

The  
Morrisianian

1927



Morris, :: New York

**The  
Morrisian**

**Annual Publication of  
Senior Class**



**Morris High School**

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We, the editors of '27, respectfully  
dedicate this, the first edition of The  
Morrisianian, to our friend and teacher,

DONALD M. GOODFELLOW

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Principal Donald M. Goodfellow

## THE BOARD OF EDUCATION

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Mr. George Sprague ----- Chairman  
Mr. Edward Wheeler ----- Clerk  
Mr. George Whitman  
Mrs. B. D. Phillips ----- Treasurer

## THE FACULTY

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Donald M. Goodfellow ----- Principal  
Latin, Mathematics.  
Pcter A. Etienne ----- Assistant Principal  
French, Science, Mathematics.  
Gertrude E. Washbon ----- History, English  
Mrs. Fannie Daniels ----- Grammar  
Mrs. Linn Harris ----- Intermediate  
Helen M. Colvin ----- Primary



## SENIOR CLASS

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ERNEST ANDERSON  
JOSEPHINE BAILEY  
LOUIS BAILEY  
PALMA CEROSALETTI  
CLARK GEORGE  
ELSIE HARRIS  
MORRIS JOHNSON  
GEORGE SHIELDS  
GLADYS STANHOUSE  
HARVEY SUTTON  
GENEVIEVE TAMSETT  
RUTH TURNER

## CLASS OFFICERS

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President—GEORGE SHIELDS  
Vice President—CLARK GEORGE  
Secretary—GLADYS STANHOUSE

## CLASS MOTTO

“Give to the world the best you have  
and the best will come back to you.”

## CLASS FLOWER

ROSE

## CLASS COLORS

OLD ROSE and SILVER

## COURSE OF STUDY

FIRST YEAR—(4) English I.  
(5) Biology.  
(5) Elementary Algebra.  
(5) Latin I.  
(2½) Civics.

SECOND YEAR—(4) English II.  
(5) Plane Geometry.  
(5) History A.  
(5) Latin II.  
(5) French I.

THIRD and (4) English III.

FOURTH  
YEARS

(4) English IV.  
(5) History C.  
(5) Latin III.  
(5) French II.  
(5) Latin IV.  
(5) Chemistry.  
(5) Physics.  
(2½) Intermediate Algebra.

The subjects listed in the course of study, by the necessary combination, lead to the Academic Diploma and the College Entrance Diploma. Detailed explanation of the requirements for these two types of diplomas will be given at the time of registration in the Fall.



## PRIZES

1. The James R. Morris American History Prize.
2. The Rev. Geo. H. Sterling Scholarship Prize.
3. The Alumni Association Scholarship Prize.
4. Mathematical Prize.
5. Latin Prize.
6. French Prize.
7. English Prize.
8. History Prize.
9. El. U. S. History Prize (D. A. R.)
10. George Whitman Prize.
11. Mrs. H. H. Linn Prize.

### The James R. Morris American History Prize :

Established in 1905, by Dr. Lewis R. Morris, in memory of his father. It is a cash prize of \$50 in gold, divided \$25, \$15 and \$10. Contestants must be students in the High School department, with at least 24 academic counts to their credit. The essays will be judged by experts and marked on the following score :

1—Originality, accuracy of statement, general excellence.	60
2—Correct and elegant English .....	30
3—Spelling .....	10

The essays must be filed with the Principal not later than April 25th, accompanied by a list of the source books. Quotations verbatim must be indicated; but an essay made up largely of copied extracts will be rejected. The winning essays will be read at the Commencement exercises in June.

### The Rev. Geo. H. Sterling Scholarship Prize :

Established by the late Rev. George H. Sterling and continued in his memory by his daughter. It consists of two cash prizes of \$10 each in gold for the students showing the highest standing in scholarship, for third and fourth year work, to be determined from the general averages of class work and examination standings throughout the year.

### The Alumni Association Scholarship Prize :

This consists of two cash prizes of \$5.00 each for the students showing the highest standings in scholarship for first and second year work, to be determined from the general averages of class work and examination standings throughout the year.

### Mathematical Prize :

Mr. F. B. Holcomb, a former Principal of Morris High School, offers a prize of \$5.00 in gold to the student obtaining the highest rating in the Regents examinations in any mathematical subject pursued during the year.

### Latin Prize :

Principal Goodfellow offers two cash prizes of \$5.00 each to the two students obtaining the highest rating in the Regents examinations in Latin II and Latin III, respectively.

**French Prize :**

Mr. P. A. Etienne offers a cash prize of \$5.00 to the student obtaining the highest rating in the Regents examination in French.

**English Prize :**

Miss Gertrude Washbon offers a cash prize of \$5.00 to the High School student obtaining the highest rating in a Regents examination in English.

**History Prize :**

Miss Gertrude Washbon offers a cash prize of \$5.00 to the High School student obtaining the highest rating in a Regents examination in History.

**Elementary History Prize :**

The Daughters of the American Revolution offers a cash prize of \$5.00 to the student obtaining the highest rating in the Regents examination in Elementary United States History.

**Grade Scholarship Prizes.**

Mr. George Whitman offers \$20 in cash prizes to be distributed among the eight grades for excellence in scholarship.

**Spelling Prize :**

Mrs. H. H. Linn offers \$10 in cash prizes to be divided among the pupils having the highest average in spelling in the primary and intermediate departments.

**SCHOOL ENROLLMENT FOR 1926-'27****The Academic Department****FOURTH YEAR**

Ernest Anderson	Clark George	Gladys Stanhouse
Josephine Bailey	Elsie Harris	Harvey Sutton
Louis Bailey	Morris Johnson	Genevieve Tamsett
Palma Cerosaletti	George Shields	Ruth Turner

**THIRD YEAR**

Mary Boice	Silas Culver	Rose Perry
Merritt Bridges	Winston Harris	Dorothy Sheldon
Doris Card	Luciel Johnson	Cecil Smith
Philip Chase	Joseph Milliken	Howard Southern
Clarence Crandall	Frances Osborne	Rosilyn Stanhouse
	Glenn Osborn	Morgan Weatherly

**SECOND YEAR**

Eloise Carpenter	Claudine Milliken	Curtis Steele
Raymond Ellis	Flora Rogers	Franz Trecher
Marjory Gardner	Lyle Shields	Emily Townsend
Irene Joslin	Edward Simonds	Marian Walter
Anthony Kot	Florence Sutton	

**FIRST YEAR**

Virginia Bridgens	Katherine Garlock	Beatrice Tripp
Mario Cerosaletti	Harold Hand	Angelica Pickwick
Ruby Crawford	Helen Hogaboom	Ina Place
Ceylon Decker	Thelma Leska	Arthur Rogers
Fred'k Dockstader	Esther Lindberg	Clifton Tamsett
		Angie Tidd

**Grammar Department**

Lewis Adams	Mildred Miller	Edwina Rendo
Myrtle Bailey	Edna Moore	Ida Mae Rendo
Alfavetta Card	Dawn Mudge	Howard Sheldon
Dean Carpenter	Dorothy Olds	Herbert Sloan
Draper Daniels	Lewis Olds	Louise Smith
Milton Decker	Mary Osborn	Ruth Southern
Stanley Emerson	Claudine Pickins	Alice Southwick
Helen King	Harlow Pickins	LeRoy Weatherly
Kathryn Lull	Harry Pickens	William Wolfendale

**Intermediate Department**

Arthur Campbell	Lawrence Johnson	Adolphus Sloan
Christine Card	Margaret Leneker	Henry Southern
Dorothy Chase	Ralph Lull	Rachel Southern
Glenn Chase	Edwin McMyne	Marian Sutton
Carlton Clum	Ruth Miller	Holland Thompson
Hattie Clum	Jennie Mumbulo	Lillian Thompson
Clarence Cooke	Pauline Mumbulo	Cora Tidd
Kenneth Cooke	Katherine Niles	Harvey Tidd
Lillian Cooley	Ivan Place	David Townsend
Francis Elliott	Edward Rendo	Richard Warner
Morgan Gage	William Sargent	Mirtie Webster
Nolua Jenkins	Kenraed Shields	Edward Wheeler
Anice Johnson	Hazel Silvey	

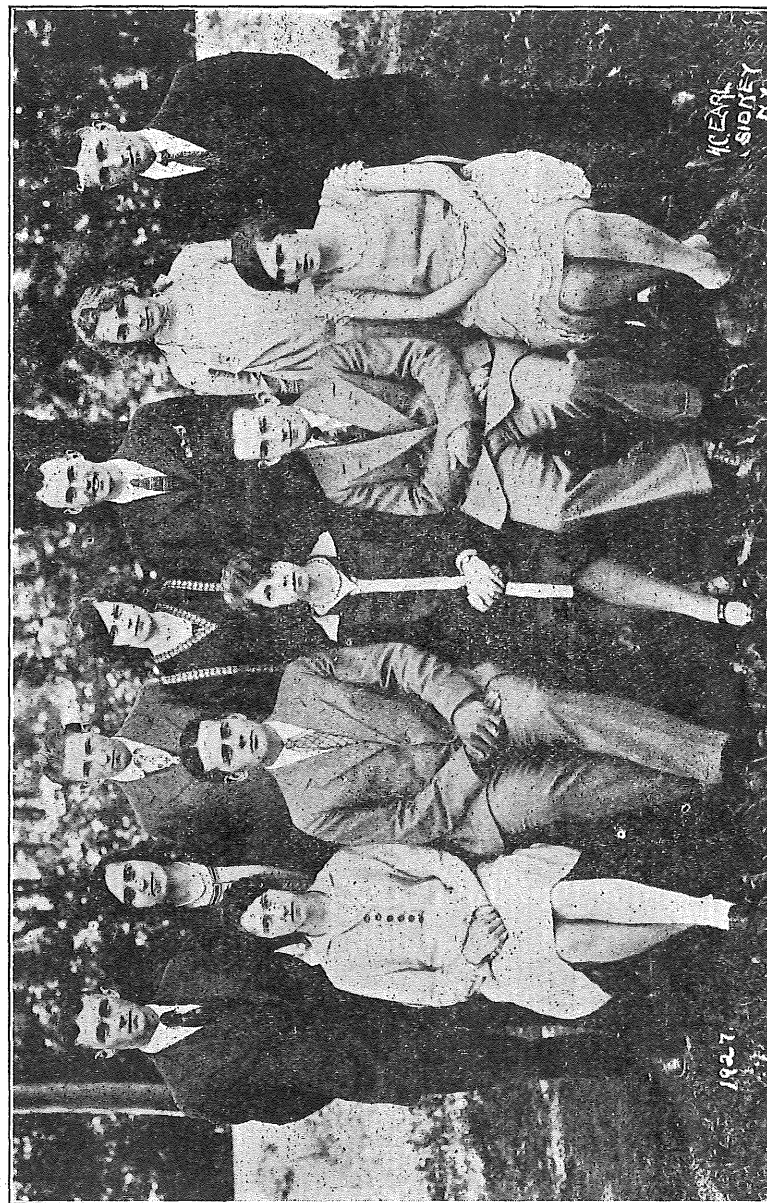


**Primary Room**

Kenneth Bailey  
 Bernard Barton  
 Hobart Benjamin  
 Waldo Benjamin  
 Mildred Chase  
 George Cooley  
 Edward Elliott  
 Alsie Foote  
 John Gould  
 Carroll Hand  
 Don Houghtaling

Violet Houghtaling  
 Ruth Lull  
 Lewis Macumber  
 Viola McCoon  
 Raymond McIntyre  
 Helen McMyne  
 Neva McMyne  
 Kieth Mudge  
 Kenneth Mudge  
 Frank Mumbulo  
 Erford Olds

James Pickens  
 Eunice Place  
 Frederick Rendo  
 Clara Southwick  
 Ruth Sutton  
 Josephine Thompson  
 Louie Tidd  
 John Townsend  
 Louise Wheeler  
 Ralph Wheeler  
 Clifford Wolfendale



**SENIOR CLASS**

Back row:—Louis Bailey, Palma Cerosaletti, Ernest Anderson, Genevieve Tamsett, Harvey Sutton, Elsie Harris, Morris Johnson. Front:—Ruth Turner, Clark George, Gladys Stanhouse, George Shields, Josephine Bailey.



## CLASS HISTORY OF 1927

Everything, even the most minute plant, has an individual history of its own. However, we do not consider it worthy of a thought despite its individuality. Since through our career at this school we have attained the goal for which we have so long strived, we feel our past is worthy of recollection.

We often hear one say, "Age before beauty," but I think that our youngest classmate deserves recognition first. Josephine has attended the Morris High School throughout her entire school life and has attained many honors. We cannot forget the time Josephine tried to feed her winning opponents in a spelling contest, at a party given by her side, cakes containing concealed pieces of cork. The satisfaction she derived from watching them grab for and attempt to devour the attractive cakes was apparent.

We feel that Louis, who has spent his school life at Morris High School, has succeeded well despite the fact that during this period he has been encumbered with numerous obstacles, such as rising early mornings to put a new curl in his hair. The process applied is as yet unknown to his classmates.

Was it not Ruth Turner who came from the Filer School, while we were yet in the grades, to Morris High to share our toil and pleasures with us? Who but Ruth could win the heart as well as the compliments from Miss Colvin's younger boys?

Clark George, who has been amongst us during his High School course has won a prominent place in athletics as well as popularity among the girls. A greater part of his time of late has been spent practicing holding Ruth's hand. We wonder, regardless of the fact we have not heard him say if it is not a case of "Work is pleasure."

We often hear this applied to people: "He talks most who says least." We are well aware that this would apply to George Shields if it were reversed. During his course here he has been occupied purchasing vanity cases for his various girl friends.

Palma, in spite of her late entrance at our school, has won her way into the hearts of her schoolmates. She has gained popularity among her friends by portraying their features, especially on the desks in the English room.

Although Harvey has been with us a comparatively short time we feel as though he had been with us throughout his High School course. He joined our happy group the week after our Christmas vacation, having previously attended the Mynderse Academy at Seneca Falls. We can't help noticing his attractive poses, especially when his mind is buried in study.

Two years ago Genevieve came to Morris and entered the Junior Class with us. For the last year we have given Genevieve the privilege of practicing mornings in chapel in order that she might more ably play Harvey's accompaniments.

After attending several different schools such as Mt. Upton, Unadilla and South New Berlin, Morris decided to settle with us to the finish. When Morris first began driving his car we wondered if his thoughts didn't often run as follows, when glancing at the empty seat beside him, Why should I feel alone when I myself am here? He no longer has this to contend with, now you might hear him say, "My dimples are my pride."

At the beginning of our last year we were joined by one of Oneonta High School students. We feel quite fortunate in being able to receive Ernest into our midst. He has taken an active part in our baseball team and his studiousness has caused him to burn much midnight oil.

Little did we think that Gladys when she came here four years ago would entertain many of the girls during the noon hour by playing jazz that they might dance.

Such is the history of the Class of 1927, but only in a nutshell. Is it necessary further to dwell on well known facts? It's influence has been felt wherever it has been exerted. The Class of 1927 has been alert and active in every way which would win honors for its school. May its future be as successful as the past and bring honor to its Alma Mater.

ELSIE J. HARRIS.

## CLASS POEM OF 1927

The parting hour is drawing nigh,  
It's almost time to say goodbye;  
Before we leave I wish to tell  
Some facts of those we know so well.

Now, Morris Johnson is the one  
Who always has his lessons done,  
But every time he starts to read  
We have to say, "Decrease your speed."

We find no fault with Genevieve,  
But often she has made us grieve  
By coming late to Chemistry,  
That she might walk with her Harvey.

Clark George is one we all admire,  
He works for his school without tire.  
Yet we admit he has one fault,  
You must take him with grains of salt.

Ruth Turner is a merry lass  
O'er whose merits you must not pass,  
But here's a fact each one must know,  
Her thoughts for Kenneth ever grow.

Louis we've found is a true friend,  
Who will stand by until the end,  
Yet he delights in wasting time,  
Rather than calling it a crime.

And Gladys is a pleasant maid  
Who ne'er a secret has betrayed;  
If one should dare to question it,  
Just let him ask her friend, Merritt.

We're sure Ernest likes Cicero,  
For he has often told us so,  
But what pleases him most of all  
Is going out to a dance ball.

And Elsie is a modern vamp  
Who likes to sit without a lamp;  
There's one thing you can't keep her from,  
She must go to the Colgate Prom.

Although we once thought Harvey dense,  
To him we go for common sense,  
When we Miss Tamsett try to tease,  
His calm voice soon puts her at ease.

Now Palma we must not forget  
No one of us has seen her fret,  
But she has motions rather queer,  
Many of which, impish appear.

Thoughtful and solemn is George Shields  
And well accomplished in all fields,  
Expressly fond of girls is he,  
A fact which all can plainly see.

There is one thing I ask of you  
Excuse all lines that are untrue,  
Forgive my errors just once more,  
As you have often done before.

And now, dear Classmates, as we part  
May each take these lines in his heart :  
"Give to the world the best you have  
And the best will come back to you."

JOSEPHINE BAILEY.

### THE CLASS OF '27

Four years ago we entered here, as fresh as fresh could be,  
But our teachers good with lessons hard, taught us the R's  
you see,  
Long we've left the freshie ways; we're steeped in Senior dignity,  
The Class of Twenty-seven.

There's Shorty Shields, our President, the King of Swat is he,  
And Gladie girl, our honored one, for all the rest is she,  
Cutie Turner's close behind, with salutary decree,  
For this Class of Twenty-seven.

We're six of one so saying goes; we fifty-fifty be,  
A jolly gang as e'er you've met, this Class of ours, you see.  
We have worked and we have played; for you, Old Morris High  
we've made,

Your Class of Twenty-seven.

Chorus—Boosting, Boosting our Old Morris High,  
Cheering, Cheering, for Old Morris High,  
Loving, cherishing thee, Morris High,  
Our Alma Mater fair.

Tune—Battle Hymn of the Republic.  
June, 1927.

HARVEY L. SUTTON.

### CLASS WILL OF 1927

We, the Class of 1927, being of unsound mind and feeble memory, do ordain and publish our final Will and Testament.

We have tried insofar as possible, to give to each one the things most needed and most deserved, and we sincerely hope that everyone will be satisfied with his or her inheritance.

#### Section One :

We bequeath to Mary Boice an accelerator for more speed.  
To Doris Card a hatpin as protection against Curtis Steele.  
To Luciel Johnson a tonic to sooth the nerves.  
To Francis Osborne, peanuts to keep the student body supplied.

To Rose Perry a card index to keep track of her wandering boys.

To Dorothy Sheldon a switch in order to cover the loose ends.

To Merritt Bridges, Jr., Gladys' future address.

To Phillip Chase, a drawing pad in order that he need not make use of his Chemistry book.

To Clarence Crandall, a small "Bee" with the hopes that he may not be stung.

To Winston Harris a pair of noiseless shoes.

To Joseph Milliken a new bicycle on which to carry the girls.

To Glenn Osborn a present of a loud speaker.

To Cecil Smith a dictionary for endearing words.

To Howard Southern a box of ambition pills.

To Rosslyn Stanhouse a four years' growth with the hope that he will thereby be able to accompany James.

To Morgan Weatherly an engraved copy of "Carry Me Back to Old Virginny."

#### Section Two :

To Elloise Carpenter a remedy for childish diseases.

To Marjorie Gardner a new Lazell compact.

To Claudine Milliken and Irene Joslin male dancing partners for the noon hour.

To Flora Rogers a chauffeur with the first stop West Laurens.

To Florence Sutton an alarm clock.

To Emily Townsend a picture of a divine "Glenn."

To Marion Walters a book on "How I Keep Young."

To Silas Culver rubber tires for his wagon.

To Raymond Ellis the Semi-Pray Way to Beauty.

To Anthony Kot a permanent position on the baseball nine.

To Lyle Shields a freckle remover.

To Edward Simonds a pamphlet on the Art of Gesticulation.

To Curtis Steele a voice-toner.

#### Section Three :

We further bequeath to Virginia Bridgens a flypaper so that she can obtain a fellow who sticks.

To Ruby Crawford a permit to go out evenings.

To Katherine Garlock Beauty Parlor Secrets.

To Thelma Leska a permit for youthful male visitors.

To Esther Lindberg rouge to cover up the maiden blush.

To Angelica Pickwick a giggle preventer.

To Ina Place a pacifier when squalls are brewing.

To Beatrice Tripp a ticket to Crandall's restaurant.

To Helen Hogaboom and Angie Tidd, the inseparable chums, a handsome dancing instructor.

To Maria Cerosalctti and Clifton Tamsett, a private telephone.

To Ceylon Decker a pair of boxing gloves.

To Frederick Dockstader sand for his grit.

To Arthur Rogers an engagement book.

To Franz Thresher a booklet on "How to keep quiet".

We bequeath to the entire faculty our wishes for a happy future.

To Miss Washbon another year of joy and prosperity in M. H. S.

To Mr. Etienne our best wishes for future success as head of M. H. S.

To Mr. Goodfellow, our Principal, in return for the pleasant lectures, a microphone so that his lectures may be transmitted to M. H. S. from his future destination.

To Morris High we bequeath the same spirit that has lived in the hearts of her students for so many years.

Witness our hand in the signing of this Will and Testament.

Sworn to this Fourth day of June, 1927, in the presence of

Captain Charles Lindbergh, Chief Justice Taft, President Calvin Coolidge, John Gilbert, N. Y. C. favorites.

Gladys Stanhouse  
Ruth Turner  
Palma Cerosaletti  
Louis Bailey  
Ernest S. Anderson  
Harvey Sutton

Genevieve Tamsett  
Josephine Bailey  
Elsie J. Harris  
E. C. George  
Morris M. Johnson  
George Shields

### CLASS PROPHECY

It is my privilege this day, as prophet of the Class of 1927, to reveal the paths of life upon which the members of this class will wind their way to the top. Today we stand on the threshold of life; tomorrow we graduate. Thereafter we must put our shoulders to the wheel; we must squarely meet every task which may loom up before us. But now listen carefully to me as I speak the oracles of fate.

The first name which fate hands down to me is that of our worthy president—George Shields. After four years "at hard labor" at Colgate, he will become a Boy Scout executive.

Josephine Bailey will become a Chemistry teacher. In spare time she will write poetry, thereby securing her "pin" money.

Palma Cerosaletti will show her ability in the writing of her travels. Her most interesting book will be entitled, "A Cliff Which I Have Seen."

The fates say that Elsie Harris has some very worthy aspirations. She will become a nurse but will soon marry a doctor and live happily ever after.

Gladys Stanhouse's future will be spent in the writing of Latin verse. The "Merritt" of these poems should easily be detected.

Genevieve Tamsett will study music in Berlin. She will specialize in the study of the piano.

For Ruth Turner was predicted the first marriage of the Class of 1927. Did the fates lie?

Louis Bailey will become famous as a builder and contractor. He will gain his fortune by grading Patrick Hill so that Fords can make it in high.

Clark George will wing his way to fame by carrying air mail from New York to Buffalo. By the way, Morris will be visited daily by his plane.

But now I come to the fate of Morris Johnson. He will lead a bachelor's life. Morris will establish a repair shop under the firm name, Morris, of Morris, Inc.

Concerning Harvey Sutton the fates said, He will become a prosperous truck gardner. His inventive genous will serve him well in the repairing of his midget tractor.

Taking these predictions of fate into consideration, I can rightfully say that the future of the Class looks encouraging. So the fates and I join in wishing you success and whatever you do, take this in good part.

ERNEST ANDERSON.

### SALUTATORY

It gives me pleasure as salutatorian of the Class of 1927, to

welcome to our graduation the members of the Board of Education, the Faculty, our Fathers and Mothers and any friends.

Commencement time is truly a time of reminiscences and it is with mingled feelings of joy and sadness that we gather on this occasion. It brings regret to our hearts as we think of leaving Morris High School, yet we rejoice to look forward into the future and the fulfillment of our aspirations.

There are endless privileges which have been granted to us that we cannot forget. The friends which we have gained and who have aided us in our duties and undertakings, will remain in our memories long after the personal contact has been severed. The social functions have brought us closer together and helped us to know each other better. We think with satisfaction of the entertainments and enterprises which we have so successfully advanced.

Another factor is the influence of the teachers. Each member of the faculty has contributed his or her share in the molding of our lines and we know that this influence will not cease now.

This week with its festivities and good-byes is only the beginning. It is the future of the Class of 1927 that will make up the last chapter of its history. And as we each and every one strive to complete this history, let us do our best, the noblest we can, so that in the future it may be said, "Yes, that class lived in deeds, not words."

RUTH TURNER.

### VALEDICTORY

Board of Education, Members of the Faculty, Parents, Classmates and Friends:

We, the Class of 1927, have reached the goal for which we have been striving the past four years. Our happy school days are over and our hearts are saddened by thoughts of parting,—we must bid you farewell.

We are on the threshold of a new phase, ready to choose our life work. This depends upon each individual. Our circumstances, tastes and talents will aid us in this decision. Opportunities will come to us and in grasping these, Classmates, let us not forget our motto: "Give to the world the best you have and the best will come back to you."

To the Board of Education, we are indebted for your efforts to make our school a success. We trust that the use we have made of these opportunities may aptly express our thanks.

To the people of this village we are grateful for the hospitality and kindness which you have shown us. Your generous support and kindly interest have been an inspiration to us in our school work and activities.

In bidding farewell to the Faculty, words are inadequate to express our thanks for the help which you have given us, for the patience and forbearance you have had with us. To Mr. Goodfellow, who is leaving Morris High School with us, we wish an auspicious future in his new activities. To the teachers who are to continue their labors we wish another successful year.

Schoolmates, our parting word to you is to prove yourselves able to conquer small things so that you shall be able to rule over great. If in this, we are successful, as individuals, let us draw a valuable lesson from Captain Lindbergh's "we." In his "we" was expressed the real greatness of the man, his recogni-

tion of what others had done for him to make possible his wonderful achievement. Although he said, "my ship and me," his thought really included all those who had had the minutest part in the construction of that ship. Let us remember that there is no "self-made man" and that humility is the most desired attribute of greatness.

Dear Classmates, as we part tonight let us resolve to live so that our lives shall redound to the honor of our Alma Mater.

Again, as the representative of the Class of 1927, I bid you a fond farewell.

GLADYS STANHOUSE.

## THE SOURCE AND BACKGROUND OF THE CONSTITUTION

To us, who are Americans and enjoy the freedom of this great nation, there should be no subject more interesting than that of our Constitution, which, originated by our own ancestors, has guided us safely through so many years to prosperity. We must remember that this was not a hasty or radical document, but rather one which had been gradually developed for centuries.

There was a spirit of Constitutionalism present in the Greeks and Romans of ancient days. This was proved by their famous men, as Cicero or Sophocles, for although a Constitution is primarily for the distribution of governmental powers, it is also a formal expression of a higher law or, as they termed it, a natural law. Many of the earlier races had recognized this law of Nature and paid it greater respect than they allowed their state government. Nearly every civilized person had realized that human society was a single unit and governed by a law which was both paramount and antecedent to the ones which they had formulated. This conception was so widely spread that it became of great political importance during the Middle Ages.

One of the first steps toward the advancing of this spirit was the formation of craft and trade guilds. These had control not only of their own members but also of all persons engaged in the same trade. Shortly after their charters were granted bands of foreign adventurers were organized. These companies were similar to the guilds, but they were foreign rather than domestic traders. Consequently this increased the feeling of Constitutionalism.

After the guilds had grown into common practice the king began gradually giving charters to the towns. Such charters usually granted townsmen privilege to retain his ancestral customs and gave him certain rights, exemptions and to a slight extent allowed self government. The especial effect of these was the advancement of the idea that neither Crown nor Parliament was omnipotent.

This spirit in the Colonies which terminated in the Constitution of the United States had its more immediate origin in the days of Queen Elizabeth, directly following the Renaissance. Among the most worthy men of that time was Sir Edwin Sandys, the leading spirit of the London Company. He was the one who advocated the proposition that accused prisoners should be represented by a council. In the presence of Parliament he boldly declared that the authority of the King was based upon the knowledge of reciprocal conditions which could not be violated by either ruler or subject with impunity. Through his efforts

the Charter for Virginia was granted to a small group of Englishmen. Later, by renewing his appeals he gained a measure of political liberties for the Colonists.

A few years after this, with the aid of his friends, he framed a Great Charter for them under which they established the first representative government in America. In this charter he granted self government, freedom of speech, jury trial and equality before the law. Sir Edwin Sandys aided not only the Virginians but also the Pilgrims. Their compact, signed in the Mayflower, while not as strictly a Constitution as Virginia's, will always be deemed worthy of a place in the history of Constitutionalism.

In America the colonists developed a spirit of individualism and a strong adherence to their specific privileges. We must, however, remember that we owe as much gratitude to the men in England who stimulated this spirit as to the Colonists who accepted it. Without the constant inspirations given by those in the mother country the men who settled here could not have carried out their work so well.

At the time of Franklin a sense of constitutional morality had been so fully developed that an efficient central government was an impossibility. Among the separate Colonies the only cooperation was caused by dire needs of defense. For this reason his form of union, as presented at Albany, although conservative was in advance of the times. Another reason for not accepting Franklin's plan was based upon the different character of population, in the difference of economic interest and in their political antecedents. The union must necessarily proceed slowly in comparison with other methods of the day.

As the struggle between the Colonies and Parliament became more acute there was, consequently a greater demand for union. At the meeting of the first Continental Congress in 1774 there was no idea to separate from England, but only the desire to protect their liberties. This was followed in the next year by a second Continental Congress.

So unwilling were the Colonists to separate from the government of the mother country that the Congress exercised no adequate power. If the various Colonists wished to abide by its decisions they did, if not they merely cast them aside.

Obviously there could be no settlements if this situation prevailed. Urged on by the necessity of government they finally adopted the Articles of Confederation. The chaos caused by these was well summed up by Washington in one phase: "Influence is not government." Although this document was but a small advancement it was very important for even at that late date there was so much jealousy among the various Colonies that there could not have been an effectual central government. The Articles governed the nation during the Revolutionary War because everyone knew the peril impending if he neglected his duty. After the treaty of peace, however, the government slowly succumbed to its inevitable death. Gradually the union dissolved. The money became worthless. Our nation faced a debt the interest of which was greater than it could raise. Our army was in revolt. Something must be done.

At that point the personality of George Washington saved the day. He explained to the soldiers that he had received no money for his services and that he wished none. By arousing their patriotism he developed better citizens from the wrangling groups. Washington stressed the point that the nation was still in infancy and that without the aid of every person would surely perish from the earth. With such pleas he aroused the weakened

spirits, promised them they would later be pleased if they defended their government, and encouraged them to return home. His appeals alone did not insure permanent safety for the nation. The other great men began to notice the pressing need for an effectual government. Each did his part in arousing the emotion of the statesmen.

There was soon found another factor which proved valuable in the advancement of a cooperative government. Through the desire to carry on commerce Maryland and Virginia were brought together. While discussing this question their statesmen wondered to what extent all States could agree. Consequently the convention was called. Before the representatives assembled they had planned only to remodel the Articles of Confederation. At this convention, however, there was a decided change. As they discussed the matter more fully, they realized the great necessity of a new Constitution for they understood the fallacy of a weak government. The time was ripe and the men present took advantage of this fact. Slowly and laboriously they considered the essential elements of a perfect form of government. By planning, debating, compromising they finally completed this great task.

At length the spirit of Constitutionalism in America had culminated in the Constitution of the United States. This change has never been better expressed than in the following words of DeLoqueville: "It is a novelty in the history of a society to see a calm and scrutinizing eye turned upon itself, when appraised by the legislature that the wheels of government are stopped; to see it carefully examine the extent of the field and patiently wait for two years until a remedy was discovered, which it voluntarily adopted, without having ever wrung a tear or drop of blood from mankind."

JOSEPHINE M. BAILEY.

## THE AMENDMENTS OF THE CONSTITUTION

People speak and read with untiring enthusiasm a great deal about the American Government and the freedom which it renders every citizen, the basis of which is the Constitution of the United States, of which every American should be justly proud. Why? Because under its wise supervision the country has developed into a progressing nation of happy and prosperous people; because it provides protection for each and every individual; and too, it affords freedom and opportunity for every citizen, whether native-born or naturalized. And the significance of this wonderful document increases as we stop to consider that since the Constitution was once framed and adopted in 1789, only nineteen times has it actually been changed. The first ten of these alterations were made immediately after it was accepted by the people, which were an addition to it rather than changing it. They are called the "Bill of Rights," similar to the great English Magna Charta of 1215, securing the individual citizens and States against the encroachments of Federal power.

We do not expect anyone to believe that those men who framed our Constitution could make one unsusceptible of modification, because if it were it could not work efficiently amid the changing conditions of the future generations. And we must also remember that our country at that time was only thirteen thinly populated states. In reality, this document has changed much in interpretation but not in written form. Perhaps the reason

for these few identical changes is because it is so difficult to obtain two-thirds approval of Congress and three-fourths of the forty-eight States on any provision proposed.

The Eleventh and Twelfth Amendments were adopted between 1798 and 1804. They control respectively the judicial power of the United States and give in detail the manner of choosing president and vice-president.

The fact that the unwritten Constitution had developed to some extent before the great War of Secession, no more amendments were adopted until 1865. When the great uprising ceased, however, it was necessary to specify in the Constitution the exact status of the Negro. What a problem was set before the people and how heroically they did manage it!

The Negro was in a deplorable condition. He was not treated as mankind should be, according to the law stated in the Declaration of Independence, that "all men are created equal," that is, with equal natural rights to "life, liberty and the pursuit of happiness." In 1863 President Lincoln issued the Emancipation Proclamation freeing all the Negroes in the States of the South still warring against the Union. Thus, to secure protection for all the Negroes, the post-war amendment, namely, the Thirteenth Amendment, abolished slavery in the United States. It passed both houses on January 31, 1865, through the influence of Abraham Lincoln. In the same year three-fourths of the States ratified the enactment, making it a part of the Constitution. This important amendment reads: "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

It was just one year later that Congress enacted the Fourteenth Amendment. People thought this proposal very, very wrong and, in fact, it was passed while the president and the majority in Congress were openly at war. This amendment provides for the laws governing citizenship, the apportionment of representatives, persons who are prohibited from holding any national office, and lastly, any debt incurred by a rebellion or insurrection.

For many years after this amendment was passed people were greatly confused as to the correct interpretation of this clause. Many even hoped that it would cause a revolution in order to change the idea and spirit of the nation itself. But finally after much consideration the Supreme Court rendered a fine interpretation which brought about wonderful results for a short time. To accomplish this purpose the Civil Rights Act was passed which insured a penalty to be subjected to State officials who deprived a citizen of any rights which he had obtained in the Thirteenth and Fourteenth Amendments. This bill definitely stated that the Negro should receive the same privileges as whites at public inns, hotels, railways and theatres. But after eight years this was declared unconstitutional by the Supreme Court.

The President and Congress were considering numerous bills when the Fifteenth Amendment was proposed. Its main object was to put Negro suffrage out of control of the Southern States. It also forbade any State from withholding the right of vote on account of "race, color, or previous condition of servitude." This amendment and the two preceding ones were the outcome of the Civil War in order to confirm and secure its purpose. But the fact that the greater part of the Southern States have passed laws which practically take away the franchise of the Negro the Fifteenth Amendment has at present no real force in the South.

A long period of more than forty years elapsed before another amendment was proposed. But, as an actual matter of fact, a change was all the time taking place, although these alterations were not written. The idea seemed to appear to the people that only a war or revolution could cause an amendment to be made, but today we know better, having seen nine more amendments added.

It was now that the country began to consider finance to some extent. During Wilson's first administration Oscar Underwood was floor leader of the House. So he became the chief framer of the new tariff passed on October 3, 1913, which bears his name. But we are more interested in one of the important measures of this tariff which concerns an income tax. This feature after many months of stirring debate, led to the framing of the Sixteenth Amendment of the Constitution. This Act provided for a one percent tax on all incomes over \$3000 for single men, \$4000 for married persons and an exemption of \$200 for each dependent child. They speak of this tax as progressive because people who have an income of more than \$20,000 must pay more than one percent and so on according to the amount of income. The income tax is one of the direct taxes which brings the Government the largest amount of money. What would our country have done during the late World War without the income tax to finance it? Could it have imposed a tax without this amendment? No, because our Constitution declares that "No capitation or other direct tax shall be levied unless in proportion to the population." It took quite a time for this proposal to become an amendment for it was submitted to the States in 1907 and not until February, of 1913, did the necessary three-fourths of the States vote favorably upon it; but that was not merely a question of finding a direct way to do what many of the States were already doing indirectly; it was a complicated money question that involved as some people say, the surrender by the States of their own right to tax incomes.

Soon after the completion of the Sixteenth Amendment the Seventeenth was adopted. Previous to May 31, 1913, the United States Senators were chosen by the legislatures of the different states. This procedure, although it was pursued for many years, was very faulty. So Congress voted to submit to the States a proposal to alter the method of election. According to the offered system they were to be chosen directly by the people. When Congress acted only a few State legislatures were in session but two immediately ratified it. During the next year the required thirty-six accepted the bill, thereby making it nationwide. For a number of years the platform of one or more great political parties demanded the popular election of Senators and it is very evident that this was the method desired by the people.

The next amendment proposed was one which has a history as old as the Constitution itself, namely, Prohibition. Consider please, the bewilderment of Washington, Madison and the other framers of the Federal Constitution if they could revisit this earth on reading the Prohibition Amendment. What would they think? In 1777 the Continental Congress drew up a resolution to the effect that all States pass laws prohibiting the manufacture of liquor. This recommendation was not accepted. The first temperance society was formed in 1807 and in 1832 Congress forbade the sale of intoxicating liquors to Indians. Maine was the first State to become "dry." A few years later the Woman's Christian Temperance Union and Anti-Saloon League were form-

ed. By 1915 only three states were without some prohibition laws. Then in 1917 came the great problem of prohibition and in the same year Congress passed a resolution offering the text of the Eighteenth Amendment to the State Legislatures for their approval. The process of ratification was slow but nevertheless successful, for on January 11, 1919 it was made an amendment and took effect one year later. The form is as follows:

"The manufacture, sale or transportation of intoxicating liquors within, the importation thereof to, or the exportation thereof from, the United States and all territory subject to the jurisdiction thereof, for beverage purpose is hereby prohibited."

Much has been said about the term "intoxicating," attempting to construe its meaning and to modify or even annul the amendment. It has caused many discussions, heated debates and heart-felt concern by the mothers of our land. Why remove this great constitutional clause which in time should abolish one of the greatest curses of our nation? God forbid that any arguments or legislation be permitted to alter or nullify this amendment of our Constitution!

Now, let us consider the Nineteenth and last amendment. It is one of utmost importance because it gives to the woman the right to vote. It is the identical one framed by Susan B. Anthony in 1865. It reads "That the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

We may wonder, but in vain, what the next amendment will be, but let us leave that to the future and uphold the present ones. Taking these amendments separately in their order, they show the development of a race in social ideas, character, efficiency and intelligence. Taking them as a whole they show us that the Constitution is not an arbitrary, unchangeable document but may be changed whenever circumstances demand it.

GLADYS STANHOUSE.

## JOHN MARSHALL AND THE CONSTITUTION

John Marshall, who in manhood was to become the master builder of American nationality, at an early age became interested in the study of law. At home in the cradle he was taught the idea of American solidarity. His father, who was seldom out of office, related debates to his children on national topics which he heard at different conventions or meetings. He discussed national affairs with them, making an effort to share with his children the progress of the nation, the difficulties which arose and the means used in attempting to overcome these obstacles. The more John Marshall heard the more interested he became in national affairs.

In 1781 he began to practice law in Virginia. In 1784 Washington brought before the Legislature the necessity of improving the means of transportation. Maryland and Virginia passed laws for extending the Potomac river. A corporation was formed called the Potomac Company. It was given the power of eminent domain and was authorized to charge toll at all times. John Marshall voted for the bill and it went through without opposition. At this early period Marshall's ideas on the nature of a Legislature franchise to a corporation acquire the vitality of property interests and personal experience.

When the Constitution was submitted for ratification John



Marshall heartily supported it. He played a great part in the convention through which later the ratification of Virginia was secured. Hamilton had written to Madison saying there was no hope for the Constitution if Virginia did not ratify it. John Marshall had the good fortune to support Hamilton before the Virginia convention. There is no doubt but that Marshall took advantage of his oratorical ability and his speech had great influence over these reluctant listeners.

John Adams felt that the greatest service that he had rendered to his country was the selecting of John Marshall, despite his youth, to be the Chief Justice of the United States. We feel that we have ample evidence to show that Adams knew what he was doing.

During the period of thirty-four years in which John Marshall presided as Chief Justice of the Supreme Court, he wrote thirty-six decisions concerning constitutional questions. The Supreme Court of which he was head at that time decided a total of sixty-two questions involving the Constitution.

Before Marshall was appointed Chief Justice, the Supreme Court had existed eleven years. The influence of the Court had been so slight that the people believed that it would never exert much power. Because of this belief, John Jay, the first Chief Justice, declined reappointment. It was fortunate for the United States Constitutional Government that such a powerful minded, capable man as John Marshall would accept this office of Chief Justice.

During the thirty-four years that he served he established our national system of government and laid the foundation of the American Constitutional law. Many of the cases which he tried were of the utmost importance, and often the fate of the National Government depended upon his decision. At these times he exhibited coolness and courage. He was moderate in method in whatever he undertook.

With unlimited patience Marshall explained and applied the Constitution and through wise and clearly written decisions, led the reluctant people to accept it as the supreme law of the land. Chief Justice Marshall emphasized the supremacy of the Constitution by saying, "The Government of the United States though limited in its powers, is supreme; its laws when made in pursuance of the Constitution form the supreme law of the land, anything in the laws of the Constitution or laws of any contrary notwithstanding." He told the people that the question was one of democracy or despotism. He showed them how the framers of the Constitution were aiming for democracy and that the Constitution seemed the best means of protecting liberty. He told the people that the object of the national government was to protect the United States and to promote their general welfare. He also explained that as the government was drawn from the people the feeling and interest of the people would be attended to; therefore there would be no military aristocracy.

We must not think of Marshall as one who wished to interpret the Constitution with the utmost strictness nor with laxity; nor did he wish it to be applied rigidly. He wished it to be applied in the ordinary sense of its words.

Chief Justice Marshall made it clear that no act of Congress and no act of a State Legislature could be legal under the Constitution if it conflicted with the principles there laid down. Each separate State was not to be thought of as a single power but a part of the union bound together by the Constitution. A

State cannot be viewed as a single unconnected sovereign power on whose legislature no other restrictions are imposed than can be found in its own Constitution. Each state is a member of the great American Union. We can plainly see that in a case of a war no state can depend entirely upon its own exertions.

He also decided that the Constitution gave Congress the authority to employ whatever means are necessary to carry on its works. Concerning this Marshall said, "Let the end be legitimate, let it be within the scope of the Constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the Constitution, are constitutional."

Marshall denied that the State had the right to tax. He said if the State could tax it might tax the mail, the mint, patent rights, custom house papers, judicial process and all the means employed by the government. If this was carried to excess by the state, it would defeat the points of the government. The designers of the government did not intend it to be dependent on the states.

It was Marshall, also, who decided that the Federal Government as represented by the Supreme Court, has the power to decide the law of the state where there is a question of conflict with the Constitution of United States as an act of Congress.

He took only a small interest in the religious struggle, but took an active part in the other two vital questions at this time—the payment of debts both public and private, and the arming of the Federal Government with the powers necessary to its existence. During this whole period we see a rapid growth of Nationality, which seemed to be embedded in the very soul of John Marshall due to his military training and the many dangers in which he had been thrown.

The future of the United States would have taken a far different course had Marshall not decided concerning interstate and foreign commerce. This decision was that the Federal power should control all purely State business. Marshall also states that suits between citizens of different states can only be carried on in the state where the defendant resides.

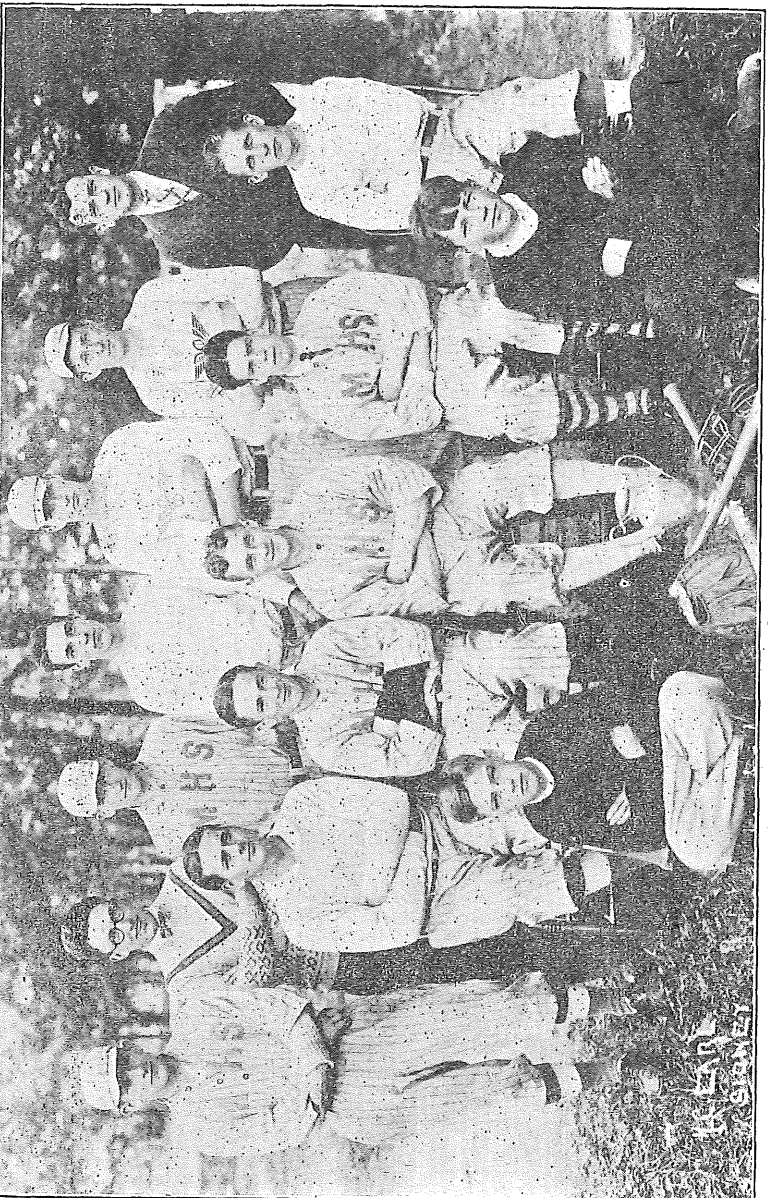
Through Marshall's services he showed the whole world that the United States Supreme Court was not only a court in the ordinary sense but that it was a coordinate instrument of the government established by the people to protect them against other coordinate instruments of the government. He also maintained that the Federal Union was to be preserved and develop the possessions of the powers by the United States Supreme Court if the full powers stated and implied in the Constitution must be admitted. The Constitution must be made up in such a manner to ward off controversies arising as to nationalist and anti-nationalists, doctrines and interpretations.

ELSIE HARRIS.

## BASEBALL IN M. H. S.

The past year has marked one of the most successful baseball seasons in the history of M. H. S. The team won every game played and each was won by a comfortable score. The team joined a league composed of nines from Unadilla, Gilbertsville and South New Berlin. Each school played the teams from





**BASEBALL TEAM**

Back row:—G. Shields, Milliken, Anderson, Manager Bridges, Thresher, Chase, Coach Etienne, Center:—George, L. Shields, Captain Bailey, Tamsett, Smith. Front:—Weatherly, Kot.

the other three schools twice—one on the home diamond and once away from home.

One of the main factors in bringing about the victories was the heavy hitting which the team maintained throughout every game. Thresher led the team in batting with two or three others pressing for first place.

Also there was another factor which, indirectly, is an immense help in winning any game, no matter whether it be football or baseball. That was the support given to the team by the student body. There is nothing which inspires a player more than to look on the side lines and see his fellow students cheering. This is especially true when the team is playing out of town. At every game in which the Morris team participated there was a large representation of the student body.

The team, under the guidance of Mr. Etienne, seemed to work more in harmony than in recent years. For any team to be successful that essential element, teamwork, must not be lacking.

Following is a list of players and their positions as played this Spring: George, catcher; Thresher, first base; Bailey, second base; Smith, shortstop; Chase and Bridges, third base and pitcher; outfielders, L. Shields, G. Shields, Anderson, Tamsett, Weatherly.

- Following is the results of the games in the order played:
- Morris, 19; South New Berlin 6, at Morris.
  - Morris 13; Unadilla 3, at Unadilla.
  - Morris 6; Gilbertsville 0, at Morris.
  - Morris 20, South New Berlin 2, at South New Berlin.
  - Morris 17; Unadilla 14, at Morris.
  - Morris 25; Gilbertsville 6, at Gilbertsville.

MERRITT BRIDGES, JR.

**JUNE TIME**

A Three-Act Comedy-Drama.

As has been the custom in former years the Senior Class of '27 arranged for a play to be given in order to purchase their class rings.

Under the direction of Mrs. F. B. Halcomb and Principal D. M. Goodfellow the cast proceeded practicing although interrupted by many obstacles.

The play was to have been given earlier but it was comparatively "June Time" before all parts could be perfected. On May 26th and 27th however, the feat was accomplished with great success and a return of \$107.05, with the following cast:

Constance Miller	-----	Ruth Turner
Florette	-----	Palma Cerosaletti
Mabel Brown	-----	Marjory Gardner
Oliver Cromwell Brown	-----	Cecil Smith
Dr. Curtis Brown	-----	Clark George
Eloise Mitchell	-----	Elsie Harris
Dr. Jeremiah Rust	-----	Louis Bailey

The roles were all well taken, each member being adapted to his or her particular part. We hope that this custom may continue in future years with ever increasing success.

RUTH TURNER.

## THE PRIZE SPEAKING CONTEST

This year Morris High School introduced into her routine of school activities a new feature, the Prize Speaking contest.

Originally, the contest was to be between Mount Upton, Gilbertsville and Morris. Each school was to have a preliminary contest to select the competitors for the final contest. The method of choosing the contestants was by elimination. Everyone who desired took part in the tryout. Those chosen to represent Morris High School in the home contest were: Ina Place, Marjorie Gardner, Ruth Turner, Genevieve Tamsett, George Shields, Louis Bailey, Clark George and Cecil Smith.

In this contest, held December 4, 1926, at the Parish House, Marjorie Gardner won first prize for the girls with Ruth Turner as second. Clark George won first prize for the boys with Cecil Smith as second.

The Gilbertsville High School held a similar contest at their home town a week previous.

When the time for the final contest arrived, Mount Upton had decided not to enter. Therefore, Gilbertsville and Morris held a contest at Gilbertsville on December 8th. Those taking part from Gilbertsville were, Dorothy Ward, Goldie Adams, Kenneth Shaw and Kenneth Sargent. Those from Morris were the ones winning the preliminary contest at Morris.

The winners of this final contest were, first prize for the girls: Marjorie Gardner. First prize for the boys: Cecil Smith. Second prize for the girls: Dorothy Ward; second prize for the boys, Kenneth Sargent.

This was such a success that we hope to make it an annual school feature.

GENEVIEVE TAMSETT.

## THE SHOW'S THE THING

The Freshman—Every member of the Class of '30.

Love's Greatest Mistake—Thelma Leska.  
The Show Off—Virginia Bridgens.  
Mysterious Rider—Katherine Garlock.  
Closed Doors—Ruby Crawford.  
Loud Speaker—Beatrice Tripp.  
Gentlemen Prefer Blonds—Esther Lindberg.  
Nine O'clock Review—Ina Place.  
The Bag of Tricks—Angelica Pickwick.  
The Spitfire—Helen Hogaboom.  
Smart Songs, Steps and Styles—Angie Tidd.  
Two Girls Wanted—Arthur Rogers.  
The Denver Dude—Marie Cereosaletti.  
Slide, Kelly Slide—Clifton Tamsett.  
The Funniest Man on Earth—Edward Simons.  
The Big Parade—Fire Drill.  
The Passing Show—Class of '27.

## THE SOPHOMORE LIBRARY

Marian Walter—I Ought to Know That.  
Flora Rogers—The Golden Complex.  
Irene Joslyn—Moonmaker—The Female Pirate.  
Claudine Milliken—The Sorcerer's Apprentice.  
Mary Boice—Maid of '76.  
Florence Sutton—The Parson's Devil.  
Emily Townsend—The Man from "Glen" garry.  
Marjory Gardner—Kinks.  
Silas Culver—Express Yourself.  
Raymond Ellis—The Man Nobody Knows.  
Curtis Steele—Religion and Modern Life.  
Franz Thresher—God's Trombone.  
Anthony Kot—Daddy Long Legs.  
Lyle Shields—The Plutocrat.  
Glenn Osborn—Beads of Silence.

## THE JUNIORS IN SONG

Merritt Bridges—Everybody's Darling.  
Philip Chase—Freckles.  
Luciel Johnson—Listen to the Mocking Bird.  
Dorothy Sheidon—Old Black Joe.  
Rose Perry—How I Hate to Get Up in the Morning.  
Frances Osborn—Horses, Horses, Horses.  
Doris Card—Where Did You Get Those Eyes.  
Clarence Crandall—Give Me a Little Kiss, Will You Huh?  
Cecil Smith—What, No Women?  
Rosslye Stanhouse—Moonbeams, Kiss Her for Me.  
Morgan Wetherley—Carry Me Back to Old Virginia.  
Winston Harris—It's a Good Thing Cows Don't Fly.  
Howard Southern—He's the Last Word.  
Joseph Milliken—On a Bicycle Built for Two.



	Palma Cerosaletti	Ernest Anderson	Elsie Harris	Clark George
Favorite Sayings	Fish	Can't I go too ?	The book says so	Like Jake you did
Mark of Distinction	Her large brown eyes	Striped sweaters	Golden hair	Broad shoulders
Hobby	To keep Clifton straight	Buying hats	Colgate proms.	Girls
Favorite Residence	Lower Broadway	Rumble seat	Twin Elms	Dance Hall
Apparent Aim	To be an artist	Pass Cicero	Pass Caesar	National League
Life Work	To become a Gloria Swanson	To be a professional ball player	Teaching	To avoid it
Disposition	Flirtatious	Cheerful	Hysterical	Phlegmatic
Nickname	Pal (broad a)	Andy	Blondie	Cack

	Ruth Turner	George Shields	Gladys Stanhouse	Louis Bailey
Favorite Sayings	That's so.	Oh, Alice !	Honest to goodness	By George
Mark of Distinction	Dark brown hair	Curley hair	School girl complexion	Girlish curls
Hobby	To watch Kenny drive with one hand	Wearing girls' rings.	Music	Playing pool
Favorite Residence	On the hillside	Garrattsville	Cicero class	Wherever he may be
Apparent Aim	To stay at home nights	Popularity with female acquaintance	Crying over Cliff's shoulder and winking at Bud	Vamping the girls
Life Work	Geometry teacher	Scouting	To be anything but an accomplished vamp	Contractor
Disposition	Changeable	Affectionate	Irresistable	Sunny
Nickname	Cutie	Shorty	Gladys girl	Curly

	Josephine Bailey	Harvey Sutton	Genevieve Tamsett	Morris Johnson
Favorite Sayings	O Gosh! I don't know.	Gosh!	Oh, De-a-r!	That's it
Mark of Distinction	Activity	Slick hair.	Look of thoughtful determination	Dimples
Hobby	Reading love stories	To sing in opera	Murdering the piano in Chapel	Crowding his car
Favorite Residence	In the bleachers and in the Tub.	Stone steps	The Castle Steps	New Lisbon Hall
Apparent Aim	To get home early.	To acquire his father's car	To scold "Sonny."	To part his hair in the middle
Life Work	Studying the composition of Nace.	Landscape Architect	Kindergarten teacher.	Veterinary
Disposition	Mild and Mellow	Inveterate torment.	"She's English"	Meek
Nickname	Jo.	Slim	Vi Vi.	Mose