

Development



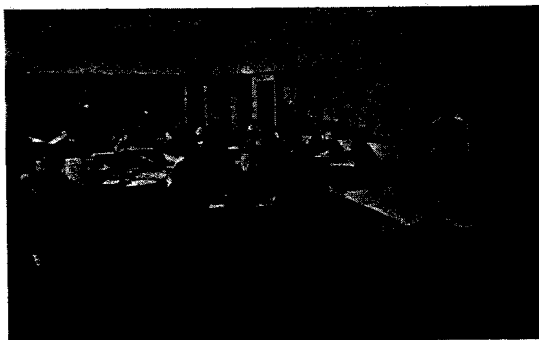
*Industrial Arts
Class in Woodworking*

along happily with other people, then we want that opportunity for all our children. We want it for John, whose sense of achievement comes through Latin and chemistry and geometry; and we want it for Albert and Mary and Joe and Sue, whose interests bring them but moderate satisfaction in their academic subjects, but who in the shop, the home economics or art room, the commercial subjects, the glee club, band, or orchestra produce work of which they can be proud. We must all learn to face defeat courageously; but anyone who has known only defeat as a child has very little courage with which to face life at all. The practical and fine arts help many in the school to know success.

The practical and fine arts have a pre-vocational value for many pupils. They are an indispensable part of an effective school program for those who already have vocational interests in these fields and also for those who need contact with them in order to discover such interests. Columbia graduates each year achieve outstanding distinction in advanced schools of music, art, and home economics.

As well as having a pre-vocational value for some, the practical and fine arts have an appeal and value for practically every boy and girl in the school. They develop in every pupil who takes them the ability to be a more responsible, efficient, and happy member of the home. They provide experiences which closely approximate those situations in which the children must be adequate in their daily lives outside of school. They instill a sense of the cultural heritage of our race and an appreciation for cultures other than our own. They build up desirable patterns of behavior: leadership, initiative, cheerfulness, self-discipline, ability to cooperate with the group. And through these subjects pupils find beauties in the world of art and music which might otherwise never be revealed to them.

Although happiness in work rather than quality of work may be the aim in the case of certain pupils, Columbia High School takes a natural pride in the general high standard of workmanship which is maintained in these courses. The friends of the school are able to judge of this when they listen to concerts given by the music department, notice the quality of the costuming and of the stage settings of the dramatic productions, or examine the displays of the practical and fine arts exhibit which is given annually. This high achievement is also indicated by work done by Columbia graduates in schools where they later take special training in these fields. Because of the maintenance of high standards and because the instruction assures the greatest advantage to each individual, the practical and fine arts departments present a highly valuable program in the "development of ability."



Class in Art

GLADYS HAYNER of the Guidance Department.

Of Ability

ACADEMIC training, once the privilege of the few, is now recognized as a necessity for the education of all. If the potential citizen is to understand those forces which underlie and affect our civilization, to appreciate the difficult political and economic problems of our times, to comprehend the different aims and points of view of other nations, or even those of his own country, he needs the study of history and economics. If he is to meet and solve his own business problems or to take advantage of the developments in the modern scientific and industrial world, he finds the study of mathematics and science necessary. And if he is to develop interests which will help him to make better use of his leisure time, and to interpret traits inherent in human nature and be able to relate them to his everyday living, he must come to know "the evergrowing record of human life . . . which enables him to share with sympathy in the best that men have thought and imagined"—which is the essence of the literature in all languages. Whether he goes to college or enters the business world at an earlier age, he will need academic studies in order to acquire the incentives and the ideals which will make him an effective and intelligent member of society.

To meet this challenge of the necessity for the education of all, the academic studies and the methods of their presentation have undergone a close scrutiny. This has resulted in a vitalizing and enriching of all studies in this group. For example: in modern languages we find that the skill and accuracy of expression which is insisted upon makes it possible for the pupils to acquire greater reading power in those languages. The teachers of modern languages, in Columbia High School, through the facility and accuracy in the language which come from their foreign training are able to create the atmosphere of a living language in the class-room. This vitalization is also true in Latin; for no longer is one year of the subject given to the study of a single author. Instead, we now have wider and more selective reading among many Latin authors, and we now place more emphasis on an understanding of the life and influence of the people and the times which produced these writings. Likewise, science, through better laboratory methods, more skilful presentation of subject matter, and wider knowledge on the part of the teacher of new scientific trends and facts, has become a more purposeful and vital experience on the part of the pupil. And further, there could be shown the valuable contributions to the pupil's equipment for present-day living, through the enrichment and practical application of other academic subjects, such as history, English, and mathematics.

In the pursuit of all academic subjects whether required or elective, a pupil is encouraged to follow any worthy enthusiasms, to express whatever creative powers he may have. From these studies he may choose what he will to develop his own peculiar aptitudes and mental abilities, habits of clear and independent thinking, and free and accurate expression. From them he may gain that self-discipline which results from persistent mental effort and which is essential to a spirit of true freedom. In addition he may acquire those experiences which lead to richer and more effective living, those interests and inspirations which instill high ideals and encourage leadership of mind and spirit.



*Science Laboratory
Class in Biology*



Formal Class in French

HELEN M. CARRIGAN, *Head of the Latin Department.*

And Character—



SCHOOL COUNCIL

IF anyone were to delve into the history of Columbia High School, he would find that for many years there was no form of student government. Pupils had no voice in the organization, as the school was governed entirely by the faculty. This system failed to develop initiative and furnished very little stimulus to a school spirit characterized by voluntary co-operation and service; it repressed leadership and confidence, and gave the pupil little sense of responsibility. Finally the values gained from pupil participation in school affairs were recognized, and in 1920 the first school council was founded, a council that grew up out of the needs of the school. For the first time the pupils were given an opportunity for self-expression. For instance, the class of 1924, concerned over the congestion during lunch hour, brought the matter to the attention of the council, and a traffic committee was organized to relieve the condition. Similar examples could be cited to show how each committee of the council has represented a vital need within the school.

Until 1927, however, the council had very little direct contact with the majority of the pupils because there was no homeroom representation. The council was composed of the officers of the various clubs and classes, and as a result membership was largely composed of upper-classmen. The majority of the pupils quite naturally lost interest in such an organization, and the council, acting as a legislative body, defeated its own purpose. Now each pupil is given equal opportunity to express his desires through the homeroom representative who is a member of the council. This direct representation, with close contacts, makes each pupil feel that he himself is an important part of the council. He develops a genuine sense of values and an interest in spotting difficulties in the organization of the school. In attempting to analyze the causes of these difficulties he learns to see issues clearly, then to make unselfish decisions that represent the best interests of the school.

It is an accepted theory that any organization whose work benefits society in general develops the character of its members. The school council of Columbia is such an organization. A large percentage of the work of the council is delegated to various standing and special committees, which have grown out of the needs of the school. Committee members are given an opportunity to develop a sense of responsibility as each one must depend largely on his own initiative and interests to carry out the general plans originated in council meetings. Integrity and fairness are essential qualities in leaders, for problems must be handled tactfully in order to develop favorable sentiment and to secure co-operation of the entire school body. Pupils who have the opportunity to be members of the council or to serve on the various committees develop qualities of leadership, adeptness in making decisions, and awareness of the interests of a large group. Through the leadership of such pupils "the ideal of unselfish service" is an integral part of Columbia High School.

MALCOLM CROSS, *President of the School Council.*

That They



BOYS' GYMNASIUM

EVEN at an early date PHYSICAL EDUCATION was recognized by the people of South Orange and Maplewood as an essential part of everyone's education. Thus it was that:

January 17, 1900. The annual report of the district meeting referred to two new subjects in the curriculum—business training and systematic physical culture, both “successful and popular beyond our most sanguine expectation.”

The physical education of the 1900's was to our modern program what the first horseless carriage was to the present-day sixteen-cylinder giant of the road. Basketball was in its infancy. The forward pass in football was as yet untried. Physical tests and measurements were in the experimental stage of development. Only progressive schools had programs of physical education.

Today the program of physical education is concerned with the development of the whole individual. It contributes to a powerful program in activities favorable to wholesome physical, mental, and emotional growth. It is a powerful factor in character education.

The department is closely linked with the school doctors and nurses. Every pupil who takes part in its activities is given a physical examination by the school doctor. All candidates for school teams are given rigid medical examinations. The physical education instructors give a posture inspection to all pupils in the school, followed by corrective work for those who need special attention.

Every boy receives a physical efficiency test which shows how he rates as compared with other boys of his own age and weight. This test of physical fitness is used to classify individuals in activities, to show individual and group progress, and to serve as a starting-point for much of the instruction in hygiene.

Through gymnasium games, swimming, life-saving, football, basketball, ice hockey, baseball, soccer, track, tennis, fieldball, speedball, apparatus work, and tumbling, the program offers social training for leadership and followership, training for the acquisition of desirable skills, and experience leading to the formation of permanent recreational interests. In general, all boys and girls without physical handicaps learn to swim. Hundreds pass the first aid test given by the American National Red Cross, and many qualify as junior and senior life-savers. This schedule taxes the capacity of the department from 8:30 in the morning until 5:30 at night.

Class instruction is given in first aid, safety education, and general health principles. Safety education deals with the importance of knowledge and care in preventing the common accidents which cause tremendous death and suffering throughout the nation. First aid is concerned with the proper procedures in caring for the victims of accidents. Personal and group health instruction stresses particularly the formation of desirable health habits. Fresh air, sunlight, sleep, rest, proper food, bathing, and mental hygiene are among the topics studied. The aim throughout is to provide instruction and activity which help pupils develop and maintain vigorous health.

THOMAS W. HIGBEE, *Head of the Department of Physical Education.*

May Become

CLUBS, as organized in the modern American high school, have become a vital part of school life. To become a member of a specific organization, to belong to a group interested in a common field, and to help develop the plans for that group is the desire of the normal boy or girl. Class work depends on the organization of a department, the school council is staffed with an elective body, various sports demand a certain degree of physical prowess, but club organizations may represent the interests of any special group.

School clubs because of this variety offer fine opportunities for exploring, developing, and widening the interests of the pupils. Certain specified material must be presented in the class room, but a club may explore that same general material intensively or extensively. In the same manner clubs that are closely related to subjects taught within the school have an unusual opportunity to motivate class work and to present varied material in an informal manner. Dramatic organizations not closely connected with specific class material capitalize the special interests of pupils.

The changing interests of the pupils during a period of years are reflected in the type of clubs formed and the purposes of each. As scientific and social developments are made outside of school, so will clubs be organized or disbanded, with the result that club life does not represent a fixed plan, but rather a flexible adjustment suited to the needs of the pupils at that particular time. The development of clubs in Columbia High School since the organization of the early groups can be shown by the following list:

COLUMBIAN—Organized 1915.

To provide a medium for circulation of school and allied community news, to promote school spirit, and to build student opinion.

PARNASSIAN—Organized 1920 as a Debating Club.

To further dramatic art and an interest in the theater.

SCIENCE CLUB—Radio Club Organized 1922—Reorganized and Renamed "Science Club" 1927.

To give diversion, entertainment, and education in various branches of science.

GIRLS' ATHLETIC ASSOCIATION—Organized 1925.

To promote an interest in girls' athletics.

FRENCH CLUB—Organized 1926.

To encourage the study of the French language and customs.

GERMAN CLUB—Organized 1927.

To further an interest in German literature, language, and people.

GIRLS' LEADERS CLUB—Organized 1927.

To promote interest and leadership in the field of physical education, to encourage among all girls a spirit of cooperation and desire to serve Columbia.

BOYS' ART CLUB—Organized 1929.

To foster an interest in art, to give more opportunities for creative work.

COMMERCIAL CLUB—Organized 1930.

To promote an organized interest in commercial work.

SOPHOMORE DRAMATIC CLUB—Organized 1930.

To give an opportunity to those interested in play production to take part in all phases of dramatic work.

LATIN CLUB—Organized 1933.

To develop an interest in classical material, to give a broader knowledge of the Greeks and Romans.

MUSIC BOX—Organized 1934.

To bring together the outstanding musical talent in the school.

TABLE TENNIS CLUB—Organized 1934.

To promote and further the interest in table tennis.

THE GUILD—Organized 1934—an Outgrowth of "Creative Writing Club" and "The Book Club".

To foster interest in things literary and to pursue the intellectual interests of the members in music, art, and literature.

THE MOTION PICTURE CLUB—Organized 1935.

To foster the appreciation of desirable motion pictures, to encourage an interest in the technical development of photography.

In addition to the specific aims listed above which have been the pivotal points for the work of each club, these organizations have aided the normal processes of growth and development of the high school boy or girl, have encouraged socially acceptable attitudes, have fostered initiative and responsibility, and have developed the spirit of cooperation for the completing of a common task.

MARY S. HENDERSON, *Vice-Principal and Dean of Girls.*

Sturdy, Righteous

MORAL strength, reliability, the habitual desire to do the right thing, and good citizenship, which were considered by-products of the school of the last century, have become major objectives in the Columbia High School of today. Even those who clung longest to an exclusive emphasis upon academic efficiency have been obliged to concede that their own purpose could not be achieved in high degree without due attention to those aims once called by-products.

Convinced of the importance of these more fundamental objectives, the administration of Columbia High School has sought for many years better procedures for the development of ethical character and good citizenship. In this attempt the school, like the home, has found that these qualities are the products of all of a pupil's experiences in everyday life. Influential factors include the teachers, the ideals and atmosphere of the school, the provisions for physical and mental health, the curriculum, the schedule, the bases for promotion, and the methods of instruction.

For this reason, the administration has endeavored to employ good teachers. The present members of the faculty of Columbia High School have been selected for sound physique, satisfactory social adjustment, emotional poise, highest scholastic achievement, superior record of previous teaching experience, sound character, and a human interest in children. They have the understanding and the skill necessary to challenge and teach pupils of both low and high scholastic aptitudes. They prove themselves possessed of high ideals and of a comprehension of the methods and procedures necessary to the development of character and citizenship. They give themselves with consecrated devotion to the improvement of our boys and girls.

A second and equally important step in the recognition of these broad objectives has been that of providing for the development of good mental health; for normality of mind is both a cause and an effect of good character and citizenship. In order to promote better mental health, the school has established a friendly atmosphere; organized a rich and varied curriculum flexibly administered; provided instruction adapted to pupils' needs; instituted more laboratory methods of instruction; placed greater emphasis upon real rather than artificial incentives; offered valuable opportunities for the development of special interests in class and after-school activities; developed a more democratic school organization; and encouraged projects that challenge social responsibility and efficiency.

Another way of affecting favorably the character and citizenship of the pupil has been found in the promoting of good health. That physical condition influences conduct is well recognized by scientific investigators of crime and of character training. At Columbia High School the health department, through annual physical examinations and through cooperation of its staff with teachers and parents, has given to innumerable pupils a more scientific understanding of how to improve their own condition and has inspired them with a desire to acquire positive health. Equally helpful has been the physical education department with its instruction in health, personal hygiene, and safety, and with its exercises and games, all of which contribute directly not only to physical efficiency but also to better social adjustment.

Important changes have been made in class-room instruction. In an atmosphere of freedom—not license—individual and group conferences lead to the foundation of ethical ideals. In all studies much has been done to teach pupils the social significance and application of the interest, knowledge, skills, and facts acquired.

In many ways the most powerful factor in character and citizenship training is the guidance organization. This is true because, in addition to individual and group conferences leading to more satisfactory growth in personality, the guidance system studies the effect of all school experiences upon the individual pupils and offers the resultant conclusions for the further improvement of both administration and instruction.

Through the guidance organization are found ways of helping pupils to assume worthy and socially useful objectives, to learn how to discipline themselves in striving to attain these objectives, and to acquire through such self-discipline a sense of freedom. From the guidance organization comes greater and greater emphasis upon the necessity for a school atmosphere of friendliness and uplifting traditions.

But character and citizenship training are yet in their infancy. Looking forward, Columbia High School hopes to increase and reorganize its social studies, to enhance the practical value of all subjects, and to adopt better procedures leading to character education. Its objective will continue to be to help pupils acquire not only a better understanding, but also a greater sense of civic responsibility, and a more dynamic desire to do right.

But to what degree have the efforts of Columbia High School been successful in character and citizenship training? Can we measure the immediate results and from these predict the probable future of the pupils, just as we are able to measure results in mathematics and forecast with reasonable accuracy whether the pupil may become a mathematician?

Citizens

In answer to these questions the administration replies that no generally accepted tests have been found to measure the results of education in character and citizenship. In predicting the future outcome, therefore, the school, like the home, can take into consideration only a careful evaluation of the growing process, "the becoming"; an analysis of the present performances of the pupils; and a study of the results indicated by the achievements of graduates in the years immediately following graduation.

Much concerning the growing process may be found on other pages of this publication to show that ways have been found to help our young people develop ethically and socially.

Two phases of the present performance of the pupils indicate the nature of the result in character and citizenship training. The first is found in the evidence of the ethical ideals and in the conduct of the pupils; while the second is apparent in their class-room work.

In general, the ethical conduct of our pupils in school, at games, and in the community reflects credit upon the combined efforts of the home, the church, the school, and the community. Although their behavior is not perfect, the mistakes made are individual rather than general, and are easily corrected. The social judgments of the entire student body are almost invariably sound and unselfish, and their community conduct is reasonably free from seriously objectionable behavior.

Whether or not the class-room achievement of the pupils indicates worthy purpose, courage, self-control, and sturdiness, may be judged from the following facts:

Last year less than one percent of the pupils failed in four or more subjects and only ten percent in one subject. A study of the distribution of all marks showed that a satisfactory percentage was average or better.

In order to make sure that these marks represent corresponding actual achievement, the school checks the teachers' estimates by the use of local and nationally standardized tests and of college entrance examinations. For instance, the median score of our geometry classes of 1935 in the Schorling-Sanford Standard Test was 37.7 as compared to the national median of 30.6. In January, 1935, after studying the subject only one half year, ninety percent of the pupils in French IV passed a Regents' Examination intended for pupils who had completed the course.

Further evidence is found in the percentage of pupils gaining admission to higher institutions, practically all of which make good character and social adjustment a requirement for admission. Since 1920 the percentage of graduates entering higher schools has increased 121 percent. Today few comparable high schools send as large a part of their pupils to higher institutions as does Columbia High School.

In their college work our graduates continue to show sturdy characters. For many years more than seventy-five percent of their marks in the freshman year at college have been average or better. Their names appear frequently upon college honor lists. The highest ranking member of the first class at West Point is a graduate of Columbia High School. Two other graduates now in the junior and senior classes at Yale have won \$1,100 in scholarships granted for excellence in studies. At one of the better, large colleges for girls, a Columbia High School graduate was the highest ranking pupil in the junior class. At one of the great universities a South Orange boy was awarded highest honors in the sophomore class of the college of business administration. The chairman of admissions at one of the great engineering colleges considers Columbia High School its best preparatory school, public or private. Another such college and several excellent girls' colleges have advised parents to move to this district that their children might be prepared at Columbia High School. A well-known co-educational college reports that Columbia High School has maintained its standard during the depression better than any other public high school on its list. Last June Columbia High School graduates of the class of 1935 were awarded \$16,000 in scholarships at college for excellent academic standing and personality.

Nor has the achievement of our graduates not entering higher institutions been less indicative of sturdy, righteous citizenship. Into whatever business or industry they go, they find an asset in their ethical training and social experience. They are leading happy, effective lives and are worthy citizens of their communities.

Finally, these are the evidences of the nature of the growing experiences of the young people of Columbia High School, of their present accomplishments, and of the performance of graduates of the school. Although we cannot use these facts scientifically in predicting whether in the future our young people will prove themselves to be steadfast supporters of civic responsibility and righteousness, the administration, like parents, believes that wholesome and happy surroundings, the inspiration of high ideals, rich experience under uplifting guidance, and commendable performance, constitute, as they have in the past, reasonable grounds for looking into the future with great confidence as well as great hope. We believe that our boys and girls will employ their talents and abilities wisely and successfully not only for their own welfare but in the service of others.

JOHN H. BOSSHART, *Supervising Principal.*

Inspired by

the
Ideal
of
Unselfish
Service

THIS Booklet, celebrating the Three-Hundredth Anniversary of the founding of the American Secondary School and the Fiftieth Anniversary of the founding of Columbia High School, is sponsored and edited by THE GUILD, the literary club of the school.

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EDITORIAL NOTE

Just as the preceding pages reflect the spirit and beliefs of those citizens and teachers who have felt the needs and are seeking to solve the problems of the youth of this community, so do the following pages reflect vividly the temper of the mind and spirit of that youth.

To secure these contributions (with the exception of those of alumni which were felt to be of distinctive quality and the contemporary selections from THE GUILD TOME) the instructions to the contributors were: "Choose some subject which appeals to you, develop this subject as ably as you can, and submit the result. If your contribution impresses the editors of the celebration book as well written, individual, sincere and suitable, it will be published with your name and class numeral." From the hundreds of contributions the following have been selected as the best and most suitable:

"And in the afternoon I came unto a land where
it was always afternoon."

—TENNYSON.

"And in the afternoon I came unto a land where it was always afternoon," and where the sky was never dark nor hid the sun behind a smoke-rimmed cloud. And there the people never tired, nor hungered, nor wearied of their life, and summer was eternal.

And I was pleased; I thought I'd dwell among these folk, perhaps at last I'd found the home for which I sought.

There did I live for many, many years—and had forgotten what 'twas like in other worlds—the discontent and turbulence, excitement. For all was peace.

And never did one fear or anguish know; for there was nothing to be feared or hoped or lost. Nothing altered through the years—white hairs stayed white, and life went on; the children always played and sang and knew no care, for they were always children; nor did the older men and women, for since there was no change, there was no change to dread or hope.

Ambition held no place in this strange, distant land, nor jealousy and constant toil and death.

As years passed by in peace and rest, I knew no time, for time had lost its power, lost its throne and sceptre. No silver flecked my hair nor strength of youth was sapped.

Yet I, from forth this ancient realm where reigned content forever, have long since fled to earth where some are happy, some are sad, and others bitter. For now that I of each have tasted, I know that he who has no fear can never know the real peace of peace; that he who knows no work can never know the solace of true rest; that he who has no sorrow can never savour fully the precious hours of joy.

ELEANOR SMITH '37.

Li-Hwang built before his honorable garden a latticed bamboo fence. One night the strongest wind of ten summers blew down the lovely bamboo wall. Travelers wondered at the smallness of his flowers.

Li-Ho placed a simple stone to mark his boundary; then busied himself among his flowers. And the scarlet of his poppies is known in three kingdoms.

JEAN LAYTON '29.

"The Only Gift Is a Portion of Thyself"

—EMERSON.

Give of thyself—'tis all that you possess ;
If little, its glow may brighten—if much, mankind 'twill bless.
What worth to you of knowledge if you keep it unrevealed?
How useless thoughts and yearnings if their riches are yet unsealed.
Earth's substance lies in secret—many mysteries are yet unsought ;
Your key may be one answer—thoughts that wove and hands that wrought.
If it's music, play it clearly in the key that breathes your soul ;
If art, by brush, or pen, or life in any rôle,
Your special touch, that spark of soul, like the breath of early spring
May transmute some inner beauty into a lovely thing.
War or peace, that age-long struggle—some answer must still be found.
Have your spirits scaled the heavens where those precious truths abound?
Give, then—'tis all the world is asking—a portion of what you are.

JEANNE DUNAWAY '35; P. G. '36.

STRIFE

I strive for calm—
I, who in one moment tremble with excitement,
And, in the next, wonder at its cause ;
I, who sing and laugh with unchecked happiness,
Can weep—can be so desolate
That joy does not seem else but emptiness.
I, who strive for content,
Yearn for so many goals.
My hopes are fires at white-heat,
But when such fires die
My strength is gone
And I am quite alone.
Yet, all my days I long to spend in peace :
Then would I feel its gentleness.
I dream of autumn afternoons
In sun-flecked apple orchards,
And drowsy sleep, and quiet.

LOIS E. NEUPERT '37.

COLUMBIA AS I SEE IT

When, after arriving from Italy just three months ago, I first saw Columbia High School, I saw it as anybody would, a great building erected on a green plain. Entering, I admired the class rooms, so large and beautiful, but so alike that I thought I was in a labyrinth. But then this labyrinth became familiar to me, and now sometimes it seems to me that I live in a little nest. I already love its walls, spectators of joys and weariness that beat in the hearts of hundreds of sons and daughters of this country.

I could call the schools the forges of the country, because in those iron becomes hardened, and in schools the lives, the minds and the hearts of a future generation, are welded.

ROSA CARUSO '37.

As the earth slowly yet greedily devours the sun, night gently lays her dusky blanket over the land. In the still peaceful atmosphere looms the tower of Columbia—erect, huge—like a giant in the land of Lilliputians. Within this tower, toiling incessantly day and night, ever alert, is an intricate, dignified figure—a grim marker of time. And when its hands have completed their hourly journey, its mellow voice pours forth notes slowly and distinctly, and like the ebb of the tide-water the tones disappear into an ocean of air.

ORLEE O'BRIEN '37.

Twenty-seven

SPIRIT SOUL

The misty spirit soul
Flies with shadowy wings
Through the dreamy thoughts of poets,
Leaving unborn ideas
And casting varied moods;
Even in the still of night
It wanders, lonely, through
The hidden caverns of
Man's poetic thoughts,
Sifting behind it
Myriads of bursting dawns.

EDITH WARD '38.

VIOLET DUSK: A FANTASY

And the Leprecauns met with the Gnomes on the great salt-marsh, where the reeds raised long, green stalks to penetrate the crystalline heavens. And the King of the Leprecauns was a great spirit with wings made of silver dreams and gold-colored cobwebs. He turned to the Gnomes, and said:

"For many years, the Gnomes and the Leprecauns have been enemies. We dwell high among spinning stars, and the unknown paths of moon-washed air; and you dwell deep in subterranean caverns of glowing sapphire and amethyst which revel in the pale fire they cast. Now, upon this great marsh, we meet with you to tell you of the triumph of the Leprecauns. And we charge you to take from those caverns only amethysts, for we of the silent skies are going to throw upon the earth an everlasting dusk of violet, which is a hue that has ever been cursed by the Gnomes. Therefore, we bid you to hasten back into your rocky depths, for the poisonous dusk will soon come upon this marsh."

And at this the Gnomes became afraid, for even then there was rising a dark glow, a lavender mist, from the watery places and reed beds of the great salt-marsh. It was as if some creature beneath the earth were kindling a fire from driftwood, and the glow veiled the distant forests from sight. And certain of the Gnomes chanced to glance at the Leprecaun King, and they saw that he was weaving a charm, and chanting:

"Smoke of dead saltwood, pulp, and red timber,
Ashes of colors that died in the night. . . .
Grey falcons flying, and casting weird shadows,
Shading their beaks from the fen-fire's light—

Unicorn, Leprecaun,
Basking in the witching glow,
Violet that circles bright,
Bringing with it night." . . .

So it was that the dusk was lavender. And the far-off trees became great mounds of it, like dim thistles; and the brooks and watery beds were of transparent lavender, like purple wine. And there came across the darkness of the sky three birds of lustrous white, which, as they neared the marsh, were straightway turned into so deep a color that none could tell, if he had not known, that these had once been like unto new snow.

And when the Gnomes saw these things, they turned, and fled in terror over the soggy salt-marsh, splashing through the reddened waters of the reed-beds, waving their arms in the dark air. But the Leprecauns stood on the marsh, and danced, shrieking with delight at the beauty of the twilight which they had made. And the King of the Leprecauns stood upon a mound of purple sand, and stretched his arms into the purple air, and his royal wings sparkled and made a great crystal vault over all, and in it were myriads of amber stars, steadfast—but living.

BOYD HARDING '38.

THE TAJ MAHAL

In the presence of the Taj Mahal one suddenly realizes that it is Love that forgets all cost and labor when raising a fitting memorial to its lost affections. Man's religious sentiments have provided the inspirations for some of his noblest works, but religion never has and never will raise such a monument of purity and perfection.

No one pen can ever draw a complete picture of the Taj; each writer is moved by a certain thing. One is struck by the perfect proportions; another, by the brilliance of the snowy marble, which at the hands of the artist assumes lovely forms of lace-like delicacy; still another, by the beauty and richness of the rare mosaics of flowers and fruit and leaves, wrought with fairy skill in the face of the marble.

Dr. William Butler, in his "The Land of the Veda", draws a beautiful sketch: "Like piety, or like heaven, it may be said of the Taj that no man knoweth it save him that receiveth it."

Fountain jets, grouped around the pools, and ranked along the avenue of approach to the mausoleum, toss their pearly streams into the air and shiver into a thousand quick gleams of light the faces of the marble basins. Opposite the magnificent gateway which gives entrance to the gardens rises the Taj, the domed, minareted mausoleum glorious as light itself, which is of such dazzling brightness that when the sun falls upon it, the eye cannot gaze steadily toward it.

Had the artist been satisfied with the bare embodiment of his ideal in the symmetrical and faultless proportions, the Taj would even then be matchless and unapproachable by any future effort. It seems like a creation of the fancy that has somehow crystallized, and not like something chiseled out block by block. Its beauty seems more of heaven than of earth.

Its alabaster screens of filigree, formed of flowers and delicate arabesques, the tracery cut in snowy marble, its panelings of polished marbles inlaid with gems, and the fruit and foliage, wondrously wrought of precious stones, create a misty atmosphere of exquisite loveliness.

Whoever can behold the Taj without feeling a thrill that sends a moisture to his eyes has no sense of beauty in his soul. It is not only a pure architectural type but also a creation which satisfies the imagination, for its characteristic is Beauty. It is a poem, an air castle brought down to earth for the wonder of the ages. So light and airy it is that when seen from a distance it seems like a fabric of mist and sunbeams, with its great soaring dome, a silvery bubble about to burst in the sun. There never was erected anything so perfect and lovely in this world. It is the symbol of man's love for woman. An ethereal vision, built as though of moonlight, it cannot be a creation of the earth; it is a dream, a dream in stone.

THOMAS GOELLER '36

from *The Guild Tome* '35.

MUSIC

"Music is an unfathomable speech which leads us up to the edge of the infinite and lets us for a moment gaze into it." The simplicity, yet richness and beauty, of this thought is striking. It contains, for music lovers everywhere, inherent truth: music does speak to all who listen for, and accept, its message. Tschaikowsky's "None But the Lonely Heart" grips one, tightly, in its spell of loneliness and sadness. Yet the speech of this beautiful composition is tender. Mendelssohn offers contrast. His music reflects the infinite happiness which was his. "On Wings of Song" is so very joyous and delicate, so very fanciful and dainty. It literally creates joy. Bach, on the other hand, speaks the language of stateliness. The music of this master is intellectual, deep and rhythmical. Much of it is reverent; all is dramatic. Brahms's "Hungarian Dances" cause one's blood to race madly. They thrill and stir one tremendously. The unique "Resurrection" symphony, by Gustav Mahler, speaks the language of life, with its struggle, its terror, its frivolity, and lastly, its rest. It leaves a lasting mark upon one's thoughts and impressions. But yet there remains in the noble realms of music, one solitary figure, a glorious figure—Beethoven. His "Fifth Symphony" delights with its beauty, awes with its power, its majesty, its meaning. It is art in the highest form. It is genius. Music speaks a heartfelt language—a language without which life would be barren.

INGRID OLSON '37.

The words *frozen music* suggest some beautiful passage, held and sustained in tone, its beauty preserved to make the whole highly pleasing. It is something delicate, ready to fall and be shattered to pieces, only its beauty keeping it suspended forever.

HERBERT ST. JOHN '37.

MEN AND FATE

Shakespeare once said: "Men at some time are masters of their fate." To me it seems that a man's destiny is the direct outcome of his character: no man lacking courage and perseverance can by any chain of circumstances reach success and happiness; and no man strong in will and firm in resolution can long fail to overcome adverse circumstances and environment.

Men in this world are searching for one thing—success. To the weak man this goal is always just beyond his grasp. Circumstances seem to put obstacles in his path, obstacles which often seem insurmountable. He seeks to avoid them by taking an easier path, one which invariably leads downward—away from the very goal for which he is striving.

To a determined man, however, no obstacle is ever insurmountable, no goal unattainable. Such a man will push on towards his objective despite those powers which influence weaker men. No circumstances can long stay him; no environment will kill his ambitions. Ever-fighting, the willful man struggles upward towards success; a weaker man, seeking always the easier road of life, allows himself to be tossed here and there by an ever-present power which he is too weak to combat.

Ever has this been life, and ever will it be. For centuries men have risen from lowly birth to national fame; men and women have overcome physical handicaps to become famous: Andrew Jackson, an orphan at thirteen; Abraham Lincoln, born in a one-room log cabin; Theodore Roosevelt, as a boy weak and sickly; Helen Keller, deaf and blind; Glenn Cunningham, who they said would never run again: men and women since history's beginning—rising above environment, overcoming physical handicaps, defying circumstance, pushing upwards, ever upwards toward success and happiness.

JACK FURMAN '38.

Can I work for what I want? My dreams give me ideas. Have I the backbone to work, and work hard to get what I want? Who knows?

Anyway, wishbones are the friends which make us want, and backbones are the fighters that help us to get.

ROBERT PEASE '38.

A wise man has said that Fire is a wonderful slave but a terrible master. Ambition is like Fire.

JOHN GROEL '37.

THE ADVENTURE

Grieve not for me who am about to start
The great adventure—rather toast a cup
And wish me God-speed for the hidden days—
Come, with the red stuff fill the goblet up,
And drink to one who ever loved new ways;
Ahead, unfurrowed, lie broad fields for me,
Lands unexplored stretch out; a far-flung sea
Is beckoning to one who yearns to part.
Oh, you who'd stay me, you, so weak of heart,
Who fear the voyage to that fabled shore,
Of me know only this: that I depart
As one who gladly holds himself in store
For new unconquered lands. Cast off my ship!
Impatient, I sail from this eternal slip!

ROBERT WALCUTT '35.

"CRUSHED HELMET: 1914-1918"

Deep in the dust of obscurity, upon the shelf of glory, there lies a broken relic, a symbol of the last war's patriot. Long since fled through a mist to bright Valhalla's halls, he has left only a crushed helmet, a bitter memory of a once sweet thought. And as the bloody sunrise of a new war flings its challenge of death through the stench of fast-brewing war clouds, from the acrid metal of the helmet's soul, there flicks a memory of the man who dreamed of parades—a memory of a spirit-crazed youth who, with an army of banners, fell on a field of battered chests, torn bellies and arms. He was the patriot who felt the pulsating vigorousness of life; and so, he pitted his courage against the suffocating strength of a needless death, and died. Left burnt out and broken, ground under in a chaos of blood and iron, he hemorrhaged his last hopes for the melodies of spring, for the oncomings of a whispering future, into the filth of a shrapnel field. His tired spirit fled home, he has left for all time a memory of a broken youth which flings its last vibrating warning to a war-hushed world: In the burning spirit of a flag unfurled, in the blare of glory's trumpet, there was for him at the journey's end only the monstrous anger of the guns—a crushed helmet.

HARRY CLEMENT '35.

WAR

War is a glorious thing!

A wet, dank dawn—the white of a dead man's body—a messy earth. The men's eyes were mad.

We got over the wire, pressed into the muck. Some fool in the rear slid into the foul mess with ribs ripped out, squealing like the fool pig he must have been. We passed a stinking shell-hole with three rotting bodies cluttered about a piece of artillery.

We ran upon a front trench, and something spit fire and stinging lead. But I didn't give them another chance; I caught a dirty Dutchman on my bayonet, and his yellow teeth shattered like so much glass. It was glorious to see him squirm when the blade struck the roof of his mouth and ran out the back of his throat. But the blundering fool got the thing stuck and I had to shove my foot in his face and pry it loose as I would a fish hook.

I turned just in time to make hash out of some blue face. A private spurted blood at the point of my bayonet, and another jumped up, gurgling, fell, and crawled for shelter, dragging his entrails along behind.

Then I thought how glorious it must have felt to those who were scattered and slithered by shrapnel down a hill to look up again and see most of their bodies still strung on the wire at the top!

Something ripped my arm and I could hear the sickening sucking sound as it twisted from its socket. The blood oozed out like grease. I did not feel, but I thought, grinding my teeth, "War—war is a glorious thing!"

EVANS VALENS '37.

PEACE!

"Peace, peace,"
Cries a Yuletide world,
"On Earth good-will
Toward men."

* * *

An old man with a Scythe
Smiles sadly,
And shakes his head;
Distant, the look in his eye.

JOHN BRUNDAGE '37.

PERIOD

Well, there at last a rooster crowed,
(The die is cast, the grain is sowed),
And placed a period after night
To mark day's sentence of the light,
To mark a paragraph in life
Off from the one before. A knife
That cuts an apple swiftly through
And leaves its parts in one, yet two,
Could scarce divide a thing so well
As roosters, crowing hymn and knell,
Split up the grim or gay archives
To phrases, phases of our lives.

BETSY ANN HUNICKE '35.

RETREAT

How often, book in hand,
Eyes closed in pensive reverie,
I melt from worlds that weary me;
And sink down and down below the land,
Into delicious, silent, green;
Or plunge beneath the fathomless caverns of the sea,
To rest on cool, pink, coral fancy,
And listen, calm, subdued, content,
To silver shafts of fragile melody.

BRUCE STAUDERMAN '36.

PATH OF GLORY

Whenever I am tired, I sometimes sit back and close my eyes, shutting out the world completely, and take a quaint little path up a mountainside. First I wade through a broad field of waving grass, and at the foot of the mountain I take down three old, rotted wooden bars that serve as a gate in the ancient fence. On the other side, after I have replaced those relics of a bygone day, the quiet, peaceful atmosphere of the wooded mountain enfolds me.

I walk slowly up the soft path and yield to the tranquillity of the green, green forest that hems in and darkens the little path. There is something intimate and close between the sheltering trees and me, and I feel as if the pines were gently caressing and comforting me. The whole world has disappeared, and the trees and I are alone. And so I ascend that almost hidden path and drink deeply of the shade and still air . . .

There is a little interlude before I reach the top, a stretch of soft moss, quite protected and surrounded by the friendly pines. I sink down to rest for a delicious moment, and then must needs be up and on my way again. Leaving the path, I thread my way through a group of huge, magnificent hemlocks, while myriad fairy ferns wave gracefully at my feet. Then I come to the last mighty hemlock, and grasping a slippery green branch, I pull myself up to the high rock that is the top of the mountain.

And there I see the sight that has caused me to make that long journey up the mountain so many times in imagination—the picture of a radiant, fiery sun sinking down into a blue Canadian river, framed by God's mighty sentinels, the pines. The heavens are ablaze, the great burning ball descends slowly to the water, and the pines stand straight and still, paying silent tribute to their Maker. The sun sends a wide path of golden light across the motionless river to the foot of Sunset Rock, a Path of Glory that always leads me to God. I like to think, when I stand on that rock, that God thinks of me as one of his individual children, and sends that one light especially to me. And so it is, that whenever I feel doubtful and disheartened, I take the familiar, precious journey up the mountain, and watch the sun send its golden path across the water into my life.

ELISE BIÖRN-HANSEN '37.