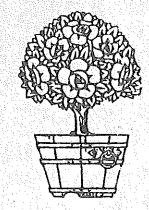


*Alumni
Assoc*

The
Morrisian

1930



Morris, - - New York

Ray Clement
Hous
N.Y.

THE
MORRISIAN

ANNUAL PUBLICATION

OF THE
SENIOR CLASS

EDITOR IN CHIEF
Louise Smith

ASSISTANT EDITORS
Ruby Crawford
Dorothy Sheldon

BUSINESS MANAGER
Arthur Rogers

FACULTY ADVISER
Miss H. Annette Linzy

MORRIS HIGH SCHOOL

EDITORIAL

Another year has passed in the history of Morris High School and another Morrisianian is ready for press. If this book is considered as ranking among others of its kind, I can only feel that it is due to the able assistance of the faculty, the co-operation of the Board of Education, and the willingness of the merchants and townspeople to advertise in these pages. In behalf of the whole student body, I will also take this opportunity of assuring all the organizations and individuals maintaining our many prizes that we certainly appreciate it, as an incentive to greater effort.

As I write this, a little jingle, which I once saw in a school paper, keeps running through my mind. It holds a great amount of truth and although I hope it will not apply in the case of our paper, I am going to pass it on to you:

"The school-paper is a great invention;
The school gets all the fame,
The staff gets all the mention,
And the editor all the blame!"

Thank you,

THE EDITOR.



Peter A. Etienne

DEDICATION

To our Principal, Peter A. Etienne, we, the Class of 1930, respectfully dedicate this issue of the Morrisianian, in sincere appreciation of his helpful service during our four years in High School.

THE BOARD OF EDUCATION

II. Cossaart	Term Expires 1930
P. W. Gould	Term Expires 1932
S. E. Gage	Term Expires 1931
H. Cossaart	President
S. E. Gage	Clerk
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 and Mathematics
Ruth J. Smith, A. B.—New York State College for Teachers	Latin, Music, History
H. Annette Linzy, A. B.—William Smith College	English, Commercial
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

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. Physics 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
3. Spelling

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 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, 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

Miss Ruth J. Smith 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 85 per cent.

English Prize

Miss H. Annette Linzy offers a cash prize of \$5 to the student who obtains the highest rating in Regents examinations in English.

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 the mark is above 90 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 General Science. Providing the mark is above 90 per cent.

Physics Prize

Mr. P. A. Etienne offers a cash prize of \$5 to the student obtaining the highest rating in the Regents examination in Physics, 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 year.

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 in the Eighth Grade, selected by his classmates. The following qualities are to be considered in making the award: Dependability, Co-operation, Leadership, Patriotism, Cleanliness in speech and personal habits.

COURSE OF STUDY

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

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

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

FOURTH YEAR—English IV, Latin IV, History C, Physics, Economics, French III.

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 school—5 units.

Total, 15 units.

NOTE—To obtain the Classical diploma the pupil must offer four years of Latin and three 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).

Latin or French (three years).

Intermediate algebra.

MORRIS HIGH SCHOOL

(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 course 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, 1930-1931

September 2 ----- School Year Begins
 September 17, 18, 19 ----- Recess for Morris Fair
 October 13 ----- Columbus Day (Observance)
 November 27, 28 ----- Thanksgiving Recess
 December 18-19 ----- Superintendent's Conference
 December 22 ----- First Day of Xmas Recess
 January 5 ----- School Reopens
 January 19 to 23 ----- Regents examinations
 February 12 ----- Lincoln's Birthday
 April 2 ----- First Day Easter Recess
 April 9 ----- School Reopens
 June 15 to 19 ----- Regents Examinations
 June 22 to 26 ----- Commencement Week
 June 26 ----- School Year Ends

SENIOR CLASS



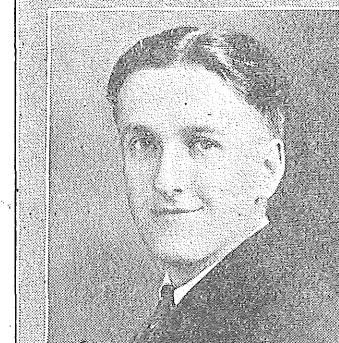
Ruby Crawford
 "She speaks, behaves, and acts just as she ought."
 Alumni Prize (2), (2)
 Latin Prize (2)
 Glee Club (3)
 Dramatics (4)
 Assistant Editor of Year Book (4)
 Valedictorian



Arthur Rogers
 "Art"
 "Silence and reserve suggest latent power."
 Class Vice-President (1)
 Vice-President of Students' Ass'n (4)
 Class President (4)
 Salutatorian



Florence Gregory
 "Flo"
 "Calmly she pursues her way
 And calmly goes through every day."
 Class Vice-President (4)
 Dramatics (4)
 Class Prophecy (4)



Mario Cerosaletti
 "Mike"
 "Oh, so snappy and full of life."
 Vice-President 4-H (1)
 Leader of 4-H (4)
 Class Secretary and Treasurer (4)
 1st History Prize (A)



Lena Cobb

"Leny"

"Endurance is the crowning quality and patience all the passion of great hearts."

Dr. W. D. Johnson Association prize (3)

Class Will (4)

1st History Prize (4)



Esther Preston Nordin

"Preston"

"This maid devoutly seeks to learn the reason why, and truth discern."

History A Prize (3)

Sterling Prize (3)

Dramatics (3)

Glee Club (3)

Class Poem (4)

Orchestra (3), (4)

3rd History Prize (4)



Dorothy Sheldon

"Dot"

"Had we but world enough and time, This coyness, lady, were no crime."

Dramatics (4)

Assistant Editor of Year Book (4)

President of Students' Ass'n (4)

Class History (4)



Louise Smith

"Smitty"

"Love, sweetness, goodness in her presence shines."

Mathematics Prize (1)

Biology Prize (1)

Alumni Prize (1)

Dramatics (2)

Glee Club (2)

Editor of Year Book (4)

2nd History Prize (A)

CLASS OF NINETEEN THIRTY

CLASS OFFICERS

Arthur Rogers ----- President

Florence Gregory ----- Vice-President

Mario Cerosaletti ----- Secretary-Treasurer

CLASS MOTTO

"Not Evening But Dawn."

CLASS FLOWER

Yellow Rose

CLASS COLORS

Blue and Gold

Title:

HISTORY OF THE CLASS OF 1930

Object:

To determine the effect of the atmosphere of Morris High School on the class of 1930, in regard to individual personality.

Material:

Six girls, two boys (all from out of town), Morris High School building, and a faculty.

Introspection:

It was the month of September, 1926, when sixteen green, clumsy Freshmen timidly entered the High School building. Only three from this class have survived the hardships and have succeeded in becoming Seniors. Have they ever regretted this step? We doubt it. We were shocked at the pride and haughtiness of the Morris High School pupils. We were assigned the front seats in the study hall. What a blow! We gradually learned names and spoke casually to Seniors. Winter turned into Spring. Examinations came! We decided not to study. We didn't, but we wished we had!

We returned to Morris High the following Fall, this time with eagerness, for we were sophisticated Sophomores. We glanced at the Freshmen—really scrutinized them! Could we have been so awkward and uncouth?

During this year, Esther joined the class. Her first year of grade school had been spent here under the careful supervision of Miss Colvin. Shortly after this, she moved to West Virginia and now she again returned to Morris.

We started the next year with the resolve to make it the best year of all. We were wise and witty Juniors, but the author of "Snowbound" was still Whittier! We were gradually progressing backward in the study hall seats but forward in knowledge. We were joined by two new pupils during the early Fall; Florence came from Hunter and Lena from New Berlin High. It was during this year that Arthur attempted to set up a chemistry experimenting station at West Laurens.

The Seniors began practicing for their play. We were fortunate in having among the members of our class, one who was able to take the leading part in this play. Yes! It was Esther. Will she or Shine ever forget it?

The measles and flu came, but after a long period of time

the school was again together. And then came the Spring! Mario's old weakness returned. He began wasting all his paper, writing notes to some girl.

In the Fall of 1929, we came back for the last time. We were at last assigned the back seats in the study hall. We became business like. We elected our class officers: President, Arthur Rogers; Vice-President, Florence Gregory; Secretary and Treasurer, Mario Cerosaletti.

In January of this year, Louise decided that she could finish High School in three years, so she joined our group, very much to our delight. One can very seldom find Louise even when she is not busy, and she has been especially industrious this year. We wonder if the reason for this isn't that she has had so many letters to write to Ohio State University.

We planned bridge parties. Every one patronized us. We never saw Lena show any signs of admiration for the opposite sex until these gatherings. And then? If one wishes to find out more about these parties, he may easily do so by communicating with Mike in the early morning, when he will be found hurrying from house to house gathering up the nickels, pennies and dimes for Grade A milk.

Miss Washbon began making plans for the play, "The Attorney for the Defense," which was given the first and second of May. Three from our class were chosen to take part. They were Florence, Ruby and Dorothy. Florence took the part of Beth Winters, the defendant. We were all astonished at her conviction but glad when we found it was a mistake. Various members of the cast have wondered if Ruby didn't get lonesome walking home from the play practice all by herself.

The Morrisianian went to press. Days passed quickly because we didn't want them to. We remembered this was the last time we would be together as pupils of Morris High School.

Conclusion:

We have succeeded in obtaining a High School course, only to find that ahead of us are many opportunities, all of them beckoning to us.

DOROTHY E. SHELDON.

CLASS POEM OF 1930

As birds move on their glad some way
So we in our dreams, fly today
To goals far distant, honor's ray,
And hope to reach our every aim.

We are but fledglings learning to fly.
We dare not turn back nor go too high
For fear all our hope may fall and die,
And we shall fail to win our fame.

Now as we from her halls depart,
There is a desire in every heart
To praise our Alma Mater's part
In molding us for life's great game.

This is our motto, "Not evening but dawn,"
Let it keep up from being life's pawn,
And lead us, both by brain and brawn
To win for ourselves a praiseworthy name.

—ESTHER PRESTON NORDIN.

CLASS PROPHECY OF THE CLASS OF 1930

Time ----- 1940
Place ----- Anywhere in U. S. A.
Scene -----

-- A living room where an old maid is listening in on a radio

This is station X Y Z, broadcasting the daily news items.

Dr. Mario Cerosaletti has been chosen by the National Stockbreeders Association to represent them at an international convention in the province of Schleswig-Holstein. He will sail next Thursday on the Leviathan.

Miss Louise Smith has accepted the nomination for Senator for the first district of New York state. Although running on an independent ticket. She received the greatest majority ever received in this district.

Word has just reached us that Esther P. Nordin has been appointed national 4-H Club leader. Miss Nordin but recently returned from the Isle of Guernsey where she has been assisting in the organization of work similar to our 4-H Clubs. She is well fitted for this work since she was a very successful 4-H Club member herself while in Morris High school.

One of the most rapid rises to prominence is that of Ruby Crawford, Dean of Wellesley College. Only a short time ago, Miss Crawford came to Wellesley as an instructor in mathematics, but her understanding sympathy soon won her the confidence and esteem of all with whom she came in contact.

The fashion world of New York City awaits with interest the return of Arthur Rogers, who promises to be a second Paul Poiret. His boat will dock Tuesday night and Wednesday the best of the fashions will be ours.

Today, at high noon, an interesting airplane wedding ceremony was solemnized just above Roosevelt field when Lena Cobb became the bride of John B. Smith. Both the young people hold records for non-stop flights and the good wishes of the people go with them.

Miss Dorothy Sheldon, for the past five years, matron of the Good Faith Hospital in New York City, resigned today. Her resignation will bring regret to all those who have come in daily contact with her sunny smile and happy disposition. It is whispered in private that she is soon to become the bride of that famous surgeon of Good Faith's, who is so well known to all of us.

This concludes the news items.

Station X Y Z signing off.

FLORENCE GREGORY.

THE CLASS WILL OF 1930

We, the class of nineteen hundred and thirty of the Morris High School of Morris, in the county of Otsego and the state of New York, being of sound mind and memory, do make, publish and declare this our last will and testament, in manner following, that is to say:

To Mr. Mumbulo—Some one to ring the bell next year.

To Raymond Eldred—A guardian angel to protect him from the mischievous boys.

To Howard Sheldon—A new pully to use when he is again stage manager.

To Ada Harris—Something to do other than chewing gum during school hours.

To Virginia Faber—An assistant telephone girl to relieve her, evenings.

To Elizabeth Dexter and Frederick Dockstader—Compasses to remember their happy days spent in Geometry class.

To the Decker Boys—Neighbors with two daughters to relieve the lonesome rides.

To Kathryn Lull—A book, "To Have and To Hold."

To Myrtle Bailey—A memorandum book, to keep her dates straight.

To William Wolfendale—The motto,—“All things come to those who hustle while they wait.”

To Alice Southwick—Some more jewelry.

To Katherine Garlock—A permanent place on the baseball team because of her efficiency in throwing paper wads.

To Dorothy Preston—Position as cornet soloist in Sousa's band.

To Dean Carpenter—A pair of rubber heels.

To Richard Campfield—An easy chair to take the place of his seat in the waste-paper basket.

To Draper Daniels—A car to save him from hitch-hiking.

To Ruth Southern—A History Review book.

To Gladys Gardner—A seat in Draper's car.

To Gladys Card—Another dancing partner.

To Laura Eldred and Edwina Rendo—New excuses for their absences from school.

To Margaret Olds—Another new pair of shoes.

To Marcia Tillson and Alma Naylor—Something to keep them quiet.

To Dawn Mudge—A substitute for, "I haven't got it done."

To Ruth Miller—A real laugh to replace her little giggle.

To Thelma Leska—A license to drive a car.

To Dorothy Pickwick—An Alice in Wonderland reducing lotion for reducing height.

To Carolyn Crandall—A chauffeur to take her to the Laurens dances.

To Henry Southern—A cure for his mischievous acts.

To Adolphus Sloan—A supply of reasons and excuses for going out evenings.

To Rea Stanhouse—A prescription from his brother as a cure for bashfulness.

To Robert Faber—Master of Science degree from Harvard.

To Harlow Pickens—Another Senior next year with whom to walk home from play practice.

To Herbert Sloan—A needle and thread for mending his clothing.

To Clifford Tamsett—A job as chauffeur.

To Glenn Chase—A little green tie to go with his bright red one.

To Marjorie Dockstader and Harriet Georges—A pamphlet, "How to Manage an Older Brother."

To Beatrice Tripp—A stenographer to take care of her correspondence.

To John Fredrickson—Ada's vanity case.

To Ralph Jordan—A cure for bashfulness.

To Carol Nelson and Alfaretta Card—Good luck in Latin II next year.

To Leroy Weatherly—A permanent position as baseball score-keeper next year.

To Morgan Gage—A car with a rumble seat.

To Chatham Cornell—A package of Pep.

To Dorothy Chase—A catalogue telling her which dress to wear to school.

To the future Senior Class—An elevator to transport them from the downstairs class room to the study hall.

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

To Mr. Etienne—A French II class of loud speakers.

To Miss Washbon—In deepest appreciation for the patience shown during her many trials with us, a more brilliant History C class.

To Miss Linzy—A well organized debating society.

To Miss Smith—A larger Cicero class next year.

In witness whereof, we have hereunto subscribed our name the twenty-third day of May, in the year one thousand nine hundred and thirty.

CLASS OF 1930.

We, whose names are hereto subscribed, do certify, that on the 23rd day of May, 1930, the testators subscribed their names to this instrument in our presence and in the presence of each of us, and at the same time, in our presence and hearing, declared the same to be the last will and testament, and requested us, and each of us, to sign our names thereto as witnesses to the execution thereof, which we hereby do in the presence of the testators and of each other, on the said date, and write opposite our names our respective places of residence.

GERTRUDE E. WASHBON, Residing at Study Hall.

H. ANNETTE LINZY, Residing at Library.

SALUTATORY

In behalf of the Class of '30, it is my privilege to extend to you a most sincere welcome on this glorious yet sad occasion of our commencement. Glorious in that it is a culmination of our four years spent in labor at Morris High, sad in that it is our last meeting as High School students.

We heartily welcome tonight: The Board of Education who have labored so willingly in our behalf; the teachers who have toiled so faithfully with us; and our friends who have given much time and effort that we might attain the goal for which we have been striving. It is the hope of the class of 1930, that your efforts will be rewarded by our success.

ARTHUR ROGERS.

VALEDICTORY

We of the class of 1930 have attained that for which we have been working. But, co-ordinate with the joy of accomplishment, there is sorrow. We, who have labored and gained together, must part. Our future paths, in all probability, lie far from each other. However, in all that we do, we will not forget the good companionship we enjoyed in Morris High. Neither will we forget those who aided us so greatly in preparing us for that which awaits us in the future.

We realize and appreciate the effort of all who have made it possible for us to earn our diplomas. We thank the School Board for their supervision and maintenance of our school. We give our most sincere gratitude to the faculty. Their work with us has prepared us largely for that which will lie before us. We also wish to express our thanks to the people of Morris and all others who have displayed so much enthusiasm and interest in our school and its activities. As a class, we hope, by our future success, to prove ourselves worthy of these benefits accorded to us.

Classmates, for us, this is "Not evening, but dawn." We have completed our high school education. Here we separate, each to begin his independent career. We do not know what the future holds for us, but, to be successful, we must determine to overcome all difficulties which may arise in our paths.

Now, the Class of 1930 bids you all. "Farewell."

RUBY CRAWFORD.

TARIFF AND ITS PLACE IN AMERICAN HISTORY

The James R. Morris American History Prize Essay

Numerous incidents and events that would take much time and space to enumerate have affected American history, but one of the outstanding factors in the history of the American people has been the tariff. Even today it is one of the problems to be solved.

Much can be said or written on a subject, but the factor of prime importance is to know what the subject is, or in other words, to know what one is talking about. In such a case one may ask, "What is a tariff?" To explain: A tariff may be defined as a rate of tax upon a list of goods subject to duty. Each item in the list has its own rate.

A tax, to state briefly, is a sum of money, paid by the people on various articles and goods, which goes for the support of the government. A tariff act is a law making such a list. A revenue tariff is a series of duties on imports and exports. Since export duties are considered unconstitutional in the United States, the use of the word in this subject is concerned with the rate of duty on imported goods, and how it has affected American history.

The tariff first began to play an important part in the lives of the American people after the War of 1812. However, the first tariff was that of 1789. It was exceedingly low and was for the purpose of providing some money for the newly formed nation. In order to protect the United States' manufacturing industries that were in the first stages of growth, from foreign competition, tariffs were placed on imported goods.

The result of the peace after the War of 1812, brought forward a serious problem. With our ports opened to foreign trade, the markets were flooded with foreign commodities, selling at whatever price could be secured. These goods were much cheaper than the home manufactures. In the United States there were few skilled workmen and the wages were high, bringing about unsuccessful competition with foreign imports. This led to a demand for a protective tariff on the part of the American manufacturers.

The next question raised is, "What is a protective tariff?" A tariff high enough to make imported goods cost as much as, or more than, goods manufactured at home, is a protective tariff. In discussion of such a tariff the nation became divided as to the advisability of having a protective tariff.

Just before the first tariff, that of 1816, the northern manufacturers, the western farmers, and the South Carolina planters, advanced reasons showing the benefit to be gained by a protective tariff. One reason was that it would develop our home industries, making our country independent of other nations. Also, a protective tariff would bring further prosperity to employer and workman alike. The manufacturer, by reason of such a tariff, would obtain more profits and the workman receive higher wages. Another reason advanced was that with the growth of factory towns the farmer would find a market for his products. The South Carolina farmers hoped to build cotton factories, believing that it would be very profitable, since cotton was grown in that vicinity. The merchants and ship owners of New England and the greater part of the Southern

planters opposed the idea of a protective tariff, stating that it would injure our foreign trade, raise the prices on protected goods, and be of benefit to only a small number of manufacturers and their workmen.

In spite of diversified feeling on the subject, Congress, in 1816, passed the first tariff act which had for its chief purpose a protective policy. Some of the rates of duties were higher, others lower, the average being approximately twenty-five per cent. Yet, the manufacturers were not satisfied with this act, and in 1824 another tariff act raising the rates of duties followed that of 1816. On the other hand, the South, by the time the tariff of 1824 was passed, had become almost wholly opposed to a protective policy. The southern men, who had believed that the tariff would act as an incentive to manufacturing in their section, had discovered that slave labor was not proving profitable in their factories. Furthermore, as nearly all the southerners were farmers and planters, the protective tariff made it necessary for them to pay more for tools and other manufactured goods than they had formerly paid. The southern people felt this was unfair to them, and it aroused bitter feelings. The South began a fight against a protective policy with John C. Calhoun, who had formerly been in favor of a high tariff. He had thought, with others, the tariff would promote manufacturing in his section. He turned against it when he found it was of no help.

In spite of the discontent in the South, a higher tariff was passed. The tariff of 1828, better known as the "Tariff of Abominations" was disliked by all. It taxed both raw and manufactured materials. Those who opposed the bill introduced additions raising the duties on raw materials, hoping that the friends of the bill would vote against it. Nevertheless, the bill did become a law. In addition to the unpleasant name it gained, it was the highest tariff the United States had up to the Civil War. It raised the average rates on dutiable goods from thirty-six per cent to forty-nine per cent. Protests arose from all sides. Calhoun again stepped forward, stating there was no clause in the Constitution giving Congress the right to levy a tax beneficial to the manufacturers. He added that since the Constitution had been made by the states, if Congress passed a law not in accordance with the Constitution, a state could declare it unconstitutional and prevent its enforcement in that state. This was the "Theory of Nullification." It meant that a state could declare an act of Congress to be null and void if it violated the Constitution. Such a theory was a dangerous thing. It could easily lead to a civil war and the possible disruption of the Union.

Though there was no definite action taken in regard to the nullification of that tariff, there was trouble brewing in the states. With the tariff of 1832, it came to a head. South Carolina, at a convention, in the state itself, nullified the acts of 1828 and 1832. It furthermore decided to retire from the Union if any interference was made in its decision. This led to a division in which many men believed with Jackson and Webster, that the Union was of supreme importance, and the Constitution was the law of the land. There were others who believed in the supremacy of the states. They were called the states rights men. If affairs were allowed to proceed in this way, with South Carolina nullifying the tariff and seceding, there would be no United States. It would also be a dangerous example to set the other states. Jackson, who was at that time President, warned South Carolina that he would send a force of men to put down resistance and enforce the law of the United States.

Henry Clay averted the threatened danger to the Union. The Compromise Tariff, which he proposed, provided for the gradual decrease in rates of duties for the following nine years until they should equal those of the tariff of 1816. For a time this proved satisfactory.

In the attempt to solve the problem of the tariff we find the Union divided by the men who were for the Constitution, and the states rights men. The Compromise was only a postponement of the inevitable conflict between these people. It was to find expression in the Civil War.

In 1842 another tariff was passed. Under this tariff the rates were as high as those of 1832. This did not suit the Democrats who were in control. They passed still another tariff, the Walker tariff of 1846, by which a reduction on the rate of duty to a strictly revenue basis was made. It did not injure the manufacturing interests of the country, and provided sufficient revenue for the government. Yet, in 1857, still further reductions were to come.

The discovery of gold led to a wave of prosperity and over-speculation. This resulted in the panic of 1857. In order to put the country back to its former basis, it was found that a higher tariff was needed to protect the home manufacturers from the increased imports. The increase in imports had been due to the reduction of duty rates. The Morrill tariff of 1861 restored most of the rates of the Walker Tariff of 1846 and made others higher.

During the period following the Morrill Tariff to the Tariff of 1883, there were various tariff bills proposed and some passed in the effort to meet the public demand for tariff reform. Some lowered the duties on certain articles while other bills raised the duties on various other articles. The tariff was now a subject for controversy between the two leading political parties. By their stand as to the tariff they hoped to persuade the public to vote for their leaders. The Tariff of 1883 slightly reduced the duties on different imports. It made a little change in the surplus of money derived from the imports.

The highest tariff the country had ever known to that time was the McKinley Tariff Act of 1888. It provided for the free admission of the goods of other countries if they would reciprocate. It was intended to build up our South American trade.

The Wilson Act of 1894, the so-called Wilson-Gorman Tariff, disappointed the President. Cleveland, the President, urged the reduction of the tariff. This Act had very little tariff reform in it and was passed without the President's signature. Yet, the bill was of no satisfaction to either of the leading parties. More important was the fact that it did not help the deficit created by the McKinley Bill.

The effort to get a satisfactory tariff continued. A new bill was introduced. The Dingley Tariff restored most of the rates of the McKinley tariff, aside from those on steel and iron goods. These two retained the rates of the Tariff of 1894. For a period of twelve years following the Dingley Tariff there was peace, the tariff agitation subsiding.

The Payne-Aldrich Tariff of 1909 signified the return of renewed discussion on the tariff. There was little change in the rates of duties. Those against this tariff claimed that it aided the trusts to grasp more securely the business of the country. The Payne-Aldrich Tariff gained the hostility of the westerners, who were called insurgents. By their efforts, the insurgents could make much trouble for an administration. An important feature of this act was the tax of one per cent on the incomes of corporations whose earnings exceeded \$5,000. It was another source of revenue for the government.

The election of Woodrow Wilson resulted in the passing of the Underwood Tariff Bill of 1913. Since the Democrats, now in power, favored a low tariff, this bill reduced the average of duties about one-third. Through this bill, it was hoped to give the manufacturers moderate protection, and insure cheaper goods for all. It also admitted some necessities of life free of duty. It levied a tax on the incomes of the rich, demanding more support for the government from them. At the advent of this

tariff, the people of the business world predicted that no good would come from such a tariff. It was the lowest the country had known since 1862. No harm came, and the business world accepted the new situation. Yet, it cannot be said that this was not due to the artificial protection soon afforded by the European war.

The tariff question had been so much the subject of discussion in politics that, in 1916, an attempt was made to take it out of political affairs. A tariff commission, made up of non-partisan members, was created. By its investigations into the tariff situation, it was hoped that changes for the better could be recommended to Congress. However, its powers have been so restricted by Congress that it has been of little, if any, use.

In 1922, the Fordney-McCumber Tariff law was enacted. It is the highest tariff of our history and is our present tariff policy. It raised the average of duties twenty-five per cent above the level of the 1909 tariff. Surprisingly, this tariff did not find favor with the great bankers who had hitherto sponsored a high protective policy. Finance had become international, and as the Europeans could not pay their debts to American creditors and the national treasury, such high tariff rates would prevent them from selling us a fair share of their products. The Fordney-McCumber Tariff is highly protective in character because it is meant to equalize the cost of production between countries, check unfair competition, prevent dumping by foreigners. By this act the President of the United States is permitted to raise the duties on certain imports up to fifty per cent. If absolutely necessary, the President can prohibit their importation.

With this, the final tariff, we find the economists and manufacturers disagreeing, and the tariff an unsolved problem. It remains for the future to disclose what the forthcoming intellectual minds in this nation of great opportunities will suggest in the solution of the tariff problem.

MARIO CEROSALETTI.

SCHOOL ACTIVITIES The Sophomore-Freshman Party

The Sophomore-Freshman party was held October twenty-fifth, 1929. It was preceded by a great amount of excitement and scheming on the part of the Sophomores, and no small amount of trepidation on the part of the Freshmen. The latter was due to the fact that many decisive rumors of an initiation had been circulating about the school.

The eventful evening arrived, as all things eventually do. The Freshmen appeared at the appointed time and entered the building in a rather hesitant manner. They were encouraged to feel at home as much as possible, and a few games were played.

About nine o'clock, the initiation began. The Freshmen were first led, one by one, into the darkened English room. Here they were pounced upon by two figures who applied liberal amounts of paste about their faces. They were then led down to the basement of the school building where they were commanded to remove their shoes. These were then taken upstairs and tied together in one large pile. Thereupon the Freshmen were allowed to go upstairs and hunt for their own shoes from the great assortment.

About this time the Freshmen were becoming rather unruly, so little more was attempted in the way of initiation. Refreshments were served, and then games were played. About ten-thirty, the party broke up and the Freshmen departed, sorrowing to think their brother and sister Sophomores should have treated them so cruelly. The only sorrow felt by the Sophomores was that they had no more terrible initiation to offer the Freshmen.

DAWN MUDGE

THE CHRISTMAS PARTY

A Christmas party was held at the school house Wednesday evening December seventeenth, to celebrate the Christmas season.

The evening's entertainment began with singing and games, after which came dancing. Miss Washbon, with the assistance of Mr. Etienne, proved a great aid in teaching us the Virginia Reel. By the time we had thoroughly mastered it, a very refreshing lunch had been prepared by Miss Linzy and Miss Smith. After eating, we spent a very enjoyable half hour with the grab bag which contained many humorous gifts, consisting of everything from sardines to mechanical toys.

About eleven o'clock, having exhausted all ideas for amusements, we voted the evening an entire success. With many "Merry Christmas" greetings, we went on our homeward way.

DOROTHY PRESTON.

THE ATTORNEY FOR THE DEFENSE

"The Attorney for the Defense," was a four-act play, given by our High School Dramatic Club, May 2-3, 1930. It was a little different from previous presentations and a great success.

The cast consisted of the following students:

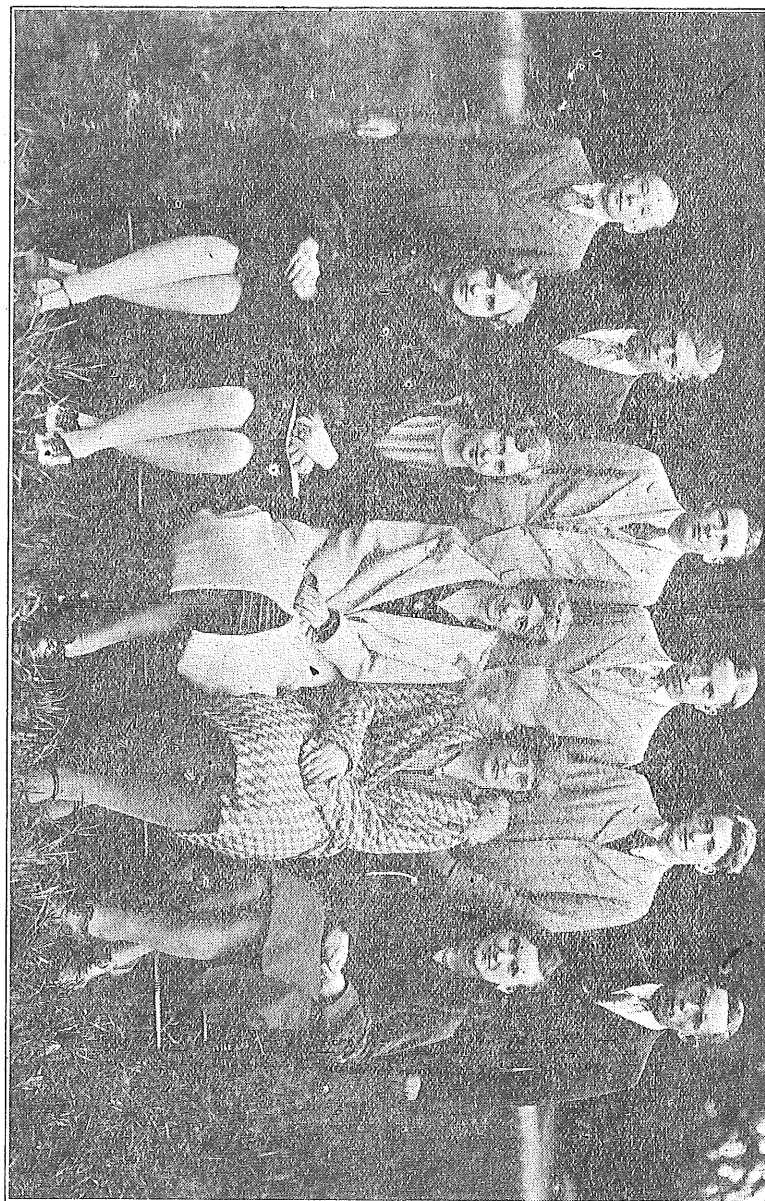
Judge Carlyle	Robert Faber
Jimmy Carlyle	Dean Carpenter
Joseph Hampden	Draper Daniels
Dorothy Hampden	Ruby Crawford
Beth Winters	Florence Gregory
Mark Nelson	Harlow Pickens
Jackson Multen	Richard Campfield
Freddie Warren	Francis Elliott
Allie Traynor	Carolyn Crandall
Elsie, the maid	Dorothy Sheldon

The scene was in the library of the Carlyle home. The time was the present.

Two families, the Carlyles and the Hampden have been life-long enemies. Mr. Hampden had lost a daughter about twenty years previous and the blame was placed on the Carlyle family. A girl, Beth Winters, is wrongfully accused of stealing money from her employer's office. She comes to Jimmy Carlyle for defense. He takes the case against Joseph Hampden, the prosecuting attorney. Mr. Multen, a bitter enemy of Hampden, tells Jimmy that Beth is Hampden's lost daughter. Nevertheless Jimmy fights for her against Hampden's crooked, unfair methods. He fails to clear her of the charge, but not for long. Jimmy appeals the case and has her released on bail. He discovers that Dorothy Hampden is working in his office to spy on him. Not knowing this, Jimmy is becoming interested in her and she decides to leave his employ. One night he calls Hampden, Dorothy and Multen to his house for a conference. Beth and her fiance are also ushered in by the efficient maid, Elsie. Jimmy tells Hampden what he has done to his own daughter. The trouble ends. Dorothy and Jimmy become engaged, and Beth and Mack are married. Freddie, the office boy, falls in love with Allie Traynor, a neighbor of the Carlyles.

As our Dramatic Club gives a play only once each year we were a bit shaky in the region of the knees, for the first act. However, under the careful direction of Miss Washbon, our presentation was wholly successful with the net proceeds of \$74.45. This we donated to the Athletic Association.

CAROLYN CRANDALL.



DRAMATIC CLUB—Standing: Richard Campfield, Robert Faber, Dean Carpenter, Draper Daniels, Francis Elliott, Harlow Pickens. Sitting: Dorothy Sheldon, Carolyn Crandall, Miss Washbon, Directress; Ruby Crawford, Florence Gregory.

THE MORRIS ORCHESTRA

This orchestra was organized last October. About thirty students took part in the orchestra when it started and there are about fifteen who are still continuing with great success. The instruments on which the students learned were rented from the Larkin Music Company and their director, Mr. G. H. Muhlig came to direct them. He has had wonderful success with the orchestra.

The orchestra has given one concert which was far from a failure. It also rendered several selections at the High School play. The students of the orchestra are now planning to give another concert, as they have progressed greatly in the last few months and they feel themselves capable of giving a concert. We all hope this will also be a great success because the High School has never had an orchestra which has done as well as this one. One cannot help but feel that an orchestra not only develops musical ability but also creates a better school spirit.

LE ROY WEATHERLY.

BASEBALL NOTES

Morris began the 1930 season with high hopes of regaining championship laurels lost last year. To the disappointment of her well wishers the team proved an in and out aggregation.

Batting lustily but fielding erratically on off days Morris has however gained a reputation for being full of fight and a tough team to beat.

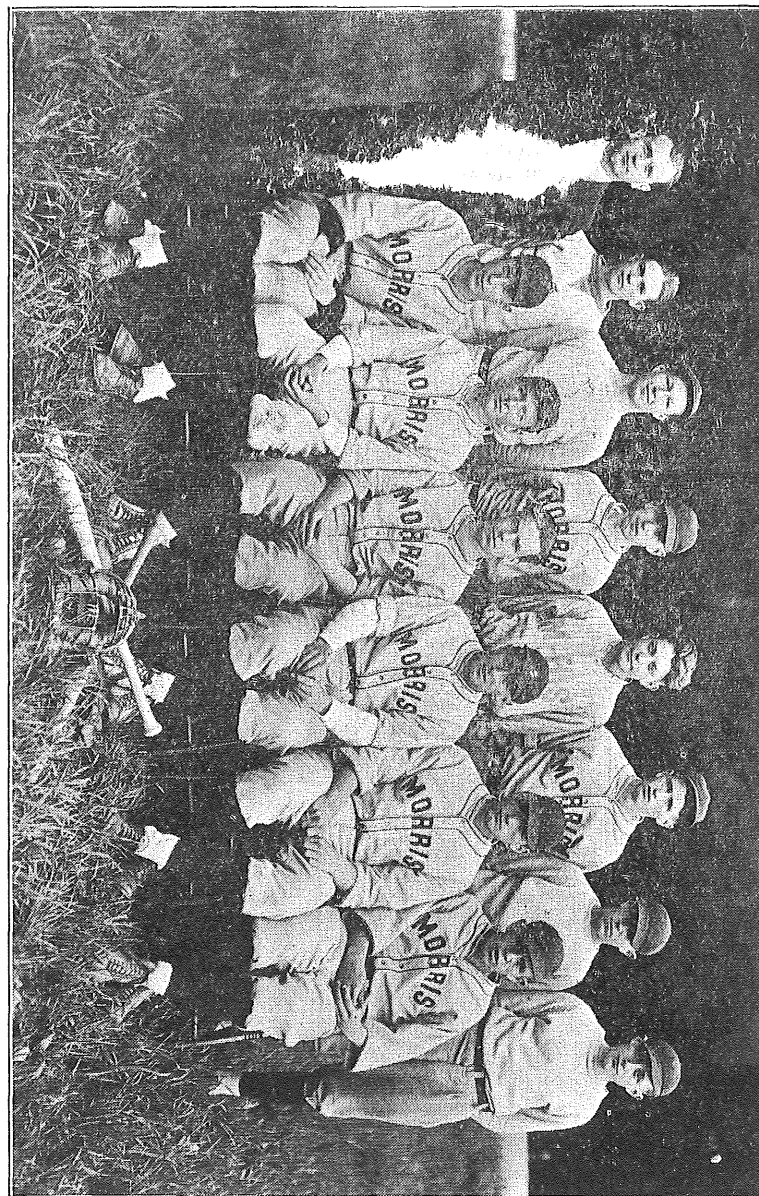
The three outstanding players of the season were, Wolfendale, hard hitting catcher; C. Decker, captain and leading hitter and M. Decker, pitching ace.

The team wanted to win the league trophy this year but that was impossible. However they "played the game" all season. That should serve to give them a place with honored teams of the past that were more successful.

A resume of the season follows:

Morris 12, at South New Berlin, 13.
 Morris 7, at Otego, 10.
 Morris 9, at Laurens, 3.
 Morris 5, at Gilbertsville 4.
 South New Berlin 9, at Morris, 2.
 Laurens 6, at Morris, 10.
 Otego 7, at Morris 5.
 Morris 0, at Unadilla 6.
 Gilbertsville 5, at Morris 6.
 Unadilla at Morris, canceled.
 Won 4, lost 5, per cent 44.

DRAPER DANIELS.



Standing: Etienne, Coach; Richards, Wolfendale, Sheldon, Rogers, C. Decker, Capt.; Southern, Preston,
 Sitting: Daniels, Carpenter, Tansett, Dockstader, M. Decker, Mgr., Pickens

A VULGAR VERSE ON THE SENIOR CLASS

(By a Junior)

Here's to the class we are behind,
Austere, select, yet scant of mind.
Forgive the knocks I here mete out,
I know not what I write about.

I think of Esther and her grin,
As parked behind a violin
She's better known as "Mabel Brown,"
Who once spoke of a trip to "taown."

The one who passes with great ease
Is Elm Grove's renowned Louise.
Off in fancy does she roam
In dreams to her "Ohio home."

Ruby Crawford's sure to know
Just how old whosiz made it go;
In the classroom she is never muddled,
But the male sex gets her all "befuddled."

Lena Cobb, of genus corn,
From her studies can't be torn.
She knows what's what and who is who
Except when she is in French II.

Dot's the school coquette, it's true,
She knows her onions through and through.
If you would get her dander up
Softly whisper, "Oh Teacup."

Florence comes with the "sheepskin" bunch,
We never used to have a hunch
That she would tolerate a man
'Till we saw her in Howard's can.

A doughty champ is fiery "Mike,"
He'll argue on what'er you like;
But with all that you will agree
That he's well versed in courtesy.

Art Rogers has a fine complexion,
With hair plastered to perfection.
His quiet ways obscure his sin,
But he's a "whiz" in old "Sheepskin."

If you've continued 'till the end,
I hope that you'll still call me friend;
Your crimes I touched were slight and small,
This verse is quite the "verst" of all.

DRAPER DANIELS.

IT PAYS TO ADVERTISE

For Sale and for Rent

FOR SALE—The song, "America the Beautiful," by any high school student.

FOR SALE—A black cat. Guaranteed to catch mice. Phone or write, The Janitor.

FOR RENT—Some magazines for a very short time. Mr. Etienne.

Wanted

WANTED—A year's supply of chewing gum. Ada Harris.

WANTED—A package of cigarettes. Robert Faber.

WANTED—Some rouge. Margaret Olds.

WANTED—More good weather so that the boys can go outside and not bother us while we are visiting with the girls. Mario and Arthur.

WANTED—Something to cure warts. Gladys Gardner.

WANTED—Some powder to cover up the maiden blushes. Ruby Crawford.

WANTED—Something to cure my profane language. Alfaretta Card.

WANTED—A male instructor to teach me more about the piano. Marcia Tillson.

WANTED—New roads between Oneonta and West Laurens in order that Cooperstown traffic can make better time on Saturday nights. Dorothy Sheldon.

Lost and Found

LOST—One of Mike's notes. Reward if returned to Virginia Faber.

FOUND—An Oneonta High School Senior ring. Also a Sophomore pin. Inquire Florence Gregory.

STRAYED OR STOLEN—My New Jersey girl friend. Reward if returned at once to Dean Carpenter.

THROUGHOUT THE YEAR

Sept. 3—First day of school. Old pupils return. A few new faces in place of those gone but not forgotten.

Sept. 17-20—All patronize the Morris Fair.

Sept. 20—William Wolfendale is seized with an awful attack of laziness. He is seen reading the paper from a forward lunge position instead of expending the energy to pick it up.

Oct. 8—World Series! All wait anxiously to hear the results.

Nov. 11—Armistice Day.

Nov. 27—School closes for Thanksgiving recess.

Dec. 2—All return to school except those who ate too much turkey.

Dec. 18.—Christmas party at High School. Frantic farewells! "See you next year! Merry Christmas!"

Jan. 2—Back to the old grind. The universal resolution being: Resolved, to give strict application to studies in the coming year.

Jan. 6—Resolved: That one's life should not be ruled by resolutions.

Jan. 8—Senior quarrel! Very important! All high school students, also seventh and eighth grade children hear the great controversy over installment buying.

Jan. 20—Regents begin. Silence reigns. Faces long.

Jan. 22—Faces longer.
 Jan. 23-24—Twenty weeks' tests.
 Jan. 31—Many Morris High School pupils attend the Firemen's Dance.
 Feb. 6—Louise scratches the board with a thumb tack (in physics class).
 Feb. 11—Seniors hold their first card party.
 Feb. 12—Lincoln has another birthday.
 Feb. 16—14 below zero! And how!
 Feb. 18—Warned today, that if the Seniors do not learn to walk downstairs there will be no graduating class in June. Three have fallen downstairs.
 Feb. 25—Katherine Garlock throws a paper wad in front of the assembly room.
 Mar. 4—Why all the rush to the drinking fountain? Oh, Esther and a 4-H club man are talking in the hall.
 Mar. 5—Play practice! Did Ruby have an escort home? We wonder!
 Mar. 6—Carolyn and Dorothy get chased with snowballs.
 Mar. 19—Play cast go to the restaurant.
 Mar. 20—One of Mike's notes to Virginia Faber is accidentally (?) read.
 Mar. 21—First day of Spring, but looks more like the first day of Winter.
 Mar. 25—Virginia Faber puts a note in the paper basket which she did not write.
 Mar. 31—Alfaretta and Draper step out with new glasses. Mr. Etienne succeeds very well in teaching Miss Washbon's classes.
 April 1—The general cry is "April Fool."
 April 3-4—Thirty Weeks Test—
 During discussion of marks:
 First Freshman—"How much did you get on that Algebra test?"
 Second Freshman—"Well, I didn't get as much as I expected to but I didn't expect I would."
 April 5—A few Morris High School pupils go on the Cobleskill trip.
 April 15—Marjorie Russell visits school and the boys stage the "Big Parade" out into the hall to see her.
 April 17—Easter vacation! Oh, Boy!
 April 28—Mr. Etienne comes to Intermediate Algebra class and asks Miss Washbon if he may have Ruby.
 May 1-2—"The Attorney For the Defense" is enacted before a full house.
 May 7—The little boys hang a May basket on Miss Smith's door.
 May 9—The Seniors go to Oneonta and there proceed to break the camera. The bus deserts them. They get home all right, but how?
 May 12—In English III:
 Teacher—"What is a novel? Give an example?"
 Fred—"As You Like It," by Shakespeare.
 May 14—All the Seniors working frantically to unearth the history of tariff.
 May 15—Final reading of essays is the order of the day.
 May 22—Will those essays ever come back! Will we ever know who wins \$25?
 May 26—The Senior class again in the throes of essay writing. For the last time, we hope!

May 27—Unanimous acceptance of this Geology Formation:
 Freshman—Emerald.
 Sophomore—Blarney Stone.
 Junior—Grindstone.
 Senior—Tombstone.

HED' BE SOME SHIEK

with

Eyes like—LeRoy Weatherly.
 Hair like—Raymond Eldred.
 Blushes like—Robert Faber.
 Smiles like—John Fredrickson.
 Disposition like—Richard Campfield.
 Clothes like—Dean Carpenter.
 Complexion like—Arthur Rogers.
 Teeth like—Donald Preston.

"OH WOULDN'T SHE BE WONDERFUL"

with

Eyes like—Thelma Leska.
 Hair like—Carolyn Crandall.
 Blushes like—Elizabeth Dexter.
 Smiles like—Louise Smith.
 Disposition like—Dorothy Preston.
 Dimples like—Dorothy Sheldon.
 Eyebrows like—Carol Nelson.
 Clothes like—Alma Naylor.
 Complexion like—Margaret Olds.
 Teeth like—Kathryn Lull.

THE HOLLYWOOD REVUE

All-Junior Cast

Beatrice Tripp	Cradle Snatchers
Carolyn Crandall	Our Modern Maidens
Ceylon Decker	Men Without Women
Clifton Tamsett	Born Reckless
Dean Carpenter	A Very Practical Joke
Draper Daniels	The Dance of Life
Gladys Gardner	The Gingham Girl
Kathryn Lull	Sweetie
Milton Decker	Hit the Deck
Robert Faber	Untamed
Thelma Leska	A Lady to Love
Harlow Pickens	Vagabond Lover

THE SOPHOMORE CLASS IN POETRY

Richard Campfield	A Fish Story
Alfaretta Card	The Knowing Child
Elizabeth Dexter	The Dreamer
Frédéric Dockstader	The Solitary Reaper
Marjorie Dockstader	Work Worn
Laura Eldred	The Sleeper
Virginia Faber	Three Loves
John Fredrickson	Mexican Serenade
Katherine Garlock	Work
Ada Harris	The Wandering Jew
Dawn Mudge	Over-Candid
Alma Naylor	Chartless
Carol Nelson	The Yellow Violet
Margaret Oids	Comrades
Ruth Southern	
Dorothy Preston	Two Homes
Edwina Rendo	The Courtin'
Howard Sheldon	Dare You?
Herbert Sloan	At Midnight
Alice Southwick	The Gossips
Myrtle Bailey	
LeRoy Weatherly	Between Two Loves

FRESHMEN IN SONG

Adolphus Sloan	Me and the Girl Next Door
Chatham Cornell	I'm a Stern Old Bachelor
Donald Preston	He's So Unusual
Dorothy Chase	After the Ball
Gladys Card	Worryin'
Glenn Chase	Big Boy
Harriet George	Bashful Baby
Henry Southern	Changes
Marcia Tillson	Red Hair and Freckles
Morgan Gage	"Dawn" of Tomorrow
Ralph Jordan	Satisfied
Rea Stanhouse	Little By Little
Raymond Eldred	Do Something
Ruth Miller	Hiking Song
William Wolfendale	Big Bad Bill

ANALYSIS OF THE SENIOR CLASS

Name	Appearance	Favorite Expression	Amusement	Ambition	Disposition
Mario Cerosaletti	Lively	Go Sit on a tack!	Debating	To become a veterinarian	Fiercy
Lena Cobb	Pensive	Indistinguishable	Studying	To become a veterinarian's wife	Mild
Ruby Crawford	Innocent	Oh joy!	Solitary walks	To become a movie actress	Harmless
Florence Gregory	Petite	My gosh!	Jewelry business	To become an efficient school marm	Docile
Esther Nordin	Hurried	Oh that's easy!	Attending fairs	To be a farmerette	Inquisitive
Arthur Rogers	Shiekish	Where's Virginia?	Writing notes	To be a medicine man	Sunny
Dorothy Sheldon	Demure (?)	Oh! I don't know	Entertaining the children (?)	To be a stenographer	Affectionate
Louise Smith	Worried	Dear! I'll never get this done	Going places and doing things	To live in Ohio	Changeable

JOKES

Mike—Miss Linzy, Ruby shouldn't use the word "odious" in her arguments on modern advertising, should she?

Miss Linzy—What's wrong with it?

Mike—Why there isn't any odor to it.

Miss Washbon—What is a plane?

Lizzie—I don't know.

Miss Washbon—What's plane geometry?

Lizzie—I don't know?

Miss Washbon—What kind of geometry do you study?

Lizzie—Hard geometry.

During Study of Formal Notes

Miss Linzy—What does R. S. V. P. mean?

Morgan—Reserved Seat in a Vacant Place.

What is the most wonderful result of modern chemical discoveries?

Mr. Etienne—Blondes.

Miss Washbon—What's the meaning of the term "frozen Russia?"

Clif—The ports are all frozen.

An Examination Mark Alphabet

A's the Announcement of exams to come.

B's the Boneing that has to be done.

C's the Chill you get reading the questions.

D is the Dread as you wait for corrections.

E is the Elation, if with success you are drunk.

And F's the Fate which is yours if you flunk.

English Teacher—Correct the sentence, "I slept good last night."

Bob Faber—I slept good this morning.

Freshman—What is an adage?

Second Freshman—A place to keep cats.

First—How come?

Other—Doesn't Shakespeare say "Like the cat in the adage?"

Miss Linzy—What's the matter with your work lately?

Peggy—I don't know.

Miss Linzy—You aren't getting spring fever, are you?

Peggy (sniffing)—No, it's just a little catarrh.

The labor situation is getting so acute that even spark plugs are fired and storage batteries discharged.

Shakespeare's Idea of a High School Course

Freshman Year—Comedy of Errors.

Sophomore Year—Much Ado About Nothing.

Junior Year—As You Like It.

Senior Year—All's Well That Ends Well.

As a success this column may be a failure, but as a failure it's a great success.

SEVENTH AND EIGHTH GRADES

Donald Campfield

Christine Card

Clarence Cooke

Kenneth Cooke

Lillian Cooley

Florence Crawford

Francis Elliott

Raymond Livingston

Ralph Lull

Robert Miller

Pauline Mumbulo

Katherine Niles

Kenneth Olds

Ivan Place

Edward Reed

Adrian Richards

Mildred Richards

Kenneth Rogers

William Sargent

Kenraid Shields

Rachel Southern

Mariam Sutton

Lillian Thompson

David Townsend

Myrtie Webster

Edward Wheeler, Jr.

THE YEAR 1929—1930 IN THE SEVENTH AND EIGHTH GRADE ROOM

Happy days are near again and, as they are, I'll try my hand at writing the history of the past year in the Grammar Room.

School started off very well and things went smoothly until after the fair when the regular routine of colds began. Our attendance was a trifle irregular but we struggled through and welcomed the Thanksgiving vacation with open arms.

Early in the fall the boys all began to talk football and to play it as well. Consequently, for some time the whole gang was getting cuts and bruises along with twisted ankles and banged up heads.

"Whose name did you get?" No, it wasn't a box social or a pick-your-partner supper. It was the question that was so popular the day we drew names to see whom we should buy a present for.

You see, last Fall we chose sides with Kenrail Shields and Pauline Mumbulo as captains. This was done as a help in spelling, particularly for the eighth graders who were getting ready to try Regents in January. Competition was keen and the contest actually became so interesting that we looked forward to spelling class. It really helped a great deal because every eighth grade pupil passed Regents in spelling.

As the contest drew to a close, we began to think that we could do to celebrate its success. Numerous ideas were suggested but the idea of a Christmas party seemed to be the most popular. After a great deal of bantering and arguing, the idea grew into plans and the plans grew into action. The side that won got the tree and the losing side planned for the fun we had. The party would have been perfect had it not been for the absence of Mrs. Daniels, who was ill.

You really should see our new bulletin board. Though not very ornamental, it's just what we have been needing and wanting for a long time.

Another thing of interest is our reading table. We have "The Saint Nicholas," "The Youths' Companion," "The National Geographic," and "Current Events" regularly, while other magazines and newspapers are often contributed. At present we are much engrossed in watching the development of twenty or more polliwogs which we have in a makeshift aquarium on our table. These embryo frogs combined with flowers, growing plants, and plenty of reading matter make an enjoyable spot to pass away a few moments when we feel the need of relaxation. It's strange how often we do.

This year a band was started in the school and the Grammar Room is well represented in this organization. Among the star performers are Kenny Shields, the Red Headed Trumpeter; Ralph Lull, and his moaning saxophone, and Caddy Cooke, with his squealing clarinet.

As I survey our small domain, I see the teacher walking around as if she were looking for something. Oh! she has found it. It was nothing but a new and better way to make me work.

Yes, we have learned quite a bit about the army this year. Even now ex-private Eddie Wheeler is bursting to tell one of his romantic tales of Manlius. Really, it's a pleasure to hear him—far away.

As usual Rachel is waiting for some one to tell her to go on. It must be that she is going to be a waitress.

Kenneth Rogers, the star student of the age, is sitting with Adrian Richards. They are both blushing like fair maidens so I have a feeling that something besides history is being discussed.

I might reveal many things but I value my life just a little and, as you know, C. A. Sloan's undertaking parlors are just a step from this castle of knowledge.

FRANCIS ELLIOTT.

FIFTH AND SIXTH GRADES

Sixth Grade

Alton Bemis
Hobart Benjamin
Dorothy Carsten
George Cooley
Clarence Edwards
Edward Elliott
John Gould

Viola Read
Fannie Reeve
Clara Southwick
Ruth Sutton
Harland Thompson
Ralph Wheeler
Karl Youngs

Fifth Grade

Kenneth Bailey
Bernard Barton
Benjamin Waldo
Victor Cerosaletti

Albert Davis
Jennie Mumbulo
James Pickens
Bitten Smith

Slides in Geography.

The pupils from the fifth and sixth grades this year, enjoyed slides in geography. Slides were shown by Mr. Etienne, principal of the school.

These slides were on South America, Europe, Central America and West Indies. They showed us the homes of the different people, how they dressed and their occupations. For example, we saw coffee plantations in Brazil, the banana groves in Central America, the silk culture in Europe and many others.

We also saw scenes such as The Midnight Sun in Norway, the high peaks in the Andes Mountains, the Panama Canal and cities with their most important buildings.

These slides help us to learn our geography work better, for by seeing the pictures it is far easier for us to remember than by just reading about them.

DOROTHY CARSTEN.
RUTH SUTTON,

THIRD AND FOURTH GRADES

Fourth Grade

Carl Cowan
Alice Foote
Violet Hotaling
Ruth Lull
Viola McCoon
Raymond McIntyre
Helen McMyne
Edward Mitler
Frank Mumbulo

Carol Hand
Dorothy Hill
Erford Olds
William Olds
Eunice Place
John Townsend
Louise Wheeler
Clifford Wolfendale

Third Grade

Frederic Benedict
David Benjamin
Robert Campfield
Harold Crumb
Stanley Davis
June Dixson
Donald Edwards
Beatrice Gage
James Gage
Marjorie Hill
Harvey Honsinger

Donovan Hotaling
Marion Jacobsen
Joyce Mansfield
Helen McCoon
Keith Mudge
Arthur Pickens
George Rathbun.
Frederic Rendo
Linwood Stedman
Josephine Thompson
Burnett Tremlett

What the Goldfish Saw

I am a little goldfish. I live in a bowl in the third and fourth grade room. In this short story I will tell you some of the things which I have heard and seen this year.

The children have a bulletin board. The children bring the pictures. The children put them on the bulletin board. The pictures are put on each month.

At the front of the room is a reading table. Child Life, books, magazines, stories and weekly papers are placed on this table. If the children get 100 in spelling they are allowed to sit at this table and read. The rest of the goldfish, as well as I, are very proud of the children who sit at the table.

Each month the teacher draws a picture on the board. At the back of the room she draws a new calendar for each month. These are done in colored chalk. The first of each month new flowers are pasted on the windows. All of these things make it a pretty place to study in.

The children seem to like geography best. They have a work book. They color the maps and paste in the pictures of the things they study. At the end of the year the pupil having the best book gets a prize. In the fall these books are taken to the Fair.

One of the things the children made in drawing was a Vegetable Man. His hat was a parsnip; a tomato was his head; for his body they used a squash; celery was used for his arms, and potatoes were used for feet. He was a very funny man.

The pupils had two contests. In one contest the teacher wrote all the children's names on a piece of paper. All pupils at the end of the month not having more than five crosses beside his or her name were presented with pencils. On these pencils was written "Award of Merit."

The children had another contest. They were divided into two parts, the "Reds" and "Blues". The side which was the best got a banner for that day. At the end of the month the side winning the most banners won.

If I still live in this bowl next year I will tell you more about the third and fourth grade children.

JUNE DIXSON,
ALICE FOOTE,
BEATRICE GAGE.

PRIMARY DEPARTMENT

Second Grade

Juna Adams
William Barton
Betty Benedict
Wanda Card
Richard Edwards
Josephine Fritts
John Henry Honsinger

Marjorie Prindle
Bessie Sargent
Esther Skjoldal
Virginia Southern
Clyde Southwick
Mildred Thompson
Francis Wheeler

First Grade

Howard Bailey
Alfred Cowan
Gertrude Davis
Edwin Hill
Robert Honsinger
Leonard Hoyer
Norman Jacobsen
Mabel Johnson
Robert Klindt
Paul Knickerbocker
Margaret Luther
James McNitt

Frances Mumbulo
Dorothy Myers
Dorothy Olds
Kenneth Pickens
Sydney Pickens
Neil Preston
Edwin Rathbun
Doris Southern
Beverly VanValkenburg
Juanita Wade
Harry Wheeler

There are two grades in our room. When school began there were thirty-four children but during the year four more came. We are hard working boys and girls.

Our school room is quite large. When it storms, we have plenty of room in it to play our games.

At holiday time we had a beautiful Christmas tree. Every child brought something to trim it. Each had two gifts on the tree and there were also gifts for Miss Colvin, our teacher.

We have made quite a number of things: Jumbo, the elephant; pumpkin faces; Christmas bells; fancy baskets; Easter eggs and bunnies and many booklets.

Each of us has tried to keep clean and well. We have earned health pins and stars. Betty Benedict is the only one in our room who has been neither absent nor tardy.

NOTES OF THE YOUNGER ALUMNI

Ralph Aplin, '25, is running a farm near Morris.

Ernest Anderson, '27, is employed on the D. & H. railroad near Schenectady.

Josephine Bailey, '27, is teaching at District No. 2, Pittsfield.

Louis Bailey, '27, is working for Foote & Sons, contractors.

Mary Bridges, '23 is graduating from Wellesley College this June.

Maurice Bridges, '22, is employed in the Linn tractor plant as assistant sales manager.

Merritt Bridges, '28 is a Sophomore in Yale. He is on the Sophomore baseball team.

Gertrude Brown, '24, is an instructor of music at Vassar College.

Doris Card, '29, is a Freshman in Oneonta Normal.

Eloise Carpenter, '29, is transferring from Colby Girls' School to William Smith College.

Palma Cerosaletti, '27 is a Junior in Oneonta Normal.

Philip Chase, '28 is employed in the Linn tractor plant.

Alice Cornell, '29, is attending Wyoming Seminary.

Norris Eldred, '26, is an electrician.

Stanley Foote, '22, is working for Foote & Sons, contractors.

Clark George, '27, is a Freshman in Veterinary College, Cornell.

Beriah Harris (Dorrance) '25, is married and resides at Gloversville.

Collis Harris, '22, is employed on the Dimmick Hollow Telephone line.

Corrine Harris, '22, is teaching at Catskill.

Elsie Harris, '22, is teaching at District No. 4, Butternuts.

Winston Harris, '22, is employed on the farm.

Marshall Hutchinson, '23, is employed in the Citizens National Bank at Oneonta.

Bernice Jennings, '23, is teaching at Yonkers.

Morris Johnson, '27, is working for Charles Naylor on the farm.

Luciel Johnson, '28, is attending Albany Business College.

Samuel Johnson, '23, is a veterinarian in Saugerties.

Lewis Light, '22, took a course in landscape architecture and received a special diploma in pottery.

Harry Lull, '25, is graduating from Dennison College, Ohio.

Claridine Millikin, '29, is a Freshman in Hartwick College.

Joseph Milliken, '29, is employed in Sloan's garage.

Benjamin Morehouse, '26, is working for the Sheffields, testing milk.

Henry Morehouse, '26, is at home near Garrattsville.

Channing Newton, '25, is working on the farm.

Frances Osborn (Sutton), '28, is married and resides near Maple Grove.

Louise Parrish (Light), '24, was recently married and lives near Morris.

Marjorie Russell, '29, is finishing a post-graduate course in Sidney and expects to enter Crane Music Institute at Potsdam.

George Shields, '27, is a Junior at Colgate University.

Cecil Smith, '28, is a Sophomore at Hartwick College.

Royce Strait, '28, is employed in the Linn tractor plant.

Gladys Stanhouse, '27, is a Sophomore at Hartwick College.

Marjorie Stanhouse, '25, is teaching French and Latin in Livingston Manor.

Roslyn Stanhouse, '28, is a Freshman at Hartwick College.

Florence Sutton, '29, is a Freshman at Hartwick College.

Harvey Sutton, '27, is a Sophomore at Hartwick Seminary.

Max Taylor, '23, is graduating from Dennison College, Ohio.

Genevieve Tamsett, '27, is graduating from Oneonta Normal.

Ruth Turner (Eggleston), '27, is married and resides in Morris.

Clarence Walter, '26, is selling life insurance.

Morgan Weatherly, '29, is a Freshman in Hartwick College.

Charles Whitman, '26, is employed in the Morris Bank. Reports have reached us of his excellent golf career in Florida this winter.

STARR CHURCHILL

Starr Churchill, who was graduated from Morris High School with the class of 1926, died May fourth, 1930. His classmates will always remember him for his amiable nature and his remarkable scholastic achievements.

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