouse.

Secretary—W. R. Halnan.

Advisory Committee—Miss Burton and Mr. White.

The executive met and drew up a general programme for the society to follow throughout the year. The various forms in the school were paired off and each division thus formed was made responsible for one literary programme during the school year.

The first literary entertainment was presented on Thursday, October the twenty-first, in the auditorium of the school. The students assembled at three o'clock in the afternoon, when the programme was presented by Forms Five and Three A.

After the meeting had been opened with the students singing "O! Canada", the president, Ian Allison, outlined in a few words, the aims of the Literary Society and then turned the meeting over to the acting chairman of the afternoon.

The programme was opened by a quartette who delighted the audience with their pleasing blending of voices.

The main feature of the afternoon's entertainment was a mock trial. The curtains parted, and at once the legal atmosphere swept over the audience, for presented to view was a scene in court. The stately judge, who was well enacted by Grosvenor Shepherd, called the court to order and in a few moments, after the prisoner had been brought in and a jury sworn, an interesting trial was in progress. The court clerk was represented by Fritz Marten; the prisoner by Jeremie Walker; the court-crier by Walter Chadd, and the lawyers by G. Schafer and W. R. Halnan. Each character played his part well and did justice to the calling which he represented.

An interesting feature of the trial was the fact that the jury was composed entirely of girls, and much to every one's surprise and at the same time contrary to all theory and practice they brought in a unanimous verdict.

The stage setting with its tall judge's stand, jury's pen, witness box and prisoner's dock, and tables at which the lawyers and stenographers were hard at work, together with the black gowns and mortar boards of the court officials and lawyers contrasted here and there with the brilliancy of a guard's uniform, lent a very realistic touch to the scene.

While the jury was deciding the verdict, the assembly was entertained by Mademoiselle Marika Rokk, Hungarian danseuse, in two graceful and charming ballet dances. Other items of interest had been listed for the afternoon, but on account of lack of time these had to be omitted.

After the jury had returned with its verdict the cast returned to the stage and the meeting was closed with the national anthem. Miss Dickey and Mr. White are to be thanked for their supervision in preparing this program.

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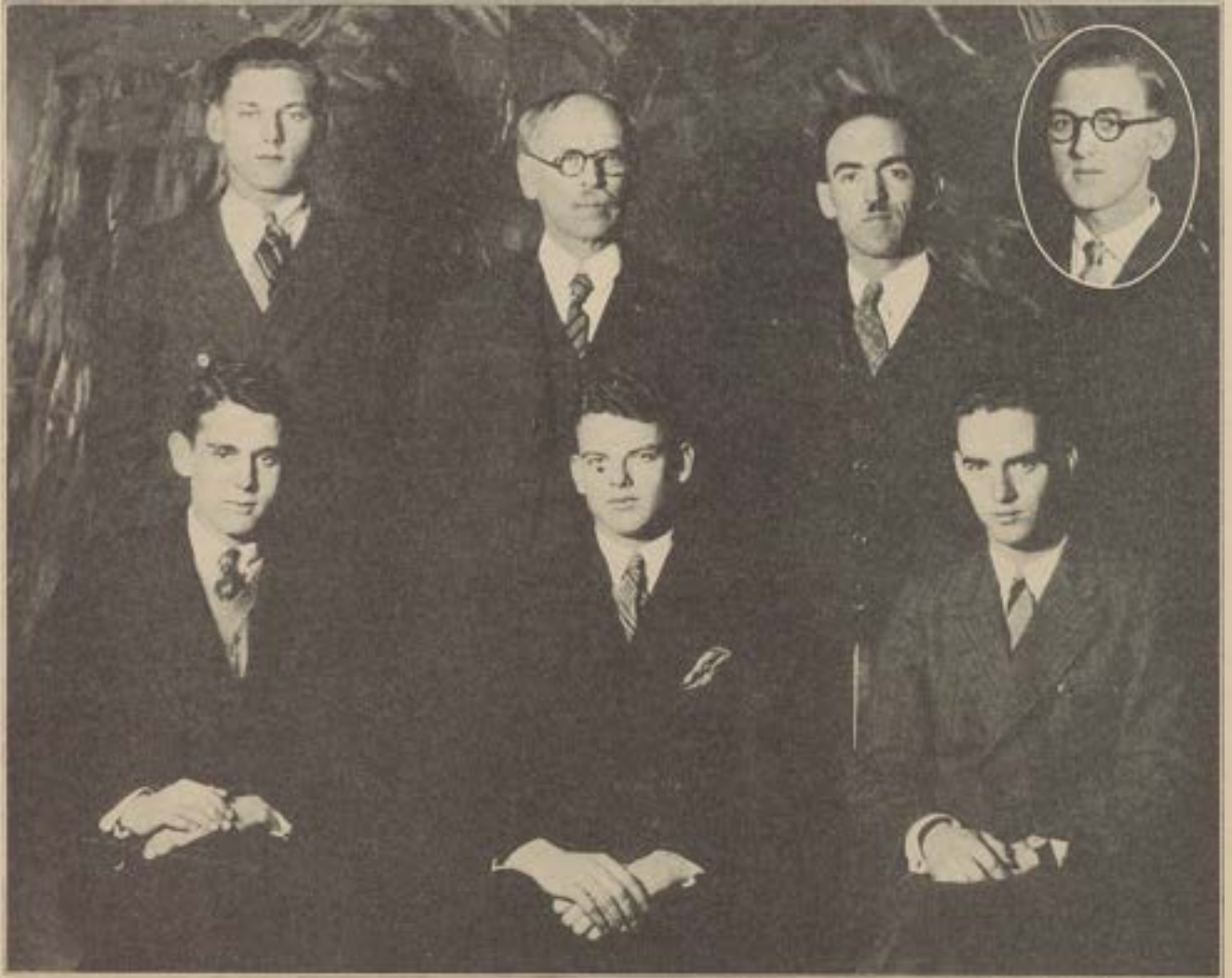
The second assembly of the Literary Society was held on Thursday, November the eighteenth. The programme was given by Forms 4A and 4B. The meeting was opened by Ian Allison and after the minutes of the previous gathering had been read and adopted, William Thorburn, acting chairman for the afternoon, took charge.

The first number was a quartette, composed of Norma Myles, Margaret Paul, Ian Allison and Henry Bull, whose true tones and close harmony bespoke well of their efforts.

Bob Young, editor-in-chief of "Blue and White", was then given an opportunity to forward a plea for the co-operation of the entire student body in editing the next edition of our school paper. Although this item was originally intended to be of a business nature, Bob's ready vocabulary, fluent delivery and entertaining wit, made it, at the same time, very pleasing to the listeners.

Suddenly there appeared on the stage, three figures, bent and muttering, who truly

Literary Executive



INSET—ANSON MOORHOUSE Second Vice-President.

FRONT ROW

DOUGLAS DRAKE, Historian; ROBERT MEADE, Principal; MR. WHITE, Faculty Representative.

BACK ROW

RAYMOND BEATON, First Vice-President; IAN ALLISON, President; BILL HALNAN, Secretary.

Literary Notes—(Continued)

“looked not like the inhabitants of earth”. The witches’ scene from Shakespeare’s Macbeth, which followed, was very cleverly staged; the part of the witches being taken by Misses Leishman, Lowry and Begbie. Hanson Moorhouse efficiently played the part of Macbeth, while Banquo was well enacted by Ray Beaton.

Daniel Cassie, our aspiring musician, delighted the students with a violin solo, Salut d’Amour. Daniel was compelled to play an encore in order to appease the continued applause of the students.

A second scene of Macbeth followed, showing the receipt by Lady Macbeth of a letter from her husband, followed later by his own arrival. The part of Lady Macbeth was successfully taken by Mary Ferris with Hugh Soper acting as messenger from her husband.

A mixed chorus then relieved the tension by singing, as it should be sung, the “Cheery Song”. As a second number they sang an unintelligible parody in Latin of “Show Me the Way to Go Home”.

Mr. Hartford, the critic for the programme, gave a very enthusiastic and praising report on the various numbers.

Miss Elinor Wortley, pianist for the performance, contributed greatly to the effectiveness of the various musical numbers.

Those who had participated in the entertainment, returned to the stage and the gathering was closed by singing “God Save the King”.

It is only right to add this note, that the ultimate success of the programme would have been impossible without the supervision and instruction of Miss Burton.

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The literary entertainment given on Thursday, January the twentieth, was presented by Forms 2A and 2B. Ray Beaton, first vice-president, was in the chair, and Charlie Leeson acted as announcer for the programme.

Donna Stephenson gave a piano solo as the opening number. The audience insisted on having an encore, so Donna gracefully consented.

Form 2A presented a play portraying an incident in the early life of Will Shakespeare. The main characters were Irene Chasely, Madelon Beebe, Wm. Sansburn, Arthur Hall and Donald McGorman.

Lillian Johnston gave an interesting and well-rendered recitation, which was followed by a play, “Scenes From the Old Curiosity

Shop,” by the students of 2B. The main characters were Donna Stephenson, Marguerite Darling, Frank Urie, Albert Langford, and Adolph Lamars, Ralph Breese.

In both plays the characters were well represented and the finished manner in which they were enacted bespoke of much preparation.

A French recitation by Wilfred Janisse, a vocal solo by Madeline Beebe and a reading by Nora Lowe, all three of which were greatly appreciated, brought the programme to its final stage.

The two forms closed their programme with a chorus, modern and full of life, entitled “I Love to Go Sailing in My Aeroplane”.

The critic, Mr. Donaldson, in a few well-chosen words presented his report, which was both kindly and instructive.

Miss Arosamena and Mr. Hartford are to be congratulated for the splendid results of their efforts in preparing this programme.

The second vice-president, Hanson Moorhouse, was in charge of the literary presented by Third Forms, on Thursday, March the third. These forms had as their main number, a portrayal of the Boston Tea Party.

The play was introduced by a chorus of girls singing “The Revolutionary Tea”. The three scenes which followed were very interesting and humorous. First, the meeting of the colonial government, at which the bill was passed which levied the tax; then the failure of a British captain to land his cargo, and lastly, the attack of the ship by the Indians.

An interesting feature of the programme was the Sailor’s Horn Pipe, danced by Mollie McInnis, Irene Flint, Isabel Hallman and Elinor Kester.

A recitation by Mollie McInnis, a piano duet by Jean McClymont and Gladys Duffield, and a chorus which closed the programme, all added greatly to the afternoon’s entertainment. Marjory Handley, who introduced the various numbers, lent a touch of colour to the setting, dressed in her long flowing gown and powdered wig.

Miss Brown acted as critic for the entertainment and praised the efforts of those who had taken part in the programme.

Miss Allison and Miss Shepley were responsible for the fine calibre of entertainment which was so evident throughout the entire afternoon.

All the literaries presented by the Forms this year have been very entertaining and educational. The programmes have been well bal-

Literary Notes—(Continued)

anced, with a pleasing variety of presentations. Each group has portrayed some scene or incident dealt with in the academic work of our education and in this way it has co-operated with the curriuclum of studies and has been of service in impressing certain historical and instructive facts upon the mind of the student body.

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OUR ASSEMBLY.

For the first space on Friday morning the Walkerville Collegiate students have a forty-minute recreation period—the assembly. It is eagerly waited for by the students, for it is very enjoyable.

The program of the Assembly is both interesting and educational. In commencing, the students sing O, Canada. This is followed by the Lord's Prayer, and two or three community songs led by Miss Auld and Miss Brown. Mr. Meade then makes the announcements; these close what might be termed the preliminary part of the program. Then comes the educational part of the Assembly—the speech of some prominent citizen of the Border Cities. Every other Assembly Mr. Meade has some one come to the Collegiate to speak to the students for a few minutes during the Assembly hour. These speeches are enjoyed a great deal by the students, as can be judged from their hearty applause. Up to the present time the school has been honoured by the interesting addresses of five men in different walks of life. Early in the year W. J. Brownell spoke on "Stop! Look! and Listen!" J. H. Coburn, K. C., gave an argument on "Amalgamation," a subject much in discussion at the present time. Father Neville rendered an address on "Duty", Dr. J. M. Young on "Opportunities in Canada", and C. H. Pennefather on "Banking From the Inside". Musical numbers rendered by the students follow the speeches. There are a few more community songs, and finally the most enjoyable part of the program—the cheering. The three leaders go to the platform and lead the school in their various cheers. The assembly is adjourned with "God Save the King".

Some of these Friday morning periods are used for the elimination in the Oratorical Contest. Others are taken up with instructive work on the screen. Now and then the school orchestra takes part in the program. All these go to make up a varied, instructive and amusing hour for the students.

Since it is the last day in the week Friday is quite lax in its atmosphere. There is no

ambition for work. But, when the day is started with an assembly, and especially the levity, interesting assembly which is held in the Collegiate, one is livened up and is put into a mood for work.

The songs promote good feeling among the students. The fact that they are doing the same thing spreads a fellowship among the students. The cheering fosters a school spirit. After the assembly each person feels a comradeship towards the other, and this feeling is the backbone of the enterprises of any school. With the friendship and the school spirit of the student body as a backing an athletic team or an oratorical candidate goes forward with the determination to win.

Also, after their high school days are finished and the students have separated, each to his own vocation, as years go by, and the school atmosphere has disappeared from their memories, a song, a cheer, or a familiar name will bring back vivid memories, and they will feel excited, thrilled as they once did in those far away, almost-forgotten assembly periods. They will look back to the time when, every Friday morning, they met in the assembly for songs, cheers and entertainment. These will be the lasting memories which will bind fast the friendship between the students in after years.

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ORATORICAL CONTEST.

The elimination for the boys' oratorical contest was held on Friday morning, February the fourth, in the usual assembly period. There were three contestants: Jack Rankin, Luther Clarke, and Bert Mahoney. Jack Rankin spoke on the "Future of Canada", Luther Clarke on the "Imperial Conference", and Bert Mahoney on the "Methods of Travel". The three speeches were all of uncommon interest and it took some debating among the judges to choose the winner. However, Jack Rankin was the fortunate candidate chosen to represent our school in the district oratorical contest. The judges were Miss Burton, Miss Dickie and Mr. Donaldson.

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DISTRICT ORATORICAL CONTEST

The boys' oratorical contest for this year was held on Tuesday evening, February the eighth in the Walkerville Collegiate Institute.

Literary Notes—(Continued)

Mr. Kersey, the chairman of the Board of Education, presided. He first introduced the contestants from six different schools.

Paderewski's Minuet was well rendered by Hugh Soper. The Assumption College orchestra, which kindly assisted for the evening, then played a classical selection. The contest then began. The order of the speaking was determined by lot. The Windsor Collegiate contestant, Howard Riggs, spoke first, on the subject, "Physical Education". J. J. Kelly, from Assumption College, spoke second on the subject, "Citizenship". The Wheatley representative, Healy Watson, spoke on the topic, "The Imperial Conference". Jack Rankin, representative from Walkerville, had as his topic, "The Future of Canada". Essex's representative, Harry Hutton, spoke on "Lloyd George as a Statesman", while the representative from the Windsor-Walkerville Technical School, Gilbert Renaud, spoke on "Electricity".

The judges then retired to the office and the orchestra favoured us with another selection.

The school quartette, consisting of Robert Young, Henry Bull, Hugh Soper and Ian Allison, sang a humorous number. Daniel Cassey then favoured us with a violin solo, and Miss Donna Stephenson played a delightful piano solo.

Crown Attorney J. B. Allan, then gave the decision. He complimented the boys on their speeches and said that after taking everything into consideration they had decided in favour of Howard Riggs of the Windsor Collegiate Institute. The judges for the contest were Judge W. E. Gundy, Crown Attorney J. B. Allan and Barrister N. A. McLarty.

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PHYSICAL EDUCATION.

The emphasis now placed on physical education dates back to that period of history when the Greeks had reached that height of intellectual beauty which lifts them above all other nations. No doubt this supremacy can be traced to the education of the Greek youth, which was not merely intellectual but moral, artistic and physical. Lessons at school formed a small part of education. Every boy had to learn to sing and play, and the utmost care was taken that he should hear and practise only the melodies which cultivated the nobler feelings. Meantime he attended the wrestling grounds for the practise of gymnastics under a professional trainer. There he was trained in running, boxing, wrestling, jumping and

throwing the discus and spear. The object was not the development of professional athletes, who could entertain the public with exhibitions of wonderful strength and skill. All boys took an equal part in the exercises, for the purpose of making their bodies strong and supple, that as citizens they might serve the state in peace and war.

We know that the idea of educationalists today in promoting physical education is based partly, at least on that idea which the Greeks accomplished in producing citizens who were not mere intellectual or moral beings, but who were examples of physical perfection as well.

Most of you will agree with me that the modern physical education movement embraces a much wider field of operation than that encompassed by the Greek purely physical training idea.

The conditions of modern civilization with its crowded localities confined spaces and sedentary occupations; the increasing need for study and mental application, the many social circumstances and difficulties which restrict opportunities for natural physical development all require that children, young people, and also grown men and women, should receive physical education by well considered methods.

Like every novel idea the physical education idea has met with much enthusiasm. The most evident result at present has been the enthusiasm for school, community and national sport. People have been more or less carried away by the excitement offered by games (which are a mere detail in comparison with all that physical education really means) that they have forgotten the true motive of the movement.

Clearly the supreme object of physical training as a branch of physical education is to keep in the production and maintenance of health in body and mind. Physical education includes not only this. The great work of medicinal inspection in schools, the movement toward better sanitation in factories and public places; the beautiful rest rooms and recreation rooms in connection with big industrial concerns and departmental stores; the existence of public health bureaus with district nurses and baby clinics are simply offshoots of the physical education movement.

It is specially during the period of growth however, when body, mind and character are imature and plastic, that the beneficial influence of physical training, as one of the important branches of physical education is most marked and enduring. The highest and best

Literary Notes—(Continued)

results of education cannot be attained, until it is realized that mental culture alone is insufficient, and that physical training is necessary to develop not only of body, but also of brain and character. Exercises, if rightly conducted, have the effect of developing in the children a cheerful and joyous spirit, together with the qualities of alertness, decision, concentration, and perfect control of brain over body. Educationalists will tell you that there is no better result of P. T. than that which teaches self control and self restraint. The constant call for self control, and self restraint, for co-operation and harmonious working with others, needed for performing physical exercises and for playing games, helps to foster unselfishness and promotes a public spirit which is valuable in after life.

The enthusiasm which is excited in a community when a school team wins distinction, promotes community feeling and pride.

The lectures which our boys and girls receive in conjunction with Medical Inspection enlighten them not only with regard to the care of their bodies, but direct their minds toward the very highest ideals of moral life.

Medical Inspection not only helps the children to keep clean and fit, but it forces neglectful parents to look to the children who might otherwise be neglected. Boards of Health have done much, particularly in slum districts, to prevent disease and in educating the ignorant in methods of keeping physically fit.

The erection of great new factories in which the lighting is excellent, and where working conditions are made as pleasant as possible for men and women, is simply another branch of this great movement of physical education.

We find, too, that working young men and women have organized recreation leagues for after hours' sport, and in so doing have taken up the banner of better health, which means better minds.

It is with a sense of triumph that we view the important part which men and women are playing in this movement as in other movements of the century. Here we can stand above the Greeks. At no period in the world's history have women taken a more active part and held more important positions.

We feel that we have not yet nearly realized our ideals in promoting the physical education movement. The movement, of course, is simply a part of the great democratic and philanthropic movement of the 19th century. The success of the past few years, however,

makes one look to the future with optimism. It seems to me that of all the movements of the 19th and 20th centuries, great as they were, it would be difficult to find one which has done or will do more for the benefit of humanity or one which is more far-reaching in its field of operation or more beautiful and truly noble in its ideals.—*Isabel Leishman.*

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THE FUTURE OF CANADA.

Today in Canada we are faced by many problems. Some are great, others are small. The solutions of some are visible, the solutions of others are hidden within the dim obscurity of that great problem, the Future.

The future presents so great a problem that to our limited perceptions the entire horizon of our visuality is blotted out. The future has faced the peoples of the world with exactly the same amount of obscurity as it faces us with today.

To discuss fully the future of Canada would require many volumes, therefore, I propose to bring to your attention what I consider to be the most important material facts bearing directly upon the solution of Canada's future.

Taken together, these facts present themselves as a huge problem or puzzle which seems to fit together in some vague manner, but this manner cannot be exactly discerned.

However, the student in considering these facts finds them linked by a continuous thread, a thread of steel—our railroads.

In taking over the various railroads which now comprise the Canadian National Railroads, Canada and her peoples undertook a task which up to that time had been looked askance upon by all governments.

By making drastic change in the executive and the management of the railroad the government put an end to the growing losses, until in 1925, a surplus of nearly thirty-three millions was obtained. In 1926 this was increased by some ten millions and it bids fair to steadily increase until the railroad ceases to become a liability and is an asset to the peoples of Canada.

Some ten years ago the government undertook to construct a railroad from Le Pas, Manitoba, to a terminal at Port Nelson, on the Hudson Bay. This line was to facilitate the movement of western grain to European markets.

Literary Notes—(Continued)

By this route some 1,500 miles of long rail and boat haul from the head of the lakes to Montreal was eliminated. These facts obviously show that the road would rapidly pay for itself; but after construction of all but 96 miles the government discarded it. Today it constitutes the most acute of railroad problems facing the Dominion. The western farmer must have a more direct route to his market, Europe, than that now at his disposal. The cost of haulage via the Eastern route is almost prohibitive to Canadian companies, hence three-quarters of our grain reaches Europe via the United States. It is most essential that the Hudson Bay railroad be completed. It presents a shorter, more direct and all-Canadian route to European markets. We must not throw away a project which has already cost us \$55,000,000, and which requires but six to 12 millions of dollars to complete. It presents a means by which the western farmer may become prosperous and so relieve the great load of taxation which must be borne by Canada, and especially the Eastern provinces.

There are two sources of power—coal and falling water. The former is an obviously exhaustible commodity; the latter is inexhaustible.

Nature seldom niggardly, has been lavish in the disposition of her water power in Canada. In her splendid lakes and rivers, Canada has almost incalculable resources of water power, which have as yet hardly been touched upon. The day is rapidly approaching when Ontario and Quebec, the pioneers and at the present the greatest producers of electrical power in Canada, will be able to dispense with the importation of coal and thus save for use in Canada many hundreds of millions of dollars which now go to the United States.

Many tempting offers have been received by company and government officials of Canada to allow the exportation of power. Happily these men have been broad-minded enough to see past the immediate gains, to see in the future a young growing Canada not retarded in her growth by power export treaties, which lead to embarrassing international difficulties. They saw that when Canada enters the home-stretch to prosperity she must be unhampered and unobstructed. Their faith has been partly justified. American companies needing first of all, cheap power, have been forced to locate in Canada. They bring prosperity, new citizens and provide labour for those who in future may seek our shores. In this manner the heavy load of taxation which must be borne by

Canadians for many years, will be more readily lifted from the shoulders of the Canadian peoples. The rapid awakening of the Orient will supply an all-absorbing market for Western Canadian goods and products and in the near future British Columbia and the Western Provinces will become veritable hives of industry.

The darkest and most discouraging fact with which we are faced today is the constant loss of our best native stock to the United States. Absorbed, as they are, by the industrial maelstrom to the south, from which they would readily return if industrial conditions here were more healthy.

The repatriation of these Canadians is, in the words of Mr. Taschereau, an instant and imperative obligation to Canada. We must develop an aggressively determined Canadian policy based on our necessities and our advantages. Only on such a policy and by an intelligent comprehension by all parts of the difficulties of others can this Canada of ours reach that ultimate goal of prosperity. It will be a hard, long task, but if each and every one of us does his utmost in this direction, we may be assured that as steadily as each new day dawns so will dawn the day when Canada will find herself basking in the full sunlight of prosperity, with a prosperous and contented people within her shores.—*Jack Rankin.*

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TRANSPORTATION PROBLEMS.

I have chosen as my topic something which is of vital importance to every one, and that is Transportation Problems. We have before us wherever we turn the always arising problem of transportation, whether on land, air or water.

In the early days of human civilization people lived in communities and any comforts used were produced in the immediate vicinity. Even if transportation had been desired, there were no means of carrying out their desires. Each community was usually at war with its neighbours. Then came one ingenious man who conceived the idea of making some other creature such as a mule, ostrich, elephant, etc., carry out his behests and carry his wares from one place to another. The first loads were undoubtedly drawn on sledges, and later wooden disks fixed to an axle and having an iron rim were used. It is incredible to think how long it took man to find out that rails would greatly accelerate the speed of hauling, whether by ma-

Literary Notes—(*Continued*)

chine, man or beast. The first rails were used on the Tyne river in England, as far back as the 17th century, for the purpose of hauling coal from the mine to the ships. After much experimenting by a great many men, George Stephenson finally surmounted the innumerable difficulties which presented themselves, and built and operated the first successful railway to be built between Stockton and Darlington. Since then our railway service has advanced steadily until we have the speedy and luxurious passenger trains of today. The modern locomotive has from 9,000 to 10,000 separate parts, and the modern tender has more than 7,500 separate parts. Let us stop for a moment and compare the transportation of the primitive man and our own present day methods. A man can carry a weight of say, fifty pounds, a distance of some twenty miles a day, whereas a modern locomotive, with engineer and train crew, carries about 6,300 tons nearly 150 miles in little more than nine hours. Has not man used the resources of the earth towards his own ends and solved his transportation problems as they presented themselves? Today we have street railways and the elevated and underground railways, which are a great help to mankind. A man can live over ten miles from his work and yet go back and forth daily.

Automobiles play a greater part than one would think in transportation. Today we have our bus service, which makes it possible to cross the continent by means of a luxurious and comfortable bus. Buses are much more comfortable than trains and nearly as fast. They will, in the near future, replace trains completely as a means of human transportation and soon the locomotive will only be used for the transportation of freight.

The history of water transportation is equally interesting and fascinating. Undoubtedly, man used the raft first as a means of transporting first men and then goods, perhaps, in an effort to cross rivers. Then the pole as a means of propelling them came into use and the paddle soon followed. The man who first conceived the idea of propelling a boat by means of a sail was indeed a genius, and this proved a great boon to the transportation of the time. Since then there have been many kinds and many designs of sail boat in use. Even in this day of speed there are still many styles of sail-boat in use, from the junk of China, to the modern fast sailing boat of America's cup

races. Despite the sail boat and the then marvellous speed attained by them, the steam boat had to come. Every one knows the story of Fulton and his early struggle against ridicules and discouragements of every kind, and his final successful launching and sailing of the *Clermont*, his ship. Rapid advances had been made in water transportation, until today we have the veritable floating palaces, which carry over 5000 people and more freight than a train 44 miles in length. Water offers a much cheaper way of transporting freight than does land. For example, salt can be imported by Germany to her own country, where there are huge quantities of it, cheaper than it can be mined in that country.

For the moment let us compare primitive methods and our own methods of water transportation. The savage carried, say 100 pounds in his dugout about 40 miles a day, whereas, the modern freighter running during 24 hours, having a crew of say 20 men, carries about 5000 tons nearly 250 miles. Is this not a notable example of man's genius?

Let us now turn to the air which offers a vast, almost unbroken field of new mysteries. The first air flight made by a heavier than air machine was made in 1909, by the Wright Brothers. They had been experimenting since early in 1908 and were at last successful. Before that the first ascent was made by a balloon, the *LaFrance*, in 1885. In 1909 Farman and Blériot after much experimenting, entered boldly into the realm of practise and were successful. Gigantic strides have been made since 1909 in the line of air machines, and now we have huge passenger and mail aeroplanes which play a great part in our civilization.

The passenger and mail service have lost their novelty now and commercial freight is beginning to be carried by aeroplanes and huge dirigibles of the Zeppelin type.

We have only had a mere glimpse of the wonders which await us in transportation, whether by land, sea or air. It is hard to estimate the part that transportation plays in our civilization for civilization—yes, our very lives depend on it. I hope that every one will do his best towards contributing something to solve this important question of civilization. — *By Bert Mahoney.*



MUSIC



LIFE OF BEETHOVEN.

Ludwig von Beethoven was born at Bonn, Vienna, in 1770. He, like many other musicians, was of poor parentage. His father was a tenor singer in the Elector of Cologne's chapel. He showed musical talent at an early age.

His father was his first instructor. He then studied under more noted musicians. In 1783, at the age of 13, the youth began to publish his productions. He became assistant organist at the chapel in 1785. In 1792 he was sent by the elector of Cologne to Vienna to study under Haydn. There he acquired a high reputation for pianoforte extemporization though the merit of his written compositions was not recognized. The rest of his life was spent in or near Vienna, his artistic tour of North Germany being the most important break.

His latter life was made somewhat morbid by his deafness, of which first signs appeared in 1797. Nevertheless, his best works were published after 1800. From 1800 to 1814 he wrote Symphonies 2 to 8, the opera *Fidelio*, the *Symphony Eroica*, the music to Goethe's *Egmont* and his most notable overtures. From 1814 until his death is the period which saw his Ninth Symphony, and the most important of his sonatas, namely, the *Moonlight* and *Kreutzer*. Beethoven died in 1827 at Vienna.

Beethoven showed unworldliness in manner and great sublimity of thought. When engaged in composing he spent many days seemingly unconscious of his surroundings and absent-minded in his actions. His nature was of a sturdy Tuton, upright, with depth of original thought. He was independent in spirit and he disdained honour. His impatient spirit made him unfit for teaching. In brief, he was a great German musical composer, whose name is forever associated with the symphony and the perfecting of that form of music.

* * * * *

FRANZ SCHUBERT

Needless to say, you have all heard countless operas, overtures, cantatas, symphonies and sonatas by probably the greatest master musician of all time, Franz Peter Schubert. That shy and reserved contributor to the best of the world's music.

Schubert, the son of a school teacher in Vienna, was from youth, musically inclined. He was instructed in violin and pianoforte playing, but achieved his most effective results through the deep and comprehensive study of the compositions of other prominent masters. That Schubert loved the work of composing, is manifest after listening to one of his masterpieces, such as the "Erlking" or "Unfinished Symphony".

The melancholy element which we find in practically all his works, and which is so effective, is highly characteristic of Schubert, and often leaves the mistaken impression that his life was altogether sad. Far from that, Schubert enjoyed many happy hours with his intimate Bohemian friends in Vienna. There he spent the greater part of his life in the midst of the "Scenes de lac vie de Boheme".

Perhaps one of the most outstanding features of Schubert's character is his shyness and reticence. Due to this characteristic, even his most intimate friends knew not the real and innermost Schubert, yet they all loved him because of his gentleness of manner. They often had to force him to comb his hair and change his coat in order to present a respectable appearance. This, we are told, sometimes produced rather unhappy results, because his self-consciousness was aroused and his genius temporarily smothered.

In spite of Schubert's numerous defects, we find in all his compositions, something very fascinating and alluring which appeals to the everyday mind completely. Often we wonder at the accomplishment of so many marvellous works in so short a life as his.

Schubert died almost penniless in 1828, at the age of 31. To me, it is still incomprehensible that at the time of his death, in that age of talented masters, Schubert's worldly possessions (including some of his now most famous works) were valued at only twelve dollars!

Schubert is said to have once exclaimed, "My music is the product of my genius and my misery".

There is still a question in many minds as to whether Schubert, had his life been prolonged, would have been able to go on producing new works, or would his deep fountain of inspiration have dried up?

Music—(Continued)

"THAT'S THAT".

A John B. Rogers production, "That's That", a musical comedy, was presented under the direction of Miss Lenore Gillis, in the auditorium of the Walkerville Collegiate Institute, on the evenings of the seventeenth and eighteenth of February. Miss Gillis rehearsed and arranged the performance to perfection in a remarkably short time.

The weather was not altogether favourable, but large audiences were assembled both nights.

This year's production was decidedly different from those of the preceding years, although the cast was similar.

Many of the collegiate students participated in the minor parts, while the leading roles were taken by outside talent. "That's That" was a musical comedy, with the scenes occurring at a Palm Beach resort. Mr. Francis Bell, Mrs. P. Battye, Mr. Harold Jackson and Miss Betty Allison were youthful lovers, whose romances were unduly interrupted by the older couple,

Mr. Reginald Service and Miss Charlotte Moir.

Miss Lillian Bull enacted the part of a social climber, avoiding her country boy-friend, Mr. Fred Creed, a real comedian. Among the characteristic young hotel guests were Miss Beryl Williams, Miss Billie Huber and Miss Ivy Phelps.

Mr. MacNamara and Miss Ethel Farrell, the Bowery couple, added variety and zest.

The gay, colorful Charleston group was enthusiastically received and each chorus, the Masqueraders, East Siders, Lady Luck Boys, Hotel Guests and others, were appropriately brought in.

The play reflected the life and fashions of the present day, and the music was expressive and tuneful.

"That's That" was a delightful operetta, and the financial returns were declared adequate. Generous thanks were rendered to all who assisted.

CHORUSES IN "THAT'S THAT"

HOTEL GUESTS—Marion Bull, Annette Riberdy, Margaret Keech, Ivy Phelps, Gertrude Williams, Ralph Harrison, Fred Gibson, Archie Scott, Chris. Ryan, Ian Allison, M. Fry, Rae Simons, Bob Young.

WAITRESSES—Shirley Bennett, Audrey Roher, Winnie Potts, Phyllis Love.

1927 GIRLS—Norma Millard, Freda Mosey, Elizabeth Morton, Viola Agla, Addie Bennett, Margaret Gardener, Gladys Wilkie, Beryl Williams.

LADY LUCK BOYS—Ian Allison, Robert Young, Wm. Thorburn, Henry Bull, Wm. Hannan, Hugh Soper, Douglas Vaughn, Ray Beaton, Douglas Jackson, Clarence Buchta, Gale Taylor, Jack Rankin.

SUB-DEBS—Marion Allison, Elizabeth Coatsworth, Irene Flint, Mary Potter, Jean McKinnon, Jean McClymont, Isabel Hallman, Grace Bull, Marion Gibson, Isabel Leishman, Edna Service, Mollie McInnes.

CHARLESTON—Mildred Thrasher, Catherine Smith, Margaret Gemmell, Bessie Gemmell, Effie MacDonald, Margaret Hull, Edith Prettie, Edna Ward.

EAST SIDERS—THURSDAY EVENING — Vera Pool, Gladys Card, Catherine Seyffert, Jean Galloway, Florence Mills, Margaret McGhee, Audrey Money, Beverley Black, Louise Groves, Helen Young, Jane Pitcher, Etta Muryray, Ethel Bowen, Violet Brown, Jean Westover, Helen Johnson.

FRIDAY EVENING—Marion Collins, Jane Considine, Betty Little, Annabel Eggert, Nancy Ambery, Anna Barbara Holderman, Helen Johnson, Betty Duck, Dora Palmer, Eileen Smith, Betty Farquharsno, Isabel Barron, Evelyn Thorburn, Evelyn Israel, Florence Simpson, Roberta Irving, Marjorie Pierson, Jean Brewer, Bessie Heron, Betty Garrick, Natalie Pike.

MASQUERADERS—Alfreda Begbie, Evelyn Butler, Margaret Flint, Blanche LaBute, Jean Churchill, Mary Ferris, Norma Myles, Marion Lanspeary.

RUSTICS—Bernice Blow, Helen Nageleisen, Margaret Threapleton, Hilda Cornwall, Daisy Bean, Irene Chaseley, Louise O'Neil, Betty Considine, Dorothy Francis.



POETRY



ROBERT BRIDGES—POET LAUREATE.

Robert Bridges was appointed poet laureate in June, 1913. Since that time, and indeed, since he published his first volume of poems, there has been much controversy among the critics as to the merit of his poems. On the whole, however, the majority now agree that his poems are of exceptional excellence; and no less a critic than Arthur Symons has found Mr. Bridges "alone in our time as a writer of purely lyrical poetry,—poetry which aims at being an 'embodied joy' and a calm rapture".

Mr. Bridges was born in 1844, in the little village of Walmer, Kent. He comes from a distinguished English family. At Eton and at Corpus Christi College, Oxford, where he received his education, he was awarded scholarships; but he also found time to distinguish himself in athletics. He was an enthusiastic cricketer, but he gained most of his reputation as an athlete through his prowess as stroke of the Corpus boat.

After leaving university he travelled extensively in Europe and the Far East for a number of years. On his return to London he studied medicine, and later filled several important positions in that city. For the last forty years he has, however, withdrawn from active life and devoted most of his time to nature and literature.

This retirement was, it seems, voluntary, and we get in his poems a glimpse of his reasons for it:

"Thrice happy he, the rare
Prometheus who can play
With hidden things, and lay
New realms of nature bare:
Whose venturesome step has trod
Hill underfoot—and won
A crown from man and God
For all that he has done."

While in the country Mr. Bridges lives on the crest of a hill commanding a view from Blatchley on the east to Berkshire-downs on the west. This country is marvelously beautiful at all seasons of the year, even in late autumn. This is how Mr. Bridges himself describes it:

"In the golden glade the chestnuts are fallen,
From the seried boughs of the oaks the acorns
fall;
The beech scatters her ruddy fire;
The lime hath stripped to the cold,
And standeth naked above her yellow attire:
The larch thinneth her spire
To lay the ways of the woods with cloth of
gold."

In the summer his garden is a riot of bloom. There are purple foxglove, and phlox of every color—from deep scarlet to the most delicate rose pink, from reddish purple to the palest mauve and pure white. Near these flowers roses bloom—great velvety dark-red roses with golden hearts, coral-pink roses, and beautiful

creamy white ones. In one corner are dainty pinks and blue-bells. Over this brilliant array of flowers hover butterflies

"With dazzling colors, powdered and soft
glooms,
White, black, crimson stripes and peacock
eyes,"

as Mr. Bridges describes them. Behind this veritable fairyland of gay flowers, butterflies, and bees, their rises tall, dark, mysterious, a pine forest, which makes an effective background. Overhead, a sapphire blue sky with great fleecy white clouds sailing across it, is inspiration enough for any poet.

Although Mr. Bridges writes many poems on nature, he also writes of love and religion. Here is a short extract from what is considered one of his finest pieces of work:

"Gird on thy sword, O man, thy strength en-
due,
In fair desire thine earthborn joy renew,
Live thou thy life beneath the making sun,
Till Beauty, Truth and Love in thee are one.

* * * * *

"Thy work with beauty crown, thy life with
love,
Thy mind with truth uplift to God above,
For whom all is, from whom all was begun,
In whom all Beauty, Truth and Love are one".

Poetry—(Continued)

A great critic once said of Mr. Bridges: "This poet, to whom the common rewards of life are not so much as a temptation, has meditated on the conduct of life in the freest, most universal sense, and most of all, he has put into his poetry the peace, not the energies of life; the wisdom, not the fever of love; and the silences, rather than the voice of nature.—*London Paper.*

* * * * *

THE MODERN LITTLE RED RIDING HOOD.

Little Red Riding Hood, sleek as a mouse,
Tramped through the woods to her grandmother's house;
She found there a wolf in her grandmother's gown,
And, grabbing a mashie, she knocked the wolf down.
Said little Red Riding Hood, bristling with spunk,
"The chickens today are not easy to bunk!
If you think I would fall for your line of hot air,
You're dumb as the barber who bobs my blond hair!"
The poor wolf got up and skedaddled away,
And the bump on his bean lasted many a day.
Bad wolves and bad men used to raise quite a row,
But they can't fool the Little Red Riding Hoods now!

* * * * *

SEND IT IN!

If you have a bit of news,
Send it in!
Or a joke that will amuse,
Send it in!
A story that is true,
An incident that's new,
I want to hear from you—
Send it in!
Never mind about the style,
If the news is worth the while
It may help or cause a smile—
Send it in!

V. FORM PHILOSOPHY.

Life's just like a picture,
With its shadow dark and light.
Which represent our troubles,
Some heavy, others slight,
And yet to cast a shadow,
We must have near a light,
Which represents the future,
With its promises so bright.

T.E.R.

* * * * *

TWO LADS.

The following poem was taken from a school paper entitled "Red and White", and was written by a student with an exceedingly practical mind:

In the good old times of yesterday,
Two boys, they went to school.
One was a very studious lad,
Who never used to fool;
But day by day he worked so hard,
To get his Latin up,
That in the after years he might
Fill to the brim, his cup,
With all the fruits of living, made
On this foundation, carefully laid.

The other, he a scoundrel was,
Who never learned his Latin,
But spent his time in fooling round
And doing naught to fatten
His precious mind with useful things
About the tense and cases;
Instead, he used to study much
The girls' fine clothes and faces;
And so he lived from day to day,
Unthinking of his future pay.

And now, I sadly must relate
How these two boys have met their fate,
The first (for fortune's surely blind)
A very need for Latin has.
He's working on a sewer now
With six Italian jabbering lads.
The other in his fashion shop,
Designs the ladies' dresses;
No need has he for Latin there,
For he's a multi-millionaire.

George A. Powell.

Poetry—(Continued)

THE SEVEN LIES OF MAN.

From Vox Lycei.

Behold the seven lies of man,
And tell his age by that;
As soon as he can lisp, he says:
"It mutht have been the cat!"

Next, when the baseball team begins
To make its thrilling score,
His well-beloved grandma falls dead
A dozen times or more.

Third, like a furnace does he sigh;
Of course we know the gist—
He tells the maiden fair she is
The first he ever kissed.

Fourth age, he comes home in the morn,
And gladness fills his cup—
The good Samaritan has been
With sick friends sitting up.

Fifth, to the nurs'ry he repairs,
His son to interview,
And says: "My son"—Kerswat! Kerswish!
"This hurts me more than you!"

He next has leisure on his hands,
And fills a can with bait;
He hooks a minnow, then he swears
Ten pounds to be its weight.

Last age, when lean and slipper'd grown,
He finds his greatest joy
In telling what perfection ruled
The days he was a boy.

* * * * *

THE VERY SINGULAR PLURAL.

We'll begin with a box, whose plural is boxes,
But the plural of ox is oxen, not oxes.
Then one fowl is a goose, but two are called
geese;
Yet the plural of moose should never be meese.
You may find a lone mouse or a whole lot of
mice,
But the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow in the plural may be cows or kine,
But a bow repeated is never called bine.
And if I speak of a foot and you show me your
feet,

And I give you a boot, would a pair be called
beet?

If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called
beeth?

If the singular is this and the plural is these,
Why shouldn't the plural of kiss be called
keese?

Then one would be that and two would be those,
Yet hat in the plural would never be hose.

And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mothers, we never say
methren.

So that English, I think, you all will agree,
Is the most wonderful language you ever did
see. —(*Sunday Times*).

* * * * *

THE VEXING VERB.

The object of a verb is to get the translator
all bawled up.

If an adjective is well done it will usually
agree with its noun.

Miser is a possessive noun.

A masculine and a feminine word shall not
be used in the same sentence without the pres-
ence of a chaperon.

All foreign words have an accent.

Whenever an active verb attacks a passive
verb they must be separated immediately.

A word that shows its syllables is immodest.

You can always tell how tense a verb is when
it gets excited.

The language has a whole lot of proper
nouns but no improper ones.

Words with weak endings seldom sit down.

(*Pelicon*).

* * * * *

EDUCATIONAL.

A dillar, a dollar, a ten o'clock scholar,
Why don't you do better at college?
"For football and sport my time's all too short
And who in the world cares for knowledge?"

* * * * *

AND STANDS!

Under the swinging street car strap,
A homely co-ed stands,
And stands, and stands, and stands, and stands,
And stands, and stands, and stands.

Poetry—(Continued)

RHYME FOR THE LITTLE ONES.

Little Bo-Peep
Loses lots of sleep
Going to parties and hops;
But leave her alone,
And she comes home
Escorted by seventeen cops.

(*Rammer Jammer*).

A book agent came to Toronto,
He had travelled wide and far;
Said he: "Can I sell you Shakespeare?"
To the man behind the bar,
But the barkeeper answered "Neffer!"
For I know already yet
Dot our Schlitz beer and our Pabst beer,
Beats your Shakes beer, you can bet."



NAPOLEON

Napoleon sat on the rocky coast
On the rugged shore of St. Helena,
"I have nothing now, of which I can boast,"
He said in kind of a dilemma
"Here I am a prisoner of war
On this little Island so forlorn,
Soon my France will be no more,
From my people it will be torn."
He looked out toward his France
On his face there was a frown,
He said with a curse of vengeance,
"A Bourbon is wearing the crown."
His thoughts went back to Waterloo,
And he fought that battle again.
He said, "Had my guards got through,
Louis would not at present reign."
Then his face was transformed by a grin,
As he remembered Austerlitz.
He said, "That is the time we did win,
For I really used my wits.
True we were defeated here and there,
We were defeated at Toulouse;
But one cannot win everywhere,
To win you must sometimes lose.
We lost at Corunna, and Oporto,
At Rolica and Talavera,
But we didn't lose all the time, Oh, no!
They were made to run at Salamanca.

These English, our enemies of old—
It seems are not conquered with ease.
They fight until death I am told.
Indeed, this was proved in the Pyrenees,
Badajos was disastrous for us,
As was the retreat from Moscow;
But there is no need to foam and fuss,
Just a mere matter of spilt milk, you know,
At Salamanca I said they lost;
True, but they won there, too.
Although they won at a great cost,
It made France feel rather blue.
Vimiero, Corunna and Vittoria,
Quentes, D'Onora and Wagnam
Were all victories for Brittania;
Then finally there came a calm,
I could not get a footing in England,
Trafalgar proved that to me,
So I tried to conquer the mainland,
But I couldn't, you plainly can see.
If Britain had not butted in,
But remained on her Island quite small,
It would have been easy to win,
Indeed, no trouble at all."
Then Napoleon to his feet arose,
From his rocky perch got down,
Brought his day dreams to a close,
But still on his face was a frown.

Floyd R. Zimmerman.

SHORT STORIES

BOOKS FOR THE HIGH SCHOOL STUDENT

By Anne Hume—Librarian, Willistead Library.

When the Editor of the Year-Book of the Walkerville Collegiate Institute asked me to contribute an article on "Books", to the 1927 edition, I said I would do it. Then when I had time to do a little thinking on the subject I began to realize what a tremendous load I had taken on my shoulders in a moment of weakness. "Books". Just that. And every year there are published in English alone something like twenty thousand titles. When you consider it was in the fifteenth century that Caxton introduced printing into England and that his successors have been at it ever since with increasing efficiency and speed you will gain some idea of the magnitude of the subject in English alone, not to mention literatures that we call "foreign".

Somewhere boundary lines had to be established. But where? Then the thought occurred, "This article is for a journal edited by High School students, presumably for High School pupils. Very well, it shall be for those same people". So the present title took shape.

It should be stated at the outset that the books discussed will be those with a cultural aspect, and just those that experience has shown are really enjoyed by High School students. For after all, our enjoyment of books bears a somewhat direct ratio to our experience in life or our mental development. So a child of ten years will not enjoy a book written for the mental capacity of a young man or woman of say eighteen years. On the other hand the Fifth Form student, say, will perhaps enjoy the ten year-old's book just for what it is, but if he enjoys only that kind of book a case of arrested mental development is clearly shown. None of us wants to lay claim to that! The moral is, watch your reading.

But you may say, "Why should I read? I study mathematics and science and 'languages' and history in school. That ought to be enough". It might be, if you read as side-lines all the books and stories your teachers bring to your attention. But how many of you do that? Besides you must have recreation and change. While you get these to a certain extent in athletics and in your various other school activities each boy and girl seems to crave something that is utterly different from

school work. And this is as it should be. In later years you, like us older people, will develop hobbies to give you just that change of scene. At present many of you find it in outside reading.

* * *

What is or should be the value of this reading? First, it should enlarge your horizon and by vicarious experience prepare you for the life that is ahead of you. Second, it should help to give you "culture", that elusive something that makes for charm and urbanity in your dealings with your fellows. "Culture", Webster's dictionary says, "is the training, disciplining, or refining of the moral and intellectual nature", and it is a difficult thing to attain without wide reading. Third, by reading books of a high literary merit you establish for yourself a high standard by which to judge all other books; when they fall below this standard you judge them worthless, and would no sooner spend your time on them than you would on worthless companions.

* * *

You will ask, "What books are of this high literary merit and yet are interesting enough to give me recreation?" They are legion, and in the space at our disposal only a few can be indicated. But first, let the subject be divided into "Books for the Lower School," and "Books for the Middle and Upper School Students". Let no student confine himself to either group entirely. Some of the younger students may have read more than the average and will want to pass immediately to the older group. And some of the older students may wish to read from the younger group as well. But don't forget about arrested mental development.

* * *

FIRST AND SECOND FORMERS, have you all read *Robinson Crusoe*, *Adventures of Tom Sawyer* and of *Huckleberry Finn*, *Treasure Island*, *Little Women*, *Little Men*, *Grey-*

Short Stories—(Continued)

friars Bobby by E. S. Atkinson, (The story of a Scotch Terrier), *Master Skylark* by John Bennett, (The story of a boy in the days of Queen Elizabeth), *Deerslayer and Spy* by Cooper, Mrs. Dodge's *Hans Brinker* (story of boys and girls in Holland), *Tom Brown's School-days*, *The Jungle Books*, *Jim Davis* by John Masefield (a story of smugglers), *Bob, Son of Battle* (another dog story), *Ungava Bob* by Dillon Wallace (adventures of a young trapper in Labrador and Ungava)? These all stand at the bottom of the list in age, but at the very top for interest and good writing. You really should have read these before your High School days, but if you haven't, don't miss them under any consideration.

Now for some books to supplement this list. Do read *Kidnapped*, by Robert Louis Stevenson—it has a thrill on almost every page—and then read *David Balfour*, the sequel. *Black Arrow*, by the same author, is an excellent historical tale. Cooper's *Pathfinder* and *Last of the Mohicans* are Indian stories. *Call of the Wild* and *White Fang* are excellent stories of dog life in the far North. *Captains Courageous* (life on a fishing schooner), *Kim* (secret service in India), and *Stalky & Co.* (life in an army college) are all by Rudyard Kipling. *Masterman Ready* by Frederick Marryatt, is a story of shipwreck on a desert island. *The Great Quest* and *The Mutineers* are two stirring tales of sea-life and adventure sixty years ago, told by a new boys' writer, C. B. Hawes. *Moby Dick* is a tale of whale fishing in the Pacific, and *Typee* is an adventure tale of the South Seas. Both are by Herman Melville, who has just been rediscovered as a writer of stirring tales. *Scottish Chiefs*, by Jane Porter, is an historical tale of Scotland. *In Desert and Wilderness*, by Sienkiewicz, is a story of the adventures of an English girl and a Polish boy, who were captured by natives in the wilds of Africa. "*Canadian Crusoes; or, Lost in the Backwoods*", by Mrs. K. P. Traill, is an exciting tale of a girl and boy who fell into the hands of Canadian Indians. Another excellent Canadian story is Emily P. Weaver's *The Only Girl*, the action taking place at the time of the Eighteen Thirty-Seven Rebellion. Ethel Hume Bennett writes delightfully of Canadian school and camp life in *Camp Ken-jocketty*, *Judy at York Hill*, and *Judy's Perfect Year*. Jules Verne's stories, *Twenty Thousand Leagues Under the Sea*, *Mysterious Island*, and *Tour of the World in Eighty Days*, are highly imaginative tales of adventurous deeds supposed impossible at the time they were written, but many of them have come to pass. *Ben-Hur*, by Lew

Wallace, is a story of the first century and is a great favourite with young and old.

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But we must pass on to MIDDLE AND UPPER SCHOOL reading. You should all have read the books listed above. From these you will possibly pass on to Doyle's *Sherlock Holmes'* stories, to Dumas' *Count of Monte Cristo* and *Three Musketeer* stories and to the two great romancers writing today, Sabatini and P. C. Wren. *Scaramouche* and *Sea-Hawk* are two well-written adventure books, and Sabatini became so well-known after their appearance that many of his earlier volumes were reprinted. His latest is *Bellarion*, a story of American colonization. Wren's two best stories seem to be *Beau Geste* and *Beau Sabreuer*, stories of the French Foreign Legion. Some of his earlier works also have been reprinted. Mention should have been made of Doyle's historical tales, such as *The White Company*, Haggard's *King Solomon's Mines* you will also like. The great ancestor of these historical and romantic writers is Sir Walter Scott and none has yet succeeded in equalling him. *Kenilworth*, the tragic story of Amy Robsart, *Ivanhoe*, life in mediaeval England, and *Quentin Durward*, a tale of the days of chivalry, are the three favourites, and they have a tang and a zest unequalled in modern tales.

Have you read the amusing stories of Mr. Pickwick, the fat boy, Sam Weller, Bob Sawyer and the rest in Dickens' *Pickwick Papers*? Do you know of all the books printed, sold, and read year after year throughout the English-speaking world, *Pickwick Papers* ranks fourth? The Bible heads the list with Shakespeare second, and the English Prayer Book third. So Dickens is in high company. But perhaps at your age you will prefer *David Copperfield* and *Oliver Twist*. At any rate, Dickens is one of the most popular authors with young and old at public libraries.

Jane Austen writes very wonderful stories. When you consider that very few women did any writing in her day, and that she took as her characters just the people she knew, people who lived very quiet and uneventful lives, you will realize what a really great novelist she is. *Pride and Prejudice* and *Sense and Sensibility* are recommended. If any of you are Scotch you will revel in Sir J. M. Barrie's *Little Minister*, *Sentimental Tommy*, and in all his plays. *What Every Woman Knows* was played in a Detroit theatre last March and thousands

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went to see this delightful drama. Even those who are not Scotch count Barrie a favourite author. Speaking of the Barrie drama, do you read plays? Once you get the feeling for them a whole world of hitherto unexplored literature is opened up, and Barrie's are excellent for a starting point.

John Buchan writes excellent secret service stories, *Greenmantle* being the best. *Messer Marco Polo*, by Donn Byrne, is a charmingly told story of the hero's journey to China where he converted the Emperor's daughter to Christianity and to love. He has also written some lovely Irish stories. Willa Cather writes very sincere stories of life on the Nebraska prairies. *My Antonia* is the best of these and *Song of the Lark* is another excellent, though slightly different, story.

There are two books I should like to mention especially for Upper School students. *Gulliver's Travels* we consider a child's book, and it is, for children read it and love it, because to them it is a fantastic fairy tale. But read the book again when you are grown-up and you will discover what it really is, a tremendous satire on mankind, and man's weaknesses and vices. *Wind in the Willows*, by Kenneth Grahame is a story with animals such as the mole, the water-rat, and their companions for characters. Children read this because they love all stories with animal characters, but when adults read it they get vast amusement out of it because various types of people are humourously impersonated by the animals, and the fun of the thing is that one sees all sorts of people one knows in these little rodents. Anatole France has done somewhat the same thing, though in a much more ironical way, in *Penguin Island*, where the characters are all penguins.

George Birmingham, who in real life is J. O. Hannay, has a diverting tale of an Irish curate and his friend, the Major, who search for treasure lost from the Armada. It is called *Spanish Gold*. *Parnassus on Wheels*, and *The Haunted Bookshop*, are two delightfully humorous books by Christopher Morley, both of them being about bookshops, the first one on wheels.

That reminds me of the two volumes of essays he has edited. He has chosen the best of the modern essays and nearly all of them have a charmingly humorous touch that labels them all over "light" literature, but all are distinctly well-written.

These lists may seem rather lengthy, and yet they are most incomplete. I have tried merely to indicate what way your recreational reading should go. If you cultivate your natural taste for literature of a high order, you will find your interest in books increases as the years slip away; and that intangible characteristic, culture, which we mentioned before, will be yours.

* * * * *

A MODERN BED-TIME STORY.

By Bill Halnan.

"And now my little monkeys, (a term of endearment in Shakespeare's time), I will begin to start to commence to try to make an attempt to relate the account of the adventures of our aggregation of curiosity hunters that ambled by the Turkey Creek, which babbling, sparkling and laughing ripples over the vast and unbounded lots (a term meaning land used by real estate men) in the country to the south where they eat Chile Con Carne, hold friendly revolutionary gun competitions, worry Uncle Sam and dance the original Charleston.

"Hot-dog," screamed Tommy, "the old gent's goin' to shoot a line on the drainage canal in Chicago".

"You're all wet," grandpa said. "It's the Amazon river in South America".

Granddaddy just had to come up for a gulp of air after slobbering such a bibful, which he intended to act as an introduction to his bed-time story. The old man really deserved a longer rest but it was now much past his bed-time and the kids were afraid of being late for the show, so he had to hurry on.

"As I was saying," he continued, "I will tell you of our jaunt in Amazonian lands. Of course we went to Fullothedevilphia (not Philadelphia) on the seacoast of Brazil by means of the inter-continental air line. Of course, children, in that town the streets are perfectly safe for pedestrians, so the first thing we did was enjoy a real good walk. At this outpost we left fire departments, policemen, bandits, colleges, movie theatres, women M. P.'s and automobiles behind. Before us lay a land where men were men, women wore clothes, knew their place in life and kept it, where the trees grew outdoors and a nickle was five cents; a land where people were individuals not like our land where we are all alike, Ford cars, made of the same

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parts, wearing the same upholstery, and making the same noise.

"Well, after proceeding for two days by dog-sled one of the horses broke through the ice. On the next day the other nag keeled over with a bad attack of jungle fever. Realizing he was only a burden to the party the noble beast seized a rifle and running madly from the house ended his life in a snowbank.

A meeting of the missionary society was called and a motion was passed, signed, sealed and delivered that the gang should go ahead afloat. Gathering together part of an old phonograph, our sleds, a Ford engine and a Geometry text-book, a fleet of magnificent and spaciouly constructed canoes were completed the following morning. After obtaining a supply of gasoline at a near-by service station, we resumed our journey over the land. That night at seven seventy-seven our canoe contracted a leak and upon investigating we found that theorem eight, book four, had been missing from the Geometry. We dug up a parking space and in the morning we sold our outfit to a junk dealer for twice its value.

The next few days we cast our lamps on many a wonderful sight as we rolled onward. We were finally convinced we had escaped civilization, for to the north as far as we could see, great tropical plants and vines provided a beauteous natural park, with herds of deer, moose, wolves and wild-cats roaming peacefully around, while the dull and languid waters were filled with lolling seals and Polar bears. To the south great forests of spruce and pine dotted here and there by snow-capped hills, presented a view of the real wild life of nature, for swimming through the snow were great tropical reptiles and the hippopotami were enjoying their skiing and hill-sliding. Just as night was tumbling down, I was about to remark how important our discovery of such an uncivilized, cultured and peaceful country would mean to the sane people at home, when the highway before us burst into a dazzling light.

"Millions of multi-coloured lights struck our eyes. Great signs blazed forth their insignificant messages. Electric words flashed to us the absolute exclusiveness of the surrounding district and informed us that lots could be bought for 10 per cent. down and the remainder in 12 monthly instalments. Buildings would be erected to tenant's specifications and the land was positively guaranteed to increase somewhat in value some time in the far distant future.

"Our caravan of camels was frightened at this sight, but we fooled them by wiring to each one a pair of rose-coloured glasses. The noble beasts at once were quieted on looking through these, as the horizon took on an exaggerated appearance of an Arabian star-lit night.

"We realized we had been beaten to it; the Florida land-swindlers were there before us. We were at once surrounded by agents of all kinds and the only thing which seemed to be in our way of buying all South America, was the lack of the necessary little "iron men."

"We accepted the invitation of the High and Dry Land Company to remain at their hotel during our stay. While lounging in the smoker a bell-hop came in paging O. U. Sap. I at once answered and after knocking over the boy I opened a radiogram offering our men a contract to sell the newly invented electric refrigeration plant to the Eskimos. We decided to head south at once, so hailing a taxi we beat the speed cop to the aerial field and took the 4.98 plane for home on the Bagdad-New York-Belle River line.

"A uniformed figure,—a click of heels.—"The car waits without', and the kids were off to see the latest stage success, "The Adventures of a Browning'."

Grandad, suddenly relieved of his audience, drank his evening toast to prohibition, took the elevator to his room on the next floor, and had his valet put him to bed.

* * * * *

DESCRIPTION OF CALIFORNIA.

As Told in a Letter.

I promised you some weeks ago to write you further of my impressions of California, as it strikes a tenderfoot from the wilds of Michigan.

There are really but two places in California that amount to much—San Francisco and Los Angeles. These two cities have been trying to outdo each other in population, having gobbled up all the other towns, annexing them, and so as I write now, it must be largely about these two cities, which now take in most of California.

Along about 1840, California really began to advance. A couple of fellows named Lewis and Clark, began running cheap excursions out over the Union Pacific R. R. The Barbary Coast

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was made a free port. Then Joaquin Miller and Bret Harte began writing poetry about the climate.

But the state did not really get its start until a fellow named Marshall started a gold cure up near Sacramento. Inside of a year, there were 6,000,00 gold diggers of both sexes working there. Thus we see that California was discovered by the Spanish, fought for by the Irish, settled by the Yankees, built by the Chinese, owned by the Jews, and run by the native sons.

With the Spanish on the south, the Yankees in the north, and tourists all over, California had a wonderful growth. On the whole, it grew so fast that they had to divide it into two parts—the northern and southern parts. And then they had to place two deserts and a range of mountains in between to keep the two parts from fighting.

The capital of the northern part was called San Francisco, and that of the southern part, Los Angeles.

“San” means “Saint,” and “Angeles” means “Angels.”

But that was quite a long time ago.

San Francisco, including Berkley, Oakley, Alameda, Daly City, San Bruno, Colma, Alcatraz Island, and the Farralones, is the largest city on the coast. Los Angeles, including all the rest of California, is still larger.

San Francisco is bounded on the north by Alaska, on the east by Utah, on the south by Hollywood, on the west by Hawaii, and on top by Heaven. That is by daylight. After dark, it has no limit.

The Mt. Tamalpais railroad and the San Francisco City Hall are the two crookedest things in the world.

San Francisco has more restaurants named after dogs than any other city in the world. The Seal Rocks and the St. Francis hotel are renowned for the number of sealskins to be seen on any afternoon.

San Francisco dates its time from the earthquake and fire, and the rest of the world, from the birth of Christ.

The name Los Angeles, is Spanish. There are 22 ways of pronouncing it,—all wrong. It is inhabited by immigrants from Iowa and New England tourists, real estate agents, and movie actors.

Los Angeles is a seaport, situated 18 miles from the ocean. They were short on water, so they ran a subway somewhere up in Canada,

and tapped the Arctic Ocean. The only wonder is that they didn't get it through to the Atlantic, for nothing seems to stop Los Angeles. Then they had so much water they didn't know what to do with it, so they annexed another county to use it up. Los Angeles is the largest city in the world in the point of farm acreage.

One of the greatest assets of Los Angeles, although it is never mentioned by its inhabitants, is its climate. There are two kinds of Los Angeles climate—perfect and unusual.

Owing to the fact that all Los Angeles dwellers are either rich or hopelessly broke, it is a great city for amendments, golf, polo, baseball, and bringing up charges against the mayor, being the most popular.

There are more beautiful women in Los Angeles than in any other city in the world. They come from somewhere else to go into the pictures.

Hollywood is a suburb of Los Angeles, and is called “The City of Happy Homes”. This is caused by the fact that the husbands and wives there always occupy different homes.

The imports of the southern or cafeteria end of the state are rubes, boobs, hops, malt, and actors. The exports are oranges, films, cancelled cheques and raisins.

California leads the world in hotels, good roads, diversity of beautiful scenery, wonderful press agents, climate, moving pictures, automobile owners, flowers, and local jealousies.

Oh, but I love California. Love it as only a native son of Michigan can love it. I love the lakes and rills, the mountains and hills, the desert and the seashore. But best of all, I love the soil, especially the lots I own in San Bruno. I have an attachment for those lots I'll never lose. That is, it looks as if I never would. The land shark who sold me these lots, told me I could sell them sometime, and double my money. But he was a bum prophet. I just noticed the other day that the deeds read “to have and to hold.”

But the great dream of my life is to settle down there in my own little bungalow, on my own little ranch, and there in the golden sunlight and silvery moonlight of California, dream away the hours, seeing visions of other places and other times. And where can one find more to recall such visions, than a California ranch?

You wake up in the morning to the sound of a Connecticut alarm clock, fasten your Boston garters to your Philadelphia sox, and in your Detroit suspenders on your Duluth overalls,

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put on your Lynn shoes, and your Danbury hat, and you are up for the day. Then you wash your face with Cincinnati soap, in a Pennsylvania basin, dry it with a Rhode Island towel, and go to eat. You sit up to your Grand Rapids table, and eat Kansas meat, Minneapolis flour, and Battle Creek breakfast food. Then, you go out, put your Concord harness on your Missouri mule, hitch it to a Moline plow and plow up a couple of acres of land, covered by Ohio mortgages.

At noon, you dine on Chicago ham and Michigan potatoes cooked in Indiana lard over a Kalamazoo stove burning Wyoming coal. And then at twilight, you fill up your Pride of Detroit with Mexican gasoline, dash out to the beach, and, while sitting in a Greek restaurant, smoking a Cuban cigar, you watch a New York girl do the Memphis Shimmy to the music of a New Orleans jazz band. Then you eat a Mexican tamale, smoke a Turkish cigarette, and go home. Here you read a chapter in a Bible printed in London, England, say a prayer written in Jerusalem, and crawl under a blanket made in New Jersey of Tennessee cotton, between Fall River sheets, only to keep awake half the night fighting fleas, the only native product of the whole darned ranch.

* * * * *

THE RAG BAG.

(Jean Norbury, 3B.).

Outside, the cold wind, howling and whirling about the house, seemed to be proof of the old belief that lost souls came back to earth in changed forms.

Inside, all was calm and warm.

Seated in a large rocking chair, before a blazing fireplace was an old lady. She was certainly the type of old lady to be quiet and reserved, one that would make an excellent grandma for poets to describe. But tonight she was excited. Her cheeks were flushed, but not by the heat of the leaping flames; her soft eyes dancing. Small white hands were busy opening an age-marked bag.

It was large, round and full, a sort of reddish colour that in days gone by must have been brighter.

At last the bag was open, and what a jumbled assortment of colours met her delighted gaze! White, black, red, green, a deep violet, all were there!

Grandma's heart beat faster, as, with a trembling hand, she reached into the bag and brought out a downy white cape. A soft 'Oh!' escaped her lips, her eyes grew sad. Ah, yes, baby Jim's, who died so long ago. Yes it must be over fifty years—a lifetime—since she had seen this. Sighing, she laid it on the floor beside the bag.

Again she put her hand into her treasure bag, and this time found a faded violet dress. Her eyes twinkled with merriment. Her first dance—Getting up she shook out the dress. My, how different it was to the one Janie had worn as she left the house this evening! Grandma shook her head. Soft strains of music sounded in her ears; slowly, she waltzed around the room. She lived again the night of that dance.

Sitting down, she laid aside the dress and felt again in the bag.

This time a man's waistcoat met her gaze. She patted it softly, John's coat. My, how proud of him she had been the day he first wore that. Yes, it was a Sunday; she remembered now, because the Churchill baby was christened that day and had cried horribly. Chuckling, she put the coat on the floor with the others.

Then a ball of warm, red coloured wool came to view. She would knit a scarf with that for Janie, she thought.

The next thing was large, and she had trouble separating it from the rest of the things in the bag. Finally, it came out. A lacey, white, silk dress. She gasped. Why, she thought, how could this get in here? I thought—why, I thought Mary made a dress of this for Betty. Slowly, she stroked the dress. Memories flooded into her mind. That picnic—a walk through the woods—the skating party—the day of her wedding. — — —

Folding the dress, she put it on the back of her chair.

Many coloured remnants and rags were all brought forth in their turn. Every one holding for her some long forgotten memory.

Finally, the bag was empty. Grandma leaned back in her chair. Then remembering the dress, she quickly sat up and held it on her lap.

Sighing happily, she fell asleep.

* * * * *

MR. AND MRS. MACBETH.

Macbeth was a Highlander from Highland county, Ohio. He was distantly related to the Highlands of Northern Ontario. He early emi-

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grated to Scotland, where he first attracted attention as a brigadier of militia. One night while crossing a lonely moor, coming home from a general muster (pretty well oiled), he was accosted by three witches, one of whom cried, "All hail, Macbeth, Thane of Clam Chowder!" while another saluted him, "King of the Cannibal Islands!" They all united in a chorus of "Woka, poka, woka tum," all of which had the effect of greatly inflaming the ambition of the general. Thane he was already, but there was one slight difficulty in the way of his becoming king. The position was filled. Duncan held the throne, and it was evident to the most casual observer that Duncan wasn't such a donkey as to abdicate in favour of Mac. or any other man. He wrote to his wife all about it, hinting that he would like the situation of king, should there be a vacancy, having held almost every other office, from alderman of his native village up.

Mrs. Macbeth was a strong-minded female, generally understood by the neighbors to wear the breeches. She couldn't wait for Duncan to pass away in the regular course of nature, so she egged Macbeth on to hasten his demise, and possess the throne. An opportunity soon offered. The king, having remained down town one night, until the street cars had stopped running, was forced to stay over night at the Macbeth residence. Mrs. Macbeth showed him every attention. She gave him the spare bedroom off the parlor; had a fire built in the parlor stove, had hot water prepared for him to wash in, etc., etc. When the good king had retired, Macbeth and his wife consulted as to the best plan for removing him from a world of trouble. It was at length arranged that she should get his servants drunk on "apple jack", while he probed the bosom of the aged Duncan. She would have done it herself, she said, had he not resembled Macbeth's father-in-law as he slept.

Macbeth steals on tip toe to the king's bedroom, and shortly returns with a dagger in each hand, stained with "ketchup." The deed is executed and stamped, and only requires to be registered. He was very pale and trembled violently, being seized with that remorse of conscience which every villain feels after committing crime until he is satisfied that he isn't going to be caught at it.

He is troubled about the ketchup on his hands, and wants to know if there is water enough outside of temperance organizations to wash it off. She tells him that a little turpentine will easily fix that. He starts at every

sound, and seems to hear a voice which says, "Sleep no more! Macbeth, doth murder sleep!" adding something to the effect that Mrs. Winslow's Soothing Syrup would be unavailing in the future to ensure for him a quiet nap.

Disgusted with his timidity, she snatches the daggers from his hands, and, bearing them to the front parlor, places them by the sides of the king's servants, who are "how-come-you-so" under the piano. This is for the purpose of fastening suspicion upon them as the guilty parties, it being the well-known custom of murderers to lie down and go to sleep immediately after butchering a gentleman, with the gory implements of their profession in their hands.

Just before daybreak the door bell rings; McDuff, a Scotch nobleman of Irish extraction, who had been up all night at a Fenian ball, had stopped to see if the king was stirring yet, not knowing that the king wouldn't stir any more. Macbeth directs him to the best bedroom where the king lies. He goes there, but quickly returns with the startling announcement that the king has been murdered.

Macbeth takes on terribly about it, of course. Mrs. Macbeth comes in in her cambric muslin and is carried out in a swoon; the neighbors are aroused, and a messenger is despatched at once for the coroner. Macbeth stabs the king's servants and tells the jury at the inquest that he couldn't help it when he had seen what they had done—he never was so mortified in all his life.

The king's sons leave the country, fearful that the malady which had carried off their father might run in the family, when Macbeth starts a rumor that they were implicated in the assassination, and appoints himself king. Henceforth, his career is one of blood, ably supported by Mrs. Macbeth, who, like the devoted wife that she was, did all she could to promote her husband's prosperity.

They killed Banquo, one of King Duncan's generals, but his ghost persisted in sitting at their feasts. They carried on a general slaughtering business for some time, but at length McDuff raised a regiment of Fenians, and after vanquishing the "Queen's Own," put all that the King's Own to flight, when Macbeth was killed in a hand-to-hand prize fight with McDuff. His last words were, "Lay on, McDuff, and snuff him out who first cries out, Scotch snuff!" and McDuff laid on with such effect that Macbeth was soon knocked out of time.

Short Stories—(Continued)

Mrs. Macbeth fled to Canada. The last that was heard of her was that she was stumping Ontario under an assumed name, in favour of female suffrage.

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CLAP HANDS! HERE COMES WILLIE.

The crowd cheered wildly as the team trotted on the field. Eleven determined men going forth to fight for the school, to give all they had for it. With them came Willie. Every one knew Willie. On the campus his genial personality had won him many, many friends. He turned and faced the fans. He smiled. There was confidence as well as determination in his smile. He assumed the pose the fellows had so often seen. With an assuring tone in his voice, he shouted, "Peanuts, popcorn, candy!"

* * * * *

A TALE OF HUSH MONEY.

The school of fine arts of a certain Middle West university was very proud of its many talented and successful graduates. The school boasted that its graduates were an honour to the institution. A certain girl labouring under the impression that she had a wonderful voice

became a senior and was in imminent danger of graduating.

The principal worried. There was no basis upon which he could refuse her a diploma, yet to allow her to go out as a sample of the voice department of the School of Fine Arts would be to disgrace the school forever.

Something must be done; to tell the girl outright how terrible her singing was would be cruel.

The dignified principal made a surreptitious visit to the office of a famous throat specialist. A heated argument hinging around the words, "professional honour" and "unsullied reputation", finally ended in the exchange of a crisp hundred dollar bill. The next time the principal heard the girl sing, he expressed a fear that her voice was slightly impaired, and advised that she have her throat examined by a well-known specialist.

"My dear madam," exclaimed the famous doctor, "the tissues of your throat are very delicate. The slightest strain would likely result in a terrible disaster. You must never sing again, for the strain would almost certainly cause serious complications."

The school of fine arts was saved from disgrace.

* * * * *

SUNRISE

Beneath the velvet gloom of sleeping woods there was no sound. Wrapped in the impenetrable canopy of night nature lightly dozed through the slow morning hours until the faintest trace of paler blue bended upwards in an arc above the low woods on the horizon to the east.

Gradually the fading blue circled the horizon to north and south. In the centre of the arc of light the blue turned to ash-gray, and the gray cloud became streaked with faint opalescent light at the edges. The low sloping sun gradually rising was enveloped in a sea of flaming colour. Spreading from the rose and amber of the lower bars the light went blazing outward in little waves which resting motionless high above the parent cloud a tiny group,

like a flock of birds were swept with radiant gold. Far on the southern horizon a shaft of light showed in contrast to the sombre mist-clouds all about. Above the woods a great round cloud caught the rising sun's rays and glowed with light reflecting it downward through the lattice of the trees.

The pale mists came creeping down the hills and along the hollows, lifting the shadowy forms and slowly waving their trailing veils.

Each day the dilatory sun slowly rises to cast its waning smile upon the world. Each day it hastens to its filmy bed in the west as if reluctant to encroach upon these resting fields and woods.

* * * * *

ALMA MATER

USE YOUR TALENTS.

Every person, no matter how stupid, has his or her own special talent. Perhaps it is lying dormant, hidden away unseen, but it is there.

How do you awaken it? How do you find it? You don't. It springs up within you and you do not know of its presence until you begin to use it.

Now, I suppose, you are asking, "How can you use it until you know what it is?" There is only one way, and that is by trying one after another until you find your own special one.

Some one will say, "Oh, but I can't do that, why, I never did it before." That is just the trouble, you may possibly be trampling your own talent under foot, by so doing. Opportunity may never come your way again. Try it, anyway. You may possibly make a terrible fist of it the first time but never say die.

Allow me to cull a little poem which really states concisely what I mean:

The sky is my limit,
My aim to astutely
Try everything once,
Abso-posi-lutely.

Reginald J. Service.

* * * * *

JIM AND STEVE

It's remarkable how one's life plans are changed! When Steve and I were at school little did we dream that we would be selling butterfly bow ties and plus-fours to our former classmates who have become of late quite "Collegiate!" We live in a strange world. It just seems a short time ago when my pet hobby was "Detention." Now it's visiting fashion centres to procure smart haberdashery. We wish to thank the many of our fellow students who have contributed to our success, and we mean a real success, because recently we had to enlarge our clothing and shoe departments to cope with the situation. Still, there are times when we think of the golden opportunities we passed up in our High School careers and the glorious freedom that wasn't appreciated at the time, but of course, once a person

enters into business, school life is soon forgotten.

—*Jim Lenox.*

P. S.—We cordially invite each and every student to make our store their meeting place. Come in to phone, "loaf," or wait for your friends.

* * * * *

OUR GRADUATES

Cicely Helps is now at the Technical School. Cicely has a position on first team at Tech., but she still has some loyalty for her old team. "That's the spirit, Cis."

Neil Gregory—Neil is managing a tailor's shop now. Yes, he has learned the habit of marking \$30 suits up to \$40, and then advertising 20 per cent. off.

Ede Gauthier is finishing her course at the Margaret Eaton School, Toronto. We have heard that Ede has just as many friends in Toronto as in Walkerville.

Arthur Renaud—"Frenchy," we hear, has loads of money between the hours of 9 and 4. No, he's not a millionaire, he's working in the Royal Bank.

Cath. Young is now attending Queen's University. We have heard that Cath. is just as popular at Queens as she was in Walkerville.

Bertrand Booth—Bert is putting in a good day's work in Adam's Drug Store. He has got over the habit of handing his customer's carbolic acid for cough syrup.

Helen Clinton is attending Detroit City College. It is necessary for Helen to get immediately after the clock rings now in order to reach her classes on time. Quite different from your High School days, eh, Helen?

Morrison Hall—"Morrey" is continuing his education at Detroit City College, which rather goes to show that some great minds have a few "empty rooms" in the "top storey" yet.

Eleanor Courtney is now attending Ladies' College, Whitby, Ont. From all reports Eleanor is doing just as well at Whitby as she did at Walkerville.

Bernard Crouchman—"Red" is applying that "High School knowledge" over at Walker's. No, he does not test the "whisky" before it leaves the storehouse,—at least we hope not.

Alma Mater—(Continued)

Mildred Moffat—No more night life for Mildred since she is attending Business College.

Elliot Patterson, a former student, has found congenial occupation in Detroit.

Mary Hamilton and Glad Burgin are in training at the Royal Victoria Hospital, Montreal. We won't mind being sick now if we can have Glad and Mary for our nurses.

James and Newell Lennox have opened a men's furnishing store on Sandwich street, Windsor, in which business, I am sure they will meet with the hearty co-operation of the Walkerville Collegiate male students.

Marian Bull is now attending Windsor Business College. Since Marian has left, the basketball team has missed her defense work, which has made Marian famous with the local fans.

Lloyd Turner is at the present time employed at Gotfredson Motor Co., in Ford, Ont.

Viola Agla is also taking up a course at the Windsor Business College. Here's hoping "Vi" is as successful in business life as she was at basketball.

Hugh Cunningham is at present studying in the Normal School at London. Evidently he intends following a profession to which he has become ardently attached.

Gertrude Johnson is attending the Toronto University. We are wondering if Gertrude has as many study spaces as she had at the Walkerville Collegiate.

Lyall Scamen has found employment in a Detroit confectionery store.

Wm. Rogers is now an ardent worker in the Imperial Bank, Walkerville.

Archie Dennison is now a great asset to the Ford Motor Co., and we hope his modest efforts are appreciated.

Audrey Brown is completing a course at the Technical School. If looks develop the brain, "Aud." will be a philosopher in the near future.

Leslie Butcher—or "Pic" is now a popular student at the University of Detroit. We hope that he has not forgotten the Walkerville Collegiate, where he passed his High School days, taking an active part in all athletics.

Archie Zettlir is now a student at Detroit City College and a salesman on the side.

Carl Bennett is continuing his education at the University of Detroit, where we wish him every success.

Roy Hicks, our former basketball star, is now doing his daily dozens at a Detroit firm.

THE BOYS' ATHLETIC ASSOCIATION.

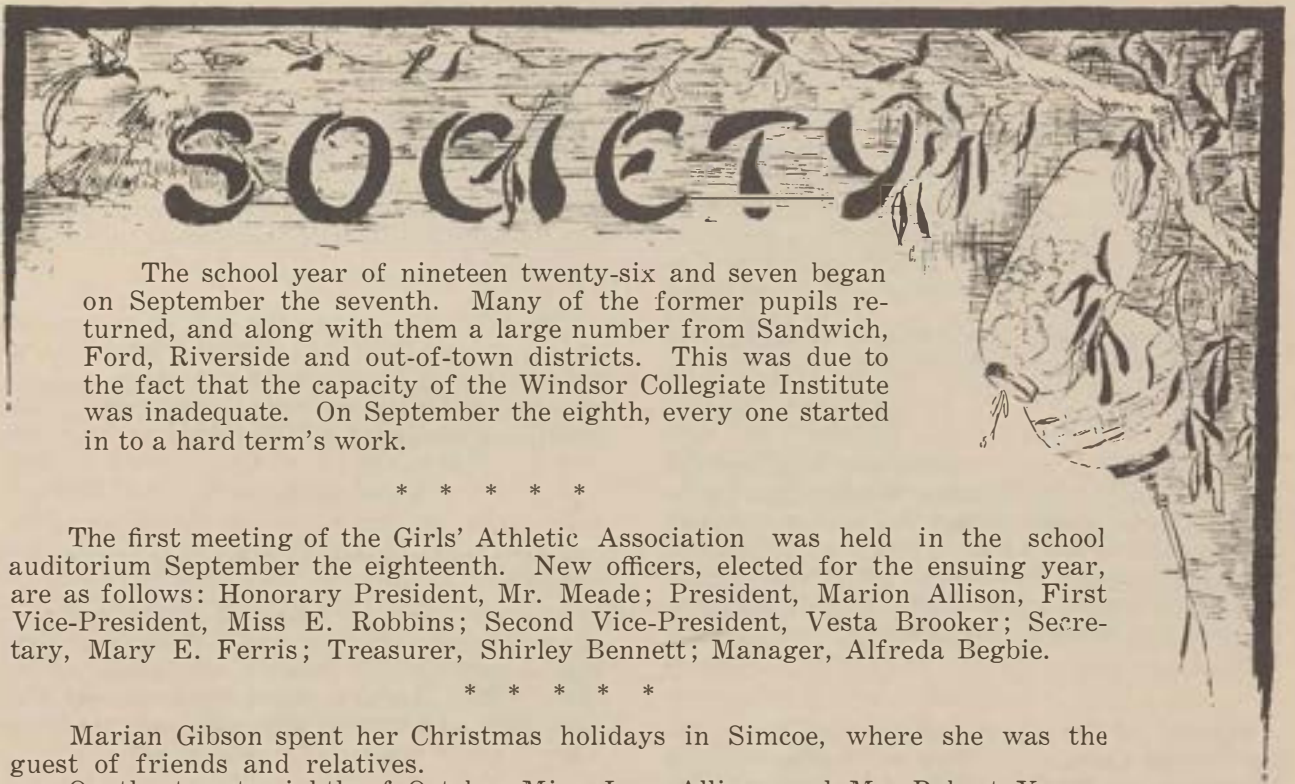
The Boys' Athletic Association met and was reorganized in September of last year. The following officers were elected: Honorary President, Mr. Meade, M.A.; President, Alton Pepper; First Vice-Presidents, Mr. J. L. McNaughton, B.A., and Grosvenor Shepherd; Secretary, Keith McEwen; Treasurer, Mr. W. N. Ball, B.A.; Student Managers, Albert Carley and Ronald Todgham.

OBITUARY.

We were very sorry to learn that on April the first one of our former students, Percy Muxworthy, had passed into the Great Beyond.

Many of us were familiar with Percy in his public school days, and his engaging personality made him popular with all who knew him. It will be many a long day before we cease to mourn his loss, and his memory will be cherished by all of us.

We take this opportunity of extending our most profound and heartfelt sympathy to the family in their recent bereavement.



SOCIETY

The school year of nineteen twenty-six and seven began on September the seventh. Many of the former pupils returned, and along with them a large number from Sandwich, Ford, Riverside and out-of-town districts. This was due to the fact that the capacity of the Windsor Collegiate Institute was inadequate. On September the eighth, every one started in to a hard term's work.

* * * * *

The first meeting of the Girls' Athletic Association was held in the school auditorium September the eighteenth. New officers, elected for the ensuing year, are as follows: Honorary President, Mr. Meade; President, Marion Allison, First Vice-President, Miss E. Robbins; Second Vice-President, Vesta Brooker; Secretary, Mary E. Ferris; Treasurer, Shirley Bennett; Manager, Alfreda Begbie.

* * * * *

Marian Gibson spent her Christmas holidays in Simcoe, where she was the guest of friends and relatives.

On the twenty-eighth of October Miss Jean Allison and Mr. Robert Young, our youthful student editor, were in Toronto acting as the representatives of the Walkerville Collegiate Institute at the convention for the benefit of editors and reporters of school papers and magazines of Ontario high schools and collegiates. On their return they told us of the delightful time they had had at the meetings, banquets and football game between Queens and Varsity. They also told us of the interesting visits to printing offices and press rooms, where they were shown how types were made, and many other details of the making of newspapers and magazines.

* * * * *

On the fifth and sixth of December those of the Walkerville Collegiate had with them Mr. G. F. Rogers, inspector of collegiate institutes and high schools of Ontario. While the pupils carried on in the usual manner Mr. Rogers went about the different class rooms, inspecting the work and sometimes conducting the classes himself.

* * * * *

At the Annual Commencement Exercises on December the tenth, Mr. Rogers addressed those present. He was highly complimentary of the work of the staff.

* * * * *

It was decided by the Board of Education to rearrange the Commencement Exercises, dividing the programme into two parts, one night to be devoted solely to the presentation

of medals and certificates; the other for the dance.

* * * * *

The regular Commencement Exercises were held on December the tenth, in the school auditorium. Mr. N. Ortvad occupied the chair. One of the pleasing features of the evening was community singing. Medals were awarded the field-day champions: Jean Churchill, Dorothy Galacre, Isabel Leishman, Isabel Chisholm, Vesta Brooker, William Young, Carrol Grimwood and Arthur Scott. Those of the soccer team and girls' basketball team also received medals. The valedictory address was given by Marian Bull in her usual admirable style. Other parts of the programme were contributed by Dorothy Galacre, Ian Allison, Daniel Cassey and Mr. Rogers.

* * * * *

Many of our former students were home for the holidays from college. Some of these were Catherine Young, Gertrude Johnson, Helen Clinton, Eleanor Courtney, Edith Gauthier and Hugh Cunningham.

* * * * *

The following boys of the Walkerville Collegiate Institute took part in the shooting con-

Society—(Continued)

test held at London on October the fifteenth: Richard Ortved, Lawrence Affleck, Jack Steiner, Donald McGorman, Lee VanLuven, captain; Jack Rankin, Ian Allison, Gordon Cole, Douglas Jackson and Ronald Todgham, second-in-command.

* * * * *

Miss Nora Lowe left January 30th for an extended tour through the British Isles, France and Spain.

* * * * *

The girls' oratorical contest was held on February 10th, in the Windsor-Walkerville Technical School. Miss Isabel Leishman was the representative from our school. Her speech was on Physical Education. Although Isabel was given second place, the presentation of her matter, her manner and material were excellent.

* * * * *

Several of the pupils of the Collegiate attended the game, Strathroy vs. Walkerville, in Strathroy, on Friday, March 4th. Among those present were the following: Jean Churchill, Isabel Leishman, Elinor Kester, Mary Ferres, Douglas Tompson, Carrol Grimwood and Neil McClymont.

* * * * *

Miss Lillian Bull, our popular stenographer, attended the J. Hop at University of Michigan on February 11th.

* * * * *



FASHIONS.

To those who are at all interested in the problem of being smartly dressed, the selection of the right kind of jewelry is increasingly important. Even those who ordinarily are averse to wearing it in any form, now realize that it is becoming a style requisite.

Antique earrings are very attractive, both with long and short hair.

Brooches of every description are very popular this season—the larger—the more gaudy—the more brilliant—the quainter—the better.

* * * * *

The vogue for letting the hair grow long still continues and has many youthful followers. Although the style of wearing the hair done up, is very becoming to most faces, still it does make a girl appear a little older.

* * * * *

OLD-FASHIONED—YET BECOMING

The new style of long full skirts and semi-fitted bodices of taffeta and tulle have changed the modern flapper into an old-fashioned girl. Two chiffon flowers, one a shade deeper than the other, and both in harmony with the gown, adds a great deal to the general effect.

* * * * *

Narrow belts to harmonize with the frocks are very popular. Snakeskin belts add a pleasing touch to the sport frock.

* * * * *

COLLEGIAN STYLES FOR THE YOUNG MEN.

There are two things that determine a man's appearance, his ability to choose the proper thing and his ability to wear it correctly after he has bought it.

One must remember this when buying one's spring outfit.

The more unusual suits and overcoats for spring are imported Scotch and English garments.

Bright colored bows and gay patterned four-in-hand ties still hold sway in the world of fashion.

Regarding the footwear, bright tan, crocodile trimmed Oxfords, or patent square toed English brogues are the correct style for spring as well as the conventional black Oxford. As usual, the socks still sound like a "college yell."

The new stylish suit for spring is a three button model showing short lapels. The pants are from seventeen to nineteen inches wide, with deep cuffs. The vest may be either single

Society—(Continued)

or double breasted. The double breasted and two button single breasted suits are still in vogue.

The colours for summer are light tans and greys.

* * * * *

W. C. I. DANCE.

The Walkerville Collegiate pupils set a lively pace for the festivities of "Holiday Week" at a jolly dancing party in the gymnasium of the school on Tuesday evening, December 21st.

The guests of the evening, including the alumnae of the school, the pupils in attendance and their parents, were received by the members of the Board of Education, Principal Meade and members of the Collegiate staff.

Under the nimble fingers of the artful decorators the gymnasium had transformed itself for the evening. An artistically arranged

chandelier charmingly contrived in blue and white ribbons suspended an array of snow-white Christmas bells in the centre of the gymnasium. From this, dainty blue and white ribbons radiating to the galleries produced an effect in keeping with the light hearts and jolly laughter of the happy dancers.

A huge old English "W" in blue and white supported by a white shield and artfully backed by a bank of lofty spruces which formed the end wall decoration, made a most effective setting for Williams' orchestra which furnished the music for dancing.

A similar motif used at intervals in miniature reproductions relieved the long side walls of the gymnasium.

No pains were spared to make the evening an enjoyable one; the tasks of the school room vanished; teachers forgot to be sophisticated; mothers and fathers joined in the dance; and every one had a jolly time.

* * * * *

THE EDITOR'S DREAM

The night was fair, the editor slept, and sweet
 was the dream he dreamed:
 He sat at ease in his big arm chair, or this is
 the way it seemed—
 He read through manuscripts long and short,
 and lo, 'twas an age of gold;
 For every bit of verse would scan, and none
 of the jokes were old!
 And the editor smiled a happy smile, and
 heaved a contented sigh,
 And he slept the sleep of the Truly Just, while
 the hours went slipping by.

The editor entered his room at nine, with a
 confident, cheerful air,
 And he eyed with a smile the orderly pile that
 lay on the table there:
 Manuscripts long and manuscripts short,—
 blossoms and tender green,
 Culled from the Garden of Young Ideas, where
 never a blight had been.
 And he felt the pride the gardener feels, when
 all his flowers blow—
 And little he knew what the future held: poor
 fellow, how could he know!

The editor sat in his room at one, and matted
 was his black hair,
 And his eyes were fixed on the table-top, in a
 wild, unseeing stare.
 He had read through manuscripts long and
 short and his heart was sad and cold,
 For not one bit of verse would scan, and all of
 the jokes were old!
 Then he thought of all he had hoped and
 dreamed, and he groaned a fearful groan.
 Oh, the editor's life is a bitter life, and he
 ploughs his furrow alone.

AROUND THE ROOMS

TOAST TO WINE, WOMEN, SONG

By Tom. E. Rot.

A modern translation of Horace's Ode on the same things, dedicated to the Latin Class of Form V., '27:

Here's to wine,
That down through time,
Made man forget his care.
And still today,
In the self-same way,
We take a drink that's rare.
For when all things are gloomy
And the skies o'erhead are gray,
Just pull a peg,
Then tap the keg—
Your troubles will vanish away.

"Earth's noblest thing," said Lowell,
But listen to a Saint,
He said that women aren't what they seem,
And seem just what they ain't.
A necessary evil,
A temptation natural,
A desirable calamity,
A domestical peril,
A deadly fascination,
An ill that's painted bright.
So here! my men! let's have a round
And drink to them aright.

And now to song,
Let's turn our ear,—
That gift immortal,
The gods left here.—
It holds a strain for every time.
It masters man in every clime.
Now it is sad, and then it's glad.
Now bound and once again set free.
It's full of hate and then of love.
It's first of earth then heaven above,
It speaks of skies and seas and land,
Come! my boys! strike up the band.

Now, while you're young,
And free from care,
My lads! Cheer up! and let's enjoy
Our brief, bright sojourn here.
Too soon old age comes creeping on,
And life will pass you swift along,
So fill them up and pass around
The depths of pleasure let us sound
A toast! A toast! Cannot be wrong.
Come! Drink! Gallants,
Wine! Women! Song!

If you meet some ancient joke,
Decked out in some new guise,
Don't frown and call the joke—'old stuff',
Just laugh—don't be too wise.

* * * * *

Miss Allison—Jackson, that's three times
that I've seen you looking at Cassey's paper.

Doug.—But, Miss Allison, you say that you
have difficulty in deciphering his unknown
script.

* * * * *

Who is the fair young lady that lured Willie
Duncan to the wide open spaces of Amherst-
burg?

* * * * *

Robert Young will have to count up his
many romances when he writes on "My Ideal
Girl."

* * * * *

The feeling that exists between Bill Van
Wagoner and Bob Young is truly expressed in
the song: "A pal that I loved, stole the gal that
I loved, and so we're not pals any more."

* * * * *

Willie Duncan, the local Scotchman, speaks
of his detentions as "overtime work," thereby
he thinks that he will get double pay in the
line of marks. That's it, Willie, get the most
out of it you can.

* * * * *

DUMB AND DUMBER.

The other day Cassey was hurriedly describ-
ing Morrow's spectacular playing. He said,
"Bus' was coming down the ice, and broke his
hockey stick when he attempted a free toss
while sliding in home with it third downs and
a touchdown to go." Hugh Soper, the amazed
listener, asked if he made the corner kick?

* * * * *

Joe Turton (reporter)—Hey, you're sitting
on some jokes I just wrote out!

McKinnon—I thought I felt something
funny.

* * * * *

Mary Ferris—Do you ever read love stor-
ies?

Jean McKinnon—No, but I've listened to a
lot of them.

Around the Rooms—(Continued)

Bill Thorburn—It's wonderful how my hair parts exactly in the middle.

Marg. Paul—Yes, on dead centre, as it were.

* * * * *

Todgham—Didn't I tell you to see that the motion was carried?

VanWagoner—Well, I had my eye on it!

* * * * *

I call her Ambrosia because all the sailors nectar.

* * * * *

Miss Dickey—What does "merrier" mean?

Stewart Young—When you get big you meet a girl you like real well, then you merrier.

* * * * *

Pupil—Say, why is a lame dog like an arithmetic problem?

Teacher—Can't guess—why?

Pupil—Because he puts down three and carries one.

* * * * *

Morrow—Which leather do you think makes the best shoes?

Cady—I don't know, but banana skins make the best slippers.

* * * * *

Marg. Lowry thinks she's smart because some one told her she had acute appendicitis.

* * * * *

AT THREE O'CLOCK IN THE MORNING.

"I never saw such dreamy eyes,"

He told her at the gate;

"Well, that's because," the maid replied,

"You never stayed so late."

* * * * *

THE TEST.

Any girl can be gay in a classy coupe,

In a taxi they all can be jolly;

But the girl worth while is the one that can smile

When you're taking her home on the trolley.

* * * * *

TEN YEARS FROM NOW.

"I'm worried about my complexion, doctor; look at my face."

"My dear young lady, you'll have to diet."

"O, I never thought of that! What color do you think would suit me best?"

A Freshman attending one of the large New England universities, confesses:

I've taken her to many things,

More than I really oughter;

She's awfully dumb and homely, but—

A MILLIONAIRE'S PET DAUGHTER!

* * * * *

GOING! GOING!! GONE!!!

"Mary, Mary, ere we part,

Give, oh, give me back my heart;"

But she smiling, turned away:

"I play the game for keeps—good day."

* * * * *

Miss Allison—Will your people be surprised when you pass?

Pepper—No; they've been expecting it for years.

* * * * *

Miss Shepley—Jackson, in the sentence, "I saw the girl climb the fence," how many 'i's' would you use?"

Jackson—Both of them, teacher.

* * * * *

McKinnon is so dumb that when he heard that Butcha's stomach was upset, he thought that he had to start his meals with his dessert.

* * * * *

SONG HITS APPLICABLE TO MEMBERS OF L.A.

Marion Gibson—"There Ain't no Maybe in My Baby's Eyes."

Marg. Lowry—"Oh, You Never See Maggie Alone."

Bob Young—"I Wonder Where My Baby is Tonight?"

Doug. Jackson—"He Was Only a Bootlegger's Son, But He Never Kept Still."

Bill Thorburn—"I Wanna Go Where You Go."

Joe Turton—"Out in the New-mown Hay."

Ronald Todgham—"Yah Dat's Mine Elsie Schulsenheim."

Mary Ferris—"She is Only a Burglar's Daughter, But She Knows Her Jimmy."

Mary Potter—"Sleepy Time Gal."

Margaret Paul—"Oh, I Wish I Had Some One to Love Me."

* * * * *

Mr. Buchta, Sr.—Look at those college bills; \$400 for German, and \$300 for French.

Mr. Jackson, Sr.—My boy's bills are mostly for Scotch.

Around the Rooms—(Continued)

4A boys claim the record for far-sightedness. They can actually see some one else's translation three seats away. The principal focus must be between infinity and the melting point of water.

* * * * *

So I gave him the \$100 bill and bought a stick of gum.

* * * * *

Hugh Soper is so dumb that he thinks Babe Ruth is a chorus girl.

* * * * *

You will kindly excuse Daniel Cassey's sudden outburst of mirth. He has just seen through a joke that he heard when he was in third form.

* * * * *

When Friml wrote "The Song of the Flame" he must have used an automatic cigar lighter.

* * * * *

Norma Myles, the "Nize Baby" of 4A, has just returned from Puce, where she spent the week end in entertaining the local sheiks with "The Prisoner's Song" and other "up to the minute" selections.

* * * * *

What say if we buy a honking gander for the school collection?

* * * * *

Bus Morrow is running for the position of "Most Unpopular Man in the School." His main planks are: Longer and more frequent detentions; More homework; Faster dictation by Miss Allison; One French book a night; and several other popular attractions."

* * * * *

Bill Thorburn—I suppose you dance?

Marion (the go-getter)—Oh, yes, I love to (o).

Bill—Great! That beats dancing any time.

* * * * *

The 4A Onion Skin presents a modern literal translation of a certain section of Virgil. "I have two or three dozen chorus girls of exceeding beauty of whom the girl with the school girl complexion is the fairest in form; I shall unite with you in steadfast divorce that she may spend her evenings with somebody else's husband and tour all the latest Charleston contests."

* * * * *

SOCIALLY SPEAKING.

The annual poker game of the "Alle Ku Coo" Fraternity broke up when the quartet sang the solo, "She's Only a Bootlegger's Daughter, but We Love Her Still."

Bob Young and his associated players have made popular another new song, C'est, "A Little Spaghetti Goes a Long Way in a Stretch."

* * * * *

H. Monday—I'd like a pencil, please!

Miss Burton—Hard or soft?

H. Monday—Soft; it's for writing a love letter!

* * * * *

Definition of Willie Duncan's nationality—"Our idea of a Scotchman is a man that makes his aerial out of barbed wire so that the birds can't sit on it."

* * * * *

Bob Young—Where are you running?

Clarence Buchta—To stop a fight.

B. Y.—Who's fighting?

C. B.—Oh, just me and Clifford McKinnon.

* * * * *

Soccer Game by Radio—and Pepper of Walkerville, broke his leg in the third quarter.

Norma Myles—What part of the leg is that?

* * * * *

Joe Turton—Although he drew well, he was no artist. He was in a side show.

* * * * *

Mr. White—Why do you persist in saying that lightning will never strike the front end of a street car?

Todgham—Because the motorman is a non-conductor.

* * * * *

A. Moorehouse—This is a free translation, I suppose?

Marg. Paul (the clerk)—No, sir; every book in the store has the price marked inside the cover.

* * * * *

Sleepy Cassey—How far is it to the station?

Hugh Soper—Why, it's a ten minutes walk, but you have to run.

* * * * *

Mary Ferris—What was that crash I heard, Blanche? Did you break a window?

Blanche (la bonne)—No, ma'am; not all of it!

* * * * *

Bill Van Wagoner—Miss Allison, was Cleopatra a blonde?

Miss Allison—No. Billy; they had their schoolgirl complexions in those days!

* * * * *

Boys, you will have to step to keep up to Ronald Todgham in the way of soup strainers and mutton chops.

Around the Rooms—(Continued)

THAT FORM IV. B.

Of all the forms of the W. C. I.
There's one that makes the teachers sigh,
And it's none other for you to see,
Than that exasperating Form IV. B.

Since Christmas there has been some talk,
(And that IV. B has been the stock)
That if extra classes are not applied,
IV. B's goose is certainly fried.

But little these students think of this,
Or of the things the teachers say they'll miss,
And I have heard they have no fear,
Because it's not near the end of the year.

In one of my strolls along the hall,
I happened to hear a student bawl
"The teachers don't have to pick on me,
Because I'm in that terrible IV. B."

Now that little incident made me write
And say, do you know for a little while
I hardly knew what to say or do,
Because, do you know? I'm in there, too.

So I passed on without a word,
Just like I hadn't even heard;
For what I had in my great mind,
I'll tell you, it wouldn't be kind.

For although the teachers mumble,
And the principal does grumble,
There's only one form where I want to be,
And it is the only form for me.

So although we bore our teachers,
And I guess we also do the preachers;
There's one consolation for them to take,
Next year we'll be absent; isn't that great!

—*Jean Churchill.*

* * * * *

A funny man is Mr. Nibbs,
He chops his legs off every day,
And skins his calves, and breaks his ribs;
He keeps a butcher shop, they say.

You'll often see him carve his heart,
And then, without a single quiver,
He turns around and calmly starts
To cut big slices off his liver.

But why is it, when'er I gaze
Upon this man of meat;
Although he's normal other ways,
I find he has pig's feet.

FACTS TO REMEMBER.

Although there's a man at the steering wheel,
that doesn't mean to say a woman isn't driv-
ing.

On being introduced to a magician, one
should shake hands and say, "Well, how's
tricks?"

Clothes break the man, if they're women's.

Nowadays, gents prefer blondes, but Adam
had no choice.

* * * * *

ASKING FOR IT.

Him.—I wish I dared to ask you a very im-
portant question.

Her—Why don't you?

Him—I see a negative in your eyes.

Her—In both of them?

Him—Yes.

Her—Don't you know that two negatives
make an—why, Charlie, how dare you!

* * * * *

OF COURSE.

A club of eccentric young men had for one
of their rules that on Tuesday evenings any
man who asked a question in the club room
which he was unable to answer himself, should
pay a fine of five dollars.

One evening McLoughlin asked the follow-
ing: "Why does a ground squirrel leave any
dirt around the top of his hole when he digs
it?"

After some deliberation McLoughlin was
called upon to answer his own question. "That's
easy," he said. "The squirrel starts at the bot-
tom and digs up."

"All very nice," suggested a member, "but
how does he get to the bottom?"

"Well," answered McLoughlin, "that's your
question."

* * * * *

FLOORED EVERY TIME.

Critic (at the private view of a film)—"Real-
ly, that actor is too awful for words."

"That's my son."

"Of course, it must be the fault of the ter-
ribly bad director."

"The director is my husband."

"And, of course, he couldn't do anything
with such a dull and amateurish scenario."

"I wrote it."

Around the Rooms—(Continued)

TRUE TO FORM.

During a recent eclipse of the sun, a resident of Aberdeen was seen running to the telegraph office in hopes of sending a night letter.

* * * * *

HOW HE DID IT.

"Yes," said the man, "I realize that motor-ing is a great thing. I used to be sluggish be-fore the motoring craze, but now I'm spry and energetic."

"I didn't know you motored."
"You're right. I don't—I dodge."

* * * * *

SOME REDUCTION WANTED.

Doctor (to convalescent patient, who objects to the size of his bill)—"But, remember, I have paid you a great number of visits."

Patient—"Yes, but didna I gie the malady tae the whole neighbourhood?"

* * * * *

A TIMELY HINT.

Father—"Young man, I understand you have made advances to my daughter?"

Young Man—"Yes; I wasn't going to say anything about it, but since you have men-tioned it, I wish you could get her to pay me back."

* * * * *

3A JOKES.

We wonder why all the fellows like to be sent down to the "good-looking stenographer"

* * * * *

Mr. Meade is the best principal in Windsor. Nevertheless, we know certain parties who have changed their minds since they visited the office for bad behaviour.

* * * * *

3A'S EDUCATIONAL INSTRUCTORS.

We wonder what Mr. White would look like without his Rugby moustache (eleven on each side)?

* * * * *

Of course, we are not saying Miss Dickey hasn't a good memory, but, Miss Dickey to the waiter: "Sir, would you please tell me if I've had my fried chicken or not?"

Mr. Donaldson seems to have it in for one of our fellow students, who is absent every other day, for he says to him: "Here today, and gone tomorrow!"

* * * * *

We love Miss Burton, but oh! if she would only stop teaching us Latin.

* * * * *

EDDIE SAYS

(1) Why is it that freight which goes by ship is called a cargo, and that which goes by car is called a shipment?

(2) When a woman wants a thing known, she says, "Now, don't tell a soul!"

(3) When a man wants a thing known, he says: "Now, this is not for publication."

(4) According to Dr. Craig, the chemical value of a man is ninety-eight cents. The chemical value of a woman, however, depends upon which drug store she patronizes.

(5) There is one comfort about a cafeteria—if any one's finger is in the soup, it's your own!

(6) A man was arrested for passing a stand-ing street car in Windsor the other day. We would like to know if he would get any where if he didn't?

(7) My girl is so dumb she thinks that the Canadian border pays rent.

(8) A model wife is one who doesn't kick her husband in the shins for spilling gravy before "society's best".

(9) We want to know when anybody writes a story in which the motorist beats the train to the crossing.

I think I had better shut up now. I forgot! Little boys should be seen and not heard.

* * * * *

Temperamentally, she was like the rainbow. She'd get green with envy, white with fear, purple with rage. Some things tickled her pink and some happenings made her see red, while in between times she felt quite blue.

* * * * *

Would the world still go around if in Form 3A?

Frank Mc. came early in the morning.
Some one passed the candy in History space.
Martin stopped chewing gum.
Edgar stopped smiling.
West could not get a few more marks.
No one wore rubber heels.

Around the Rooms—(Continued)

Mr. D. (in Geometry—"How did you begin this problem, Clement?")

Clement—"U-m-m. A-h-h—I-I-I supposed I had it done."

* * * * *

Anxious Student (skating on the rink)—
"How shall I stop worrying about my neglected homework?"

Willing Adviser—"Suppose you have it done."

* * * * *

Mr. White (in explanation of the term, heterogeneous)—"For example, this class is heterogeneous; some are bad, and some are —worse!"

* * * * *

THE FUN CORNER.

Mr. Hartford (in Zoology) — How many teeth has a horse?

Bright Student—A mouthful, sir.

* * * * *

Heard on the way home from school:

"Can you please tell me the time?"

"I don't know, but it isn't 4.30 yet."

"Are you sure?"

"Yes, because I have to be home at 4.30 and I'm not home yet."

* * * * *

If I had nine children and eight apples, how would I make the apples go around?

An applesauce!

* * * * *

Prof.—What animal makes the nearest approach to man?

Student—The mosquito.

* * * * *

Sherlock—Why did you put a mud turtle in your sister's bed?

Bones—Because I couldn't find any frogs.

* * * * *

WISE CRACKS.

There's no such thing as a little garlic.

Don't be a bore, that's awl.

Many can't sing, but do.

Rag chewers haven't any friends—look at the moth.

* * * * *

Some are punctual in being late.

A menu is often a wife's trump card.

The Principal (in an advisory tone to the young hopefuls of first form)—"Now, boys, I would advise you to study before the finals. The examination papers are now in the hands of the printer. Are there any questions?"

Small Boy (at the back of the room)—
"Who's the printer?"

* * * * *

Mr. White (explaining Archimede's principle to the awe-struck 2nd form females)—"While Archimedes was taking his bath, he suddenly cried out: 'Eureka,' meaning, 'I have found it'. What did he find?"

Fair One—"The soap."

* * * * *

THE COLLEGIATE ALPHABET.

A stands for Algebra, science elect.

B for Biology—bones to dissect.

C stands for Chemistry, perfumed all day.

D for the danger of failing, they say.

E for some energy few of us own.

F for our French with melodious tone.

G for Geometry, often forgot.

H for Honours often won not.

I for Inertia in "spaces" displayed.

J for Jargon in spares loudly made.

K for Kant, books we use for our "logs."

L for Literature, to oil up our cogs.

M Minerology, hard as a rock.

N for the note books our blank minds bemock.

O for omissions of words we don't know.

P for Physics, foreboder of woe.

Q for the Quibble for some naughty deed.

R for the Rest we urgently need.

S for the Science, one subject too much.

T for the Trig., quite as clear as old Dutch.

U for the Use that we make of our books.

V for the Virgil that mars our good looks.

W for Workhouse, when school days are done.

X for Xenophon, some of us shun.

Y for the Year's end, as slow as a feast.

Z for Zoology, last, but not least.

* * * * *

IN 1930.

"I want a new Ford car!"

"Yes, sir; just drop your nickel in the slot!"

* * * * *

"TONGUE OF THE DEAD."

Father (presenting his son at W. C. I.)—"I wish absolutely that my son learn Latin.

Mr. Meade—"But that's a dead language."

Father—"Exactly; it will serve him. He is to take over my business. I am an undertaker."

Boys' Basketball Team



STANDING, LEFT TO RIGHT—J. L. McNAUGHTON, B.A., (Coach); DOUG DRAKE,
WILLIE YOUNG, ALBERT CARLEY, ARCHIE STEWART,
PRINCIPAL R. MEADE, M. A.

SITTING, LEFT TO RIGHT—RAY BEATON, JAMES STEWART, IAN ALLISON (Capt.)
ALTON PEPPER.



BOYS' BASKETBALL.

Our boys opened the basketball season with three exhibition games with the Tech. Aces, Blue Arrows and the Walkerville Alumni, winning two out of the three. The first game of the W.O.S.S.A. series was played at Windsor C. I.

Walkerville at Windsor, Dec. 17, 1926.

Walkerville 27, Windsor 20.

For their next game Walkerville journeyed to Windsor to open the Local Wossa. In this game Walkerville obtained a hard fought battle for a majority of seven points.

Windsor led off the scoring but Walkerville would not be left, with the result that Walkerville tallied two field goals close together for a lead which was kept up for the rest of the game, giving Walkerville its first Wossa victory.

The same evening that Windsor dropped to Walkerville the W.-W. Tech. dropped a game to Assumption, tying Walkerville and Assumption for first place.

Walkerville at W. W. Technical, Jan. 14, 1927.

Walkerville 16, Tech. 15.

Walkerville paid a visit to Tech. to play its second Wossa game. This resulted in a victory for Walkerville.

The opening minutes of the game looked black for Walkerville. Tech. did all the scoring for the first seven minutes of the quarter.

A basket by Jimmy Stewart ended the quarter 3-2 for Tech.

Walkerville was still further in the rear at half time. This was in the form of a 7-4 verdict for Tech. Tech. widened the score out to 11-4 before Walkerville showed real signs of life. Our team forged steadily forward through the last of the third period and the fourth quarter. The Walkerville team ended in a glorious triumph.

The same night Assumption, having defeated Windsor, held its berth at the top of the league with Walkerville.

Assumption at Walkerville, Jan. 21, 1927.

Walkerville 14, Assumption 11.

For their third Wossa game Walkerville played host to the Assumption quintet.

As in the Tech. game, Walkerville was left on the short end of a 7-4 score at half. In the second half Walkerville settled down to real fast combination and before long tied the score, only to forge ahead in the last quarter to win by three points on the right end of a 14-11 score. Ian and Jimmy did the scoring for this game. Jimmy scoring 13 points of the 14. This game gave Walkerville first place in the Wossa with Assumption second, Windsor third and Tech. last.

Windsor at Walkerville, Jan. 28, 1927.

Windsor 14, Walkerville 13.

Walkerville now entertained the Windsor five for their fourth Wossa fixture. This is the saddest tale we have to tell. It was our main defeat, but nevertheless the wonderful spirit and fight our boys put into the game from start to finish deserves all the praise we can give.

The half ended with Walkerville four points in the rear.

Windsor widened the score out to 13-7 for the winners in the third period. In the final period Walkerville made a sudden burst and soon tied the score. Windsor secured a foul shot, giving them a 14-13 lead. Walkerville was unable to break up the stalling of the Windsor team and the game ended with Windsor leading.

In spite of the fact that Walkerville dropped this game to Windsor, it kept the lead in the Wossa, due to the Tech. defeat over the Assumption quintet.

W. W. Tech. at Walkerville, Feb. 4, 1927.

Walkerville 16, W. W. Tech. 11.

Walkerville again played at home. This time another Wossa game was taken from Tech. to make up for the loss to Windsor.

Both teams started with the whistle by putting every ounce of energy into the game. Tech. led off in the scoring. The only other scoring in the first quarter was a field goal for Walkerville. The half was equally close. Each

Sports—(Continued)

team scored a single basket in the second period. The teams left the floor at half time with a 4-3 score for Walkerville.

In the third period Walkerville advanced 6 points while Tech. advanced 2.

The final period both teams tallied 6 points each.

This game still left Walkerville in the lead with one game to play. Windsor followed second.

Walkerville at Assumption, Feb. 11, 1927.

Walkerville 21, Assumption 16.

To wind up this district Walkerville boys journeyed to Assumption, where they took a crowning win from the Assumption quintet. Early in the first period Walkerville piled up a lead which they held for the entire game. The first quarter ended in a 7-1 verdict for Walkerville. Each team took a field goal in the second period, bringing the score to 9-3 for Walkerville at the end of half.

In the final period Assumption started piling up a score against Walkerville. The tally soon rested at 17-16 for Walkerville. Two field goals by W. Young ended the game victoriously for Walkerville.

The win at Assumption ended this district with Walkerville in first place, claiming the right to meet Strathroy in the semi-finals of the Wossa.

This district ended as follows:

Team	Won	Lost	Pos.
Walkerville C. I.	5	1	1
Windsor C. I.	3	3	2
W. W. Technical	2	4	3
Assumption H. S.	2	4	3

The Walkerville squad now took two weeks of vigorous practice before journeying to Strathroy for the semi-final opener.

Walkerville at Strathroy, March 4, 1927.

Walkerville 21, Strathroy 11.

Walkerville visited Strathroy and took its first semi final game by the score of 21 to 11. Both teams played hard fast basketball, but the Strathroy "kids" were unable to stand the hard passing, hard shooting Walkerville quintet. Nevertheless, Strathroy led the floor at the end of the first quarter by a score of 4-3. In the second period Walkerville lapsed into their hard fighting spirit to leave the floor at half time with a 12-5 verdict.

The end of the third period found the score 19 to 8 for Walkerville. The final period was

a repetition of the first. Strathroy took 3 points and Walkerville took 2. For the first time in the series Walkerville used every sub.

Strathroy Returns.

Strathroy at Walkerville, March 11, 1927.

Walkerville 25, Strathroy 10.

In the return semi-final game Walkerville defeated the Strathroy five. This was a hard game, but Walkerville set a fast pace in passing, which the visitors found hard to follow.

The winning of this game gave Walkerville a total of 46 points over 21 for Strathroy. Walkerville now had to play the winner of the London and the Kitchener group for the W.O. S.S.A. championship.

STRATHROY.

	F.G.	F.S.
Beaton	0	0
Allison	3	0
J. Stewart	5	0
A. Stewart	0	0
Young	1	0
Pepper	2	1
Carley	0	0
Drake	0	0

Walkerville at London Central, March 19, 1927.

After Walkerville defeated Strathroy in the semi-finals it was called upon to play the London Central C. I. for the W.O.S.S.A. championship. In the first game at London, Walkerville was defeated in a hard game. The score, 15-13, gave London a two point lead over our boys in the return game at Walkerville. In the game at London our boys played good basketball but could not make their shots count. It appeared as though it would be a hard task for Walkerville in the return game.

London Central at Walkerville, March 26, 1927.

Walkerville 22, London 10.

London returned to Walkerville for the last Wossa game of the season 1926-27. Both teams were ready for a hard fight. They were off from the whistle but Walkerville was too much for the London squad. The Blue and White continually bombarded the London basket. In this game our team became the Wossa champions by a majority of 10 points.

We congratulate the Walkerville Collegiate quintet for the wonderful work they did this season and for the praise which they have brought to our school through their efforts.

The Walkerville boys will journey to Toronto during the Easter holidays where they will play in a two day tournament for the championship of Ontario.

BLUE AND WHITE

Sports—(Continued)

Player	Pos	Wind.		Tech.		Assum.		Wind.		Tech.		Assum.		Strath.		strath		L.C.C.I.		L.C.C.I.	
		F.G.	F.S.	F.G.	F.S.	F.G.	F.S.	F.G.	F.S.	F.G.	F.S.	F.G.	F.S.	F.G.	F.S.	F.G.	F.S.	F.G.	F.S.	F.G.	F.S.
Beaton	R.F.	1	1	0	0	0	0	0	0	4	1	0	2	2	1	0	0	0	0	0	0
Allison	C.	5	0	3	0	0	1	1	1	2	2	3	0	1	1	3	0	3	2	7	2
J. Stewart	L.G.	4	1	2	2	6	1	1	0	1	0	3	1	4	0	5	0	0	3	3	0
Young	R.G.	0	0	2	0	0	0	1	3	0	0	3	0	1	1	1	0	1	0	0	
A. Stewart	L.G.	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
Pepper	F.	2	0	0	0	0	0	0	1	0	0	0	0	0	1	2	1	0	0	0	
Carley	F.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
Drake	G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

BOYS' SECOND BASKETBALL TEAM.

While our boys' second team did not show result in the winning of games they portray great promises for the future. In their preliminary games to the big events the second team won 2 and lost 4 games. They were a hard fighting aggregation but were not able to overcome their weightier opponents. These boys, with careful coaching, should help our school to hold the honours which they now have.

Their games were:

Walkerville at Windsor, Windsor won 23 to 17.

Walkerville at W. W. Tech., Walkerville won 28 to 14.

Assumption at Walkerville, Assumption won 25 to 19.

Windsor at Walkerville, Walkerville won 28 to 12.

W. W. Tech. at Walkerville, Tech. won 17 to 14.

Walkerville at Assumption, Assumption won 24 to 20.

In these games Walkerville won one and lost one to Windsor, won one and lost one to Tech. and lost to the Tia Kiuns of Assumption.

* * * * *

HOCKEY.

Tech. vs. Walkerville.

In the first Junior W.O.S.S.A. hockey fixture, Walkerville bowed to the fast Tech. six after a hard-fought battle. Tech. had much the better of the play throughout the game. Walkerville played their best game in the second period, holding the winners to two goals. Crabtree in goal, was best for Walkerville, turning aside shot after shot and saving many close-in drives Anderson at centre, played a wonderful game for Tech., his stick-handling being a feature of the game. Ouellette also turned in a good game for the winning squad. Not much was expected of Walkerville in this game, as it is their first year in W.O.S.S.A. hockey, while many of the Tech. players were in the game last year.

Windsor 3, Walkerville 0.

In the second W.O.S.S.A. game Windsor defeated Walkerville 3-0. Windsor scored their first after about five minutes of play and the Blue and White squad settled down to business. The result was that Windsor failed to score again in the first period and their own goal was attacked several times, only hard luck accounting for the loss of one or two goals on the part of the home team. The second period Windsor again failed to score and Walkerville worked hard but to no avail. Windsor succeeded in netting two more before the final gong. Crabtree, in the nets, was again outstanding for Walkerville. Zimmerman on defence, also turned in a good game.

Windsor 3, Walkerville 3.

Windsor and Walkerville battled to a 3-3 tie in an exhibition senior fixture. The Walkerville sextette turned in a fine game, considering the lack of practice they had had, to line up the team. Rankin, Beeman and Halnan, the three men on the Blue and White squad of senior age, turned in nice games. Rankin netted two of the homesters' goals, while Beeman accounted for the other. The game was comparatively clean, only three minor penalties being handed out. Both teams played hard. Walkerville's goals came in the first and last periods. Rankin netted a counter in the first period, after Windsor had pushed in two to their account. Beeman tied it up with a nice shot from close in. Windsor scored in the second period and about 4 minutes before the final gong Rankin drove in the final counter on a nice pass from his team-mate, Beeman. Crabtree in goal, turned in his usual steady game.

* * * * *

"GIVE IT AIR."

"It was a most wonderful contest," the soprano said. "My voice filled the hall didn't it?" "Indeed, it did," answered her bosom friend. "I saw several people leaving to make room for it."

Girls' Basketball Team



BACK ROW—VESTA BROOKER, ISABEL CHISHOLM, MRS. N. IBBETSON (Coach), GRACE BULL,
MARION GIBSON

CENTRE ROW—MARY POTTER, ISOBEL LEISHMAN, JEAN CHURCHILL, (Captain), MARION ALLISON,
FRONT ROW—AUDREY ROHER, WINNIFRED POTTS.

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WALKERVILLE

Sports—(Continued)

WALKERVILLE C. I. GIRLS' BASKETBALL

We offer our heartiest congratulations to the girls who represented the Walkerville Collegiate in the basketball series this season.

While our girls lost out in the W.O.S.S.A. series they won great credit for our school. Every team that the girls were called upon to play was much bigger and weightier than ours.

The girls won the Jean E. Beasley shield for the best basketball team in Essex County. This district went to Walkerville due to a tie between Windsor and Amherstburg. Negotiations were made with Essex to play off for the county honours. The Essex High School postponed the play-offs and they did not open negotiations with Walkerville they defaulted the county honours.

In the Wossa, Walkerville tied Windsor but in a sudden death game at Tech. the Windsor C. I. for the first time in four years, wrested the opportunity from Walkerville of meeting other Western Ontario teams in the Wossa play-offs.

Many girls turned out for basketball this year and Coach Mrs. Ibbetson deserves great credit in her selecting and training of our squad of girls. Those who made the team were:

M. Allison, F.; M. Potter, F.; I. Leishman, C.; J. Churchill, G. (capt.); I. Chisholm, G.; G. Bull, G.; V. Brooker, G. (sub.); W. Potts F. (sub.).

Our girls' games were divided into the two divisions. The Essex County games were played after four, while the Wossa games were played at night with the boys' Wossa games.

The Essex County games were:

Tech. at Walkerville, Walkerville won 56 to 12.

Walkerville at Windsor, Windsor won 25 to 17.

Walkerville at Tech., Walkerville won.

Amherstburg at Walkerville, Walkerville won 41 to 24.

Walkerville at Amherstburg, Walkerville won 32 to 27.

This ended the Essex County. Windsor tied Amherstburg in a game. This gave Walkerville this district. Essex defaulted to Walkerville, giving our school the Jean E. Beasley shield for the championship team for Essex.

Walkerville now entered the Wossa.

Walkerville at Windsor, Windsor won 24 to 17.

Walkerville at W. W. Tech., Walkerville, won 38 to 12.

Amherstburg at Walkerville, Walkerville, won 36 to 26.

Windsor at Walkerville, Walkerville won 24 to 23.

W. W. Tech. at Walkerville, Walkerville won 29 to 21.

Walkerville at Amherstburg, Walkerville won 30 to 25.

This district ended in a tie between Walkerville and Windsor. The tie was played off in a sudden death game in the Tech. gym. The weightier Windsor team succeeded in vanquishing our girls by the score of 16 to 12. Thus for the first time in four years was our school cut out of their chances of winning the Wossa cup, which has been held in Walkerville for the past three years.

This district in Essex County ended:

Team	Won	Lost	Draw	Posi.
Walkerville C. I.	5	1	0	1
Windsor C. I.	4	1	1	2
Amherstburg H. S.	1	4	1	3
W. W. Technical S.	1	5	0	4

Essex defaulted to Walkerville, giving Walkerville the Jean E. Beasley shield as the championship team of Essex County.

This district in the Wossa ended:

Team	Won.	Lost	Posi.
Windsor C. I.	6	1	1
Walkerville C. I.	5	2	2
Amherstburg H. S.	2	4	3
W. W. Technical S.	0	6	4

Total score in points for year—291.

Jean Churchill.—The snappy little captain inspirer of the team, plays the game fast and tricky. She has led the opposing teams a merry dance and this year plays better than ever.

Isabel Leishman.—Walkerville's scoring ace. Isabel is almost a genius and she is possessed with accuracy and a good shot, and it will be many a year ere we have another forward capable of filling her position.

Grace Bull.—Grace made her debut against Windsor in the second game of the season, where she was successful. Since then she has appeared regularly and is an adept player on the team.

Mary Potter.—One of our starring forwards whose excellent work will be recalled with pleasure for many a day; though it is difficult to determine in what games she most distinguished herself.

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Sports—(Continued)

Marian Allison.—Agile on her feet, light but aggressive, she is a good sport and with her accurate shots Walkerville's score always runs high.

Isabel Chisholm.—She is a good defense, both fast and tall and makes them hustle. Her ability as a guard has been shown through her excellent playing throughout the Essex series.

Vesta Brooker.—Is a new guard on the team. However, the basket ball very rarely gets past Vesta's long arms, which she always uses to the best advantage.

Besides those mentioned above, there are several who were accorded enviable distinction in such players as: Marian Gibson, Edith Bunclark, Winnie Potts, Audrey Rohr, and Blanche LaBute.

* * * * *

OUR CADET CORPS.

Number 1086.

Organized January, 1923.

Corps Commanders since organization:

Lieut. John Coburn, 1923; Lieut. Alden German 1924; Lieut. Harold Sinclair, 1925; Lieut. Neil Gregory, 1926.

Our cadet corps, though still in its infancy, from a point of time, ranks high in efficiency. At its fourth inspection, May, 1926, the corps won the general proficiency shield for second place in London Military District.

This year we look forward to interesting competition and we look for a place near the top.

We learn with a great deal of interest that our corps is to be presented with colors this year. The Daughters of the Empire of Walkerville, are sponsoring this gift, and we wish to thank them in anticipation for their kindly interest. We assure them that the colors will be accorded a premier place with our corps' equipment and hope that they will stimulate loyalty and lend dignity to our annual review.

—Capt. J. L. McNaughton.

* * * * *

FIELD DAY EVENTS.

"Some it delights to have gathered Olympian dust, others it delights still more to have grazed the turning post with flashing feet."

In this way can the mingled feelings of the student body be most appropriately described as the day for the field day draws near. Some of the boys and girls are content to be spectators—mere lookers-on—while the itching feet of the minority relentlessly drive them through

gruelling practises so that they may stand as good a chance as any one else to allow those restless feet to carry them across the tape, first, and to receive amidst thundering applause the ribbon of victory.

Those who won at Stodgell Park, did not do so by mere stroke of luck or good fortune. Their victory was the result of hard training and earnest endeavour. Those who lost, although disappointed, bore no resentment. They lost to better men; they were defeated by men, and girls, too, who could better represent Walkerville Collegiate in the later, harder county test. The school spirit of the Walkerville would not have them be jealous, their own big heartedness did not think of such a thing and the fortunate ones were, although elated, possessed of enough sportsmanship,—the very essence of Walkerville's teaching,—to understand the losses of their fellows and to receive, as it was given, the congratulations, encouragement and support of their less favoured opponents.

It is needless to talk further of the prowess of those who won, for the records tell it more plainly than could so few other words and yielding precedence to the fairer sex, the following is a resume of the field-day, held at Stodgell Park:

Senior Girls' Events.

100 Yard Dash.—(1) Isabel Chisholm, (2) Vesta Brooker, (3) Isabel Leishman.

Running Broad Jump.—(1) Vesta Brooker 13 ft. 6 in.; (2) Isabel Leishman 12 ft. 5 in.; (3) Alfreda Begbie 12 ft.

Shot Put.—(1) Isabel Chisholm 28 ft. 7 in.; (2) Isabel Leishman 24 ft. 6 in.; (3) Marguerite Darling 24 ft.

Baseball Throw.—(1) Jean Churchill 135 ft. 6 in.; (2) Isabel Leishman 131 ft. 2 in.; (3) Erie Kellington 129 ft. 6 in.

Running High Jump.—(1) Vesta Brooker 4 ft. 3 in.; (2) Effie Lowry 4 ft. 2½ in.; (3) Isabel Chisholm 4 ft. 2 in.

Basketball Throw.—(1) Marguerite Darling 57 ft. 10 in.; (2) Isabel Leishman 54 ft. 4 in.; (3) Jean Churchill 53 ft. 10 in.

Junior Girls' Events.

75 Yard Dash.—(1) Marguerite Threapleton, (2) Dorothy Gatacre, (3) Marjorie Handley.

Running Broad Jump.—(1) Jean Burt 12 ft. 5 in.; (2) Dorothy Gatacre 12 ft. 4 in.; (3) Louise O'Neil 11 ft. 11 in.

Shot Put.—(1) Dorothy Francis 24 ft.; (2) Donna Stevenson 23 ft. 8 in.; (3) Hilda Cornwall 23 ft. 5 in.

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Sports—(Continued)

Baseball Throw.—(1) Dorothy Gatacre 128 ft. 8 in.; (2) Jean Gensmill 125 ft. 5 in.; (3) Anna Turton 118 ft.

Running High Jump.—Elila Paul 4 ft. 1 in.; (2) Jean Burt 4 ft. ½ in.; (3) Margaret Buck 4 ft.

Throwing Basketball.—(1) Anna Turton 62 ft. 4 in.; (2) Helen Hannent 52 ft. 9 in.; (3) Margarate Threapleton 45 ft.

Senior Girls' Champion.—Both with 13 points.—Vesta Brooker; Isabel Leishman.

Junior Girls' Champion.—Dorothy Gatacre, 11 points.

Senior Boys.

100 Yard Dash.—(1) J. Rankin, (2) W. Young, (3) A. Carley.

220 Yard Dash.—(1) J. Rankin, (2) W. Young, (3) A. Carley.

Half-Mile.—(1) W. Young, (2) J. Rankin, (3) A. Allison.

Shot Putt.—(1) D. Drake, (2) J. Rankin, (3) W. Young.

Running Broad Jump.—(1) J. Allison, (2) W. Young, (3) A. Carley.

Running Hop Step.—(1) W. Young, (2) I. Allison, (3) D. Drake.

Running High Jump.—(1) W. Young, (2) I. Affleck, (3) A. Carley.

Intermediate Boys.

100 Yards.—(1) A. Scott, (2) F. Zimmerman, (3) J. Stewart.

220 Yards.—(1) A. Scott, (2) F. Zimmerman, (3) J. Bethlehem.

Half-Mile.—(1) A. Scott, (2) L. Clark, (3) W. Bryce.

Shot Putt.—(1) F. Zimmerman, (2) J. Bethlehem, (3) L. Clark.

Running Broad Jump.—(1) F. Zimmerman, (2) J. Stewart, (3) A. Scott.

Running Hop Step.—(1) A. Scott, (2) Le Seur, (3) J. Stewart.

Running High Jump.—(1) J. Stewart, (2) Richardson, (3) G. Cole.

Pole Vault.—(1) Alex. Craig, (2) J. Bethlehem.

Junior Boys.

100 Yards.—(1) V. Lewis, (2) Grimwood (3) Nelson.

220 Yard Dash.—(1) Grimwood, (2) Lewis, (3) M. Young.

Shot Putt.—(1) V. Lewis, (2) V. Courrier, (3) S. Nelson.

Running Broad Jump.—(1) M. Young, (2) Grimwood, (3) V. Lewis.

Running Hop Step.—(1) Grimwood, (2) M. Young, (3) V. Lewis.

Senior Champion, Boys, W. Young, 25 Pts.

Junior Champion, Grimwood, 16 points.

Grosvenor H. Shepherd.

* * * * *

SOCCER.

Walkerville C. I. Soccer team finished its annual race for the Wossa cup and Essex County honours by bringing home to our school both championships. Walkerville ended one of the most successful years of their soccer history without a defeat.

This year's team proved very strong both offensively and defensively. The Walkerville forward showed their mettle in the way they bombarded the opposing teams, while our backfield was equally successful in holding off the forward line of the opponents.

Walkerville defeated Windsor in two games and the Windsor-Walkerville Technical in the same number for this district. The next victim was the Sir Adam Beck C. I. of London, which Walkerville defeated on home ground. In one trip to London Walkerville tied the Sir Adam Beck C. I. in the semi-final group and won its first victory from the London South C. I. squad in the first game of the Wossa finals. In a return game with the London South squad Walkerville won its third annual Wossa contest.

Walkerville was now called on to play Kingsville H. S. for the championship of Essex County. Walkerville won two games from Kingsville and while a cup did not come to our school for this championship, Walkerville is again champion of the Western Ontario Secondary Schools and also holds the soccer championship of Essex County.

A brief summary of the games will show Walkerville's excellent soccer record for the year:

* * * * *

W. W. Tech. at Walkerville.

Walkerville 4, Tech. 0.

In the first game the Walkerville squad showed that they were going into this season to bring home the cup. In this game the Walkerville back field showed its pure mettle in holding out its opponents' forwards while the Walkerville guards played a neat game to bring home a 4-0 score.



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Sports—(Continued)

Walkerville at Windsor.

Walkerville 7, Windsor 0.

Windsor this year proved to be Walkerville's easiest rival. This is shown by high scores which Walkerville scored against Windsor. The Walkerville team again showed its superior ability in combination and shooting. The ball was kept well towards the Windsor goal for the entire game. In this game the scoring was evenly divided between the forward line. Each forward took one goal and the right half one and a sub. one.

Walkerville at Tech.

Walkerville 3, Tech. 0.

This game was a repetition of the first two games. The Walkerville squad played with the same fighting energy. The ball was again kept from the Walkerville goal.

Walkerville cinched this district with this game. This left only one game to be played in the Border loop,—that with Windsor.

Windsor at Walkerville.

Walkerville 11, Windsor 0.

This game ended this district. In this game Walkerville scored the highest number of goals scored against one team in a single game. The game was one continual bombardment on the Windsor goal. The ball in return only reached the Walkerville goalie's hands once.

Walkerville ended the district with a total of 25 points over 0 of their opponents. This was over twice the number of last year.

Walkerville now negotiated to play the semi-final game with the Sir Adam Beck C. I. The Beck eleven first came to Walkerville.

*Sir Adam Beck C. I. at Walkerville.
(Walkerville).*

Walkerville 10, Beck C. I. 0.

This game, played at Stodgell park, looked like an easy series for Walkerville. The Blue and White squad outplayed the Beck boys in every department of the play.

Walkerville at Sir Adam Beck C. I., London.

Walkerville 1, Beck 1.

Walkerville now journeyed to London to finish the semi-finals. The Beck C. I. back field proved equal this time to the Walkerville forwards. It was only a penalty kick by Duncan that saved the day for Walkerville.

Walkerville won over the Sir Adam Beck Collegiate in the semi-finals by a score of 11 to

1. This gave Walkerville the right to engage the London South squad in the finals.

Walkerville at London South C. I., London.

Walkerville 5, London 1.

While in London, Walkerville completed the semi-finals and won one of the final games of the Wossa in two succeeding days.

In the first game of the finals the Walkerville boys placed themselves well beyond their opponents in skill. The London boys played a good game, but were not able to stand the incessant bombardment of the Walkerville gang. London South succeeded in scoring the second goal of the season against Walkerville.

London South at Walkerville (Walkerville).

Walkerville 4, London 0.

In the return game with London, Walkerville again came out on the top. The game was played on the Walkerville campus. This contest was an example of the wonderful playing of the Walkerville squad. Their opponents were every bit as weighty as they, but were not able to stand the fast clip which our squad led them.

This ended the finals of the Wossa and gave to Walkerville the Wossa cup for the third year in succession.

In the Wossa series Walkerville won seven games, tied one, and tallied 45 goals over the sum of their opponents' two.

Walkerville was now called to play Kingsville for the championship of Essex County.

Walkerville at Kingsville.

Walkerville 2, Kingsville 1.

In the most severe game of the season, Walkerville succeeded in defeating their opponents by one point. This game was played in a blinding snowstorm on Lake Erie. The team suffered its greatest hardship in this contest. Some of the players on both teams ventured to play part of the game with overcoats on, but the mettle of every player for Walkerville was keenly in evidence.

Kingsville at Walkerville.

Walkerville 6, Kingsville 0.

Walkerville again came out on top with a big lead. This game was hard fought from start to finish, but the Walkerville eleven had a slight edge over the visitors.

This game ended the Essex County league, giving Walkerville another championship. The round ended 8-1 for Walkerville.



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Sports—(Continued).

Thus came Walkerville from the fray with a third straight W.O.S.S.A. championship. Walkerville ended with a total of 53 goals in 10 games. There were two goals scored against our team this year. This was Walkerville's banner year as to scoring.

* * * * *

MISS ISABEL CHISHOLM.

Senior girl champion of the Inter-Scholastic field day of the Secondary Schools of the Border Cities.

We are proud of Isabel's athletic record and extend to her our sincerest congratulations. Here's to her future success in adding medals to her present record.

* * * * *

MR. WILLIAM YOUNG—"Bill".

Senior boys' champion of Walkerville Collegiate Institute field day. Bill is an all round athlete and has won for the Walkerville Collegiate Institute high standing in the Inter-Scholastic field day of the Secondary Schools of the Border Cities. He is still starring by bringing new glory to the boys' basketball team record of the W. C. I.

* * * * *

ISABEL LEISHMAN and VESTA BROOKER tied for the senior girl champion of the Walkerville Collegiate Institute field day. Both girls are active in the other fields of sport and this is a new honour to be added to their crown of glory. Through the columns of the school book we want to compliment both these girls and extend to them our heartiest wishes for a bright and successful future.

* * * * *

DOROTHY GATACRE.

Junior girl champion of the Walkerville Collegiate Institute field day. Dorothy is a first form girl and so far has shown great speed on the track. She has several years to spend at the collegiate and we are sure that there is plenty of success in store for her.

* * * * *

CARROLL GRIMWOOD.

Junior boys' champion of Walkerville Collegiate Institute field day. Carroll is a sec-

ond form pupil and in spite of his size he has shown great speed on the track. Carroll has several years yet to spend at the collegiate, and we are sure that in the coming years Carroll will rank as one of the best athletes that Walkerville ever had.

(Sports Continued on Next Page)

* * * * *

ARTHUR SCOTT.

Intermediate boys' champion of the Walkerville Collegiate Institute field day. Arthur has much ability for running and jumping and we are sure that he will win more laurels in the future. We wish to extend to him our sincerest congratulations, and wish him the best of success.

* * * * *

TECHNICAL.

A clever young lawyer (Mr. Glendel Shafer) addressing a class of aspirants for legal honours, sought to impress them with the necessity of carefully weighing the exact meaning of words or phrases used by a witness.

"For e.g." he said, "supposing I told you that three frogs were sitting together on a log and one decided to jump off, how many frogs do you think would be left on the log?"

"Two," cried the class.

"Wrong!" corrected our lawyer. "The frog I especially referred to only decided to jump off. He didn't jump."

* * * * *

Edgar Clement has found a new use for spark-plugs, that of "sparking;" wonder what he knows about it. If you ask us, we think spark-plugs are rather cold for that purpose."

* * * * *

THE GENDER OF IT.

The violinist—"I want an E string."

New Salesman—"Would you mind selecting one for yourself, sir? I 'ardly know the 'e's from the shes yet."

* * * * *

FOOLED YA!

I stole so many kisses,
My lips began to sag;
And then that doggone woman,
She hid the candy bag.



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WALKERVILLE

Sports

(Continued)

SOCCKER

For the third consecutive year the Walkerville Collegiate Institute Soccer team has captured the cup, emblematic of the W.O.S.S.A. championship, together with the championship of the Essex County League, and has also maintained their undefeated record, now existing over a period of three years. It is worthy of note that six new records in inter-collegiate Soccer have been established by the '26 team, namely:

1. The compiling of 53 goals in 10 games, during which but 3 goals were scored against.

2. The 16 goals in one season registered by Willie Duncan. This is the highest individual season score in W.O.S.S.A inter-collegiate soccer.

3. The 13 goals obtained by Ian Allison. This is also a record in W.O.S.S.A. soccer.

4. The 5 goals scored in one game by Willie Duncan against Windsor Collegiate. This is also an unequalled individual score in inter-collegiate soccer.

5. The number of "hat tricks" (3 goals in 1 game), scored by Ian Allison, who registered throughout the season, 4.

6. The exceptionally low score of 3 goals against, which demonstrates the ability of the defence.

The excellency of the team is, in no small way, due to the delightful and excellent coaching of Mr. W. N. Bull, who devoted much of his time and energy on their behalf.



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Sports
(Continued)

PLAYERS

Allison, Ian.—Outside left. One of the fastest players in collegiate soccer. This was Ian's lucky year, as his 13 goals testify. Ian's speed, ability to play and dribble, stamp him as one of the finest soccer players in the Secondary Schools of Western Ontario. It is very probable that the Walkerville left wing, Allison and Duncan, is the finest which ever played in the W. O.S.S.A. group.

Beaton, Raymond.—Inside right. Playing steady, for his first time, this year. Ray has attained a high standard of excellency. His partnership with Jimmy Stewart, while not so profitable (with regard to goals) as the left wing, was splendid. Ray could always be depended upon to play an excellent game.

Drake, Douglas.—Substituted as a forward during the season. Although new to the game, Drake could be relied upon to play an excellent game.

Duncan, William M.—inside left. Top-scorer for the year, and holder of two soccer records in the W.O.S.S.A. soccer, which he attained to last year. While not extremely fast, his knowledge of the game invariably placed him in a scoring position.

Fox, Roy.—Right half. Roy came to us from Wyandotte, where he played on the 1925 junior champions of Windsor. His ability to tackle and his fearlessness made him an excellent half. It is hoped that he will add to his reputation in the forthcoming season.

Kidd, Harold C.—Centre half. Captain of the team.

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Sports (Continued)

"Red" has held his present position for three years. His speed and ability have made him easily the best half-back in W.O.S.S.A. soccer. It is worthy of note that "Red" is probably the hardest-hitting soccer player who ever played in W.O.S.S.A. soccer, as his opponents will testify. It is also noticeable, that his tackling, while very fierce, is scrupulously clean. We wish to heartily congratulate "Red" upon the proficiency attained by the team under his leadership, and sincerely wish that it would be possible for him to be with us again in the future.

Mitchell, David. — Centre forward. Dave came to us from Windsor, where he played at left back. His ball control and knowledge of soccer, proved him the man to occupy the position vacated by Lloyd Turner. It is our sincere wish that Dave will be here to lead the forwards again next year.

Pepper, Alton.—Goal-keeper. Alton playing soccer for his first year, proved very successful as is indicated by the few goals scored against him. His agility and ability in ball-handling, stamped him as an excellent goal-keeper.

Scott, Cameron Alexander.—Easily the most surprising player of last year. "Scotty" practically without any experience in soccer, stepped in and replaced Van Luven for two games. His ability came as a great surprise to many, and it is clearly discernible that in next year's team, "Scotty" will form one of the most valuable players.

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Sports
(Continued)

Stewart, Archie. — Left half. Playing for his second year, Archie further added to his reputation, by consistent play. It is worthy of note that Archie is the first and only Walkerville half-back to score.

Stewart, James.—Outside-right. Jimmy added further to his laurels by his splendid play throughout the year. This was probably his most successful season, as he annexed 10 goals in it. It is to be hoped that Jimmy will again be with us next year.

Van Luven, J. L. — Right back. Lee's ponderous kick and strong tackling have proved as reliable as ever, during the past season. It is with much regret that we contemplate Lee's departure from the team (as he graduates this year) for in the past he has proven to be one of the finest backs in W.O.S.S.A. soccer.

Young, William. — Left back. Willie's speed and tackling have been as opponent as ever this year. Possessed of good ball control, and a strong kick, Willie has shone repeatedly during the past season. It is to be hoped that he will continue his present prowess through another year.

■ ■ ■

YES AND NO.

"I don't suppose you don't know of nobody who won't want to hire nobody to do nothing, don't you?"

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* * *

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:: Jokes ::

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Yea, though I ride through the valley I am towed up hills. I fear great evil when I am with it. It anointeth my face with oil. Its tank runneth dry. The rods in the engine discomfort me.

Surely if this follows me all the days of my life, I shall dwell in the house of the insane forever.

* * *

**BECAME HIS OWN
GRANDFATHER.**

I married a widow who had a grown daughter. My father visited our house very often, and fell in love with my step-daughter and married her. So my father became my son-in-law and my step-daughter my mother, because she was my father's wife.

Some time afterwards, my wife had a son. He is my father's brother-in-law and and my uncle, for he is the brother of my step-mother. My father's wife, namely, my step-daughter, also had a son. He is, of course, my brother, and in the meantime my grandchild, for he is the son of my daughter.

My wife is my grandmother, because she is my mother's mother. I am my wife's husband and grandchild at the same time, and as the husband of a person's grandmother is his grandfather, I am my own grandfather.

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