

1926



CLASS BOOK

PUBLISHED BY THE CLASS OF
NINETEEN HUNDRED AND TWENTY-SIX
VOCATIONAL HIGH SCHOOL
MINNEAPOLIS, MINN.

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one group of the business girls and the electrical boys over to the East building. There, in what is known as the East Vocational School, these courses have flourished. A year later, the Tailoring course grew out of the need for soldier rehabilitation work, and a Woodworking course was also begun.

In June of 1925, the hospital moved from the old building which had been in use into the two fine old homes which are now occupied at 1700 and 1710 Third Avenue South.

Except for the two or three years after the war, the school has shown a steady, very solid

growth. In spite of its poor housing and its meagre equipment, it has established itself as a real force in the city. Each department is working out its own problems, feeling its way more and more adequately into the needs of both the young people who need training and of the business of the city which needs trained employees.

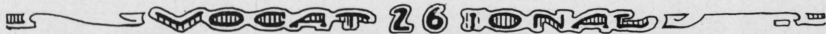
The prospect of the new building, which may be looked for by the fall of 1927, is giving added impetus to the work, and Vocational High School is looking forward confidently and courageously to the future.

THROUGH THE LOOKING GLASS

Dear Inside Classmates:

If you are anything like we were when we were back there at Vocational, studying hard and dodging the Scholarship Committee, you are probably looking forward with some curiosity to the day when, as Vocational graduates, you will start out on your first job. First jobs give you a thrill, to be sure, and it does seem fine to be a real part of the business world, but, just the same, you will never realize how lucky you really are to be in school until you leave it forever and run up against some of the experiences that we have encountered. Some of our experiences have been happy ones, and some—not so good. At any rate, we think that you may be interested to know of some of the things that have happened to some of us, and may be able to learn a little about what you may expect when you, too, get out on that first real job.

The Outside Seniors.



And so it is that we are giving you some of the news that the Outside Seniors have sent in to us. Laugh at the humorous events that they describe, sympathize with their difficulties, thrill at their triumphs and learn from their disappointments.

One of the girls sends us the following description of the joys and trials of a nurse:

I took the Nurses Course at Vocational and started on my first job in April, 1925. When I arrived at the home to which I had been directed, I found that I scarcely had courage to go in. After passing the house a couple of times, I finally mustered up enough courage to enter.

My patient was an old lady, eighty-three years old, who weighed only seventy-nine pounds. She had no real ailment, but was dying of old age. She was Scandinavian, and I am Irish, and, as she could speak no English, we had quite a time understanding each other. She would say something to me and then laugh at the blank look on my face.

I reported at work at eight-thirty and worked until one-thirty, receiving fifteen dollars per week as a salary. As this was my first position, you can imagine how independent I felt. Before my patient died, I could understand quite a bit of the Swedish language. I do not believe I shall ever forget my first position.

The job I am now holding is a bit different. My present employer came to me and asked me to work for

her. I am taking care of the most unruly child I have ever seen. My first day seemed like a hundred years, for my new charge kicked, screamed, and tore around until I was almost wild. "Young man," thought I, "I'll tame you before the week is out." The taming stunt started the next day, and now, at the close of the fifth month, he is a perfect angel when with me, but— heaven help his parents.

It sounds to us as if nursing might be a job with a real kick in it. Lots of them, in fact.

Now, here's one that gives us a needles-eye view of the peregrinations of a dressmaker:

Miss McAlmon started me out on a power machine job. The point was that, although I was a dressmaker, I had had no power machine experience. When I reported at the factory to which I had been directed, I was put right to work making men's neckties, after a little preliminary practice in stitching. The machines used are very similar to electric sewing machines, except that they do not have bobbins. It was very easy work, though oftentimes during that hot summer I wished that there was a fan attached to the wheel. There was not much excitement save when a motor caught on fire, and the occasional ruining of ties when they became tangled in the machine.

In September, Miss McAlmon sent me to a dressmaking shop, where I am now doing hand embroidery. The designs are very interesting, and working with the beautiful colors is very enjoyable. Most of the designs are Swedish or Norwegian. The work is very pleasant and

interesting, and a raise in salary which recently came my way makes it all the more so.

We should imagine that raises in salary would mean a rise of spirits and an increased interest in our work. Perhaps it works the other way around, too.

The job seekers' uncertain feeling of "am-I-good-enough?" is well described in the next report on the program, by H. M.:

Oh! That memorable first day!

It was a Saturday. I was informed that the girls on the job for which I was to apply started work at eight o'clock. I was on hand at a quarter to eight, (I was going to make sure that I would not be late the first time), and, of course, I had to wait until nearly eight o'clock before I could get in to approach the employer with my great request. After what seemed to me a long, long time, the employer notified me that he would try me out that day.

Work? Good gracious! I never have worked so hard in all the six months I have been employed as I did in that one day. I didn't dare look up, for fear someone would tell me to watch my work. Time just seemed to fly, but none too fast to suit me. But, I did get through and was given the good news that I would be O. K.

Get on the job early, and never be late. Not

bad advice to anyone who wants to hold a job, is it?

We have failed to mention anything about the boys, as yet. It would not be a bad idea to hearken to the following experience of one T. C., whom many of you readers will remember:

When I left Vocational in the month of June, 1925, my first job was given to me through the help of my shop teacher, Mr. Krogstie. Before receiving this assistance, however, I had already taken it upon myself to scratch around for a job on my own hook, but without success.

My first job was with the Auto-Electric Shop in the rear of the Nash Motor Company on Nicollet Avenue. My duty was to complete the armatures of generators and starting motors after they came from the winders. First, I would have to string, solder, varnish and bake them, turn them down in the lathe, test them, and finally give them a coat of shellac. Then they were sent out into the world again to do their stuff. I also was required to repair generators, starting motors, and lighting systems. I worked at this job only a month, and was then laid off. However, I was idle for only a week when I landed a job at the Dominion Electric Company which I am still holding down.

"Lay-offs" may come and pass, but there is usually another job right around the corner for a good tradesman. N. B. that poor workers are not included in that statement.

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"What a grand and glorious feeling —", says D. F. in the opening lines of her letter. That makes us curious, so let us look into this matter more closely.

What a grand and glorious feeling, when, after working in a place for only three weeks, your employer gives you a dollar-a-week raise and informs you that speed is always appreciated. And all this time, I had been afraid that I was too slow. I had been out of work through the month of July, but at last, one bright morning, I was called down to School and sent out on a job. The next day I started work in the Meyer's Arcade, sewing skirts for two-piece garments. The day was long and hot and tiresome, but it finally passed. Later on, I was laid off from this position. I had two other positions after that, but finally went back to my first one, for I liked it best by far.

It does us a lot of good to find that speed is really appreciated in real life. It gives us another tip on how to boost our salaries.

M. C. is a milliner, and she has given us a very good description of the routine of getting a job in the following letter:

Early one morning, I was awakened by the lady downstairs, who came to tell me that there was a call for me on the phone. Who do you suppose it was? It was Miss McAlmon, wanting to know if I would go to the Court House and answer their call for a mil-

liner. It was a very shaky girl who walked up the steps of the Court House to room 407. There were several applicants ahead of me, which encouraged me very much, as I wanted a chance to get over the shivers before approaching the gentleman in charge. At last, my turn came. I walked over to the desk and, to my very great surprise and relief, I found a very kindly man instead of the ogre I had imagined. He asked me a few questions, said that he guessed I was capable if Vocational said so, and sent me to the Dayton Company to report on the seventh floor. With no trouble at all, I gained admission to the office of the superintendent. He was so kind that all the confidence I ever had came rushing to the surface. I was then hired and sent downstairs to my fate. Everything has turned out lovely.

Learn ye, one and all, that many obstacles and difficulties exist in our imaginations only. Courage, based on justifiable self-confidence, will send them all running.

Thus far, the Outside Seniors have given us a quite favorable impression of life in the business world, but occasionally we are warned that life is not all a path of roses. N. M. writes in to give us an idea of some of the things which can happen and which frequently do happen:

I thought that work would be easy. When I was in school, I thought that I would like to work, but now, if I had the choice, I would vote in favor of school.

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My first real job consisted of making hats, and for the first few nights of my work I could see hats, hats, hats, all night in my dreams. We are expected to make six hats a week. It was piece work, of course, and to make it more difficult, the hats were mostly of a very difficult design and just loaded with trimming. The first week I worried and worried, more and more each day. But, when Saturday finally came, I had my six hats ready, and I was safe. Every day for a long time, I heard the warning that I would be fired if I failed to turn out six hats a week, but I made up by mind that I would try hard to do it. Apparently, I have succeeded in doing satisfactory work, for I have held my job for more than eight months.

Distant pastures do look the greener, but just remember that the fellow on the other end of the line is probably envying you just as hard as you are envying him, or her.

F. M. is another successful Milliner who has found that piece work is not the easiest kind of labor that one might desire:

The morning when I started to work was a terrible one. My heart was in my throat most of the time. The first piece of work that was handed to me made me so nervous that I thought I would never last through the day. However, I kept my job, and the first day finally did come to an end. I find that one must work like a machine in order to make anything. I am working on piece work now, so I am kept busy all of the time. I am still holding my original position and hope to keep

it for a while longer, unless, of course, I should be "fired".

Wouldn't it be a grand and glorious feeling if we never had to worry about getting fired? Careful preparation while in school ought to reduce that danger to a minimum. It's worth trying.

First jobs sometimes turn out to be wrong jobs. It is not always possible to find congenial work at first trial. At least, that is what A. H. tells us in the following:

I stayed at home all summer without a word from School, until, one afternoon, I had a call from Miss McAlmon's secretary, asking me to come down. Here it was! A job at last! When I reached the school, I was instructed to report to the Goodwill Industries to learn to operate an Addressograph. Alas! I had scarcely heard of the word before. I knew it was going to be hard. I took some time in finding the place, and when I arrived, I found that the boss was not there, so I had a little time in which to practice what I wanted to say to him. I got the job, all right, but I hated it, and soon left of my own will. Now I am working at the Northwestern National Bank, and am proud to tell anyone where I keep plugging along.

All's well that ends well, but it is not always easy to know what to do in order to gain the desired end. That is where experience counts.

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Here is one for the boys. If you grease-jugglers out in the garage are ever tempted to complain that your work is dirty, just console yourselves with the thought that you are getting some real experience and preparation. At any rate, J. W. who is out in the trade, says that you are, as follows:

The automotive trade is very dirty, and I don't mean maybe. I have found that most of my time has been spent in washing and cleaning myself. I have had much experience in keeping my hands from getting hurt and in dodging dirt. The best part of my experience has been concerned with women. They will squawk if you get the seats of their cars soiled, and no matter how hard you may try, you cannot always help it. I have also learned that you cannot tell your employer how to run his business. Some people seem to think life is a snap, but, take it from me, it is not. This game of life is very hard, and, like the cars, you can never tell when you may "go broke".

True enough! Every occupation has a certain amount of unpleasant work connected with it, but, remember that it is a real privilege to get at it and over it while you are young.

We have not heard from any representatives of the Sales group yet. E. A., in the follow-

ing report, gives us an idea of the joys and griefs which come to a saleswoman:

The very first experience I ever had in working, was obtained at Powers. There, I was put to work as a bundler, and, as such, found that I was somewhat of a bungler. I had much to learn, but I did my best. Later I was sent to the Whitney McGregor Company to do stock work. There was not so much to learn this time, but there was enough to suit me. I then sold at Atkinson's and also worked in the receiving room. My next job was at Field's. While selling hosiery there, a lady came in, one day, and wanted a pair of hose. I showed her a pair which sold for \$1.95. As almost everyone knows (the women, at least), there is a split, or hole, at the top of all full-fashioned hose. This customer was hurt to think that she had to pay \$1.95 for stockings with holes in them. I then told her all I had learned about full-fashioned hose while attending the Sales classes at Vocational, and when I had completed my sermonette, she was very much pleased and purchased three pair. That was one time when my knowledge gained in school helped me to make a sale. I am now working at Atkinson's in the receiving room, and have charge of the return department.

Once in a while, some of the knowledge gained in school does seem to come in handy. Who would have thought it!

One of the Sales graduates, at least, is learning something about the individual idiosyncrasies of the human animal. This is what it

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all means, but we are going to let L. K. tell you about it:

A lady came to my counter the other day to look at some cloth gloves which were selling at \$1.19, and asked if she might make a lay-by of one pair. She assured me that she could get them the next day. I suggested, as an alternative, since the last delivery of the day had already left, that I should send them out to her home the next day, C. O. D. A few moments after she had left, I found her purse lying on the counter, so I decided to hold it for a while, feeling certain that my customer would return for it. Ten minutes later, she came running back, greatly excited. "Have you seen a purse on the table?" she panted. "I have lost mine, and there was fifty dollars in it." I do believe that some women could go shopping with a thousand dollars in their purse, but would still insist on the privilege of making a C. O. D. or "lay-by" of every article they purchase.

Now you all know what idiosyncrasies are. If you are planning to be a salesman or saleswoman, it wouldn't be a bad idea to keep your eyes and ears open, and try to learn some of the common kinks of human nature. It takes all kinds of people to make a world, and the more kinds you know, the better you will be able to handle them and serve them.

Some of the part-time jobs that students at Vocational are given, lead to permanent posi-

tions after graduation, as is evidenced by the report of E. N. She sends us the following:

The sixth of August, I went out to look for a job. I went to Bradshaw Brothers, where I had been sent by the School for two weeks in February. I talked to Mr. Bradshaw, reminded him that I had been there before, and told him that I would like to have my old position back. I also mentioned the fact that I wanted a salary of twelve dollars a week, at which request Mr. Bradshaw laughingly told me that I could have twenty dollars if I could make it. As I am doing time work, I find that I am able to earn the salary I wanted. In my case, getting a job proved to be quite easy, and I have succeeded in holding it ever since.

Part-time introductions to a job are apparently quite valuable. If you know your goal, and how to get there, the battle is half won.

M. F. adds the following information to help us in proving our point:

I was sent out on a half-day job at the E. E. Atkinson Company. I was assigned to work in the receiving room, marking goods for a sale. That evening, I was asked to return for the rest of the week. The sale for which I had been marking goods was to be held on the following Tuesday, so I was again asked to return, this time for permanent work as stock girl in the gown shop. As stock girl, I do all sorts of work, hanging stock and keeping it in order, taking care of credits and running errands for the department.



A high scholarship and recommendability record will win preference for you as students, when part-time workers are needed. It pays to be ready when the chance comes.

The author of the next expose of the business life is G. W. He does not tell us where he works or what he is doing, but makes it plain that his job has more than the usual quota of ups and downs. To wit:

We had a big shipment of wire coming in, and the receiving platform was well filled. The wire, after being unloaded, had to be stored away in the basement, so we put as much as possible on the elevator in order to cut down the number of trips necessary. After loading about three thousand pounds onto the groaning elevator, we all jumped on and were ready to start down. The elevator had other plans, however, for, before we could start it down, it dropped, breaking the flooring in the basement and tearing out the motor and overhead beams. It was lucky that we had only one floor to drop. As it was, we were badly shaken up and had our feet severely stunned.

And we learn about elevators from him! Workers on such jobs should be required to wear parachutes and rubber heels, no doubt.

Away down here in the middle of the pile

is a report from an unidentified milliner. Its brevity is tragic and eloquent, and deposes thus:

"We don't need you any more," is the employers' favorite phrase, which has been repeated to me at least ten times.

Never mind! Keep trying, and remember that the little lady who taught Robert Bruce the lesson of Perseverance was somewhat of an embroidery expert herself.

This next one is short and sweet and also unidentified as to source. It is apparently written by someone who believes that "no news is good news". Here is the good news:

I feel that it is not very difficult to tell of the interesting things that happen to one who is working. As for experiences, I have not had any, and nothing interesting has happened. I forgot to tell you, however, that our floorman is the exact image of the Phantom of the Opera.

As we said before, we do not know who this writer may be or the name of her employer, but we have a sneaking suspicion that her business telephone number might be Main 0935. We, who enjoy thrills, might even get a slight kick from the experience of working for a Phantom.

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Not all of the students who left Vocational with the Class of 1926 have gone to work. Some have wisely decided to continue their education. H. O. H. is one of these, and reports the following:

During the summer, I worked at various occupations to earn money to put me through school this winter. Last Fall, I entered the John Marshall Junior-Senior High School, and for the last term my marks were A, A, and B. These marks put me on the honor roll.

If we remember correctly, H. O. H. was usually on the Honor Roll while he attended Vocational. The value of sincere effort to obtain a good education becomes very apparent when your school expenses are paid with your own hard-earned money. Try it. Why can't we make a hobby out of the Honor Roll, and ride it hard?

Good evening, ladies and gentlemen of the radio audience. Station T-Y-P-E will now broadcast the first, last, and only installment of the latest dramatic thriller, "A Dent on the Desk," written by M. F. A gong will indicate the rising of the curtain. BONG:

One day as I was peacefully working away at my typewriter (even as you and I), I heard a deafening noise,

a crash, a scream. "One second later, I found myself three feet from my former position. I regarded my desk, or rather, the part of my desk which was still visible, and saw that a part of the ceiling had fallen where, a moment before, I had been sitting. Behold! There was the fatal Dent on the Desk, and I was very, very thankful that it was in the desk and not in my head.

Hearing of these dangers which beset the modern typist, we are moved to a realization that the Stenography courses at Vocational are indeed near the peak of efficiency. We even can claim credit for training M. F. in the art of side-stepping falling plaster which enabled her to escape the fatal Dent.

While we are on the subject of perilous occupations, we are reminded of the fact that, down here in our pile, we have a modern version of the story of Beauty and The Beasties. Beauty has not signed her name to the revised version, so we will have to list her as Anonymous. Ye goode tayle followeth in goode order:

One morning, as I was looking over my belongings down at the store, I discovered that my new silk scarf, which I had neglected to take home the night before, was full of tiny holes. I told Mr. Blank about it, but he expressed inability to account for the destruction. It then



dawned on me that we might have mice in the store. I suggested as much. Some time later, the subject was brought up again. Mr. Blank said that he would wager me a week's salary that there were not any mice in the store, and I, being a strictly 1926 model girl, immediately took him up on it. We then sent to the store for nine mouse traps and some cheese, and instructed the porter to set them that evening. The next morning, as I entered the store, nine little mice greeted my gaze. I won the wager, but have discovered that it is one thing to win a wager, and quite another to collect it.

If we are to keep up our high standard of efficiency here at Vocational, we might add to our course a short course in the Making of Collections, to take care of such emergencies as the one just described.

R. H. writes in to tell about his job, and the information is very interesting. After this young electrician learns all there is to know about heat regulation, we suggest that he effect an alliance with the Weather Man. At present, however, he seems to be busy enough, as is indicated in the following:

Last September, I was given a position with the Minneapolis Heat Regulator Company, and was put to work testing material on a 900 volt test bench. I worked for two months on this job, without electrocuting myself, but was then asked to take the place of a man who was

leaving. His work included the making of several adjustments, and I continued in his capacity until his return to the Company at Christmas time. I was laid off during the Holidays, but was called back in January and given my old testing job.

There seems to be plenty of good jobs for the boys who have prepared themselves for expert electrical work. An electrician never stops going to school. Each day brings some new knowledge and the process never stops, for no one man can ever know all there is to know about the force which runs our modern world, Electricity.

What's in a name? M. J. tries to give us an answer to this ancient and venerable question in the paragraph immediately following this colon:

The most interesting thing that I can remember in my working experience, is made up of the events of the first day in my first position. I was introduced to the eight girls who were already employed, but—such names as they did have! For the life of me, I could not remember the one from the other. Suddenly, as I was pondering on the strangeness of names in general, my employer came in and said, rather abruptly, "When your name is called, you are to appear at my desk." I was positive that I had not heard my name called, so, quite naturally, I looked surprised, not to say astonished. The girl at my

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side nudged me and said that she had called me Mildred, so I informed my employer that my name was Myrtle, if she preferred my first name. The next week, I was much surprised when someone called "Johnny." I looked up, expecting to see a boy appear. Again came the call, "Johnny!" The girl next to me said that it was I who was being called, and sure enough, it was. Ever since that time, my name has been Johnny at the office.

We almost lost the point of this story, until we looked closer and discovered that Myrtle's last name is Johnson. We have not been giving any names away, thus far, but we guess that Myrtle won't care if we tell on her.

From the movies, we have received the impression that a nurse-maid is a rather flapperish individual who has a *penchant* for making oogle eyes at the corner policeman and the grocery boy, while Baby plays in the coal bin, etc., but, in real life, we are relieved to find that such is not the case. Reports like this one from M. W. show us our error.

Last summer, I found it rather difficult to get a position on account of my tender age. I was requested to report at the Employment Bureau in the Court House, where I was found to be underweight. Being both underweight and under sixteen, I was told to rest and take a vacation in an effort to gain. So I vacated. One day, I received

a telephone call, and was much surprised to learn that Miss McAlmon had a position for me. I reported to the indicated place, which was at Cottagewood Point, Lake Minnetonka. It certainly was a wonderful place to work, but the child was very hard to take care of. She was so spoiled, that when I tried to make her behave, she turned around and bit and slapped me. I broke her of that habit and am very glad of it, for her mother would never think of correcting her in any way. She certainly was a different girl when I left at the end of the summer to return to school.

We are not sure whether we are safe in making all these terrible statements about other people's children or not. We, therefore, take this early opportunity to assure the general Public that all Vocational graduates are gross exaggerators when telling of their first jobs, and that the truth of the matter is that all the children mentioned herein are, in reality, the veriest of angels. It is written.

Ssh! Detecttiffs! How would you like to have a job right across the hall from a detective agency? C. D. and R. N. are both employed in the same place, and here is what they have to say of their adventures. C. D. writes:

I have worked since June, 1925, at the offices of the Krieg Letter Company. Since beginning my great and



astounding career, I have been promoted to the main office as general office clerk. Today was the most thrilling one I have had for some long time, for I was called into the office of a detective agency just across the hall and asked to do some work on the dictaphone.

Shortly after I started work for the Krieg Company, I was taught how to multigraph. There is an old saying that "You are never a multigrapher until you have spilled a drum." Only multigraphers will understand what I mean, but the rest of you can use your imaginations. At any rate, it did not take me long to qualify, for the very first copy I set went down on the floor.

R. N. adds the following information:

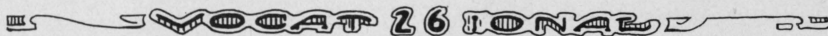
I have worked at the Krieg Letter Company since August, 1925. Today I had my first experience with a Dictaphone, being called into the detective agency across the hall, along with C. D. It gave me one of the biggest thrills I have had since I started my career as a typist. I am usually engaged in doing office work, but was recently given the additional position of Draft Clerk, in charge of opening and closing the windows.

A Draft Clerk of the nature described is a new one on us. On second thought, we are inclined to believe that there ought to be one in every first class office.

And now, we near the end of our trip through the business world under the guidance of those most excellent of ballyhoos, the members of the Class of 1926. Their words, to which we have hearkened along the way, have made us alternately mirthful and thoughtful, eager and doubtful, but, at any rate, we have learned something about what we may expect to experience when we, too, leave the portals of Old Vocational and set our faces toward the Distant Goal. Success to us all, each and every one!

"KODAK AS YOU GO"

THE COURSES.



THE RETAIL TRAINING COURSE

There are a number of traits, attitudes, and habits which are of first importance in training for successful living today. A generous number of these have been singled out for special cultivation with reference to the vocation of selling.

It is evident that one's health, one's personal habits in dress, in speech and manners are of importance in an occupation in which one is continually meeting and working with people.

The habit of planning before acting, the habit of practicing self-direction and self-control, the habit of self-judging one's own work are given special exercise. The traits of sincerity, honesty, straightforwardness, truthfulness, fair-dealing, steadfastness, and dependableness are developed throughout the course.

The Retail Training Course enables the girl to adjust herself to wage earning conditions in retail stores and to take a place of dignity and responsibility among the young women of Minneapolis. Two sides of selling are studied, the immediately important job of selling both wisely and well, and the point of view of the women who spend the greater part of the family

income and who must know how to judge values.

In the first semester, training begins in the Vocational Sales Shop as salesperson and cashier. This training is supplemented by work in the downtown stores, in such jobs as check girl, marker, inspector, messenger. While on these jobs the girl is paid by the store.

Spoken English, written English, store Arithmetic, Textiles, problems of citizenship, of personal hygiene, of good manners, and of getting along with fellow employees are taken up each day. During this semester it is hoped that students who have no real aptitude for department store work will have been discovered and guided into a more suitable occupation.

In the second semester, the students take over the organization of the Vocational Sales Shop, advancing into its responsible positions. They make a careful study of store organization. More intensive work in the study of materials is done. Problems of design are taken up in connection with the artistic and effective display of merchandise. The writing of advertising let-

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ters, making display cards, simple lettering and show card writing are begun. Drill is given in oral English, reading for information and recreation. Drill in store Arithmetic is continued. The girls spend more time in the department stores than during the first semester.

In the third semester, shopping in the downtown stores for customers is begun in the Shoppers' Aid class. Particular attention is given to values in merchandise. Store service is studied both from the point of view of the customer and the salesperson. The amount of time spent in the stores is greater than during the preceding semester. Problems in design are carried further. The girls learn to know the appropriate colors and becoming lines in garments for all types of women.

Before the end of the fourth semester, every girl is expected to have an acquaintance with the education departments of the downtown stores, to have worked on the jobs of marker, messenger, check girl, to know how to operate the cash register, to have had experience as inspector or

wrapper, as stock girl and as salesperson in several stores.

A few qualifications are known to aid tremendously to the chances for success in selling. The first quality is extremely good health. A second, is the ambition to succeed, coupled with a genuine enthusiasm for the work of the department store. Other things being equal, tall girls have a better chance to be put into selling positions early. The records of the graduates show that girls having these qualities have made places for themselves and are showing that there is a good future in the department store.

There is an opportunity to meet people and to deal with them skilfully. There is variety in the work. The girl who likes people, who can see the point of view of another person, can exercise tact, and who is poised, has a chance to grow. With the taking of responsibility comes advancement, good pay and in the case of buyers for stores, the chance to travel, to meet and know other responsible business people.

THE AUTOMOTIVE COURSE

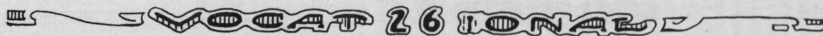
In considering the work of the Automotive Department of Vocational High School, it should be borne in mind that the shop work is essentially practical. The jobs on which the student receives his training, are actual repair jobs on cars brought to the school by private owners. For this reason, the conditions in the school shop are very nearly the same as those in the commercial shop.

During the first semester, the students spend ten weeks in the auto repair section and ten weeks in the battery repair section. The shop work, during this period, is of an elementary nature, the time being spent in the taking down of units and cleaning of parts. In some cases, however, students are allowed to handle minor jobs from the start.

Shop Knowledge work, given during this time acquaints the boys with trade terms, specifications, and nomenclature of parts and units. A complete library, consisting of copies of the instructions manuals issued annually by the manufacturers of the various makes of automobiles and automotive equipment, has been accu-

mulated. The information in regard to specifications and design of cars is thus kept strictly up-to-date. Wiring diagrams, and motor and chassis design are taught with the aid of a series of photographic cuts which have been developed and classified. The student receives, as a part of his more advanced work in the Shop Knowledge class, a theoretical instruction in both mechanical and electrical "trouble shooting," most of which is supplemented with actual practice in the shop. Two periods of the day are spent in the shop and two more in the Shop Knowledge room. The balance of the day is devoted to study of related subjects, such as English, General Science, Mathematics, History, and Civics.

The work of the second semester is organized on the same schedule as the first semester, ten weeks being spent in auto repair and ten weeks in auto electrical work. The work is more advanced, both in Shop and Shop Knowledge. At the beginning of the third semester, the student may elect to spend the whole of the second year in either the auto repair section or the battery and electrical section. Shop work is more ad-



vanced, and the shop knowledge is more closely related to actual shop practice. At this point in the course, the boys become eligible for placement in commercial shops in accordance with the Co-operative Part-time Plan. That is, they may spend one week at work and the next week in school.

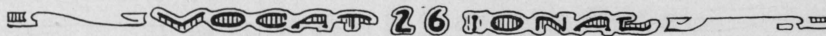
The fourth semester finds the student relieved of most of his work in related subjects, so that practically the entire day can be spent in the shop.

The purpose of the Vocational Automotive Course is to prepare the boys for employment in commercial garages as first-class mechanics helpers. Boys who specialize in the battery and electrical work receive training in the construction and repair of storage batteries which enables them to obtain positions in battery shops. The training in the repair of generators and starting motors gives, to students who show special apti-

tude for the work, an opportunity to find employment with some of the automotive supply companies which maintain service and repair departments.

There is a large field for workers in the automotive trades, created by the ever-increasing number of motor vehicles in service. The opportunities for advancement are good for good workers, wages in most cases being governed entirely by the mechanic's ability. Wages vary from twenty-five cents an hour, for helpers, to one dollar an hour for first-class mechanics. There is always the possibility of advancement to the position of foreman or service manager.

The worker in the automotive trades should be strong and healthy, for most of the work is by no means easy. He should be quiet, industrious, courteous and willing to accept orders and constructive criticism without complaint. He also should have at least an eighth grade education in addition to his vocational training.



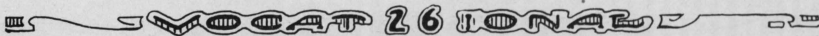
THE COMMERCIAL TELEGRAPHY COURSE

In the field of commercial telegraphy, as in many other lines of human endeavor, the truly successful student must begin at the bottom and work up. During the first and second semesters of the Telegraphy Course offered at Vocational, the student is required to memorize the code alphabet, including numbers and punctuation, and to apply this knowledge through practice in sending and receiving various kinds of printed matter. Typewriting, which is taught as a special related subject until the third semester, is then incorporated in the telegraphy practice. Messages sent between students and the instructor are copied on the typewriter, thus giving valuable practice in general routine. During the fourth semester, the most interesting of all, the students use true business tactics, manning separate stations and handling telegrams in the regulation way.

This kind of practice prepares the individual to fill positions in either the branch or main offices of a telegraph company as operator, clerk, small office manager, and any other job which

can be filled by a student. Placement has been very satisfactory to the graduates of the course. They are placed in positions paying from \$60 to \$75 a month, under good working conditions, and with opportunities for substantial advancement.

The increasing use of automatic machines for the sending and receiving of telegraphic messages has given rise to a general impression that the day of the manual operator is nearing an end. This is true, to a certain extent, in the central offices located in large cities, but it must be borne in mind that the newly developed automatic machines cannot be installed profitably in small stations. The demand for trained Morse operators and branch office executives is as great as it ever was, and modern development of electrical communication facilities is providing an ever-increasing number of opportunities for the trained and intelligent worker. In common with other branches of the electrical industry, the field of commercial telegraphy is rapidly expanding.



THE TAILORING COURSE

About three years ago, the United States Veterans Bureau established a course of instruction in the tailoring trade as an aid to disabled veterans of the war. Classes were held for some time in the Clinton School building. In September, 1925, when the need for rehabilitation work of this nature had been practically satisfied, it was decided to extend the scope of the course to include boys of the city who desired training as tailor apprentices.

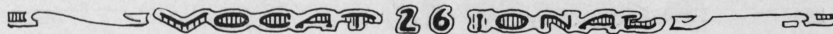
Many considerations point to tailoring as a desirable vocation. There is, at present, a national shortage of men in this occupation, making it a well-paid trade. It provides steady employment throughout the year with no marked dull seasons, and presents to the apprentice an excellent opportunity to enter business for himself. In view of these facts, a course was laid out to cover a period of forty weeks per year for two years, with a six-hour school day, at the East Vocational High School. One-half of the time is devoted to trade instruction, during which the fundamentals of sewing are taught. The remainder of the school day is de-

voted to the study of English, Mathematics, and Drawing.

As soon as a boy proves to be a capable worker, he is put to work on a co-operative plan, working alternate weeks in a commercial tailoring shop and in school. This gives him an early introduction to actual trade conditions, enables him to make favorable contacts, and provides the means of earning a part of his necessary expenses.

The work of the entire course is of a very practical nature. After the first few weeks of elementary training in fundamentals, the students begin to make suits and trousers for themselves and for customers. During the past semester, woollens for five complete suits and one pair of trousers were awarded by interested future employers to the boys having the best records. The fixing of a time limit on this offer brought forth great effort on the part of the boys. The results were very gratifying, and demonstrated that the Tailoring Course provides a real opportunity for excellent training and practical reward.

TO
MISS ELIZABETH FISH
OUR FRIEND AND PRINCIPAL, WHOSE SYMPATHETIC
LEADERSHIP HAS GUIDED US WISELY THROUGH
OUR STUDENT DAYS
AND INSPIRED US WITH COURAGE FOR
FUTURE LABORS
WE
THE CLASS OF 1926
DEDICATE OUR BOOK



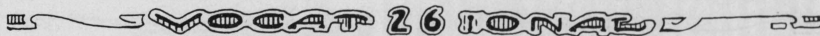
THE MUSIC COURSE

With the increase in the number of artists who find good work in radio studios, in moving picture houses, and in the orchestras available for varied types of entertainment, more and more attention is being given to the development of inherent musical ability in the students of Vocational High School. Any boy or girl who is fortunate in the possession of musical talent will find that training in music, either vocal or instrumental, will add greatly to the enjoyment of life, and will lead to an increase in earning power.

In the past, students at Vocational have been given an opportunity to enhance their musical ability by joining various organizations, such as the Girls' Glee Clubs, the Orchestra, or the Chorus. The work done by these groups has been excellent and much benefit has been derived both by the members and by the gatherings for which they have furnished entertainment from time to time. Opportunity for public performance has been provided at the various school assemblies. During the past year, the Chorus and Orchestra were more definitely organized than

ever before, and were successful in the public presentation of an operetta, "The Wishing Well." This production gave valuable training to a large number of students and also provided a fund of money for the purchase of instruments and additional equipment for future activities of the Music Department.

In view of the experiences and accomplishments of past years, it has become desirable to offer a course of vocational training in Music. Such a course has been planned, and will be offered in September, 1926. Four periods each day will be devoted to instrumental or vocal instruction and practice. English, Harmony, Chorus work, and Gymnasium will be listed among the subjects required for the first term in this course. In all probability, vocational training in music will be offered both as a two year course and as a four year course. It is impossible to predict what may be incorporated ultimately in the Music Course, but it is certain that it will lead to an increased interest in music, and the development of musical talent in the students of this school.



THE ELECTRICAL COURSE

The Electrical Department of the Vocational High School was organized in September, 1922, and carried on for the first term with a class of beginners in Wiring and Circuit Tracing. At the beginning of the spring term, the section for Direct Current Machinery was added and, about a year later, the final section for the teaching of Alternating Current Machinery and Power Distribution brought the department to its present personnel.

Students, finishing the work, have entered various phases of the Electrical Trade, namely: Telephony, Electrical Construction, Electrical Sales, Manufacturing of Heating Appliances, Armature Winding, Motion Picture Operating and Drafting.

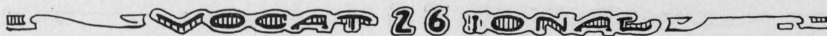
Opportunities for student placement are largely regulated by general labor conditions, but it can be stated conservatively that a student who conscientiously completes the course has little trouble in finding employment along the special line which most appeals to him.

The course of study is so organized that it is possible for a student to enter any department

on a part-time basis and augment his technical knowledge. It has been found extremely difficult for the apprentice to gather such technical knowledge while employed, because of the decided specialization of the trade.

Needless to say, actual trade experience is necessary to the acquiring of sufficient skill for a boy to receive high wages, but the aim of the department is to give the serious-minded boy a chance for rapid advancement through the various "helper" stages so that he may become a good mechanic and a better American from his contact with the school.

There are few fields of endeavor which present a greater challenge or offer wider opportunity than the electrical trades. Although development in the use of electrical power and apparatus has been remarkable during the past quarter century, the industry is yet in its infancy. The future will undoubtedly witness the unfolding of many new opportunities, and there will be plenty of work for all who are fitted to assist in the establishment of a Golden Age of Electricity throughout the country.



THE BUSINESS COURSE

If one aspires to success in any line today, he must be well trained. This is certainly true of young men and women who hope to take their places as bookkeepers, stenographers, and machine operators in busy offices. That there are splendid opportunities along these lines for intelligent, well trained young men and women is shown by the success of the graduates from the Business Department of Vocational High.

Those enrolling in this department must first choose the kind of work for which they are best fitted. There may be specialization in Bookkeeping, Comptometer Operating, Multigraphing or Stenography.

For those who find real enjoyment in handling figures, bookkeeping and comptometer operating offer the greater opportunities. The bookkeepers are given thorough training in the basic principles of the subject, and as much machine bookkeeping as time permits. Few of those who graduate as bookkeepers find themselves immediately in charge of a set of books. They may do billing, posting, or some opera-

tion directly connected with a set of books. The fact that basic principles of the subject are understood, has made it possible for many of our graduates to advance to positions of great responsibility.

Comptometers or calculating machines are used almost universally in the larger offices of the city. Where figures are handled extensively, as in extending invoices, figuring payroll, and taking discounts, a calculating machine is used. The machine is valueless without a well trained operator. A considerable number of girls have gone out as operators and some have advanced to heads of departments in offices where several machines are used.

For those who have a real love for reading and composition, multigraphing and stenography offer the greater opportunity. The multigraph is the office printing press. It is a small, compact machine, a little larger than a typewriter, by use of which, through setting up of type, any typewritten form can be copied and produced in any quantity. The value of the

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multigraph for duplicating important business forms in quantity is being more and more appreciated. Consequently, there is an increasing demand for good multigraph operators.

Girls who choose to be stenographers must be exceptionally gifted in English. There are always good openings for good stenographers. Girls may start as typists, but they will work into stenography, if they prove to be capable. In some lines of business, there is also a considerable demand for boys who have been trained as stenographers, in preference to girls. Banks, lumber companies, and certain manufacturing industries, in particular, offer many excellent opportunities for the boy who can make himself valuable as a typist and stenographer while learning the particular details of the business.

The course in all cases centers around the major subject chosen. In addition to the major subject, every business student is thoroughly trained in the fundamentals of Typewriting, Arithmetic, Bookkeeping, and Business Eng-

lish. Civics and History are required of first and second term students, while Filing, Salesmanship, Economics, and Commercial Law are offered during the third and fourth terms.

An average intelligence, neatness of appearance, a sense of the importance of details, and willingness to do hard work, are the qualifications necessary for entering this course. Educationally, the applicant for admission must have finished the eighth grade, and bring with him a report card with average marks.

Graduates of the Business Department are employed in offices in all the important industries of the city, such as railroad, grain, real estate, wholesale and law. They are found in city offices, in university offices, and as clerks in the public schools. Salaries range from 48 to 60 dollars per month at the beginning and as high as 80 to 125 dollars, after three or four years. The Business Course of Vocational High offers unlimited opportunity to the intelligent, earnest young man or woman.



THE CARPENTRY COURSE

Minneapolis, once the heart of a great lumber district, is still, and will probably always be, a center for the wood-working industry.

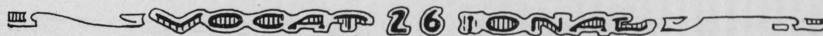
There are now in the city twenty-eight furniture factories, twenty-three sash and door factories, and about twenty-two other wood-working plants. These factories employ thousands of men.

According to all reports, the Northwest is many years behind in its building operations and a big program of new buildings will be undertaken in the next ten years. Every building operation employs many men skilled in wood-working.

There are also in Minneapolis fourteen to twenty firms of contractors who seek business in every part of the United States and are anxious to have men whom they can send out in charge of or as workers on these big contracts. Altogether there is an excellent opportunity for work for any boy who is willing to train for that work and who has the skill and ability necessary for success in it.

This big avenue of employment gives a splendid opportunity for the development of part-time classes and for placement after graduation. The two year course offered by the Vocational High School affords a training in bench work, in the use of hand tools, in mill-work, in cabinet work, and in machine operating. The projects used are thoroughly practical problems in indoor trims and in furniture making. Elementary carpentry work will be offered the advanced boys.

In connection with this technical work, good training is given in blue print reading and in mechanical drawing, in carpenter's mathematics and in English. Part-time positions, which mean one week in school and one week in a factory or wood-working establishment, are available for boys over sixteen who have earned such a program by the excellence of their work. An earnest worker is thus assured of an early opportunity to make trade contacts which enable him to obtain immediate and desirable placement upon the completion of his training.



THE NEEDLE WORKING COURSE

Work for all beginning students in the needleworking department is the same whether they wish training for millinery or dressmaking. The students spend four periods daily in trade classes, ten weeks of the semester being spent in power machine practice, and nine weeks in hand sewing.

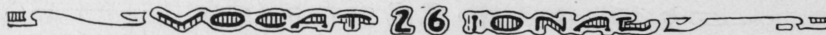
The objectives of the course are to acquire skill in the use of the sewing machine, to learn the stitches used in plain and decorative sewing, to acquire skill in rapid handling of materials, and a few of the principles of garment construction. During the second semester, the milliners learn to make and cover frames and apply different kinds of trimmings and ornaments. At the same time, the dressmakers are taught the taking of measurements, the use of commercial patterns, and making of children's clothes. They also make at least one dress for themselves.

In the third term, the dressmakers are taught the drafting of patterns. The third and fourth term are kept busy filling orders for dresses,

blouses, suits, and coats. The milliners, in the third and fourth terms, make all types of hats, lamp shades, and novelty pillows. All the students of the department are given special training in English, Civics, Salesmanship, History, Related Art, and Shop Knowledge. Girls over sixteen years of age may train to become power machine operators, if they so desire.

Upon completion of either the dressmaking or millinery course, the girls are trained to go out into the trade as helpers. With their school training and shop experience, it is possible for them to rise to positions as designers and forewomen. Most of the girls start at a salary of twelve dollars a week. Some are now earning as much as twenty-five dollars, and a few receive even more. In order to succeed, a girl should be the possessor of good health, an eighth grade education, some artistic ability, a liking for sewing, and the willingness to work.

At the present time, no difficulty is experienced in finding good positions for girls who have completed the work of the needleworking department.



THE COMMERCIAL COOKERY COURSE

The aim of the Commercial cookery course is to prepare students to earn their living in jobs which involve some phase of food preparation or serving.

In the first term the student gets her cookery instructions in the kitchens of the Lunch Room and Tea Room by helping prepare the noon lunches. During the lunch hours she gains experience in tea-room serving or counter service, in acting as counter-supply girl, in cashing and checking. Besides this practical work, she studies English, Music, Gymnasium, and the Theory and Mathematics of Cookery.

In the second term, she has Special Order Cookery which includes the making of cakes, pastry, ice creams, candy and fancy decorating. In addition to this, courses in Civics, Dietetics, and Chemistry are given.

In the third term, the course offers advanced cookery, short order cooking, new and fancy dishes. Instruction in the manipulation and care of large kitchen equipment is given, as well as work in Institutional Management, Chemistry, and History.

The fourth term's work consists chiefly of practical experience in managing the Tea Room. Physics is also given.

The department offers a course to mature women who wish to obtain positions as cooks in various types of institutions. The work in this course consists of practical cooking and serving, and of as much management work as the applicant desires to take.

The Commercial Cookery course prepares students for positions as waitresses, counter-girls, head waitresses, salad and pantry girls, pastry cooks, assistant cooks, cooks and managers. The wages in the positions vary. Counter girls and waitresses receive from \$48.00 to \$56.00 per month, usually with one or two meals furnished. Assistant and head waitresses receive upward to \$75.00 per month with meals. Domestic positions in private homes bring from \$6.00 to \$10.00 per week with board and room furnished. Cooks receive from \$16.00 to \$22.00 per week with two meals furnished, and up to \$50.00 and \$75.00 per month with complete maintenance.



It is possible for graduates in food work to advance to positions of responsibility. Among our graduates who have made good, one is salad cook in a very successful cafeteria in the city, another is an assistant head waitress in one of the nicer tea rooms, another is head waitress and assistant to the manager of one of the exclusive men's clubs, while two of our graduates have managed tea rooms of their own.

In order to be successful in food work a student should be an eighth grade graduate. She should have good health, be skillful and quick with her hands and have a certain amount of artistic appreciation, without which she will not be able to make foods attractive. She must be quick to perceive things, so that she may anticipate people's wants. Above all, she should have a good, even-tempered disposition, and be able to meet people pleasantly.

THE JUNIOR NURSE COURSE

The central theme of the Junior Nurse Course is the study of the child. This is the connecting thread which links all subjects. Physiology gives an understanding of the physical condition and chemistry and physics teach the "whys and wherefors" of all things done and provide a background for the food work. Civics and History give the information and training necessary for helping to develop the intelligence of the child: English, the ability to speak correctly and

to tell stories acceptably to the children fortunate enough to be under the charge of trained girls. Cooking and Dietetics give the knowledge of what to feed to children and how that food should be prepared.

There is some practical work each day, first with the model baby at the school, then with children at the day nurseries and at the children's clinics. Lastly, there is the practical work in care of the sick at the Woman's Christian Association hospital.

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Graduates are employed as nurse girls, with from eight to twenty-five dollars per week, or they take positions in children's departments of hospitals and sanitoriums, getting from twenty-five to sixty dollars per month.

Others finish four years of high school, then take hospital training, or train for the work of laboratory technician. This course can be completed in six months and offers positions at one

hundred to one hundred and twenty-five dollars per month.

To be successful one must be cheerful, kind, enjoy children, be patient, neat and orderly, and have normal strength and health. Educational requirements are those of entrance to high school, that is, a completion of the eighth grade.

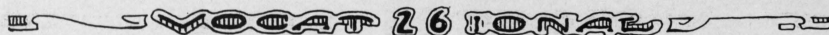
All graduates agree that this work is worth while and prove their enthusiasm by sending their friends to take up the same work.

SCHOOL ACTIVITIES

FOREWORD

It is with the feelings of pioneers, who have made their way across uncharted lands, beset with strange dangers and pitfalls, that we present the first Book to be published by a Class of our School. Our perplexities have been many, and to solve them, we have wandered from the paths of tradition and attempted to blaze a new trail, better suited to our undergraduate needs. It has been necessary that we make many detours, omitting much that might have been of great interest, yet seeking the utmost in value, in entertainment and instruction.

If this Book will help us in years to come to recall our days at Vocational and serve as a guide and inspiration for those who follow us, we, the Class of 1926, may well feel that our efforts have not been in vain.



CENTRAL VOCATIONAL

President: Marie Wood
Vice President: Amy Berg
Secretary: Elsie Carlson
Treasurer: Thelma Carter

Elmer Backlund
Anna Ballot
Alice Brintnell
Floy Burkland
Emmett Dingley
Frieda Doepke

Edith Filby
Nora Frydenberg
George Goldstein
Dorothy Hadley
Garfield Honkonen
Adeline Kadlec

Mary Panek
Aline St. Hilaire
Ruby Selberg
Rosalie Sweetzer
Russell Thour
Gladys Walvatne

EAST VOCATIONAL GIRLS

President: Gertrude Weinhandl
Vice President: Astrid Anderson
Secretary: Verna Larson
Treasurer: Irene Soule

Dora Dulgas
Georgina Holmquist

Ruth Von Bank
Irma Reier
Mary Hubbf

Agnes Hanson
Frances Knapp
Agnes Lepsch

Edith Johnson
Josephine Koch

EAST VOCATIONAL BOYS

President: John Ballot
Vice President: Lee Cook
Secretary: Lawrence Lundmark
Treasurer: Karl Bath

VOCATIONAL

Frank Brick
Victor Larson
George Frish
Willard Hurley

Jalmar Swanson
Harold Palmer
Delore Morsette
Philip Goldfinger

Dominic Delmonico

George Suerth
Anthony Zych
Edward Frenette
Richard Lehman

Henry Naslund
Norman Ostberg
Louis Dancik
William Carlson

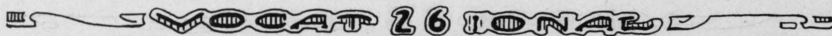
During recent years, there has been a tendency in schools throughout the country toward the delegation of certain governing powers, relating to student activities, to a committee of students. This tendency has found expression at Vocational High in the Student Council, consisting of representatives elected from various groups in the different departments of the school.

Only students who maintain high standards of character and scholarship are eligible to serve on the Council. Whenever vacancies occur, new members are nominated and elected by the group affected. The officers of the Council are nominated by the new Council each semester and elected by the student body through the ballot.

One of the chief aims of the organization is to stimulate a feeling of pride and personal re-

sponsibility among the students in the general conduct of the school. Some of the specific duties are assigned to smaller groups, which have charge of the traffic during the passing of classes and serve as monitors who supervise the halls during recitation periods. The banking activities of the School Savings System are directed by this group of people. The Scholarship Committee of the Council has asked each representative to have a committee of three in each group appointed for tutoring purposes to those students who have F's or D's. These committees are doing a fine piece of work in raising grade standards and school morale.

Through its efficient and versatile work, under the leadership of its adviser, Mr. Steer, the Council has become recognized as a group of students who can always be depended upon to assist in any of the activities of the school.



SCHOOL ASSEMBLIES

One of the most enjoyable aspects of school life at Vocational is provided by the series of Assemblies which form a regular part of the school program. On Friday mornings, these forty-minute gatherings of the entire student body provide full measure of pleasure and instruction.

The aim of the Assemblies is to create and maintain a school spirit, to develop attentive and appreciative audiences, to enable the students who frequently take part in the programs to gain a feeling of ease and freedom of expression on a public platform, and to promote the

growth of responsibility in citizenship. These ends are gained in a most pleasurable way, for the programs are selected with care to provide a maximum of entertainment. Musical organizations of the city donate the services of skilled musicians on occasion, and many prominent people of the community give talks which are entertaining as well as highly instructive. Various organizations of the school, such as the Dramatic Club, the Orchestra, and the Glee Club, are given frequent opportunity to perform before the other students. The well selected programs are arranged by a Faculty Committee.

THE GIRLS' CLUB, J. U. G.

President: Dorothy Eckdahl

Vice President: Irene Tutty

Secretary-Treasurer: Ethel Nisker

Among the newer organizations which have become active during the past year, the J. U. G. Girls' Club ranks as of high importance. The exact meaning of J. U. G. is not reported, but

it has been variously rumored that the mysterious title was designed to offset the equally mysterious T. N. T. of the Boys' Club.

All girls enrolled in the school are members



of the club, the purpose of which is to interest the girls in school activities and to maintain high standards of scholarship and school citizenship. In living up to the ideals of the club, its members find many opportunities for self-improvement.

Meetings are held regularly during the period set aside on Monday mornings. Under the supervision of Miss Fish, who serves as Faculty Adviser, programs dealing with various phases of self-improvement have been arranged and presented. The first program, held during the second week in April, dealt with problems of table etiquette. Several debates and a short play

entitled "Home Study" have featured other meetings and have led to much valuable and interesting discussion of various pertinent questions. In the absence of class organizations in the school, the J. U. G. Club activities provide an opportunity for the girls to become better acquainted and discuss the problems which they share in common as students.

The method of electing officers, which was adopted at a meeting on April 5, insures equal representation of all classes. Two candidates for each office were selected from each of the four classes by a nominating committee, and the final election was then determined by a majority vote.

THE BOYS' CLUB, T. N. T.

President: Kenneth O'Neil

Vice President: Emil Sandell

Secretary: Russell Thour

Treasurer: Mr. A. Krogstie

Until four years ago, Vocational High offered work for girls only, and as a result the Boys' Club can still be considered as one of the young-

est organizations in the school. It was organized for the purpose of advancing the best interests of Vocational High by bringing its

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members together for mutual acquaintance, cooperation, the development of school spirit through support of athletics, school citizenship, and good scholarship.

All boys are eligible for membership. During the past year, meetings have been held once a week to discuss current problems and transact business under the direction of Mr. Painter, faculty adviser, and Mr. Krogstie, athletic adviser. Occasionally, business men and representatives of the Y. M. C. A. appear before the club to give short talks on topics which tend to uphold higher ideals of manhood.

A Hard-Time Party held in the school gymnasium on November 16 constituted the only

social activity of the club during the past season. It is hoped that the field of the club may become more extensive in the future, as there is great opportunity for it to become one of Vocational's most active and influential organizations. The work of the past year has centered largely on perfection of an Inter-Class athletic program, the results of which have proved very satisfactory. In effect, the Boys' Club has become the active agent of the Boys' Athletic Association. Although all members of the club are not enrolled in the B. A. A., a large majority appear on the rolls of both organizations, with the natural result that many of the Monday morning meetings are devoted to discussion of questions pertaining to athletics.

V. O. L. O. F.

The V. O. L. O. F. Club was an organization for boys, which enjoyed a brief but interesting career at Vocational, before being more or less absorbed by the larger activity of the newly organized Boys' Club.

It was founded by four boys of the school

for the purpose of creating, maintaining, and extending high standards of Christian character. They adopted the slogan "Ought Means Must," suggested by an address given by Dr. Frank Gamel, nationally known as a Y. M. C. A. organizer and lecturer.

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While the club was not directly affiliated with the Y. M. C. A., the meetings were held at the "Y" building under the general supervision of Mr. (Cliff) Borden of the boys work division. Mr. Painter served as Faculty Adviser, and the meetings were led by Mr. Stewart Leck. From time to time, the boys, who rapidly expanded

their number, indulged in various social gatherings which proved very successful.

Although the activities of the club have lapsed, due to graduation of most of the original members, it is hoped that the future will bring forth another group of Vocational students to carry on the excellent work initiated by the founders of V. O. L. O. F.

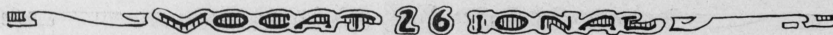
THE DRAMATIC CLUB

For the purpose of affording for all students who are interested in dramatics an opportunity to interpret and present plays for the pleasure of the school, the Dramatic Club of Central Vocational was organized during the past year. Working under a great handicap due to lack of proper equipment, this small group of earnest workers has succeeded on several occasions in bringing well appreciated entertainment to the student body at the regular weekly assemblies.

Several short plays have been successfully attempted. Due to inadequate equipment and stage facilities, the settings of these plays have necessarily been left largely to the imagination

of the audience, but the earnest efforts of the players have more than made up for the deficiency in this respect.

The club is still very much in its infancy, having not yet reached the stage where it can claim a definite constitution or program. The casts for the plays are chosen on the basis of ability shown in the try-outs for the various roles. Anyone who is willing to devote the necessary time to rehearsals may join the group. Much credit should be given to the students and members of the faculty who have devoted their time and effort to this newest of school activities. It is hoped that the future may witness its growth and expansion.



THE GIRLS' ATHLETIC ASSOCIATION

CENTRAL VOCATIONAL

President: MARIE WOOD

Vice-President: EDNA EGGLESTON

Secretary: ELIZABETH DUFFY

Treasurer: MISS AGATHA MORRIS

The Girls' Athletic Association of Vocational High School was organized in 1922, for the purpose of stimulating an interest in girls' athletics, developing a school spirit and those traits of social and moral character essential to good citizenship. In the games which are entered in to during the year, the contestants learn the lessons of honesty in competition, team play, loyalty, initiative, and determination, and in many other ways benefit greatly by their activity.

To the end that all girls at Vocational may share the advantages of this training, the games are organized on an intramural basis, in which competition in the various sports is carried on between groups within the School. These groups consist of four departmental units, the Needleworkers, Business, Telegraphers and

EAST VOCATIONAL

President: FRIEDA FRIEDMAN

Vice-President: DELORIS ALLEN

Secretary: MARGUERITE FICK

Treasurer: MRS. ROSS

Sales, Nurses and Home Economics and Printers. Each year, a Round Robin Tournament is played in volley ball, line soccer, and baseball. Any girl playing four games out of six is given one hundred points, for which she receives a purple arm band. For two hundred points in the same activity, a shield is awarded, and for three hundred points in various sports, a letter "V". A gold G. A. A. pin is the reward for five hundred points, and the few successful competitors who earn one thousand points receive a silver loving cup. Other points may be earned in the minor sports of hiking, swimming, skating, folk dancing, and tennis. A championship team in any sport is given a large pennant.

Teams which have won championships during the past four years are named in the follow-

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ing list: Business (2); Telegraphers and Sales (2); Nurses-Home Economics-Printers (3); Needleworkers (1).

During the two years since East Vocational was established, the Girls' Athletic Association has inspired many of the girls to a keen interest in athletic activities, and the influence of the work done in sports has carried over into their recreation life after leaving school. Of the two hundred and ten girls enrolled this year at East Vocational one hundred ninety-two have been members of the G. A. A. Two thirds of these have been very active members, gaining honors in swimming, volley ball, folk dancing, baseball, hiking, and line football. The names of those girls who have won the gold G. A. A. pin, as a reward for earning five hundred points in athletics, are given in the following list:

1923

Evangeline Martin
Mildred Matheson
Sophie Epcar
Meriela McGlyn
Bernice Krokus
Hazel Sandoff

Eva LeDuc

1924

Helen Bove
Henrietta Palbicki
Ruby LeDuc
Hilma Holmberg
Pearl Fitz

Evelyn Nelson
Marie Wood
Edith Wentland
Gudrun Tevick
Cecelia Dupuis
Gladys Gillis
Antoinette Klym
Hazel Mendenhall
Emma Owen

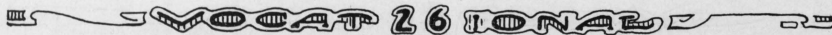
1925

Alice Mabey
Lilas Skogan
Evelyn Ortenstone
Helen Besse
Evelyn Dahlberg
Bernice Lanigan
Esther Person
Ann Kubik
Frieda Friedman
Mildred Johnson
Olive Morsette

Isabelle Coffey
Alice Paut
Gertrude Westrich
Anne Husak
Martha Lakofsky
Ethel Schonstedt
Irene Hanson
Dorothy Wilson
Marguerite Fick
Florence Nordell
Magdeline Huttner
Evelyn Schutta
Helen Rathbun
Florence Nelson
Clara Soderland
Alice Marshall
Beatrice Kries
Bessie Friedman
Effie Abdo
Florence Strahl
Stella Wrobel
Loretta Leeder

Silver Loving Cup Awards

Deloris Allen
Laura Dart



PHYSICAL EFFICIENCY THROUGH INTRA-MURAL ATHLETICS

The title of this article sums up in one line, the main aim or objective of the athletic program for boys as conducted in the Vocational High Schools this past year.

When it is necessary for one part-time man to direct and take active charge of the athletic program in two institutions, he may adopt one of two courses. First, he may coach and train regular school teams to compete against other institutions of equal rank, or secondly, he may carry on an intensive intra-mural program within the school itself. The latter has been the plan adopted at Vocational this year. Disregarding entirely the fact that physical training and athletic programs must necessarily be more complicated, due to unavoidable and unusual situations peculiar to an institution as specialized as Vocational High, let us try to analyze the advantages of this system.

To begin with, it is now almost universally admitted that athletics do play a very important part towards rounding out the education of the growing boy. The physical and moral

phases of education cannot be neglected without disaster. The draft examinations conducted during the late World War proved this beyond any questionable doubt. It was found that out of all the thousands of men examined, fully one-third were unfit for military service. When we add to this the fact that these statistics were compiled from the group between the ages of twenty-one and thirty-one, that period in life when a man is supposed to be at his best physically, we can get some idea of the possible direct consequences of gross physical neglect of the body. We cannot ignore either the physical or mental aspects of education. Each is an integral part of the other.

Participation in some phase of competitive athletics is generally conceded as helping to develop such highly desirable characteristics as cooperation, self-control, alertness, aggressiveness, speed, muscular control, and lastly, but perhaps more important than any of those preceding it, neuro-muscular coordination, one of the dominant aims of all physical training.

VOCA 26 TONAR

Is it fair then, granting that the above is true to deprive the interested and enthusiastic boy of the benefit of such training merely because he does not have the ability, which in many instances is due only to lack of practice? Obviously, it is not. The boy who needs the training the most is usually neglected and ignored, while attention is given only to those capable of making the so-called school teams. We have tried to remedy this condition by getting every boy interested in some phase of athletics. The summary below will show to what degree we have succeeded.

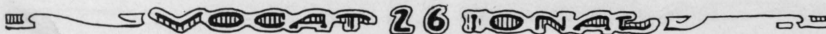
During the fall and winter months three basket ball tournaments were conducted in the two schools. Two at Central and one at East. A total of seventeen teams were entered in these tournaments, playing about forty games in all. Besides this, each school was represented by an

all-star team with each team playing from five to fifteen games. To say that, at one time or other during the year, there were twenty complete teams organized, playing at least sixty games, is not an exaggeration. As a spring activity we are conducting a diamond ball league with all of the largest departments represented and playing an extensive schedule. When this has been completed our program will have been extensive enough to have included more than one hundred boys. Our general plan for next year remains fundamentally the same, except that we will strive to reach those boys who were not taking part this past year. Our ultimate goal remains the same—"Every boy taking an active part in some phase of the athletic program."

E. G. WEBER,
Athletic Director.

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THE VOCATIONAL CRIER

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On two occasions during the past year, the student life of Vocational has been enlivened, instructed, and entertained by the appearance of the Crier, the newspaper published by the English Department of the School. In previous years, the paper also made an appearance from time to time, each successive appearance showing marked improvement and closer approach to the ideals outlined by its editors.

The issues of the past semester met with an enthusiastic reception, and the sentiment among

the students indicated that they were appreciative. The future will undoubtedly witness a more practical form of appreciation and co-operation on the part of the student body and the establishment of the Crier as a frequent and significant feature of Vocational life. Much credit is due the students who have served as reporters and editors, and whose earnest efforts, under the able and untiring guidance of their Faculty Adviser, have set a worthy example for future classes to follow.

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A few of the highlights on student activities of the past year are touched upon in the following series of extracts from the Crier:

EAST VOCATIONAL WINS BASKETBALL CUP

East-Vocational won the inter-school basketball loving cup by defeating the Krogstie II team, Central-Vocational champions, two out of the three championship games. In the first game the score was East 19, Central 11. In the second game East won an easy victory defeating Central 13 to 2. East-Vocational will keep the cup until defeated by a champion Central-Vocational team.

G. A. A. PARTY

The old girls gave a party in honor of the new girls, after school Thursday, February 11. The old girls wore purple ribbons and the new girls wore gold ribbons so that they could be distinguished from one another.

The Postal Telegraph Magazine published in New York, gave our school and telegraph department the compliment of being second to none in the country and mentioned in their list of news items Violet Newman, Gordon Durkin, Gladys Carlson and Carrie Drogenson, all former Vocational students.

Gladys Vollert and Warren Mensink report being successful in their work at the Western Union.

DELORIS ALLEN WINS SILVER LOVING CUP!

Deloris Allen, president of the East G. A. A., earned

her 1000 points for the cup in just a year and a half. She has won her points in volley ball, line football, hiking, swimming, skating, and indoor ball. More girls received honors for athletics this term than ever before. The following girls received pins for 500 points:

Ethel Schonstedt, Marguerite Fick, Evelyn Schutta, Helen Rathbun, Irene Hansen and Olive Morsette.

Six girls received honorable mention and are looking forward to receiving a pin or a cup in June:

Ethel Schonstedt, Anna Makkinga, Dorothy Harms, Effie Abdo, Clara Soderlund and Loretta Gardner.

There were twenty-four girls who won armbands, seventeen who won armbands and shields, four for shield and letter, five for letters, and four who received an armband, shield, and a letter.

DANCING CLASSES ORGANIZED AT EAST

Boys of East Are Learning to Dance

The waltz, fox trot, collegiate, shuffle, and two-step are being introduced to the East Vocational dancing students in a class organized by the Boys' Student Council. Mr. Powers is the patient instructor. The admission is ten cents. The music is furnished by Miss Hake, who plays the piano.

HONOR ROLL FOR THE TERM ENDING JANUARY 29, 1926

B1: Pearl Dedels, Signe Hamren, Clara Herigstad, Margaret Johnson, Beatrice Kries, Agnes Lepsch, Martha Sorenson, Gertrude Weinhandl. B2: Edith Johnson, Verna Larson, Lucille Maine, Selma Roley. B3: Deloris Allen, Eleanor Comer, Elma Erickson, Valborg Ness.

VOCATIONAL

D1: Mildred Falkanger. D3: Margaret Beltz, Anna Olsen, Elizabeth Traub. M1: Vera Norberg. M2: Esther Johnson, Edith May Pett. M3: Lorraine Robillard, Mary Szabla. N2: Edith Berg, Dorothea Hulpke. P2: Reuben Stoller. T3: Bernice Huebner. C1: Henry Naslund. E2: Spl., Carl O. Johnson. R1: Arthur Carlson. R2: Howard Hansen. R3: Kenneth O'Neill. Tailoring: Henry Arent, Ralph Arone, Orville Distchler, Emil Kovacik, Joseph Lux, Alric Rystedt.

AGNES VOSIKA NEW CHEER LEADER AT EAST

Agnes Vosika was chosen as cheer leader almost unanimously at the G. A. A. meeting. She takes the place of Loretta Gardner who resigned on account of her voice. Her first appearance Thursday at the Washington Program was highly successful.

LAURA DART B4, WINS SILVER CUP IN ATHLETICS

On Thursday, February 11, 1926, Miss Fish had the honor of presenting a G. A. A. loving cup to Laura Dart, a Vocational student.

To secure this cup one thousand points in athletics must be earned. An average academic grade of C during the two years at Vocational must accompany the points.

Laura is to be congratulated for her persistence and untiring efforts. She is the only girl in the history of the school to win such a cup.

BASKETBALL MONOGRAMS AWARDED

Monograms were awarded to the members of the Electricians team, champion of East Vocational, and the Printers, champions of Central Vocational, at the Senior Day Assembly held last Friday at East. The final Championship series, in competition for the Basketball Cup, was won by the East Siders, the Cup remaining in their possession.

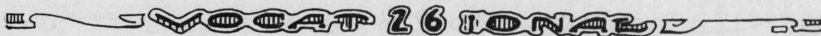
The awards were made to the following boys:

ELECTRICIANS

Lundmark, Lawrence (*captain*) center
Suerth, George *forward*
Ballot, John *forward*
Cooke, Lee *guard*
Nelson, Clarence *guard*
Morsette, Delmore *guard*
Jennison, Ebbie *guard*

PRINTERS

Goldman, Lewis (*captain*) *forward*
Hart, Albert *center*
Stoller, Reuben *guard*
Atkins, Louis *guard*
Greenstein, Ralph *forward*
Olsen, Lloyd *guard*
Goldman, Max *forward*



THE ORCHESTRA

Director: Miss Clara Nelson

Paul Bergman
Alfred Hart
Roy Jorgenson
Hazel Kingham
Charles Klein
John Lukach

Mr. C. J. Orness
Lucille Maine
Helen Middel
Milne Schmeling
Jake Sullivan
Charles Weiss

Among the numerous organizations which flourish at Vocational, the Orchestra of 1926 is maintaining its position as one of the most enjoyable and interesting of school activities. The purpose of the group is effectively accomplished through the entertainment which it frequently provides at the various assemblies and programs given throughout the year.

Chief among the musical events of the past season to which the Orchestra contributed was the production of the operetta, "The Wishing Well," presented by the Glee Clubs of Vocational and East Vocational. The performance was very successfully staged before a capacity

house in the John Marshall Junior High School auditorium, and the members of the Orchestra assisted in a very creditable manner. The proceeds of the play were used to purchase additional instruments for the players and to establish a fund to defray the initial expenses of future productions which are planned for next year.

The Orchestra practices daily and the members receive a half credit each semester for their work. The new Music Course which will be started in September will make it possible for students, who desire to increase their instrumental accomplishments, to devote several periods daily to practice, receiving full credit.



GLEE CLUB OPERA

GIRLS

Anderson, Astrid
Berg, Amy
Blixt, Lilly
Bradley, Helen
Brinda, May
Carlson, Edna
Cedarquist, Mildred
Chavie, Cecelia
Cook, Myrtle
Conolly, Margerite
Dahlin, Hildur

Eggleston, Edna
Ellinghouse, Arlene
Ellison, Violet
Fick, Marguerite
Hamrun, Signe
Hook, Esther
Johnson, Esther
Kadlac, Adeline
Ketchum, Genevieve
Koch, Josephine
Light, Alice
Lodenberg, Margaret

Meirotte, Genevieve
Miller, Marie
Monaghan, Catherine
Nelson, Ella
Nelson, Florence
Nelson, Gertrude
Nylander, Greta
Offerman, Alice
Pestello, Grace
Pulk, Neva
Reese, Dorothy
Ring, Maxine

Schochinski, Frances
Schultz, Evelyn
Soderberg, Margaret
Soderman, Clara
Soltis, Anna
Strahl, Florence
Wagnild, Charity
Waller, Dorothy
Westrich, Gertrude
Verbrugghen, Henrietta
Zellie, Irene

BOYS

Arens, Verner
Bath, Carl
Buday, Henry
Erickson, Ralph

Fisher, Herbert
Goldstein, George
Keane, Leo
Lundmark, Lawrence

Moore, Richard
Morsette, Dedore
Nasland, Henry
Pearson, Algot

CLARA W. NELSON, *Director*

Qualley, Arne
Ronning, Roy
Schmidt, Alfred
Soneson, Curt
Sundeen, Charles

This year, for the first time in the history of the school, the combined musical organizations of Central and East Vocational presented a three-act opera, thus setting a precedent which may well be followed in years to come. The

opera, "The Wishing Well," gave ample opportunity for displaying the talents of a large cast, and was well received by an enthusiastic audience at its single performance in the auditorium of the John Marshall Junior High School.

VOCA 26 DONAHUE

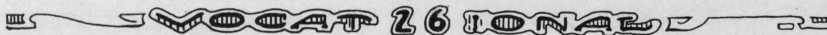
The action of the play centers about the activities of Lady Mary Donnell, the last of an old but impoverished family, who lives with a small niece, Noreen, and her four servants, at the ancestral home of the Donnells in Ireland, Falls Park Manor. Because of financial reverses, Lady Mary is forced to place a mortgage on her estate. Through the difficulties of the ensuing situation, Lady Mary is safely guided by the romantic vagabond, Terence O'Grady, scion of a wealthy and noble family, who is traveling incognito as Terence O'More. The designs of a wealthy but unscrupulous neighbor, Squire Baxby, who seeks the hand of Lady Mary, are

brought to naught, after an engrossing action. All ends happily, with Terence O'Grady accepted as the successful suitor.

Leo Donahue and Edith Holmberg sang well and made a charming couple as Terence and Lady Mary, while Verna Larson, as Noreen, was the very embodiment of mischief. Excellent bits of harmony and humor were interspersed throughout the play by Lester Evers, as Dan, the groom, and Loretta Gardner, as Kathleen, the pretty and vivacious maid, and the entire cast and chorus performed their parts in a manner which brought delight to the hearts of all present.

CAST OF CHARACTERS

Terence Fitzpatrick O'Grady, of Hitchcock Court, scion of a wealthy and noble family, incognito as Terence O'More	Leo Donahue
Noreen, Lady Mary's niece, who has lived with her aunt since her mother's demise	Verna Larson
Lady Mary Donnell, last of her line, the present owner of Falls Park Manor	Edith Holmberg
Squire Mathew Baxby, of Shereton Castle, the estate joining Falls Park Manor	Lloyd Olson
Darby Duffy, an old servant at Falls Park Manor	Paul Bergman
Kathleen O'Mara, maid at Falls Park Manor	Loretta Gardner
Dan Tyron, groom at Falls Park Manor	Lester Evers



Nora, Darby's wife, servant at Falls Park Manor..... Evelyn Campbell
Maureen McGibney, a designing coquette from Dublin..... Marion Parness
Molly O'Tool, a friend and accomplice of Maureen's..... Gertrude Jeruk
Felix Murphy, a tight fisted money lending lawyer of Dublin..... Kenneth O'Neil
Queen of the Fairies..... Catherine Warchol

VOCATIONAL HIGH SCHOOL CLASS OF 1926 DIPLOMAS

AUTO MECHANICS

Rudolph Bloomquist
Thomas Boyle
Thomas A. Conroy
Leo T. Donahue
Sanford Gustason
Seward Clayton Helmbrecht
Elmer Sigfrid Holmes
Howard William Orr
Joseph Rapacz
Edwin George Radford
Loren Farrell Small

DRESSMAKING

Elinor Agnes Aird
Dorothy Mae Boyle
Georgia Anna Buresh

Lillian J. Brockhaus
Donna Mae Farnham
Margaret Ellen Hanson
Marian E. Johnson
Myrtle H. Johnson
Gertrude Frances Jurek
Henrietta A. Kreidler
Martha Louise Kristofferson
Iola Loretta Lund
Harriet B. McKay
Marie Josephine Miller
Georgeanna McWhinney
Hazel M. L. Mendenhall
Eleanor J. Mikolajczyk
Evelyn Moores
Lilly Orstad
Clara O. Tangen

Frances Lula Walsh
Irene Thresa Zellie
Alice Evelyn Young
Irene E. Wingren

ELECTRICITY

Leslie Alexander
William Francis Burns
Joseph Brummer
David Clark
Harold Oscar Hallin
Raymond Waldo Hein
Harold G. Hunt
Leo Miles Keane
Arthur Leino
Algot M. Pearson
Curt Hilding Soneson

Louis Herman Stoll
Morris C. Swanson
Donald E. Test
Kenneth George VanAuken
George Wicklund
Reynold Robert Skillings

JUNIOR NURSING

Lucille D. Alexander
Alphild Bie
Amy Johanna Boyd
Lois Mary Cole
Gladys Katherine Dressel
Allefare M. Johnson
Catherine Helen Kalnas
Helene Veronica Kendzierski
Gertrude D. Mellom

VOCATIONAL

Mrs. Hazel T. Paul
Myrtle Evelyn Watten

SALESMANSHIP

Edith Marie Andreen
Bernice M. Bauch
Eva Cohen
Marie E. Fuss
Cecilia Mary Iserman
Ardyce Edith Johnson
Luella A. Kadlec
Hazel Lund
Helen Dorothy Nagovsky
Mary H. Pacyga
Alice L. Pierson
Margaret A. Slavick
Mary Saphrona Strout

MILLINERY

Margaret Ruth Armstrong
Mary Baran
Mildred Lucille Carlson
Hazel Irene Hunt
Siri Anna Maria Jackson
Evelyn V. Jensen
Edna Mae Johnson
Grace Edith Larson
Vera Charlene McCrady
Florence Elizabeth Matthias
Esther Agnes Nelson
Viola Nelson

Celeste M. Papineau
Lucile Marie Platt
Irene Rosetta Rudsdil
Ida May E. Theroux
Nellie Trymucha
Irene L. Thompson
Gertrude Helena Wanhala

STENOGRAPHY

Irene Carolyn Berg
Evelyn Erma Carlson
Lillian Victoria Dahlstrom
Edith Eve Danielson
Ruth Viola Erickson
Margaret E. Fleischman
Hilda Valborg Halvorsen
Hazel Margaret Handen
Irene Margaret Hanson
Elizabeth Selma Hemberg
Vera Horner
Frances Elizabeth Howe
Anne M. Husak
Nellie Louise Hutchins
Dorothy Lillian Johnson
Gertrude Louise Juettner
Martha Lakofsky
Inez Elizabeth Lindberg
Minnie Violet Lundberg
Angela Mierniczak
Thyra C. Oberg
Evelyn Bernice Odean

Helen N. Millay
Mildred Grace Victoria Paulson
Carrie Marie Pearson
Mildred Elizabeth Pickering
Dorothy Marie Pierson
Nora Julia Slind
Mabel A. Sullivan
Ruth Anne Swanson
Lillian Tonn
Hertha Emilie Traetz
Evelyn Marie Troiden
Charity Beatrice Wagnild
Louise Walner
Gertrude Elizabeth Westrich
Dorothy Harmie Wilson

COMMERCIAL COOKING

Dorothy Evelyn Evenson
Lucille E. Howe
Evelyn Marie Nichols

PRINTING

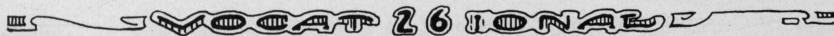
Lawrence Chester Anderson
Otto H. Christensen
Peter Nels Hegrenes
Martin Miller
Arnold N. Nelson
Alexander M. Smith
Albert L. White
Robert F. Winkley

GENERAL OFFICE TRAINING

Hazel Violet Anderson
Agnes C. Baumgartner
Violet E. Borth
Mary Francis Chorzempa
Christine M. Christianson
Cecelia G. DuPuis
Dolores Lillian Fay
John B. Frane
Gladys Catherine Gillis
Audrey Lillian Johnson
Mabel Lillian Johnson
Evelyn Dorothy Lindeberg
Mary Agnes Litecky
Mable Katherine Lockrem
Ruth Pearl Nelson
Evelyn Ethel Perkins
Florence Mae Prenovost
Doris H. Wainstock

TELEGRAPHY

Phyllis I. Beckman
Gladys Eleanor Carlson
Gordon Thomas Durkin
Luella I. Hall
Angeline Klime
Warren A. Mensink
Charles M. Murphy
Violet Madeline Newman
Gladys H. Vollert
Alice Ruth Hawkinson



CERTIFICATES

MILLINERY

Ruth L. Fox
Dorothy Elizabeth Inden
Louise Melancon

TELEGRAPHY

Susan Rose Baran
Anna Berglund
Rosalie Wilhelmina Schulz
Bernice Evelyn Strand
Otto R. Montzka
Sophie Moloskey

POWER MACHINE

Mamie M. Salminen

PRACTICAL

NURSING

Mrs. Mamie Anderson
Maud Binyon
Matilda Brose
Iva Butler
Eliza Cheatly
Esther Dueholm
Caroline Early
Tora Eggan
Mrs. Margaret England
Elizabeth Fick
Mildred Forman

Amy Gates

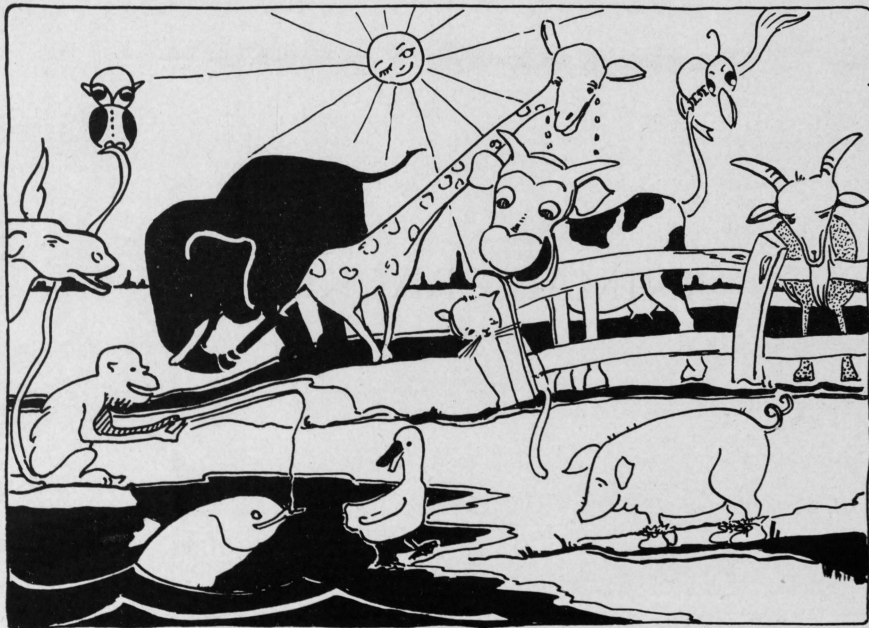
Alyda Glande
Emma Gussy
Pearl Held
Mrs. Florence Johnson
Eunice Kaliher
Margaret Kelland
Florence Kenesky
Mrs. Minnie Kleinhart
Ann Lindahl
Myrtle McEwen
Elizabeth Lyons
Mrs. Nellie Martin

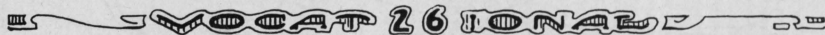
Bertha Mathieson

Emma Nelson
Mrs. Clara Olsen
Ann Peterson
Esther Prestegard
Esther Ramsey
Elsa Roseneau
Esther Saefke
Mrs. Caroline Stevens
Hilma Waller
Marie Wangsness
Irma Yarns

ANIMAL CRACKERS







ANIMAL CRACKERS

V is for Victor,
the name of yon Pig.....

O is for wise Owl,
with round eyes so big.....

C is for Cat,
tell the tale as you may.....

A is for Ass,
with the musical bray.....

T is for Tuna,
the poor little fish.....

I is for Ilephant,
spelled as we wish.....

O is for Ox,
only this one's a cow.....

N is for Nanny,
with spike-mounted brow.....

A is for Action,
the Giraffe shows it.....

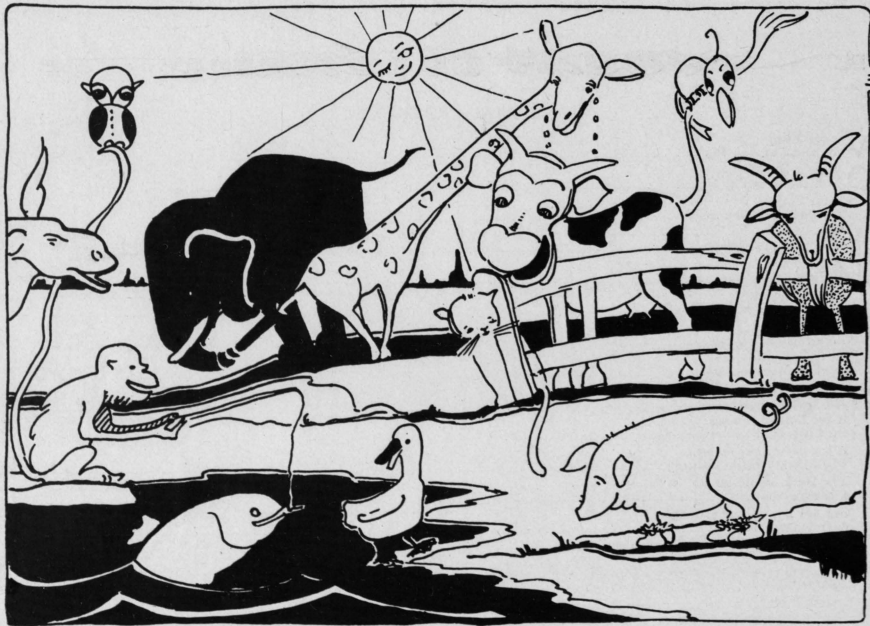
L is for Lots of Things,
the Little Bird knows it.....

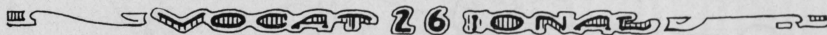
If left out of our rhyme,
The Monkey might chatter:.....

The Duck would set up
a terrible clatter.....

Old Sol might cease smiling,
A frown on his face.....

So we give to each one an appropriate place.





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the name of yon Pig.....

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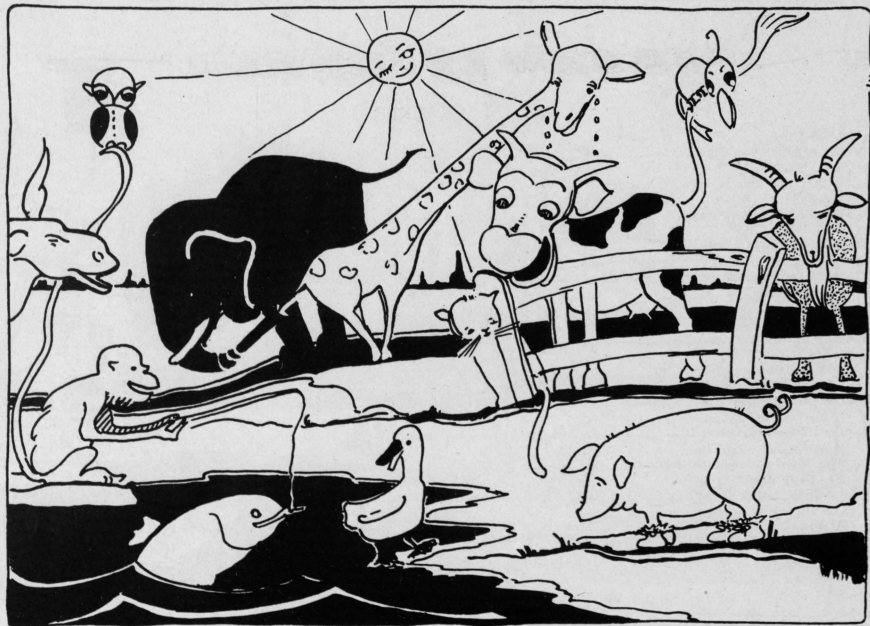
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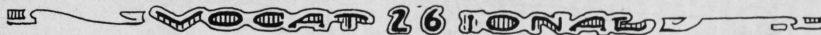
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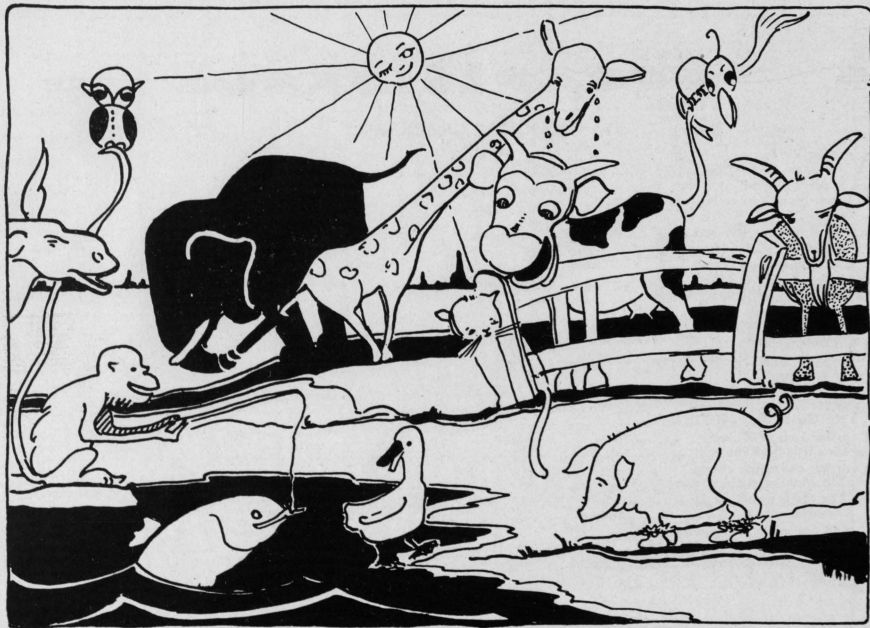
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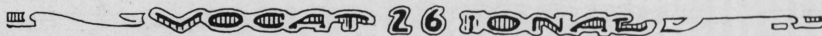




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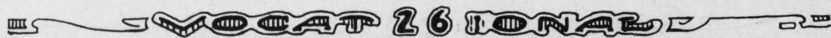
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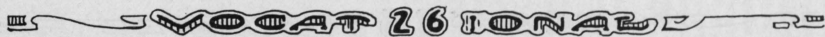


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AUTOGRAPHS



AUTOGRAPHS

FACULTY OF VOCATIONAL HIGH SCHOOL

Principal

ELIZABETH M. FISH

Co-Ordinator

MELVIN OLSEN

Home Visitor

SIDNEY E. BOCK

Clerks

MARIE GOOGINS
MARION JOHNSON
MRS. MARJORIE KIDDER
VERNA OLSON
CAMMIE PALMDAHL
AGNES PEARSON

Auto Mechanics

CHARLES S. ANDERSON
ARTHUR KROGSTIE
CARL J. ORNESS
HARRY A. SPAULDING

Commercial

MARGARET BOPP
AGNES R. CROUNSE
AMY G. EDMUNDS
GENEVIEVE GILRUTH
MATTIE A. HENRY
LOUISE M. KUEHN

MRS. ELSIE M. LEFFHOLM
SUSAN H. MCCANN
AGATHA B. MORRIS
F. L. STEER
IDA SWENSRUD
EDITH THOMPSON

Commercial Cooking

MRS. SUZANNE T. CRAIN
BURNIECE STAKKE

Dietetics

HAZEL B. BROWN

Dressmaking

EVELYN G. ELLIS
MRS. SIBYLLA C. MANNING
MATHILDA A. MILLER
MRS. ESTELLE R. PAGE
MARY A. WRIGHT

Electrical

GLENN W. BARSE
PAUL H. HENDRICKSON
FRED R. STINCHFIELD

English

SELMA BLESSIN
AGNES HARRIS
ELLEN G. PERKINS

MRS. FLORA C. SMITH
MARGARET M. THOMSON
ELIZABETH UNDERWOOD
MRS. LUCILLE E. WELLS

Hygiene

LOUVA A. CADY

Millinery

MARIE E. GUSTAFSON
MRS. MARGARET KRIEDT

Physiology and Child Study

MRS. VIOLA V. EATON

Power Machine

STELLA H. SMITH

Printing and Bookbinding

HARRY V. JOHNSEN
ARTHUR M. SMITH

Related Work

JOSEPHINE CANTIENY
HENRY L. HERTZENBERG
FERNALD E. PAINTER
WILHELMINA THEILING
MARY O. TUTTLE

Salesmanship

MRS. CORA C. ALDERTON
DAGNY V. DIETRICKSON

LAURA M. DONALDSON

Science

AGNES F. JAQUES
RACHEL WILSON

Tailoring

CARL J. NORDGREN

Telegraphy

MRS. CORA M. HILARY

Wood Working

HENRY C. MONTMAN

Music

CLARA W. NELSON

Physical Education

EDNA L. BRANNON
MRS. GRACE G. ROSS
EDMUND G. WEBER

Lunchrooms

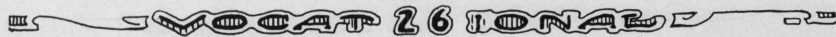
MARJORIE W. LEE
MRS. JOSEPHINE BONGA

Nurse

MARCIA STEWART

Janitor-Engineers

CHARLES H. GILLIS
MARTIN R. LARSON



AUTOGRAPHS

PARTING SMILES

VOGUE 26 JOURNAL

Miss Perkins: "I'll give you just one day to hand in your book report."

Seward Helmbrecht: "That's fine. How about the Fourth of July?"

Howard Hansen: "I understand that you are very much opposed to war. How come?"

Radford: "That's easy. War makes history, doesn't it?"

Goldstein: "How are you?"

Mahoney: "Rotten. Got insomnia."

Goldstein: "Insomni-which? How's that?"

Mahoney: "Woke up twice in Civics class yesterday."

Clymer: "Well, I answered a question in class yesterday."

Hanson: "What answer did you give?"

Clymer: "Present."

"Her niece is rather good looking, eh?"

"Don't say 'knees is', say 'knees are'."

He kissed her on the cheek,

Kissed her just in frolic;

But ah! It was a dear, dear kiss,

For he died of painter's colic.

Abe: "Oi, Beckey, I just haf had a terrible dream."

Beckey: "Wat was it?"

Abe: "All mine drygoots has turned to asbestos."

A kitchenette is a place where Commercial Cookery graduates open up tin cans.

Four girls enter a popular soda fountain and seat themselves at a table. Waiter approaches. Bear it in mind he did not write either a memory course or a shorthand text. "We do not want anything now, we are waiting for some more girls, but what have you that is real good for fifteen cents?" "Is the cake real fresh?" "How much is a double chocolate sundae with nuts?" "Oh, I don't want that anyway." "Oh, here are the girls, now we can order right." "I want a bittersweet dope with chocolate ice cream and marshmallow and nuts on it, how much is that?" "And I want a piece of cherry pie with strawberry ice cream on it." "I want a piece of chocolate cake with black walnut ice cream on it." "You can make mine with black walnut cream instead of custard and leave off the nuts unless you put almonds on it, will you?"

"I'd like a chocolate milk shake with a float and will you make it a chocolate float but don't put chocolate ice cream in it 'cause I can't drink it if it is made with chocolate ice cream" "How much is that going to be for me 'cause I only have fifteen cents with me?" "Did you get my chocolate malted with the float?" "Well, I don't want the float." "Don't forget the nuts on mine." "Be sure and not put chocolate ice cream on mine because chocolate and cherry don't go together." "And please hurry, won't you, because we've only got six minutes before dinner?" "Don't forget the marshmallow, will you?"

VOCAB 26 IDIOMS

WHO KNOWS?

Red was one of the most prominent members of the school, yet he had never received any public acclaim; in fact, only a few passing comments had he ever received. Possibly it was because he didn't have the true school spirit, for although he was an exceptionally fast runner, he had never gone out for track.

He was unfortunate, and yet somehow magnificent in his ill fortune. Blow after blow he received, and somehow passed them off with little change in himself. At one time in his life, Red (only his best friends called him that) was thoroughly broken, and yet in the face of it was able to make himself greater than he had ever been before.

—Red was a nose.

Mary had a little cow,
And, oh, how it did stutter.
In place of every quart of milk
It gave a pound of butter.

A TYPE I WANTS TO KNOW—

Why is it tjat all tjings qritten jave to be janded in Tyyperqritten (that eas meant to be a @ i mean a ?9 I've never leard to typeqrite. ISnt tjat maddening/ I mean Question. Ig you xan imagine anything worse than havig to and not knowing jow try it: In the first 1/2lace, it is terrible to s1/2ell wthouy leavingout letter s in the next p:ace it takes hpurs and hpurs. Aded to tjat thegir; whose typeqriter i borrow is always usimg it when i mOst want it—

Cochrane: "Who gave you the black eye, De Lude?"
De Lude: "Nobody gave it to me. I had to fight for it."

K. Hegg: "I want to ask a question about a tragedy—"

Miss Perkins: "Well?"

K. Hegg: "What is my mark?"

Miss Thomson: "What is that noise?"

Marie M.: "It sounds to me like a noiseless typewriter."

OUR WORST JOKE!

The man that invented life savers made a mint.

Indeed we were not surprised to find young Abie putting acid on the goldfish to see if they were plated.

Marie Wood (en route): "Can't you go any faster than this?"

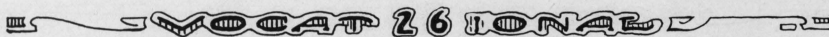
Louis Clark: "Sure I can, but I have to stay with the car."

Mr. Painter: "What is the radius of this circle?"

J. Koblitz (half asleep, dreaming of his new radio): "Fifteen hundred miles."

Ghost of absent-minded dentist (upon reaching the gate of St. Peter): "Open, please."

"Aw, go on," said Esther Johnson as she tried to put her right shoe on her left foot.



PROVEN PROVERBS

Everything comes to him who orders hash.
A bird in the hand is bad table manners.

SIGN IN LUNCH ROOM

"We don't cash checks. Banks don't serve soup, so don't ask us to cash checks."

HEAR YE, ALL!

Mr. Steer: "Have you ever done any public speaking?"

Richard A.: "Yes, I once asked a girl for a date over our party telephone line."

Mr. Olsen: "My car is a quiet, easy running machine."

Mr. Krogstie: "So I've heard."

And all the little rabbits cried, "We're game!"

Walt Mahoney: "What part of a Ford causes most of the wrecks?"

Mr. Orness: "The nut that holds the steering wheel."

Reta Good: "How do I look in these hose?"

Anna Dolny: "You don't have to. Just turn them inside out."

Miss Jaques: "What happens to gold when it is exposed to the air?"

M. Lock (after five minutes of careful thought): "It's stolen."

Dentist: "Awfully sorry, miss—but I just tore off a piece of your gum."

A. Vosika: "Oh, that's all right. Just stick it under the chair and I'll get it as I go out."

They say that some girls keep thin by exercising—others eat in the Lunch Room.

O'Neil: "My, how short your overcoat is!"

Schmeling: "Oh, that's all right. It'll be long enough before I get a new one."

The other day a student walked into the school store, picked up a package of paper, told the clerk to charge it, and started off.

"On what account?" called Dorothy Forbes.

"On account of me not having any money with me."

Mr. Krogstie: "Have you ever had hallucinations?"

Bushey: "Yes, twice. The first time it didn't take, but the second time it left a big scar."

At that, your head is well shaped for a shingle.

V. Brevig: "Do you know why you haven't red hair?"

I. Wilsber: "No, why?"

V. Brevig: "Ivory doesn't rust."

"That's me all over," sighed Zwolensky, as he dropped a match in the gas tank.

VOYAGE 26 JONAH

Irate Diner: Waiter, why is this steak so small? I had one twice this size yesterday.

Waiter (craftily): Yessir. Where did yez sit yesterday?

I. D.: Over there by the front window.

Waiter: Uh-huh, that explains it.

Mr. Orness (severely): "Sandell, I don't want to hear you calling Hegg a dumbbell again. Understand?"

Sandell: "Well, he just asked me if a stepladder is used in adjusting overhead valves."

"Somebody cut Mary's album all to pieces."

"Gracious, is she still alive?"

Bootblack: "Light or dark, sir?"

Mr. Smith (absent-mindedly): "I'm not particular, but please don't give me the neck."

Miss Lee: "Had your iron today?"

Frosh: "Uh-huh, been biting my nails."

Cap: Had yer baby christened yet?

Tin: Nothin' doin'. Nokid o' mine's goin' ter git hit on the nose wit' a bottle.

A haughty old lady from Ghent
Whose clothes were as big as a thent
Gave an icy cold stare
To an ill fated chair
When she sat on the thing and it bhent.

HOW TO BREAK IN THAT NEW CAR

1. When you get behind the wheel, first of all get your bearings.

2. These will be found under the hood in a little box with wires around it.

3. Take off the radiator cap and place bearings inside. If they float they are no good.

4. Take your seat again and throw out the clutch. You can either throw it in the street or in the back of the car.

5. Put on the gas and pull on the emergency brake sideways. If the car doesn't start look at the battery

6. If there is any water in the battery, pour it out before it causes any damage.

7. Then look at the carburetor and on finding that part, take off the top and wash the inside out with water. They often forget to do this at the factory.

8. Now you are ready to start. If you can't start the car now your top is either too low or else your balloon tires are raising the car off the ground and the wheels can't get started.

9. Leave all the air out of the tires so the car will stay on the ground.

10. If the car won't start now it is not your fault, because you tried hard enough.

He was only a garage man, but he had the jack.

IS THE PEN THROWN IN?

Anyone to buy a fat hog, come out and see me.—
Farmer Jones.

HAIL VOCATIONAL

Words and music by F. E. PAINTER.

1. As now we gath - er in thy halls, Loud our voic - es raise, To Al - ma Ma - ter
2. With loy - al hearts and voic - es strong, Now we raise our plea That through the years of

The first system of musical notation for 'Hail Vocational' is in 4/4 time with a key signature of one flat (B-flat). It features two staves: a vocal melody line on a treble clef and a piano accompaniment line on a bass clef. The lyrics are written below the vocal line, with two verses. The first verse begins with '1. As now we gath - er in thy halls, Loud our voic - es raise, To Al - ma Ma - ter' and the second verse begins with '2. With loy - al hearts and voic - es strong, Now we raise our plea That through the years of'. The music consists of chords and simple melodic lines.

of us all We ded - i - cate our praise; Thy Sons shall be thy sure De - fend - ers, Thy
earth - ly strife Vic - to - rious we may be, Al - though our paths ne'er lead to glo - ry And

The second system of musical notation continues the piece. It maintains the same 4/4 time and one-flat key signature. The vocal line continues with the lyrics 'of us all We ded - i - cate our praise; Thy Sons shall be thy sure De - fend - ers, Thy' and 'earth - ly strife Vic - to - rious we may be, Al - though our paths ne'er lead to glo - ry And'. The piano accompaniment provides harmonic support with chords.

Daugh - ters ev - er faith - ful be U - ni - ted all we heed thy call And pledge our loy - al - ty.
though our Deeds ne'er bring us fame, For love of Al - ma Ma - ter fair We'll strive to play the game.

The third system of musical notation concludes the piece. It continues with the same 4/4 time and one-flat key signature. The vocal line ends with the lyrics 'Daugh - ters ev - er faith - ful be U - ni - ted all we heed thy call And pledge our loy - al - ty.' and 'though our Deeds ne'er bring us fame, For love of Al - ma Ma - ter fair We'll strive to play the game.'. The piano accompaniment ends with a final chord.

CHORUS.

Hail, Old Vo - ca - tion-al, Hail to thy name, Long may we hon - or Thy glo - ry and fame—For-ev - er,

Through all the pass - ing years In mem' - ry held dear, We'll bear thy ban - ner fair To Vic - to - ry.

PRINTED IN
THE VOCATIONAL HIGH
PRINT SHOP



SCHOOL HISTORY

Our old Vocational building looks rather desolate now, but it is quite a place compared to what it was in November of 1914. At that time, it had been twice deserted and looked the part. The Central High School, the first high school of the City of Minneapolis, after having been housed here for thirty-five years, had moved out, only to make room for North High, a tenant for a year while their building was being repaired after a fire. They, too, had departed, and the place was doleful indeed.

Only the south half of the building was assigned to the use of the Girls' Vocational High School, as the school-to-be had been named. The north half had been loaned to the trustees of the William Hood Dunwoody Fund. For two months, both halves of the building hummed to the noise of intensive preparation, equipping, and cleaning. On Monday morning, December the fourteenth, 1914, the two institutions, The Girls' Vocational High School and The William Hood Dunwoody Industrial Institute, opened their doors to receive the girls and the boys of the city who had the courage

to depart from the traditional line of education and to demand a trade or vocational training.

Ninety-three girls answered the call and were welcomed by the principal who still presides over the destinies of the school, five teachers, of whom Miss Wright is now the only one remaining in the corps, and three substitutes. By February, Mrs. Kriedt, Miss Morris, Miss Harris, Miss Gilruth, and six other teachers had joined the first pioneers. Before the school celebrated its first birthday, the teaching body numbered twenty-seven. This gives a slight idea of the immediate popularity of the new work.

The big event of 1917 was the celebration of the first annual Commencement. Diplomas and certificates were awarded to thirty-six girls, indicating that two-year courses and successful work experiences had been completed in home-making, junior nurse work, dressmaking, millinery, and commercial training.

The war brought busy, rushing days. Dunwoody moved into its new building and Vocational immediately expanded into the vacated space, glad enough to get out of its cramped



VOCATIONAL 26

quarters, for, by this time, the school numbered over five hundred. The war conditions brought tremendous pressure. The power machine department moved into its present room, jumped from ten machines to forty, and began to take war orders. Red Cross pajamas, olive drab shirts, made by girls rushing in to get a quick training before rushing out again to take positions, were the order of the day. The telegraphy department was opened to prepare girls to take the positions being vacated by boys who were going into training in the camps. In connection with the Woman's Christian Association, which turned one of its homes into an experimental hospital, a course for practical nurses was begun, and practical nurses were trained to help fill the gaps left by the nurses leaving for the Front, and to assist in fighting the terrible epidemic of influenza which was sweeping the country. Positions in all lines of work came faster than students could be trained to fill them.

During the period of deflation following the close of the war, Vocational suffered as did all training institutions. Positions became scarce. Industries were trying to get back on a peace

basis. Boys were returning to claim their old places. Girls were being thrown out of positions, and did not know what to do. Minneapolis and the Northwest was slow to recover from this depression, and is just now becoming reasonably normal.

During these years, due to the great amount of war service contributed by the Dunwoody Institute, only the more mature boys had been able to secure vocational training at that institution. The younger boys were not having the advantages equal to those offered to the girls. In 1921, therefore, several courses for boys were organized in the Vocational High School. This meant a change in name, and from that time, the word "Girls" has been omitted from the title, and the school has been known as the Vocational High School. In the June graduating class of 1924, boys appeared as graduates from the Electrical course, the Automechanics, Printing, and Telegraphy courses.

The addition of boys made new demands on the already crowded space, so that, when the East High School students were transferred to the John Marshall School, Vocational moved