

W.H.S. Booster

W. H. S. BOOSTER

VOL. I

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NO.



— WISHING YOU —

A Merry Christmas and a Happy New Year



WHITESTOWN HIGH SCHOOL.

This building was constructed in 1915 when Walter Schooler was trustee. Herbert Markland is just finishing a four year term to be succeeded Jan. 1, 1923, by A.O. Dulin. The first class to be graduated from this building was the class of 1916.

1/2

Whitestown News

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GREETING.

The name of this publication was selected by the entire student body at the suggestion of Fayne Ottinger after much deep thinking—that is what high school people call thinking. Many names were mentioned but only one chosen, sounds like the old adage "Many are called but few are chosen" doesn't it? For the same reason that many were called we mentioned several names in order to have the best.

The "W. H. S. Booster" will be published monthly making five issues in this its first year. That isn't very many is it? Well then it will not tax you so much in work or money. No, it was not that we feared the work but that we feared for the lives of our dear school mates if they were forced to read about their school work oftener than every four weeks—some say it is bad enough to go let alone reading about days gone by.

We intend to make the Booster a credit to W. H. S. This will cause a lot of work and study since this is the first paper ever printed as a representative of our school. Everything has to get a start and that is what we intend to accomplish in this issue.

The success of any project depends upon the support it has. We have a loyal student body and faculty which should make a real boosting paper. We thank you one and all for your help in publishing and by securing ads for your help in financing.

WHITHER BOUND?

What, really, is the aim of education?

I feel that even we whose whole lives are wrapped up in work with our American schools are too little inclined to think through to the answer to that question for ourselves.

We read the history of education, we develop a practice of teaching with due respect for the psychology of education, but how many of us ever got

into executive session with ourselves in an effort to determine just exactly what we're trying to accomplish? How many of us are like a pilot, perhaps a very well-trained pilot, without a port?

Any reader of this page could doubtless tell me the air of Spartan education—and Athenian, Roman, Medieval, Renaissance, Reformation—even early American before the industrial revolution. But we're living in a new world since the Great War. And would you state in 100 words, or 500 your reasoned conviction of your own aim in your present educational work? Not merely some platitudinous generality to the effect that "the aim of education is to make a completely rounded out citizen" or some of the similar insipid truisms, but a concrete, purposeful, workable program of progress.

If you would write down your convictions on this fundamental subject, it would be most interesting and helpful to you, I am sure, as it would be helpful to me if you would let me have a copy of what you write for yourself.

To start the ball into play, let me set forth some of my own conclusions, resulting mostly from my personal experience and observation as a student, a teacher, and a business man.

In this day of shorter hours and higher wages, life is more than ever divided for the average adult into three equal parts. We work and play and sleep, and we spend about one-third of our time at each.

Now the process of education is not one that affects very materially man's ability to sleep, either one way or the other. Some facetious-minded individual may recall the dullness of some of the college lectures he has

been called upon to attend, and make out a humorous case for education as a soporific, but not seriously.—The Vocational Advisor.

CLAYTON W. ROSECRANCE

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