

GRESHAM HIGH SCHOOL DEPARTMENTS CONTINUED

Commercial Department

By L. R. MASON,
Commercial Instructor.

Commercial work in the high schools has probably enjoyed a faster growth in the last few years than any other departmental activity. In the local school the department started with one teacher on a part-time basis. Now one teacher is busy the entire day and three others part of the time. The work is interesting from the students' point of view in that it is practical and can be turned into a means of earning a livelihood.

At present the school offers these subjects: bookkeeping, shorthand, typewriting, business English, social problems, and penmanship and spelling. The total enrollment for these classes is 150. The typing classes lead in numbers as 53 are learning the mystery of touch operation. Other commercial subjects offered at other times are commercial law, economics, commercial arithmetic. It is planned to give instruction on the adding machine soon.

Equipment in the typewriting department consists of 22 typewriters, an electric mimeograph and a microscope. As an additional incentive to the typing students, the different typewriter companies offer awards for work done on speed and accuracy tests. These awards consist of certificates of proficiency, and medals made of bronze, silver, gold and gold inlaid with jewels. Thus far this year certificates have been awarded to Frank Salisbury, Wilma Pensk, and Harvey Anderson. Bronze medals were won by Helen Laudan, Edward Stubbs, and Sarah Metzger. Just recently Miss Metzger has also won a gold medal from the Remington Typewriter company for having written 56 words a minute for 15 minutes. Others in the class are writing as fast as this or nearly so, and it is expected that many awards will be won soon. Some of the first-year students are showing unusual development and are writing around 35 and 40 words a minute. As a supplement to typewriting, the students are taught mimeographing and office practice.

Gregg Shorthand is taught to 19 students, all but three of whom are girls. Little can be said of the work done except that the students learn to write from dictation at rates ranging from 120 to 160 words a minute. Shorthand is a difficult subject, requiring a great deal of close application and practice. Many of the students enter positions upon graduation.

The bookkeeping class enrolls 19 students. They are given instruction from the fundamentals of making simple original entries in day books to closing ledgers and making financial and loss and gain statements. Any student who has successfully done the work offered at the high school ought to be able to keep an ordinary set of books. However, the high school does not turn out "accountants."

Social problems as a study is being taught here for the first time this year. The subject deals with the sit-

uations which confront the average citizen in every-day life. Study is made of the government machinery, politics, laws, marriage, divorce, and other items of common interest. The class has 13 students.

The class in business English has 12 students, and it prepares the pupils with the business side of English. A good foundation of the grammatical fundamentals is insisted upon before the work proceeds to letter writing, the writing of reports, news items, and criticisms. The subject is one of the most practical and useful of any taught in high school.

The name penmanship and spelling explains the purpose of that class. The A. N. Palmer method of writing is taught, and some mighty good penmen are turned out. In spelling, the class is drilled on the common misspelled words and is not bothered with such jawbreakers as "idiosyncrasy." It is thought better to learn how to spell such words as accommodate, receipt, embarrass, and other similar ones which are so often misconstrued.

Students who complete the work in commercial law are not lawyers, but they do have an understanding of the principles of law which face the business man. A large proportion of the work deals with contracts, who can contract, liability of parties and their obligations, rights, and defenses to actions.

Economics studies the underlying causes of the why and whereof of our commercial and national life. Starting with the old manorial days when people were bound to the soil upon which they were born, the subject shows the student why living conditions have changed and how they are likely to change in the future. Economics touches on price control, expenditure of taxes, labor unions and other related subjects.

Commercial arithmetic is nothing more than applied arithmetic.

Colleges and universities have recognized commercial work as equal to other standard work offered in high schools and the commercial departments are bound to grow as the students see the opportunities which are offered and the business man realizes the service which the school can be to him.

GRESHAM UNION HIGH SCHOOL.

(Mary Langford)
In Gresham Union high school
Our principal, Mr. Cannon, stands;
The principal, a mighty captain he,
With a strong and ruling hand;
And the wisdom of his thoughtful words
Is strong as an iron band.

In Gresham Union high school
Our teachers have the floor;
"Now four more weeks you have this term,
You'd better study more."

In Gresham Union high school
The pupils have their say;
"We'll fight for our old standby,
Until we've used every way."

Now principal, teachers, pupils
Make Union high school great,
To us our good old high school
Is the best in the state.

Latin Department

STUDY OF LATIN HELD OF GREAT IMPORTANCE.

The Latin department is endeavoring to demonstrate that Latin is practical as well as cultural. All Latin classes are keeping scrapbooks in which they place advertisements containing Latin words or derivatives or references to Roman mythology. Individual note-books are kept in which are placed lists of English words derived, directly or indirectly, from the Latin words studied in classes. Students who study Latin find it of great use in their study of English grammar. If a person attempts a conversation without the use of Latin words or derivatives he would find his vocabulary very limited. Pictures and books are being added to the school library to supplement the work in the class-room.

LATIN, FOUNDATION OF AMERICAN LANGUAGE.

(Evelyn Ledine).

When the American youth announces his intention of studying Latin, his elders and companions almost invariably think that he is wasting valuable time that could be used to a better advantage; and in the course of time it becomes evident to the youth himself that Latin is a dry subject. He begins to reason much like his friends and elders, "Why study Latin?" "This is a dead language, anyway. What good will it do? You can never talk it." It would be far better if some people couldn't talk so much. Most assuredly it is a dead language in the sense that you will not be able to use it in your speech—directly—and in your daily contact with people, but the true value of many persons is not recognized until they have been long dead and gone. So it is with the "dead" language, Latin. It is of more value to cultured America than ever before.

Did it ever occur to you that about one-half of the words of the American language, so rich and colorful in expression, are derived or come directly to our language from Latin? This fact alone ought to be enough to stimulate interest and love for the language that has given birth to the tongue which we now call our own. If you will study Latin you will learn to like it and it will gradually take on life and color. You will no longer term it dry. It was once the principal language of western Europe, and today the modern languages of Italy, France, Spain and Portugal are directly derived from Latin.

Caesar's Gallic war studied in second-year Latin is valuable for its history. Each page is an open book revealing unto us the great deeds of Julius Caesar and a history of the Gallic wars.

If you expect to enter any profession, medical, dental or legal, it is invaluable.

When you have mastered Latin you need consult Noah Webster less. You will have a broader vision and a clearer and deeper understanding into

of the words you use daily, consequently you will be a more educated man or woman with a greater insight, therefore a truer American.

For the cause of our language and the proper use of which I advocate, I beseech you as citizens of our glorious land to urge and impress upon which not only opens your vision along many channels but develops your brain and thinking powers.

Come with no argument that "it is so hard." Nothing worth while was ever won in this world without hard work.

IS LATIN A DEAD LANGUAGE?

(Elizabeth Robinson)

When people speak of Latin being a dead language I wonder if they have ever studied it with any interest.

Our class in Latin certainly does not find it dead. We have a scrapbook in which we paste words cut from advertisements that have come from some Latin word. We also have notebooks for all words from other classes or books which we have read that are derived from Latin.

If Latin is such a dead language why do states, countries, and organizations choose mottoes written in Latin? The motto of the United States, "E Pluribus Unum," would not be appropriate if it were a dead language for the country certainly is not dead. Our state motto, "Alis volat propriis," is also Latin and our state is about as lively as any state in the Union.

Latin is very interesting if taken; not just for a credit because you need it, but because you want to learn it.

IS LATIN DEAD LANGUAGE?

(Ruth Dinges, '29)

Many people believe that the study of Latin is a waste of time for the average high school student, because it is a dead language and can help no one.

In the sense of being a spoken language of a certain group of people Latin is dead, but it still lives and occupies an important place in our language.

Some of us may never have stopped to think that to Latin we owe many of our most important words. For example, there is the common English word omnibus, which we have shortened to "bus." Omnibus is taken over directly from the Latin.

Many words whose meaning we find it hard to remember are easy if we know the Latin derivation. Of course our words do not all come from Latin, but many of the hardest do.

In the higher type of story we find many Latin phrases which are very useful and descriptive, as well as much more expressive than the English equivalent.

I do not think that Latin is dead when it holds such an important place in English and many other languages.

SOME FACTS ABOUT LATIN.

(Goldie Bjur & Margaret Gantenbein)
Latin was the language of the people who inhabited Ancient Latium. The chief city of Latium was Rome. The conquests of the Romans made Latin the principal language not only of Italy but of all eastern Europe.

About half our English words have a Latin origin, and many Latin terms are used in law, medicine, and the sciences. Aside from these terms many other Latin words come directly into English without any change of

form whatever as "Labor" and "Animal." But most come indirectly into English. The modern languages of Italy, France, Spain and Portugal are directly derived from Latin.

Latin was the international language of all the civilized people when Rome was at its height of power. Even recently Latin has been considered as the international language.

Latin is used to a great extent in our language. Latin terms are found in newspapers. An illustration is that of the cartoon of the League of Nations, which appeared in the Oregonian recently. The Latin word "pax" is used instead of the English word peace.

Latin appears also in magazines and books. In an account of Christmas in the December number of the Mentor we find "Mons Victorialis" referring to the mountains to which the three kings of the Orient went to pray and from which they saw the star that was to guide them to the Christ.

Many advertisements have references to Latin. We use Venus (Venus, goddess of Beauty) pencils, vacuum (vacuum-empty) bottles, and buy records for our phonographs.

These few illustrations are only a few of the many Latin words which we speak each day.

Volumus vobis fortunatum novem annum.

IS LATIN DEAD?

(Allene Dixon)

Although some people firmly believe that Latin is a dead language, I think that if they spent any time at all on the subject they would discover that Latin is not quite so dead as they think.

So many English words and mottoes of states are either derived or came directly from the Latin. For instance, the motto of the United States, "E Pluribus Unum," "Essequam videri," the motto of North Carolina, "Ad astra per aspera," the motto of Kansas and "Alis volat propriis," the motto of Oregon, are all Latin phrases. Many of our good English words are derivations from Latin. For instance, vocabulary from "voco," portable from "porto," liberty from "liber," aqueduct from "aqua," velocity from "velox," and annual from annus are some examples of derivatives.

Does it seem possible or probable that Latin can be a dead language when so many Latin words are used either directly or indirectly in our conversation every day?

Spanish Department

STUDY OF SPANISH IN HIGH SCHOOL IMPORTANT.

The students of Spanish find the material and books which are studied while taking this course very interesting, especially since they become acquainted with the character of the people, the manners and the customs of Spain and other Spanish-speaking countries.

An attempt is being made to have the students realize that the language is not truly "foreign" in every sense of the word, since so many common geographical names in North America are Spanish words. Did you ever realize that Estacada is a Spanish word meaning "palisade" and that Cazadero means "hunting ground"?

In the two years of Spanish offered in high school, we realize that the language cannot be mastered so as to be spoken fluently, but the fundamentals are covered so that any student is able to broaden his knowledge of the language and literature by individual effort if he so wishes.

The school library is adding material to supplement the class work, among which is "La Prensa" a Spanish newspaper published in New York. The students enjoy reading this as tells of current happenings all over the world.

WHY WE STUDY SPANISH.

(Mary Miller)

Formerly, the Spanish language was not necessary in the course of study but now its value is becoming more pronounced on account of the many people that speak Spanish. In Mexico, Central America and practically all of South America, Spanish is the official language.

As there is so much intercourse between our country and Spanish speaking countries, it is necessary, in many positions, to be acquainted with the language.

Many of the English words are similar to the Spanish, both in spelling and meaning. In music there are many Spanish terms and it is helpful to be able to understand them. Also, many names of our cities are of Spanish origin.

In the study of Spain, we read many things about it and its customs, about which otherwise we would be ignorant.

There are many other things, too many to enumerate, that show the benefits of Spanish, but it is certain that anyone who takes Spanish will never regret any time spent in the study of it.

WHY STUDY SPANISH?

(Barbara Walters)

Some people think Spanish doesn't do you any good and that it is foolish to waste your time learning some other country's language when you haven't perfected your own.

There are many reasons for studying Spanish. It helps you to understand your own language better. It gives you a better social standing.

Many of the English words which we meet in our every day walk of life are Spanish, or have been derived from the Spanish. You recognize these and know how to pronounce them and also what they mean.

Traveling in a Spanish speaking country is made much more interesting if you already know something of their customs and their language.

It is the most common of all our foreign languages. It is estimated that 55,000,000 persons use the Spanish language as their native tongue.

South America, our near neighbor, is just coming to the front, or in other words is opening up many possibilities for the future. It has many riches which in the past have been little appreciated as commercial products.

By studying Spanish you learn not only the language but also the conditions, growth and customs of these Latin American countries.

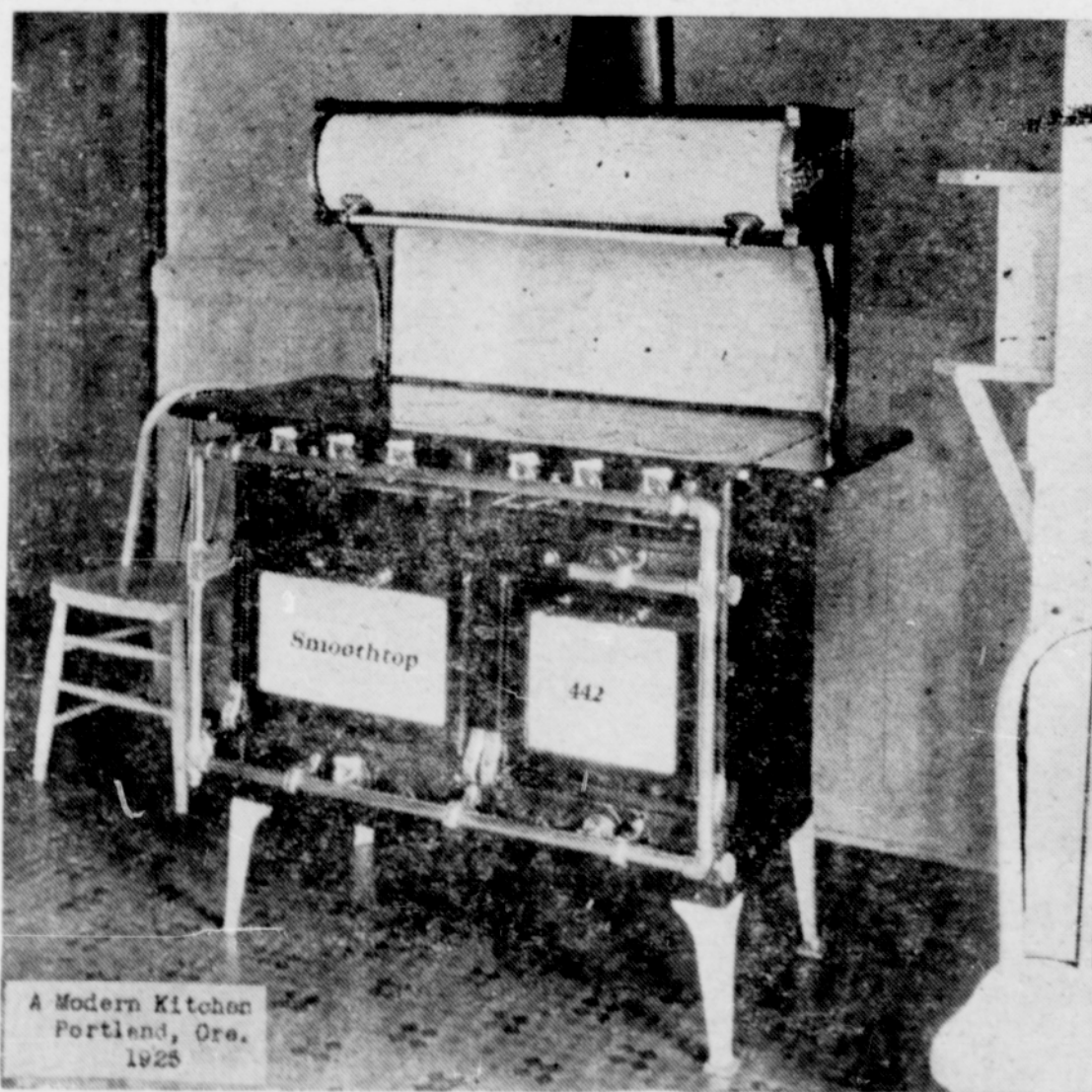
With a knowledge of Spanish you are then fitted to take advantage of these opportunities of South America, for it is the promised land of tomorrow.

High School Departments Continued to Section 3, Page 2.

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