

Some Memory Work.

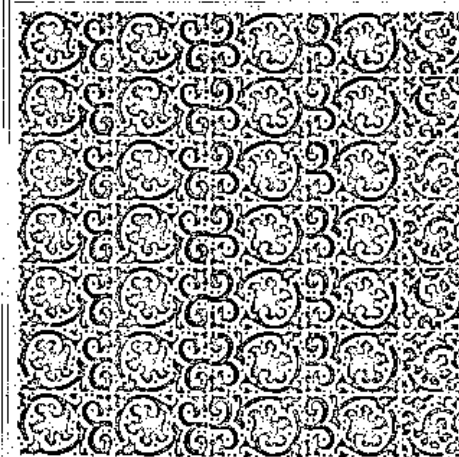
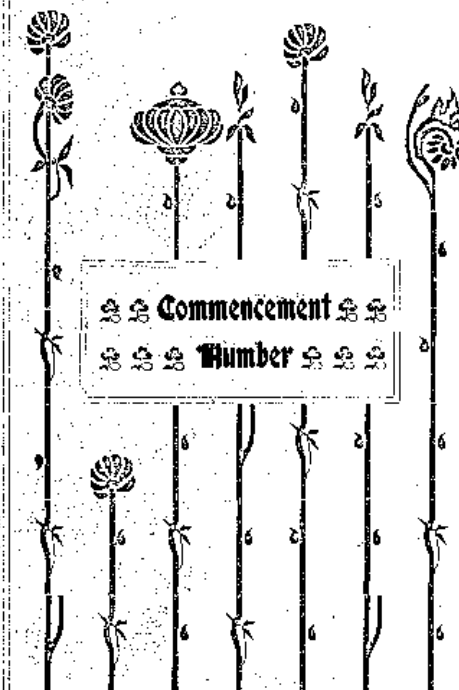
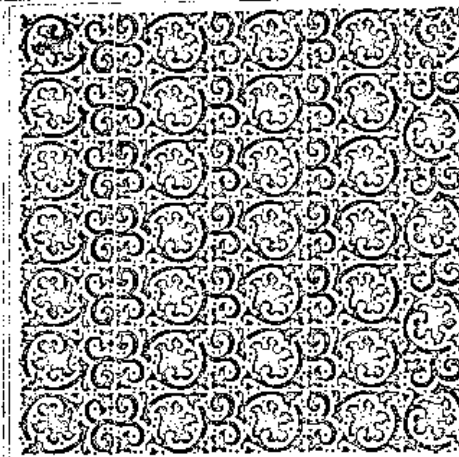
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High School Register



June 1896
Volume X
Number 10

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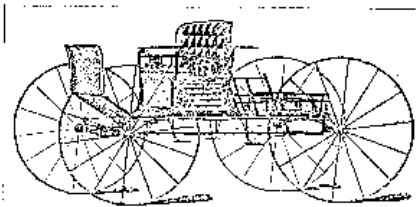
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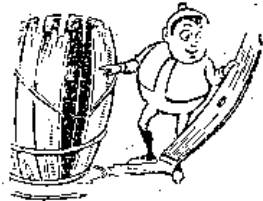
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High School Register.

VOL. X.

OMAHA, NEB., JUNE, 1896.

NO. 10.

THE REGISTER

Editorial.

The REGISTER is a monthly journal published on the last Thursday of each month from September to June, in the interest of the Omaha High School.
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"Move On," is the cry we hear on every hand. A mighty, potent force bids us "Move On." We have but tasted the sweetness of Circe's cup, and yet we must put it down for others to drain. Would that we could leap onto the mighty pendulum of Time and hold it still for but a few, brief, happy years. We would like to have charge of the REGISTER a little while longer. There has grown up between us a peculiar affection; its personality and ours seems to be so intertwined, that to sever us now would mean destruction to both. But the time has now come when we must part, yes, part forever. It was with feelings of anxiety that we presented to the public the first number of Volume X, but gradually that initial fear wore away until we were not afraid of anybody. We have made some improvement in our paper in the introduction of pen drawings, showing in caricature the leading events of the month. We have also provided artistic column headings, which add greatly to the attractiveness of the paper. We have endeavored to make the literary contents wholesome and pure, spicy and interesting, but as to that Volume X speaks for itself. A serious obstacle to the success of our paper was the lack of financial support from the members of the school. We cannot understand why any student who has a spark of school patriotism in him, or has any interest in the school whatever, does not support the paper.

The paper is not run in the interest of any clique, or faction, or class, but it is the representative of the school. Without the daily papers what would one know of the world at large? Without the school paper what does one know about the school he is attending every day? And then, again, how infinitesimally small is the student who has each month filched the news out of some one else's paper, instead of subscribing for it himself. The benefit and experience which we have personally derived from our work cannot be estimated. It has been a most valuable school to us in a great many ways, yet the time has come when we must step down and out to new and untried fields where we may, perhaps, put to practical use what we have learned here. Many thanks are due to our worthy associates, Miss Bryant and Mr. Godso, and to our efficient corps of Class Editors, who have materially aided us. We also wish to especially thank Prof. Turner for so ably taking charge of the Scientific Department; and Mr. Houston for looking after the De Alumnis column. But now, our hand trembles, the ink sputters,—it refuses to flow. Alas, more words we have not. We have reached the final period. Farewell, kind friends, farewell.

Perhaps the most marked recent improvement in the High School is the partial abolishment of the examination system, by which pupils receiving an average for the term of eighty-five per cent. or above are not compelled to take the term examinations. There is no question but that examinations are not true tests of the abilities of the pupil. The nervous excitement and strain incident to an examination has the tendency to drive out of the mind all the information it ever possessed, and for the average of the term's work to be placed upon the result of a single examination is un-

just to the pupil. The Board of Education have certainly acted wisely in partially abolishing this evil. But nevertheless, if examinations are an unnecessary hardship to those students whose term average is above eighty-five, and who, consequently, have greater and stronger brain power and comprehensibility, then why should not those students who receive less than eighty-five per cent. have the same privilege? If a student has conscientiously done the best he possibly can throughout the term, and yet his average is below eighty-five, he should not be tortured by an examination any more than his classmate who happens to be possessed with more brains. If the system is good for one, it is certainly good for all, and if it does justice to one, then it should do justice to all. If the average for the term is based upon the daily average of the pupil, then let it be so, and not exclude a class of students from privileges which it is as much their right to enjoy as it is the class whose natural endowments are higher.

The High School being kept open one month longer than the grades this year is causing considerable comment at the present time. The lower grade students have as much right to the full school year as the High School students, but the question of discrimination between High School and lower grade students has nothing to do with the matter at all. When the High School was opened last September, it was with the understanding that it would have a ten months' course. The studies were, therefore, planned to cover that period, and also the contracts with the teachers were made for the ten months. When the matter of closing the schools in May was brought before the Board in the early part of the spring, it was then too late to make any changes in the High School

course. A month's studies would simply have had to be dropped, and the teachers salaries would have had to be paid for the extra month, according to their contract. Without getting any return for the money it would have been no more than throwing it away, and the present condition of our school fund did not warrant such a procedure.

The citizens of Omaha may well feel proud when they see the H. S. Battalion marching along the streets of our city in strict military order, keeping time to the sound of music furnished by its own drum corps. Five years ago such a thing was hardly thought of. Indeed, in looking over the files of the REGISTER we note the following, taken from Vol. V, 1889-90:

"Decoration Day, with its brilliant parade of soldiers both of today and of the war, makes the REGISTER think of what a fine thing it would be if the Omaha High School had about a hundred of her boys well drilled and uniformed, marching to the music of a band also composed of High School boys. Although this seems very much like a dream, it could, nevertheless, come to pass in short order if the proper authorities would give the matter their personal attention. * * *

The advancement which the Battalion has made since it was first organized in the spring of 1894 has been truly remarkable. In the school room, in the halls, and in the homes marked improvement in the bearing of the boys has been noticed. The Cadets have become more accurate in their work, more orderly and gentlemanly in their behavior, more erect and graceful in their carriage, and more healthy in body and mind. The benefits which have accrued have been more than personal. The military drill in our public schools tends to increase the patriotism and love of law and order which is so necessary to the fullest and

most complete understanding of what American citizenship really means.

The recent contest between the companies of the Battalion has served to stimulate the Cadets with renewed zeal, and it has awakened an ambition in each to rank the highest. Thoroughness in the company is directly reached by the individual drill which puts each Cadet on his own mettle. The only drawback is the lack of guns, but everything possible has been done to procure them and they will probably arrive next year. With guns in their hands our Cadets will soon be placed on an equal footing with any military organization hereabouts.

There are two classes of people in the world—the independent and the dependent. Every man is either one or the other. Either he is sturdy, strong, fearless and self-reliant, or he is weak, simpering, coddling, leaning on some one else for support, using other people physically and mentally. A dependent man is to be despised. If one does not use the faculties he has, they should be taken from him. Every difficult and even simple problem he has to solve, he takes it to somebody else and has them solve it for him. How often do we see students running up to the teachers and asking them questions which, if they had stopped to think at all, could have been decided by themselves. What would such a person do if he was suddenly thrown completely on his own resources? He would be like a ship at sea without a rudder. Although an independent person may not be coddled and petted, fondled and caressed and treated with sugar plums, he has a much higher estimation of himself. When he stands on his own platform and decides his own questions he knows better what kind of stuff he is made of and he can more completely estimate his own capabilities. He may not always solve his problems aright,

but he is trained in the best school—the school of experience, and in later years his early training may stand him in good stead.

What should a High School Paper contain? That is a question which the Editor of every school paper must grapple with, and so far as he decided it aright, just that far will his paper be what it should be. A school paper should represent the school in every particular. As completely as the mirror reflects the image presented to it, so the paper should reflect all the various departments of the school. There should not be column after column of dry, prosy matter which nobody cares to read. It then becomes an amateur magazine instead of a High School paper. But the wheat should be separated from the chaff, and the finest literary productions of the High School pen should occasionally appear in its columns. The Editorials should be on school topics, clean cut, decisive, and to the point. The paper should boldly and fearlessly stand up for the right, and should not hesitate to condemn anything unworthy or dishonorable countenance by any of the student body. Then there are many lovers of Athletics in the school, and an Athletic Column should be a prominent feature. A well conducted Alumni Column would tend to enlarge the circulation of the paper, and would bind more firmly the Alumni to their Alma Mater. Although the contents of the Squib Column may not always accord with the ideas of some, yet it is an essential part of the paper. There is one class of our readers who are chiefly interested in that column and who care little for the remainder of the paper. It should be the aim of the management to raise the tone of this column and to exclude most of the wretched chaff which too often finds its way into it. Not only does a success-

ful paper require a competent staff, but a well filled list of subscribers, although if the paper is what it should be the subscribers cannot be kept away.

The REGISTER is possessed of the powers of observation sufficiently to note that the complete man, the fully developed man, the man who can enjoy life in all its fulness, is the educated man, the college bred man. All men who are not misers are after money, not for money's sake, but as a guarantee of future enjoyment. Enjoyments may be either intellectual or physical, and it is generally admitted that the former are higher and keener. Twenty doors of enjoyment are opened to the educated man where one is opened to the uneducated man. How priceless, then, is an education? Yet one argues that to procure a higher education requires the consumption of most valuable time. Four years in the life of a young man seems a long time, but that is not, by any means, all of life. Twenty, thirty, forty years stretch out into the future, and during that time we can either be animals, our greatest care being our physical wants, or we can rise much higher toward the exalted plains of human perfection. If you are ever going to get a higher education than you have, now is the time to get it. It will soon be too late, for it can only be acquired in youth, and time flies with lightning like rapidity. A High School student may think he has reached the summit of earthly intelligence, but he finds out sooner or later that he knows about as much as the chick just hatched from the shell. Opportunity, they say, comes but once to every man. We can catch it by the forelock, as it approaches, but let it once slip past us, and it is gone forever. It is now approaching us. Shall we catch it?

Extra copies ten cents.



Military Drill In The Public Schools.

RALPH S. CONNELL '96.

(Oration receiving first honors on thought and composition, voluntarily withdrawn from the program.)

The citizens of the United States are preeminently a peace-loving people. Slow to aggressive warfare themselves, they are incredulous concerning foreign interference. The civil war was announced by the booming of the guns of Sumter, before the population of North and South could be brought to admit that bloodshed was inevitable. This terrible war once over, again a sense of security pervaded the minds of the people; and, although we may read the history of conflicts brought about by interference with the rights of our seamen, of our commerce, of our boundary lines, and though such cases may occur again, resulting again in international strife, still we are reluctant to believe that war with us is even a remote possibility.

The echoes of the difficulty concerning the Monroe doctrine have scarcely died away, in which we found ourselves on the verge of a war with England. Contention among nations may be produced at any time by such questions as the Chilian trouble, the Behring sea dispute, the conflict concerning the Newfoundland fisheries. In view of these facts, no labored argument is required to show the necessity for military protection. Let no one deny that comparative freedom from warfare has been one of our greatest blessings as a nation. But to maintain a policy of peace is it not necessary to assume so formidable a front that no foreign powers will dare to oppose their fleets and armies to our own? Shall we at this juncture delay longer to obey the precept of Washing-

ton, "In time of peace prepare for war." In the past, enthusiasm and patriotism have filled the rolls of our armies with volunteers who have died nobly in their country's defense. But sad lessons are not wanting in our history to teach us that to this enthusiasm and patriotism should be added military training. Lieutenant Cree, of the United States Army, says: The war of the rebellion was greatly lengthened by the lack of preparation and ignorance of military matters on the part of the North. In thousands of instances men were made commissioned officers without the slightest military knowledge. Before the war, there were many schools throughout the South where military instruction was given, while in the North there were but few. As a consequence, the Southern armies were at a decided advantage in the matter of training and discipline at the beginning of the war."

It would seem, since the maintenance of a large standing army is contrary to the spirit of our institutions, and since it is admitted that organization and discipline are necessary, that the military training of the youth of our country is precisely the solution of the problem of defense.

Aside from the question that the system would furnish disciplined men at need, there are many things to be said in its favor. It establishes habits of order and neatness, which once acquired will continue through life. The physical benefits of the drill are beyond all question. It is well known that nations which have universal military service have also the men of the most vigorous constitutions; and it most certainly conduces to a firm, erect and graceful carriage. The moral lessons which incidentally accompany the discipline are invaluable. It obliges the boys to be attentive, and teaches them that subordination is compatible with self-respect.

Supplementing the mental and moral instruction of the schools, it should suffice to raise in the mind of the youth a glorious ideal of character:

"God's plan

And measure of a stalwart man,
Lined like the old heroic breeds,
Who stands self-poised on manhood's solid earth,
Not forced to frame excuses for his birth,
Fed from within with all the strength he needs."

True Americans have a pride in preserving and developing the fabric reared by the great founders of our constitutional government. Rare qualities are required to constitute that great creation, a people—honor, and faith, and justice; a national spirit fostered by national exploits; the spirit of chivalry; the inspiration of religion; the supremacy of law; a love of home and country; establishments of learning; the institutions of charity; a skill in refined and useful arts; the ability to maintain the principles of government.

But who are to compose the material of such commonwealth? Who else but the youth of our nation? Not alone the sons of the favored few who derive their training from private establishments, but the great mass of boys who are educated in the public schools of the country. These schools are turning out every year youths who are grounded in the rudiments of learning and the principles of morality. Shall they not go farther and emulate the colleges and private schools in giving such military training as will prepare each boy graduate to be, if occasion requires, a worthy successor to the Minute Men of Concord and Lexington, or to the heroic frontiersmen, Jackson, Scott and Taylor? With such a system perfected, there might be realized an ideal army of citizen soldiers, who, though intent upon their individual affairs, would yet respond promptly to the call of their country in her ex-

tremity. Did Cincinnatus hasten to the war with a less martial tread because he left his plow to seize his sword? Was not our own great national hero first in peace as he was first in war?

What nobler examples than these to fire the ambition of an American youth? Unhampered by years of exclusive military service, he may apply himself to the calling of his choice; but when occasion calls, clad in the panoply of a righteous cause, and trained to all necessary skill in the exercise of arms, he may march to the field of battle to face the aggression of a foreign foe, or to cope with the insidious dangers of domestic sedition.

Some Good Advice.

J. WALLACE BROATCH, '86.

Almost annually, now, are those who composed the staff of the REGISTER seven or eight years ago, invited to write for that paper again.

But it hardly seems like writing for the same paper that we knew in those old days, so much larger and better in nearly every respect is the REGISTER of today than its early predecessors, and yet as in a school, a college, or a state, there comes to be a kind of a tradition that marks off the place where-in it dwells from every other, putting the latest to come under its influence in touch with the earliest, so, I hope, there is something of a common spirit filtering down from one edition of the REGISTER to another, permeating all of us who have been editors, and keeping each successive board in something of affinity with all the others.

I think that this spirit may be found to be the regard we ought to have for the High School, and sincere desire to serve it. We can hardly imagine a school paper having any other function than just this, to be the organ of the school, to try to raise its tone and ex-

press its life. In proportion as it does these things, avoiding being puggish and avoiding being babyish, will it be strong and worthy. Its editors must remember that there are many things not proper to it. They must realize that boys and girls have mental limitations, and they must not be ambitious to overstep those limitations in the conduct of their paper. They must not attempt to make of it a Harper's, a Century or a Forum. But this is not saying that they shall not take pride in their work and try to make it the best work of the kind that can be done.

Much can be accomplished by trying to represent the school and not a clique; to represent the school and yet to oppose anything unseemly or unworthy in the school.

But this talk grows dangerously near preaching, and must stop. In his own defense for saying so much the writer can only confess that he has long had a hobby that the High School, as a school, should have character, and that of the best, as well as scholarship, and he looks upon the Athletic Association, the Battalion and the HIGH SCHOOL REGISTER, all of which had their beginnings in his time, as some of the things capable of being useful means to that end.

Nebraska State University.

Under the auspices of the Omaha Club of the Nebraska State University, Chancellor MacLain addressed the Senior Class on Friday afternoon, June 12th, in regard to the advisability of attending the University. The Chancellor gave a general outline of the scope of the University and advised the class to continue their education; also to "Stand up for Nebraska," by going to the University, the full blown flower of our public school system. Supt. Pearse also made a few remarks in favor of the University.

Messrs. Parmalee and Saville, graduates of O. H. S. then gave a detailed account of the life and customs of the school. We sincerely trust that Omaha will be more largely represented next year at Lincoln than it has been heretofore.

Our Aim.

To the person whose eyesight is remarkably clear, the platform on Commencement Night usually presents a most beautiful and dazzling aspect. Not only are the young graduates smiling down upon an appreciative audience, but in the aisles, between the rows of seats, and hanging in dense profusion from overhead, are seen gorgeous castles of air; towering ambitions, which have grown until their tops are nodding among the stars. But with the Class of '96 all this is different. We have already learned the cruel lesson that we are only common mortals, like the rest, and we firmly believe that if we don't get something to eat we shall surely starve as other people do. We are endowed with certain faculties, and talents, some of us more than others, some less than others, but we are all classed in the same category. From the time that we first entered the High School we have earnestly endeavored to use our talents to the best advantage. We have been called a progressive class. So we are. That is our object in life,—to progress, to make the best of what we have and what we are. It is our aim to improve and add to the best that is in us, and no matter what our future may be, we want it said of us these few words: "They did the best they could."

What do you mean, sir, by swearing before my wife? You must apologize.

Pardon monsieur, pardon, I do make ze apology. I did not know the lady wish to swear the first.—Ex.



Among the many graduates of our O. H. S. there have been none to whose record we can point with greater pride than to that of Victor Rosewater, of the Class of '87. Graduating at sixteen he then attended John Hopkins University, and later, Columbia College, graduating in 1891. After a tour in Europe, he resumed his studies, in the Columbia College, of Political Science and took the degree of Ph. D. While at Columbia he was appointed University Fellow in Political Science and held this Fellowship during 1892-93. During the winter of '94 he was special lecturer on Municipal Finance at the University of Nebraska. He is at present a member of the governing body of the American Economic Association and of the Nebraska State Historical Society. He is well known as a contributor to the Political Science Quarterly and other scientific and literary periodicals. Although as Managing Editor of *The Bee*, he is a very busy man, he is ever ready to help the O. H. S. and has been a welcome lecturer to the classes in Civil Government and Political Economy.

Found in a pupil's book:—

All night cram,
All day exam,
All time ———



The Class of '96 has decided to perpetuate its class organization and has adopted several amendments to its constitution, providing for annual meetings and for the payment of nominal dues. The following officers were elected: President, Ralph S. Connell; 1st Vice President, Will Godso; 2nd Vice President, Eugenie Mackin; Secretary, Belle Ryan; Asst. Secretary, Marion Day; Treasurer, Clarence L. Thurston; Asst. Treasurer, G. Alex. Young.

Junior Class.

The social, the play, and the monthly debating society meetings are, in general, what the members of the class of '97 will look back upon this summer. At the close of the school year, we can, only in a very small part, judge of what has been accomplished for our benefit. Each member knows what energy and what purpose has been extended through his studies, and not a small part of that energy has been expended upon the class as a whole.

Our social, the first in our experience was the occasion of much festivity. In the course of the evening our play was given. Those who took part in this, acquitted themselves most creditably, in fact, we think the talent shown, was second to that of no other play ever given at the school.

Improvement has been continually noted in the debating society. The debates have been animated and many excellent musical selections have been rendered. The '97 Mandolin Club ever since its organization has always taken a prominent part in everything of a musical nature that has been given at the High School.

As we leave the Junior year about to enter the Senior, we are all determined to make the most of ourselves and our class.

The Sophomores held their last meeting of the year on Monday, June 15th. The most important business transacted was the election of class officers for the ensuing year. The following were elected to serve: Chas. Evarts, President; Edith Jackson, Vice President; Lewis Clarke, Secretary; Laura Hunter, Treasurer. The election proceeded amid wild enthusiasm. During the balloting for President the excitement was intense. Hats were thrown in the air, and cries of "Evarts," "Evarts," "Vote for Evarts," resounded throughout the vast hall. When the result of the final ballot was announced, Evarts was tossed in a blanket several times, and afterwards, when he had regained his equilibrium, in a fitting speech thanked the class for the election, stating that the honor was doubly appreciated, since it was unsought after and unsolicited by him. The class has selected its best representatives, and '98 will no doubt be heard from next year.

The Class of '99 has made an exceptionally good start. In less than two weeks after they had assembled from all parts of the city, the class was organized and transacting business. The program meetings have been exceptionally good, much musical and literary talent being brought out by the members of the class. The final meeting of the year was held on Friday, June 12th, the following officers for the ensuing year being chosen: Chas. Mardis, President; Sherman Smith, Vice-President; Miss Bessie Jeter, Secretary; Eleanor Gregg, Treasurer. When '96 leaves the school, '99 will be "the class." If you doubt it, wait and see. Hurrah for '99. All together:

Ki, Yi; Ki, Yi;
Ki Yippi; Ki Yinel
Hurrah; Hurrah;
For Ninety-nine!

On Sunday morning, June 21st, the Senior Class attended the All Saints Episcopal church and listened to the Baccalaureate sermon, preached by the Rev. Mackay. The preacher spoke of the advantages of an education, of the fact that we had received that education free of cost to ourselves, and we owed it to our country to use that education for its advancement; that we should not devote our talents to filling our own buckets, but should use them to help others. Much profitable advice was given, which the class will do well to follow.

On the Campus at Midnight.

(From an old Scrap Book.)

Last night I strolled through the old school grounds. The clock in the tower had just struck twelve. The moon was shining through a broken cloud, and the shadow of the belfry fell on the street below. The doors were closed and the windows down. I stood in the shadow of the building, and gazed up and down the massive walls. I looked at the windows which once were filled with the fairest of creation—but the windows were down.

I thought of the years the school had stood; of the youths and maidens who had passed through its halls; of the teachers who had found their life work within.

I thought of the words which had been spoken; of the questions asked and answered—and those unanswered; of the laughter and the sighs—the mirth and the disappointments; of the failures and triumphs; of the quickened pulse and the saddened hearts.

I thought of the ties of friendship and love; of the smiles and kisses conjured from the depths of pure young hearts—bursting here into the fragrance of their true estate; of the sweet words of promise; of the glance which cheered many a

weary soul; of the countless messages and tokens; and the sad, sweet ecstasy of hearts which first felt the touch of love.

I thought of the hearts which had loved and lost; of the frowns which fain would quench the unwelcome flame; of the bitter but inward tears; of hearts chastened with despair and remorseless love; of the cutting taunts of those who never loved at all.

I thought of the songs sung, and the songs unsung—the songs which angels could never sing—the song of a triumphant heart; of the notes of sweetest music which blossomed on the air; of the harmony of human notes—changing, moving, and going to and fro, yet all with harmony.

I thought of the thoughts which had been thought by the many; of the scope of their reasoning, and investigating, and conjecturing; of the conclusions they had reached and the opinions they had outgrown; of the discoveries they had made, and the things which they had left undiscovered; and I compared what they had all learned with what there is to know—and I sighed.

I thought of the motives which founded schools; of the object and goal of learning; of the feeble footsteps along the unmeasured shore of wisdom.

What seeketh man in all these things? And why should he delve in the great unknown? What is he trying to find?

Class of '96.

MISS EUGENIE MAORIN, '96.

When in the fall of '92 the O. H. S. flung wide its spacious halls to receive the army enlisted in the battle for knowledge, the sun glancing in through the windows on the third floor, almost stood still with astonishment at the mighty host it saw assembled there. The gray walls looked down in wonder at the

swarm of heads, the clock, stared out of countenance by a thousand eyes, put its hands before its face to shield its embarrassment and the floor groaned under the weight of the mass that covered desks, seats, radiators and window-ledges. The cause of all this commotion was that the Freshman Class of '96, gathered at Capitol Hill from the four corners of the globe, had entered upon its career in the High School.

Ushered into a new world with these signs of its greatness, '96 has always continued to display phenomenal brilliancy and though its numbers have gradually diminished, the center of gravity has been maintained in other ways, and we are exceedingly fortunate as far as those "Three B's" so essential to a successful class are concerned,—"Beauty, Brains, and Boys."

A class organization was prevented the first year by the division of our members, a part of us being obliged to come in the forenoon and a part in the afternoon. So the Freshman year passed quietly by, enlivened only by flying visits from the inhabitants of the arid desert on the first floor to the verdant fields above.

Ninety-six was the first class to organize a society in the Sophomore year. We were especially fortunate in our selection of class officers: Ralph Connell, President; Harry Lindsay, Vice President; Kaye Cole, Secretary. These people by their untiring efforts started the class on the path to glory and success.

Everybody remembers the Musicale, at which our handsome silk flag was presented to the class, as the special feature of our Sophomore year, and we point back to it with pride as one of the finest and most successful entertainments ever given in the High School.

As Juniors we spent the year merrily and profitably. Through the efforts of our energetic president we secured the

pleasant study hall on the second floor for our room for the two ensuing years, and we decorated it with fine busts and pictures. In this year came our first social, when '96 proved her ability to entertain successfully nearly everybody in the High School. And the plays! Well, we have always been thankful to "Cousin Tom" for the way he made us laugh and we are enthusiastic champions of the "Power of Song" as far as filling a class treasury goes. We must not forget the first Oratorical Contest when Juniors were measured against Seniors and gold pieces hung in the balance.

Pleasant and glorious as our Junior year was we all agree that the Senior year has been the best of all. As Seniors we boast of two of the gayest parties ever seen at High and the best thing about them was that nearly everybody in the class was there.

One of the bright things of the year was the lecture course consisting of 20-minute talks by different Seniors on topics of special interest to them. This was a good change in the Rhetorical program and we advise the future Senior classes to try it.

Everybody has heard of the fine plays of this year, and though '96 has listened to many difficult proposals and to more than one little rebel, "The Proposal Under Difficulties" made on the stage, and the "Little Rebel" who "rebelled" before the footlights, were the most successful we ever heard.

By the way, remember, ye future actors who display your talents on the stage of Room 31, that your "make-ups" would not show off so well if it were not for those footlights, the bright idea of '96.

A shadow was cast over our otherwise happy year by the departure of our Principal, Mr. Lewis, who will ever hold a high place in the hearts of '96.

Among the enthusiastic workers in

her ranks '96 will ever accord high praise to Mr. Connell who has led the class for three years and has proved the right man in the right place. To Marie Kennedy also belongs much credit and gratitude for her bright and helpful ideas and her success as a financier.

Altogether '96 is proud of her orators and debators, her musicians and elocutionists, her poets and her scholars; but proudest of all of the spirit of friendliness and good fellowship, the universal enthusiasm and the unanimity and the courtesy so marked in her ranks.

Whatever future generations may accuse us of, it can not be said that we ever depreciated ourselves, and we think that without wearing abnormally large hats, we have succeeded in convincing the public that we leave the O. H. S. a credit to our Alma Mater and a boon to the world at large.

'96 Class Song.

"HE CONQUERS WHO WILLS."

BY MISS IDA M. STREET.

Tune, "Maryland, My Maryland."

Ninety-Six, oh, Ninety-Six,

In high school halls you make your boast,
You wrestled first with Algebra,

And after vanquished Caesar's host,
Then sallied forth the proper way,

A class with leaders brave and true,
You quelled dissensions in your ranks,
And did your best the whole year through.

Chorus:

Ninety-Six, brave Ninety-Six,

He who wills it conquers all;

First himself and then his foe,
Ninety-Six, wise Ninety-Six.

So Ninety-Six, wise Ninety-Six,

As through your world you conquering go,
Remember still that they who will

Can arm themselves 'gainst any foe,
Keep ever watchful, ward and guard,

Upon your own fair class and bright;

Know victory will come at last,

To him who wills to do the right.

To him who wills to do the right.

It has recently been ascertained that the word Senior is derived from the Greek *Sinomai*, to do mischief.

Our Stars.

The Class of '96 is about to begin the struggle of life, to plunge from the secluded harbor of the school-room into the uncertain sea of the outer world, where each one of the millions of beings is reaching for the sugar-plums of life, where life becomes one great game of chance. We are at the bottom of life's great ladder, and we stand, with beating hearts and wild hopes, facing the dim future and seeking to pierce the misty veil which hangs like a cloud over our destiny. Alas! how many of us, on raising the curtain, will find our dreams dreams indeed and how few will realize the fulfillment of the least of their hopes. But this, the crowning point of our class life, is not the time for such gloomy prophecies. Let us rather look back and see what '96 has been and, tonight, is.

In our own opinion, '96 is the most brilliant, the most clever, the most original, the most progressive, in short, it is *the* class of all the great classes that have with reluctant feet stepped over the threshold of the High School. As I reflect on the greatness of this class, certain of my classmates pass before my eyes.

First, I see our president, energetic, and in every sense a "hustler," clinging to an opinion like a bull dog and never ready to give up until convinced that it is wrong. He is thoroughly business-like, and combines clear-headedness and practical ideas with policy. We firmly expect to see his name adorning some political ticket not many years hence. If he decides not to enter upon that field, we think we may have the honor of referring to him as the head of some great business house, on account of the ability he has displayed as a business and financial manager.

Close upon his heels follows the eloquent editor of the REGISTER, to whose

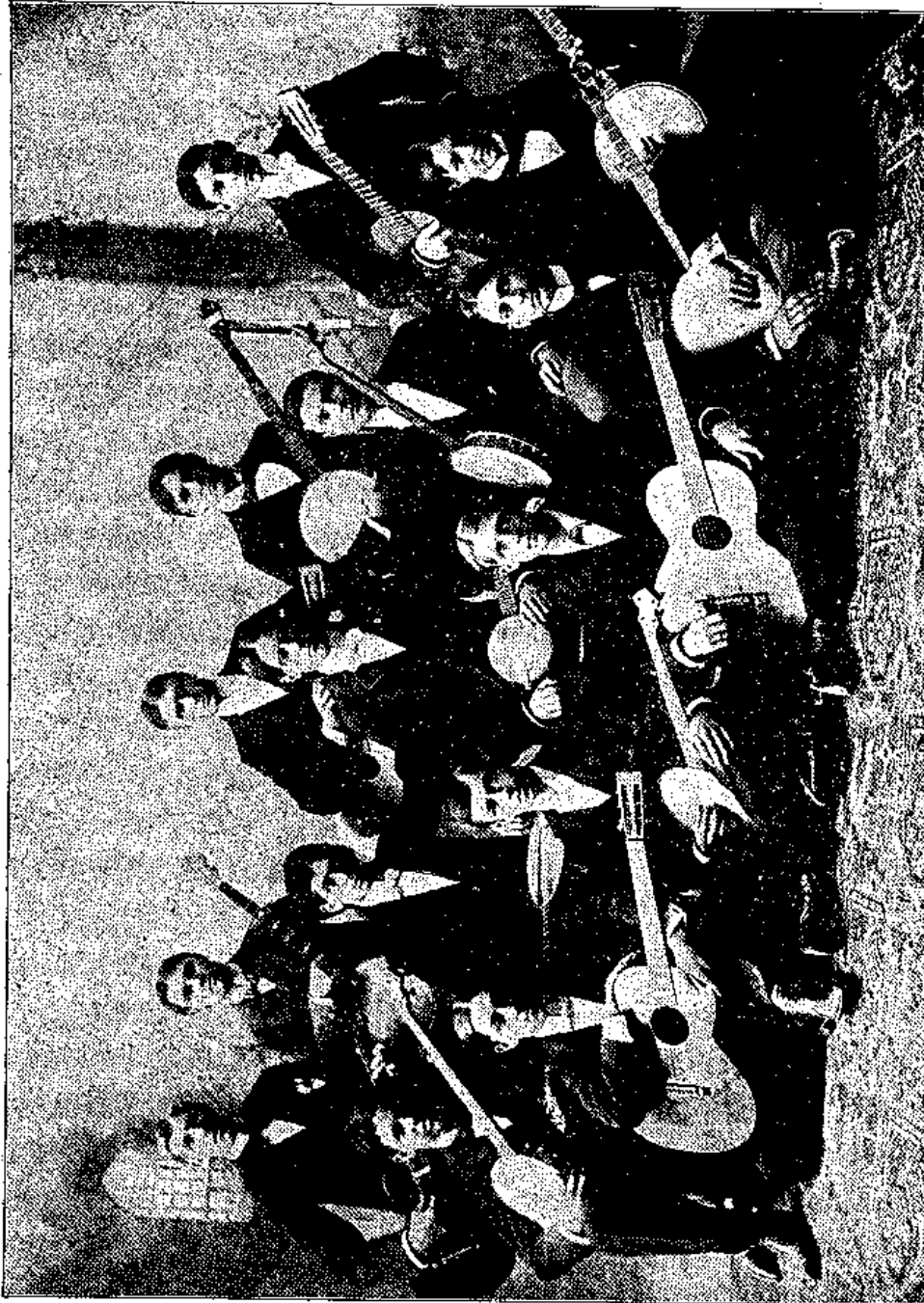
faithful efforts is due the great success and improvement of our paper. He has had much good advice to offer in the class meetings and has taken much of the committee work upon his shoulders. We hope to be a welcome visitor at his "sanctum sanctorum" some day.

The "coming, true new woman," makes her appearance and completes the trio. Her efforts have contributed much to the progressiveness of the class. She is always ready to champion any new measure productive of good. Her depth and broadness of thought give promise of what a noble nature is developing.

Our "musicianer" is the next figure that comes to our mind. Even now at the recollection of the concerts given at the O. H. S., we feel that delight with which we listened to the "inspiring strains" of the banjo club with our dear, good-natured Tony at its head. We all expect to be the recipients of a few complimentary for his fifty-first annual benefit, when he has won fame and renown.

The "Belle" of the class now appears and we think for the hundredth time how appropriately named she is. We look and admire again her attractiveness and we come perilously near feeling a touch of envy. It has been prophesied that she will become a second Mary Anderson and will sway the mimic world by her rule, if she cares to develop her histrionic ability.

The next demand for attention comes from a sturdy, yellow-haired Saxon who has become perfectly reconciled to hearing "And his golden hair was hanging down his back," floating after him as he takes a flying leap at a foot ball careering wildly through the air with a catch-me-if-you-can expression about it. He is the pet and pride of the girls and will persist in setting them wild by carrying off all the honors he can lay his hands on. Our least hope will be gratified by seeing whole newspapers devoted to



HIGH SCHOOL BANJO CLUB.

news about his team when he becomes captain of the Yale or Harvard boys and we expect to gaze upon what we are to suppose is his picture in those same papers.

A quiet, demure, sweet-looking figure, standing beside an almost priceless piano and bowing to a great, enthusiastic audience rises before my eyes and I wonder by what chance this so evidently famous a personage has interrupted me as I sit thinking of my old schoolmates, but I look closer and find it is the girl who so many times has made the aged piano in the class room of '96 really believe its palmy days were returning to it once more. Not only her great talent, but her unassuming, cheerful ways have endeared her to us all. At the first of the year she consented to take charge of the moneys of '96 and she has filled her office well.

The "Poet Laureate" now makes his obeisance, as I look up. His modesty is quite surprising to us, for if we are correctly informed, poets are generally very much alive to their own merits. To think in poetry is as easy to him as to think in prose and he has adorned the pages of the REGISTER with many clever little poems. Ninety-six does not own such a thing as a laurel wreath, but we content ourselves with thinking that he would have it, if we had one.

The "little boy," the one who must always have something to play with, is gyrating around me now, playing the "High School Cadets" on his jewsharp. He is incorrigible as far as keeping quiet and asking us questions is concerned. If, by asking questions one may be able to learn all there is to learn, this young gentleman will surely know everything before many more years. He is a very bright little boy, and may make a great scientist some day when he "gets growed up."

A burst of applause breaks in upon the little boy's jewsharp and a moment later a sweet voice begins to tell about the "Wind and the Moon." Then I see the sweetest, the most loved and lovable girl that the Class of '96 has the good fortune to contain. She is one of the brightest of the "shining lights" of '96, but she is certainly the most universally

liked of any one in the class. She has great elocutionary talent, she writes clever articles and her ability in the way of poetry is marked, but for all that she does not excite the least bit of envy among all her companions, for she is so modest and unselfish that one can not help rejoicing at her successes. She will be a woman of whom other women will be proud to know and to count as one of themselves.

She has gone by and another one of our brightest appears. This time it is the girl who will some day be a great Greek and Latin scholar. Already she knows more about these favorite studies of hers than any one else in the class and '96 really does know something about the dead languages, you know. She is very bright in other studies, but her brilliancy appears most strongly in these two. Ninety-six will some day be very proud of her.

She does not linger, but hastens on and gives way to our popular vice president. As I think of what he has done for the class and what an active part in politics he has played, he seems to stand out as a peacemaker. He has none of those ugly sharp edges and points sticking out about him, that one feels like fighting with when one runs up against them. There are no flat contradictions and disagreements between you and him and you are not necessarily his enemy because you do not happen to be of the same opinion as he. We think he ought to be a very successful business man and we all hope we think right.

And now I stop a while and begin to think how like the real world this school room is. The same traits of character, the same classes of people, the same successes and the same failures are repeated in miniature. The same heart burnings, the same envies and the same unselfish acts are here. We are at the beginning of life, the "Commencement" they call it, and what we are here we will be years later. We will all go through the comedies and tragedies of life like puppets and we will all come to the same gate in the end. Let us conclude—

"All the world's a stage and all the men and women merely players."

"But little of the much we see, we do,
We are both actors and spectators, too."

'96.

Commencement Program

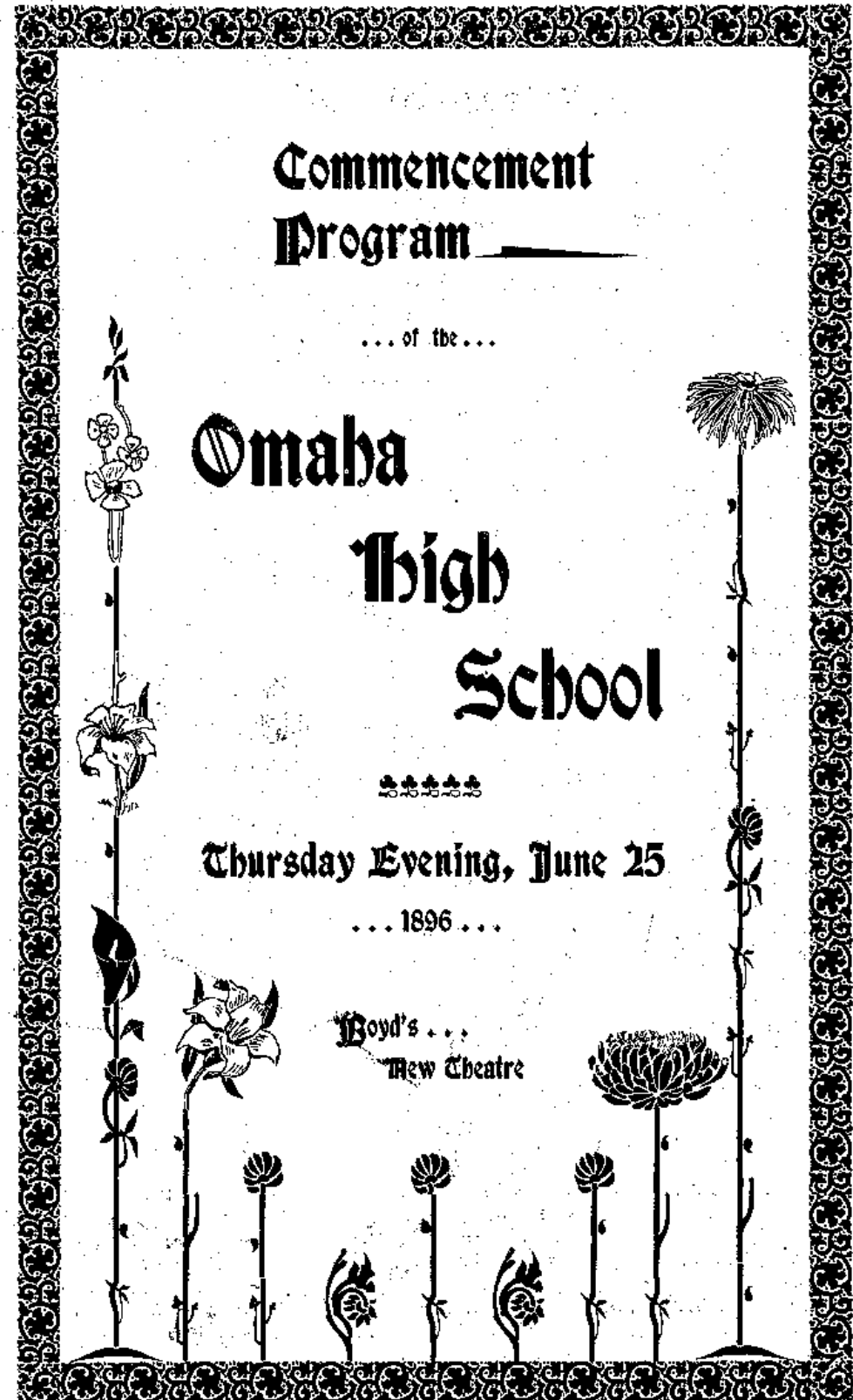
... of the ...

Omaha High School

Thursday Evening, June 25

... 1896 ...

Boyd's ...
New Theatre



Class of '96.

MOTTO: *He Conquers Who Will.*

COLORS: Old Rose and Green.

YELL: Rip! Rah! Oh, My!
'96! '96!
Omaha High!

Girls.

Andreen, Olga
Andross, Ella M.
Balbach, May
Bartlett, May L.
Bassett, Grace C.
Bell, Josephine
Bennett, Anna
Bergquist, Esther
Biart, Josephine
Borglum, Theodora
Brainard, Lida
Breckenridge, Ella M.
Brown, Ardelia M.
Bryant, Daisy M.
Crane, Minnie W.
Cutshall, Edna M.
Dale, Courtney E.
Day, Helen M.
DeGraff, Myrtle M.
Dumont, Bessie I.
Edwards, Grace
Egbert, Mary
Enewold, Dora
Goldsmith, Belle

Harvey, Mary R.
Heller, Louise
Hickstein, Minnie
Higgins, Bertha N.
Huestis, Stella
Johnson, Bernhardina
Johnson, Anna N.
Kelleher, Josephine
Kennedy, Marie P.
Kramer, Augusta
Lehmer, Mary O.
Lemon, Winifred
Levi, Agnes
Lynn, Ethel A.
Mackin, Eugenie M.
McMaster, Mae
Macomber, Sarah E.
Mathis, Mabel
Manger, Hattie L.
Moore, Mary C.
Morris, Juliet
Morris, Lula I.
Newton, Alberta M.
Nielsen, Carrie

Patton, Flora A.
Rosicky, Emma
Russell, Clementina
Ryan, Belle
Sandberg, Ella M.
Schneider, Lillie M.
Schneider, Myrta M.
Schibsby, May
Shackleford, Bertha
Sherwood, Edna I.
Shorrock, Grace W.
Shultz, Nellie C.
Snowden, Ruth O.
Snyder, Clara L.
Sullivan, Lucilla A.
Svacina, Anna
Thompson, Blanche
Watt, Anna J.
Weeks, Jessie R.
Wessels, Fredericka M.
Wilhelmy, Mary M.
Winslade, Emma
Young, Grace

Boys.

Burr, Horace C. Jr.
Connell, Karl A.
Connell, Ralph S.
Cowgill, Howard J.
Dale, Fred B.
Dickinson, John W.
Dolan, John E.
Evans, Kenneth
Franklin, Chester A.
Gish, Francis J.

Godso, William E.
Goetz, James S.
Gsantner, Anthony H.
Hanson, Hans C.
Hunter, Robert H.
Johnson, Will J.
Kenniston, Arthur E.
Krause, Albert F.
Ross, Harry G.
Peterson, Byron S.

Schleip, Julius
Shane, Adolph
Spethman, Edw. F.
Stilts, Bert P.
Tebbons, Arthur B.
Thurston, Clarence L.
Towne, Robert S.
Walker, F. H.
Willson, Lester
Young, Alexander T.

Commencement Program

PART I.

Overture, March	King Cotton	Sousa
	SECOND INFANTRY BAND.	
Essay	The Knight of the Nineteenth Century	
	MISS BESSIE DUMONT.	
Essay	Reciprocity	
	MISS MAUDE BRYANT.	
Piano Solo	Grand Valse No 5, Opus 42	Chopin
	MISS MYRTLE DEGRAFF.	
Recitation	Toussaint L'Ouverture	Wendell Phillips
	MR. GODSO.	
Essay	The Debt of the World to Greece	
	MISS MINNIE CRANE.	
Essay	Historic Myths	
	MISS OLGA ANDREEN.	
Music	Ben Hur March	By Banjo Club
Serenade		Shubert
	SECOND INFANTRY BAND.	



PART II.

Recitation	Ben Hur's Chariot Race	Lew Wallace
	MISS BELLE GOLDSMITH.	
Essay	Our Greatest Soldier	
	MISS JOSEPHINE BIART.	
Piano Solo	Polonaise No. 1, Opus 17	Moszkowski
	MISS JOSEPHINE BELL.	
Oration	Patriotism in Partisanship	
	MR. CHESTER FRANKLIN.	
Essay	The Mission of the Poet	
	MISS EUGENIE MACKIN.	
Address to Graduates and Presentation of Diplomas		
	SUPT. C. G. PEARSE.	
a Duet	Larboard Watch	Williams
b Duet	Misereri from Il Trovatore	Verdi
	SECOND INFANTRY BAND.	
March	Directorate	Sousa

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 CARROLL G. PEARSE, Superintendent of Instruction.
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 RICHARD C. JORDAN. ALONZO P. TUKEY.

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 KATE A. MCHUGH, Assistant Principal.
 GEORGE M. TURNER. ANNA T. ADAMS. LOUIS J. BLAKE. S. DEWITT BEALS.
 MAY L. COPELAND. BELLE H. LEWIS. HELEN LLOYD. C. BELLE DINTURFF.
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 JENNIE M. WALLACE. J. F. WOOLERY. J. E. WIGMAN.

To Ninety-Six.

WINIFRED LEMON '96.

I sing a song, a strain both sweet and sad,
 For they who've been together years so long
 Must part. For now the glad old years they've
 bade
 Forever fond farewell, and also add
 A smile or tear for joys or sorrows past.
 Child-like we cry, "Old year you must not
 die."
 But higher duty says, "'Tis well, at last
 Changes must come for broadening good."
 We sigh
 And turn to meet the new year waiting nigh.
 How joyous were those days when seer or sage
 Made us companion with his life or mind
 Led us thro' pond'rous truths from page to
 page
 Holding fair jewels for us to seek and find;
 How joyous when we studied Nature lied
 With secrets far beyond the minds of men.
 But these are pleasures of the past; assigned
 To higher calls we wend our way, and then
 When all's fulfilled we'll hope to meet again.
 Again with Terpsichore hand in hand
 The halls with feathery clouds of drapery
 gay,
 Fragrant with flower of every clime and land,
 How we have turned the night time into day,
 And 'neath the power of Goddess Music's
 sway,
 Like fabled music in some fairy vale,—
 And with a mirthful and melodious lay
 We trod her haunts of gladness, until pale
 The midnight grew, and bade the morning,
 "Hail!"
 And now is faintly heard the measured tread
 Of warriors, once cadets, now called to wear,
 Like sons of Mars when on to victory led—
 The laurel wreath which decks each hero's
 head.
 And thus fond Mem'ry with her master key
 The hidden volume of the past lays bare
 And opens the door to strains of minstrelsy
 Which rise and float upon the wavy air
 And leave sweet Music's echoes lingering
 there.



A man who sits down on the pointed end of a tack may not be a humorist; but he immediately gets off a sharp thing.

What They Will Do.

The following is a roster of the class and what they intend to do after graduation:

B. Stilts will study medicine in this city.

Kenneth Evans will go into the drug business.

Miss Alberta Newton will attend Bryn Marr College.

Miss Josephine Bell will continue the study of music.

Miss Marie P. Kennedy will attend Vassar College.

Ralph S. Connell will enter his father's office for a year.

Miss Minnie Crane will attend Mount Holyoke College.

Miss Edna Cutshall will teach school at Spencer, Iowa.

Miss Mary C. Moore will enter the Chicago University.

Lester Willson will probably enter Cornell University.

Karl Connell will attend the Creighton Medical College.

Miss Belle Goldsmith will attend the Ann Arbor University.

Mr. Francis J. Gish will attend the Omaha Medical College.

Miss Hattie Manger will remove to St. Louis, Mo., next winter.

Mr. Will Godso will enter a business house in Omaha next year.

Miss Marion Day will probably spend next winter in Washington.

James S. Goetz intends to take up the study of medicine at Cincinnati.

Miss Myrtle M. DeGraff will probably reside at Oakland, Ia., next year.

Misses Anna Johnson, Ella Andress, and Grace Young will teach school.

Miss Fredericka Wessels will attend Mrs. Porter's School, Farming, Va.

Miss Bertha Higgins will attend the New England Conservatory of Music.

Miss Louise Heller intends to take a special course at the Chicago University.

Arthur Keniston will occupy a position in the Auditors's office U. P. Ry Co.

Albert Krause will pursue the study of electricity at the Omaha Electric Mfg. Co.

Miss Theodora Borglum will go to Leland Stanford Jr., University, at Palo Alto, Cal.

Will Johnson is going to stay right here in Omaha. He says this is good enough for him.

Miss Josephine Kelleher, Miss Carrie Neilsen, Mr. Chester Franklin and Mr. H. J. Cowgill will enter the State University.

Messrs. Arthur Tebbins, E. F. Spethman, Fred Dale, August Peterson and A. C. Hansen will go into business in this city.

Miss Bessie Dumont will take a post-graduate course at the High School in order to prepare for the Sophomore class in Wellesley college.

The following will take a post-graduate course at the High School: Misses D. Maude Bryant, Courtney E. Dale, Messrs. Clarence L. Thurston, John Wm. Dickinson, Guy Ross, and Horace Burr.

The young ladies who will stay at home are: Lulu Morris, Myrta M. Schneider, Annie Sullivan, Lillie M. Schneider, Clara L. Snyder, Minnie Hickstein and Flora A. Patten.

The following will go away to school, but have not yet decided where: Misses Eugenie Mackin, Belle Ryan, Clementina Russell, Mae McMasters, Grace Bassett, Mary Lehmer, May Balbach, and Juliet Morris.

Misses Ethel Lynn, Emma Rosicky, Anna Svacina, May Schibsky, Olga Andreen, Nellic Shultz, Blanche Thompson, Agnes Levi, and Lida Brainard, will attend the Normal School at Peru.

Those members of the class who have not yet decided what they will do are: Misses Grace Sharrock, Mamie Wilhelmy, Augusta Kramer, Amy Burgstrom, Mary Egbert, Bernhardina Johnson, and Mr. Adolph Shane.

History of the Omaha High School.

On an eminence in the heart of the city, in the center of a campus of four squares, stands a massive red brick building, its tower and flag staff rising to an altitude higher than any structure in the city. That is the Omaha High School. It is surrounded by a beautiful, grassy park, shaded by many magnificent trees, and adorned by well constructed walks. And looking down upon it all from its place in the tower is an immense four-faced clock, which is considered authority on the "question of the hour," having received its insignia and tiara, so it is said, from old Chronos himself.

But it was not always thus. Like all save eternity it had a beginning. And like all beginnings, the acorn was smaller than the oak. Looking away from the present, let us think of the past; let us think of the days when the school was younger than it now is; when the present advantages and pleasures were the dreams of those who had the interests of youth at heart; when struggles and sacrifices and defeats and labors were the evidences of existence. Let us follow it up through its advancing years and note its growth and development.

The first school ever taught in Omaha was begun on the morning of July 1, 1854, by Miss J. Adelaide Goodwill, in one room of the old State House—a two-story frame building located near Ninth

and Farnam. Forty pupils were enrolled. The school was supported by subscription. The term closed about the middle of December, at which time the building was required for the assembling of the second legislature of Nebraska.

During the year 1856 Mrs. J. P. Manning taught a short term of school in the old State House. In the fall of 1857 Mr. J. S. Burt started a select private school, but for lack of proper support, he dismissed the school after a few weeks, and began a similar institution at Bellevue.

No school of any kind was taught or attempted in Omaha during the year 1858.

On November 10, 1859, the public school system of Omaha was inaugurated. Mr. Howard Kennedy came from New York under a contract for one year, and began to conduct a school in the old capitol building, having three

assistant lady teachers. Mr. Kennedy then taught all the classes of high school studies included in the course at that time.

During the following year the school was maintained without any important changes, the same teachers being re-elected.

The school had grown considerably by the year 1861, there being enrolled 456 pupils. More teachers were needed and it was also necessary to add more fur-

nishings, and fit up other rooms. To meet these expenses it was found necessary to charge each pupil a tuition of \$12 a year. During this year Mr. Kellom taught several classes in the old State House, with one assistant, Miss Smiley. Mrs. Torrey taught a few classes at her home. Miss Gaylord taught some classes in the basement of the Congregational church, located at the corner of Sixteenth and Farnam streets. In April of this year, Prof. S.

D. Beals established in the north half of the old State House what was known as the Omaha High School. In the fall it was removed to the old Hamilton House, on the south side of Douglas between Fourteenth and Fifteenth streets.

During the year 1862 the High School department was removed to the First Baptist church and two rooms of an ad-

joining building called Case's Row. There was one assistant teacher at that time in the High School.

During the year 1863 Mr. Beals purchased the church building and moved it to the corner of Fifteenth and Capitol Avenue, where he continued the school for several years. The school grew popular and the attendance greatly increased, including in its list of pupils many from the surrounding counties. Teachers were added as they were needed. Noth-



HOMER P. LEWIS.

ing but a rapid and steady growth marks the history of the High School for the next nine or ten years.

In 1869 the governor of the state, by an act of the legislature, was directed to deed to the city of Omaha the grounds and buildings formerly used for the state capitol. It was at first thought that the old capitol building could be converted into a school building, and be ready for occupancy by the beginning of the term. But after a thorough inspection of the building it was found to be defective, and unfit for school purposes. It was finally decided to tear down the old capitol building and erect a good spacious school building. During the following year, 1870, these plans were carried out, and work on the new building was begun. The building was completed the latter part of the year 1872, at a cost of nearly a quarter of a million dollars.



IRWEN LEVISTON.

By an act of the legislature the old Board of Regents was dismissed and the schools of the city passed into the hands of the Board of Education.

Up to this date the schools of the city were not graded. Mr. Beals accomplished this during the year 1872.

In the fall of 1873 the High School took possession of the new building, where it has since remained and enjoyed a prosperous career.

At that time there was much more

room in the building than was needed for High School purposes, so a graded school was also maintained therein for a number of years.

In the year 1876 the first class graduated from the High School. Seven diplomas were awarded by the Board of Education.

No class was graduated the following year, but in 1878 a class of eight received their diplomas. From this small number the classes grew larger and larger each year, the present class of 1896, 101 in all, being the largest graduated up to this time.

In the year 1883, when Prof. Homer P. Lewis took the principalship of the High School, a new era was practically begun in the life of the school. He was a man of system; and through his untiring efforts the school forces were marshaled in a most satisfactory manner, to which is due

much of the present thoroughness with which the various courses are conducted.

During the vacation of 1884 a complete gymnasium was fitted up in the north end of the fourth floor. This gave an impetus to athletics, and was a favorite place of recreation for the boys of brawn for many years. But although the attendance at the High School has increased each year, the building has not grown any larger. On account of the crowded condition it became necessary

to utilize the gymnasium for recitation rooms, and in the summer of 1895 it was converted into class rooms.

In 1885 a manual training department was fitted up in the basement at a cost of \$3,350. The course occupies two years work, and includes plain carpentry, fitting, turning and mechanical drawing. The best of woods are always kept in stock and are made up into many handsome and artistic articles of household use, and become the property of the boys who make them.

In the fall of 1886 a military company was organized, and after flourishing for two years the department was discontinued on account of a lack of interest among the boys. Guns were loaned by the Grand Army, and the uniforms consisted of a cap and belt. An armory was fitted up in the south end of the building on the fourth floor.

The year 1886 was also marked by the first appearance of the HIGH SCHOOL REGISTER. The first issue was an unassuming sheet of four pages, edited by J. Wallace Broatch and Herbert Taylor, whose photographs are in another part of this paper. Through ten years of hard work by the various editors, and a liberal patronage of its advertising columns by the business men of this city, the REGISTER has grown to its present dimensions.

In 1887 the school had grown to such proportions that the building was found inadequate to accommodate the graded school department which had been for many years maintained in it. The seventh and eighth grades were transferred to the other buildings. The rooms made vacant by them were quickly filled up, and soon the school was as crowded as ever. In 1891, after much litigation, a new building—the Central school—was erected to accommodate the pupils of the graded departments, and the High

School building has since been devoted exclusively to High School work.

In the year 1888 a cooking school was established in the building, under the supervision of a competent instructor. About one hundred girls were instructed in the art of cooking.



LIEUT. JULIUS A. PENNS.

The department was a success in many ways, but seemed to meet with the disapproval of many citizens, and this combined with a few liberal attacks from the press, caused the project to be given up after one year.

About this time a complete laboratory was fitted up on the third floor in the north end of the building. The apparatus for experimenting is copious, and the department has been under competent instructors, and has become one of the most interesting and instructive features of the school.

In 1893 a military organization was

again established, but on a more permanent basis than the former one. Through the efforts of Supt. Fitzpatrick and Congressman Mercer, the Secretary of War directed General Brooks to detail an officer from Fort Omaha to take charge of the military department. Lieut. Julius A. Penn was appointed, and the department has been under his supervision for the past three years.

The athletic element of the High School has always been enthusiastic and capable. And few are the battles with neighboring clubs in which the triumphant yells of O. H. S. have not grated on the ears of their less powerful opponents.

In the spring of 1896 after a continuous service of thirteen years, our Principal, Homer P. Lewis, resigned to accept a more lucrative position as Principal of the Worcester, Mass., High School. His place is now occupied by Mr. Irwin Leviston, who has been a Professor in the school for eleven years.

It would be impossible in this brief review to take into detailed consideration all of the points of interest and things worthy of note connected with the institution. We have merely tried to give the reader a general idea of the growth and development of the school, in which effort we hope we have not labored wholly in vain.

Summer Notes.

Miss May Balbach will go to Idaho.

Miss Flora A. Patten will visit in St. Paul.

Miss Belle Goldsmith will go to New York.

Frank Lehmer will camp out at Spirit Lake.

Misses Allen and Cole are going to Newport.

Mr. Chester Franklin will visit friends in Illinois.

Harry Tukey will spend vacation in Wahoo, Neb.

Hal Yates will camp out in the Big Horn Mountains.

Miss Fredericka Wessells will visit in Litchfield, Conn.

Miss May Schibsby will go to Minneapolis this summer.

Howard Leonard will spend vacation on a ranch in Colorado.

Miss Mary C. Moore will spend the hot months in Chicago.

Miss Clementina Russell will go to Yankton, South Dakota.

Miss Grace Bassett will spend the month of August in Boston.

Miss Eugenie Mackin will take an extended trip through the west.

Miss Lula Morris will go to Madison, Neb., for part of the summer.

Miss Hattie Manger will spend the summer at Yellowstone Park.

Miss Jessie McCune anticipates a pleasant trip to Pennsylvania.

Miss Ann Johnson will reside in the vicinity of Denver for the summer.

Miss Laura Hunter expects to spend part of the summer in New Mexico.

Miss Belle Ryan will visit friends in Washington during the latter part of the summer.

Storrs Bowen and Chester Sumner will be found at Pike's Peak during the warm months.

Miss Jessie Rae Weeks, will entertain Miss Adele Fitzpatrick, of Boston, during the summer, and in August will visit in Chicago.

We are pleased to announce through the columns of the REGISTER that Miss S. R. Davis, who was for eight years one of our best High School teachers, will take a few private pupils this summer. All those who wish to take up High School work, will do well to consult her at 2618 Davenport street. And for those who have not made as high a grade as they wish during the past year, this will be a good opportunity to make up work, as it will enable them to keep up with their classes.



Gun Powder.

H. C. HANSEN '96.

Ordinary powder is made up of three substances; charcoal, sulphur and saltpetre. Great care is taken to have the ingredients as pure as possible, as there are various substances that are liable through carelessness to become mixed with these which would be injurious to the powder. For the common powder the charcoal is made from light woods, such as the willow and alder but for the best quality dogwood is used. The sulphur is obtained by distilling the less pure variety. Objection is made to the sulphur that is sublimed, or changed directly from the gaseous to the solid state, because it contains several gases that would impair its efficiency. The impure saltpetre is dissolved in about its own weight of boiling water and allowed to cool. Being much less soluble in cold than in hot water it is nearly all deposited as crystals of pure saltpetre, as the water cools.

The proportions in which these ingredients are mixed vary slightly in different countries, the saltpetre ranging from 74 to 76 per cent, the charcoal from 12 to 16 per cent and the sulphur from 9 to 12 per cent. These ingredients are first roughly mixed while dry then moistened and more thoroughly mixed. This last process requires a somewhat complicated apparatus and five hours is usually required. A dark gray mass called "mill cake" is formed which when broken up, is packed in a stout metallic box and subjected to a pressure of about 70 tons to the square foot for approximately a quarter of an hour. The aim being to lessen the volume and to diminish the tendency of the powder to absorb moisture. The "press cake," thus

formed, is a very hard compact mass, resembling slate. As far as its chemical nature is concerned the powder is now complete, but it is still a mechanical mixture and not a chemical compound. No chemical action takes place until the powder is burned. It is then broken up into smaller pieces, as a solid piece of powder would take longer to explode than a number of smaller pieces. The granulation is accomplished by passing the press cake between successive toothed rollers. The different sizes of grains are then separated from each other by means of a series of sieves. The powder is glazed by the grains rubbing against each other in revolving cylinders. It is then packed and shipped to the different places where it is used.

The value of gunpowder depends on the fact that a small amount of it will give off a great volume of gas in a short time. The small grained powder evolves the gas much quicker than one of the larger grained variety. Take, for example, a single piece of powder weighing five grains and suppose it to be kindled all over its surface at the same instant. It is easy to see that it will take longer before the centre is kindled than if this large piece had been broken up into five equal pieces and each of these pieces kindled all over its surface at the same time. This principle is made use of in selecting the size of grain of powder for a definite use. In small arms where it is desired to give the projectile great speed, the small grained variety is used, while for blasting purposes and in cannon, the larger grain is preferred. If the fine grained powder were used for cannon all of the gas would be given off before the projectile had moved appreciably and the piece would be liable to burst. When large grains are used the ball has time to get started before all the gas is evolved.

When powder explodes, chemical action takes place and several new substances, both gases and solids, are formed. The gases, of course, escape and so does most of the solid matter; some of them however remain and form a coating on the gun barrel which causes the piece to become fouled. Owing to the complex character of the reaction and its variation under different conditions, it is impossible to tell exactly what action really takes place at any one time. It has however been found that several salts of potassium besides the gases nitrogen, carbon dioxide and carbon monoxide are eventually formed. By calculation it has been determined that one gramm of powder would give off over three thousand cubic centimetres of gas at a high temperature. This enormous amount of gas being evolved suddenly must cause a very high pressure. There is a great deal of difficulty in calculating the amount of this pressure and different authorities give different results but the most probable estimate is that the pressure is about thirty tons to the square inch.

The great disadvantage of common powder is that it gives off a good deal of smoke when burned. When powder is used in large quantities, on a battle field, the amount of smoke given off is enormous and often proves a great hindrance to the proper handling of the troops by obscuring nearly everything from view. To remedy this, there has lately been put on the market a substance called smokeless powder. There are different brands of this and hardly two of them are made of the same substances. Their value depends on the fact that they will give off colorless gases when burned. Up to the present time however no variety of powder has proved entirely satisfactory.

Why did the fly fly?
Because the spider spied her.



Vakashion.

"I love not man the less"——.

Pickering had "Byles" on his feet.

"Etoffe," — pronounced, "a tough."

The Bored of Education—the pupils.

In French—He was half cold with dead.

Don't miss the Alumni Reception, Seniors.

Towne fell asleep and sprained his left ear.

Carter—in Latin—Cataline fled from the city.

Good bye, Ninety-six. You have done well.

Collett—When does the morning end in France?

Blasted Hopes—Those Commencement Essays.

What is the attraction for Collett at the Fort?????

Salute your partner but don't remain in solution too long.

Plummer evidently is in love. We sympathize with him.

"You am and I are" is a sample of Tenth Grade rhetoric.

"Oh! for summer's (Somers') smiles," sighed the dreary Wood.

English Teacher—(To Class)—You don't need to hold Hannah More.

How is it when we look for something we always find it in the last place we look?

Get a half a dozen extra copies of the REGISTER and send them away to your friends.

Miss V.—translating Latin—Jupiter under the allspices (auspices) of the city——."

Sir Robert Peeler is the latest edition, and is enough to make the poor fellow turn over in his grave.

Ex.—"I miss reading this paragraph rather than stand on their heads inquisitive that some people are so inquisitive that they would stand on their heads rather than miss reading this paragraph."—Ex.

Teacher—Has Co. B got a lead-pipe cinch on yells?

Freshman—Nit, but they think they have.

That Jeanne Darc was the thirteenth daughter of Jacques Darc, was the startling discovery made in the French class recently.

Senior—Why are exams like counterfeits?

Freshman—Humph, because they're hard to pass.

Talk about political booms. Maybe there were a few busted in the Freshman Class. Nearly every Freshman was running for an office.

A High School paper is a great institution. The editor gets the blame, the manager the experience and the printer the money—when there is any.

Teacher—(referring to sentence)—"What is that curved mark over your 'i'?"

Sophomore—Why that's my eye brow.

Frank Rowell and Wood Pickering, two of '99's brightest and most popular members, will leave for Chicago this summer. Our best wishes go with them.

St. Peter—"Well, sir."

Weary Applicant—I was Editor of a school paper.

St. Peter—"John, a pair of No. 2 wings and a harp, please.

Fred—What is a kiss, grammatically speaking?

Lula—(with a blush and a pucker)—It's a conjunction—one of those things which can't be declined.—Ex.

Miss Belle Ryan requests that all members of the Senior class mail their addresses to her at 820 N. 40th St., for the purpose of having the records of the new class organization complete.

(Senior running up to the H. S. breathless, clothes torn)—What's the matter, Cop after you?

No, Worse'n that. Old Maid, chased me nine miles. Leap year, you know.

Soph—What did the lecturer say when you threw those cabbages at him?

Fresh—He said he expected the audience would be pleased, but he didn't think we would completely lose our heads.

A Young Greek Orator, who had taken many lessons in elocution, asked Demosthenes his price for instruction.

Demosthenes—My price is double the regular amount.

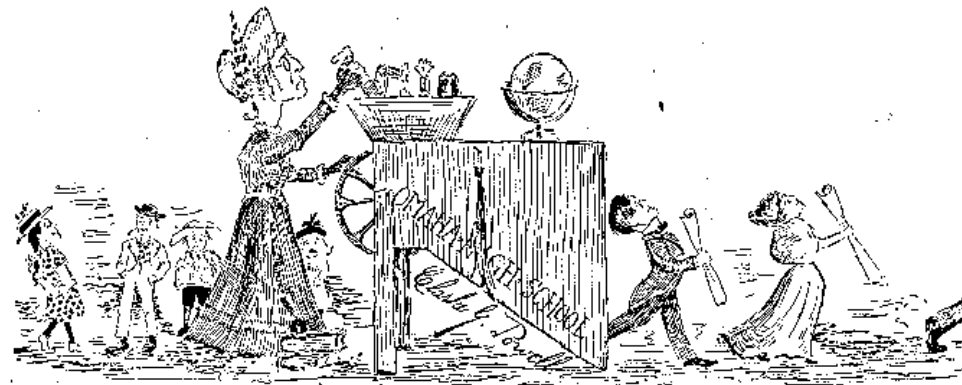
Young Greek—What, you charge me double when you should charge me half rates, since I have taken lessons before.

Demosthenes—Oh No; I charge you double because I have to spend twice the time with you, for I must first unteach what you have been taught by others.

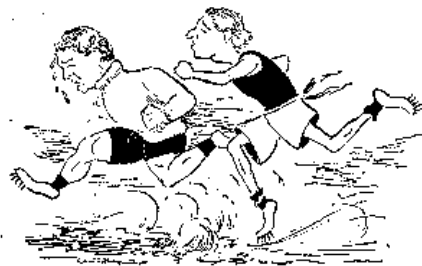
The following is one explanation of the fact that there is so much information to be found in our high Schools and Colleges. The Freshman brings in a good supply of knowledge, and the Senior takes none of it out. The Freshman knows everything. He has explored the universe, and has proved all things. The Sophomore has the wisdom of an owl, but like that sedate bird, keeps it to himself. The Junior knows a little, but begins to be doubtful about it. The Senior knows nothing.

Rather ancient but strictly to the point:—

Shoo fly! don't bodder me
Shoo fly! don't bodder me,
Shoo fly! don't bodder me,
For I belong to Company Z.



FIELD-DAY



'96
RETIRES



Co. C WILL CARRY FLAG — OUR DRUM-MAJOR — BOWEN COMES OUT ON TOP



THE EDITORS' DREAM



I DIDN'T HAVE TO TAKE EXAMS.



I DID!

Co. Z decided to return a few of the favors they had received from some of the cadet officers, by giving a hop and inviting the officers. It was given in the Commercial Club rooms on Friday evening, June the 12th, chaperoned by Mr. and Mrs. W. T. Allen, Mr. A. P. Tukey, Mr. and Mrs. Leviston, Mrs. Francis Wessells, Mr. and Mrs. McCune, Mr. Pearse and Mrs. Meikle. A nice supper was served, also punch during the evening. The dining room was cleared for dancing while the other rooms were used for promenaders and those who enjoy cosy tete-a-tete. Everybody had a good time and pronounced it a grand success.

ANTHITESSES.

- Lazy Lindsay—The mile runner.
- Studios Thurston—Took all the exams.
- Reverend Wigton—Canteen Agent (Quartermaster.)
- Robt. Hunter—Member S. P. C. A.
- W. C. T. U. Restaurant is known as "The Red Onion."

In this age Americans are chiefly interested in one question—how to save time. Every invention of any practical benefit to man has been a time-saver. The steam engine saves time in transportation, the electric wire saves time in the transmitting of thought, the printing press saves time in the copying of books. Where any thing can be done quicker in one way than in another, that way immediately becomes the popular way. Time-savers are used by everybody. How to save time is a vital question. Even in our school life it is very important to know how to save time in getting our lessons. A few have already solved that problem; they ride a pony, but the pony goes too fast, and it is at last discarded as useless. The best time-saver that we know of for studying is "Concentration of the

Mind." We meet too many things in the current of our thoughts that lead us away from our studies—the foot ball game, the party the other evening, the play, what he said, what she said, all exert a stronger influence on the mind of the student than the lesson he started out to get. We have known cases where a Latin lesson which took two hours to get under such a system, upon the application of the "Concentration" plan, was learned with ease in half an hour. Don't throw away new inventions as useless until you have tried them. Try this one, and lengthen your life by saving precious time.

Members of the Graduating Class: Allow us to give you just one more word of good, sound advice. As you are about to leave forever the dear old High in which you have spent four long, delightful years, because you have no more need for it do not cast aside all its memories and sweet recollections as you would worn out clothes. Don't lose your identity in that struggling mass of humanity that is surging, pushing, scrambling everywhere around you. Keep in touch with the High School, and the most pleasant memories of your youth. Keep the REGISTER with you. Subscribe for it each year. You may leave the High School, the REGISTER staff may change each year, new and unfamiliar names may be seen in its columns, but that old familiar, fraternal, liberal spirit of the REGISTER is the same. The REGISTER lives on, and will live as long as Old High stands on Capitol Hill. Don't think we are trying to get subscribers for succeeding volumes, for the paper will be published whether you take it or not. Think wisely before you sever this last link that binds you to your youth.

Single copies, ten cents.

Leavin' Skule.

Almer Martyr—that's the name
They call our little skule.
But I think thet him ez named it thet
Must be er downrite fule;
It aint no saint, thet buildin' ain't
Ez fur ez I kin see
An' ter call it Almer Martyr,
A sin I think 't would be.

But never mind; ther name don't count;
I love it still I know;
I always will remember them—
Ther skule an' my pal "Joe."
A better feller never lived;
I'd find it purty hard
Ter find anuther comrad'
Like "Joe," my dear ole pard.

I wish I wuz er poet—
Them fellers ez kin rite
Er story, only all in ryme,
An' make it out o' site.
I'd rite a pome about my "Joe"—
Thet's wat I'd do, you bet;
An' start er skule fer learnin'
With ther money I wud get.

I know it's kind o' foolish
Fer me ter feel so sad
At leavin' skule, wat I loved so
Durin' I wuz er lad;
But still ther tears will kum
'Though I try ter stop'em hard
When I thing o' skule days now no more
An' dear ole "Joe," my pard.

"Good-bye, ole man," he sez ter me,
Ez he turned his head away;
It ain't no use fer us ter cry:
We'll meet again some day."
Them were the last words thet he said,
On thet sad dismal day,
An' then we parted, each to go
Throw life er different way.

F. T. CARDOZE.

The following young ladies, former members of the High School have just graduated from the Peru Normal School: Edith Kubne, Anna Anderson, Maud Ayers, Fannie Myers, Belle McPhail, Carrie Fairchild, Anna Nelson, May Anderson, Nellie Moriarty, Mae Hanting, Rose Bernstein, Eva Hamilton and Beatrice Ball.



Mr. H. B. Taylor, one of the founders and originators of the REGISTER, was a member of the Omaha High School, Class of 1890. He is a native of the state of Illinois, and spent a number of years in Washington, D. C. In June, 1886, Mr. Taylor took the examination for the Washington High School and was one of the six in the District of Columbia who received honors for high average. In the fall of that year he came to Omaha, where he has been ever since with the exception of two years on the Pacific Coast. He now holds the position of clerk to Judge W. D. Cornish, Master in Chancery of the Union Pacific System. Mr. Taylor has traveled much in New Mexico and Arizona, and through the northern ranges of the Cascade and Rocky Mountains. He is interested in military affairs, having seen service in the Washington State Militia, and is now quartermaster sergeant of the Thurston Rifles of Omaha.

Mr. Phil. Russell, '94 has returned from the University at Lincoln. He is actively engaged in newspaper work, holding the responsible position of business manager of the Sombbrero, published by the Junior Class at the University.



Miss Ruth Pierson, '95, has moved to St. Louis.

Mr. John Sumner, '94, is summering at Manitou.

Mr. Fred Teal, '94, will be in Omaha through the summer vacation.

Mr. Russell J. Wilbur, '93, returns from Williams College this month.

Dr. George R. Gilbert, '93, is resident physician at the County Poor Farm.

Mr. Thomas Creigh, '90, goes to Lincoln in the fall to begin the law course.

Mr. John Shank, '95, intends to enter Wesleyan University at Lincoln in the fall.

Miss Anna Pickard, '93, goes to Salt Lake City this week for a three months' visit.

Mrs. Mable Hellman Rosenau, '93, is visiting her mother in this city this month.

Miss Abba Bowen, '93, will spend the summer at Minnehaha-on-the-Ruxton, Pike's Peak.

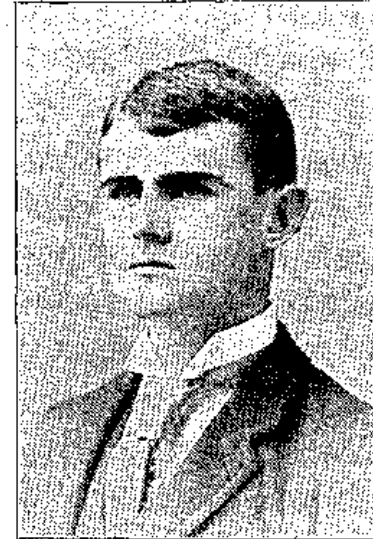
Miss Jessie Lovett, '94, graduates from a Wilkesbarre, Pa., school for young ladies this year.

Miss Ada Stone, '93, is spending the summer in Colorado, part of the time camping at Grand Junction.

Mr. Frank Riley, '93, will be in Lincoln all summer, having accepted a position on the State Journal.

William I. Battin, '94, graduates this year from Swarthmore, having completed the four years' course in two years.

Miss Clarissa Wilbelmy, '93, was married to Mr. Ralph B. Weller on the 17th of June. They will reside in Norfolk.



Mr. J. Wallace Broatch, one of the first managing editors of the REGISTER, graduated from the High School in the Class of '86. Going from here to Yale College, he took a four years' course in the Academic Department, and graduated in the Class of '91. From Yale he went to West Point, remaining there one year. Returning to Omaha in 1892 he spent some time in business in this city with his father, but during this time suffered considerably from broken health. In 1895 Mr. Broatch returned to Yale for a post graduate course of two years, and just recently he was elected to a Fellowship in the College. Mr. Broatch will remain at Yale another year. He is fitting himself for the position of Professor of English Literature in one of our eastern colleges.

The Second High School Team has been playing good ball this year. During the past month they have defeated all comers and their only complaint is that they cannot get games enough. Frank Knight, one of the best players on the team, was disabled early in the season, thus depriving the team of a valuable player.

Miss Mausie Battin, '94, is home, being obliged to leave school before the term was out on account of nervous prostration.

Miss Bessie Skinner, '92, graduates this year from the Cook County Normal School in Chicago. She will teach next fall at Morgan Park, Ill.

Mrs. Blanche Robinson Alabaster, '93, will visit her parents in this city during July. Her home is now at Lincoln where Prof. Alabaster is on the faculty of Wesleyan University.

Mrs. Kitty DeGraff Johnston, '93, is now the mother of a baby girl. Mrs. Johnston and her husband have returned from their trip abroad and are living in one of the suburbs of Des Moines, Ia.

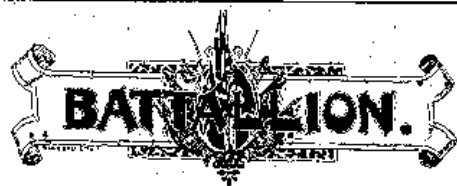
Mr. George W. Sumner, '91, graduated from the Massachusetts Institute of Technology June 8. He contemplates a supplementary course in electrical engineering at Johns Hopkins next year.

The Class of '91 bereaves the loss of one of its members, in the death of Mr. Frank H. Wead. Mr. Wead was one of a picnic party who were returning in a carryall from Lake Manawa, Saturday evening, June 20. The steam motor from Manawa ran into the wagon and from the accident Mr. Wead received injuries from which he died the next morning. Mr. Wead had worked up a successful business here in Omaha and was a prominent member of the First M. E. church. The sympathies of his class and all who knew him go out to his relatives in their affliction.

Alumni Reception Tomorrow Night.

Every graduate of the Omaha High School should be present at the annual reception tomorrow night at Metropolitan Hall, Twenty-third and Harney streets, to aid in welcoming the Class of Ninety-

six to the ranks of the great Alumni body which our High School now boasts. A large attendance is already assured so that every one is certain of meeting some of his classmates. A fine musical and literary program will be rendered, in addition to a dancing program. The admission is fifty cents, which amount is credited as payment of annual dues.



Lieut. Penn delivered his farewell address to the High School Cadets on the afternoon of Thursday, June 11th.

In a few well-chosen words the Lieutenant expressed his gratitude to the boys for the hearty support they had given him, and congratulated the Battalion on the fact that it had become a prominent feature of Omaha, and that the interest in it was on the increase. He expressed his regret at the long delay in procuring guns, and in conclusion remarked that although he severed his connection with the Battalion, he would always take the same interest in its welfare, and would do whatever he could to further its interests.

Lieut. Penn leaves the cadets to fill his new appointment as regimental quartermaster, and has been ordered, with his regiment, the Second Infantry, to Fort Keogh, Mont. The Lieutenant has been with the school for three years, and has made himself popular with every one. It is needless to say that not only the boys of the Battalion but the entire school regret his departure, and with one voice extend him our best wishes.

Our New Officers.

Immediately after Lieut. Penn had addressed the Battalion, the adjutant

read the orders stating by whom the various positions would be held next year. The orders are as follows:

OMAHA HIGH SCHOOL,
Omaha, Neb, June 11, '96.

All appointments of cadet officers and non-commissioned officers in the cadet battalion are revoked.

The following appointments of cadet officers and non-commissioned officers are announced to take effect this date:

Captains, Ray C. Wagner, John R. Holmes, George Morton, C. B. Sumner, H. A. Tukey, C. L. Thurston; cadet adjutant, Louis Clarke; cadet quartermaster, Harrison A. Wigton; cadet lieutenants, H. J. Leonard, W. S. Bowen, R. E. Gillespie, J. C. Coburn, W. L. Sweet, H. W. Yates, F. W. Lehmer, H. C. Burr, F. Krelle, J. E. Beans; cadet sergeant major, G. W. Doane; cadet quartermaster sergeant, C. Engel; cadet drum major (sergeant), W. True; color sergeant, V. S. Jensen; cadet first sergeants, F. Manchester, H. Carter, R. L. Robison, W. B. Fonda, W. Barrows; cadet sergeants, J. Stoney, F. S. Morsman, A. Innes, E. Rood, W. R. McAusland, L. Sholes, Anton Anderson, J. Anderson, S. Cortelyou, A. Potter, F. A. Cuscaden, J. S. Swartzlander, D. Thompson, C. W. Mason, R. Homan, W. E. Field, W. Innes, W. C. Myers, C. P. Everts, R. Harris, C. Beinrich; cadet corporals, C. DeLong, S. Smith, J. Merriam, G. G. Alvison, D. B. Parmer, G. Hoerner, F. Hess, D. Powell, N. E. Buckley, R. DeLong, D. Johnson, F. A. Sweeley, F. Stryker, E. Holyoke, T. Davis, D. Denise, B. Cotton, Falconer, G. Richards; lance corporals, L. Cortelyou, O. Mackay, H. J. Fairchild, W. Wherry.

The following assignment of cadet officers and non-commissioned officers is announced:

Cadet Captain R. C. Wagner to command the cadet battalion until a successor to the present military instructor is

appointed. Captain Wagner will be obeyed and respected accordingly.

Drum Corps—Drum major, True; sergeant, Thompson; corporals, Cotton, Falconer and Richards.

Company A—Captain, Holmes; lieutenants, Coburn and Krelle; first sergeant, Fonda; sergeants, Stoney, Rood, McAusland and R. Homan; corporals, C. DeLong, Hoerner, Buckley and Stryker; lance corporal, L. Cortelyou.

Company B—Captain, Sumner; lieutenants, Gillespie and Yates; first sergeant, Robison; sergeants, A. Innes, Sholes, S. Cortelyou and Swartzlander; corporals, Alvison, Hess, D. Johnson and Holyoke; lance corporal, Fairchild.

Company C—Captain, Thurston; lieutenants, Bowen and Burr; first sergeant, Carter, sergeants, J. Anderson, Potter, Cuscaden and W. Innes; corporals, Merriam, D. Powell, Sweeley and Davis; lance corporal, Mackay.

Company D—Captain, Morton; lieutenants, Leonard and Lehmer; first sergeant, Manchester; sergeants, Morsman, Anton Anderson, Mason and Harris; corporals, S. Smith, Parmer, R. DeLong and Denise; lance corporal, Wherry.

Company E—Captain, Tukey; lieutenants, Sweet and Beans; first sergeant, Barrows; sergeants, Field, Myers, Everts and Heinrich.

All drills are suspended until the beginning of the next school year.

BY ORDER OF LIEUT. PENN.
H. C. HANSEN, Cadet Adjutant.



With regret we bid adieu to the host of co-workers in the field of amateur journalism, whom we have grown to consider our personal friends. We beg to thank our many exchanges for their regular appearance and for the many kind words which have been said of us.



OMAHA HIGH SCHOOL FOOT BALL TEAM.

We have always considered the Exchange column as a mutual aid association. We have without prejudice conscientiously criticised other papers for their betterment and we have not hesitated to praise them when praise was due. We trust that our Exchange Column may continue to grow in the future as it has in the past.

The '96 Reporter, Kenosha, Wis., has quite an original column, "In School and Out."

The Chronicle, Brooklyn, N. Y., devotes too much space to exchange jokes. In other respects it is a model school paper.

The Breeze, Ashburnham, Mass., is a representative school paper. A little of everything and a good deal of athletics, besides.

The Shako, Montclair, N. J., has already issued its Commencement Number. It boasts a cut of its managing editors. It is considered one of the best of our exchanges.

ATHLETICS

Field Day was a great success. The crowd was not as large as it should have been but what there was of it was enthusiastic and enjoyed the games very much. The weather was fine, the track in good condition, and the sports began promptly, after Homer Fairmon, the celebrated winner of last year's Chicago road race, had exercised a little on the track.

The contests were all interesting and close, and in some of the boys an unsuspected ability was shown. The records in most of the events were by no means poor, and this is the more to be wondered at since very few of the boys were in the condition or had gone through the training necessary for them to do their best.

For the hurdle race some of the hurdles had been broken unfortunately, and there were not enough left. The event was, therefore, changed to a 120 yard dash, and was open to all.

No accident or disagreement with judges' decisions, or any such unpleasant feature, which is to be seen in many such field events, took place to spoil the success of the program.

The following is a statement of the events, winners and records:

- 100-yard Dash, won by Gardner, 11 1-5 sec.
- Running High Jump, won by Field, at 5 ft. 5 1/2 inches.
- One Mile Bicycle Race, won by Barnum, in 2 min., 40 1-5 sec.
- Hammer Throw, won by Gardner, at 80 ft.
- 440 Yard Dash, won by Leonard, 58 4-5 sec.
- Running Broad Jump, won by McKell, at 17 feet, 1 inch.
- One fourth Mile Bicycle Race, won by Barnum, in 36 1-5 seconds.
- Base Ball Throw, won by McKell, at 287 feet. (Record throw, 298 feet.)
- 120 Yard Race, won by Collett, in 13 1-5 sec.
- Foot Ball Kick, won by Gardner, at 137 feet, 2 inches.
- Sack Race, won by Cowgill, very fast.
- Shot Put, won by Gardner, for 36 ft., 11 in.
- One Mile Run, won by Lillie, 5 min., 46 sec.
- Standing Broad Jump, won by DeLong, at 8 feet, 10 inches.

An Ode to Company Z.

There were some young ladies at school
Quite anxious for strict martial rule
And so they did meet
These maidens quite sweet
And organized Company Z
They had nary a cap for to wear
And their sancy heads could not go bare
So they borrowed a cap
And got a Kodak
Which made them a picture quite fair
And now every Monday they drill
And they "hup" and they march with a will
With Wagner for captain
And Dale in it too
They really are quite fit to kill.
These maidens were spoiling for fun
So just 'fore the dread zams begun
They gave a swell ball.
At the Commercial hall
And now then my story is done.

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You who this month make the change from boy to man, from student to worker, from books to business—one of the most important steps in your whole life is that which takes you from the school house door to the threshold of the work-a-day world. It is a critical step and no less momentous than it is risky and uncertain. It not only parts you from the pleasant care-free routine of school life but it confronts you with the cold, matter-of-fact problem, how best to succeed in the world. Let us give you a practical pointer—One of the things most essential to success, next to good sound sense, is a good Suit of Clothes on your back—such a one as we can furnish for Four to Ten Dollars. It's better than money in your pocket.

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