



TRUE GOODS
AT
TRUE PRICES

Give us a call if you
are in need of Boots,
Shoes, Millinery &
Fancy Goods, House
Furnishings, Etc.

The **PEOPLE'S BA
RGAIN STORE,**

I. E. WORT, BREMEN, INDIANA.

THE PLAY

is on, the seething, surging mass of humanity
is madly rushing past, heedless that the last
act will find many but half through their
great plans that were to astonish their day
and generation. Between the acts of life's
great play, remember that you can save
money on your Drug wants at

THOS. LYTLE'S DRUG STORE.

**Agency Pitkin's Premium Paint
and a five year guarantee with
every gallon.**

DON'T FAIL TO SEE

LOWENSTINE, THE PEOPLE'S
OUTFITTER.

Dealer In

Clothing for Men, Women & Children

BREMEN, INDIANA.

NUFER & WALTER,

Dealers In

Fresh, Salt & Smoked Meats.

Fish and Oysters in Season.

Highest Market Price Paid for all Kinds of Stock, Hides and Pelts.



YOU CAN BUY
JEWELRY

RIGHT if you buy at the RIGHT PLACE; you can have your WORK done PROMPTLY and WELL at the RIGHT PLACE. The right place is

C. C. Yockey's Jewelry Store, Bremen

THE HOTEL GARVER,

H. M. GARVER, PROP'R.

MODERN CONVENIENCES. FREE 'BUS TO AND FROM ALL TRAINS. A FIRST CLASS LIVERY IN CONNECTION.

CENTER & NORTH STREETS.

BREMEN, INDIANA.

Cash Purchasers

Can buy a Cloth-Bound Book, Harvard Series, for 5 Cents, Provided they buy One Dollar's Worth of Other Goods.

SUNDERLAND, The Grocer.

We sell "Pure Rye," "Blue Ribbon" and Other Breads.

**JOHN WILHELM,
TAILOR**

Spring and Summer Styles Now In.
Perfect Satisfaction Guaranteed.....

West Plymouth Street.

Bremen, Ind.

**FREDERICK
PONADER,**

Dealer in a general line of Dry Goods, Notions, Carpets, Curtains, Trunks, Traveling Bags, Ladies' and Children's Jackets, Hats and Caps, Men's Furnishing Goods, Boots, Shoes & Rubber Goods, Groceries, Queensware, and a first-class Bakery in connection. You will find with us a line of Merchandise at prices that will set you to thinking. 'Phone 48.

BREMEN, IND.

C. E. NUSBAUM

PHYSICIAN AND SURGEON.

TELEPHONES } 25 RESIDENCE
 } 38 OFFICE

BREMEN, IND.

**DR. S. I. WILLIAMS,
DENTIST.**

Crown, Plate and
Bridge Work done
in a neat and care-
ful manner.

All Work Fully
Guaranteed.



Prices Reasona-
ble and all First
Class Material.

Office Hours 8 to
12, 1 to 4, 7 to 9;
Sundays 9 to 12.
Telephone 76.

OFFICE IN THE PH. STOCKINGER BUILDING.

IT WILL PAY You to attend the SOUTH BEND
COMMERCIAL COLLEGE, be-
cause we do what we promise,
have honest rates, satisfied pupils, a paying position when
you are competent, all equipment modern and up-to-date,
personal interest in each student, twentieth century methods,
teachers of ability. Souvenir art catalog mailed free.

SOUTH BEND COMMERCIAL COLLEGE,

Michigan & Wayne Sts., South Bend, Ind.

W. L. BONDURANT,

Livery, Sale and Feed Stable,

BREMEN, INDIANA.



BREMEN PUBLIC SCHOOLS.

1901 & 1902.

The
ORACLE.



FIRST ANNUAL

of The

**Bremen High
School,**

By The

Students of 1901-1902

34644

R
371.005
Orl
C. 2

HAEC STUDIA ADULESCEN-
TIAM ALUNT, SENECTUTEM
OBLECTANT, SECUNDAS RES
ORNANT, ADVERSI PERFUGI-
AM AC SOLACIUM PRAEBENT,
DELECTANT DOMI, NON IMPE-
DIUNT FORIS, PERNOCTANT
NOBISCUM, PEREGRINANTUR,
RUSTICANTUR.—CICERO.



EDITORIAL STAFF OF "THE ORACLE"

Byrel Sinninger
Fahys Yockey

William Goss

Nellie Sherland
Zeta Hayes

Oliver Beyler

Franc Mensel
Melvin Beyler

Editorial Staff.

6

OLIVER BEYLER,
Editor-in-Chief.

ZETA HAYES,
Business Manager.

FRANC MENSEL,
Treasurer, and Alumni.

BYREL SINNINGER,
Literary Editor.

FAHYS YOCKEY,
Personals, Jokes, Roasts, Etc.

MELVIN BEYLER,
Athletics.

NELLIE SHERLAND,
Art Editor.

WILLIAM GOSS,
Exchange Editor.

TO the readers of this little booklet, kindest greeting. May the thoughts on these pages awaken memories of school days of yore, brighten the present, clear away the gloom from the future, and render clear and strong that song of nature's own, DEVELOPMENT.



COURSE OF STUDY.



FIRST TERM

SECOND TERM

FIRST YEAR.

Book-keeping	Physics
Latin	Latin
History of Greece	History of Rome
Algebra	Algebra
Grammar and Composition	Grammar and Composition

SECOND YEAR.

Algebra	Algebra
Caesar	Caesar
History of Middle Ages	Modern History
Literature and Composition	Literature and Composition
Physics	Physical Geography

THIRD YEAR.

Plane Geometry	Plane Geometry
Literature and Rhetoric	Literature and Rhetoric
Botany	Botany
Cicero	Cicero
United States History	American Government

FOURTH YEAR.

Solid Geometry	A common branch, elective
Chemistry	Chemistry
Economics	Arithmetic
A common branch, elective	A common branch, elective

Diplomas are granted for two courses. In the Regular Course, thirty-six credits are necessary for graduation. In the English Course, thirty credits, all except Latin, are necessary.

BREMEN SCHOOL BOARD.

W. F. MENSEL, President,

I. F. WINE, Secretary,

J. H. STEINECK, Treasurer.



HIGH SCHOOL TEACHERS.

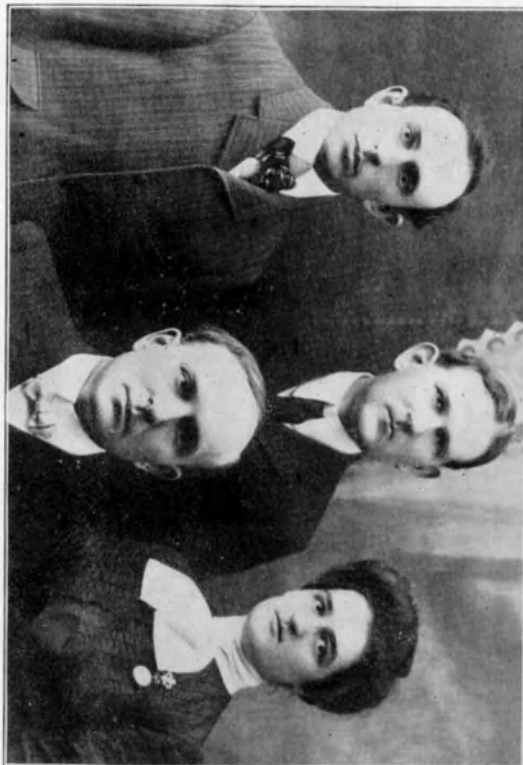
PROF. W. F. ELLIS, Superintendent.

PROF. MILO F. HALE, Principal,

MR. C. H. BARTS, Assistant in English,

MISS FAYE EDWARDS, Assistant in History.

GEORGE WEIL, Janitor.



M. F. Hale

HIGH SCHOOL TEACHERS.

W. F. Ellis
C. H. Barts

Miss Faye Edwards

The Teachers' Creed.

“WE believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap.

We believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others.

We believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught not so much by precept as by example, in ability to work with the hands as well as to think with the head, in everything that makes life large and lovely.

We believe in beauty in the school room, in the home, in the daily life and in and out of doors.

We believe in laughter, in love, in faith, in all distant hopes that lure us on.

We believe that every hour of every day we receive a just reward for all we are and for all we do.

We believe in the present and its opportunities, in the future and its promises, and in the divine joy of living.”

Historical.

THE Bremen High School graduated its first class in 1890. Some of the High School branches had been taught before this class entered, but the High School had not been conducted as a department separate from the grades. At this time the schools were under the supervision of Prof. Henry H. Miller, who had stood at the helm for many years, and had laid a good foundation in the grades on which the department of secondary instruction might be built.

In 1892 Prof. J. E. Pomeroy became Principal. He remained in charge but one year, and no High School class was graduated. In 1893 he was succeeded by Prof. D. B. Flickinger, under whose teaching a class of four boys finished the course in the Spring of 1894.

In September of 1894 Prof. W. F. Ellis was elected Superintendent, and has continued at the head until the present time. With him was associated, as assistant, Miss Lizzie Christie, a graduate of the Northern Indiana Normal School. The class of this year, consisting of three girls, will ever remember their humble and primitive efforts at laboratory work, without apparatus, in the little supply room. They were the first to listen to a baccalaureate sermon, and their commencement orator was that educational evangelist, and teacher of teachers, Arnold Tompkins.

During the years 1896-97 Prof. I. S. Hahn served as High School assistant. Mr. Hahn was promoted from a position in the grades on account of his skill as a teacher, and in 1897 he left us to take charge of the schools at Culver, Indiana.



W. F. ELLIS.

Student DePauw University Normal 1888-90.
Graduated Indiana State Normal School 1892.
A. B. Indiana University 1899.
Graduate Student Chicago University 1901.
Superintendent Bremen Schools Since 1894.

His successor in the High School was Prof. John Crowley, a graduate of the State Normal School, who proved himself a man of sterling worth and competency as an instructor. The School Board decided to change his title from Assistant to Principal of the High School. Since this time the Superintendent has given more of his attention to the supervision of the work in the grades. Mr. Crowley served but one year, and was succeeded by Prof. Milo Hale, the Principal of the High School at the present time.

Since 1894 the High School has graduated a class each year, with the exception of 1900, at which time the course of study was changed from three to four years. Before this time no Latin had been taught, but now Latin, Chemistry and Solid Geometry were added, and the work in Botany made to cover a full year.

During the last two years the Superintendent and Principal have been assisted in their High School teaching by some of the grade teachers. Those who have rendered such assistance are Mr. Howard Zumbaugh, Mr. C. H. Barts, Miss Minnie Snell, and Miss Faye Edwards.

In addition to the enriching of the course of study, and the increase of the teaching force, the High School has been improved, within the last few years, in many other respects. The Library has grown from less than 100 volumes to more than 800 volumes, a Laboratory has been equipped for investigations in Chemistry, Botany, and Physics, a hot-water heating system has been installed, and electric lights have been placed in the Laboratory, Office, and Assembly Room. In March of 1901, and again in January of 1902, the school was inspected by a member of the State Board of Education, and each time a High School Commission was granted, which entitles the graduates of the Bremen High School to enter Indiana University, Purdue University, and the State Normal School, besides several church universities and colleges, without an examination in the studies taught here.

These improvements have been made possible by the liberal and progressive spirit of the School Board, by the willingness of the students to devote more time and energy to their own self-improvement, as well as by the zeal and perseverance of the teachers.

Function of the High School.

THE subject that we are to discuss is an important one, and many people do not understand for what purpose the High School was organized. One quite common idea is that it is a preparatory school for those who wish to enter some college or university. The founders of our High School system had no such idea, and but few of our High School graduates ever enter higher institutions. It has also been found that less than one per cent. of all the students of our land are found in colleges and universities.

It is true that our High School does not prepare those who wish to enter our higher institutions, and in fact a good High School course or its equivalent in some academy is necessary before we can enter upon a college course.

The High School and college are very closely related, but the High School course should not be arranged to suit any special college course. However, the course that best suits the High School student as a finishing course will be a good preparatory course for a college.

Another idea that is quite prevalent is, that the High School exists for the purpose of preparing boys and girls for some special trade or occupation.

Possibly the greatest cry of school critics in recent years is for the "practical" education. The demand to eliminate those subjects that do not directly aid the pupil in earning a livelihood, continues. The business man asks, with justice, not especially "what course have you taken," but "what can you do?" At this point we might easily be led to think that herein lies the great value of a High School education, but we have not yet reached the important point.

We must confess that it does prepare us to do better those



MILO F. HALE,

Student at Mt. Morris, Ill., '88-91.
Graduate of North Manchester College, '97.
Student Indiana University, '98-'01.
Teacher in Bremen Schools, '97.
Principal of Bremen High School Since '98.

things by which we expect to earn a livelihood. Other things being equal, the best carpenter is the one who has had a High School education; the best farmer, blacksmith, merchant or molder is he who has spent a proper amount of his time in a course of general study higher than the common branches.

In one of our eastern cities a certain superintendent of schools addressed letters to all the business men of the city asking them to compare the work of their book-keepers who had stopped with the common branches and gone to business colleges, with those who had completed simply the High School course; almost without exception the business college graduates did better work during the first six months, but after that the High School graduate was in the van.

The most successful merchants, doctors, lawyers, railroad officials and business men in general have reached their positions, not through technical schools, but through the liberal training in some good general school, which gives the broadest development and culture.

If the farmer's son is always to be a farmer, the blacksmith's son always to shape the iron, the merchant's son always to sell groceries and tear calico, and the mason's son always to handle the trowel, there might be more reason for arranging special courses for them; but at the average High School pupil's age, not one in twenty has chosen his life's occupation. The many studies that the High School course contains give the pupil an insight in the broader fields of occupation, and thus he develops unconsciously his own aptitude and liking for the work that he is to follow through life. Many criminals are working out sentences in our prisons because they were not started in the right vocation, and were tempted to steal because they could hardly make a living at their trades.

What, then, is the function of the High School?

Those who planned our free school system saw that the future success of our country depended upon the education of the masses; therefore the training of the youth for the best citizenship might be given as the function of the High School. The theory of an educational system has always been determined by the theory of the state. The state that was entirely controlled by the church educated its priests and kept other classes in ignorance; if the state represented conquest, physical training became the ideal school work; and

in all strong centralized governments when some one idea predominated, the schools were made for a favored class and not for the masses. Our constitution will not permit of such conditions, but demands that each institution occupy its own proper sphere. We, the people, rule this country; hence our educational system must not be for the few, but for manhood and womanhood in general, and must embody the greater principles underlying all institutions.

The pupil meets in the High School, as well as in the grades, all conditions of life; he lives here as he must live in the future; he finds that he has rights that his neighbors must respect, and that his neighbor has rights that he must respect. If the state, which bears the expense of the High School, demands in return good citizens, may she not be disappointed, but receive as a remuneration for her investment, men and women of sterling character.





CLASS OF 1902.

Clinton Berger, Zeta Hayes, Harry Mansel, Maude McKinney, Oliver Beyler,
 Blanche Huff, Fannie Lidecker, Arlie Haas, Charles Zellers,
 Helen McKinney, Chester Gregg.

CLASS of '02

IN the assembly room of Bremen High School, one bright, sunshiny Monday morning in early September, 1898, the scholars were called together for another term's work, by the ringing of the bell.

In response to the roll call of Class '02, then beginning to feel the full weight of the importance of freshmen, twenty-three voices answered "Present." Although September abated the summer's heat but little, the round of school life was taken up with keen interest and hearty zest. The teachers, Supt. W. F. Ellis and Prin. M. F. Hale, have taught throughout the High School course.

Again at September roll-call the '02's, now sophomores, responded, in number nineteen. The light-hearted playfulness which characterized them as freshmen was somewhat sobered as they were initiated into the mysteries of Latin by "amo, amas, amat." It was annihilated when confronted by Caesar's legions, fresh from a Gallic campaign.

When for the third time September dawned, no longer sophomores, but juniors in all the pride of past conquest, their ranks stood thirteen strong, ready for a new campaign, even with Caesar. Somewhat rash and hasty? True; they were real juniors. This year of 1900-01, more eventful than the last, saw the class organized, uttering with blood-curdling similarity to a band of Comanches the yell:

Ki! yi! yi! yi!
 Sis! Boom! Bah!
 Naughty-two! Naughty-two!
 Rah! Rah! Rah!

This year, too, ushered in the Bremen High School commission.

September 2, 1901. This day, with their one-time numerous band thinned down to eleven valiant ones: Chester Gregg, President; Fannie E. Lidecker, Secretary; Arlington De Haas, Treasurer; Harry B. Mensel, Blanche L. Huff, Helen C. McKinney, Zeta L. Hayes, Oliver Beyler, Charles L. Zellers, Clinton E. Berger, and Maude E. McKinney, Historian, the Seniors of '02 enrolled.

Forgotten the Freshmen's frivolity; departed the Sophomore's sobriety; forsaken the Junior's rashness; donned was the dignity belonging to Seniors.

How quickly the days and weeks lengthening into months (not at all awed by this same dignity) have flown. Autumn in the richness of gold and crimson; winter in snowy covering; and now the first heralds of spring.

March winds first brought to the ears of startled townspeople the sounds of strife. A flag, the Freshmen's, unfurled from the flag-staff, was the signal for hostilities, and amid the din of battle the royal purple and pearl white fell before the Seniors' maroon. Before morning, however, our flag had yielded only to the red, white and blue of our nation.

As I sat late one evening, musing in the falling twilight, a mist gathered before my eyes and with its passing I looked into the future and saw them all, my classmates, the Seniors of '02.

There came to my ears strains of music, faintly at first, then clearer, and amid the bewildering chords sounded a voice sweetly familiar. I listened wonderingly; 'twas Blanche, once my classmate, now a famous vocalist.

Ere I had time to speak the music died away, and in its place I heard the chant of high-pitched, childish treble, "Two times one is two; two times two are four;" and then again in concert, "c-a-t, cat; d-o-g, dog;" and looking I recognized in their teacher Fannie, whose ambition of school days was now realized, for she was Indiana's most successful primary teacher.

The scholars' childish voices deepened, and in stentorian tones I heard, "Free trade is beneficial to the working man and not—" surely I recognized that voice! I turned toward the orator, and there, commanding in presence, fiery in eloquence, ably discussing the tariff question, stood Harry, the promoter of free trade.

From the forum I passed into the court room, and there in cap and gown, a second Portia, argueing, pleading, finally triumphant—the face was strangely like—yes, it was Zeta.

The hum of the court room changed into a strange whirr; a winged car alighted before me. "What is it?" I asked. "Have you not heard," they around me asked, "of the young electrical engineer who has perfected the air ship that will no doubt supplant all other means of transportation?" "No, I have not heard; who is it?" "Chester Gregg." Another of my classmates.

Tired, unable to understand these changes, so sudden they seemed to me, I turned away to the country. There amid the quiet I found another classmate, Clinton Berger. He alone of all had staid in rural districts. Wise was his choice, for away from the hurry and skurry a restful quiet soothed away the weariness.

Again I went forth, and seeing scholars with "Cicero's Orations" in their hands I walked schoolward after them. When I entered the class room they were reading "Sed est tanti, patres conscripti"—the text was somewhat different from the one I had used, with fuller notes and references written by their instructor, Charlie Zellers.

I turned away after class, and hearing a cry of pain I hurried rapidly toward the scene of the accident. By the time I had pressed through the crowd the unconscious injured one had been carried into a near-by pharmacist's apartments. There, with the aid of a potent stimulant prepared by the fair prescription clerk, he had revived. As I turned to leave the office my eyes were arrested by a certificate conferring the degree of Bachelor of the Science of Pharmacy upon Helen C. McKinney, my classmate and sister.

As after greetings we sat together talking of school days, I picked up a freshly-cut magazine entitled "In the World of Books," and there I read the praises that eminent critics accorded to the young author of two books which claimed the attention of the literary world, and to the artist who had illustrated his stories. As I turned the pages I came upon the portraits of the author and artist, two more of my classmates. As at the evening of this eventful day in futurity I closed the magazine, I murmured, "Ollie and Arlie, too. All of the class of '02."

"And Maude?" you ask. Why, don't you know? She's class historian.



THE JUNIORS.

Name	Appearance	Favorite Expression	Favorite Occupation	Aim in life
William G.	"A halo of glory."	Yum! Yum!	Passing gum to the girls	To be a musician
John G.	Always without a Collar.	Oh, Shucks!	Making faces	To be a farmer
Hazel B.	Small but mighty	I will use my hatchet	Imitating Carrie Nation	To be a grower of car(rie)nations
Opal S.	Tall and dark.	Oh, Well!	Feeding the rabbits	To marry some one that owns rabbits
Laura D.	Short and dark.	I don't know	Helping Opal feed the rabbits	Always to live in "Germany"
Bird Y.	Quality, not Quantity, Counts.	"Listen to that silly little laugh!"	Wishing she was larger	Historical novelist
Dora H.	Always smiling.	Tee-hee! tee-hee!	Giggling	To be a famous giggler
Byrel S.	Fair	Oh, dear!	Doing nothing	To be a teacher of literature
Numa N.	Light-headed	Have you any gum?	Chewing gum, and giggling	To be a teacher of mathematics
Pearl F.	With specks	I can't	Solving (?) geometry propositions	To move to Napanee

Bremen Public Library
Bremen, Indiana

Bird Yockey, Byrel Sinninger, Pearl Fink, Opal Sinninger, Laura Dietrich, Hazel Bondurant, William Goss, Dora Hoopie, Numa Nufey, John Graveron.

JUNIORS '03.



The JUNIORS

COLORS, CARDINAL and SILVER GREY.

FLOWER, TEA ROSE.

PEARL FINK, President,

DORA HOOPLE, Secretary,

HAZEL BONDURANT, Treasurer,

BIRD YOCKEY, Historian.

IN 1899 this all-important Junior class of ours entered High School with an enrollment of ten members. We realized our importance, and could now speak condescendingly of the "pupils in the grades."

We got along nicely the first year, with a loss of but one of our number, Josie Seiler.

The next year we moved one row of seats farther south, and had now arrived at the distinguished rank of Sophomores. We then organized our class, which still consisted of ten members, as Byrel Sinninger had added her name to the list of all those highly-distinguished names already enrolled in the ranks of the Juniors.

School opened in September this year, and now we have been exalted to the high position of Juniors, who have become noted for many things, but especially for giggling and gum-chewing. These accomplishments are causing much envy among the other students, who seem to be trying to get ahead of us.

This year we have a class of eight girls and two boys. Several of these are noted people. Among them are Carrie Nation, and Betsy Short, the celebrated giggler.

Many interesting business meetings have been held this

year, in which we have discussed the important question of donating a rattle-box to the Junior baby, Byrel Sinninger. The question is still undecided.

We have taken up that very interesting (?) study, Geometry, and Mr. Hale seems to think we are the brightest class he has ever had in this study. We are very sorry that Mr. Hale has made such a serious mistake.

We are all looking forward to the time when we may be known as "dignified Seniors," and I will say in confidence that some of the girls have been planning their commencement dresses, and the boys are still very undecided as to whether to part their hair in the middle or wear a "rat."

All members of the Junior class answer to the call of

Razzle dazzle!

Hobble gobble!

Siz! zum! za!

Bremen Juniors!

Bremen Juniors!

Rah! rah! rah!





CLASS of '04



MOTTO, VINCIT, QUI SE VINCIT.

COLORS, OLD ROSE and WHITE.

Yoo-haw! Gee-haw!
 Roo! Roo! Roar!
 We'll be there
 In Nineteen-four!

HATTIE SCHLOSSER, President,
 NELLIE SHERLAND, Secretary,
 OLIVER FRIES, Treasurer,
 ANNA GRAVERSON, Historian,
 MELVIN BEYLER, Editor.

FLOWER, WHITE and PINK CARNATION.

IN the graduating class of 1900 from the common branches there were nineteen. Everybody wondered how many of those would ever enter High School. So when September of 1900 came the wondering was stopped. There were only nine out of the nineteen who loved school enough to enter High School.

It was now a question as to how many would go through the four years of High School. This far four have dropped out namely:

Fred Waltz who is a farmer, Charles Gollatz who works in Studebaker's factory, Armata Snyder who is at home, and Welcome Thompson who has recently been given the position of mail carrier on rural route number two. That leaves a class now of five—two boys and three girls.



MELVIN BEYLER,

ANNA GRAVERSON,
NELLIE SHERLAND,

CLASS '04.

HATTIE SCHLOSSER,
OLIVER FRIES.

We worked very hard the first year as all Freshmen do, and never once got weary of our burden, or of the fun made of us by the Juniors. Even if we were said to be the dumbest class that ever entered High School, we nevertheless made our credits and now have reached the Sophomore mark.

Again it was Sept. of '01 and we were compelled to make room for the present freshmen class.

Mr. Hale, our Algebra teacher, thinks we are the smartest class he has ever taught, and so it is with Mr. Ellis our Caesar teacher.

In a few weeks school will close and we will not be called the "Wise Sophs" any longer but will then receive the title of "hard-working Juniors."



THE FRESHMEN

MOTTO, HE CONQUERS WHO ENDURES.

COLORS, ROYAL PURPLE and WHITE.

FLOWER, VIOLET.

YELLS:

Who! ra! re!	Purple and white!
Who! ra! rive!	Purple and white!
Whooper-up! Whooper-up!	We'll be there
Nineteen-five!	If we have to fight!

OFFICERS:

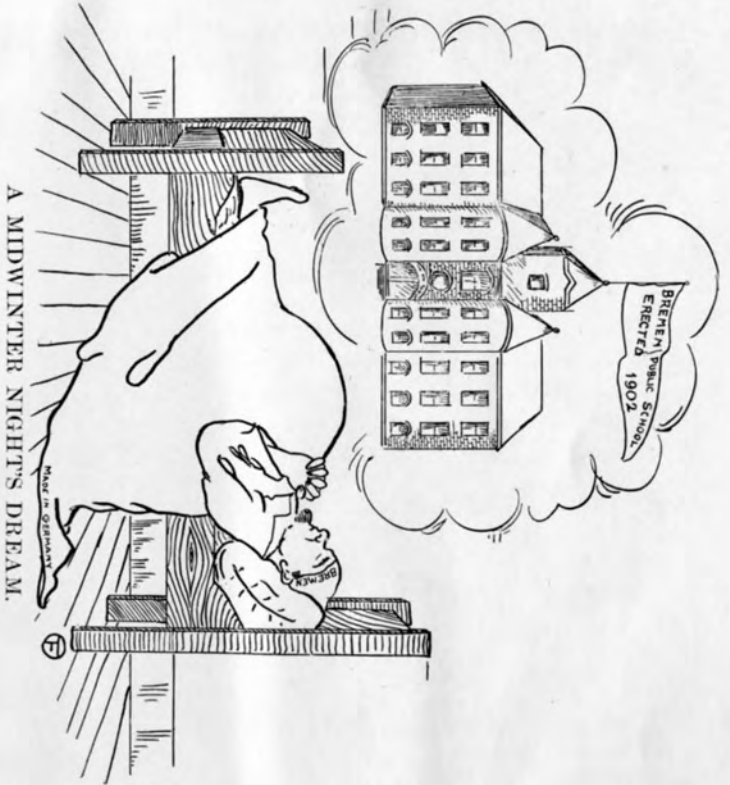
HOMER E. RINGLE, President,
 JULIA M. WRIGHT, Secretary,
 ARTHUR HUFF, Treasurer,
 ALVIN LEHR, Historian,
 CHAS. HOREIN, Sergeant at Arms.

HOW WE ARE KNOWN:

Earl Winne—Doctor.	Franc Mensel—Cakes.
Julia Wright—Punch.	Rollin Hayes—Tom.
Chas. Horein—Fat.	Homer Ringle—Jack.
Alvin Lehr—Brick.	Carson Berger—Prof.
Arthur Huff—Sheriff.	Fahys Yockey—The Kid.
Monroe Schlosser—Roe.	



CLASS '05.
 Alvin Lehr, Julia Wright, Earl Winne, Homer Ringle, Rollin Hayes,
 Monroe Schlosser, Fahys Yockey, Carson Berger, Arthur Huff, Charles Horein,
 Franc Mensel.



A MIDWINTER NIGHT'S DREAM.

BREMER PUBLIC SCHOOL
ERECTED 1902

WAGNER

Ⓟ

ALUMNI

CLASS OF 1890.

I. S. Hahn.....Principal Culver Schools, Culver, Ind.
 Leonard Vogeli, deceased.
 Nellie Ungry.....Teacher Public Schools, South Bend, Ind.
 Ida Hushower.....Teacher, Bremen, Ind.
 Samuel Schotter.....Commission Business, Plymouth, Ind.
 Daniel Feldman.....Lawyer, Peach Orchard, Arkansas.

CLASS OF 1894.

Urban Dietrich.....Merchant, Bremen, Ind.
 Floyd Listenberger.....Business, Bremen, Ind.
 Jacob Leeper.....Farming, Bremen, Ind.
 Clarke Hayes.....Draughtsman, Washington, D. C.

CLASS OF 1895.

Ada Miller (Dietrich).....At Home, Bremen, Ind.
 Lu Seiler.....At Home, Bremen, Ind.
 Anna Kanegar.....Teacher in Public Schools, Bremen, Ind.

CLASS OF 1896.

Lester McGowan.....Teacher, LaPaz, Ind.
 Fred Daviess.....Attending College, Yankton, S. D.
 Freeman Hahn.....Attending College, Terre Haute, Ind.
 Edwin Lehr.....Electrician, Pittsburg, Pa.
 Eva Fisher.....Attending Music School, Ft. Wayne, Ind.
 Berth Knoblock (Kinzie).....At home, South Bend, Ind.
 Myra Huff (Sinninger).....At home, Bourbon, Ind.
 Nora Cline (Rice).....At home, Bremen, Ind.

CLASS OF 1897.

Otto Vogeli.....Attending College, Ann Arbor, Mich.
 Betsey Macomber.....Attending College, Merom, Ind.
 Dallas Hayes.....Studying Law, Bremen, Ind.
 Clarence Dutenhaver.....Teacher, Bippus, Ind.
 Laura Haas (Hahn).....At home, Culver, Ind.

CLASS OF 1898.

Arvilla Wine.....At home, Bremen, Ind.
 Eva Younkman.....Cigar maker, Bremen, Ind.
 Madge Timberlake.....Clerk, Bremen, Ind.
 Maud Thompson (Leiter).....At home, Bremen, Ind.
 Nora Carbiener (Carder).....At home, Bremen, Ind.
 Rosa Kaufman.....At home, Bremen, Ind.
 Samuel Klopfenstein.....Dentist, Kansas City, Mo.
 Verne Miller.....Deputy County Auditor, Plymouth, Ind.
 Oliver Dietrich.....Book-keeper, Bremen, Ind.

CLASS OF 1899.

Lizzie Stine (Gerber).....At home, Bremen, Ind.
 George Snyder.....Telegrapher, Ripley, Ind.
 Christ. Schilt.....Business College, South Bend, Ind.
 Mae Hayes.....At home, Bremen, Ind.
 Marion Balsley.....Book-keeper, South Bend, Ind.
 Charles Young.....Salesman, Bremen, Ind.

CLASS OF 1901.

Pearl Dietrich.....At home, Bremen, Ind.
 Maud Fries.....Stenographer, Dowagiac, Mich.
 Arthur Heim.....Clerk, B & O. Station, Bremen, Ind.
 Oscar Steineck.....Clerk and Book-keeper, Bremen, Ind.
 William Keifer.....Teacher, Bremen, Ind.
 Norman Hoffman.....Molder, South Bend, Ind.

CALENDAR

SEPTEMBER.

2. We sing "America," and open school.
3. Regular work begins.
4. The Seniors begin to look dignified.
5. The Kantz sisters, of Nappanee, visit the High School.
6. News received of the shooting of President McKinley.
9. Supt. Marks and Mr. Hite, of Plymouth, visit us.
10. The Seniors withdraw their application for a divorce from the Juniors in Chemistry.
11. Prof. Ellis talks on "The Cure for Anarchy."
13. Chester decides to take Chemistry and Geometry in the forenoon, and wood-carving in the afternoon.
19. The High School holds McKinley memorial exercises.
20. The Seniors appear in their class caps.
24. Numa spends fifteen minutes looking for the H_2O in the Laboratory.

OCTOBER.

4. The fire-bell rings! The Freshmen run over the Seniors and fall down stairs, only to learn that the alarm was given for the sake of a drill.
5. Messrs. Ellis, Barts, Gunder and Hale hunt squirrels.
7. The Prof. from Heidelberg gives a two-hour too-tu-ty, too-tu-ty entertainment, to the great delight of the Juniors.
8. Charley's cash account will not balance.
9. Teachers and pupils march to the Fair, and the Freshmen make a rush for the merry-go-round. Mr. Hale visits the Wild West show.
16. Miss Edwards and Chas. H. have a "heart to heart" talk.
31. The Juniors take a hay-wagon for "Nap." Maud McKinley entertains the Seniors.

NOVEMBER.

15. The High School students and teachers sit up till 2 a. m., waiting for the stars to fall.
16. Harry goes to sleep in school. Arlington revises his name.
18. Suleeba, the Ninevite, tells his pancake story, and takes a shot at the Sultan.
20. Blanche discovers a Loss and Gain account in Book-keeping.
24. School is dismissed for Thanksgiving. The teachers pack their grips for the Association at Argos, enabling the pupils to enter more fully into the spirit of the season.

DECEMBER.

1. The girls begin to make Christmas presents.
2. The Teachers' Male Quartette is organized.
3. The Superintendent receives a weeping deputation from the lower regions. Arlington takes up Hebrew.
16. Essick, the impersonator, fails to arrive, and the admission money is sorrowfully returned.
17. The Seniors are initiated into Economics.
18. The agent of the Lecture Bureau solicits our patronage. We act upon the suggestion and buy his course.
20. The High School students give their Xmas program. Messrs. Ellis and Hale astonish the audience with their "reading."
26. Opal and Willie begin to go skating.
28. Mr. Barts gives a free exhibition on Beyer's pond.
30. The second term begins.

JANUARY.

1. Pearl quits chewing.
10. Supt. Worley, of Warsaw, representing the State Board of Education, inspects the High School.
14. Gearhart opens the Lecture Course with his "Dawn of the Twentieth Century," and receives unstinted praise. Byrel enters upon her "last tour."
15. John G. falls off the rostrum.
16. Mr. Gunder mixes some explosives, and then calls on Dr. Smith.
18. Seventy-five new Library books are received.
28. The State Board re-commissions the High School, but frowns upon our building and sanitary accommodations.
29. Hazel recites on the "Under-ground Railroad."

30. Mr. Ellis promises due credit for sleigh-riding.
31. Opal Sinninger, et al., assist McCormick in his magic.

FEBRUARY.

3. Numa tells how Sinai climbed the mountain.
7. The Contest in Declamation occurs, and Fannie takes first prize.
8. Fahys makes a critical study of the oil on the hall floor.
9. Mr. Ellis christens the devil's booth.
10. Sleighing is at its best.
14. Great rush for the Postoffice; heavy mail from the East.
21. George Washington, America, and the Red, WHITE and Blue make their annual bow.
24. Packard makes his pictures, and Maude and Zeta carry them home.
25. The High School mouse teaches the girls a few new steps.

MARCH.

8. Seniors and Freshmen scrap, and both flags come down.
10. Ollie Beyler gets an inspiration and suggests a Year Book; the students second the motion, and plans are begun.
11. The Laughing Philosopher tells how to "Take the Sunny Side."
12. The Janitor looks at the pictures in the Latin Dictionary.
14. Wm. Goss begins practising for Field Day.
20. John G. takes a header over the east fence.
22. The High School students begin to arrange work for the exhibit.
25. Julia hands in her "drawing of a building."
28. The exhibit comes off. The teachers are very attentive to the School Board.
29. The girls all dream of Easter hats.

APRIL.

1. ?????????????????
2. Chas. H. buries Arthur's cap, and Mr. Weil resurrects it. Homer and Ollie F. drive a horse so fast that they get back before they start.
3. Schiller Male Quartette; crowded house.
20. Baccalaureate sermon.
23. The Seniors say Good-Bye.
25. Commencement Exercises and Annual Banquet.

Visit of the Wise Men

1. Now when spring had come again, behold there came seven wise men from the east to Bremen.
2. Saying, where are they that dwell on Plymouth, Center and Montgomery Streets, for we have heard of their beauty, and are come to worship them.
3. When Prof. Ellis had heard of these things, he was troubled, and all "Germany" with him.
4. And when he had gathered all the wise men of the east together, he demanded of them where the seven beauties were.
5. And they said unto him, in a house on Montgomery Street; for so it is written in the letter of one of the maidens which was sent to "Deak."
6. Then Prof. Ellis, when he had privily called the wise men, enquired of them what time they were to call.
7. And he sent them to Place's, saying, go and search diligently for the children; and when ye have found them, bring me word again, that I may come also and bring a stick.
8. And when they heard the Prof. they departed; and lo, the beauties appeared on the porch of the house on Montgomery street.
9. And when they saw them, they rejoiced with exceeding great joy.
10. And when they were come into the house, they fell down and worshipped, and when they had opened their grips they presented unto them gifts of gold, flowers, candy, gum, and rabbits.
11. And being warned by their fathers in an interview in

the woodshed, that the next time they came they would have to bring their trunks, they departed into their own country, the land of onions beyond the Amish, at two o'clock in the morning.

—o—o—o—
The year 's at spring
And day 's at the morn;
Morning 's at seven;
The hillside 's dew-pearled;
The lark 's on the wing;
The snail 's on the thorn;
God 's in His heaven—
All 's right with the world!
—Robert Browning.

GROWTH IN SCHOOL

SOCIETY is an organism. Any one of its parts reveals to us its real purpose only when we view it in relation to the other parts and to the common end for which all of the institutions exist. The school is one of the institutions of society. What then, is the purpose of the institutions as a whole, and what the purpose of the school?

Unlike the ancient world, America looks upon her government, church, business organization, school and family, as existing for the individual. These are the means by which the individual is to realize his highest nature. The purpose of the self is absolute Freedom. The five institutions are to assist man in his struggle to free himself. All exist for a common end, but each performs a distinct part in the process. The unity of the process is not destroyed by the diversity of its phases. The relative positions occupied by the parent, the teacher, and the pupil in the public school system, must be found in an investigation of the purpose of the system as a whole.

At the age of six, the child enters school. All the faculties of his mind are weak and unstable. He has not yet learned to determine his actions by sober and careful reflection, but what he does is largely the result of caprice, or selfish motive. At the least opposition to his will, the frown of disapproval, or the tears of intense anger and disappointment distort his countenance. But the intensity of his sorrow is equaled by its brevity. Soon his attention is called to some other subject and immediately his trouble is forgotten. He has not the power to center his thoughts upon any given subject, except for a very limited time. Imagination is in its wildest stage. In moral qualities, the

child may be as greatly deficient, telling falsehoods to shield himself, and resisting the commands of his superiors with the boldness of the anarchist.

Such is the condition of the child when he first enters school. What changes in the child's spiritual attributes is the public school to bring about? The true teacher sees, in this imperfect nature, the germs of perfection. She continually holds before her "mind's eye" that being into which the public school is to make the child. She sees the man or woman, with keen intellect, refined and cultivated taste, and a will powerful to do the right. "Instead of the thorn shall come up the fir tree; and instead of the briar shall come up the myrtle tree."

The immediate purpose of the school is to give that knowledge and discipline which will render the pupil self-directive in the institutions, when he shall leave school. Without the training which the school affords, the man is unprepared to fill his place in society, unable to gain from the family, church, business circle and state, what there is in each for him, and unable to contribute to each the part which the progress of civilization demands that he shall contribute. In order to properly fill the place designed for him in the social organism, his body, intellect, emotions and will must be developed. To stimulate the growth that will render each of these attributes the servant of the man is the work of the public school.

You may recall that John Ruskin says that a man should keep ever before him three questions—"Where am I?" "Where am I going?" and "How can I get there?" These are good questions for the teacher himself, but they should be kept steadily before the pupil also. In most cases to cause the transgressor to ask himself these three questions is a far better means of discipline than to brandish the rod before his eyes, or ply it upon his back. In the road toward perfection in this life, as well as on the highway to Heaven, are to be seen only those who are there from choice.

The schoolmaster should frequently point out the better way, and set up milestones here and there by which the pupil may judge of his own progress. Words of praise, if genuine and not too profuse, are a stimulus. But the child can neither be carried nor driven. Carry him, and his muscles grow weak; drive him, and he thinks only of resistance;

but place ahead of him in the way a beckoning ideal, and he will choose to follow it.

It is doubtful whether we should remove from the presence of the pupil all opportunity to do wrong. Most children may be led to desire to do right, even in the presence of opportunity to do evil. If the desire can be awakened within, the teacher may be relieved of police duty, and may act the more pleasant part of the guide. Kipling says in his novel, *Kim*, that he who has seen the cause of an action is well on the way to Freedom. The evil that is within is not to be driven out by pounding on the outside. It must be crowded out by a new growth which takes its place. Good and evil exclude each other. The most awful punishment that ever comes to him who wallows in the mire of the lower pleasures, is the resulting incapacity to ever enjoy the higher delights.

The farther the pupil advances in the course, the more able he should be to manage himself. That teacher who turns out graduates who are incapable of self control, and who must be watched like small children is a failure. This is to say that as a manager the teacher should be ever withdrawing from the pupil's presence. He is to be a John the Baptist, ever decreasing as his pupil increases.

I believe that Dr. Dewey is right in holding that the school is life, and not a mere period of preparation for the future. If so let the actual practice in living begin early, and continue to the end. The summary of all that I have attempted to say is this—The child is disciplined as he becomes free; he becomes free through careful and long continued exercise; free from his environment, and from himself; free to think the truth, the whole truth, and nothing but the truth; free to experience all that is beautiful, and grand, and sublime in this life, and to abhor evil as he recoils from the serpent; free to allow his conception of the truth, and his emotional experiences to lead him to the highest goal, uprightness of conduct. Such is the discipline which the public school should give.

EDITORIAL

IN placing the initial number of *The Oracle* before the public, we have these objects in view: to make the people more familiar with the purpose and work of the High School, and to set a precedent which we hope will be followed by the High School students each year hereafter.

In most schools and colleges it is customary for the Seniors to issue a book of the nature of this annual, but on account of the late start, and the impossibility of collecting the amount of reading matter necessary before the close of school, it was deemed best to permit the whole High School to have a hand in its compilation.

We wish to thank the advertisers for their patronage, and the people of Bremen for the interest they have taken in the project, shown by subscriptions for *The Oracle*. We also wish to thank Mr. Otto Fries, who so liberally aided us with special designs and illustrations; and all who have given aid and encouragement.



THE GOLDEN STAIRS

Ten Commandments

- I. Thou shalt not write thine own excuses, nor thy sister's, nor thy brother's.
- II. Thou shalt neither ask nor divulge knowledge on examination day, but answer all questions according to thy wisdom.
- III. Thou shalt not speak above a whisper in the Laboratory on pain of instant annihilation by Prof. Ellis or Hale.
- IV. Thou shalt not bear false witness against thy High School, but speak well of it to all men; speak not of the building, for it crieth aloud, "Where am I at?"
- V. Thou shalt not go to other places to get an education if thou canst get it at thy local High School.
- VI. Thou shalt not suffer the voice of pride to overcome thee; and if another High School seeks to entice thee, consent thou not, for thou mayst be deceived.
- VII. Thou shalt do whatever lies in thy power to encourage and promote the welfare of thy High School and thy classmates.
- VIII. Thou shalt not chew gum during school time; nor at any time "chew the rag" in the hallway.
- IX. Thou shalt be prepared to recite thy lessons daily, or the wrath of thy teacher will be heaped high on thy head, and thou wilt be sore vexed with so great a burden.
- X. Thou shalt keep these commandments, and teach them to thy children to the third or fourth generation, that they may be made to flourish and grow in knowledge when thou art laid to rest with thy fathers.



HIGH SCHOOL ASSEMBLY ROOM.



THE LABORATORY.

The Vision of Sir Launfal

What a fine picture we see in the opening lines of this poem, and how we can let our minds wander with the organist. Then we have the soft sweet strains of his theme growing more and more interesting.

Wordsworth, in his "Ode to Childhood," said that in our childhood heaven is over us; but Lowell says that not only in our childhood, but in our manhood heaven is over us, and that we climb upward, step by step as Moses climbed the mountain, Sinai, to receive the ten commandments.

Earthly things must be paid for, and the farther from natural things we get the more we must pay for them; but God and Heaven can be had for the asking.

June days, the most perfect days, are given to us. When Lowell says, "Heaven tries earth if she be in tune," we think of some one tuning an instrument.

In June everything seems to be growing into life. The cowslips and buttercups bloom, and every leaf has life enough to be some creature's palace. The bird as he sings to his mate makes us cheery, and no matter how our past has been we cannot help feeling joyous.

At this time Sir Launfal remembered his vow and called for his spurs and mail because he wanted to go in search for the Holy Grail, the cup Christ drank out of at the last supper. Before he set out on his journey he lay down to sleep on a bed of rushes. As he slept he dreamed that he saw the day warm, crows flapping around, cattle browsing, and everything sleepy.

We must imagine Sir Launfal's home one of the old feudal castles which no one, save a lord or lady, might enter.

We cannot imagine the sun entering at the windows; the house is cold and cheerless.

Sir Launfal dreams, and as the draw bridge drops we see a large black horse bearing a knight clad in his richest armor. As his armor glistens in the sun light it looks like gold.

It was morning, and the knight seemed bright and happy until he saw a leper beside the gate; then a loathing came over him and he was disgusted. From the sense of duty Sir Launfal threw the leper a coin, but the leper, without taking the money, said "Better to me the poor man's crust, better the blessings of the poor."

He might have bought something to eat with the gold, but it was pity the leper wanted also. When a gift is given from the sense of duty it loses most of its beauty.

At this point the scene changes, and we think of winter with snow and ice. When we think of snow five thousand years old it seems much colder.

Now as the brook hears the wind it begins to build a roof. We have noticed that when ice begins to form there are small pieces, at first, which Lowell calls arches and beams. We can see all kinds of beautiful designs which the brook borrows from summer as though the designs and patterns might be lost through the long winter. Then there are pictures of trees bending down through a forest crypt. Sometimes the ice is formed in the moss that covers the brook, or it is smooth and clear. Then as the bulrushes bend to the breeze they are caught and fastened in the ice.

In the homes we hear the merry ripple of laughter at Christmas time. The house is decorated with holly and ivy. The Yule log is seen flaming in the great fire place, the sap oozing out, and the flames climbing up the chimney.

As Sir Launfal returns home from his long and tiresome journey, he finds that a new heir now sits within the castle, and drives the wanderer from the gate, while he, the heir, enjoys the heat of his fire.

The trees are bare and the boughs rattle as the chilling wind blows through them, down to the river covered with ice. Then we see the picture of a single crow, which as it is black and shiny, reflects the sun, and we shiver with the cold.

As Sir Launfal turns from his gate, worn out and weary, his thin clothing can not keep out the cold chill of winter.

He begins to think of the time when he was on the desert, and sought shelter from the heat, rather than from the cold. He saw, as he mused, the caravan at a distance; then as it drew nearer he could count the camels as they passed over the scorching sands to the oasis where the spring "waved a signal of palms."

Suddenly Sir Launfal wakes from his day dream, and sees the leper near him, thinly clad, and hungry. Since Sir Launfal has suffered with humanity and has been in need of the necessities of life, he realizes the leper's need, and says he beholds the image of Christ in the leper, for the leper has borne the hardships and the scorn of the world.

When the leper saw the pity and sorrow of Sir Launfal he seemed to be cheered and brightened.

The knight remembered how unrelentingly he had thrown an alms to the leper, when he started from his castle, hard hearted and cold toward the poor and needy.

He humbly shared his crust of bread with the leper, and gave him water to drink from a wooden bowl; yet the leper enjoyed this more than wine and bread from a haughty lord. Now we see the leper changing in an instant, and standing before Sir Launfal as Christ, "The gate whereby men can enter the temple of God in Man."

His voice is soft and sweet as he says, "Lo it is I, be not afraid." The knight had sought in many places for the Holy Grail, and now as Christ appears, he tells Sir Launfal that the wooden bowl is the Grail, and that the Holy Supper is kept when one man shares his humble lot with his neighbor. To give is not to throw in the sense of duty and in disgust, but to share with another what we have, "For the gift without the Giver is bare." Christ said that in sharing our things with our neighbor we feed three, ourselves, our hungry neighbor and Christ.

As Sir Launfal awakes from his dream he finds himself in his own castle, still on the bed of rushes, but possessed of a new heart. Then he says that any one seeking the Holy Grail must be clad in an armor of unselfishness instead of one of steel.

Now since Sir Launfal has had this dream his gates are open, and a wanderer is as welcome to the castle as a bird to a tree. The cold aspect has disappeared, and summer, entering into the knight's heart, now reigns, and the serf and lord alike come and go as they will.

Musical Organizations

THE HIGH SCHOOL BAND.

- H. E. RINGLE, Director, Solo Cornet.
 CLEO JUDY, 2nd Alto.
 WILLIAM GOSS, 1st Alto.
 MARTIN HOREIN, Trombone.
 HARRY KIRKPATRICK, Drum.
 HARRY B. MENSEL, Baritone.
 OLIVER BEYLER, Drum.
 BUFORD KNOBLOCK, Basses.
 CHESTER GREGG, 1st Cornet.
 ARTHUR HUFF, 2nd Cornet.
 HARRY LONZO, 3rd Alto.
 THEO. PONADER, 2nd Clarionet.
 CHAS. J. RINGLE, 1st Clarionet.

THE HIGH SCHOOL ORCHESTRA.

- H. E. RINGLE, Director.
 CHESTER GREGG, 1st Cornet.
 ARTHUR HUFF, 2nd Cornet.
 HARRY MENSEL, Trombone.
 NELLIE SHERLAND, Piano.
 CHARLES RINGLE, Clarionet.
 CLEO JUDY, 1st Violin.
 ALVIN LEHR, Viola.
 VIOLA NUFER, 2nd Violin.



The Meanest Man Around

He is called "Old Squinty" by all the boys, "Old Cheat," "Dead Beat," "Longfingers," and some names which have a pretty strong sprinkling of profanity. The good mothers, when they want to scare their children into being good, say that the "Bugaboo," namely the Squire, will get them; but he has the Democrat, the only paper he can afford to take, addressed to Mr. John Henry Sullivan, Sr., Esq. It matters very little by which name you call him, because he deserves them all.

As you approach his house you feel almost crawl. The thought strikes you that a country school had just dismissed for recess, such a lot of youngsters, such a yelling, such a press, besides about six or eight dogs of all ages, sizes and colors, which come to greet you, while little Jake urges them on with a shrill "Sic 'im! Sic 'im! Eat 'im, Bull!" But Mike, the oldest of the thirteen sons, saves you from that end by dealing vigorous blows with an old fork-handle to each (Jake included), while he pours a string of curses and blasphemies upon them that is strong enough to subdue even the enraged Bull. As you now feel safe, and dare to look around, you see that the Squire's house is a long, low structure with several lean-tos at one end. It has four windows on each side, which are made up of blue-ish glass, rags, pasteboard, and shingles; in front is a wood pile, and at the side a rail fence, on which five more of the sons are sitting. As you pass them, each wants to say something. Bill says "Hello there!" Bud, "If you want to see the old man, go in," while all the rest have some friendly greeting.

After coming into his august presence, you behold him

attired in a pair of leather breeches, which scarcely cover the tops of his cowhide boots, and a red woolen shirt. He has a high forehead. This, he thinks, indicates good intellectual abilities, but if his forehead will get much higher, it will strike him in the back of the neck. He squints at you with his right eye; his other eye is out—not that he was born that way, but he lost it in a political argument. He has a long nose with a crimson tip; the corners of his mouth show signs of the “weed,” and he is constantly chewing a wad of “tobacker” with his seven teeth.

You must not form a bad opinion of the Squire, though, before you see him at a political meeting or barbecue, when he is arrayed in his best. He has on a pair of yellowish trousers which are as much too long as his leather breeches are too short, a black Prince Albert coat, a white shirt and number seventeen standup-laydown collar in which he can put the lower half of his face, a pair of false teeth which interfere with his talk, a blue glass eye which he bought of a peddler for a quarter, and which does not match its mate in color, but has a fancy of gazing at the rosy end of his nose or up in the heavens while the Squire is trying to defend the “paramount issues” with his dull sword of argument. On top of his sleek bald pate is a wig, which likes to slide from side to side. On top of this, off to one side is a little red hat, which he has pressed into an indescribable shape. His scrubby gray beard has been dyed jet black, and part of his chin did not escape the deluge of shoe dressing.

The Squire is an ambitious man, and thinks that he should be elected to some office, so he puts on an overdone smile and has what he calls a pleasant word for each voter—every vote counts, you know.

Another place where the Squire and his sons are not so slow is when they are working free gratis with a treat following. He says he just likes to wade into work, but he likes to urge the boys up, until they fairly swim in it, a good deal better.

He is always trying to make and save money. If he could only get a hold of a money machine then he would not want to be postmaster, maybe. But because he can not he is down on taxes, high prices, everything, in fact, except Free Silver. He thinks this would solace all his woes. He sends the boys with the dogs away from the house when the man

who collects the dog tax comes, and thinks he saves money but it will come back to him some day.

Once when he wanted a new pair of spectacles he priced the cheapest pair. They were fifty cents; after waiting a long while he asked how much he would be allowed for the old pair in trade. Only fifteen cents. After Jewing around another half hour he asked how much could be “thrown off” if he had the left lens taken out. This was enough to break an ordinary man’s temper and it certainly broke the optician’s for the Squire feels pretty sure that he will never get his vote.

CARSON BERGER. '05.

A bad boy caught a dog with freckled face bent on having fun. After fixing him up to his liking he sent the poor creature down the street howling, at every jump. He ran over a horse with a tin can tied to his tail, and the horse took fright and ran up the street, knocking a lady down carrying a bucket of milk with a buggy wheel and breaking her ankle at the corner of Montgomery and Bike Streets and doing other great damage besides spilling the milk, which was not stopped till the old flouring mill was reached, once owned by a man who was said to have been killed by a stroke of lightning with a fence rail on his back walking down the street so far back that but few of the oldest inhabitants know of the sad occurrence residing in our town.

THE LIBRARY

THE School Library contains 800 volumes exclusive of the 150 volumes belonging to the old Township Library. The funds with which these books were purchased have been raised gradually, by means of school entertainments, and by direct appropriations from the School Board. A few years ago a snug little sum was presented by the Crescent Theatre Company, of Bremen. The one aim kept steadily in view in selecting the books has been to adapt the library to the actual needs of the school. In the cases are books for all grades, from the entering class in the Primary Room to the Seniors in the High School.

However, the Library contains many works of interest to the general reader, and the privilege of using the books is freely extended to all the people of Bremen, the only stipulation being that they shall receive careful treatment and be returned in due season to the Library.



"WHAT A JOY THERE IS IN A GOOD BOOK."

Acquisition of Practical Talents

"NATURE holds for each of us all that we need to make us useful and happy; but she requires us to labor for all that we get." Placing for ourselves high standards, and wishing to reach them without further effort on our part, is not enough to elevate us in any very great degree.

Talents are acquired by constant labor. We must remember that those who start for glory must imitate the mettled hounds of Acton, and must pursue the game not only where there is a path, but where there is none.

It is impossible to succeed in a hurry. We should be patient, work hard, and watch for opportunities.

Talents cannot be gained in a single day; they require the toil of many years. Rome was not built in a day; but proofs of her magnificent temples are still to be seen.

The greater exertions we put forth to acquire talents, the sooner we will reach them. If rocks rise up before us let us roll them along or climb over them, and not stand sighing, wishing and waiting for them to get out of our way. There are cobble-stones in every road and pebbles in every path, but nevertheless we should not lose all energy and sit down in mid-life discouraged. Some of the great works of literature, in which are stored away great masses of information, are the results of persevering efforts year after year. Gibbon consumed nineteen years in writing his masterpiece.

A high education, unless it is practical as well as classical, often unfits a man for contest with his fellow man. If you try to carve a stone with a razor, the razor will lose its edge and the stone remain uncut. The true order of learning should be, first, what is necessary; second, what is useful;

and third, what is ornamental. To reverse this arrangement is like beginning to build at the top of the edifice.

Education accomplishes wonders in fitting a man for the work of success, but not always the most learned of men make the best teachers; the lawyer who has achieved a classical education is not always the most successful. Men have ruled well who could not define a commonwealth; and they who did not understand the shape of the earth commanded a greater portion of it.

Practical talents can be cultivated and brought to perfection, and by education and experience we can convert what before lay dormant in the rough pebble into a dazzling diamond.

FANNIE ELLEN LIDECKER. '02.



"NOW BLESSINGS ON THE MAN WHO
FIRST INVENTED BOOKS."

Charley Fliggin's Career

Mother: Charley, this is the first day of school, so you hurry around and get ready; I will take you to school to day.

Charley: Oh, I'm so glad I can go!

Teacher: Good morning, Charley. You look very happy this morning.

M.: I will leave him to your care now.

C.: (Home from school.) I don't like school; I had a fight with Jack to-day.

M.: Well, you have to like it. Just think, you have to go twelve years yet.

Charley passes on through school and reaches the 8th grade.

T.: Charley, you will have to work hard this year, because in March you are expected to take the county examination.

C.: Mother, I'm expected to study twenty hours a day now. Teacher said so.

County examination day comes.

C.: I'm going to go and try my luck to-day. Say, mother, what will you get me if I am highest in my class?

M.: A hickory stick, and send you through High School.

C.: Well, I'll go and see what I can do.

T.: Examination is not hard; any 6th grade pupil could pass it.

C.: I didn't think the County Superintendent knew enough to make out such hard questions.

M.: Oh, you will pass, see if you don't!

T.: Well, Charley, you did fine in the examination; you got almost 60 per cent.

M.: I failed, mother, but they say I may try again.

M.: If at first you don't succeed, try, try again.

Next examination.

C: If I don't make more than 85 this time, I'll quit school.
After examination.

C: Well, what do you think! I made 91½ this time, the highest in the county.

M: Good for you!

Charley enters High School.

C: I learned something new to-day, mother. I know Latin now. Professor said love was one of the most important features of one's life, and that is what I learned to-day. Amo means, I love Jane; amas means, you once loved father; amat means, he once loved you.

M: Is that what you learn in High School?

C: All such stuff.

M: Well, I will let you go a few days more, and if that is all you learn you will have to stop school.

C: And I learned something else, they call it Algebra. Professor said $x = \text{you}$, $y = \text{me}$, then $x + y = \text{us}$. $x + y$ means Jane and I, or you and father. Our Professor in Physics said there was something at the center of the earth that draws everything to it; and that is why people can not get away from the earth in an airship. I think he called the power gravey, or something like that.

T: This year we will study Caesar.

C: (After studying the chapter on building the bridge) I wish Caesar was yet living, or had never written such stuff.

Jack: I wish he had never been born.

T: Since you did so well in Caesar, we will now study Cicero. You all remember studying about him in Roman History, don't you?

T: (The next year) We have a fine class of young men and women this year. I want to say that every one of you did good work, and therefore all are going to graduate. Charley, you shall represent the class.

C: (After graduation) I'm going to start out in life for myself now.

M: I hope you succeed.

Charley asks Jane to be his wife. She refuses, and he determines to go West, and there he becomes rich.

HATTIE SCHLOSSER, '04.

The Sweet Girl Graduate.



From Chaucer to Corelli,
There's not a single book
From which she cannot spout a page,
I wonder—
Can she cook?

Her talk's so full "isms"
You'd surely think she's it;
She speaks in thirteen languages,
A question—
Can she knit? (nit)

On woman's higher mission
As a speaker she's on top,
She's red hot on woman's suffrage,
How about it—
Can she mop?

I s'pose she'd think my notions
Were nothing but "all bosh"
Of what a girl had ought to know
I'll bet though—
She can't wash.

—HARLE OREN CUMMINS.

COMMENCEMENT

Wright's Opera House, Friday Evening, April 25.



ORCHESTRA.

Invocation.....	REV. E. H. BRENION
Vocal Solo.....	Mrs. A. E. LEITER
The Glory of the Imperfect.....	MAUDE E. MCKINNEY
Violin Solo.....	PROF. M. E. TREMAINE
Address.....	PROF. E. W. KEMP, Indiana State Normal School
Cornet Solo.....	MR. ERVIN HUFF
Bon Voyage.....	SUPT. W. F. ELLIS
Delivering Diplomas.....	W. F. MENSEL, Pres. School Board
Benediction.....	REV. L. O. OYLER

ORCHESTRA.

High School Alphabet

A is for Arlie, so sleek and so trim.
B is for Beyler, who greets with a grin.
C is for Charlie, our handsome young man,
D is for Dora, who stands in the van.
E is for Ellis; a strict one is he.
F is for Fannie, who a teacher would be.
G is for Graverson, who never is gruff,
H is for Hale, Harry, Hazel, and Huff.
I is for Inez, who left us so early,
J is for Julia, whose hair is not curly.
K is a letter which we have to spare,
L is for Laura, and also for Lehr.
M is for Maude, who 's almost too glum,
N is for Numa, addicted to gum.
O is for Opal, who doesn't like Caesar.
P is for Pearl, whose jolly jokes ease her.
Q is for quizzes on every hand,
R is for Ringle, who leadeth the band.
S is for Schlosser, so studiously sad,
T is for two of them, lassie and lad.
U is for union, for one we would be,
V is for vacation and all of its glee.
W is for Willie, so jolly and stout,
X stands for the lessons he learns while he's out.
Y is for Yockey, both Bird and Fahys,
Z is for Zeta, whose last name is Hayes.

Field Day Exercises | **Saturday**
Fair Grounds. | **April 26.**

100 YDS. HURDLE.—J. L. Graverson, H. E. Ringle, Arthur Huff.
 50 YDS. HURDLE.—Chas. Hardy, Grover Walters, Oliver Sarber, Budd Yockey, Floyd Weston, Grover Hershberger, Harold Hayes.
 100 YDS. DASH.—Fahys Yockey, Wm. Goss, Chas. Horein, Harry Mensel.
 75 YDS. DASH.—Grover Hershberger, Oliver Sarber, Floyd Westen, Harold Hayes.
 880 YDS. RUN.—J. L. Graverson, Oliver Fries, Alvin Lehr.
 $\frac{1}{2}$ MILE BICYCLE.—O. E. Fries, Earl Carbiener, Chas. Ringle, Melvin Beyler.
 3 MILE BICYCLE.—Chas. Ringle, Oliver Sarber, Delbert Nehr.
 3 LEGGED RACE.—Oliver Fries and Melvin Beyler, Fred Hoople and Grover Walters, Budd Yockey and Carl Fries, Scott Schilt and Harold Hayes.
 RUNNING BROAD JUMP.—Wm. Goss, Alvin Lehr, Harry Mensel, Oliver Beyler, Chester Gregg, Arlie Haas.
 RUNNING HIGH JUMP.—Wm. Goss, Alvin Lehr, Arthur Huff, Charles Zellers.
 STANDING BROAD JUMP.—Harry Mensel, Oliver Beyler, Chester Gregg, A. D. Haas.
 THROWING BASE BALL.—Earl Carbiener, Wm. Goss, Harry Mensel.
 PUTTING 10 LB. SHOT.—Clinton Berger, Chas. Horein, Earl Carbiener, John Graverson.
 POLE VAULT.—Wm. Goss, Alvin Lehr, Chas. Zellers, A. D. Haas.
 The following persons have offered prizes for the event:
 I. E. Wort, John Huff, J. J. Wright, Wm. Helmlinger, Huff Bros., L. F. Gerber, Geo. Sunderland, Floyd Listenberger, Koontz Bros., J. F. Weiss & Co., Dr. C. E. Nusbaum, Nufer & Walter, C. C. Yockey, Thos. Lytle, Jonas Deisch, J. R. Dietrich & Co., Ed Marquet, Ed Williams, Ed Henry, Franklin & Koontz, Philip Stockinger, Dr. T. D. Smith, Wm. Lehr, Bauer Bros., Fred Ponader.



APPLIED QUOTATIONS.

Maude McKinney—A noble type of womanhood.
 Laura Dietrich—A maid she is who does not fear
 To kick a ball or hurl a sphere.
 Fannie Lidecker—And ease of heart her very looks convey.
 Numa Nufer—Then she will talk—ye gods, how she will talk!
 Dora Hoople—The nightingale pours from her throat
 So sweet and ravishing a note.
 Alvin Lehr—Slow but sure.
 Harry Mensel—The orator of the day.
 Helen McKinney—A girl with red hair will have red hair till she dyes.
 Anna Graverson—Her golden hair was hanging down her back.
 Earl Winne—My little body is so weary of this great world.
 Clinton Berger—Wear prayer books in my pockets, and look demurely.
 Fahys Yockey—Inebriated by the exuberance of his own verbosity.
 Oliver Beyler—It's ten P. M. the maid exclaimed
 But useless did it prove;
 He did not seem to understand
 That P. M. meant please move.

FAVORITE SUBJECTS OF CONVERSATION.

- Numa Nufer—The human laugh.
Zeta Hayes—My graduating dress is point de la something over point de la something else.
Helen McKinney—The light of the world.
Opal Sinninger—"Deack" and his rabbits.
Julia Wright—Boys.
Bird Yockey—What I'll do when I am bigger.
Franc Mensel—The beau she did n't catch.
Maude McKinney—Higher thinking.
Wm. Goss—Gum.
Harry Mensel—Free trade.
Prof. Hale—Athletics
Prof. Ellis—Down in Posey County.
Alvin Lehr—Music.
Arlie Haas—H₂O, and spoono, spoonere, spooni, spoonum.
Homer Ringle—Freshmen, and my life is one simple grind.
Oliver Fries—Dates, and shun the devil and his works (or the goblins 'll get you).
Fahys Yockey—I read about it.
Monroe Schlosser—Why, he goes to school.
Blanche Huff—Mice.
Laura Dietrich—K I₂S.
Nellie Sherland—Go dig my grave both wide and deep,
Place marble slab both head and feet,
And on my breast Algebra and 'rithmetic,
That the world may know what made
me sick.
Carson Berger—None so big as I.
Pearl Fink—I am what I am.
Class Poet—There 's poetry everywhere.
Editor—There does n't seem to be much in poets.
Charles Horein (just through a book)—What does f-i-n-i-s mean?
Arthur Huff—That 's an abbreviation for finish.
Fahys says that "arma" is nominative gender. Please explain, Fahys.
Monroe Schlosser—What 's in a name?
Arthur Huff—Who chooseth me shall gain what many a one desires

Sub-Editor—What are the requisites of good editorship?
Chief Editor—A capacious waste basket and a blue pencil.

Gum, gum, more gum, and then some.

Precious stones of the school—Opal, Beryl, Pearl.

Homero and Juliet is now being played in Bremen.

Prof. Ellis (after Byrel has somewhat heavily and noisily tripped the light fantastic up and down the stairs) "Don't shake the building, Byrel.

Prof. Ellis (in English)—Give an illustration of antithesis.
Junior—Byrel and Nellie.

Ah me, how dull is a nook,
Though as snug as snug can be,
With just one's self and a book,
And the circling arm of the sea.
Hattie S, the dairy maid
Pensively milked the goat
And pointing, she paused to mutter
I wish you brute, you would turn to
milk,
And the animal turned to butter.

Bremen High School version of an old proverb:
There is many a slip
'Twixt the floor and
the foot.

WANTED—Two good fighting dogs or cats in order to discover some new yells. Adress the several class presidents.

WANTED.—Some cheap writing paper so I can write to my Michigan feller.

WANTED.—An apparatus whereby I can lift the top of my cranium and expose my matchless intellect.—Senior.

Chemistry class seems to be cooking saur kraut judging from the odor.

Julia's heart is like the moon, it's always changing, but there's always a man in it.

John G. in Economics class: "The second practical rule in taxation is that a little opportunity should be given for shrewdness and dishonesty in avoiding tax."

According to the Juniors the Freshmen are trying to run the school.

At the graduating exercises:

O, our hearts go pit-a-pat

'Cause we are graduates,

And pretty bum at that.

Private lecture courses obtainable at the Bremen High School on short notice.

Not Far to Studebaker's

at South Bend, Ind. You will perhaps need a new Wagon, or Buggy or Phaeton or Carriage this season. Why not combine business with pleasure and visit Studebaker's? Perhaps you are not just ready to buy. Then come to look. Have you ever thought that the greatest factory of the kind in the world is here--almost at your door? Started as a blacksmith shop fifty years ago--today covers more than a hundred acres and gives employment to 2500 people. Isn't it worth while coming to see? You will find our latch-string out six days in the week, and glad to see you at any time. STUDEBAKER BROS. MFG. CO., South Bend, Ind.

IT'S UP TO YOU
if you want a good
SUIT try
L. F. GERBER,
Fashionable Tailor.
Successor to John Wilhelm. West Plymouth Street.

WILLIAM LEHR, Jeweler.

Dealer in everything pertaining to a first-class Jewelry Store. Also Musical Instruments, Sheet Music and Music Books, Musical Strings of every description a specialty.

W. Plymouth St.

Bremen, Ind.

Rochester Normal UNIVERSITY.

Rochester, Ind.

A High Grade College within easy reach of every boy and girl in Fulton and surrounding counties. The school year always begins the first Tuesday in September and lasts forty-eight weeks. **Students may enter at any time.**

We make a specialty of Review of the Common Branches every term. Our Teacher's Courses are exactly suited to the needs of those who wish to become teachers.

Our High School and College work is as thorough, practical, and modern as can be found in the State of Indiana.

Our College Courses qualify students to enter Sophomore or Junior in the high grade Universities.

Our credits are accepted in the best Colleges and Universities. Tuition is \$10.00 per term for the first terms of the year,—\$8.00 for the summer term.

Our Commercial, Short-hand and Typewriting departments can not be excelled. Tuition in this department is as follows:—Course in Book-keeping, Banking and Business Practice, \$10.00 per term of ten weeks. Course in Short-hand \$10.00 per term of ten weeks; \$2.00 per term for use of Typewriter. Pen Art Course and Special Drawing can be had in this department at reasonable rates.

Our Musical Conservatory gives instruction second to none, in Voice, Piano, Organ, Violin, Guitar and Mandolin. Tuition—Voice, or instrumental instructions \$12.00 per term of twenty lessons. Harmony \$5.00 per term.

Graduates from all departments of our school are in demand.

We employ only specially trained teachers and hence guarantee satisfaction.

Write for catalogue.

W. H. BANTA,
President.

For The Defenseless



It's every man's duty to look ahead far enough to provide for the probability that his family may be deprived of his support.

**LIFE INSURANCE
PROTECTS.**

It may also be made a good investment for old age. See us about it. We have issued many policies to citizens of Bremen.

Wm. E. Hand,
District Manager Reserve Loan Life Association,
ARGOS, IND.

S. B. Shonkwiler, DENTIST.

Specialist in Crown and Bridge Work. Prices reasonable as consistent with good work.

Wright's Block

Bremen

KOONTZ BROS.,

Drugs
Medicines
Perfumes
Cigars



Books
Stationery
Wallpaper
Sundries

109 EAST PLYMOUTH ST.

Before Deciding Where to Attend School, Send For
Catalogue of the

Valparaiso College

and Northern Indiana

Normal School,

VALPARAISO.

This institution is well equipped with buildings, apparatus, laboratories, library, etc., for doing the highest grade of work. Specialists are employed in each department. Credits received here are accepted in the best universities everywhere. The institution has

NINETEEN DEPARTMENTS,

Thoroughly equipped.

SIXTY-ONE INSTRUCTORS.

No other school offers equal advantages for anything like as reasonable rates. **Tuition** \$10.00 per term. Board and furnished room, \$1.50 to \$1.90 per week. Students may enter at any time.

Catalogue giving full particulars mailed free. Address,

H. B. BROWN, President,

or O. P. KINSEY, Vice-President.

At Any Price.



When you look at those you love you are apt to think that

LIFE INSURANCE

is cheap at any price in order to provide for their comfort.

When you are offered reliable insurance on a plan at once economical and sensible, what possible excuse is there for delay? We have more to say to you on this subject.

Wm. E. Hand,
District Manager Reserve Loan Life Association,
ARGOS, IND.

1890—1902

INDIANA UNIVERSITY, BLOOMINGTON

Sixty-three members of the faculty. Nineteen departments. Two hundred and eighty graduate and undergraduate courses. One thousand and thirty-seven students (seven hundred and eighty-nine men, three hundred and forty-eight women).

TUITION FREE.

Graduates of commissioned high schools enter the freshman class without examination, except in English Composition.

Catalogue, or an Illustrated Announcement, will be sent on application to the Registrar, or to

JOSEPH SWAIN, LL. D.,
PRESIDENT.