

Vol. 7

No. 4



New Bern, North Carolina
May, 1914

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THE FINANCIAL CONDITION OF THE ATHENIAN.

Amount collected from subscriptions	\$51.75
Amount collected from ads	46.50
Amount collected from extra copies45

Probable Receipts.

From subscriptions (estimated)	11.00	
From play	63.05	
Cost of 3 issues of magazine		\$169.41
Balance on hand		3.34
		\$172.75
		\$172.75

From the above statement it is clearly seen that this year's magazine has failed so far as finances are concerned. It is, however, endeavoring to get the fourth issue; but as it goes to press the business manager has no money to pay for it, neither does he know where to get it. This deficit is clearly on account of lack of support, for from a school of 800, the subscribers should indeed be more than 125. So the question has been raised: Is it worth while to try to get out a creditable magazine without the support of the school?

ACCOUNT OF NEW BERN HIGH SCHOOL ATHLETIC ASSOCIATION FROM JAN. 17 TO MAY 25, 1914.

Receipts.

Association dues	\$ 3.55
Sale of candy	17.47
Spelling Bee	28.00
From Vanceboro and Washington on basket ball trip	20.80
Total gate receipts at basket ball games	53.80
From Kinston and Goldsboro baseball trip	44.80
From Wilson and Raleigh, baseball trip	60.00
Gate receipts at five baseball games	120.55
Season baseball tickets	31.60
	\$380.60
Total receipts	\$380.60

The Athenian

EXPENDITURES.

Basket Ball.

Total paid visiting teams	\$ 46.80
Expenses to Washington	14.25
Entertainment of players	2.25
Advertising, tickets, telephoning	3.45
Basket ball	4.70

Base ball.

Total paid visiting teams	111.80
Advertising and stamps	5.95
Tickets	3.75
Telephone and telegraph	3.15
Supplies, balls, bats, mitt, etc.	39.05
Entertainment players	6.75
Loss on Ithaca Trio	5.10
Car fare for players	4.32
Substitute for coach	2.00
Expenses to Kinston and Goldsboro	32.80
Expenses to Wilson and Raleigh	67.75

Total expenditures\$353.87

May 25, balance in treasury\$26.73

COMPARISON OF GREECE AND ROME.**MADGE RICKARDS, '15.**

Every nation like every individual has a mission to perform. It does not follow, however, in the comparison of two of the greatest nations in the history of the world, Greece and Rome, that both must attain the same degree of culture or that the same political development must be reached by both nations before that special mission can be accomplished.

But rather the histories of Greece and Rome differ widely and a condition which existed in Greece and was one of the greatest aids possible in accomplishing her mission was one of the causes of Rome's downfall—namely, luxury and yet many events occurred and conditions existed in the histories of both nations that are strangely alike.

For instance, the geographical positions of Greece and Rome are very similar. Both are peninsulars of Southern Europe and both were divided into the Northern, Central and Southern parts. The lofty Cambunian mountains formed a wall on the northern boundaries of Greece and the historic Alps served the same purpose for Rome; a wall against invading barbarians for ages. But each country had its peculiar advantages. Greece was surrounded by islands and indented by harbors, consequently Greece was more or less a seafaring nation and early obtained from the Oriental countries elements of culture and art. Rome, on the other hand, had no such commercial attractions and the result was that she spent her energy at home forming the foundation for her famous government. Because Rome's physical divisions were larger and more distinct she was better fitted for internal union than Greece. As a result one of Rome's strongest points was her unification and the

very cause of the downfall of Greece was her lack of union. These instances make it plain that the geographical position of a country has much to do with moulding the character and shaping the history of its people. But in shaping the history of a nation more depends, after all, on the character of the people, than on the geographical position.

There is a vast difference in the character of the Greeks and Romans. Each is great in a different way. The Greeks have more genius and originality, yet the Romans possess more endurance and sobriety. The Greeks were patriotic and highly imaginative. So also were the Romans patriotic but they were above all practical.

The character of the Greeks and Romans was influenced and developed by four great phases of history; the political, religious, educational and social; and the best way to bring out the character and compare it is by a discussion of these great phases.

From the dawn of their history Greece and Rome were ruled by kings. Each nation became tired of the highhanded rule of these tyrants and expelled them. It is a fact worth noting that expulsion of the kings from Rome occurred only one year later than the expulsion of the tyrants from Athens.

The city state played an important part in the histories of both nations. Rome was a city state, so also was Athens but unfortunately for Greece there were a number of smaller city states. Naturally these were jealous of each other and a lack of union was the result.

There were two general classes of people besides the slaves in Rome; the Patricians and Plebeians. These corresponded to the Eupatrids or Nobles and the common people of Athens. Draco's code secured for the latter Athenian class the same result that the Decem-

virs secured later for the Roman plebeians, namely, written laws. Also the Licurian laws which established the final equalization of the Roman orders corresponded with the constitution of Clisthenes which obtained the same result for the Athenian commons.

The Peloponnesian War, a struggle between the city states of Athens, has not a like struggle in the history of Rome to compare with it because of the unification of Rome. Possibly the Samnite Wars which were a struggle of the Romans against the warlike Samnites for supremacy in Italy is the nearest approach to a comparison. The Athenians fought the Persian wars to defend their Ionic kinsmen. The Romans claimed also to have begun the Punic wars for the same purpose; defending friends in Sicily. But in reality, what Rome desired most was to extend her territory and gain new possessions and it is what she accomplished, not only in the Punic wars but in numerous conquests. But we see Rome fulfilling a part of her mission here—which was the Romanization of the world. This however she accomplished more fully by her system of colonization.

Both Rome and Greece had colonies, but there was a wide difference between Greek colonization and Roman. The Roman colony was subject to the mother city, but the Grecian colonies were independent and could not endure being ruled over.

The political histories of these two nations are very closely connected with their religious history. For instance, the Delphian oracle at Delphi inspired the Greeks not only to religious duties and worship but it turned the tide of war for them or routed an enemies' fleet—so they believed. They worshipped the ancient deities—Zews or Jupiter at the head. The Roman religion was patterned closely after the belief of the Greeks. But the Roman worshipped his ancestors also

and swore by his beloved Lares and Penates. Athletic contests and games were given by the ancient Greeks for their favorite deities.

In sculpture, architecture, literature, painting, philosophy and science, and in art generally, the refined and romantic Greek triumphed over the coarse and practical Roman. Roman history is rather a history of political development than of artistic development. The Greeks developed culture and art to such an extent that it is clearly the mission of classic old Greece to give these treasures to the world, but this could not be accomplished by Greece alone. It remained for the imitative Roman who had imitated the Grecian arts and absorbed the Grecian culture to disseminate these same treasures over the civilized world.

The poems and writings of the Greeks are of a very high standard. Again we see that the imitative side of the Roman for Latin literature is but an imitation of Greek. But in one respect the Romans were original, in framing and writing laws, and they are almost as precious an inheritance as the art and culture of the Greeks. The Golden Age or Augustan Age of Latin literature compares with the Periclean age of the Greek. The Grecian culture and refinement could never have existed without slavery. Never since the days of Greece has slavery produced such good results. Here again Rome and Greece differ. The life of a Roman slave was a continuous struggle for freedom.

The education of the Athenian and Spartan youths consisted of a wide range of mental accomplishments, including music. The Roman boy, on the other hand, received a very practical education which consisted in the greater part of laws. The Roman wife and mother enjoyed far more social freedom than did the Grecian matron. The Grecian theatre was established for an

educational end as well as for social purpose. But the coarser Roman, instead of the make-believe tragedies of the stage, resorted to real tragedies, such as gladiatorial combats and bull fights. These horrible spectacles were not abated until the spread of Christianity, the teachings of the Galilean. Here Rome had an advantage over Greece, for Greece never had Christianity. But Rome was rapidly declining and Christianity did not give Rome back her mastery of the world. But why should it? Rome's mission was accomplished. She had given the world the greatest system of laws it has ever known. And, above all, she had aided Greece to fulfill her mission by the dissemination of Grecian arts, culture, literature and language, all of which Rome accomplished by the Romanization of the world.

A little girl was walking along the street with her mother when she saw a one-armed man. It was the first time in her life that she had ever seen a man without an arm, and she wanted to know all about it. Her mother explained, in answer to her questions, that the man had probably met with an accident of some kind, and that his arm would never grow back. The little girl thought for a moment, and then said, "Well, if the Lord made us, it seems to me like He ought to keep us in repair."

A LITTLE DIALECT.

Hulda—You don't mean't t'say th' boss's son bane in prison?

Yonson—Sure, I heard 'boss say he bane in Yale three years.

A STITCH IN TIME SAVES NINE.

SELBY HILL, '15.

This is a warning as you can see,
Just picture a lad of ten and three,
Who wiggles and jumps, who runs and rears,
And once by chance his pants he tears.

If he had but thought of his dear old mother,
He would not have let them tear any further,
He should, instead to his mother have gone
And let her neatly the patch sew on.

But ah, me, like most boys, he did not care,
Saying, "Why should I worry if my pants I tear.
Cannot mother with needle and thread,
Sew them up when I go to bed?"

This boy plays on, never giving a thought
To the ruin which upon his pants was wrought.
The small hole becomes an ugly tear,
Which will give his mother much anxious care.

Those pants should have had a stitch in time.
No stitches will save them now, not even nine.
So take warning my friends from this little laddie
Who could not the advantage of one to nine see.



THE DELUGE.

CHAS. HOLLISTER, '16.

Late one Oecember night, as I was sitting by the window of the "One-forty", gazing through the darkness of a raging Canadian blizzard, the porter touched my arm saying quietly that the next stop was Weaverville. Suddenly realizing that I was quite near home, I aroused myself wit han effort from my musings, and slowly gathering together my baggage I stpeped off on the plat-form of the little station as the train came to a grinding stop.

Perkins, the chauffeur of my new "Peerless six", was awaiting me as I had expected. He took my baggage, and together we passed through the thundering storm to the new car nearby, whose brilliant headlights were penetrating the darkness for at least a mile.

Perkins was just ready to take his seat at the wheel when suddenly I decided that I would drive the car. This did not meet with his approval in the least and he insisted that I get in the back seat. When I still insisted on driving he warned me of the frozen roads and the blinding storm. But full of self-confidence, assuring him that I was capable of controlling the new car and of meeting the difficulties of the storm and the frozen roads, I jumped quickly to the chauffeur's seat.

The road to my bungalow, which was ten miles from

the station, was an extremely rough one. Not only was it rough, but it wound around steep, rocky hills. Now added to this roughness was the blinding fury of the storm.

The car was in excellent condition and as I opened her wide, she leaped forward at a far greater pace than I had anticipated. I sped on fairly skimming over the rough, frozen road with the cold, blinding fury of the blizzard beating in my face.

On and on I raced through the storm. In some way I lost myself again in dreams. I forgot the storm, the rough, curving road, the speed of the car, in fact every thing save the "wild joys of living." Then suddenly I awoke to the realization that we were climbing the long hill that sloped down to my home at a terrific speed. The huge car was plunging through the darkness and the storm, like lightning through the air. Swiftly she bounded over the ruts and rocks. Faster and faster she sped through the raging storm, the headlights streaming forth with all their brilliance, illuminating the rough road ahead. I sat as one in a daze not knowing what to do. Still faster went the car. She was now fairly flying. Perkins leaned over and touched me quickly on my shoulder.

"Slow down!" he exclaimed. "We are verging ninety miles!"

"I can't, Perkins!" I cried, "the breaks are slipping."

"Look! the stone gates! You must! You must!"

"But I" — —. Then with a mighty crash we plunged into the immense stone gates of the wall and I was hurled with terrific force against the rocks and stones ahead.

When next I came to myself, all signs of the storm

had disappeared. I was lying on the grass, with Ainslee, my former room-mate and half-back of Harvard looking into my eyes.

“Ainslee,” I asked, “where is Perkins? Is he really hurt?”

“There he is,” answered Ainslee pointing to the wreck.

I looked, and there was poor Perkins pitiably jammed under the big wheels of the car.

“Perkins,” I called, “are you hurt?”

But he did not notice me nor even hear me. Ainslee all the while, kept looking in my eyes.

“Jack,” he asked quietly, “are you hurt?”

“No, Ainslee. Not at all.”

“That is always the case,” he muttered, quietly sitting down.

Then all at once I remembered—Ainslee had been killed in the game between Princeton and Harvard.

“Ainslee,” I gasped, “you—you are dead.”

Slowly came the reply.

“So are you, Jack.”

Once there was a picnic,
And once there was a hill;
Once there were two teachers
Named—well—Jack and Jill.

Was he fetching water?
Don't ask me, I don't know.
But Jack fell flat and lost his hat,
And Jill came tumbling after.

The Athenian

SOME SAGE SENIORS.

There was a fresh creature named **Lace**,
 Lean both of figure and face.
 He sure liked to spell,
 He did it quite well,
 Mr. Webster put him out of the race.

Also for our moon-faced **Dumpy**,
 He sometimes became very humpy,
 For he hated his Math,
 And fierce grew his wrath
 And our friend was often quite grumpy.

We'll miss the great giggler, **Charles T.**,
 The worst that you ever did see,
 He liked to debate
 And he couldn't translate
 So he talked all the time to **Ruth B.**

Can **Ivy** remember the day
 When thus to her friends she did say,
 "I hate His-to-rie;
 I'll flunk, ah, me!"
 Now **Ivy** seemeth quite gay.

If **Francis** were only not lazy
 If his ideas were only not hazy
 We'd think he was fine.
 He sure likes to dine,
 And his curly hair runs the girls crazy.

There is one more demure than the rest,
 But her tongue she can use with the best,
 For **Georgia** fusses
 When her hair **Lacy** muses,
 And the teachers won't grant her request.

To **Lula** belongeth much praise;
 She studieth all of her days;
 But for fear she won't pass
 She goes to coach class,
 In hopes that her mark she may raise.

Poor **Ida** has worried a lot,
 The editor's path she kept hot;
 If she doesn't collapse,
 Who knows but perhaps
 She may write like Sir **Walter Scott**.

We have memories bright of **Hattie Maie**
Gaily and proudly she went away.
We think it's no sin
That she gets her sheep-skin.
That's all that we've got to say.

Pretty **Ruth** likes to sit on the stair,
She and a boy make a pair.
They sit in a row,
And play tit-tat-toe.
They both get a poor, — do they care?

There once was a laddie quite heady,
He's our blackhaired deep-voiced **Freddy**.
He likes to declaim,
On the stage he wins fame,
And to chat he is always quite ready.

But remember that mischievous **Sam**
Who is **Lula's** cute little lamb.
Gets sent home each day,
Because he will play;
But returns the same infantile **Sam**.

And our ever musical **Nell**,
Who plays all music so well,
If she tries to compose,
Surely everyone knows,
That her music will certainly sell.

There was once a senior named **Frankie**.
He was neither too lean nor too lanky
To play basket ball;
But he couldn't a-tall.
'Twas then that he acted so cranky.

There is one that we like named **Soph-ie**.
She's as sharp and keen as a brier
She likes us so well
She stayed quite a spell.
But soon she'll throw **Math** in the fire.

And she who regards fun as folly,
But oft, to be sure is quite jolly,
Has a nephew so gay
Who, to vex her does say:
"O hello there, dear Auntie **Molly**."

The Athenian

We have a math-fiend named **Pearl**,
Shame to the boys, it's a girl.
If some don't get wise,
She'll scoop the Math prize,
And pass all the rest in a whirl.

As for that ever arguing **Boone**,
He keeps talking like a loon
For his crazy to know
If he has any show
To get a diploma in June.

Albert once was so timid and scared;
For a girl he never had cared.
Now he bravely will take 'em
To movies, and to make 'em
Eat ice cream in Bradham's he dared.



The Athenian

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STAFF

IDA GORDNEREditor-in-Chief.
 MADGE RICKARDSAssistant Editor.

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On the GreenIla Arthur, Lula Rowe
 AthleticsGeorge Scales
 BasketballCorine Blalock
 M. L. H. Literary SocietyDelphine Spencer
 Hannis Taylor Debating SocietyWm. Boyd
 ExchangeLula Disosway
 AlumniHattie Maie Cohen
 JokesCharles Ives, Rufus Armstrong
 Fred CohnBusiness Manager
 George GreenAssistant Manager

WHAT IT HAS MEANT TO BE EDITOR OF THE ATHENIAN.

With this issue of the magazine the present staff of editors finish that work to which is attached so many trials and tribulations and for which so little thanks are received—namely, the work of issuing the High School magazine. To be an editor, especially editor-in-chief, means a great deal more than that vague idea of being editor and getting out perfectly grand issues which you have when you are elected to that all-important position. For many responsibilities, more than you ever dreamed of, are attached to that position. But on the other hand, much good is to be derived if you go

at it with a will and determination to raise the standard of the magazine if possible.

As for the trials and tribulations of an editor-in-chief—they pop up on every side. In the first place, if the support of the school is lacking it is like pulling hen teeth to get a story, a poem, or an article from the students. Here again arises that all important question of money. If the subscriptions are few in number the finances are likewise slim and the magazine is bound to be handicapped. Then very often the associate editors fail to hand in their material on time. They seem to think that next week will do as well as this, even when they know the magazine must be edited this week. When their material finally arrives it is often badly and carelessly written and consequently must be corrected and rewritten. And so on go the trials, many more; but perhaps I sound as if I were complaining (but really I am not—just giving simple facts).

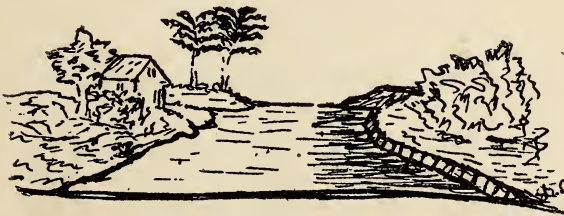
Then, on the other hand, there is always a bright side to things. There is much good which may be derived from the very trials themselves. First of all you learn that if you want anything done the best way is to do it yourself. And so you strengthen yourself through the faults of others, although this is not a very noble thing to do, yet it is true of editorship. In the work on the material you learn to correct and criticize better than at any other time in your school course; because in an effort to get only the best you learn to see faults quicker and to discriminate between the good and the bad.

And so the good, in a way, balances with the trials and tribulations. But to be editor means more than any one realizes until she becomes editor-in-chief herself.

So, to the future editor-in-chief of this magazine, I

would say that if she, in some way, can get the school in sympathy with the magazine, make the students feel as if it were theirs, and get the associate editors interested in their work and feel that they must do their part, she will have a much easier time. But that this is probable or even possible I can not say; but here's hoping that it is possible and probable and that next year's staff of editors will succeed in raising the standard of the magazine as we have tried to do, and as we feel, in some respects we have done.

IDA GORDNER,
Editor-in-chief.





Our new building is really about to begin to commence. The ground has been broken, nay, móre, the basement has been dug. They tell us it will be completed by fall, and we hope they don't mean it as a fairy tale. When we look at the great piles of lumber, brick and dirt which are ruining the clover of the south side of the Green, and when we see where the big oaks have been felled, we prefer to think of the handsome building which will stand there in October (perhaps), and we envy the lucky little tots who will have it all to themselves.

Speaking of parades, we begin to think no festivity is complete unless we add our presence in a great street parade. Our last appearance in the middle of the street was on the warm day of the County Commencement, April 21st. Each girl in school wore a white dress, each pupil wore school colors, and each grade carried a banner. The Tenth A's were further resplendent in Senior caps, set rakishly at all angles. They thought they looked dignified and learned—we didn't. The

County Commencement was a decided success, and we think the visitors had as pleasant a day as we did. The "Mammoth Street Parade," and speeches occupied the morning, while mental and athletic contests took place in the afternoon. Last of all, and to us the best of all, was a big baseball game between New Bern and Washington. For the score we joyfully refer you to the Athletic column.

On May 8th the High School Dramatic Club gave the play Galliger. The proceeds were used to pull our old Athenian out of debt. Owing to a storm which kept very many people from attending, the play was repeated. Galliger is along the same lines of the school play Bess Goes to Europe, which was given year before last. The leading role was taken by Selby Hill, who was "First Assistant" to Bertha Hawk, who made a fascinating and capable Babe. We will not soon forget Mrs. Snitters, the scrubwoman, nor Lacy Meredith, as the shy Professor.

And now, as this goes to press, and we look out for the last time on the Green, we feel that the atmosphere is not as gay and care-free as it was two months ago. Boys and girls look solemn. Even Lula Rowe has ceased smiling. A dreadful, awful word is going from mouth to mouth—Exams. The only consolation is that they won't last forever, and soon the Green will be asleep, and we will be at rest.

In the 5A Grade they were discussing the uses of corn
Anni eSmith—I know an important use.

Miss Annie C.—What is it?

Annie—Corn plaster.



GEORGE SCALES.

This baseball season has been the most important in our history. A few of us can pat each other on the back, look sadly into each other's eyes, and say meaningly: "It might have been." At one time we were absolutely making good and seemed about to start on the war-path for Chapel Hill. Our luck changed, we didn't work hard enough, nor study hard enough, and Chapel Hill became a dream again. We hope that the lessons learned this year will not be forgotten by next

season. We have just started our fight for the State championship.

N. B. H. S. 1; G. H. S. 8.

On March 22 we played our first baseball game with Goldsboro High School on our home diamond. Our work in the first part of the game was raw, and showed lack of practice, but the game tightened up in the last part and although we were unable to overcome their lead, we had strong hopes for the next game.

Score: G. H. S. 8; N. B. H. S. 1.

Batteries: G. H. S. Monis and Gurley; N. B. H. S. McSorley and Scales.

On April 11 we played Raleigh H. S. at New Bern, defeating them by a score of 7 to 4, in a game featured by hard hitting by our team.

Batteries: R. H. S. Heilig and Deaton; N. B. H. S. McSorley and Scales.

On April 13 we played Beaufort H. S. at New Bern, defeating them by a score of 9 to 3. This game was also featured by the New Bern team's hard hitting.

Batteries: B. H. S. Springle and Heller; N. B. H. S. Willis and Scales.

On April 17, the team left on their first trip, playing Kinston on their diamond. We were defeated by a score of 11 to 7. The feature of the game was Kinston's hard hitting although we were right there with the willow too.

On April 18, we left Kinston for Goldsboro. We defeated Goldsboro by a sensational ninth inning rally, Capt. Bland knocking a home run with two men on bases. Score G. H. S. 12; N. B. H. S. 13.

Batteries: G. H. S. Durand and Gurley; N. B. H. S. Willis and Scales.

On April 21, we played Washington at New Bern. We defeated them by a score of 8 to 3.

Batteries: W. H. S. Weston, Moore, Smith and Fonshee; N. B. H. S. Willis and Scales.

On April 24 we played Wilson at Wilson, defeating them in a close and intensely interesting game, by a score of 5 to 3.

Batteries: W. H. S. Roe and Smith; N. B. H. S. McSorley and Scales.

On the next day, April 25, we played Raleigh H. S. at Raleigh, defeating them by a score of 4 to 0.

Batteries: R. H. S. Heilig and Deaton; N. B. H. S. Willis and Scales.

The next game was with Washington at Washington. We were defeated in an uninteresting game by a score of 10 to 3.

Batteries: W. H. S. Weston and Fonshee; N. B. H. S. McSorley, Willis and Scales.

In our last game we played Kinston on our grounds. Our hard luck streak developed in Washington and continued through the game with Kinston. We were defeated by a score of 9 to 1.

Batteries: K. H. S. Hines and Tyndall; N. B. H. S. Willis and Scales.

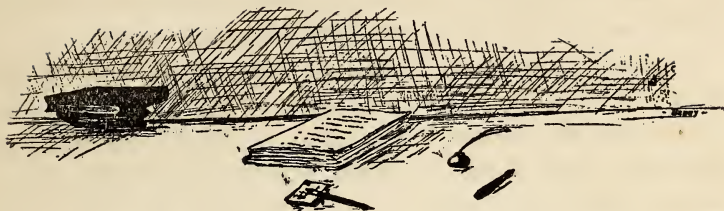
Pupil—P-a-n-e.

Teacher—Well, what does it spell?

Pupil—I don't know.

Teacher—What do you put in the window to keep the cold out?

Pupil—Daddy's breeches!



THE M. L. H. LITERARY SOCIETY.

DELPHNIE SPENCER.

Probably the most interesting meeting in the history of the M. L. H. Literary Society was held Thursday evening April, 9. This was the first joint meeting that we have had with the H. T. D. Society and the program carried out was quite interesting. The first number on the program was a debate, Resolved: "That Bachelors should be taxed for the support of Old Maids." This proved to be a most interesting debate. Madge Rickards, Esther Marks, and Bertha Hawk faithfully upheld the affirmative, while Selby Hill and Nathan Gooding bravely defended the old "Bachelors." Quite a lot of fun was caused by the decision rendered by the judges, Miss Hendren, Mr. Craven and Mr. Williams, who decided that the affirmative "can" and the negative "will." A musical contest, "A Rustic Romance" was the next number on the program. This was a story with blanks. Pieces were played on the piano and the blanks filled in with the names of the pieces played. The prize, a rabbit, given for the best paper, was awarded to Mr. Boone Groves. The next and most important thing on the program was the "eats." We were served with delicious ice cream

and cake and after a pleasant social hour we left for home, never to forget our first joint meeting.

Since then we have had two very interesting meetings. At the first the program for the afternoon was a debate, Resolved: "That the mental capacities of the sexes are equal." Vergie Eaton, Ida Gordner, Katie Stevenson were on the affirmative; Katherine Richardson, Ruth Baxter and Lucy McDaniel on the negative. The decision was in favor of the affirmative not only because the judges were women but because the argument proved it.

At the last meeting was a very interesting tableau, "An Outsider". The cast was as follows:

Margaret Worcester,	Madge Rickards
(Capt. of Basket-ball team)	
Harriet Harrington	Mildren Ferebee
Edith Rowland	Lula Rowe
Alice James	Mabel Chadwick
Josie Brown	Thelma Dudley
Leslie Long	Marguerite Wallace
Rhyllis Long	Bessie Bell

Describe the brain.

Answer of a child in the 4C Grade.—The brain is holler. You can blow it up like a squee-dunk.

4C GRADE.

Miss Jordan—What gives the skin its color?

Bernice—Because it's full of cells stuffed with paint and powder.

HANNIS TAYLOR DEBATING SOCIETY.

Since the last report of this society we have held four meetings, one of which was a business meeting. The programs of the other three consisted of debates.

At the meeting held on Friday night, March 27, the debate was; Resolved: "That the U. S. should recognize the Huerta government and declare war with Mexico." The debaters were Arthur Jennette and Robert Thornton on the affirmative; Eddie Merritt and Boone Groves on the negative. The declamation for this meeting was given by Tom Moore.

On April 9 was held our first joint meeting with the M. L. H. Society, at which was held one of the most important debates of the year, namely, "That Bachelors should be taxed for the support of old Maids." Our representatives in this argument were Nathan Gooding and Selby Hill, who bravely attempted to defend the old bachelor.

Our last debate was on May 15, when Eddie Merritt and Roy Kellum debated the question—Resolved: "That the city of New Bern should adopt a commission form of government." The judges rendered their decision in favor of the negative, after which a declamation by Chas. Wooten was given.

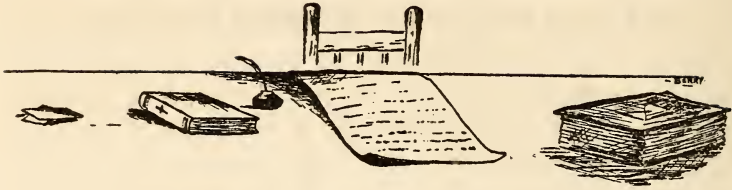
Some Brilliance in 3A Grade.

Teacher—Louise, who is president of the United States?

Louise—The man who goes to bed when he has a cold.

Examinations.

"The rose is red, but I am blue!
My heart has bled all week for you."



EXCHANGE

LULA DISOSWAY.

Is an Exchange Department of benefit to a High School magazine? The question is interesting and it may not be out of place to attempt to answer it here.

First, it is through the exchange of magazines that different schools get new ideas for their own magazines. This magazine, for instance, has a large exchange list. When the magazines come from the various High Schools of our own State, of adjoining states, even from the north and the far west, we read them eagerly, critically and notice along what lines they are strongest, and in what their weakness consists. It gives us an idea of a well-balanced magazine.

Again, the criticism we receive through our exchanges is very beneficial. It may not be favorable, but it shows us to ourselves just as others see us. And though sometimes our pride gets a tumble, we are too ambitious to give up.

Knowing that our magazine will be read by students all over the state, we take pride in making each number as interesting as possible. We are more careful than perhaps we would otherwise be. A strong ex-

change department goes far toward creating enthusiasm for a strong magazine.

We have received the following since our last issue. We wish to congratulate each magazine for the improvement made in its last issue.

The Lexington High School, Lexington, N. C.

The St. Mary's Muse, Raleigh, N. C.

The Student, Portsmouth, Va.

The State Normal Magazine, Greensboro, N. C.

The Record, Spartanburg, S. C.

The College Message, Greensboro, N. C.

The Virginian, Norfolk, Va.

The Wahisco, Washington, N. C.

The E. L. H. S. Oracle, Auburn, Maine.

The Sotoyoman, Headsbury, Cal.

The Black and Gold, Winston-Salem, N. C.

The Lenoiran, Hickory, N. C.

The B. H. S. Tatler, Atlanta, Ga.

The University Magazine, Chapel Hill, N. C.

The St. Mary's Muse—Your magazine for March and April are decidedly better than your earlier numbers. The cover of the Easter number is very attractive. Why not brighten the magazine with a few cuts? Don't be too serious.

The Lexington High School Magazine—You are brim full of good stories and humorous jokes, and your poets have certainly been hard at work. We would suggest a few cuts to give variety.

The Washisco—Interesting from cover to cover. **By Products** adds much to the magazine because of the interesting storiottes it contains. Your continued story

“The Promise”, is a great help in arousing interest in the next issue.

The E. L. H. S. Oracle—We are delighted to have you on our exchange list. You come from far and are well worth the reading. Your poetry is unusually good. Your stories, especially “The Reward of Bravery”, are live and interesting. Don’t forget to visit us again.

The Sotoyoman—One of our best exchanges. Your magazine is well rounded, full of poetry, stories and cuts. You must have loyal support from your subscribers.

The Black and Gold—One of your editorials, “’Tis Education Forms the Common Mind,” is in our opinion a well written article. Your magazine is improving. To you also, we would suggest cuts.

The Record—A new exchange and a good magazine. “The Value of a Man’s Soul” in your March issue is snappy and worth reading. You have not a great deal of poetry, but its quality is good. We would mention “Crossing the River.”

We have received two issues of The College Message. We read and enjoyed them from cover to cover.

The Dedicatory number of The Virginian shows marked improvement. The cuts add much to the attractiveness of your magazine. Suggestion: A few good short stories would improve it more.

The Wadesboro High School Magazine—We have met another new friend, who came too late for our last issue. Your magazine is neat and attractive, until you mix the “ads” with the reading matter toward the end. We think this mars the appearance.

The B. H. S. Tatler—This issue has a much more attractive appearance than any of the preceeding ones.

Your exchange department is very strong, but why do you not criticise others a little?

The State Normal Magazine—Your magazine teems with interest from cover to cover. Every department is well arranged and shows hard work.

The University Magazine and the Wahisco came after our exchange material had been handed in.

INDUSTRIOUS.

A needle loved a ball of yarn
And nearly had a fit
Because it didn't care a darn
And only answered, "Nit!"

BOARD OF HEALTH.

"John, John! There's a horrid hen gobbling a huge worm, and we've been eating her eggs all the week.

A person who is as cool as a cucumber never is as green as one.

Farmer—I hear there's a fine fat pig for sale here, can I see it?

Boy—(Whose father is low and fat)—Fey-ther! Some one wants ter see yer.

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