

Mrs. Louis C. Card  
Morris N.Y.

*The*  
**MORRISIAN**

**1928**



**Morris, -:- New York**

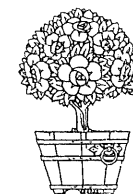
*The*  
**MORRISIANIAN**

Annual Publication of  
Senior Class

Editor-in-Chief ----- PHILIP CHASE

Assistant Editor ----- ROSSLYN STANHOUSE

Business Manager ----- WINTON HARRIS



MORRIS HIGH SCHOOL



Principal P. A. Etienne

SENIOR CLASS



Merritt Bridges, Jr.

Valedictorian, (4). Mathematics Prize, (1), (3). Alumni Prize, (1), (2). Sterling Prize (3). History Prize, (4). Class President, (1), (2), (3), (4). Baseball, (1); Manager, (2), (3). Captain, (4). Latin Prize, (2).



Cecil Smith

Baseball, (1), (2), (3), (4). Salutatorian, (4). 2nd History Prize. Speaking Contest, (3). Class Vice-President, (4).



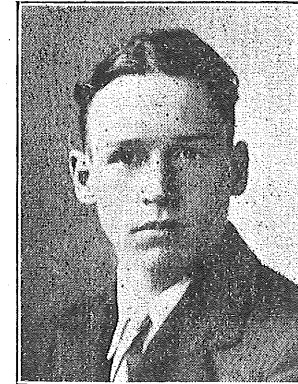
Philip Chase

Baseball, (1), (2), (3), (4). Assistant Editor Year Book, (3). French Prize. Editor Year Book, (4).

SENIOR CLASS



Rosslyn Stanhouse  
Assistant Editor of Year Book (4).



Winston Harris  
Business Manager of Year Book.



Luciel Johnson  
Treasurer of S. A. (4), Dramatic Club, (4). Third History Prize Essay, (4).



Frances Osborn  
Secretary of Senior Class, (4). Dramatic Club (4).

THE BOARD OF EDUCATION

Mr. George Sprague ..... Chairman  
Mr. H. Cossart ..... Clerk  
Mr. George Whitman ..... Member  
Miss K. Sanderson ..... Treasurer

THE FACULTY

Peter A. Etienne, Science and French ..... Principal  
Gertrude Washbon, ..... History, English, Mathematics  
Hulda Finch ..... English and Latin  
Mrs. Fannie Daniels ..... Grammar  
Mrs. Linn Harris ..... Intermediate  
Helen M. Colvin ..... Primary

*Dun-*



*1 + 2  
3 + 4 etc*

CLASS OFFICERS

President ..... *Clair* Merritt Bridges, Jr.  
Vice-President ..... Cecil Smith  
Secretary ..... Frances Osborn

*Joseph  
Shine*

CLASS MOTTO

"Age quod aget."  
~~"Do What You Do."~~

CLASS FLOWER

~~POPPY~~

CLASS COLORS

~~WHITE and RED~~

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 YEAR :  
(4) English III.  
(5) Latin III.  
(2½) Intermediate Algebra.  
(5) Chemistry.  
(5) History B.

FOURTH YEAR :  
(4) English IV.  
(5) Latin IV.  
(5) History C.  
(5) Physics.

The subjects listed in the course of study, by the necessary combination lead to the Academic Diploma and the College Entrance Diploma.

Academic Diploma in Academic and Classical Subjects :

I.

The passing of Regents examinations in : English three years and English fourth year, or English four years—3 units.  
American History and either History A or B—2 units.  
Science (2 units) (a) general Science or Biology plus Physics or Chemistry; or Mathematics (2 units), Elementary Algebra, plus Plane Geometry—2 units. 7 units in all.

II.

The passing of Regents examinations in one of the following three-unit groups :  
Academic—One foreign language (three years)—3 units.  
Mathematics (if not offered in group I)—3 units.  
Science (if not offered in group I)—3 units.  
History—(If history is offered in Group II, two units in science and also two units in mathematics must be offered in group I—3 units.  
Classical—Latin—three years (see note).

III.

Certification by the principal to the successful completion of the remainder of the 15 units, of an approved four-year course of study in a registered four-year high school—5 units.  
Total—15 units.

Note—To obtain the classical diploma the pupil must offer 4 years of Latin and 3 years of a second foreign language. Under group II candidates must pass Latin three years.

### 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 YEAR :  
 (4) English III.  
 (5) Latin III.  
 (2½) Intermediate Algebra.  
 (5) Chemistry.  
 (5) History B.

FOURTH YEAR :  
 (4) English IV.  
 (5) Latin IV.  
 (5) History C.  
 (5) Physics.

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#### Academic Diploma in Academic and Classical Subjects :

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 American History and either History A or B—2 units.  
 Science (2 units) (a) general Science or Biology plus Physics or Chemistry; or Mathematics (2 units), Elementary Algebra, plus Plane Geometry—2 units. 7 units in all.

##### II.

The passing of Regents examinations in one of the following three-unit groups :

Academic—One foreign language (three years)—3 units.  
 Mathematics (if not offered in group 1)—3 units.  
 Science (if not offered in group 1)—3 units.  
 History—(If history is offered in Group II, two units in science and also two units in mathematics must be offered in group I—3 units.

Classical—Latin—three years (see note).

##### III.

Certification by the principal to the successful completion of the remainder of the 15 units, of an approved four-year course of study in a registered four-year high school—5 units.

Total—15 units.

Note—To obtain the classical diploma the pupil must offer 4 years of Latin and 3 years of a second foreign language. Under group II candidates must pass Latin three years.

### High School Department.

#### FIRST YEAR

Louis Adams	Stanley Emerson	Dorothy Preston
Lula Barton	Gladys Gardner	Edwina Rendo
Dean Carpenter	Harold Hand	Louise Smith
Draper Daniels	Kathryn Lull	Ruth Southern
Elizabeth Dexter	Harlow Pickens	

#### SECOND YEAR

James Bailey	Fred'k Dockstader	Arthur Rogers
Mario Cerosaletti	Katherine Garlock	Clifton Tamset
Carolyn Crandall	Helen Hogaboom	Franz Thresher
Ruby Crawford	Thelma Leska	Beatrice Tripp
Ceylon Decker	Esther Lindberg	
Milton Decker	Ina Place	

#### THIRD YEAR

Mary Boice	Marjory Gardner	Lyle Shields
Doris Card	Claudine Milliken	Howard Southern
Eloise Carpenter	Joseph Milliken	Curtis Steele
Alice Cornell	Rose Perry	Florence Sutton
Silas Culver	Flora Rogers	Emily Townsend
Raymond Ellis	Dorothy Sheldon	Morgan Weatherly

#### FOURTH YEAR

Merritt Bridges, Jr.	Luciel Johnson	Roslyn Stanhouse
Philip Chase	Frances Osborn	
Winston Harris	Cecil Smith	

### Grammar Department

Teacher, Fanny D. Daniels

#### Seventh Grade :

Carl Campbell	Adolphus Sloan	Dorothy Chase
Glenn Chase	Henry Southern	Ruth Miller
Morgan Gage	Lester Johnson	Mary Osborn
Charles Livingston	Donald Preston	Bernice Wambald

#### Eighth Grade :

John Burgerhault	Gladys Card	Alma Naylor
Howard Sheldon	Dorothy Chase	Dorothy Olds
Herbert Sloan	Marjorie Dockstader	Claudine Pickens
LeRoy Weatherly	Helen King	Alice Southwick
William Wolfendale	Mildred Miller	Melda Gage
Myrtle Bailey	Edna Moore	Eleanor Graves
Alfaretto Card	Dawn Mudge	Ruby Durham

*Carolyn Shelton  
 Ceylon  
 Thelma  
 Fred'k  
 Esther L.  
 Beatrice*

### Intermediate Department

Teacher, Laura A. Harris.

#### Fourth Grade :

Hobart Benjamin	Edwin McMyne	Neva McMyne
George Cooley	James Pickens	Jennie Mumbulo
Edward Elliott	Ralph Wheeler	Clara Southwick
John Gould	William Johnson	Ruth Sutton
Lawrence Johnson	Dorothy Carsten	

#### Fifth Grade :

Joseph Durham	William Sargent	Fannie Reeve
Stanley Durham	Holland Thompson	Rachel Southern
Arthur Hoag	Karl Young	Myrtie Webster
Kenneth McCumber	Anice Johnson	Rita Gage
Wallace McCumber	Margaret Leneker	Viola Read
Ivan Place	Pauline Mumbulo	
Edward Rendo	Katherine Niles	

#### Sixth Grade

Arthur Campbell	Ray Livingston	Christine Card
Clarence Cooke	Ralph Lull	Lillian Cooley
Kenneth Cooke	Kenraid Shields	Mariam Sutton
Frances Elliott	David Townsend	Lillian Thomson

### Primary Department

Teacher, Helen M. Colvin.

#### First Grade :

David Benjamin	Arthur Pickens	June Dixon
Harold Crumb	George Rathbun	Beatrice Gage
Stanley Davis	Clyde Southwick	Marion Jacobsen
Donald Edwards	Linwood Stedman	Helen McCoon
James Gage	Richard Gage	Mildred Thompson
Robert Leneker	Burnett Tremlett	Joyce Mansfield
Keith Mudge	Catherine Chase	

#### Second Grade :

Don. Houghtaling	Lynn Gage	Louise Wheeler
Raymond McIntyre	Quentin Gage	Eva Calburn
Kenneth Mudge	Alice Foote	Leah Hoag
Frank Mumbulo	Violet Houghtaling	Marie Durham
Frederick Rendo	Ruth Lull	Verna Curtis
John Townsend	Helen McMyne	
Clifford Wolfendale	Josephine Thompson	

#### Third Grade :

Kenneth Bailey	Victor Cerosaletti	Eunice Place
Bernard Barton	Glenn Hoag	Katherine Calhoun
Waldo Benjamin	Mildred Chase	Bitten Smith
Erford Olds	Viola McCoon	

#### Senior Class

Merritt Bridges, Jr.	Philip Chase	Roslyn Stanhouse
Cecil Smith	Luciel Johnson	
Frances Osborn	Winston Harris	

### OUR FACULTY

High School days are remembered by all graduates as the happiest days spent in their youth.

Many do not realize why they are sent to school and at the time think that school is a place to have fun. Others keep a certain spirit throughout their school days in which they apply their best knowledge to everything. These are the ones who know that they cannot meet success in later life without a firm foundation. Every student knows that this foundation is acquired in his high school course.

But, how many will pause to think what our faculty means to us? Without our faculty it would be impossible to gain the necessary foundation for the life work to which we wish to devote ourselves. The teachers are the ones who guide us to success. They may seem severe at times, but this severity is for the student's own good although he doesn't realize it at the time.

Next to our parents, in our estimation, stand our teachers, because we have spent many happy hours with them and have learned to love them. We realize that they are interested in our achievements, consequently we become interested in them.

When we entered High School four years ago we were impressed with the good humor of the Principal, Mr. Holcomb, and with the dignity of the Assistant Principal, Mr. Goodfellow. Soon we overcame this feeling of dignity on the part of the latter. Upon the resignation of Mr. Holcomb in February, 1926, Mr. Goodfellow became principal. The following year Mr. Etienne joined the faculty as assistant. In the fall of 1927 Mr. Etienne became our principal. We, the Senior Class of 1928, fully appreciate what he has done for us. He has been interested in the baseball players and has been the leader of the Boy Scouts.

To carry out his work successfully it was necessary for him to have some assistants. Miss Gertrude Washbon, teacher of Mathematics, History and English Four. We feel assured that Miss Washbon has won the hearts of many of her students and inestimable praise is due her because of her success in her school work. Miss Washbon directed the school play, and deserves much credit for her patience and thoroughness in this work, as much as for the excellent manner in which the play was presented.

Miss Finch, who teaches Latin and three years of English, has been with us a year. She has been interested in the student body and has become a friend of all.

So, by the combined efforts of these efficient teachers, our school has passed another successful year, thereby adding another page to the annals of M. H. S.

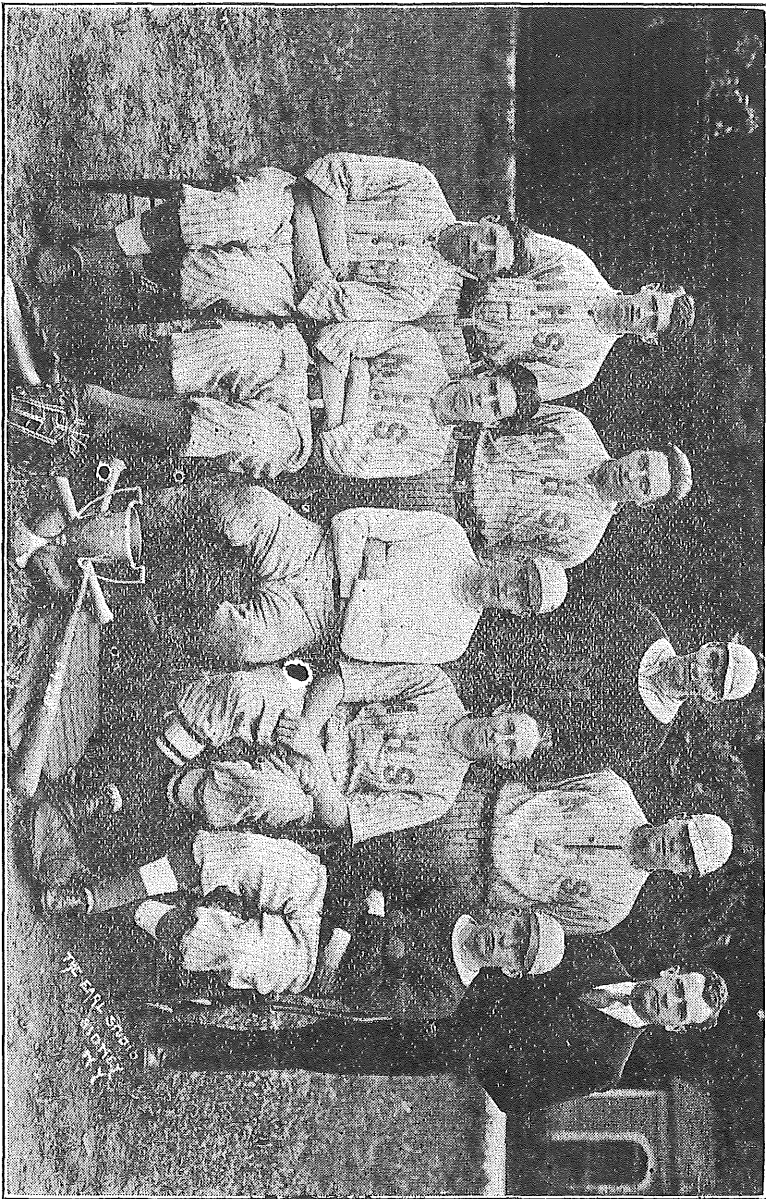
LUCIEL JOHNSON.

### BASE BALL

In 1928, Morris High School won the championship of the Tri Valley League for the second time in succession. This year Laurens and Otego were added to the league, making it a six team circuit. Each school played two games with each of the others, a home and home series.

Two of the main factors in "bringing home the bacon" were Bridges and Thresher, who drove in many runs with their "war clubs." Chase's pitching was also an important factor in the victories.

The support which was given the team by the student body was very inspiring. It helps a great deal to a team to see its



**BASEBALL CLUB CHAMPIONS TRI-VALLEY LEAGUE**

Coach Standing—C. Decker, R. F.; Milliken, L. F.; Thresher, 1st base-Mgr.; Southern, 3 base; P. A. Etienne, Sitting—M. Decker, C. F.; Tamsett, C.; Bridges, P.-S. S.-Capt.; Chase, P.-S. S.; Smith, 2nd base.

student body standing on the side lines and cheering.

The team which Mr. Etienne welded together was easily the best in the league, winning most of its games by a comfortable margin. The teamwork was another deciding factor in the victories.

Following is the list of players and their positions :

Tamsett, catcher; Thresher, first base; Bridges and Chase, alternating shortstop and pitchers; Southern, third base; outfielders : Milliken, M. Decker, C. Decker, Weatherly, Daniels, Pickens and Sloan.

Following is a summary of the games :

Morris—6 at South New Berlin—6—(8 innings).  
 Morris 23 at Otego—7.  
 Morris—20 at Laurens—4  
 Morris—19 at Gilbertsville—9.  
 Morris—15 at South New Berlin—12.  
 Morris—9 at Unadilla—6.  
 Unadilla—1 at Morris—5  
 Laurens—7 at Morris—32.  
 Otego—8 at Morris—11.  
 Gilbertsville—5 at Morris—8.  
 South New Berlin—1 at Morris—6.

DEAN CARPENTER.

**DRAMA**

One of the most anticipated enterprises of Morris High School is the play given each year by the Senior Class.

This year the Class of '28 chose for their presentation : "Beaten Paths." At length on May 18th, after several weeks of practice under the careful direction of Miss G. E. Washbon, the caste were prepared to test their ability on the stage. The following students made up the caste :

Emily Warren	-----	Frances Osborn
Andrew Warren	-----	Cecil Smith
Sally Warren	-----	Kathryn Lull
"Dick" Warren	-----	Howard Southern
James Morgan	-----	Mr. P. A. Etienne
Edythe Blair	-----	Claudine Milliken
Robert Blair	-----	Clifton Tamsett
Jane Ann Tuttle	-----	Luciel Johnson

Perhaps just to be different or it may have been to introduce something unique in our thriving little town, we decided to give a matinee. The outcome was on the whole quite satisfactory.

As the time approached for the opening scene, one might have heard from behind the curtain remarks similar to the following : "Oh, the suspense, the terrible suspense."

Hey, Cliff, gimme a cigarette.  
 He's a shiek now all right.  
 Does my hair look all right ?  
 Where's the lemon ?  
 Children, you must be more quiet (from the director).  
 Oh, I hope I don't laugh.

I'm not scared a bit, are you ?  
 At last the curtain call is given followed by several long sighs of relief and then "I'm glad that's over."

"I'll do better tonight, I know I will."  
 "Those kids made more noise than we did."





**DRAMATIC CLUB**

Standing—P. A. Etienne, Clifton Tamssett, Howard Southern, Cecil Smith.  
 Sitting—Frances Osborn; Miss Gertrude Washon, directors; Claudine Milliken, Luciel Johnson; Kathryn Lull.

"You must speak more slowly."  
 "Hurry up," etc.

Well, at any rate the play was a great (?) success, with the proceeds of \$36.80. After the Senior Class has had their share of benefit from this fund, the student body of next year will enjoy a new clock from the rest.

We sincerely hope that the Class of '29 will be as successful as we were. And will conclude as some of the caste this year did, that it is very good experience for those who are a bit self-conscious or shy.

CLAUDINE MILLIKEN.

#### CHRISTMAS PARTY

A Christmas party was held at the school house Friday evening, December 16th, to celebrate the success of the magazine sale.

This sale had been in the form of a contest, the losing side furnishing the evening's entertainment which began by the singing of popular songs. Next, to add to the fun of the party, the committee had planned "stunts." The funniest of these was the "suitcase race."

When a variety of games had been enjoyed, refreshments were served. Then Dean Carpenter, as Santa Claus, distributed humorous gifts to the pupils. After dancing for a while the party broke up.

Due to the work of the student body there were about thirty-two dollars obtained. This was used for the purchasing of new books for our High School library.

DORIS CARD.

#### FRESHMEN IN DRAMA

- Ruth Southern—It's Nice But It's Naughty.
- Elizabeth Dexter—Gentlemen Prefer Blondes.
- Katherine Garlock—Beaten Paths.
- Lewis Adams—Speedy.
- Harold Hand—Why Girls Walk Home.
- Dean Carpenter—Living Image.
- Draper Daniels—Treat 'em Rough.
- Stanley Emerson—Laugh, Clown, Laugh.
- Harlow Pickens—Twelve Miles Out.
- Lulu Barton—Seventh Heaven.
- Gladys Gardner—Red Hair.
- Katherine Lull—Little Spitfire.
- Louise Smith—June Time.
- Dorothy Preston—Clothes Make the Woman.
- Edwina Rendo—Naughty Cinderella.

#### SOPHOMORE BOOKS

- James Bailey—Mysterious Rider.
- Mario Cerosaletti—Life of Johnson.
- Frederick Dockstader—Little Men.
- Milton Decker—Life of Milton.
- Ceylon Decker—Beyond the Pasture Bars.
- Arthur Rogers—Vanity Fair.
- Clifton Tamssett—Ten Nights in a Bar-room.
- Franz Thresher—Little Women.
- Caroline Crandall—Innocent.
- Ruby Crawford—The Forty-Niner.
- Helen Hogaboom—The Iron Woman.

Thelma Leska—Story of a Bad Boy.  
Esther Lindberg—We.  
Ina Place—She Stoops to Conquer.  
Beatrice Tripp—Keeper of the Bees.

#### JUNIORS IN SONG

Old MacDonald Had an (Art)—Marjorie Gardner.  
A Corn-fed Indiana Girl—Rose Perry.  
We Love the College Boys—Doris Card.  
Waiting to Grow—Eloise Carpenter.  
Show Me the Way to Go Home—Lyle Shields.  
Get Away, Old Man, Get Away—Florence Sutton.  
My Little Sunshine—Morgan Weatherly.  
The Freight Wreck at Altoona—Joseph Miliken.  
The Cukoo—Curtis Steele.  
She Knows Her Onions—Esther Nordin.  
Charlie, My Boy—Alice Cornell.  
I Wandered Today to the Hill—Emily Townsend.  
I am Drifting Back to Dreamland—Howard Southern.  
Together—Claudine Miliken.  
Ham and Eggs—Flora Rogers.  
America, the Beautiful—Mary Boice.  
Caroline—Raymond Ellis.  
She Was Just a Sailor's Sweetheart—Silas Culver.

#### CLASS WILL OF 1928

We, the class of 1928, swear that in this document, we will not tell the truth, any of the truth or anything like the truth. In this frame of mind, we do ordain and publish this our last Will and Testament. We have tried to give each one the things that we thought they needed the most and we sincerely hope that each will receive his present with pleasure.

To Dean Carpenter, we bequeath a wrist watch which will require no repairing.

To Draper Daniels a book on etiquette.

To Lewis Adams a remedy for self-conceit.

To Milton Decker a girl to go to the dance.

To Stanley Emerson a year's growth so he can play on the baseball nine.

To Kathryn Lull a permit to go out nights.

To Edwina Rendo, the book—Vanity Fair.

To Louise Smith, a private mail route for school time.

To Ruth Southern, a reducing compound.

To Carolyn Crandall, Good luck in Latin II next year.

To Lula Barton the announcement of her engagement to Arthur Rogers.

To Elizabeth Dexter, some ambition pills.

To Gladys Gardner, a book on the Length of Dresses.

To Harlow Pickens, a package of cigarettes.

To Harold Hand, a guardian angel that he may improve his actions from now on.

To Clifton Tamsett, a train that he may receive Rose's mail daily.

To Mario Cerosaletti a road map that he may find a girl graduate this summer.

To Ceylon Decker an airplane to make daily visits at the home of Mabel Gifford.

To Ruby Crawford, a book on Modernism.

To Frederick Dockstader a cure for shyness.

To Katherine Garlock a substitute for "I don't understand this."

To Helen Hogaboom, a new walk.

To Thelma Leska a record entitled "Morgan Dear, I Love Thy Name."

To Esther Lindberg a song as a sequel to "Lucky Lindy."

To Beatrice Tripp a real voice in exchange for her whispering hope.

To Ina Place a hairpin to collect the missing locks.

To Arthur Rogers, a diamond to give Lula Barton.

To Raymond Ellis, a book "Gentlemen Prefer Blondes."

To Franz Thresher a banjo for amusement in school time.

To Dorothy Preston, something to keep her quiet.

To James Bailey an engine that he may get to school on time.

To Eloise Carpenter a car to visit the boys.

To Marjory Gardner a cure for childish actions.

To Claudine Milliken a partner to take the place of Cecil next year in school.

To Flora Rogers a car to bring her to school.

To Lyle Shields a book on advice for youngsters.

To Florence Sutton a package of gum to keep the girls supplied.

To Curtis Steele a permit to leave the girls alone.

To Emily Townsend a permanent place as a Sunday School teacher.

To Mary Boice a good luck in French pronunciation next year.

To Doris Card a Book of Whitman's Poems.

To Rose Perry a lesson on how to get a fellow who sticks.

To Silas Culver "Just a Sailor's Sweetheart."

To Dorothy Sheldon a book on "How to Approach Mother."

To Esther Nordin a tonic to make her hair grow faster.

To Howard Southern a book of apologies to last him all next year.

To Morgan Weatherly an engraved copy of "She is my Hap, Hap, Happiness."

To Joseph Milliken a permanent place as pitcher next year.

To Alice Cornell a position for playing in Chapel next year.

To the entire faculty, we bequeath a happy release from the trials and tribulations which they have experienced with the class of 1928.

To Miss Washbon, we wish her much success for another year; also a position as stage directress for next year's play.

To Miss Finch a partner so that her days spent in Morris High School will not be so lonely.

To our Principal, Peter A. Etienne, we hope that he will be prosperous in all his future undertakings; also we sincerely hope that an improved road will be constructed on the hill in the near future to save his car.

To Morris High, we bequeath our back seats to the Senior Classes in the future, anticipating that the heat in that section will have the same effect on them as it has had on the class of 1928.

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

Sworn to this first day of June, in the presence of Al Smith, Mayor Walker and General Pershing, N. Y. S. favorites.

Merritt Bridges, Jr.  
Philip Chase  
Winston Harris

Frances Osborn  
Cecil Smith  
Rosslyn Stanhouse  
Luciel Johnson

### THE PROPHECY OF THE CLASS OF 1928

The other evening while strolling through the fields and watching the sun set, I saw a picture of each of my classmates in the clouds around the sun. They were performing the tasks which they will probably do in about ten years hence.

As I have been granted the right to reveal the road upon which the members of the class of 1928 will reach success, I will relate what I saw.

The first picture which the clouds revealed was in the center of one of the largest cities of the United States. A middle-aged man was hunting for a lawyer. He had been directed to the best in the city. When this man entered the office I recognized the lawyer to be Merritt Bridges, Jr. He had obtained this position through his diligent study at Yale. He was working on a very important case: "Why it was safe for airplanes to carry liquor."

The clouds parted and there appeared an office in the center of which was large mahogany desk and behind it sat Cecil Smith, busily giving orders to several stenographers. He was a brilliant financier.

Before I could see more the scene faded and there appeared a large farm with acres of vegetables and fruits. I could faintly see in the distance a figure of someone working and as it grew plainer I recognized Philip Chase, a truck gardner. He was also trying to perfect a machine for hulling cucumbers.

The clouds separated again like a curtain and there came upon my view a small house. It was not in America, but in some foreign country. Upon looking more closely I recognized our friend, Luciel Johnson near it. However she was not the same as when we knew her. Not only had she changed her customs but her name was also foreign. She was teaching a small child to walk.

The next scene presented the picture of a well-to-do farmer. An airplane had been forced to land near a house between Morris and New Lisbon, a man stood in the doorway of this house and I recognized him as Winston Harris. He was leading a bachelor's life.

This scene soon faded away and I saw Rosslyn Stanhouse working in his secret laboratory. He had produced what all the great inventors and scientists of today have been unable to produce, perpetual motion. He was working on the unaccomplished task of squaring a circle.

After glancing over these predictions I can truthfully say the future of the class looks encouraging. Thus I wish you each success, although some of these pictures maybe false exposures I hope that whatever you may take up as a life work will be more interesting than this prophecy.

FRANCES OSBORN.

### CLASS HISTORY

Every class of Morris High School has had its history. The Senior Class of nineteen twenty-eight is no exception. Although not as large as some previous classes it has nevertheless contributed as much to the glory of Morris High as any. In view of these facts I feel justified in giving you the history of this class.

With all due courtesy to the girls we feel that Merritt should come first on our list. He has spent all his school years in Morris High, working with untiring effort to aid her in holding a prominent place among the surrounding schools. He has always held an outstanding position both in athletics and scholarship. However he has yet to display his Senior dignity.

Was it not Rosslyn who came to us five years ago from Garretttsville? He has been noted for his "school girl complexion," and has always been held in high esteem by the opposite sex. After several love affairs we believe he has settled down to the quiet of a bachelor.

After attending several of the surrounding schools Lucille came to us about four years ago. We believe that had we had a department of elocution in Morris High Lucille would have carried off all the honors. However we feel that she has not attended our school in vain for was it not here that she met Mike?

Philip came to us while he was still in the grades. He has occupied his time in various ways ranging from drawing cartoons for the freshmen to demonstrating that he could curve a baseball. Having played on the baseball team for four years he has brought his share of glory to Morris High.

Frances has been with us for about four years. Much of her time has been spent driving her faithful horse to and from school. We sometimes wonder if she does not desire a male companion to accompany her. Nevertheless she found time to participate in the Senior play, giving a very good account of herself as an actor.

Of Winston we know little about, except that he came to us about four years ago. He immediately set out to become acquainted with the office of the principal. He liked this room so well that he has returned to it many times. He also has engaged in many bitter fights with his lifetime enemy, Philip.

Thus concludes the history of the Class of Twenty-eight. However it is not so much the past history that counts as what will come in the future chapters. We, the Senior Class, intend to make this future the brightest of all our history.

CECIL SMITH.

### SALUTATORY ADDRESS

As salutatorian of the Senior Class of nineteen twenty-eight it gives me great pleasure to welcome to our graduation our friends, parents, the Board of Education and the Alumnae of Morris High School.

To our friends and parents our graduation is a time of joy but to us it is a time of sorrow. For we know that we are severing forever the bonds which have held us so closely together. In these days which we have spent in Morris High have come some of the happiest moments of our lives.

We are now about to set out on the great voyage of life. Owing to the knowledge imparted to us by our teachers we feel that we are adequately fitted to combat the various problems which are bound to confront us.

The last chapter of the history of the class of twenty-eight depends on the way we overcome these problems. We feel sure that every member of this class will do their best that that history may not be marred.

CECIL SMITH.

### VALEDICTORY

The events of this evening mark the conclusion of our direct association with Morris High School. While we may be absent in person, we will never be absent in spirit. The years spent in Morris High School will linger in our minds as a perpetual incentive to future undertakings. How profitable the efforts of ourselves and of those who have guided us have been remains

to be proved. It is only upon such an occasion as this that we can fully realize and appreciate the exertions of our teachers. It is in high school where we acquire the inspiration so essential for consummate success in later life. It is there where we obtain the foundation upon which our future actions are elevated. We have gathered knowledge, gained experience, and perhaps above all made friends. Although at times the outlook may have been dark, such an aspect has usually been of only temporary duration.

To the Board of Education we wish to express our sincere gratitude for their efforts in regard to the supervision and maintenance of the school.

To the faculty, without whose invaluable instruction, advice and other assistance we would have been unable to qualify for the diplomas presented to us this evening, we are most grateful. We can never reciprocate their efforts—the only way we can reveal our gratitude to them is to make use of their efforts in the future. At times we may not have seemed to fully appreciate their interest in us, but now after our high school days are over, we realize the immaturity of our former judgment.

To the people of Morris we are likewise grateful for their support not only in school, but also on the athletic field and in other issues appertaining to school life.

Classmates, our happy school days are over. While we may forget some of the things we have learned, we will never forget each other. In endeavoring to be of most satisfaction to ourselves and to our fellow-men, let us constantly keep in mind the thought contained in these words of Shakespeare :

"To thine own self be true;  
And it must follow as night the day.  
Thou canst not then be false to any man."

MERRITT BRIDGES.

#### PRIZE ESSAY

##### The Part of America in the Establishment of World Peace.

The conditions of calmness, tranquility, and happiness which we should, and in most cases doubtless do associate with the word "peace," reveal the possibilities we may expect if we all strive to bring about a condition to which we may truthfully apply this term. And so we come to realize the benefits we may derive from the establishment of world peace. Obviously, the question that arises in our minds is how we, as Americans, may successfully and effectually bring this about.

The following words of Herbert Hoover elucidate most clearly the present status of the United States in regard to not only world peace, but to any universal problem which may confront the world at large : "If democracy is to survive throughout the world, it must be a success in the United States of America. As America a century and a half ago announced to mankind the great spiritual ideal of democratic government, so today the fate of that ideal for many generations to come must rest in the hands of the people of the United States."

Thus, the United States, due to its dominance, is regarded by other nations, particularly the smaller ones, somewhat in the same manner as a child looks up to its parent for advice and guidance. So if we, the people of this noble and illustrious nation, will only accept this deal of world peace as an advance in the progress of civilization, which it most assuredly is, we can not fail in our undertaking. Too often people become oblivious of the fact that they themselves are the ones that constitute the

government. They forget that they are the foundation of its policies and consequently do not conduct their lives in such a way that they may be of profitable assistance to mankind. A quotation from John Tyler gives an excellent summary of the purpose of government : "Government was made for the people, not the people for the government."

It is with extreme horror that we look back at the astounding loss of lives brought about by the World War. However, if we regard this war in the same respect as Woodrow Wilson, that is, that it was a war to end war, it did accomplish a purpose although it did reap the enormous toll of about seven and one-half million lives. In fact, the name of that great pacificator, Woodrow Wilson, a century hence will have attained as prominent a position in history as Washington, the founder, and Lincoln, the preserver, of this great Union. The central thought of establishing world peace, evolved in his "fourteen points," is representative of his altruistic character.

Treaties previous to the one signed at Versailles were never framed with the intention of establishing world peace. In actual effect, they were successful in bringing about only temporary cessation of hostilities. In time, the belligerent spirit had again seized the minds of the people, and, disregarding former treaties or alliances, the sword was again taken up and destruction of lives and property was resumed without coercion. However, that body of men who drew up the document that terminated the World War did not do so with the purpose of obtaining personal benefit, but for the welfare of every race on earth. Only by adopting such an attitude, which is regardful of others, will we ever be successful in establishing permanent world peace.

The United States can review its past history in regard to foreign affairs with more or less pride. Although it has not as yet succeeded in establishing world peace, nevertheless its policies and actions have been conducive to that ideal. It has engaged in no wars for aggression or for avaricious objectives. The famous phrase, "Taxation without representation," quite fully elicits the conditions to which our forefathers in the latter half of the eighteenth century were subjected and which finally resulted in the Revolutionary War. Our independence once received, we became involved in new problems. The War of 1812 was fought to secure "freedom of the seas," after impressment of American sailors and ships had made interference obligatory. The Civil War established the doctrine that "All men are created equal." The conflict with Spain was waged for the sake of humanity. As a result of this struggle less civilized races were released from the bonds which had held them aloof from the civilized world and consequently checked their progress. The United States grasped its opportunity to better conditions by introducing educational institutions in hitherto half-civilized races such as were found in the Philippine Islands. Education is absolutely necessary if world peace is ever to be a reality.

The Washington Conference, called during the administration of Harding, did a great deal towards establishing mutual friendship, especially with countries of the Far East, China and Japan were both slow in accepting Western civilization and consequently hindered world progress.

The Pan-American conferences dealing only with the Western hemisphere have been very influential in uniting more closely the peoples of the New World. At the Pan-American conferences, as at the Washington Conference, the United States has played an efficacious part in producing the desired result of the Pan-American conference which was recently held at Havana, Charles Evans Hughes, in addressing the American Society of International Law, spoke the following words : "When dele-

gates come out of an American conference with a more friendly feeling and a stronger confidence in each other an advance of enormous importance has been made, because the spirit of friendship is the vital breath of Pan-Americanism."

The League of Nations, formed at the conclusion of the World War, with the intention of establishing world peace has so far been unable to secure the confidence and alliance of the American people. Their principal ground of argument for being unwilling to associate with this coalition, is the fact that such entrance into a foreign alliance would be contrary to the principles of the Monroe Doctrine. This doctrine has been in effect over a century and during that time the United States has observed a strict adherence to its central thought of isolation from foreign affairs. Now the great question is whether or not times have sufficiently changed to warrant a transition of this policy.

During the past year a new method, aviation, has been found which has done more to coalesce the nations of the universe than any treaty or alliance heretofore has been able to do. Here again an American, Colonel Lindbergh, led the way with his notable trans-Atlantic flight and later his Central American tour. However, it was not so much the actual achievement itself which augmented our admiration for this great herald of peace, but instead those unviabable characteristics of perserverance, steadfastness and integrity. The enthusiastic receptions which have always been accorded Lindbergh wherever he went reveals the affection which everyone has for him. He is a man who has really made an impression on the mind of every individual and one which will not soon vanish from the memory. Other flights by Americans and foreigners have produced effects which tend to bring about peace and concord. A few words spoken at the funeral of one of our noted flyers, Floyd Bennett, give a succinct and clear account of the part aviation has played in promoting mutual friendships between nations: "Among the airmen there is only one love—the love which embraces the whole world, for the advancement of which they willingly lay down their lives. They are the world's great peacemakers and blessed are the peacemakers, for they shall be called the children of God."

In the steps which have constituted progress in civilization, man has developed theological beliefs called religion, man has established commonwealths called governments, and now the great essential task of instituting fraternity remains to be accomplished. With the world so connected as it is today due to remarkable inventions which have facilitated transportation and communication, universal peace is not only desirable, but absolutely requisite. After all, war is usually caused by misunderstanding. Formerly with ideals, habits and customs of different races so opposed to each other, this was inevitable. But gradually man has become more dependent on others and his thoughts have become more similar to those of his neighbors.

And so, the whole world depends upon the attitude of every individual. If we fail to live in such a way so as to be of an advantage to ourselves and to each other we cannot hope for happiness and prosperity both of which are direct results of world peace. Are we, as Americans, to allow our minds to be so impervious to such a progressive policy which not only affects ourselves but the world at large? Are we, as Americans, to allow ourselves to be classed with those illiterate, barbarous tribes of savages who go forth and slay human beings like themselves at will and think nothing of it? We, who call ourselves civilized, are doing nothing—less than that, when we send men upon the battle field. Are our minds so weak that they are incapable of rectifying a misunderstanding by arbitration, or will we have to continue to resort to war? The answers to these questions lie

solely at the control of each of us.

Hundreds of treaties have been drawn up in the history of the world, many of which have covered hundreds of pages. In fact, the Treaty of Versailles is of such length that its total contents are sufficient to fill a large volume. But what better motto, or treaty if we may call it that, could we assume than the "Golden Rule?" There is a doctrine the validity of which has never been and never will be questioned. However, it is one which cannot be adopted by a government as a whole, but instead must be inculcated by each of us individually. Nothing will stand without a foundation. So let us, as Americans, be the foundation of the greatest undertaking which has ever faced mankind—the permanent establishment of world peace.

MERRITT BRIDGES.

## SECOND PRIZE

### THE AMERICAN MERCHANT MARINE

The story of the American merchant marine is an epic of blue water of which few people at any time in their lives ever gain the significance.

Our people have always had a native genius for seafaring. This same genius has made their conduct on the high seas one of the most brilliant in the history of the world.

Our Pilgrim fathers, whose destination was Virginia, were driven far to the north and landed on the shore of Cape Cod. The season in which they landed was the bleakest ever to be found. They expected to land in sunny Virginia but instead had landed on a shore covered with snow and rocks. These people were forced to turn to the sea as a means of gaining a scanty living. This proved a great hardship at the time but it proved the foundation of a race of people who have maintained our merchant marine through all odds.

However these early colonists for a time could provide no time or money with which to build a fleet of ships. So as a result of this we were forced to let England carry on our transportation on the seas. England was particularly anxious to carry on this trade as she derived a handsome profit from the trade. On this account England did not encourage the colonists to build a merchant marine. However, an industry, that of shipbuilding, was a fast growing industry and was started in the United States as a means of livelihood. We sold these ships mostly to England. The knowledge thus gained was to be very valuable to us in later years. Before the Revolutionary war England forced us to carry on our trade only with England and on her own ships. When the war broke out this of course was impossible so it was necessary to build up a merchant marine in order to feed our people. We also had no navy. However in a very short time we had built both navy and merchant marine. When the war ended we were obliged to continue this newly acquired merchant marine.

From seventeen eighty-nine to eighteen seven the American merchant marine grew to enormous proportions as a result of the trade the United States had acquired while France and England were at war. Over ninety percent of our foreign trade was carried on in American vessels. In eighteen seven President Jefferson succeeded in having the Embargo Act passed. This forbid American ships to leave for English ports. England had for a long time maintained the idea that no Englishman could become naturalized into the United States. So in carrying out this idea she had taken seamen from our ships and placed them on her own. This was an outrage and must surely call for war.

The question was who to declare war on. France had molested our ships nearly as much as England. However it was decided to declare war on England. This war has often been called "The Second War for Independence." It was in reality a war in defense of our Merchant Marine. We were unprepared for this war but we quickly built up a navy large enough to defeat the greatest of sea powers.

After the war a great many changes had to be brought about. Our Merchant Marine had steadily been decreasing and "the War of Eighteen Twelve" proved to be the complete eclipse. However about this time came the industrial revolution. Having started in England it expanded to America. Manufacturing a hitherto obscure industry was now indulged in with every possible effort. Factories were built on a large scale and what few already here were enlarged. Manufacturing is an industry which most of all needs a merchant marine. It is necessary to transport the manufactured goods to other countries as there is never a large enough market at home to consume all the finished products. Of course foreign nations would be glad to carry on this shipping for us but we can do it at a much better advantage. This is the same now as it was directly after "The War of Eighteen Twelve." The Americans immediately set to work to revive the Merchant Marine. As it may be seen this came directly as a result of the Industrial Revolution. From eighteen fifteen to eighteen sixty marks a slow rise in our Merchant Marine. For a long time after eighteen hundred the tariffs were exceedingly high. This of course hindered the shipping to the United States. However, about eighteen twenty-five came a period of reduction of tariffs. As these tariffs were lowered our Merchant Marine grew. It grew with such enormous strides that just prior to the Civil War it rivaled the great British Merchant Marine. This was a thing long hoped for by many countries but it was never thought a deed ever to be accomplished. However with the Civil War our Merchant Marine was due to undergo another setback not without taking a prominent part in the war itself. With the advent of the war the North and South of the United States were completely isolated from each other. This did not affect the North as much as the South. In the North were diversified industries while the South was the home of cotton. This cotton could not feed an army though while the North with her many industries could provide her army with every necessity. The North took advantage of the fact that the South would need aid from foreign countries and blockaded every southern port. The large Merchant Marine owned largely by Northerners was quickly transferred into warships to hold the blockade. It was held to such an extent that the south were in reality starved out. This only goes to show how really essential a Merchant Marine is. If the South had had ships to break the blockade and obtain supplies from foreign countries there is no doubt in my mind but that they would have continued the war much longer.

However, as I have said before the Civil War wrought many changes in our shipping. In the first place iron-clad ships were introduced showing how useless the old wooden ones were against the new creation. It was therefore necessary for us to build new and better ships if we were to continue in the shipping world. We did not desire to do this so our Merchant Marine began its decline. However this was only one of the many factors leading to its decline. The introduction of high tariffs also greatly aided in demolishing our shipping industry. These tariffs remained at this high level for twenty years after the war. Also labor began to soar to marks unheard of before. These several things made our Merchant Marine of slight importance.

Then came the Spanish-American War. The United States had never before been an imperial nation. As a result of the war we gained Porto Rico, Guam, the Philippines and Hawaii, thus starting us on the career of an Imperial Nation. This always calls for ships to tend to the needs of the colonies. Our Merchant marine however did not increase as many had expected.

The World War saw a revival in the shipping industry. The United States obtained control of many markets especially in South America. At the outbreak of the war it was readily seen that Great Britain could not supply her army. So as a result the United States organized an Emergency Fleet Corporation to build ships to aid in feeding Great Britain and to fight the submarine peril. Without these ships to transport supplies the outcome of the World War would have been more doubtful.

After the war came another decline in America's Merchant Marine. This was caused again by the high cost of labor. This time however two other causes were added to the list. These were the decrease of European trade and another high tariff. It is still on the decline at the present day. This however is due in a large part to the government. Congress has refused to subsidize prospective buyers of the ships now anchored in the Hudson River and elsewhere. The government did however after the war take over many of the large steamship lines. Many people think that the government should never be in business. There is now a bill in Congress calling for the sale of these government backed projects.

The American Merchant Marine now and always has been a very interesting project. The daily shipping news always are read more thoroughly than the news of stocks or bonds. For the sea has not lost its magic and mystery.

CECIL SMITH.

## EDUCATIONAL PROGRESS IN THE UNITED STATES

### THIRD PRIZE

Could modern educational facilities have been put at the disposal of ambitious sons of the seventeenth century one is tempted to believe that our nation would now be one of intellectual giants. The word sons is advisedly used for it was a disgrace to educate a girl in those days. The boys and young men, however, would endure real hardships and overcome great obstacles that they might take advantage of the meagre opportunities then offered in the way of schooling. Many children would walk miles to attend a log school, boys who had to work on the farms the greater part of the year would go to school a few weeks in the winter. A very different situation in contrast to present conditions of a school in every community, universities, summer schools and special extension courses; good roads, warm busses to carry children to and from remote districts, the warm school lunch, special medical attention, vocational training and personal supervision of specially talented individuals, the influence of the radio, newspapers and books, not to mention the interest taken by the government and the rightful place now accorded the child as the hope of future citizenship.

For many years, in most of the colonies, with the exception of Massachusetts and Connecticut, there were no schools, parents, of limited time and education, were forced to teach their children the rudiments of spelling and ciphering or let them go without. The closing years of the seventeenth century were a period of lamentable ignorance. At no time in American history has education seen a more degraded point. Conditions seemed favorable at the beginning of the eighteenth century. There was greater general prosperity. With the easing of the stress of

wresting a livelihood from a virgin and rough country, the people had more leisure in which to turn their thoughts to matters of education and improved methods along intellectual lines. They felt the need of a definite form of education and certain states passed laws compelling the people to provide for at least an elementary education for their children.

The best educational system in America during the colonial period was to be found in the New England colonies. The wealthy inhabitants of the South could afford to send their children abroad to complete their education and so they were called the best educated men in America, but not through the merit of the schools in the South; rather through their European training did they attain this distinction. One of the first concerns of the settlers of Massachusetts was the establishment of public schools. The Free School was organized in 1635, five years after Winthrop's landing. In 1647, a Massachusetts law was enacted providing that each town having fifty families should maintain a school to teach reading and writing, and that each town of one hundred families should provide a grammar school to prepare students for college. This was the foundation of education in Massachusetts and it resulted in a system which is one of the best in the world. Highly educated men, who stood out as leaders in the New England settlements, looked upon universal education as furnishing necessary support to their religious ideas. As a result Massachusetts established her State University in 1636. Later this university was endowed with John Harvard's library and was named in his honor. The second American college, William and Mary, was founded in 1639 and the third, Yale, was founded in 1701. We are told that the development of colleges for special professional instruction about the nucleus of a college of liberal arts has led to the University, so called, although many institutions bearing that name give very little attention to graduate instruction of the true university character. Connecticut was one of the most progressive colonies educationally using a system similar to that of Massachusetts. There were few illiterates in Connecticut.

In the colony of New York, schools were established by the Dutch on Manhattan Island before the middle of the nineteenth century. Adam Roelandson was the first school master. He taught from 1633 until 1639. An important measure under the English Governor, Clinton, was passed in 1795 calling for the establishment of common schools under county supervision. A sum of money was appropriated annually for five years for the support and maintenance of public schools. A bill was passed by Governor Tompkins in 1812 providing for the state to aid the schools. It was in effect until 1840. In 1813 Gideon Hawley was the first elected superintendent of schools with a salary of three hundred dollars. Later the superintendents' functions were given to the Secretary of State. The Union Free School Act was passed in 1853, since then schools have been supported by tax. Compulsory education was established in Pennsylvania as early as 1650. In Maryland there was a law that every county should establish and support a school whose teacher must be a member of the Episcopal church. This law was ineffective due to the religious differences between the Catholics and Protestants.

In 1671, Governor Berkeley, of Virginia, boasted that he hoped there would be no free schools or printing for a century in that colony. Within fifty years of that time another Governor of Virginia found it necessary for the people to know how to write legibly and spell intelligibly, since many colonists were appointed chairmen of committees in the Assembly. But by 1724, wealthy planters of Virginia had caused twelve free schools to be established by their endowments. At the same time, there were

twenty more private schools which thrived. The generosity of these men was the first evidence of special interest in education other than through legislation. School systems were entirely lacking south of Virginia. Some children, mainly of the poor families, received a little culture from churches while the wealthy planters of South Carolina had private tutors in their families, and later sent their sons to the nearest colleges or to the English Universities abroad.

Benjamin Franklin rendered great service to the cause of Education. A self educated man, he realized the importance of education as the foundation of thrift and special development. Philadelphia had no provision for defence or complete education; no militia nor college. Desirous of remedying this, Franklin's first step was the formation of the Junto, a fraternity or debating society. The twelve who composed it met every week to discuss political, scientific and moral questions as well as to plan how to help the community. Each member agreed to put his few books into a room to which all could have access. After obtaining subscriptions from fifty persons, Franklin was able to order from London about two hundred twenty five dollars worth of books. This enabled them to form a permanent circulating library, Franklin was the first librarian and loaned books once a week. Therefore to the Junto, we owe the origin of the public library system of America. This is not all that is due Franklin, as it was through his influence and efforts that the Academy of Philadelphia was established. His plans for such an Academy are contained in the "Proposals Relating to the education of the Youth in Pennsylvania" which he drew up in 1749 and later printed. It was based on that psychology of learning, the principles of which have recently come to be recognized; namely that "learning comes by doing, that the concrete should precede the abstract, that individual ability and vocational aims should be early recognized and that the time to take up a particular study is when the desire for it has awakened."

Another prominent American, Thomas Jefferson, contributed a plan which is extensively used in America. His plan provided that each locality maintain its own elementary schools for the education of every boy and girl. Secondary education should be given in various parts of the state in academies and colleges supported by tuition fees. The highest form of education should be given in Universities which would give the most advanced instruction in all branches of knowledge. After the completion of the University of Virginia, Jefferson was chosen the first rector. Innovations that he introduced were the elective system and vocational specialization, for it was his idea that the students should have "uncontrolled choice in the lectures they shall choose to attend and give exclusive application to those branches only which are to qualify them for the particular vocation to which they are destined." He also followed the German Universities in their system of rotation in office. According to this plan the chief executive was elected annually from among the members of the faculty. But as the universities have become more extensive and complex their administration has become less democratic. Jefferson applied the same principles to education that he did to politics. He believed that the best government was the least governed. His policy was to do away with corporal punishment in the schools. He held that the simplest discipline worked the best.

While Jefferson wished to have state education developed, George Washington wanted to unify the mind of the nation by educating the youth together. Washington detailed his plan for a federal city and university to be built near the Falls of the Potomac. Blodgett, an interested friend, was converted and con-

sequently copyrighted his "Economica" for the benefit of the free education fund founded by Washington in his last years. This fund began with about \$25,000 in fifty shares in the Potomac River Navigation Company which Washington bequeathed the Government for the purpose of founding a national university. Washington received these shares from Virginia and one hundred shares from the James River Company as a reward for his services rendered in the Revolutionary war. He gave the James River stock to Liberty Hall Academy in Virginia which was established by the Scotch-Presbyterians because they considered the college of William and Mary too narrowly Episcopalian. With this aid the Liberty Hall Academy developed into a college and later into a university. After the Civil War, Robert E. Lee became its president, and since his death the institution has been known as the Washington and Lee University.

After the Revolutionary War the first territory acquired by the Federal Government was the Northwest Territory, between the Ohio River and the Great Lakes, comprising the present states of Ohio, Indiana, Illinois, Michigan, Wisconsin and a portion of Minnesota. The United States governed this territory through the Northwest Ordinance in which is stated that schools and education shall forever be encouraged. It was further provided that one-thirty-sixth of the national domain in the properly distributed tracts should be given to the territory for the support of public schools. The original intention was to use the proceeds from its respective section for its own schools. When the territories became states it was decided to give the sale of school lands to the state officials rather than local officers, and turn all proceeds into a permanent fund of which only the interest was divided each year among various localities of the State. This was usually computed in accordance to their attendance. Later a free grant of forty-six thousand acres of land in the proposed territory was secured for the support of an institution of higher learning. This was the beginning of national land grants to universities.

Many of the schools of the young republic were inefficient and poor, the district school equipment bad and the discipline harsh. The best feature was the salutary effect on the community. The school served as a common interest of activity. The introduction of academies, universities and colleges brought about an interest in arts, science, literature, and philosophy and proved an inspiration to a life from which these elements would otherwise be lacking. The study of the English language produced ready writers and fluent speakers. An overcrowded curriculum introduced the elective idea into secondary education and about this time the establishment of high schools began.

R. E. Winthrop says that Horace Mann, of Massachusetts, was by common consent the greatest educator the Western Hemisphere ever produced. He was instigator, promoter, and almost press agent of modern ideals of education. He aroused a public sentiment by lectures before teachers' conventions and public meetings of all sorts. He toured the country arousing and inspiring teachers with the sense of the opportunities before them. Mann caused the "Common School Journal" to be printed in behalf of the teachers training class for twelve years. In 1839 the first public Normal school was opened at Lexington through the efforts of Mann. Another important innovation introduced by him was the teaching of music in public schools. He gave encouragement and championships as well as his influence with the authorities and the general public. The particular charge that the people had against him was the thought that he lacked patriotism because he traveled abroad and introduced foreign systems

which he thought practical for education in the United States. In 1848 Mann was secretary of the Board of Education and while he was in office the appropriation for the public schools doubled. Two million dollars were expended to improve public buildings and teachers' salaries were raised by more than half. A month was added to the ordinary length of the school year and three flourishing schools were established. At the time of his resignation the Massachusetts legislature voted Horace Mann a special compensation of two thousand dollars above his salary and gave him a formal vote of thanks. After serving two years in congress, he carried his same educational reforms into the west.

Another prominent educator was Dewitt Clinton, who founded the Public School Society and was the first president of its Board of Trustees. He introduced English systems and the Bell, Lancaster ideas of turning the routine of teaching over to older children who could teach what they had already learned. With the superintendency of one adult several hundred boys could be taught by the most advanced of their own numbers.

At a later date, 1910, and 1912 the Montessori system was popular in America. The main idea of this system was that a child should be allowed to unfold mentally by perfect liberty and no curtailment in spontaneous manifestations, attained by auto-education. Dr. Maria Montessori of Italy, laid great stress through her scientific experiments on training the muscles and senses in early stages of development. In some particulars Froebel's system was similar. He was a German educator who believed in "self activity to produce development, all-sided connectedness and unbroken continuity; to help the right acquisition of knowledge; creativeness or expressive activity, to develop the physical body to the enjoyment of happy and harmonious surroundings."

The efforts of these early pioneers though poor and wrong in some particulars as viewed from present day standards, paved the way to our modern system and ideals. Today we have the best schools of any country and the best equipment. We have schools teaching manual training which date their beginnings to the humble schools of 1878 such as the Working Man's School founded by the Ethical Culture Society of New York; we have the kindergartens and nursery schools and our great scientists such as Dr. John Watson are paying great attention to the study of early tendencies and habits of behaviorism in infants. We have special agricultural colleges and provision for the study of agriculture in most of our large universities. Co-education has found its rightful place and women are found in all fields of endeavor and in all professions. Women have taken a large part in the history of education and there are hundreds of seminaries and colleges for the education of women only. In 1808 Mrs. Emma Willard opened what was perhaps the first school for young women at Middlebury, Connecticut. Later Catherine Beecher opened a seminary for girls at Hartford, Connecticut. Among the more prominent women's colleges of today rank Vassar College at Poughkeepsie, Wellesley College at Wellesley, Massachusetts, Smith College at Northampton, Massachusetts, Bryn Mawr College at Bryn Mawr, Pennsylvania and Goucher College at Baltimore, Maryland. There are thousands of colleges for the higher education of men and many military academies and training schools.

Ambition is the only prerequisite to an education in this age. All trades and professions may be entered and only ill health need be a handicap.

LUCIEL JOHNSON.



### A FRESHMAN'S SONG

'Twas last fall when I entered here;  
As cock as could be,  
I thought I was a God sent gift,  
I was a frosh, you see.

The class in Algebra was called,  
Into the class went I;  
A star I'd been in the Grammar Room,  
But that "wan't First Year High.

Next class I sassed a teacher;  
I thought I was immense,  
The instructor got sarcastic,  
And I felt like thirty cents.

I tried to crowd ahead in line  
The Prof. saw me go by—  
I got a half hour lecture,  
Which I heard with many a sigh.

In the afternoon the clouds grew darker;  
Things were still less serene.  
The room felt hotter, hotter,  
And I felt small and mean.

At this time Latin I was called,  
I entered with a curse;  
I came out, walking in a trance,  
A subject for a hearse.

But now my tasks are lighter,  
Ideas have seeped into my dome;  
I don't mind school so much now,  
It's June and I can stay at home.

DRAPER DANIELS.

### CLASS POEM—1928

It's almost time for us to leave  
And for our classmates we will grieve,  
But I will now relate some facts  
Altho it's poetry that it lacks.

Cecil, as a very staunch friend,  
Has also several ways to mend,  
As walking home with girls at nite;  
I'm asking you, is that not right?

Winston comes from up the line  
Riding his bike, to be on time,  
Why, that boy wouldn't skip a class  
Even if it were to be his last.

Rosslyn is another one  
Who always has his lessons done.  
But when he gets out of school at last,  
Boy, O Boy, don't we show class!

Merritt comes next on the list,  
We often shout "Hey, please desist,"  
For he forgets that he's a Senior,  
And loses some of his demeanor.

Luciel is a fiery lass,  
Who wouldn't think to skip a class,  
But did you ask, "Who does she like?"  
Well, take it from me, kid, ask Mike!

Frances is the one who now  
Made many of her boy friends vow,  
"Never again," said they in fear  
"Will I try to call a girl "my dear."

I'll tell you now, before I leave,  
I've kept nothing up my sleeve,  
I've told you all and I'll tell you this—  
Our motto—"Age quod agis."

PHILIP CHASE.

### THE PERFECT GIRL

If she had :

Brains like Frances Osborn's.  
A smile like Thelma Leska's.  
Eyes like Claudine Milliken's.  
A complexion like Kathryn Lull's.  
A disposition like Doris Card's.  
Could dance like Rose Perry.  
Had teeth like Dorothy Sheldon.  
Height like Alice Cornell  
Lips like Luciel Johnson's.  
She'd be a great, great girl  
And we don't mean maybe.

### THE BOY FRIEND

If he could :

Make eyes like Bud,  
Kiss 'em like Shine,  
Love 'em like Cecil,  
And be true to 'em like Morg.  
And treat 'em as Phil does,  
Now wouldn't he be some boy friend?

### YE SCHOOL CRIER WINNER

Ye most sunnie—Thelma Leska.  
Ye most dashing—Joseph Milliken.  
Ye most frank—Franz Thresher.  
Ye most meddling—Rose Perry.  
Ye most hilarious—Dorothy Sheldon.  
Ye school champion—Philip Chase.  
Ye coquette—Flora Rogers  
Ye most shy—Frederick Dockstader.  
Ye revered twain—Claudine Milliken and Cecil Smith.  
Ye preacher—Curtis Steele.

### WON'T IT SEEM FUNNY NEXT YEAR NOT TO SEE :

Luceil running in when the last bell rings?  
Rosslyn with his rosy cheeks?  
Merritt laboriously studying?  
Cecil sitting with Claudine noon hours?  
Philip occupying the further corner of the hall with Mildred?  
Frances putting the back window down?  
Winston fighting with his neighbor?

"A Lonesome Junior."

Sitting in our seats the unique characters which we have in our midst have not been noticed. When you have read this list you will realize what a distinguished class M. H. S. is losing :

The second tallest boy in school.  
Characters for Mutt and Jeff.

Frances is the one who now  
 Made many of her boy friends vow,  
 "Never again," said they in fear  
 "Will I try to call a girl "my dear."

I'll tell you now, before I leave,  
 I've kept nothing up my sleeve,  
 I've told you all and I'll tell you this—  
 Our motto—"Age quod agis."

PHILIP CHASE.

**THE PERFECT GIRL**

If she had :

Brains like Frances Osborn's.  
 A smile like Thelma Leska's.  
 Eyes like Claudine Milliken's.  
 A complexion like Kathryn Lull's.  
 A disposition like Doris Card's.  
 Could dance like Rose Perry.  
 Had teeth like Dorothy Sheldon.  
 Height like Alice Cornell  
 Lips like Luciel Johnson's.  
 She'd be a great, great girl  
 And we don't mean maybe.

**THE BOY FRIEND**

If he could :

Make eyes like Bud,  
 Kiss 'em like Shine,  
 Love 'em like Cecil,  
 And be true to 'em like Morg.  
 And treat 'em as Phil does,  
 Now wouldn't he be some boy friend ?

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	Favorite Saying	Mark of Distinction	Hobby	Favorite Residence	Apparent Aim	Life Work	Disposition	Nickname
Merritt Bridges, Jr.	I don't believe it!	Snappy brown eyes	Baseball	Culvert corner West Main and Liberty.	To keep still	To establish a walking record	Flirtacious	Bud
Philip Chase	If you can do any better, come on!	Freckles	Carrying Mildred's books	School window, sill built for two	Has none	Be a cartoonist	So-So	Phil
Winston Harris	Now, that ain't right!	Nature's Collar Button	Blushing	Bicycle seat	To learn Palmer Method	Farmer	Harmless	Collis
Luciel Johnson	For the love of Mike.	Outbursts	Argumentation	Patrick Hill	To settle down	Keeping Mike straight	Fierly	Jane Ann
Frances Osborn	Close that door!	Curly hair	Finding Fault	One Hoss Shay	To keep strong	Caring for "Stubs"	Mild	Gib
Cecil Smith	Like Heck you did!	Claudine's wrist watch	Necking	High sreet	To be on the hill more	Not to	Docile	Murph
Rosslyn Stanhouse	Yea, you do!	Baby blue eyes	Torment girls	Virginia	To be popular	Raise chickens	Noisy	Doc

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# G. L. F.

BUY G. L. F. FEED OF SPRAGUE

— and —

YOU BUY THE BEST

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Flour

Cement

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DRY GOODS, DRUGS, GROCERIES

NOTIONS, FOOTWEAR

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A. C. Smith

**BARBER**

— and —

ALL KINDS OF INSURANCE

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## Mutual Life Insurance Co.

— of —

NEW YORK

J. H. Isbell (Agent), Morris N. Y.

“HE CAN WHO THINKS HE CAN”

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## O. & W. and D. & H. Coal

H. C. LULL, Local Agent

Clean, Bright and More Heat !

A Coal of Quality at a Low Price !

Ask the one who burns it !

Your patronage solicited.

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QUALITY

QUANTITY

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PRICES

## Victory Chain

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*Fresh Fruits and*

*Vegetables*

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# Elmore Milling Company

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FEED FOR EVERY NEED!

At Nominal Prices!

We also mix YOUR OWN FORMULA on request.

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## For the Best

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GROCERIES, DRUGS, DRY GOODS,

FOOTWEAR, SCHOOL SUPPLIES

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GO TO—

### J. J. Hay

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## Veterinary Hospital

DR. FRANCIS I. REED

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Luncheon and Supper ----- \$1.00  
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Dinner during the week upon order.

Special catering for Luncheons, Teas, Bridge Parties, Dinners, Afternoon Tea.

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*The Bank that Invites*

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**FOUR PER CENT INTEREST** paid on all interest bearing accounts !

**INTEREST** compounded quarterly !

**CHECKING ACCOUNTS**—No service charges imposed

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**INVESTMENT SERVICE**—Sound bonds available for purchase at all times.

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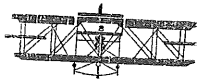
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Joy hops in either closed or open ship

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