

The
MORRISANIAN

1932



Morris - - *New York*

AN APPRECIATION

This June the Morris Central School loses a teacher of long standing, one who, for a period of thirty-five years, has served the school faithfully and efficiently as teacher of the primary grades. Early in the spring, Miss Helen Colvin presented her resignation, to become effective at the end of the school year.

Miss Colvin's teaching career has been most successful, not only in the knowledge imparted to her pupils, but in the manner in which it was given. She understood the children and helped them as individuals to establish correct school habits. The lessons learned in her classroom have been the foundation upon which many an education has been built. Her kindly interest in the individual children won their love and admiration.

It is difficult to estimate the influence that Miss Colvin has exerted in the community of Morris. That influence can not be measured in a tangible way; it is impressed upon the lives of hundreds of pupils who have felt her guidance. Her former pupils, now grown to manhood and womanhood, still remember with pleasure their schooldays in Miss Colvin's room. Her long and loyal association with the Morris school will not be forgotten.



High School Faculty

Standing: L. W. Sheldon, R. Clement, P. A. Etienne
Sitting: Ruth J. Smith, Gertrude E. Washbon, Doris I. Lacey, H. Annette Linzy.

THE FACULTY 1931-32

Peter A. Etienne, B. S.—Colgate UniversitySupervising Principal

High School

- H. Annette Linzy, A. B.—William Smith CollegeLibrarian
Instructor in English, Civics and Vocational Guidance
- Ruth J. Smith, A. B.—New York State College for Teachers
Instructor in Latin and French
- Gertrude E. Washbon—Oneonta Normal
Instructor in History and Mathematics
- L. W. Sheldon, B. S.—Cornell University
Instructor in Science and Manual Training
- Raymond Clement, B. S.—Ithaca College of Physical Education
Director of Physical Education
- Doris I. Lacey—Crane Institute of Music
Instructor in Music and Drawing
- George H. MuhligBand and Orchestra

MORRIS HIGH SCHOOL

Grades

Fanny D. Daniels—Morris Training ClassEighth Grade
 May Jackson—Oneonta NormalSeventh Grade
 Laura A. Harris—Morris Training ClassFifth and Sixth Grade
 Helen A. Wickes—Oneonta NormalThird and Fourth Grade
 Mrs. Florence Gorman, B. A.—University of ArizonaSecond Grade
 Helen M. Colvin—Morris Training ClassFirst Grade

Branch Schools

Mrs. Alice Card—Morris Training ClassMorris No. 2
 Maude J. Woolhouse—Oneonta NormalMorris No. 3
 Blanche Ellis—Morris Training ClassMorris No. 7
 Mrs. Ethel Sloan—Oneonta NormalMorris No. 9
 Lucinda E. Johnson—Oneonta NormalNew Lisbon No. 1
 Elsie J. Harris—Oneonta NormalNew Lisbon No. 2
 Mrs. Christina Duroe—Oneonta NormalNew Lisbon No. 8
 Geraldine Bundy—Morris Training ClassNew Lisbon No. 13
 Mrs. Rose Card—Oneonta NormalNew Lisbon No. 14
 L. Marjorie Fay—New Berlin Training ClassPittsfield No. 2
 Alice Chase—Morris Training ClassPittsfield No. 5

George G. PrestonDistrict Superintendent
 Louis CardTruant Officer
 Dr. F. L. WinsorMedical Examiner
 Dr. B. F. BishopMedical Examiner

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CLASS OF NINETEEN THIRTY-TWO

RICHARD CAMPFIELD

"Dick"

"Then a soldier,
 Jealous in honor, sudden and quick in quarrel."

Basketball (4)
 Dramatic Club (2) (3) (4)
 Orchestra (2) (3) (4)
 Business Manager of Year Book

ALFARETTA CARD

"Cardy"

"As the bright sun glorifies the sky
 So is her face illumined with her eye."

Scholarship Prize (3)
 Mathematics Prize (3)
 Dramatic Club (4)
 Assistant Editor of Year Book

MILTON DECKER

"Deck"

"Oh, it is excellent to have a giant's strength, but
 it is tyrannous to use it like a giant."

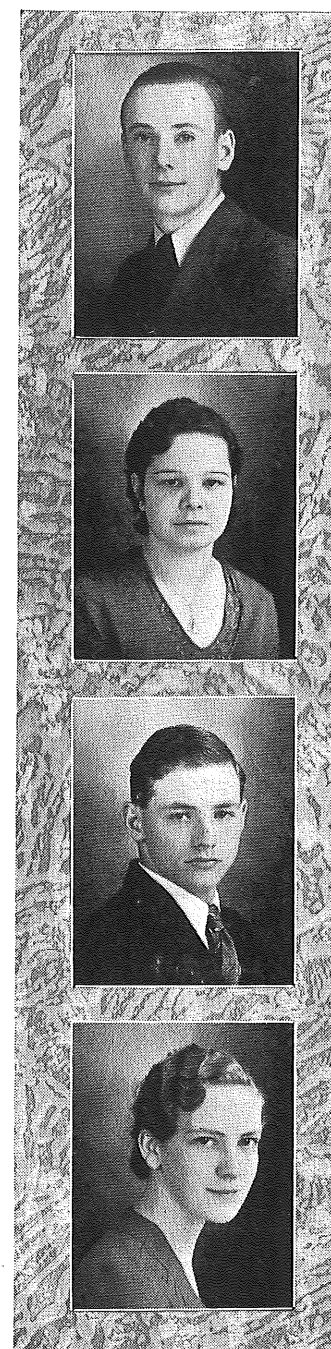
Dramatic Club (4)
 Manager of Basketball (4)
 Manager of Baseball (2)
 Baseball Captain (2)

ELIZABETH L. DEXTER

"Betty"

"Her sunny locks
 Hang on her temples like a golden fleece."

Class History (4)
 Secretary of Class (4)
 Secretary and Treasurer of Class (3)
 Secretary and Treasurer of Students Association (3)
 Glee Club (3)



MORRIS HIGH SCHOOL

CLASS OF NINETEEN THIRTY-TWO

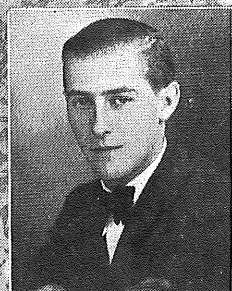


MARJORIE DOCKSTADER

"Marge"

"The rising blushes, which her cheek o'erspread,
Are opening roses in the lily's bed."

Dramatic Club (4)
Treasurer of Students Association
Glee Club (3)



FREDERICK DOCKSTADER

"Bud"

"Seraphs share with thee Knowledge:
But Art, O man, is thine alone!"

Dramatic Club (4)
Baseball (1) (2) (3) (4)

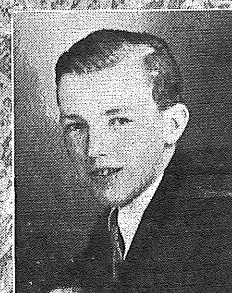


LAURA ELDRED

"Laurie"

"Of every noble action, the intent
Is to give worth reward."

Dramatic Club (2) (3) (4)
Glee Club (3)
Basketball (4)



JOHN FREDRICKSON

"Oscar"

"He was a scholar, and a ripe and good one;
Exceeding wise, fair spoken, and persuading."

Scholarship Prize (1) (2)
Mathematics Prize (1)
General Science Prize (1)
Latin Prize (2)
Baseball (3) (4)
Manager of Baseball (4)
Vice-President Students Association (3)
Manager Orchestra (4)
Washington Essay Award (4)
Valedictorian



ADA HARRIS

"Adie"

"All I ask is to be let alone."

Assistant Manager of Basketball (4)
Dramatic Club (4)



DAWN MUDGE

"Mudgie"

"Her voice changed like a bird's:
There grew more of the music and less of the words."

Dramatic Club (3) (4)
Class Treasurer (4)
Basketball (4)
Glee Club (3)
Assistant Song Leader (4)



ALMA NAYLOR

"Stretch"

"Haste thee, Nymph, and bring with thee,
Jest and youthful Jollity
Quips and Cranks and wanton Wiles."

Basketball (4)
Class Prophecy (4)
Dramatic Club (3) (4)
Glee Club (3)



DOROTHY PRESTON

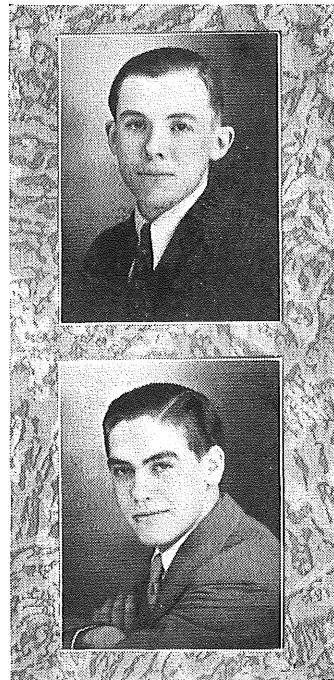
"Dot"

"A truer, nobler, trustier heart
More loving, or more loyal, never beat
Within a human breast."

Dramatic Club (4)
Orchestra (2) (3) (4)
Glee Club (3)
Assistant Editor of Year Book (4)
Song Leader (4)
Vice-President (4)

MORRIS HIGH SCHOOL

CLASS OF NINETEEN THIRTY-TWO



STARR SPOOR

"Twinkle"

"I dare do all that may become a man:
Who dares do more is none."

Transferred from Laurens (3)
Dramatic Club (4)
Class Will (4)

LeROY WEATHERLY

"Roy"

"A little nonsense now and then,
Is relished by the wisest men"

General Science Prize (1)
Baseball (3) (4)
President of Students Association (4)
President of Senior Class
Manager of Senior Play
Class Will (4)

CLASS OFFICERS

LeRoy Weatherly President
Dorothy Preston Vice-President
Elizabeth Dexter Secretary
Dawn Mudge Treasurer

CLASS MOTTO

Onward and Upward

CLASS FLOWER

Forget-me-not

CLASS COLORS

Blue and Silver

SALUTATORY

Friends:

In behalf of the Class of 1932, it gives me great pleasure to welcome you to our commencement exercises.

William Shakespeare, the great English dramatist, once said, "All's well that ends well," but in this instance, I think the statement should be "All's well that begins well." So, in my position as first speaker of the evening, I should like to give you a favorable impression of the Class of 1932.

In high school, we have all learned that to succeed in any work, we must make a good beginning. Every strong character as well as every great building must have a firm foundation. When we began our high school course, we realized that the foundation which had been laid in the grades was of great benefit to us. Without this foundation we could not have earned our diplomas. To-night our commencement exercises mark the beginning, for many of us, of life lived beyond the immediate supervision of teachers and parents. We are anxious to make that beginning a worthy one, a beginning of service to others. We feel that we are now ready to build a career for ourselves. We are ready to take up our work in the community. Previously, we have been guided by others in all our undertakings, but now we are to depend on our own knowledge.

Having learned that it is the beginning that counts, we believe that our work in future time will justify your faith and interest in us.

Alfaretta Card.

VALEDICTORY

We, the Seniors of nineteen hundred thirty-two, have come here tonight for several reasons: first, to welcome and thank those who have made our education possible; second, to receive that for which we have been working so long, our diplomas; and third, to bid adieu to you as we make our formal exit from Morris school life.

As Valedictorian of our class, it is my duty and privilege to perform this last task.

Twelve years ago, more or less, we began our journey up the road of learning. Then the grade was scarcely perceptible. But gradually the way grew steeper and the hill more difficult to ascend. At times we have slipped and fallen back but then, encouraged by those about us, we have tried again and in triumph succeeded.

Now we have at last gained the top,—reached the goal for which we have been striving. But is the road ahead smooth and level and free from stones? No, instead we find that we have climbed one hill only to see higher and steeper ones before us.

And so it will be through-out life. Obstacles will rise before us and we will surmount them to see greater ones ahead. It is then that our work and training here in our Alma Mater will be of value to us. It will give us the courage, and patience to conquer our problems as they come to us.

Now, before we are graduated, we wish to thank you who have helped us to acquire something of those qualities. It is useless to try to express ourselves in words. Classmates, let deeds not words prove our gratitude. Let us show our friends what we can do. We are proud of our class tonight. Whether we will be just as proud of it in years to come must be decided by each of us. But we will be! And with that charge ringing in our hearts, we say farewell to you and to our school.

John Fredrickson.

MORRIS HIGH SCHOOL

CLASS HISTORY

It was in September, 1928, that the class of 1932 began its freshman year in Morris High School. This new position was not what we had expected it to be. The new classes proved very tiring for us. Finally, we became accustomed to the rules and regulations of the high school and even dared to associate with the upper classmen. When June came, we were rewarded for our hard labors by passing our Regents.

In September of twenty-nine, we came back to school as sophomores. Richard Campfield came to us from Oneonta and was immediately elected secretary of the class and given the responsibility of ordering our new class pins. In the fall we conceived the idea of initiating the freshmen. We gave a Hallowe'en party to carry out our plans. We treated the freshmen rather roughly, but they lived through the ordeal that year. More troubles were given to us in the way of studies. Caesar and geometry proved to be too deep for most of us.

When we returned as juniors, we had another new member who soon became our friend. Starr Spoor came from Laurens to finish obtaining his high school education in our school. Dawn Mudge and Richard Campfield took part in the school play that fall. John, Frederick, Milton, and LeRoy did their share of the work with the baseball nine. Morris did not win the championship but the outcome was very close. The school had to play off a tie with Otego and, much to our disappointment, we lost.

Last September we entered the school as seniors and felt rather proud of our position. We ordered our class rings which arrived some weeks afterward. In our class election we chose the following officers: LeRoy, president; Dorothy, vice-president; Dawn, treasurer; and Elizabeth, secretary.

Early in the year, we determined that as a class we would seek not only fame but wealth. In accordance with this idea the annual Hallowe'en party was given. The public was invited and admission charged. About this time we decided on a Senior project in the form of three one-act plays: a satire, a fantasy, and a comedy. After many weary rehearsals both for the directors and players, the entertainment was presented in the Parish House the tenth and eleventh of December. We had intended to use the proceeds for a trip to Washington during our Easter vacation but when we learned of the entire financial problem, we found that our dream could not materialize. One of the business minded members of our class next suggested the plan of selling candy before and after school hours. As a result of our salesmanship, our bank account grew surprisingly.

February eleventh was perhaps the most exciting day of the year, for on that memorable day we moved from the old building to the new one. It was not without a sigh of regret that the Seniors left the old building that had been the scene of so many of their activities. However, the new school offered many new pleasures. We spent several weeks adjusting ourselves to strange class-rooms, auditorium assemblies, and gymnasium classes.

Shortly after moving into the new school the boys' and girls' basketball teams were organized. Five athletic seniors represented their school on the basketball squads. In the spring the senior boys materially assisted in bringing the standing of the baseball team to the top of the league. The girls of our class did their share on the girls' baseball team.

CLASS OF NINETEEN THIRTY-TWO

As commencement plans began to take shape, the class valedictorian and salutatorian were announced. From the number of units earned and final examination standings, it was determined that John should be valedictorian and Alfaretta, salutatorian. Meanwhile the editorial staff of the year book was organized and began work in earnest. At an important class meeting, we voted to wear caps and gowns at the commencement exercises. This was quite a departure from precedent.

Now that the date of commencement has been set for June twenty-eighth, we begin to realize that our high school days are drawing to a close. As we have tried to carry out our motto, "Onward and Upward" throughout our high school days, we hope to continue to do so in the future.

Elizabeth Dexter.

SNAPSHOTS OF THE SENIORS

We are the class of thirty-two,
We thought we'd be glad to graduate,
But now we're sorry, sure as fate.
And, with these words, we bow to you.

First we'll consider Dot, Mudgie and Naylor;
Dot's ambition is to be a sailor.
Naylor can't get her English on time;
She and Mudge are, of course, on the baseball nine.

Then there's Marge and the Dexter child—
Always inseparable, but tender and mild!
Lizzie says, "Oh, for hea-ven's sake!"
Even when everything's perfectly "jake."

"Twinkle" comes from Garrattsville—
They say he goes with the girl on the hill.
Laura, too, is from up the line,
And at "Palmer" method, she surely is fine.

Our Beau Brummel is Frederick—
"Buddy's" hair is always slick.
"Mr. Campfield's" the town's favorite son,
And how that boy does love to pun.

John's the one who loves to write—
His compositions are never trite.
We made Alfaretta his assistant editor,
For, at getting things done, she gets better and better.

Milton, we hear, has had many a love;
In passing his algebra, help came from above.
LeRoy, last but not least, is our president,
And, it may be said, he's our funniest resident!

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AS THE CLASS OF '32 APPEARS IN THE CRYSTAL BALL

As I gaze into the depths of my crystal, I see that the Class of 1932 has obtained fame. In spite of the fact that they were not appreciated by their teachers, they have all become as successful men and women as ever were graduated from Morris High School.

The first member of the class who appears in the crystal is the honorable president, LeRoy Weatherly. He has greatly helped the science of aviation by his numerous inventions, and the United States Air Service has adopted the Weatherly plane. He is among the most successful members of the class and the crystal shows that he is happily married, having recovered from his "frosh" love affair.

Whom do I see? Ah! It is another member of your class. The name is Dawn Mudge. I can see that she returned to Morris High School for a post graduate course, and although she said it was for the business course, the crystal shows her main reason was to keep the baseball playing sophomores from their lessons. She later went to Cornell where she majored in physics. As far as I can see, she is entirely successful.

And now the old sheik of Morris High, Richard Campfield! His school-mates always predicted that his choice of a job would be one in which there was little to do and lots to say. True enough, he is a successful lawyer and as he appears in the crystal, I see a tall man, well dressed and well groomed. A pair of eye glasses with a wide black ribbon give him a very distinguished look while a coy little rosebud in his buttonhole announces to the world that he is still in the matrimonial market.

The crystal is clear. Oh yes! Here comes another figure. It is a happily married woman. Her maiden name was Marjorie Dockstader. She holds the position of cashier in her husband's delicatessen shop. I see now! She received her training as treasurer of the Students Association while she was in school.

The next face I see is that of Starr Spoor. He is road commissioner in the town of New Lisbon. The road to the Nearing estate is a cement highway sixteen feet wide. Although he attended a school for tree surgery, he so sympathized with the people living on cow paths that he has turned his life work to the improvement of back roads.

A figure familiar to all of you now appears. The name is Frederick Dockstader. His profession was forced upon him. Miss Lacey and Mr. Clement required so many posters of him that he decided he might as well go into the business, and at present he operates a large sign company. The crystal shows that before his sister was married, he had signs to hang on the door as to whether she was at home, and if not, when she would return.

Here is a short dark woman, who is prominent in New York City beauty culture. The name is Madame Alfrietta. She has one of the largest beauty salons in New York City and one of the most popular ones. She has spent many years attempting to produce a formula that would keep unruly hair in place. In her school days she worked long and tediously on her friend, Elizabeth Dexter, and has at last patented a process, composed mostly of LePage's glue, which she guarantees will tame even Miss Dexter's hair.

The next form to appear in the crystal is that of your golden headed little school friend, Elizabeth Dexter. As you will remember, she was seen a great deal in a wine colored "Chevy" the latter part of her senior year. Although she went to Albany Business College, she has never used her diploma. Her charming curls go well with the costumes worn in Dr. Morris' creamery.

I now see a rather tall woman with pearly white teeth. The name is Ada Harris. Since leaving high school she has invented a new kind of gum which is good for the

CLASS OF NINETEEN THIRTY-TWO

teeth. Therefore, teachers are forced to allow pupils to chew during school hours. So much of the joy of her school days was curbed by the cruelty of the teachers in this respect that she has given much of her life to the perfection of this new joy for children of the future. Her largest consumers are Winnie Lightner and Will Rogers.

The Yankee Stadium roars with acclaim. The famous Decker has just pitched a no-hit, no-run game. He is the highest paid baseball player on the continent; the stadium is packed today to see one man play, and they have seen him play.

Here is the nation's most famous face, especially to those who worship movie heroes. He has changed his name to Oscar Elias, but you would know him as John Fredrickson. He has been called the greatest lover of all times. A great clothing establishment makes a specialty of Sir Oscar tuxedos. He got much of his training in the art of acting under Miss Linzy during his high school days. You can learn more about him from any movie magazine.

Ah, here is the last member who entered your Senior Class. It is Laura Eldred. She has obtained many prizes in writing because of her use of Palmer method. She has also gained much note for her famous Latin translations.

Is it a statue I see? No. It is a lovely woman in flowing robes with the rising sun shining upon her trumpet and the golden chaplet in her fair hair. It is Dorothy Preston playing the call to worship at the Easter Dawn Service in Miami. Thousands have been drawn to the service in the hope of hearing the great Preston play.

The crystal is clear. The class of 1932 has passed.

Alma Naylor.

CLASS WILL

As it has always been the custom of graduating classes of Morris to leave tokens of remembrance, we, the seniors of nineteen thirty-two, wish to maintain this custom of fine school spirit shown toward the faculty and our fellow students. The following tokens, we hope, will prove a remembrance of the class of '32.

ARTICLE I—To the faculty we bequeath the experience they have received in directing our class in the new school.

We bequeath:

To Mr. Etienne, our principal, a net to capture hornets disturbing the history B class.

To Miss Washbon—For the purpose of keeping certain members of her history C class awake, we bequeath a supply of caffeine tablets.

To Miss Lacey—Another happy year in an Oldsmobile which has a wind "shield."

To Miss Smith—The ability to increase her knowledge of tree surgery.

To Miss Linzy—Armed guards to protect the flowers in her class room.

To Mr. Sheldon—A less embarrassing method of explaining the fundamentals of the electroscope.

To Mr. Clement—Chains to hold down the iron men he has built in gym classes.

ARTICLE II—To the Junior Class we bequeath:

The capacity to have as large a number of athletes in their class as in the class of '32.

An amount of individual polish, so they may maintain as orderly classrooms as have the seniors of '32.

ARTICLE III—To the Sophomores we bequeath:

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Better luck with geometry next January.

The ability to endure the strain of two more years of this terrible agony.

ARTICLE IV—To the Freshmen we bequeath:

Plenty of high school sunshine so that they may become ripe in a few years.

ARTICLE V—The following personal bequests we hope will prove a continual reminder of the first class to have the honor of graduating from the new school auditorium.

To Donald Preston—A new pair of spats.

To Adolphus Sloan—Boxing gloves so that he and Virginia may stage some real bouts.

To Marcia Tillson—A bouquet so that she may have some new "buds" from which to pick.

To Ruth Miller—A prominent part in the cast of '33.

To Francis Elliott—Better luck as cheer leader next year.

To David Townsend—A new squawk for his clarinet.

To Francis Smith—Shock absorbers to hold down his bouncing habit.

To Clarence Cooke—Good luck as butler of the Butternut Lodge.

To Jesse Brimmer—A permanent position as public speaker at Morris High.

To John Schrull—The title of "The Biggest Little Guy" in school.

To Edward Wheeler—Horse tonic for his horse laugh.

To Kenneth Cooke—Position as camera man in Hollywood.

To Herbert Sloan—A new pair of rubbers to replace the ones he left in Oneonta.

To Morgan Gage—A pocket dictionary so that he may accommodate Mr. Etienne during history class.

To Donald Campfield—A harp so that he may fulfill the position of Harpo.

To Ralph Lull—The title of "The Best Politician" in school.

To Margaret Leneker—Someone to inform her when she is being kidded.

To Clifton Tamsett—The prize for staying out the latest Saturday nights.

To Glenn Chase—A cleaner so that he can keep his ice cream trousers in better condition.

To Herman Salisbury—A package of Gillette blades so that he may be well shaven.

To Christine Card—Better luck as a stone carver.

To Howard Robinson—A brass band to amuse him during the third period.

To Robert Joy—A permanent position on the ball team next year.

To Adrian Richards—Someone to occupy the back seat of his new car.

To Raymond Livingston—Wide open spaces where he may get rid of his excess savage energy.

To Kenraid Shields—An instructor to teach him how to make toy airplanes.

To Ralph Stafford—A can of spinach to make him strong.

Signed the nineteenth day of May nineteen thirty-two.

Starr Spoor.

LeRoy Weatherly.

Witnesses

The Old School Building,
The New School Building.

CLASS OF NINETEEN THIRTY-TWO

PRIZE ESSAY

George Washington—The Farmer At Mount Vernon

George Washington, the greatest friend and benefactor the United States has ever known, so truly great that he has come to be known as the "Father of Our Country," was, during the happiest years of his life, a farmer on his Mount Vernon estate in Virginia. He was a true lover of the soil, a man who oversaw the tilling of his own fields, the planting, cultivating, and harvesting of his own crops, and finally the actual marketing of farm products that had grown and flourished under his care. The world seldom remembers Washington as a man whose hobby was "growing things," a hobby which would probably have become his life occupation, had he not been chosen as our country's champion during the crisis of her existence.

Too many of us think Washington was cold, haughty, proud, a demi-god,—not a man of warm flesh and red blood. He was superior to the average person, mentally and physically, yet he was human. Beneath that calm exterior smouldered a violent temper; sometimes it flickered when companions broached the "touchy" subject of his poor spelling. In leisure moments Washington liked to gamble for small stakes and how many of us can imagine him dancing a three hour marathon with a beautiful partner! It is so; perhaps the knowledge of it will help us to find and cherish true sympathy, respect, and love for the man as he really was.

But the great and noble virtues the man Washington possessed far out-shadow those small short-comings. His was the ability and the will to do. He gave his best to the country he loved the while his heart yearned for his own beloved Mount Vernon, his beautiful farm home on the banks of the quiet Potomac.

Although George Washington was able to devote comparatively few years of his life to farming; nevertheless, Mount Vernon was the model plantation of the colonies. He strove not for quantity but for quality of farm produce. Washington was a disciple of intensive agriculture and he early realized the destructive effect of tobacco raising on the soil. He strongly opposed the current idea that "it is cheaper to till the new acre than to fertilize an old one." While his neighbors continued to ruin their acres, Washington substituted wheat for tobacco and attempted to preserve soil fertility.

Leader in his community, advocate of new and better methods, pioneer and guide, George Washington was, in short, a progressive farmer. When blight and rust and smut and insects fell upon his fields of grain, did he take it as a matter of course? He did not! His journals and diaries show evidence of his attempts to combat plant diseases and scourges. Many times he failed; other times he succeeded. Of all he took careful note.

Student of various angles of farming and practitioner of others, perhaps the phase which interested him most was the theory of rotation of crops to conserve the soil, an art then in its embryo state. Washington's records are full of diagrams and outlines for crop sequence. The subject intrigued him, it was so wholly revolutionary and theoretical. In actual practice he was never quite satisfied with the results he obtained, yet he instituted fundamentals that are accepted today.

Washington was "one of the most methodical men who ever lived." His Mount Vernon estate of eight thousand acres was divided into five farms of various sizes. Over each ruled a superintendent, directly responsible to Washington. It was the latter's set habit to visit each farm every morning, talk over the day's duties with each

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manager, and sometimes even go out in the fields and oversee the work. Rain or shine, morning visitors of George Washington found him riding horse-back over his farms, unless he were sick in bed. During his many periods of absence from home, the managers sent him weekly reports of the work done on each farm, and in return, even when weighed down with grave matters of government, Washington wrote long letters of encouragement and advice. His Mount Vernon was clearly etched on his mind. Every feature, landmark, and building was known to him. He longed only for the time when he could return, for he said himself in later life, "to amuse myself in rural pursuits will constitute my employment." "Amuse" in the sense of recreate, to gain freedom and rest from cares of state, to become a citizen, his own master, just a farmer.

George Washington—a true son of the soil, true to his rural ancestors, true to the home of his boyhood, true to his own ideals—a true "country gentleman."

John Fredrickson.

THE MORRIS SCHOOL

The first school building in Morris stood across the Butternut Creek bridge and about opposite the cemetery driveway. The exact date is not known but it was built sometime in the latter part of the eighteenth century. At this time one teacher is known to have taught one hundred and two pupils. There seems to have been some question in the minds of the townspeople as to the proper location for the school building, for the same building was moved twice. It was first moved to the lot on Grove street where Mrs. Bennington now lives and a few years later was changed to a lot which was part of the present school grounds. This building stood at the very point of the wedge formed by the two roads. When the new building was built in 1861, the old one was moved to a lot on Liberty Street and was rebuilt into the residence of Mr. and Mrs. L. A. Hewell.

The new school house was built on the same property but in back of the previous building. It was in this building that our grandparents attended school. In 1869 the school was organized as the first Union Free School in the county of Otsego. In the summer of 1873 it underwent extensive repairs. A new addition was built which greatly increased the size of both the primary and intermediate departments. The second floor was changed over, and new desks and seats were installed. The lawn was graded and some shrubbery planted. In 1875 this school became an Academic School and for many years pupils from the surrounding country came to Morris to get a high school education. In talking with a teacher, who once taught here, I learned that the first year she received two hundred and forty dollars for teaching sixty-two pupils of the fifth, sixth and seventh grades for forty weeks. The next year because of efficient services, she received a twenty dollar raise and drew the large salary of two hundred and sixty dollars. The average salary of a grade teacher is one thousand four hundred dollars now. The catalogues of the eighteen nineties offer unfurnished rooms for fifty cents a week. One can almost see the country children coming in behind the old grey nag with a week's supply of food and fuel. I also learned that tuition in those days was five dollars a term or fifteen dollars a year since the year consisted of three terms. It was in this building that Regents examinations were first introduced under Principal Babcock. Two teachers, a principal and a preceptress,

CLASS OF NINETEEN THIRTY-TWO

taught all the high school subjects and also training class. It is interesting to notice that thirty-eight subjects were offered in high school alone and that these included German, zoology, solid geometry and astronomy. In 1893 the whole school included two hundred and thirty-seven pupils. To-day it includes two hundred and fifty-four. In 1894 this building was moved to Grove Street. It is now occupied by Lee Colburn.

The building which was erected on the same foundation that year was the third school house in the history of Morris. It is the one recently vacated and the one which really seems like "home" to most of us. When the building was erected at a cost of eight thousand dollars, it was thought that nothing could be more suitable, and it seems especially remarkable to those of us who attended school there recently that the building could ever have seemed so modern. We read that "As equipped, there is no school of its kind that can offer greater inducements than the Morris school to parents who are seeking to educate their children."

In 1930 Dr. Morris offered to give half the cost of a new building, and a meeting was called to discuss the matter. It was decided to accept the generous gift, and the question of centralization was brought up. In the latter part of the same year the school was organized as the Morris Central School. Many districts were taken in, new buses bought and the fall of 1930 found the Morris school greatly enlarged. Principal P. A. Etienne was given the position of supervising principal. In the spring of 1931, ground was broken for the new school and on Lincoln's birthday, February the twelfth, 1932, the building was opened to visitors. The following Monday school re-opened in the new building. The entire cost of construction and equipment was three hundred and thirty thousand dollars.

Five generations have worked to build a real school at Morris, worked frequently without money and often without the co-operation of the general public. And now, at last, the generosity of Dr. and Mrs. Lewis Rutherford Morris has made possible this beautiful new building, far beyond anything of which these past generations had even dreamed.

Alma Naylor

SCHOOL ORGANIZATIONS

The Student Association

This year the Student Association has been especially active. Officers were elected soon after the opening of school: president, LeRoy Weatherly; vice-president, Donald Preston; secretary, Adolphus Sloan; and treasurer, Marjorie Dockstader. A little later, Francis Elliott was chosen cheer leader and Dorothy Preston song leader.

Student Council, the governing body of the Association, has been concerned with the writing of a constitution for the organization. After many meetings in which rules were formulated and discussed, a constitution was drawn up. Inasmuch as the Association has never had such an instrument, the Council regards the constitution as an important achievement.

A special effort has been made this year to develop greater school spirit by the discussion of student affairs and the participation in school songs and cheers. The frequent meetings of the Student Association have increased the pupil's interest in his school.

LeRoy Weatherly.

MORRIS HIGH SCHOOL

Name	Appearance	Favorite Expression	Amusements	Ambition	Disposition
LeRoy	Immaculate	Aw, nerts!	Bumming to Oneonta	To be a second Will Rogers	Very Changeable
Dorothy	Solemn	Why!	Entertaining lower classmen	To join the army	Calm
Marjorie	Pensive	It was awful!	Riding in a Buick	To be a member of the Gage firm	Affectionate
Elizabeth	Wooly-headed	Heavens!	Chasing Ade around the halls	To catch Ade	Lovable
Alma	Sleepy	Oh, Yeah!	Keeping track of other's business	To find a faithful man	Inquisitive
Ada	Lack of sobriety	I dunno'	Chewing gum	To marry a millionaire	Variable
Milton	Manly	What time is it?	Visiting at So. Broad St.	To join the big league	Stubborn
Frederick	Active	Aw, rats!	Drawing Cartoons	To own a Rolls Royce	Disagreeable
John	Boyish	Shucks!	Noting ladies styles	To go west	Sunny
Laura	Lively	Oh, dear	Skipping school	To be a gym teacher	Docile
Starr	Unconcerned	My goodness!	Renting sweaters	To be a tree surgeon	Quiet
Dawn	Petite	You don't mean to say!	Entertaining baseball players	To be a stenographer	So-So
Alfaretta	Quiet	Please let me!	Fighting with high school boys	To go to Atsdawa	Aggressive
Richard	Freckled	Is that so?	Telling jokes	To beat Dawn in essay writing.	Fiercy

CLASS OF NINETEEN THIRTY-TWO

CLASS NOTES

Junior Class

In September of the fall of nineteen hundred thirty-one, our ten juniors met under the direction of Miss Washbon to elect officers for the coming year. The officers elected were: President, Adolphus Sloan; vice-president, Marcia Tillson; secretary and treasurer, Harriet George.

Several meetings were held during the following months and in December the Junior Class met to plan for a Christmas party. On December sixteenth, the juniors and seniors held a Christmas party. We played games and danced after which the girls served a supper. In January we lost one of our members, Laura Eldred, who entered the Senior Class.

It scarcely seems possible that we are approaching our last year in high school. We are anticipating the duties and privileges of Seniors.

Harriet George.

Sophomore Class

The Sophomore Class has enjoyed its position of superiority over the freshmen this year. On September twenty-first we held our first meeting at which we had election of officers. The officers elected were as follows: Emma Palmer, president; Kenneth Cooke, vice-president; Lillian Cooley, secretary and treasurer.

The greatest event of the year was the initiation of the freshmen. We had a Hallowe'en party and initiated them. We did our best to amuse the freshmen and I rather think they enjoyed themselves. The freshmen boys amused themselves by walking in the attic while the girls favored electric shocks in the cellar. They all seemed to enjoy walking on beans.

At Christmas time the freshmen entertained us at a party. There was a Christmas tree and many presents. Some of the presents received were rather funny. Everybody enjoyed himself. At the present the class members are looking forward to a June picnic.

The Sophomores are all steadily progressing on the road to honor and hope to turn their class duties over to a new class next year.

Lillian E. Cooley.

Freshmen Class

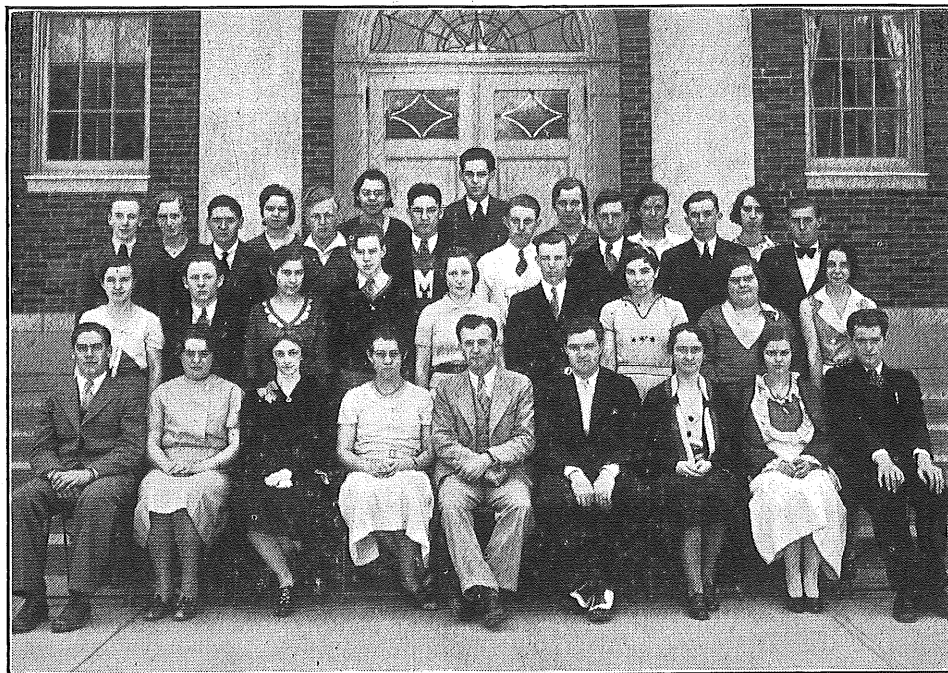
The Freshmen Class has made a good start along the path of fame. Didn't we feel proud when we held our first Freshman meeting? We elected the following officers: Francis Elliott, president; Dorothy Chase, vice-president, and Christine Card, secretary and treasurer. During the last week in October the Freshmen Class could be seen being especially nice and attentive to the superior sophomores for wasn't initiation coming soon? On the evening of October twenty-eighth, the freshmen walked somewhat timidly into the school house where they were to meet their doom! I can not go into detail to tell what they did to the freshmen, for the memories are all too painful.

At Christmas we in turn gave the sophomores a party. A Christmas party wouldn't seem real without Santa Claus so of course we had him in the person of Edward Wheeler. Santa's gifts turned out to be rather humorous. We all had a good time and hope the sophomores did also.

Now that the year is almost finished the Freshmen Class feels proud that they have passed through the first stage of their high school career.

Christine Card.

MORRIS HIGH SCHOOL



DRAMATIC CLUB

This year we had the largest Dramatic Club we have had in the last few years. At the Morris Fair, the play "Neighbors" was presented. In December, the Senior Class presented three one-act plays in the Parish House. In March, three one-act plays were given in the auditorium of our new school. One of these plays entitled "Circumstances Alter Cases" was entered in a contest at the Smalley's Theatre in Norwich. The cast for this play was chosen from the fourth year English class and was under the direction of Miss Linzy. All of the plays were well presented and we feel that we have reason to be proud of our Dramatic Club. Much of the success of the plays however, was due to the efforts of those who directed them and the time which they gave.

THE NEIGHBORS

Grandma Marjorie Dockstader
 Mis' Diantha Abel Laura Eldred
 Eyra Williams Richard Campfield
 Peter John Fredrickson
 Inez Marcia Tillson
 Mis' Elmira Moran Emma Palmer
 Mis' Trot Frieda Schmuck
 Mis' Carry Ellsworth Theda Foote

Director—Miss Annette Linzy

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THE SILENT SYSTEM

The Husband Frederick Dockstader
 The Wife Marjorie Dockstader

Director—Miss Ruth Smith

A MIDNIGHT FANTASY

1790 Elizabeth Dexter
 19 Alfaretta Card

Director—Miss Gertrude Washbon

COUSIN JULIA'S JADE EAR-RING

Cousin Julia Alma Naylor
 Mr. Tucker Milton Decker
 Mrs. Tucker Dorothy Preston
 Tommy Tucker John Fredrickson
 Roddy Glenn Richard Campfield
 Marjorie Tucker Dawn Mudge
 "Beaney" Jones Starr Spoor
 Rosie Ada Harris

Director—Miss Annette Linzy

VALLEY FORGE

General Washington Francis Elliott
 General Lafayette Ralph Lull
 Billy Lee Donald Campfield
 A Sentry Dean Carpenter
 A Man (The Commissary) Donald Preston
 Two Deserters Morgan Gage, Kenraid Shields
 A Stranger (Count Pulaski) Herbert Sloan
 An Old Woman Christine Card

Directors—Mr. Raymond Clement; Mr. Peter A. Etienne

TRAINS

Stephen Richard Campfield
 His Mother Ruth Miller
 Anna Laura Eldred

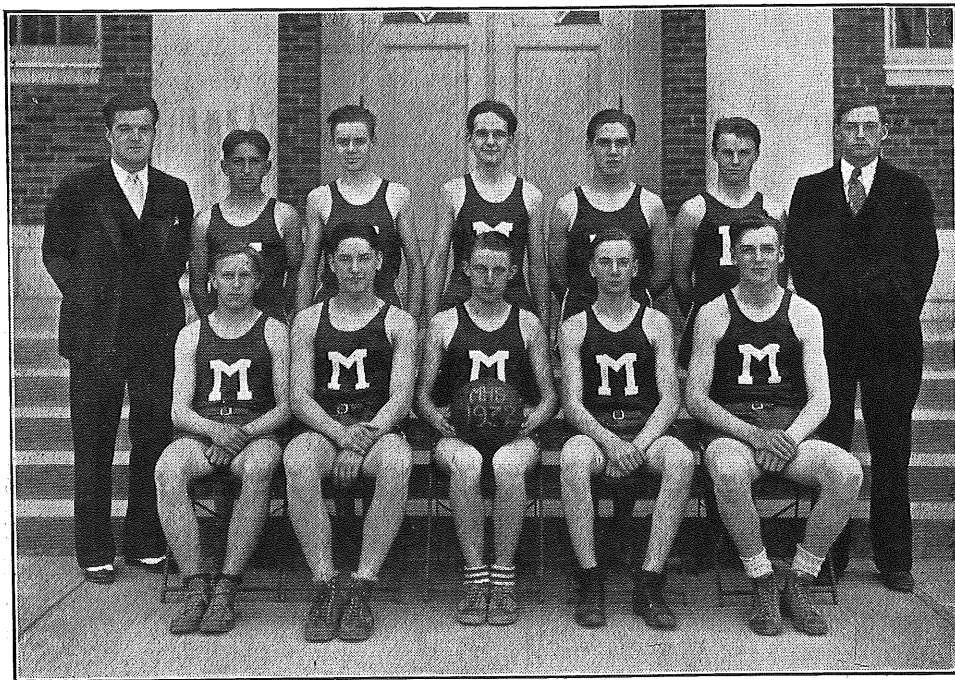
Director—Miss Annette Linzy

CIRCUMSTANCES ALTER CASES

Eve Hamilton Laura Eldred
 Don Hamilton John Fredrickson
 Betty Everett Dawn Mudge
 Stephen Everett Richard Campfield
 Maggie Ada Harris

Director—Miss Annette Linzy

MORRIS HIGH SCHOOL



Standing: Clement, coach; Livingston, D. Campfield, Wheeler, Weatherly, Jordan, Decker, mgr.
Sitting: Southern, Lull, Preston, capt.; R. Campfield, Carpenter.

BASKET BALL TEAMS

This year, 1932, Morris High School was represented for the first time in the Tri-Valley Basket Ball League, consisting of six schools, with a boys' and girls' team from each school. Two games were played with each school in a home and home series.

Morris was handicapped by the lack of a basket ball court in the old building and was unable to play until the league was well under way. Suits were purchased for both boys' and girls' teams from the funds obtained from admission tickets and from three one-act plays given by the students in the new auditorium.

The first games for Morris were played with the boys' and girls' teams of Gil-

CLASS OF NINETEEN THIRTY-TWO



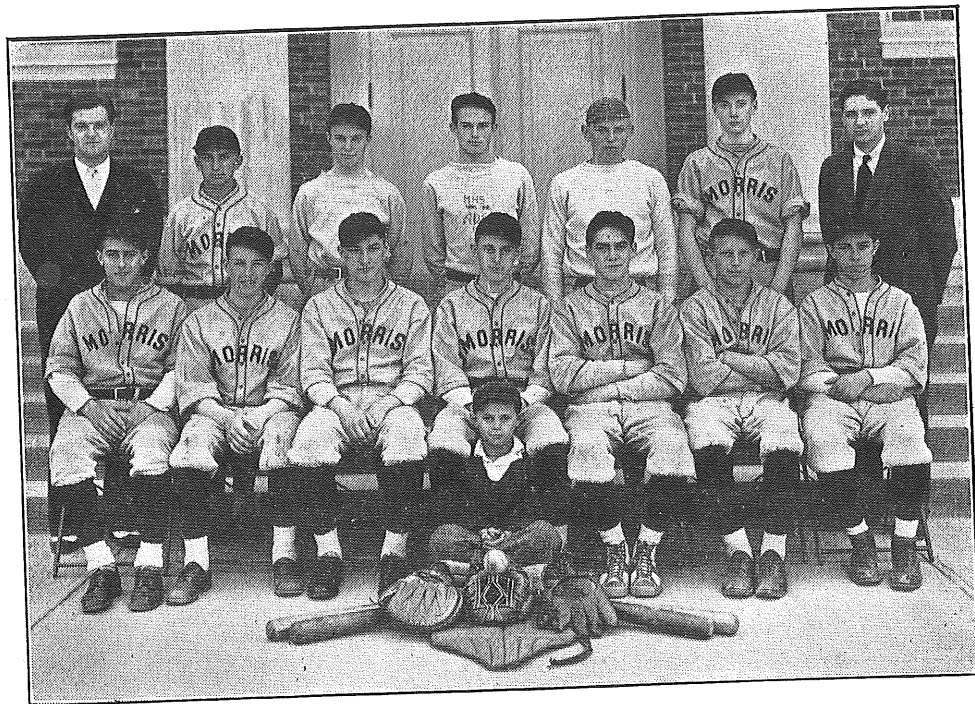
Standing: Clement, coach; Mudge, Naylor, Richards, Cooley, Miller, mgr.
Sitting: Niles, Faber, Lemly, capt.; Eldred, Palmer.

bertsville in February. The Morris players had never played before until this year, but in spite of the handicap, the boys won. Although this was their first year, they did not score the lowest in the League but finished in fifth place. We are confident that next year our teams, both boys and girls, will give the other teams a hard run.

The teams are very grateful to the community and Board of Education for the fine gymnasium provided for them and for the support throughout the season. The instruction of Coach Raymond Clement was of much value to the team and it will probably have its effect on future teams of Morris.

Donald Preston.

MORRIS HIGH SCHOOL



Standing: Clement, coach; Livingston, Jordan, Richards, Joy, Campfield, Gage, ast. mgr.
Sitting: Dockstader, Fredrickson, mgr.; Lull, Preston, capt.; Weatherly, Southern, E. Rendo, F. Rendo, mascot.

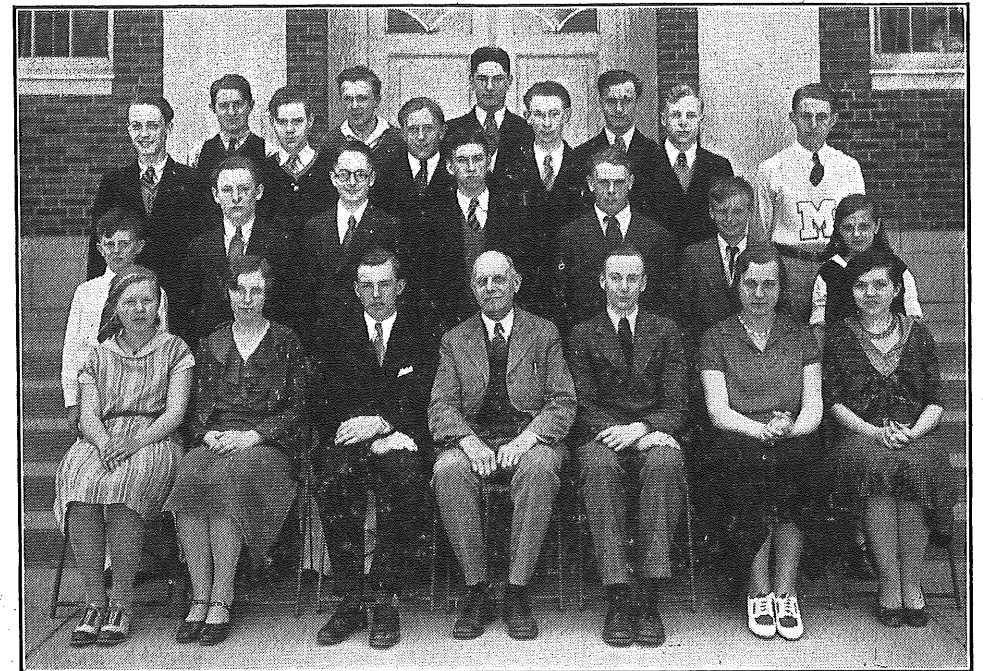
BASEBALL

Although the baseball team lost to Otego in the play-off for first place in the Western Section of the Tri-Valley League the season may still be considered as having been a success. The team played very consistently throughout the entire season, showing a constant improvement in all departments of the game, especially in fielding. The team played thirteen games, winning ten. The team responded well during the entire season with the careful guidance of their coach. By graduation the team loses three letter men.

Morris— 5
Morris— 1
Morris— 8
Morris—27
Morris—15
Morris— 0
Morris— 9
Morris— 9
Morris—15
Morris—14
Morris—18
Morris— 5
Morris— 2

New Berlin—9
New Berlin—8
Mt. Upton—4
Gilbertsville—2
Edmeston—10
Otego—8
Laurens—10
Gilbertsville—4
Otego—4
Laurens—6
Edmeston—8
Mt. Upton—2
Otego—4

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THE ORCHESTRA

The orchestra, organized in 1929 under the leadership of Professor G. H. Mulig, has enjoyed another successful year. The number of private lessons given every Tuesday afternoon has increased considerably over that of the previous year.

At a session of the teachers' conference in Oneonta High School, December twenty-second, the orchestra rendered several selections. The second concert was given in the school auditorium on May twenty-fourth. The orchestra has played for several school assemblies and has assisted the Dramatic Club in evening entertainments. We feel that the future position of the orchestra in school activities is secure.

Joseph Naghski.

MORRIS HIGH SCHOOL

PRIZES

1. The James R. Morris American History Prize.
2. The Rev. George H. Sterling Scholarship Prize.
3. The Alumni Association Scholarship Prize.
4. Dr. W. D. Johnson Association Prize.
5. The Edwin E. Carpenter Prize.
6. Science Prize.
7. French Prize.
8. Mathematical Prize.
9. Latin Prize.
10. English Prize.
11. History Prize.
12. General Science Prize.
13. Modern History Prize.
14. Elementary History Prize.
15. Grade Scholarship Prize.
16. Spelling Prize.
17. Junior Citizenship Medal of 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 5 academic units to their credit. The essays will be judged by experts and marked on the following score:

1. Originality, accuracy of statement, general excellence60
2. Correct and elegant English30
3. Spelling10

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.

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.

The Edwin E. Carpenter Prize

Established by Mrs. Edwin E. Carpenter in memory of her husband. This is a cash prize of \$10.00 in gold given annually, to that member of the Senior Class who shall be selected as having most clearly manifested the following qualifications: excellent scholarship combined with the best evidence of responsibility to his or her obligation as a student in and out of the classroom. Selection to be made by ballot

CLASS OF NINETEEN THIRTY-TWO

in which the principal of the high school shall have one vote; a majority vote of the high school faculty, one vote; and a majority vote of all the members of the senior class, one vote. The conditions of this prize and the method of selecting the prize winner is to be announced at the opening of each school year. To be awarded for the first time, in June, 1933.

Science Prize

Mr. P. A. Etienne offers a cash prize of \$5 to the student obtaining the highest rating in the Regents examination in Physics or Chemistry, providing the mark is above 85 per cent.

French Prize

Miss Ruth J. Smith 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 90 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.

General Science Prize

Mr. L. W. Sheldon 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.

Modern History Prize

Mr. P. A. Etienne offers a cash prize of \$5 to the high school student obtaining the highest rating in the Regents examination in History B, 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.

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.

Junior Citizenship Medal of S. A. R.

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.

JAMES R. MORRIS AMERICAN HISTORY PRIZE ESSAY

The Effect of The Industrial Revolution on American History

"The industrial revolution is the name given to the tremendous changes brought about by the invention and application of machinery to manufacturing and transportation." It not only revolutionized every branch of industry, but also every phase of the existence of humanity.

We know very little of the beginning of man, but we do know that, when fire was discovered, and rude tools were developed, it meant to him not only additional comfort, but also greater expectation of life. He gradually learned to keep cattle and to domesticate a few animals. The crooked stick, which he at first used for cultivating, was replaced by a wooden plow drawn by an ox. He next devised the sickle for reaping grain, and used sticks for threshing it. This was the extent of man's industrial inventions up to the eighteenth century. These improvements are comparable to the inventions of our industrial revolution.

The slave system was the first servant system in civilization about which we have any knowledge. This disappeared during the first half of the Middle Ages, and the serf system grew up. This was supplanted by the domestic system during the latter Middle Ages, under which all manufacturing was done at the home or in small shops. At this time all work was done by hand, and each family had a small plot of ground in the "common field," to cultivate for their own use. In many villages, there were professional weavers, like Silas Marner, who spent all their time weaving for the more prosperous farmers, and for the squires and their families on the nearby estates. Many suffered from the social, religious, and superstitious prejudices, to which most people clung. This was partly the result of a very prevalent illiteracy. The fact that George Eliot did not dare attempt to publish her book under a woman's name is significant of the times. The existence of these people was, no doubt, drab and monotonous, but they were contented.

Late in the eighteenth century, we see the beginning of what is known as the capitalist, wage, or factory system. In every way it was the direct opposite of the domestic system: workers now owned neither tools nor machinery; the minute division of labor held sway; and whereas he had received the full profit before, he now merely helped to make the finished article, and received wages.

In the textile industry, there was already the distaff and spindle, and later the spinning wheel and hand loom. The first important improvement in this work was Kay's "flying shuttle," which doubled weaving speed. This was in 1753. Means of transportation were practically nil. The only vehicles were pack-horses and stage-coaches. Roads were impossible. Streams were forded; there were no bridges. So, in 1753, there had been only slight changes for a thousand years, in industry and communication. About this time, though, a new era of transportation began to appear. People began improving their roads. Turnpikes were built, where toll was charged at intervals to pay for their construction and repair. The Cumberland Road was one of these turnpikes, in America. My grandfather worked his own roads, and was given credit for it as part payment of his taxes. The first canal, equipped with lift-locks, was built in 1761 to facilitate transportation for English coal ships. Towpaths increased efficiency in transportation.

But perhaps the most revolutionary improvement in industry was James Hargreave's "jenny," which was invented the year the Stamp Act was issued, and spun

eight threads at one time. Two years after the Boston Massacre, Richard Arkwright devised a spinner, called the "Water Frame" being run by water power. Four years later, the year after Burgoyne's surrender, Samuel Crompton invented a combination of Hargreave's and Arkwright's work, called the "mule." It spun two hundred threads at once.

One invention again led to another, and since the need of a new weaving machine was felt, Edmund Cartwright's power loom, in 1874, was pressed into service. Eli Whitney met the increased demand for cotton with his cotton gin, which separated the seed from the cotton, and made a far greater cotton exportation possible. A new method of bleaching by chlorine and an easier and quicker method of printing patterns on cloth also helped the textile industry at this time.

The need for greater power was soon apparent and was met, in 1785, by steam power, which soon supplanted water power. A new method of working iron appeared in 1790, replacing the old bellows arrangement, and making possible a better quality of iron utensils.

The next inventions bring us back to the improvement of locomotion, the chief need about 1800. Water was the most feasible route, for good roads were impossible in our vast and uncleared territory. In 1807, Robert Fulton completed and launched his "Clermont" on the Hudson River, in spite of the fact that the crowd jeered and dubbed it "Fulton's Folly." It chugged bravely up the river at five miles per hour, thus inaugurating the steamboat.

This suggested the idea of steam coaches. George Stephenson, an Englishman, having worked on locomotives for a long time, in 1825 finally opened a passenger railroad.

In agriculture, there was McCormick's reaper, which was completed in 1831. This increased the farmer's efficiency twenty fold.

In the factory field, there were steam hammers in 1838, planing mills for wood-working, the Bessemer process of producing steel more rapidly, and before 1900 the discovery of petroleum as a substitute for coal. Friction matches in 1827 was the first improvement on prehistoric methods of making fire. Illuminating gas, a new method of canning food, Howe's sewing machine, and only recently, electricity have added immeasurable to home comforts. In the field of communication, we have the English steamboat in 1838, "Great Western," using coal for heat, and a screw propeller. It established the first steam trans-Atlantic transportation, and made navigation much cheaper and faster. We have Samuel Morse's telegraph in 1844, Field's cable, the first rotary printing press, in 1887 the automobile, and the Wright brothers' aeroplane in 1905. These, with the phonograph, radio, and moving picture have contributed much to education. Most of these inventions came from America, in spite of the fact that the rich men in England did all they could to encourage inventors. During the War of 1812, our ports and Europe's were blockaded, causing the necessity of home manufacturing. This infant industry would have perished after the war, had not high tariff laws been passed to prevent it.

The revolution had enormously promoted human progress, but at first it was accompanied by hardships for the working class. For nearly all, there was an increase in the standard of living. There was an increase in wealth, too, but too much of it went to the capitalists. Slums grew up, retarding the growth of mind and health of body by squalor. Unwholesome and crowded conditions existed in the homes.

MORRIS HIGH SCHOOL

In the factories dangerous machinery, working conditions, and low wages were detrimental to the laborer. Skill, formerly valuable, was now worthless. The result was riots, and sabotage by resentful, embittered, and partly crazed workers. The capitalist was a significant member of society, with his mansions and servants, but perhaps the laborer was more significant—helpless, hopeless, dependent on his employer for food, clothing, shelter—life, in fact. So these two new and usually hostile classes, with very little in common, grew up in the cities. It was the cause of the Socialist movement, which soon developed. Various labor unions were organized before long by the "operatives" and were partly successful in their demands for the exclusion of non-union workers, shorter hours and better wages.

Even then, America was growing fast and was known as "the land of opportunity," for it was, even under those tragic conditions, a better place to live than Europe. The growth of new methods of communication brought a new growth in the West. Interstate commerce grew, freight rates were reduced, cities grew up, the Middle West was developed, and a new nationalist sentiment appeared. Free public schools also developed from the revolution. Attendance at these schools was possible, for progress had brought leisure, transportation, knowledge itself.

And so we are now a very superior people. Education in every branch has made most of us broad-minded, healthy, efficient, prosperous. It has raised our standard of living. If we do not believe this, we may consider European and Asiatic countries which the revolution has not reached. The people have progressed very little in two thousand years.

But what of the generation that cannot remember the Armistice? What improvements will they see during their lifetime? Someone has said that there will be "probably no miracles, but more speed, more efficiency, and one radical idea—rockets." Rockets are merely toys now, but they may accomplish great things, because higher and colder altitudes may be reached in these projectiles. A speed of eighty-five miles per hour has already been achieved. The autogiro "the reinvention of the aeroplane," also has great possibilities. It is safer, cheaper, and more convenient than present means of air navigation.

The threat of running out of fuel does not seem feasible to me, for new fuels are being invented constantly. Even the sea and the sun have been harnessed, and may eventually furnish most of our fuel, although they are not yet used practically for power.

In every branch of industry, we find new methods. Experts say that anything may happen in communication. They are now working on the vacuum tube. The robot, a mechanical man, is another amazing new machine. Materials for houses and furnishings are constantly being devised; for instance, the new chipless and stainless Monel Metal sinks. We have conditioned air, "washed and treated for temperature." In the matter of health, we have many new ideas, such as treating glands for abnormal cases of growth and mentality. Perhaps the typical thing about the new generation is its attitude toward research—encouraging it as much as possible.

And so the wonderful, colossal industrial revolution is still going on and will, it seems to me, go on as long as this world lasts. Perhaps, if we use up the resources of this world, we shall be able to move to another, by that time, and transplant ourselves there!

Ada Harris.

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I think that I shall never see
Another senior quite like SHE.
She chews her gum from nine to four;
She always seems to have some more.
You all must know just whom I mean,
She's chewing now, as can be seen.

Our advice to Freida is:
Watch your step and mind your "biz."
Hitch your wagon to a Starr
Keep your seat, and there you are!

Miss Washbon: If your mother bought four baskets of grapes, the dealer's price being twenty-five cents a basket, how much would the purchase cost her?

Bright Pupil: You never can tell. She's great at bargaining.

There was a young man named Pat,
Who was always taking a nap;
Teacher came by,
Caught him asleep on the sly,
And her stick went rappy-rap.

Miss Linzy: Explain the meaning of the word "ecstasy."

Pupil: It is -er- a feeling.

Miss Linzy: Yes. Is it a feeling of pain or of pleasure?

Pupil: Er - a feeling of pain.

OUR OWN BONERS

Edison Marshall was an animal writer.

Vocational training is that which is given to soldiers and sailors to make them fight better.

An epic is a disease spread in oriental countries.

A budget is a tax put on goods that you buy.

The Holy Alliance was an agreement between the Pope and Napoleon.

Civil service is an improvement over the Monroe Doctrine.

John Burroughs was connected with labor unions.

Gompers is a naturalist.

Louise Clark explored the Louisiana territory.

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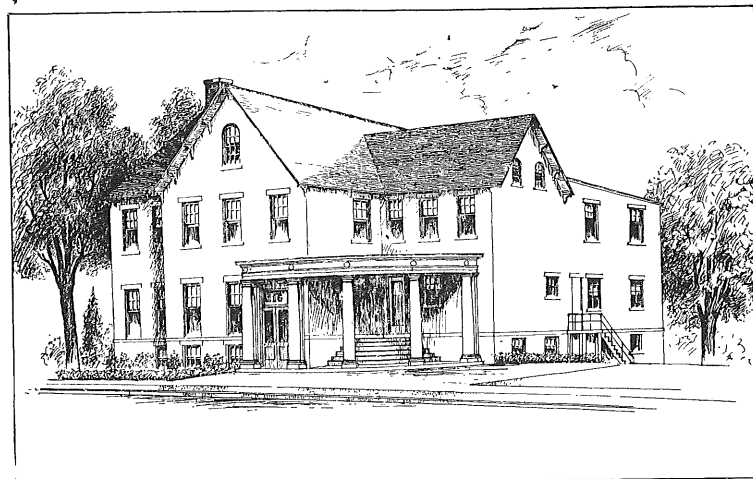
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