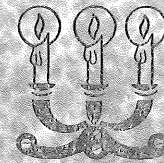


THE
Morrisianian

1929



Morris, - - New York

THE
MORRISIANIAN

ANNUAL PUBLICATION
OF THE
SENIOR CLASS

*
* *
*

EDITOR IN CHIEF
Doris Card

ASSISTANT EDITORS
Howard Southern
Morgan Weatherly

BUSINESS MANAGER
Joseph Milliken

*
* *
*

MORRIS HIGH SCHOOL

DEDICATION

Another year has been recorded in the history of Morris High.

Before we, the class of '29 leave, we wish to express our appreciation of the work of our teachers who so kindly have guided us in our work.

To one especially do we turn in gratitude, to her do we extend our thanks for her untiring efforts in aiding us. In Miss Gertrude Washbon we have always found a steadfast friend.

SENIOR CLASS



Eloise Carpenter, Valedictorian
"I'd rather be small and shine,
Than great and cast a shadow"
Scholarship Prize 1, 3, Sec. of
Students Ass'n 4, Class Presi-
dent 4, Dramatics 4,



Alice Cornell, Salutatorian
"Her mellow notes awhile pro-
long. The cadence of the flow-
ing song."
Orchestra 4, Glee Club 4, Dra-
matics 4.



Doris Card
"Or, if virtue feeble were, Hea-
ven itself would stoop to he."
President of Students Ass'n 4,
Editor of Year Book 4, Class
Historian 4.



Marjorie Russell
"There was an old woman,
Who lived in a shoe,
She had so many children,
She didn't know what to do."
Glee Club 4, Class Poem 4

SENIOR CLASS



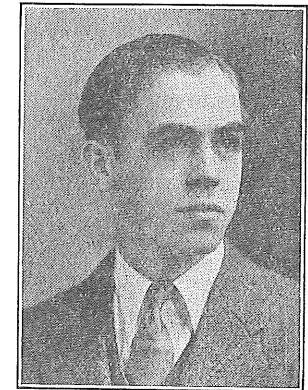
Howard Southern
"Oh, why should all life labor
be."
Baseball 1, 2, 3, 4, Dramatics
1, 2, 3, 4, Glee Club 4.



Florence Sutton
"I awoke one morning and
found myself famous."
Orchestra 4, 1st History Prize
4, Glee Club 4, Class Song 4.



Claudine Milliken
"The "Smith" a mighty man
was he."
Class Song 4, Dramatics 3.



Morgan Weatherly
"He that findeth a wife, find-
eth a good thing."
Class Will 4, Stage Manager 4.

SENIOR CLASS



Lyle Shields

"Shall he dwindle, peak and pine; Though his bark cannot be lost, Yet it shall be tempest tost. Look what I have!"

Class President 1, 2, Baseball 1, 2, 3, Dramatics 4, Secretary of Class 4, History A Prize 1, 2nd History Prize 4, Glee Club 4, Class Prophecy 4.



Joseph Milliken

"A man may blush and be a villian too."

Baseball 1, 2, 3, Vice President of Class 4, 3rd History Prize 4, Business Mgr. of Year Book 4, Dramatics 4.

THE BOARD OF EDUCATION

George Sprague -----	Term Expires 1929
H. Cossaart -----	Term Expires 1930
S. E. Gage -----	Term Expires 1932
George Sprague -----	President
H. Cossaart, Clerk -----	Secretary
Miss Katherine Sanderson -----	Treasurer
Ervin E. Butler -----	Collector

* * * * *

THE FACULTY

Peter A. Etienne, B. S.—Colgate University -----	Principal
Science and French	
Gertrude E. Washbon—Oneonta Normal -----	Preceptress
History, English, Mathematics	
Hulda Finch Barnes, A. B.—Russell Sage College. English, Latin	
Louis B. Shattuck, B. S. C.—Syracuse University. Music, Drawing	
Fanny Draper Daniels—Morris Training Class ---	Sub-Academic
Laura Aplin Harris—Morris Training Class -----	Grammar
Ruth M. Doonan—Oneonta Normal -----	Intermediate
Helen M. Colvin—Morris Training Class -----	Primary
George G. Preston -----	District Superintendent
Edwin Miller -----	Truant Officer

* * * * *

SENIOR CLASS

Doris Card
 Eloise Carpenter
 Alice Cornnell
 Claudine Milliken
 Joseph Milliken
 Marjorie Russell
 Lyle Shields
 Howard Southern
 Florence Sutton
 Morgan Weatherly

* * * * *

CLASS OFFICERS

Eloise Carpenter -----	President
Joseph Milliken -----	Vice President
Lyle Shields -----	Secretary

* * * * *

CLASS MOTTO

"Honor Lies at Labor's Gates."

* * * * *

CLASS FLOWER

Rose

* * * * *

CLASS COLORS

Old Rose and Silver

HISTORY OF THE CLASS OF 1929

Yes we are Seniors! We are proud that we are Seniors. The Juniors respect us, the Sophs admire us and the Freshmen fear us and the teachers think we are a remarkably intellectual class.

I think that our class president deserves recognition first. Eloise has done exceptionally well in all of her studies, winning many prizes during her course in Morris High. We might mention that she is very fond of playing cards, especially in the school library.

To Joe we might adequately use the old adage, "To the slow horse belongs the race." Yet this year Joe has done honor work in all of his studies, even acting as assistant teacher.

We consider that we are fortunate in having with us two minister's daughters to guide our class in the path of righteousness. Alice came to us during her Sophomore year from Edmeston High and has become a steadfast friend of many. Florence entered our solemn realms of education in her Sophomore year.

Claudine has spent her entire school days in Morris High and many a fine lad has fallen beneath the spell of her bewitching dimples. And was it not in Morris High that Claudy smiled her way into Cecil's heart?

Morgan, too, has always been among our renowned numbers and we ever have considered him as our serious classmate and supposed woman hater, but alas, he has greatly surprised us noon hours, which he regularly spends sitting with Thelma. We wonder what she will do next year?

Pat, Irish in name but not in feature, has achieved histrionic fame being in practically every play since he entered high school. He has also distinguished himself as a baseball player.

Margie May entered last September from Sidney High. She apparently has found time to excell in her studies while not otherwise occupied in telling the boys that she positively cannot go out on school nights.

Lyle, popularly known as Shine, has gained renown as an essayist, actor, sportsman and archeoglist. During his senior year he has been a victim of all the childish diseases.

This concluded the history of the Class of '29. Our journey is now at an end. We have reached the goal long striven for, only to learn that graduation means that ahead of us lie greater goals for which we must strive. We leave Morris High with a fond devotion to her and with the desire to bring her honor in the future.

DORIS CARD

* * * * *

CLASS POEM

We've attained the object we toiled for;
Accomplished the task we begun,
We've found what-ever one strives for,
May be won by thinking "I can."

As always, someone has mentioned,
And I have been told I must do,
Concerning the traits of my Classmates,
As they make their parting adieu.

It's queer about first impressions,
As I thought Eloise was a child,
But of course she's our brightest of Seniors,
And that's only "Putting it mild."

There's Alice our angelic Classmate,
Whose work is next to the best,
With her goes most sincere friendship,
And wishes for success with the rest.

When Doris steps out of High school,
Of course the Juniors will grieve,
To be rid of continuous pestering,
Which before they have had to receive.

And Florence our dignified colleague,
Whose essay has won her first prize,
Although she sometimes conceals it,
We know she's exceedingly wise.

Claudine has reveled in Latin,
When Cecil was not on her mind,
As she chooses 'tween these alternatives,
May fate to her be most kind!

Morgan we've found, a true friend indeed,
From Thelma his thoughts never turn,
With most of his subjects he kept up the race,
But Latin, at last, he did spurn.

Although some may forget their old Classmates,
We'll always remember Joe's smile,
And even his maidenly blushes,
Which appear every once in a while.

As I pass to Shine, the light of the class,
I remember his part in the play,
To Esther he seemed a "Hero come true,"
But in reality, I cannot say.

Last but not least in our class is Pat,
Whose habit is tardiness ever,
We hope when opportunity knocks at his gate,
That she will bring with her a lever.

I hope, dear friends, we will all remember,
Though years for success we must wait,
That in high school we held to the motto,
"Honour Lies At Labor's Gate."

MARJORIE RUSSELL

* * * * *

PROPHECY OF THE CLASS OF 1929

Several years have passed since the happy days spent at
Morris High school.
One day I was crossing a street in one of the nearby cities,

when a large truck, honking its horn, bore down upon me. I just managed to escape the path of the huge machine and glanced up rather angrily toward the driver. My eyes fell upon the side of the truck on which was painted "General Trucking and Long Distance Moving, Howard F. Southern."

So that was my classmate's truck that had so nearly run me down. Well, not so bad, considering. I went on about my business.

Being troubled by my sweet tooth I entered the first store that I came to which happened to be a chain store. Having bought my candy, I glanced about the place. How spacious and neat looking it appeared. Then I noticed a large traveling sign, Morgan Weatherly, Store Manager. Could it be that old classmate was in such a prosperous business. But of course why shouldn't it be.

I left the store and walked up the street. I perceived a funeral procession in front of a large, beautiful church. As I was passing the hearse I looked in the driver's seat and recognized Joseph Milliken dressed in undertaker's clothes. I later found out that Joseph was doing a large business in undertaking as well as selling tombstones and running an ice cream parlor.

The wierd notes of a funeral dirge being played in the church, came to my ears. How wonderfully the pipe organ was being played! As I am a lover of organ music I said to myself that I must find out who the player was. I looked up on the church bulletin board and read these words. Alice Cornnell, Organist. Well, well, well, she sure was some pipe organist.

How strange that I should run across so many of my classmates; I wondered who the next one would be as I walked on toward my accustomed hotel.

Upon arriving at the hotel I was told by the girl at the switchboard, who, by the way, happened to be Doris Card, that my room was being remodeled by an interior decorator. I was very much surprised when Doris told me that the decorator was our class president, Eloise Carpenter. Doris also told me that Marjorie Russell was staying at the hotel but that she was then at her studio of art. I don't know whether she meant the comic studio or not, but I presume she did because she smiled.

The next morning I was called home on urgent business matters. While waiting for my train I met Claudine Milliken and Florence Sutton in the terminal station. Claudine told me that she had just returned from a long trip abroad. Florence Sutton was just returning to her foreign mission in Africa.

Whether these predictions will come true or not remains to be seen, but I hope that whatever my classmates may undertake, it will prove successful.

LYLE SHIELDS.

* * * * *

THE CLASS WILL OF 1929

We, the class of 1929, being of a generous and satirical mind, desire in this our last will and testament to bequeath to our Alma Mater a continuation of the age old spirit to Morris High.

To Alton Gage—A mask which may he use during his laughing spells.

To Harlow Pickens—An admittance to the bar.

To Alma Naylor—A dancing teacher to perfect her Spanish wiggle.

To Arthur Rogers—The song, "Don't Bring Lulu."

To Herbert Sloan—A package of Dr. Mills Nervine Pills.

To Esther Nordin—A chance on Broadway.

To Draper Daniels—The book, "How to Break Into Big League Baseball," by Katrleen Norris.

To Clifton Tamsett—A permanent place as dog catcher, representing Reed's Hospital.

To the Cobb Sisters—A bedtime story on the cultivation of corn.

To Thelma Leska—A Robot to gaze upon next year.

To Robert Faber—One of the double seats which he may share with Esther Lindberg next year.

To Louise Smith—A can of three in one oil for her cave man voice.

To Esther Lindberg—A copy of the song, "Climb Upon My Knee, Mikey Boy."

To Holley Peterson—A years supply of rubbing alcohol, 100 per cent pure.

To Flora Rogers—A job as waitress at the Sidney Barracks.

To Kathryn Garlock—The song, "There'll Never Be Another You."

To Lula Barton—A passport to Hawaii.

To Mario Crosaletti—A personel interview with Al Smith, so that Mike will be convinced that Hoover was elected president.

To Kathryn Lull—A translation of the profane language.

To Caroline Crandall—A pair of snubbers.

To Dorothy Preston—A gold tablet bearing "Mosaic Law."

To Helen King—The book, "How to Vamp successfully on the Street Corner."

To Howard Sheldon—A complementary ticket to all barn dances.

To Marjorie Gardner—A license to drive her own car to and from school.

To Melda Gage—The position as office girl in Benjamin's garage.

To Dorothy Sheldon—An engraved copy of "Old Black Joe."

To Dean Carpenter—A male Latin tutor for next year.

To Ruby Crawford—The position as school librarian next year.

To the entire faculty we bequeath the best of luck throughout the coming year.

To Mr. Etienne, another successful year in Morris High and a baseball team which will need no coaching.

To Miss Washbon—An upholstered chair which she may use while teaching her classes.

To Mrs. Barnes—A position as teacher near or within the city of Troy for next year.

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

Sworn to this seventh day of June, 1929, in the presence of Mrs. Charles Lindbergh, Gov. Roosevelt, and Herbert Hoover, World favorites.

Lyle Shields, Doris Card, Claudine Milliken, Morgan Weatherly, Florence Sutton, Joseph Milliken, Marjorie Russell, Eloise Carpenter, Howard Southern and Alice Cornnell.

CLASS SONG

(Tune of "Sweatheart of Sigma Chi.")

Verse

When the world goes wrong, as it's bound to do,
And life seems a trial to you,
Then you long for the school you used to love,
And your classmates of '29.
Just place yourself in a large armchair,
And weave from your altar of dreams;
Kind memories of Morris High will come there,
The school that is just what it seems.

Chorus

Our class of this year is the one supreme,
Of all the classes known,
Each one it seems has fulfilled his dreams,
And climbed to the realms of success.
The pink of the rose, and the silvery clouds,
Is the blend of our colors true,
And our thoughts will roam to the school of our dreams
And the happiness there, we knew.

CLAUDINE MILLIKEN
FLORENCE SUTTON
LYLE SHIELDS

* * * * *

SALUTATORY

It is indeed an esteemed privilege for me, in behalf of the class of '29 to extend to you a most cordial welcome.

To the Board of Education, who have so willingly given your time to make possible our education, we extend a hearty welcome. We owe a great deal to you for this happy occasion.

For our kind teachers, it is difficult to find words to express our welcome. We realize to the fullest degree how patiently you have worked with and for us during our school years. We deeply appreciate the kindness you have shown to us and hope that our success in future life may be a compensation.

To those who have given so liberally both financial and moral support to our school, we feel deeply indebted. We trust that we may prove ourselves worthy of your efforts.

And now again, just one more word but oh, so full of meaning—"Welcome."
ALICE CORNELL

* * * * *

VALDICTORY

We, the class of 1929, have looked forward with eager anticipation to this evening, the final consummation of the past four years. Our elation is superseded by sorrow—sorrow for the days that are gone and the separation which inevitably comes to every class. We feel the dominant force that is calling us and though our paths may diverge from that of our school, in seeking broader education, no matter how great a success we have achieved, or what honors we have earned, we will in due

respect give credit to the influence and training of Morris High School.

To the Board of Education we take this opportune moment to express our thanks for the competency they have shown in maintaining and overseeing our school. Their judgment has been unquestionable.

To the faculty, who have given us the benefit of their experience and training, we owe our most sincere appreciation and unbounded gratitude, for we feel that without their efforts, we could not have earned the diplomas which are being presented to us tonight. We can best show our gratitude to them by achieving success in our later vocations.

To the people of Morris, we are grateful for their patronage and support in all our school activities.

Classmates, although the realization comes to us that we must sever our old associations, let us, in striving for future success, resolve to fully exemplify our class motto—"Honor Lies At Labor's Gate."
ELOISE CARPENTER

* * * * *

CITIZENSHIP IN OUR DEMOCRACY

First Prize

We are about to consider citizenship in a democracy. Citizenship is the owing of allegiance, that is, loyalty, obedience, and service to a government which in turn owes its citizens or members protection. A democracy is a government by the people; a government in which the real power is retained by the people. We little realize, however, that we are not only citizens but citizens of the most satisfactory form of government the world possesses. This form, that of democracy, is found the most complete in the United States for we have a nation that is all democracy from the foundation up.

The word is derived from the Latin (civis) meaning citizen. In the early Roman government a citizen was considered a member of a free, self-governing commonwealth. This original meaning had been superceded by the German and English conception that citizen is a subject of a person of higher rank. In our democracy however, we have given citizen its original meaning. Therefore there is very little class distinction in the United States. Under our government a ditch digger and a judge on the bench have equal rights of citizenship.

In the United States as in every other country there are both citizens and aliens.

During the Colonial period the foundations for later government were laid. While there were many restrictions for the voters and to a certain extent for membership in a colony, attempts were being made to establish more democratic ideas of government. Everywhere the colonists were demanding representation in making laws governing them. They became tired of being treated as subjects of the king of England. Their resentments finally came to a head July fourth, 1776 in the Declaration of Independence after having given rise to the American Revolution.

This marked the birth of a new nation. The enthusiastic colonists felt confident that, despite the scarceness of previous

experiments in self government, they could establish a lasting democracy.

In 1777 Congress, a representative body of the people, adopted the first written government of the United States, the Articles of Confederation. While this was not entirely satisfactory our country continued to grow as it had started. The people benefited by invaluable experience for the better government which was to follow. Citizens were in the training. For eleven years we were governed by the Articles of Confederation. It may seem that no benefits resulted from this short period but the foundations for the United States of today were continually becoming greater and stronger.

The year 1788 was marked by the adoption of our present constitution. This is the oldest written constitution in actual use. It grants that, "Congress shall have the power to establish a uniform rule of naturalization."

The following provisions which have helped our democracy to endure as a representative government, free from class distinctions were made: "No title of nobility shall be granted by the United States; and no person holding any office of profit or trust under them, shall, without the consent of Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state. "All residents of the United States have the right of religious freedom, freedom of speech and the press and the right to petition."

Following this period much progress was made. Improvements were taking place and new states became members of the United States. America was becoming more and more attractive with a resulting influx from other countries of people desiring citizenship in our democracy.

A new problem endangering the welfare of the Union presented itself. For a long time slavery had been in practice. There had been considerable disagreement between the northern and southern states over this question for both economic reasons and humanitarian. More and more unfriendliness between these two sections ensued.

Some states believed in state sovereignty. This violated the constitution's authority over the states. This also caused disagreements.

In 1861 the only civil war in our nation's history began. Abraham Lincoln became president of the United States in that year. He ably administered to a divided "Union" piloting it through a great crisis. However his own words prove that his aim was to preserve the Union rather than to free the slaves.

The Civil War settled forever the question of a state's right to withdraw from the Union. It had also made an end to slavery. Thus the addition of the thirteenth amendment to the constitution was brought about, freeing the slaves. The fourteenth amendment gave, "All persons born or naturalized in the United States and subject to the jurisdiction thereof," citizenship in both the United States and in their own resident states. The fifteenth amendment gave all citizens except women the right to vote.

The last step toward complete democracy came late in 1920 by the nineteenth amendment. This gave women the right to vote.

There are several ways by which one may become an American citizen. The first is that the United States government may

confer citizenship upon a group of people or upon a particular class. This method is used as a result of conquest, by treaty, a special act of congress or at the admittance of a new state. The residents of a state, California, for instance, became residents of the United States when that state was admitted. In 1917 the number of American citizens increased by a special act of congress admitting those of Porto Rico.

The second method is by giving citizenship to a minor when his father becomes naturalized. However the adoption of a foreign-child by American citizens does not give that child citizenship.

Before the passing of a comparatively new law the wife of a naturalized citizen became a citizen automatically. But an American who marries a foreigner loses her citizenship automatically. This law, however, changes these conditions by stating, "That the right of any woman to become a naturalized citizen of the United States shall not be denied or abridged because of her sex, or because she is a married woman." Now the woman herself must be naturalized. However it is not necessary that she file a Declaration of Intention. A previous year's residence before filing a petition is required. She does not lose her citizenship upon marrying a foreigner without a formal renunciation.

The third way of obtaining citizenship is by naturalization. This necessitates four steps to be taken by the alien before he becomes a full-fledged citizen.

The first step is a Declaration of Intention. Any eligible alien over eighteen years of age may file a Declaration. This states that he intends to permanently reside in the United States and within seven years will renounce all former allegiance. This Declaration is often called "The First Papers."

He must next apply for a Certificate of Arrival from the Clerk of Courts at the place where the alien resides. This is then sent to the Bureau of Naturalization in Washington, D. C. After it is returned, the applicant may proceed with the third step.

This is a Petition for Naturalization. The "Application for Second Papers" must be made before the end of seven years or the previous steps must be repeated. Two United States citizens who have known the applicant for five consecutive years in the United States are required for witnesses. An examination is taken to ascertain the alien's knowledge of United States' laws, his resident state laws and United States history.

After this the last step is taken. The "Second Papers," show that the alien has become an American citizen. After the Oath of Allegiance is taken he is no longer an alien but a citizen of our Democracy and is entitled to the rights and subject to all the duties of a native-born citizen.

Soldiers and sailors of the World War honorably discharged are not compelled to take some of the steps of naturalization.

Uncle Sam claims all children born abroad of American parents. All children born on American soil are also claimed by the United States.

All members of this great democracy in which we live, whether native or adopted may enjoy the same rights and privileges with two exceptions. The offices of the president and vice president are reserved for native-born citizens. Any other politi-

cal offices may be held by any American citizen. All citizens of legal age have their share in the government of a truly democratic nation by voting. Protection is afforded our citizens both at home and abroad. Free speech, free use of the press, religious freedom, fair treatment, the privilege of assembling, of making a petition, the control of property and personal freedom are constitutional rights. But all citizens should remember that in a democracy his rights extend only until he meets those of his neighbor.

There are duties and obligations to the nation in return for its privileges granted us. If voting is a right it is also a duty. The citizen should respect his country and support its laws. All that one does should be done with consideration for others and with an aim for the welfare of all.

In all his undertakings in the management of his country's government a good citizen should always work with his utmost ability. He should foster no attempts tainted with any selfish motives whatever, for is not a democracy for the good of all? Underhanded deeds never have, never will and by no means ever can enter into the making or keeping of a perfect democracy. A good citizen should be intelligent in his country's history. He should have an abundance of self-control. These together with conscience are the most important characters of a citizen in a democracy such as ours. He must also be able to subordinate his own will to the national will. Responsibility also is a trait of a good citizen. Citizens with these qualities have given us our democracy and have kept it so for us.

Solid, strong walls are now in the training for the America that is yet in the future. The training of citizens to carry on the work of the morrow should begin in the home. Here honesty, unselfishness and respect should enter into the child's life.

The next step in the young citizen's training comes at school. This perhaps accomplishes more than anything else for there are many whose schooling ends with high school, some even before that. He begins to realize what it means to belong to so great a country. His duties make their first impressions on him. Responsibility in taking part and in being a unit in our nation takes its place. The child learns to respect our country's emblem, the American flag.

After this careful training of our American youth the nation's work need be in no danger. For its citizens will be prepared, willing and proud to take their places.

The United States from its beginning has been a "Melting-Pot" for the world. Into America have migrated those from all parts of the world. To the shores of our "Land of Opportunity" they have come seeking advantages and benefits offered by a democracy where there is "Liberty and Justice for All." And when the dross is drained off and taken away, what a lasting and enduring metal there is left! A people remains which is All-American who will always ring true to the principles upon which this democracy is built.

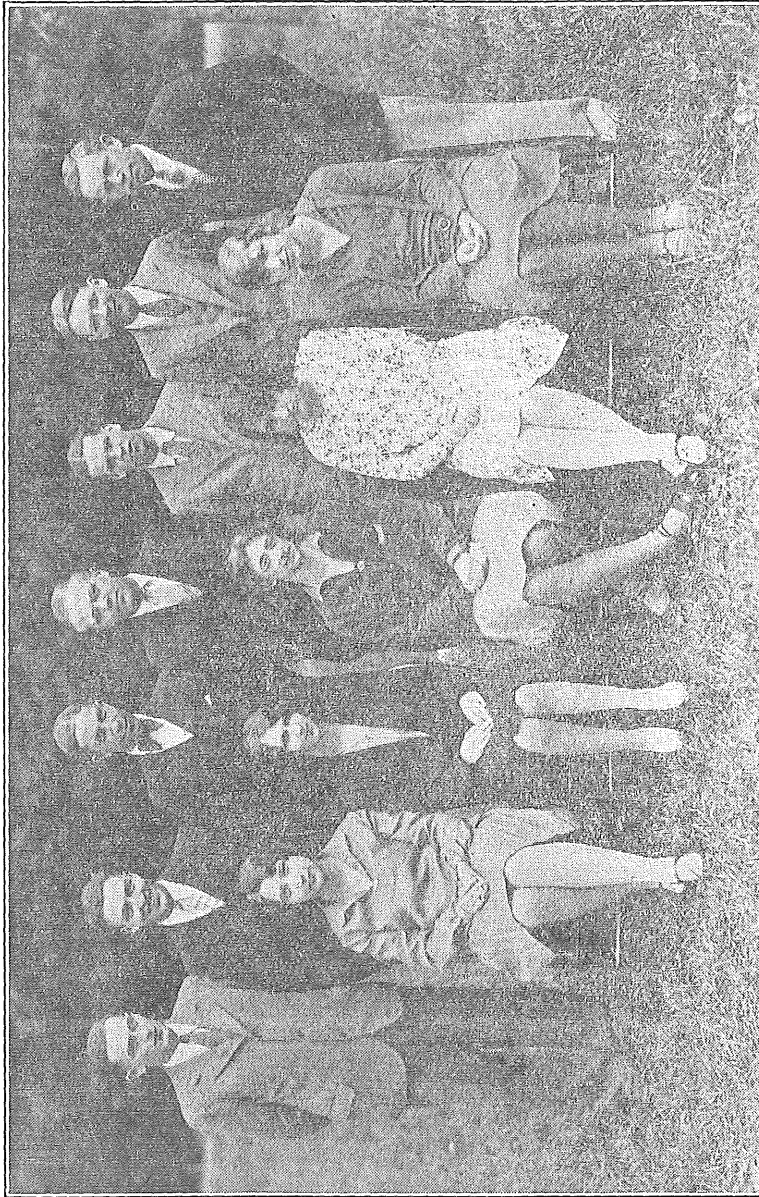
There is joy in the thought that we have such a country. It is respected by other nations. Prosperity and progress have attended our nation from its infancy. The spirit of our democracy has produced such men as Washington, Lincoln, Roosevelt and

Lindbergh—men whose clear-thinking, daring and stability of character have helped to make these United States a nation looked upon with expectation and admiration.

When we look toward heaven's blue and see the beloved stars and stripes floating above us, we know that there is a democracy which protects its citizens wherever they may be. And may the time come when every person in our United States may say and say it truly from his heart—

"I pledge allegiance to the flag of the United States, and to the Republic for which it stands; one nation indivisible, with liberty and justice for all."
FLORENCE SUTTON





HISTORY OF POLITICAL PARTIES IN THE UNITED STATES

Second Prize

The party system is an essential instrument of Democracy. Wherever government rests upon the popular organ of expression and the agency of the ultimate power. We may also term the party as a forerunner of Democracy, for parties have everywhere preceded free government. Long before Democracy was anywhere established, long before the American colonies became the United States, England was divided between Whig and Tory. It was only after years of bitter political strife, sometimes accompanied by bloodshed, that the United States has finally emerged with a government deriving its powers from the desires of its people.

Political parties in the United States had no real existence until after the Revolution which dissolved allegiance to Great Britain. Prior to this time, most of the colonies were under royal or proprietary government, in some of which there was a deliberative assembly. However, the people had no such influence upon the government as to their differences, that would bring out the distinction of party membership.

The first appearance what-so-ever of political parties in the United States was during the Revolutionary War. The English party names, Whig and Tory, became naturalized in America. Those who espoused the cause of the revolted colonies were called Whigs, and those who still clung to the mother country and the crown became known as Tories. These names were only nominal and became extinct after the war.

In 1787 came the first two National Parties, the Federalists and the Anti-federalists. These were brought about by the formation of the Articles of Confederation.

The Federalists were desirous of a strong central government, possibly a monarchy, fitted to make itself respected abroad, and obeyed at home. They despised the Confederacy as a mere "rope of sand," which would fall apart at the first shock, leaving the states as the prey of a foreign enemy or of each other. In supporting the new constitution the Federalists were aided by many of their opponents who were influenced by respect for the great names appending to, or favoring it.

The Anti-federalists wished for no Federal government whatever. They believed that every state of the thirteen states should establish an independent republic of its own. Many of the Anti-federalists united with the Federalists in accepting and voting for the Constitution, but with the hope of future amendments. However, these amendments never came to be and in a few years the party lost its power.

Party organization may be considered as fairly begun, about the close of the first session of Congress. It is probable that the majority of the American people were Anti-federalists in 1789, although the Federalists by the active assistance of many of their natural opponents, had gained the executive, the senate, the house, the judiciary, and most of the state legislatures and were now able to defeat the disagreeing factions known as Anti-federalists. In 1792 affairs were beginning to settle into a more natural way. The various Anti-federalist factions had learned to

forget minor differences and had united into one party which only lacked a name. That of Anti-federalist was no longer applicable, for its opposition to the Federal Union had entirely ceased. A name was supplied by Jefferson, recognized leader of the party, the Democratic—Republicans in the place of the anti-federalists. This party closely resembled the Democratic party of today and Jefferson is often times called the "Father of the Democratic Party."

The tendency toward party division was shown even in the first cabinet. Hamilton and Jefferson were influenced by personal antagonism and suspicious, as well as by political opposition.

The close of the War of 1812 marks the final extinction of the Federal Party. The few remaining federalists from this time, began to desist from any united party action. The whole people composed one party whose principles were neither those of the original Federal nor those of the original Democratic-Republican parties, but a combination of both.

It was not until the tenth administration that the party names, the National Republicans and Democrats came into use.

The Clay and Adams factions soon united and took the distinctive party name of National Republicans. They maintained the loose constructionist principles of the Federalists, and in addition, desired a high protective tariff.

In October, 1825, the Tennessee legislature nominated Andrew Jackson for the Presidency. Jackson accepted the nomination. His followers became known as "Jackson Men" but, as they began to take the characters of a national party, they assumed the name of Democrats, by which they have since been known.

About the year 1834 a second party of Whigs sprang up in western New York. This name took the place of National Republican for several years.

A few years later a new party, the Abolitionists or Liberty party came into the limelight. The members of this party were strictly against slavery. Their first presidential nominations were for Birney of New York and Eemoyne of Pennsylvania in 1839. However this party never gained marked significance.

Several years later after the Kansas-Nebraska bill the Republicans party of today was established. In the election of 1852 the Whigs had been badly demoralized. The party had been split on the slavery question into two factions, neither of which could maintain more than the shadow of an opposition to the now triumphant Democratic party. Therefore it required only a new issue to produce a new party. This issue the Kansas-Nebraska bill provided, for it gave all Anti-Nebraska men a chance to unite in opposition to slavery extension. All the "Free Soilers" and most of the Whigs of the north joined this new party which was known after 1855, and is still known, as the Republican party. Large numbers of free soil Democrats became members of this same organization.

At this time there originated a new party. Its appearance was in a form of a secret oath-bound organization, of whose name, nature and objects, nothing was told. Even its own members know nothing about it until they had reached the higher de-

grees. Their consequent declaration that they knew nothing about it gave the society its popular name of "Know-Nothings." It adopted the name of the American Party. Its design was to oppose the early naturalization of foreigners and to aid the election of native born citizens to office. In 1856 this party nominated presidential candidates but to of no avail. Soon afterward the Know-Nothing party disappeared from politics.

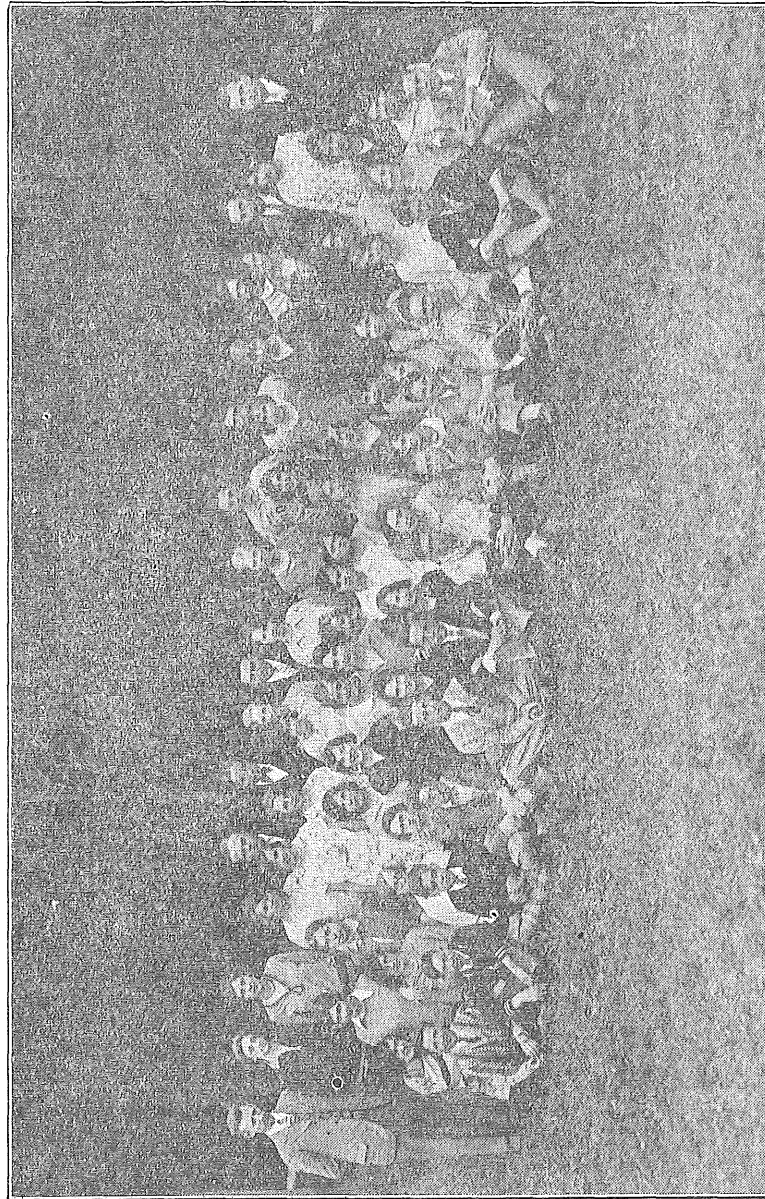
There have been several smaller parties since the disappearance of the American Party. The most important one of them being the Progressive Party which started in the 1912 nominations for the presidency. Roosevelt was defeated in the Republican nomination by Taft. Roosevelt declared it a "bare-faced steal," asserted that no honest man could vote for a ticket "based on dishonesty," and called a mass meeting for progressives to organize a new party. This party is still on the ticket, but is not as important as the Democrats or the Republicans.

The one apparently unreconcilable element in our political life is the Socialist or Labor party. Never of great importance in any national election, the various labor parties have been of considerable influence in local politics.

In the emergence of new issues, new parties are born. But it is one of the singular characteristics of the American party system that third parties are abortive. If the issues are vital, they are gradually absorbed by the older parties.

LYLE SHIELDS

* * * * *
 * * * * *
 * * * * *
 * * * * *
 * * * * *
 * * * * *
 * * * * *



WORLD COMMERCE

Third Prize

Commerce is an interchange of merchandise on a large scale between nations or individuals. In a commercial sense there is no such thing as an independent nation. Every nation in the universe is dependent on other nations for those commodities which they themselves are unable to produce, but which are necessary in everyday life.

In Calvin Coolidge's last message to Congress he recommended a number of policies which he thought fitting subjects for legislation or inquiry. Among those policies he recommended the continuation of the government's encouragement for the promotion of foreign trade through the Department of Commerce. This policy has become a part of the Chamber's program of legislation and study. The freest interchange of goods and services among our people, makes for national well-being and a large individual attainment. In order to maintain complete and orderly processes of barter and trade it should be the duty, as well as the desire, of each individual to remove those impediments which tend to hinder the advancement of commerce. The Chamber of Commerce of the United States, created and maintained by American business men's organizations, is an agency through which cooperation for speeding up business activities may be obtained. Therefore it is the duty of this organization to remove the obstacles which act as barriers and impediments to the development of World Commerce.

The Egyptians were among the first people to develop along commercial lines. They carried on commerce by barter long before they were able to write. At that time there were many obstacles which it was necessary for them to overcome before commerce could be developed to any great extent. Among them, and probably the greatest problem of all, was that of transportation. People had to carry their products from one place to another on foot or load them on a mule or horse. This process was very slow and there was constant danger of losing everything at the hands of some public enemy or a band of robbers.

Before the year 1000 B. C., the Phoenicians undertook to develop sea-trade. Their partial success in this undertaking influenced other countries to follow their example. Soon we have the Greeks, the Romans, and the Scandinavians trading with each other. The commercial policy which these countries adopted was, that the export and import trade could be carried on only by favor of a royal license also that the export of necessaries should be prohibited. This policy tended to discourage commerce until the discovery of America. This discovery turned everyone's mind toward the riches of the new country. Many new trade routes were developed, and the people began to invent instruments, such as the compass, to guide the sailor across the sea. During this time many improvements were made in the means and methods of navigation.

However, in spite of this sudden development, the desire of all the nations to gain control of the new country and its natural resources brought on wars between nations. This action halted commercial progress. This condition prevailed until the Eigh-

teenth Century, during which time we have a period of rapid growth of commerce.

England, then carrying on trade with Europe, Asia, Africa and America, developed her commerce more than any other country. Finally there came the tariff which undoubtedly stimulated the growth of certain industries but which discouraged many others. When this tariff became overbearing, the people succeeded in abolishing it along with many other undesirable commercial laws. A period of free trade followed, which continued for about twenty years. It was during this time that railroads came into use, and two great canals were built. The Suez canal, which proved to be an important influence in the furthering of the growth of the world's steam tonnage, and the Panama canal, which influenced the commercial development of the Pacific, were both constructed at this time.

Again England took the lead of the world in commercial enterprise. The reasons for her rapid development were; the English people were the most advanced in industrial and mercantile ability of any people in the world, and her geographical position which, combined with the natural resources, enabled her to carry on commerce with all other nations.

The period from 1900 to the beginning of the World War was marked by a fierce struggle between the nations for commercial supremacy. The countries that were in the lead during this era were: the United Kingdom, Germany and the United States. About the year, 1900, Germany was second to England in commercial development. However Germany had been retarded in her development due to the fact that she was divided into three hundred small states. The Napoleonic Wars reduced this number to about forty, and finally the War of 1870 with France led to the foundation of the modern German Empire. Under the new government the people found opportunity for commercial advancement and responded with astonishing rapidity. Germany had always been an agricultural country, but now she developed manufacturing, her population increased, and soon the Germans surpassed the English in the value of their trade. Germany began to establish tariffs and treaties for the purpose of bargaining for commercial advantages. This soon introduced a tension in international relations that caused all Europe to look forward with apprehension to the years 1917-18 when the important German treaties expired. A customs union of central Europe assured Germany of such dominance over the other countries that she could use not only their economic but their military resources as well, to further her plans for commercial expansion. This plan was characteristic of German ambitions; it was a summary of the tendencies that had long been manifesting themselves in German policy; and a significant index of results that would have followed if she had won the war.

France was once considered the richest and most powerful state in Europe. Her population was more than double that of Great Britain, her resources were envied by all the other nations, and French commerce was exceeded only by the English. However, the French revolution discouraged commercial development in France, and nearly sixty years after the revolution, the special commerce of the country was only just beginning to exceed the figures which it had attained at a much earlier date.

Finally, Napoleon Third reformed the tariff by lowering the duties on agricultural products and important raw materials; as a result, French industry and commerce responded with surprising quickness. In a period of about ten years the steam power of France increased about threefold, her commerce with England was three times as great as it had been before; her commerce with Portugal, Germany, Switzerland, and Brazil had tripled; with Belgium, Spain, Italy and the United States it doubled. France took second place among the commercial countries of Europe.

The United States in 1914 was recognized as one of the greatest countries of the world in area, in population, in wealth, in efficiency of the organization of production and business, and in the volume of internal trade and foreign commerce. Those foreign countries which are of greatest importance commercially to the United States are; Great Britain, France, Spain, the Netherlands and Portugal.

The early colonists built ships and carried on a large part of the ocean traffic which served the needs of American commerce. In the first year of the national government considerably more than half of the tonnage entering the ports of the United States from foreign countries was American. The bulk of American shipping was engaged in West India trade, but American ships also carried nearly one half of the commerce between the United States and Europe. The European War introduced an era of prosperity to American commerce, but later this was checked by the peace which existed in these countries after the wars. Had the peace proved permanent, undoubtedly there would have been further decline in American commerce as the European countries resumed their former commercial relations.

The expansion of population, necessary as it was to the development of the country, proved in its early stages to contribute comparatively little to the growth of foreign commerce. The growth of our trade did not keep pace with the growth of our population. The American people seemed to turn their minds away from Europe and toward the development of their own country.

The period from 1815-1860, during which the country grappled successfully with the problem of internal transportation, was also a period in which the American merchant marine had reached the highest pitch of its prosperity. This in turn resulted in a great increase in our merchant tonnage. The officers and crews of American vessels enjoyed an international reputation for their efficiency. Our commerce broke through the narrow bounds which had formerly directed so much of it to England and to the West Indies, and we began to build up our trade with Central and South America, Europe, Mexico, China and Japan. The continent of Europe in spite of its small area and population in comparison with Asia, contributed more than half of our commerce. The commerce with our immediate neighbors in North America shrank in importance in the first half of the nineteenth century, when the countries of this continent were rivals in the export of raw material to Europe. Later this trade revived, due to the diversification of industry which encouraged the export of those products which before had been imported from the Old World.

THE MORRIS HIGH SCHOOL

Now we come to the great World War. War is never a necessary or inevitable result of economic conditions, but on the other hand there are periods in which commercial competition is so intense that it puts a strain on international relations, tempting one or another party in the struggle to further the interests of its people by threats of force or by force itself. The danger spot in international situations before 1914 was Germany, a country which had achieved extraordinary success in economic development. Germany was proud of her success, but she was uncertain as to the foundations of her future prosperity. She saw, in the high tariffs of the United States and Russia and in the spread of the idea of a customs union in the British Empire, many evidences of a plan of her rivals to hem her in. She decided to break through the iron circle before it was too late, and established a great state in central Europe. The world War was the result.

The allied countries proposed to starve Germany into surrender by prohibiting her to cross neutral states. She immediately protested against this infraction of the freedom of the seas and proclaimed a war zone about the British Isles, destroying their merchant shipping on which England depended for her food supply. This action roused the spirit of neutral countries and resulted in the United States entering the war. This step was a decisive factor in bringing the conflict to a conclusion.

An economic conference of the Allies was held at Paris in 1916, at which was discussed the commercial policy to be pursued by them after the war. This conference brought to the attention of the English the questions of a policy which they must face, and resulted in the appointment of a committee on the commercial and industrial policies after the war.

The foreign commerce of the United increased to a very great extent after 1914, due to the fact that she had to meet the demands of the emergency in Europe and also to take the place of the great industrial states of Europe in supplying the needs of the rest of the world. Her exports far exceeded her imports which is termed a favorable balance of trade. At the close of the war the United States instead of owing every year a balance to the other countries on account of interest and dividends, was entitled to demand such a balance from abroad. America has now reached a new period in international trade.

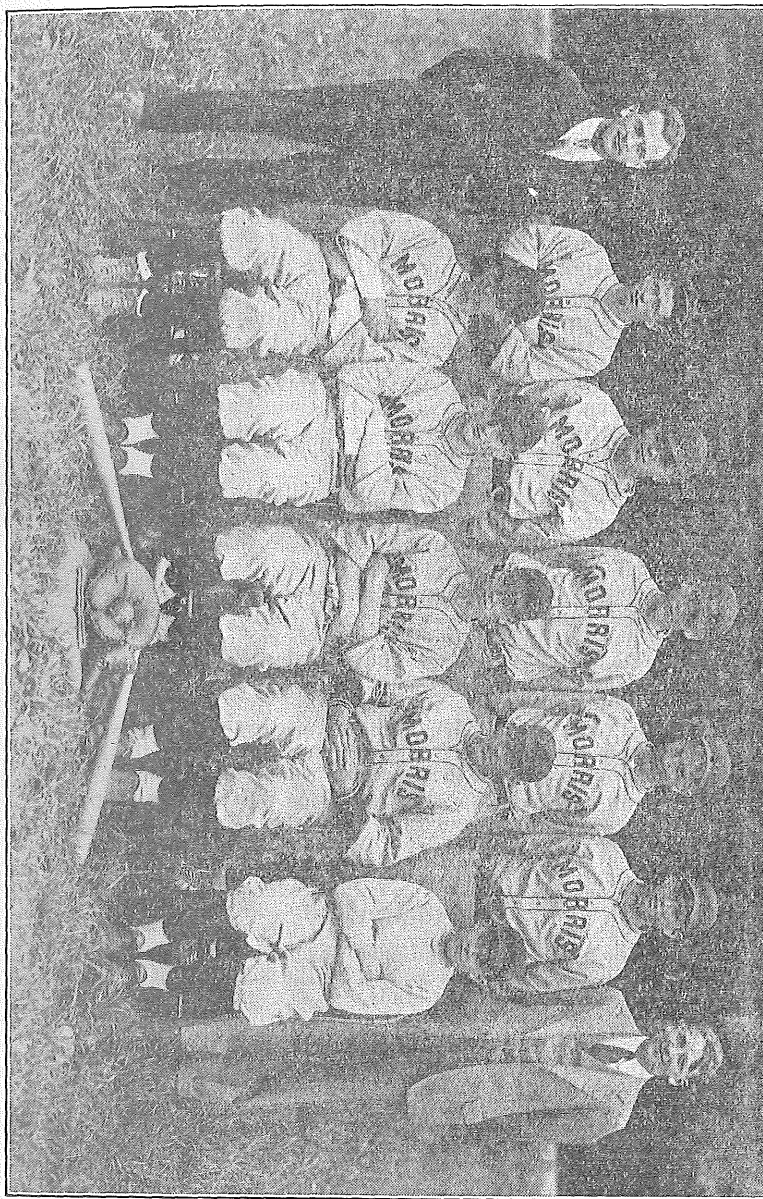
A large share of man's time and energy is spent in procuring those material commodities which furnish him with a means of subsistence and culture. The great development of commerce is due to the control of man over nature and her resources, and by the efficient cooperation of business men. The invention of the airplane and the improving of other means of transportation will undoubtedly play a great part in commercial progress. No nation can prosper without commerce. Therefore, let us do all in our power to develop world commerce as a means of gaining prosperity and world peace.

JOSEPH W. MILLIKEN

*
* *
*

CLASS OF NINETEEN TWENTY-NINE

Standings: P. A. Etienne, Coach; C. Decker, Southern, Capt.; Sloan, Daniels, M. Decker, Carpenter, Mor. Stittner.



SCHOOL ACTIVITIES

Drama

It has been the custom of the senior class of Morris High school to present a play each year as a means of raising money to help defray its expenses.

This year, the play entitled "The Burglary at Browns," was chosen by the senior class. Practice was delayed several weeks due to the sickness of one of the members of the caste. Finally, however, the play directed by Miss Gertrude E. Washbon, was presented at the parish house, April 11 and 12.

The following students made up the caste:

Dr. Brown	-----	Howard Southern
Mrs. Brown	-----	Alice Cornell
Oliver Brown	-----	Lyle Shields
Mrs. Oliver Brown	-----	Esther Nordin
Bob Dryzell	-----	Harlow Pickens
Ken-ena Dryzell	-----	Dean Carpenter
Eloise Mitchell, (nurse)	-----	Louise Smith
Florette, the maid	-----	Eloise Carpenter
Three Policemen—		
Draper Daniels, Joseph Milliken, Clifton Tamsett		

As the caste was practicing for the play one might have heard the following remarks:

"Oh! I hope my father is here!"
 "Hey, Shine, Open the cigarettes."
 "Pass the candy."
 "Save one for me."
 "Oh Alice, May I borrow your handkerchief?"
 "She never even hit the chair!"
 "Well, That's over!"

Judging from the remarks which were overheard after the play, and from the proceeds which amounted to \$137, I think we can say without any doubt that the play was a great success.

The Senior Class of '29 sincerely hope that the class of '30 will also present a play, and that it will be as great a success as our play was this year.

JOSEPH W. MILLIKEN

* * * * *

THE GLEE CLUB

The Class of '29 has had an advantage over the senior classes of preceding years. This year saw the addition of a music class to the regular course of study.

There were many who could not share the benefits of this class, but wanted to participate in some musical activity. Mr. Shattuck, therefore, started the Glee Club. In this has been found a pleasing combination of "pleasure and profit." Without a doubt the present musical accomplishments of some of us are much more pleasing to the ear than they were before the club was organized. Indeed, our musical instruction have been of great value to many.

The social side of the club beyond doubt contributed greatly to its success. The first of these affairs was held at the home

of Beatrice Tripp a few evenings before Christmas. This was a combination rehearsal and party. After a number of Christmas carols and a few other songs had been practiced, every popular song for the past ten years, more or less, was "executed." Then followed the most essential part of any social gathering, the refreshments.

On the night preceeding Christmas eve, the Glee Club acquainted the towns people with its talents by singing Christmas carols on both Main and Broad streets. A bystander might have caught some such ramarks as these:

"No, come on back, we stop here first."
 "Let's not sing that one this time."
 "All ready?"
 "Got the pitch?"

Tamsetts opened their doors that evening for the "after party."

But that wasn't the end of the good times. We again sang carols on Christmas Eve for more than an hour, visiting nearly every Morris street. The crisp air put more spirit into the music than on any previous evening. Then too, there was something else that kept us from quite freezing, the anticipation of the hot oyster stew waiting for us at Cornell's. It fulfilled our expectations, as did the other refreshments. This last social of the club was perhaps the most gala of them all.

We extend our hearty thanks to those who welcomed us in their homes. Their cordial hospitality made our social activities possible.

Should you hear someone suddenly burst into a medely of, "Hey, Diddle, Diddle," or "A Merry Heart," don't be startled. It's only a reminiscence of our Glee Club.

FLORENCE SUTTON

* * * * *

THE HIGH SCHOOL ORCHESTRA

At the beginning of this school year our music teacher, Mr. L. B. Shattuck, organized a school orchestra. All those having talent along this line were asked to attend a meeting for the purpose of organization.

Florence Suttin was chosen to play the cornet, Esther Nordin was given her place as violinist, and Alice Cornell as pianist. They were assisted by an additional trumpet and two violins.

After sufficient practice under the direction of Mr. Shattuck, the orchestra made its debut at the Gilbertsville Prize Speaking Contest. Since then they have appeared many times in public. The music rendered at the time of the school play and also at the Memorial service at the Methodist church, merited special commendation. We hope to hear them once more at the Commencement exercises.

We feel that this has been a profitable achievement in our school, and we trust that next year will bring still greater success.

CLAUDINE MILLIKEN

THE CHRISTMAS PARTY

This year we again had instructions in salesmanship and sold magazines put out by the Curtis Publishing Company. We were organized into two teams. Doris C. rd was captain of the "Reds" but "Pat" led the "Greens" to victory.

On the evening of December 18, the Reds gave a party for the Greens. Many enjoyable games were played. The main feature of the entertainment, however, was the Three Ring Circus. The chariot race caused the most fun and by far the greatest excitement. Each one brought a present which was placed in a grab bag. One-by one we tried our luck at getting a valuable article. This created much amusement because the bag contained almost everything from a music box to a wooden snake. After a delicious lunch had been served many popular songs were sung.

This means of raising money for our Athletic Association proves very profitable and the party climax makes a bright spot in our social activities.

LOUISE SMITH

* * * * *

HISTORY A PARTY

On November sixteenth, nineteen twenty-eight, We went to the school house a party to make, By "We," I mean members of the History A Class, Who fought for the honor until the last.

What was the honor for which we contended? I'll start at the beginning and go through 'till its ended. I'll do all I can, in an effort to explain, Although it may happen that I can't make it plain.

Last year at the beginning of the term, We went to school that we might learn Facts in Ancient History. A subject which seemed a mystery.

Some grasped the subject on the start, Others aimed at it as a mark; And so we organized in teams, Which made the work more fun it seems.

Now, this is what our teacher said, "Class, get busy and use your heads, That you may help your side to win, So you may take all the pleasure in."

The score was based on recitations and tests, Were we in it? Well I guess, We all worked hard, for it was great fun, The side that got the most points was the side that won.

One side must lose, so they say, And one side did—but—please stay; Both teams worked very hard 'tis true, And the losers deserve much credit too.

Now comes the best part of it all, Each repaired to the study hall, And partook of refreshments for awhile, Which were furnished by the losers with a smile.

The outstanding feature of our party was games, Although all enjoyed the musical strains, Of our voices, soprano, tenor and bass, To keep up with us, one would set quite a pace.

I don't mean to boast dear reader at all, But could you have heard us, I'm sure you'd fall, For what I have said, as all very true, And quite out of the ordinary, to what others do.

After awhile, our little party broke up, It wasn't too long, nor it wasn't abrupt; But each one had an enjoyable time, And returned home happy for everything went fine.

MARJORIE GARDNER

* * * * *

BASEBALL

It has always been a fact that in any school which has a good team in any sport, this team must be eventually disbanded by the members being graduated. Last year marked the disbanding of "The M. H. S. Baseball Team."

After finishing two seasons without a single defeat the record was nearly reversed since the team won only one game this season. More would have been won if the fielding had been better. Although Morris "out hit" the other teams in nearly every game, they allowed many runs to score through errors.

The team has made a poor showing this year but we hope that next year will mark the playing of another championship team, since we lose only two players among the seniors.

* * * * *

WHY WE ARE GLAD WE ARE GRADUATING

Morgan—"So I won't have to hear the annual representative of the Curtis Publishing company."

Joseph—"So I can get married."

Eloise—"My land, I don't know."

Alice—"I don't know, I'll have to think it over."

Marjorie—"To get rid of Cicero."

Lyle—"To get out of this place."

Claudine—"I'm not glad."

Florence—"There's so many reasons, I don't know what to say."

Howard—"Because my father wants me to."

Doris—"Oh, just because."

A DAY IN MORRIS HIGH

9.00 A. M.—We go to assembly where our famous music director raises the student body by the upward motion of his baton. He sings exceptionally well and leads in singing "Mary"land, My "Mary"land. We conclude our exercises by his favorite song, "America the Beautiful."

9.20 A. M.—At this fair hour the bell rings and summons everyone to work. Our first period is in study hall. Here we spend forty minutes and we enjoy hearing the freshmen getting their morning lecture in Algebra from Miss Washbon.

10.00 A. M.—Our class in Chemistry! Here we fail to make an impression on the professor. Bosh—who could?

10.40 A. M.—Back in the study hall again under the strict discipline of Mr. Etienne. We try to study but find it impossible since we are ever wondering where he got his permanent.

11.20 A. M.—This is History A class where Miss Washbon with great eloquence and greater control over herself, makes a speech on "The Comparison of Greek Life to Our Modern Civilization." All anxiously wait the command, "Take paper and pencil." At last we are saved from exhibiting our historical knowledge by the 12 o'clock bell.

12.00 A. M.—Now we have our daily military drill into the hall.

1.00 P. M.—Here each Friday we enjoy dramatics presented by the renowned members of the English IV class.

1.40 P. M.—Everybody out of the halls as the dignified seniors madly rush down the stairs to the library to obtain the honored seats of the History C class.

2.20 P. M.—Only two members of the student body could survive Mr. Shattuck's music class with his daily lectures on chords and cadences. In French class we are reading "Monte Criste," a true story, and we certainly do get a kick out of it.

3.00 P. M.—Here the Latin sharks concentrate on addressing their teacher at Mrs. Barnes instead of Miss Finch. Some of them almost get caught thinking aloud while others spend their time gazing at the blackboards thinking what a dull life they do lead.

3.40 P. M.—The curfew tolls the knell of parting day,
And the students wearily wind their homeward way,
With saddened faces and many a sigh,
But why write more on just a mere lie?

(Teachers kindly overlook this.)

* * * * *

WHAT MORRIS HIGH IS LOSING THIS YEAR

One red head.
Two tallest girls.
Two minister's daughters.
A pair of big blue eyes.
One cave man.
The Shiek of the school.
Four of the best looking boys in the school.
One permanent wave.

AS A SOPHMORE SEES THE SENIORS

* * *

Short and slim is Eloise,
Apparently quite hard to please,
For though she's brains and lots of poise,
She has no use, it seems, for boys.

Doris is a right good sport,
To whom full half of the town pays court.
One thing she lacks it's plain to see,
And that is Senior dignity.

Modesty is Alice's forte,
She trimly sails from port to port.
Some day she'll smile in after life,
When she thinks of Con, the doctor's wife.

It's Florence Sutton, sure's your born,
Who toots and toots upon the horn.
Outside of that I will be bound,
She never, never makes a sound.

Marjorie's the school coquette,
A dark and dimpling "come and get;"
And by coquette I mean no slur,
For everybody falls for her.

Short and winsome is Claudine,
Morris' revered flapper queen.
Morn and eve'n, night and day,
She's found in Cecil's Chevrolet.

Don't think Pat an also ran
He's the high school Irishman.
He plays baseball with all his might,
Outside of that the boy's allright.

Joseph, and his Henry car,
Remind you of a shooting star.
If you should ask, "where have you been?"
With a smile he'll say "Sheep-skin."

Shine's the boy with the well groomer air,
Who all the time does comb his hair.
Is some freckles you should spy,
It's he, the Shiek of Morris High.

Morgan, like a faithful spouse,
Is always found at Thelma's house.
Perpetually well dressed is he,
With hair brushed to a nicety.

DRAPER DANIELS

SMILES

Miss Washbon—"Name a famous date in history."
Dean—"Anthony's date with Cleopatra."

Marge—"Where did Macbeth stab Duncan?"
Alice—"Why, in his chamber."

Heard in Geometry Class.—Miss Washbon explaining a proposition: "All eyes on the board while I go quickly through it."

Doris—"Pat what's the matter with you this morning? Your face looks awfully white."
Pat—"I don't know. I washed it this morning."

"My lad, have you ever heard the Hebrew song?"
"No, what is it?"
"Oh, don't Jewish you know."

St. Peter—"Who's there?"
Voice Without—"It is I."
St. Peter—"Get out of here. We don't want any more school teachers."

Mr. Shattuck—"The next piece will be 'Abide with Me.'"
Alice—"Gee, I just finished that."

She—"While I was in China I saw a woman hanging from a tree."
He—"Shanghai?"
She—"Oh, about six feet."

Heard in Chemistry Class.—Mr. Etienne—"Why is helium being used in place of hydrogen in dirigibles?"
Bob—"Because it's unexplodable."

Miss Washbon—"How old was boy's father 15 years ago?"
Edwina—"Three times as old."

Wouldn't you like a boy-friend like Shine?
Girls—"Does Shine kiss you in the play?"
Esther—"Why Yes?"
Girls—"Where?"
Esther—"Why on the diavan of course."

Current Talk—"In 50 years do you suppose electricity will be made like it is now?"
"Dunno—They'll have to look after their own generation."

ANSWERS TO CORRESPONDENTS

Visitor—No, Morris High is not owned by two or three students, yet we can readily see how you received that impression.
M. W.—We hardly know what to say in reply to your in-

quiry. There are no set phrases with which a fellow can propose. It depends much on circumstances.

L. S.—It is not at all surprising that the young lady refused to give you a decisive answer. You should have given her time to consider the matter. Her refusal is no evidence that your love is unrequited. Cheer up, have courage; and we do not doubt that you will yet gain the object of your love.

C. T.—Yes, it is perfectly proper for you to send her the candy together with a copy of the Morrisianian. But you displayed an inexcusable lack of judgment in writing to her about your popularity with the girls. She is perfectly justifiable in calling you conceited and in returning your gifts. She also has a perfect right to demand the return of her letters. We hope that you will profit by your blunder.

D. D.—When the dance occurred for which you had asked her, you should have presented yourself to her, instead of beckoning with both hands across the dance floor. No, one apology was not sufficient. You should have offered an apology every time you stepped on her toes. She had a perfect right to ask to be seated before the number was over. We would advise you to confine yourself to square dances for the present.

E. N.—Try to remember that boys of Morris High are just people, after all, instead of thinking of them as mysterious creatures who have to be approached differently from girls. That will help to overcome your bashfulness.

K. L.—You are too young to think of boys. Your parents are right in not allowing you to go out on school nights and they show much trust in you to allow you as much liberty as they do. Don't abuse that trust.

* * * * *

YE SHALL KNOW THEM!
Seventh and Eighth Grades

Christine Card	-----	"May I Speak?"
Gladys Card	-----	"Does My Nose Shine?"
Dorothy Chase	-----	Question Box
Glenn Chase	-----	Artistically Inclined
Clarence Cook	-----	The Loud Speaker
Kenneth Cook	-----	Silent but Harmless
Lillian Cooley	-----	"I'm So Flabbergasted!"
Francis Elliott	-----	"Oh, I Forgot!"
Morgan Gage	-----	Rib Examiner
Ralph Jordan	-----	Bashful Bob
Raymond Livingston	-----	Looking Backward
Ralph Lull	-----	"Let Me See Your Arithmetic?"
Ruth Miller	-----	Everybody's Best Friend
Donald Preston	-----	The Sheik
Kenraid Shields	-----	Floor Walker
Adolphus Sloan	-----	Whispering? Yes!
Henry Southern	-----	The Busy Man
Mariam Sutton	-----	The 7th Grade Girls' Reliance
Lillian Thompson	-----	"Where's Dorothy?"
Ray Tilley	-----	The Iron Man
David Townsend	-----	Innocent
William Wolfendale	-----	The Silent Reader

DIAGNOSIS OF CLASS OF 1929

Name	Nickname	Has Weakness for	Avocation	Future Vocation	Favorite Saying
Doris Card	Dor	Boys	Entertaining Colgate Undergraduates	Stenog	Piffledum
Eloise Carpenter	Skeex	Radishes	Reading Novels	Interior Decorator	How Dare You?
Alice Cornell	Connie	Music Teachers	Being Good	Pipe Organist	Well I Like That
Claudine Milliken	Claudy	Horns on autos that go ta da ta da da	Going Steady	To Travel Abroad	Dumbell
Joseph Milliken	Joe	Dot	Blushing	Anything but Work	Dear
Marjorie Russell	Marge	Delhi Aggies	Dancing	Comic Artist	I Don't Know
Lyle Shields	Shine	Women	Combining His Golden Locks	Undecided	Let's Go To Gilbertsville
Howard Southern	Pat	Pool (ville)	Contradicting Teachers	Apparently None	Let's Cross the Border
Florence Sutton	Flossie	Cicero	Coming in Late At School	Essayist	I Haven't Had Time
Morgan Weatherly	Morg	The Girl	Gazing Over on the Girl's Side	Matrimony	My Wife

HISTORY OF 1928-1929

This year has been a difficult one, both for teacher and children. Not in a long time have there been so many absences on account of sickness. When school began we had thirty-two pupils. Now however our number has dwindled to twenty-two. Some have left school, some have been promoted and some have been transferred to other schools.

Nothing important happened the first few weeks except that we had our fair vacation.

About the first of October a sad accident occurred. Ralph Jordan, while playing football, ran across the road to procure the ball. On his way back he was struck and run over by a car. He was rushed to the hospital where it was found that he was seriously, though not fatally injured. When he was well enough, we sent him a sunshine box full of many gifts as an expression of our sympathy. He was compelled to be absent from school a period of over ten weeks.

Then came Thanksgiving vacation and after that Christmas. The day before Christmas vacation we had a Christmas tree. All had presents, especially our teacher, Mrs. Daniels. She received such valuable gifts as celluloid cats and dogs. Of course she received some useful and beautiful ones as well.

Soon after Christmas came a second catastrophe in the form of an epidemic of measles. Many were taken sick just as the January regents came, among them, Mrs. Daniels. As a result some were left to keep up the same work until June because there was great difficulty in getting people enough to go to the children's homes to give them their tests. While our teacher was sick she left us in the care of Miss Alberta Hutchinson who carried on our classes like a veteran.

After most of the sickness was over, Ray Tilley had an operation for appendicitis. This kept him from school a considerable length of time. All his classmates felt sorry for him.

For a time we thought our troubles were over, but one fine morning during the latter part of May, we discovered, to our dismay, that they weren't. One child after another was sent home with German measles until but twelve remained.

At the present time all the pupils are back in school and we are hoping no more misfortunes befall us.

Although it has been a hard year, we have had good times together. Now we are working hard to pass our examinations that we may take one step farther up the ladder of our school life.—Kenraid Shields, Francis Elliott.

* * * * *

THE JUNIOR CLASS HISTORY

Next in importance to the dignified Seniors are the Juniors, who very soon will take their places as esteemed Seniors.

The Junior Class of 1929 has many important personages as members. Among these are two chemists, Arthur and Robert Faber who have established the Chemical Laboratory of "Faber and Roger" at West Leurens. Mario Cerosaletti serves as milkman and "Radio Mike." Milton and Ceylon, known as "the Decker Boys," drive down their hill each day, either in the Dodge or in

a "one hoss shay." They have shown much ability as baseball players this season. Frederick Dockstater is our shortest, he is also the shyest, especially of the opposed sex.

Among the girls, Ruby Crawford and Lena Cobb rank as our best students. Marjorie Gardner is considered the prettiest. We have a second "Lindy" altho Anne is lacking. Beatrice Tripp recently provided the school with much excitement when she went riding in a new (?) car with her farmer beau. "Dot" is still going around with Joe, although lately there has been a rumor that she has fallen in love at first sight with some lucky guy. Flora Rogers is our most popular girl, with her winning smile we are sure she will "get her man," some day. One of our members is a half of a familiar couple about school. Thelma Leska is "the one" with Morgan. Florence Gregory is very secretive and quiet. She lives in West Laurens and comes to school every day in the red and blue bus. At the beginning of the year she gave promise of becoming a second "Lucille Johnson" with her hustle and bustle to arrive on time from the little house on the corner.

Esther Nordin came to us last year from way down in "Virginia." She took the part of crazy, silly Mable in the senior play, "The Burglary at Brown's."

Taking the class as a whole, with seven members from West Laurens, one from New Berlin, two from Pearsall's Corners, one from New Lisbon and three from Morris, we have quite a cosmopolitan group. If all goes well we shall be one of the largest Senior classes of Morris High.

* * * * *

THE SOPHMORE CLASS HISTORY

There are four separate maladies suffered by a high school student during the four years which are, perhaps, the most painful and yet the most joyful of life. These maladies may be classified briefly by years as:

Flippancy—Freshman.

Egoism—Sophmore.

Plue Egoism—Juniors.

Super-Egoism—Seniors.

We, the Sophmore Class, will, if the Gods are good, enter the Junior Class next year. At that time we shall look back with sadness on our lowly existence as "Sophs." Later, we shall become Seniors and likewise practically unbearable.

However, I am soliloquizing. At present we are in our age of egoism and consequently it is up to me as class historian to give an eager (?) world an unprejudiced account of why we are "the class" of Morris High School.

We are a versatile class. Five of our members are on the baseball team, four belong to the Dramatic Club, and most of the gentler sex are loyal Girl Scouts.

All of these outside honors are fine, but after all, the essential part of school is school work. In that line, although all of us have not been "gems of purest ray serene," at least we have reached our sophmore year with practically all our ranks intact.

For ten years now we have labored, not without honor, in the grades and high school. The past is a pleasant memory, but the future lies before us. We must in two more years face life, happy in the realization that we have been not unworthy sons and daughters of Morris High.

DRAPER DANIELS.

* * * * *

CLASS HISTORY OF THE FRESHMEN

Of all the four classes of high school, we freshmen are the lowest and most despised. However, that does not down our spirits in the least, if anything it only makes us "fresher."

Among all the "Fresh-ladies," Alma Naylor is the tallest. She has achieved notice in our oral English recitations. Perhaps the reason she is always chewing her pencil is to keep her jaws in good condition. Carol Nelson, from West Laurens is next in height. Carol has lived in this vicinity only a short time. Hre original habitat was New York. Virginia Faber is the second of the Fabers to come to Morris High, her marked resemblance to her brother Bob is a distinguishing characteristic. Melda Gage was in an auto accident some time ago which unfortunately caused her to miss several days of school. Melda has always been coveted by leaders in our occasional Latin Spelldowns. Helen King and Dawn Mudge are two of the most popular girls and most active Girl Scouts. Emma Cobb is evidently following in the footprints of her sister assuming a scholarly attitude. Alice Southwick and Myrtle Bailey are never seen very far apart. Alice made her first appearance in a scout uniform lately, so some of us are wondering if she is a "tenderfoot." Ada Harris is the last one of the Harris family to attend Morris High. Ada, known affectionately among the boys as Collis, has the unfortunate habit of smiling at the teacher at the wrong time. Dorothy Olds is distinguished by a permanent "curly-cue" on her forehead. Marjorie Dockstader, Laura Eldred and Alfaretta Card are all popular young ladies of the class. Marjorie is always expected to have the right answer on her lips when Mrs. Barnes turns in despair from some other member of Latin I Class. Alfaretta is decidedly of the flapper type. Laura claims the distinction of being the loudest gum chewer in school. Last but certainly not least, comes Eveleen Field. Eveleen passed Regents in algebra last year, lucky girl, so she has something of a start on the rest of us. She also completed Biology and passed.

First among the boys I would mention Roy Weatherly. LeRoy is our prize humorist. It is dangerous to say that he is popular with the girls but never the less it is true. Herbert Sloan is one of the Freshmen who has earned his letter on the baseball team. Someone discovered that he had steam and so he has pitched ever since. Howard Sheldon is a regular and when he is in the field we know that all high flies he reaches will stay in his mitt. Alton Gage provides many laughs for all who watch him, but really he is the fellow who can answer questions in General Science.

This completes the list and before you criticize it please consider that it was written by a member of that class "that knows not that they know not."

JOHN FREDERICKSON

PRIZES

1. The James R. Morris American History Prize.
2. The Rev. George H. Sterling Scholarship Prize.
3. The Alumni Association Scholarship Prize.
4. Latin Prize.
5. French Prize.
6. Mathematical Prize.
7. English Prize.
8. History Prize.
9. Elementary History Prize.
10. Grade Scholarship Prizes.
11. Spelling Prize
12. General Science Prize.
13. Chemistry Prize.
14. Dr. W. D. Johnson Association Prize.
15. Citizenship Medal of the S. A. R.

* * * * *

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 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. George 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 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.

French Prize

Mr. P. A. Etienne offers a cash prize of \$5 to the student obtaining the highest rating in the Regents examination in French II. Providing the mark is above 85 per cent.

Mathematical Prize

Miss Gertrude Washbon offers a cash prize of \$5 to the high school student obtaining the highest rating in the Regents examination in any mathematical subject providing the mark is above ninety per cent.

Latin Prize

Hulda Finch Barnes offers a cash prize of \$5 to the student obtaining the highest rating in the Regents examination in Latin II. Providing the mark is above 75 per cent.

English Prize

Miss Gertrude Washbon offers a cash prize of \$5 to the high school student who obtains the highest rating in fourth year English, providing the mark is above ninety per cent.

History Prize

Miss Gertrude Washbon offers a cash prize of \$5 to the high school student obtaining the highest rating in the Regents examination in History providing mark is above ninety per cent.

Elementary History Prize

The Daughters of the American Revolution offer a cash prize of \$2 to the student obtaining the highest rating in the Regents examination in Elementary History.

Grade Scholarship Prize

Mr. George Whitman offers \$50 in cash prizes to be distributed among the eight grades for excellence in scholarship and attendance.

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.

General Science Prize

Mr. P. A. Etienne offers a cash prize of \$5 to the student obtaining the highest rating in the Regents examination in Biology, providing the mark is above 90 per cent.

Chemistry Prize

Mr. P. A. Etienne offers a cash prize of \$5 to the student obtaining the highest rating in the Regents examination in Chemistry, providing the mark is above 90 per cent.

Dr. W. D. Johnson Association Prize

A cash prize of \$5 is offered by the Dr. W. D. Johnson Association to the high school student making the greatest effort during the school year.

Mrs. Hulda Finch Barnes offers a cash prize of \$5 to the high school student obtaining the highest rating in English III, providing the mark is above 90 per cent.

Mr. Henry R. Washbon offers a Junior Citizenship Medal of the Sons of the American Revolution. This medal is to be awarded to a pupil of the Eighth Grade, selected by his classmates. The following qualities are to be considered in making the award: Dependability, Cooperation, Leadership, Patriotism, Cleanliness in speech and personal habits.

WE, the students of Morris High, take this opportunity to thank those who so kindly have offered prizes to us for our school work. They have been an incentive to all.

Thank you,
THE EDITOR.

THE MORRIS HIGH SCHOOL

COURSE OF STUDY

FIRST YEAR—English I, General Science, Elementary Algebra, Latin I, Civics.

SECOND YEAR—English II, Plane Geometry, History A, Latin II, French I, Design I, Representation I.

THIRD YEAR—English III, Latin III, Intermediate Algebra, Chemistry, History B, Economic Geography.

FOURTH YEAR—English IV, Latin IV, History C, Physics, Rudiments of Music, Economics.

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.

* * * * *

Scholastic Requirements for the College Entrance Diploma

The scholastic requirements for the college entrance diploma are as follows:

- 1. The candidate for a college entrance diploma must offer evidence that he has satisfactorily completed a 4 year secondary course of study approved by the Board of Regents.
2. He must pass a comprehensive examination in each of the following subjects:
English (four years).

CLASS OF NINETEEN TWENTY-NINE

Latin or French (three years).

Intermediate algebra.

(Advanced Algebra may be substituted for intermediate algebra if desired).

Plane geometry.

One paper selected by the pupil from the following: Any one-year history course, physics, chemistry, two years of a foreign language other than the foreign language offered for three years, above, Latin fourth year, advanced biology, one year.

He must obtain an average rating in all of at least 75 per cent, with a minimum passing mark of 65 per cent for any paper.

All five of the papers except geometry and intermediate algebra must be written within three consecutive examinations, that is to say, in June, January and June, or January, June and January.

The examination in intermediate algebra may be taken within four consecutive periods and that in plane geometry at any time during the high school course.

* * * * *

SCHOOL CALENDAR—1929-1930

Table with 2 columns: Date and Event. Includes dates from September 3 to June 27 and events like School Year Begins, Thanksgiving Recess, Superintendent's Conference, etc.

* * * * *

ATTENDANCE

Under the State's new plan for distributing its funds, Morris in common with other communities will receive a great share of its money from the State Department of Education in exact proportion to our average daily attendance of pupils.

Each 27 elementary pupils and each 22 high school pupils this year will count as one quota for the distribution of state money. It can readily be seen that the higher our attendance average the larger the number of such quotas we shall have, since they are determined by dividing, not enrollment, but rather average daily attendance by 22 or 27.

The absence of a local high school student for one day, whether for avoidable or unavoidable cause, costs the district ap-

THE MORRIS HIGH SCHOOL

proximately 43 1-2 cents. The absence of a grade pupil costs the district about 27 1-2 cents, a day's absence by a high school non-resident costs the district about 70 cents.

Under the state law a child is legally absent only when he is ill, when there is contagious illness in the family, or when, because of sickness in the family, a child's services are required for part of a day until other help can be obtained; when weather conditions are so bad that roads are absolutely impassable; for certain religious observances; or when a child is definitely certified as mentally or physically incompetent.

Most parents appreciate the importance of having their children in regular attendance. Some, however, do not fully understand how much difficulty even a half day's absence may bring a child. Often important work is lost in one or several classes. Much future school progress may be based on just that work. When a pupil returns to school the teacher will do her best to help the child make up what he has lost, but it is often impossible, because of the number of children in a class, to go back over the work that one pupil has missed.

There is another and still more important reason why regular attendance is essential. Knowledge is important, but the formation of right habits and attitude is even more so. When a child is kept from school for some trival reason such as to go "visiting" or "shopping," or "out of town," there is fostered in him an unwholesome attitude that school work is unimportant. In the end this attitude may work even more harm to the boy or girl than the loss of the day's instruction.

Going to school is a child's first job. The spirit in which he tackles that job may prove the spirit that will guide his life's work.

From every point of view, legal, educational, character forming and now financial, regular attendance should be the goal of every parent. Nothing can help us so much in this as the steady, hearty cooperation and support of the fathers and the mothers of our school children.

* * * * *

SIXTH GRADE

Pauline Mumbulo
Katherine Niles
Rachel Southern

Myrtle Webster
Wallace Macumber
Robert Miller

Ivan Place
Edward Rendo
William Sargent

* * * * *

FIFTH GRADE

Dorothy Carsten
Anice Johnson
Jennie Mumbulo
Viola Read
Fannie Reeve
Clara Southwick

Ruth Sutton
Alton Bemis
Hobart Benjamin
George Cooley
Edward Elliott
John Gould

Lawrence Johnson
Kenneth Macumber
Kenneth Mason
Holland Thompson
Ralph Wheeler
Karl Young

* * * * *

STATION F. S. G.

This is station F. S. G., Morris, N. Y., fifth and sixth grades announcing. Dorothy Carsten will now broadcast for a few minutes a short talk on "Our Chapel."

CLASS OF NINETEEN TWENTY-NINE

We have chapel from the first to the sixth grades inclusive in Miss Colvin's room or primary room down stairs, because there are too many pupils in the school for all to meet in the assembly hall.

We sing songs, and one of the teachers reads from a book which has the Bible written in story form. Then we repeat the Lord's prayer. Some times we sing which we all enjoy very much. Often Miss Colvin plays songs on the piano and we guess the names of them. A new piano was purchased for us this winter.

We all look forward to our chapel which we have on Monday, Wednesday and Friday of each week.

Station F. S. G. will now continue their program with a short talk by Hobart Benjamin.

I am about to give a talk on, "Our Geography Work," which in some ways is entirely different from that of other years. We have blue note books on North America published by McKnight and McKnight. They are more interesting than just reading from our text books. We have to color maps and insert pages with definitions. We also paste in pictures for the different groups of states and countries showing products and occupations.

If you are interested in this work you can write McKnight & McKnight, Normal, Illinois. We are now signing off for the years 1928 and 1929. Farewell until next year.

Dorothy Carsten and Hobart Benjamin

* * * * *

FOURTH GRADE

Kenneth Bailey
Bernard Barton
Waldo Benjamin
Victor Cerosaletti
Mildred Chase

Louis Macumber
Viola McCoon
Neva McMyne
Edwin McMyne
Erford Olds

James Pickens
Eunice Place
Bitten Smith

* * * * *

THIRD GRADE

Alice Foote
Carrol Hand
Dorothy Hill
Violet Houghtaling
Don Houghtaling
Ruth Lull

Charles MacLean
Raymond McIntyre
Helen McMyne
Edward Miller
Kenneth Mudge
Frank Mumbulo

John Newton
Frederick Rendo
Josephine Thompson
John Townsend
Louise Wheeler
Clifford Wolfendale

* * * * *

THIRD AND FOURTH GRADES

I am a little mouse. I have lived in the third and fourth grade room every since last September. In the beginning there were twenty-seven pupils.

The fourth grade had a spelling chart. Every time they got one hundred, the teacher colored a square. The one who got across the chart first won a prize. The third grade had a different booklet for each month. When they got one hundred, the teacher put a star in the booklet.

Both grades had blue geography books. It was fun to see

them pasting in pictures and coloring the maps in them. The fourth grade made an Eskimo village.

The boys and girls had a Christmas party. I hope next Christmas they won't forget the little mouse. On Valentine's Day I guess I mixed all the valentines in that letter box.

The children seem to like Nature Study. They have a bird and flower chart. When they bring a wild flower or see a bird they write it on the chart.

It makes me happy when Mr. Shattuck comes in with the victrola. He teaches them about each instrument. You see I'm so small I can hear all the records and no one knows it.

Once I was a bad mouse. I gnawed one of the teacher's books. Until that time no one knew I was in the schoolroom.

Victor Cerosaletti, Clifford Wolfendale.

* * * * *

SECOND GRADE

Frederick Benedict	Beatrice Gage	Helen McCoon
David Benjamin	James Gage	Keith Mudge
Harold Crumb	Marjorie Hill	Arthur Pickens
Verna Curtis	Harvey Honsinger	George Rathbun
Stanley Davis	Marion Jacobson	Linwood Steadman
June Dixon	Leroy MacLean	Burnett Tremlett
Donald Edwards	Joyce Mansfield	

* * * * *

FIRST GRADE

Juna Adams	John H. Honsinger	Virginia Southern
William Barton	Paul Knickerbocker	Clyde Southwick
Betty Benedict	Betty Jane Lull	Mildren Thompson
Wanda Card	James McNitt	Francis Wheeler
Catherine Chase	Bessie Sargent	

* * * * *

PRIMARY DEPARTMENT

There are two grades in our room. When school began, there were twenty-eight children, but during the year five more came. We have all worked hard at our lessons.

Our room is large and pleasant. It has seven pretty pictures on the walls. We often bring vases of flowers and place them in the windows.

We made pumpkin faces for Hallowe'en. Our room looked spooky with an old witch, black cats, and many jack 'o lanterns on the walls.

We had a lovely Christmas tree for the first six grades the day school closed for the holidays. Each child had two gifts on the tree and the teachers also had presents. We sang songs and had lots of fun.

This year we have tried to do many things to make us strong and healthy. We have earned two health pins.

The Second Grade.

The Bank That Invites and Appreciates Your Business

* * * * *

FOUR PER CENT INTEREST paid on all interest bearing accounts!

* * *

INTEREST compounded quarterly

* * *

CHECKING ACCOUNTS—No service charges imposed!

* * *

SAFE DEPOSIT BOXES at very reasonable rates!

* * *

INVESTMENT SERVICE—Sound bonds available for purchase at all times

* * * * *

The First National Bank

Morris, N. Y.

Compliments of

Belvedere Farm

* * * * *

GRADE A MILK
AND CREAM

* * * * *

Phone 16Y22

Morris, N. Y.

HARDWARE

GENERAL REPAIRING
PLUMBING WIRING RADIOS
ELECTRICAL SUPPLIES

BENEDICT BROTHERS

MORRIS,

NEW YORK

INSURANCE

"NOTHING ELSE"

* * *

Morris Insuring Agency

H. COSSART, Manager

G. L. F. Feeds

* * * * *

FLOUR

SEEDS

CEMENT

PLASTER

LIME

FERTILIZER

* * * * *

Sprague & Lenox

MORRIS, NEW YORK

BUY HIGHEST QUALITY GROCERIES AT

THE LOWEST PRICES AT THE

Arrowhead

Store

DRY GOODS

FOOTWEAR

DRUGS

NOTIONS

* * * * *

McWilliams & Miller

Morris, N. Y.

THE MORRIS HIGH SCHOOL

SANDERSON'S

DEPARTMENT
STORE

MORRIS, NEW YORK

MONROE

Needlecraft Shop

DRY GOODS—MILLINERY—WALL PAPER

Main Street—Morris N, Y.

Compliments of

Morris
Veterinary
Hospital

DR. FRANCIS I. REED

CLASS OF NINETEEN TWENTY-NINE



Compliments
of

THE LINN
MANUFACTURING
COMPANY



Compliments of
Gage Bros.
MORRIS, NEW YORK

CLEAN and FRESH

MEAT

* * *
N. W. Carey
Morris, N. Y.

SLOAN'S GARAGE

GENERAL REPAIRING
BATTERY SERVICE

RADIOS
Ice Cream Candy Cigars

FOR THE BEST

GROCERIES DRUGS DRY GOODS
FOOTWEAR SCHOOL SUPPLIES
CONFECTIONARY

* * *

Go To

J. F. HAY
MORRIS, NEW YORK

* * *
* * *

MORRIS INN
Chicken Dinners

* * *
* *

General Trucking

PROMPT and COURTEOUS SERVICE

* * *

James McNitt
Morris, N. Y.

J. L. HARRIS

* * * *

Retailer of

RAWLEIGH GOOD HEALTH PRODUCTS

Extracts, Spices, Tolet Preparations, Medicines
Highest Quality Food Products, Stock preparations

MORRIS, NEW YORK

H. W. NAYLOR CO.

* * * *

Manufacturers of

THE DR. NAYLOR PRODUCTS

Morris, N. Y.

BUTTERNUT LODGE

* * * *

A delightful place to enjoy home cooked food. Fresh vegetables, butter and poultry from the Lodge farm

Luncheon, Supper \$1 Sunday Dinner \$1.25
Dinner during the week upon order.

Special catering for Luncheons, Teas, Bridge
Parties and Afternoon Teas

OVERNIGHT GUESTS—GIFT SHOP

Telephone—Butternut Lodge

Quality
Groceries

Quantity
Prices

VICTORY CHAIN

(Incorporated)

* * * *

FRESH FRUITS and VEGETABLES

* * * *

GEORGE MANSFIELD, Mgr.

MORRIS, NEW YORK

A. C. SMITH

* * *

BARBER

* * *

ALL KINDS OF INSURANCE

Ontario & Western

Delaware & Hudson

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.

MAY 31st, OPEN

OCT. 31st, CLOSE

DANISH INN

W. Laurens, N. Y.

Catering to Private Parties a Specialty
Chicken, Steak Dinners—Sunday Dinners DeLuxe
Daily Luncheons and Dinners

W. M. CARTER

ALL KINDS OF J. I. CASE FARM MACHINERY
IN STOCK

* * * * *

West Laurens, New York

E. M. Sloan :: Undertaker

DAY OR NIGHT SERVICE

C. A. Sloan in charge

Morris,

New York

S. A. Foote & Sons

CONTRACTORS and BUILDERS

Quality Work on Painting, Carpenter and Mason
Contracts

Prices Reasonable

Estimates Free

Elmore Milling Company

(Morris Branch)

* * * * *

*“High Grade Feeds
for Every Need”*

Hobart Benjamin, Manager

H. C. WHITCOMB

DRY GOODS

GROCERIES

ELMORE FEEDS

West Laurens,

New York

STOP AT

GREEN'S PLACE

REFRESHMENT STAND

Oneonta and Morris Road

“WE ALWAYS TRY TO PLEASE—ALWAYS”

THE MORRIS HIGH SCHOOL

BUY A NEW
CHEVROLET
AND BE SATISFIED

THE MOST CAR FOR THE MONEY

* * * * *

GEORGE H. STRAIT

KLINDTS GARAGE

* * *

GENERAL REPAIRING
ACETYLENE WELDING
CYLINDER GRINDING
BATTERY SERVICE

Morris,

New York

You Are Sure of a Good Meal at

Bemiss' Restaurant

Clean and Wholesome Home Cooking

MORRIS, NEW YORK

H. C. Lawrence

GENERAL HARDWARE AND

FARM MACHINERY

MORRIS, NEW YORK

SIDNEY RECORD PRINT
Sidney, N. Y.