



THE FACULTY

The Year Book
of
The Columbia High School

South Orange, New Jersey

Nineteen Hundred and Fifteen

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COLUMBIA SCHOOL

To the
Board of Education
of
South Orange School District
who have given of their best efforts
in behalf of Columbia School, we,
the Class of 1915, do respectfully
dedicate this book.

Senior Department Officers



WILLIAM MALCOLM BRADY

"Can one desire too much of a good thing."

President of Class, 4; Treasurer of Class, 1, 2; President Glee Club, 3; Exchange Editor Columbian, 3; Editor-in-Chief Columbian, 4; Basketball, 3, 4; Assistant Manager Basketball, 3; Manager Basketball, 4; Parnassian, 3, 4; Senior Play, 4; Boys' A. A. Sketch, 4; Editor-in-Chief Year Book, 4; Fire Department, 4; Operetta, 2, 3; Choir, 4.

EDWARD W. COOPER, JR.

"There is one rare, strange virtue in thy speeches,
The secret of their mastery,
they're short."

Vice-President Class, 4; Senior Play, Master of Properties, 4; Year Book Staff, 4; Boys' A. A., 2, 3, 4; Fire Department, 4.



CHARLES HOLT TAYLOR

"Up! Up! my friend, and quit your books
Or surely you'll grow double.
Up! Up! my friend, and clear your looks;
Why all this toil and trouble?"

Literary Editor Columbian, 4; Year Book Staff, 4; Parnassian, 4; Treasurer of Class, 3, 4; Salutatorian, 4; Senior Play, 4; Tennis Team, 4; Boys' A. A., 1, 2, 3, 4.

EVELYN OGDEN CLIFT

Awake,
Voice of sweet song!

Secretary of Class, 4; Tennis Team, 4; Improvement Committee, 4.





C. ALAN BRADY

"I awoke one morning and found myself famous."

Parnassian, 2, 3, 4; Business Manager Columbian, 3; Glee Club, 2, 3; President Boys' A. A., 4; Member Boys' A. A., 1, 2, 3, 4; Operetta, 2, 3; Boys' A. A. Sketch and Play, 4; Fire Department, 2, 3, 4; Assistant Manager Football Team, 3; Manager Football Team, 4.

M. LOUISE COLLYER

"A pleasant smile brings the largest return on the smallest investment."

Basketball, 2, 3, 4; Captain Basketball, 2; Euterpean, 2, 3; Girls' A. A. Play, 3; Parnassian, 4; Improvement Committee Chairman, 4; Columbian Staff, 4.



FLORENCE LOUISE BALCH

"Nothing is impossible to a willing heart."

Euterpean, 1, 2, 3, 4; Treasurer Euterpean, 4; Operetta, 1, 2, 3; Girls' A. A. Play, 1, 2, 3, 4; Parnassian, 3, 4; Library Committee, 3, 4; Chairman Library Committee, 4; Choir, 4; Columbian Staff, Alumni Editor, 4; Senior Play, 4.

ALEXANDER H. BLANCHET

"As they used to say, spick and span new."

Football, 4; Baseball, 4; Senior Play, 4; Year Book Staff, 4; Boys' A. A.





LOUISE BIEHL

"Good health and good sense are
two of life's greatest blessings."

Euterpean, 2, 3; Girls' A. A. 3.



EVERETT BLECKER

"Oh what may man within him hide
Though angel on the outward side."

Assistant Manager Gym Team, 1, 2;
Manager Gym Team, 3; Captain Gym
Team, 4; Senior Play, 4; Secretary Boys'
A. A., 3, 4; Class Gifts, 4; Exchange
Editor of Columbian, 4.



STEPHEN WILLIAMS CAREY, 3rd

"Who says in verse what others
say in prose."

Parnassian, 3, 4; President of Parnassian,
4; Year Book Staff, 4; Stage Manager
Senior Play, 4; Operetta, 3; Glee Club,
3; Girls' A. A. Play, 4.



LILLIAN CARTER

"Ah, why
Should life all labour be."



JOHN H. CLARK

"In the spring, a young man's fancy
Lightly turns to thoughts of love."

President of Class, 1; Football, 2, 3, 4;
Operetta, 3; Boys' A. A. Sketch, 4;
Assistant Manager Baseball, 3; Manager
Baseball, 4; Fire Department, 2, 3; Chief
Fire Department, 4; Tennis, 3; Glee
Club, 3; Choir, 4.

FRANKLIN S. DEUEL

"Oh jest, unseen, inscrutable, invisible
As a nose on a man's face, or a
weathercock on a steeple."

Assistant Business Manager Columbian, 3;
Business Manager Columbian, 4; Year
Book, 4; Parnassian, 3, 4; Boys' A. A.
Play, 4; Fire Department, 3; Track, 4.



HELEN FISHER

"And she knows it not. Oh, if she
knew it,
To know her beauty might half
undo it."

Senior Play, 4.

HILDA FISK

"Too like the lightening which
doth cease to be
Ere one can say, 'It lightens.'"

Euterpean, 2, 3, 4; Girls' A. A., 2, 3, 4;
Basketball, 4.





TOM FITZSIMMONS

"He tcils not, neither does he spin."

Baseball, 1, 2, 3; Captain Baseball, 3;
Basketball, 1, 2, 3, 4; Captain Basketball,
4; Football, 2, 3, 4; Fire Department, 4.



EDITH FRANZEN

"A quiet fair-haired girl
Whose way is steadfast
Kept from day to day."



HELENA GEISEL

"The lady doth protest too much,
methinks."



MOLLIE HOGAN

"And wisely tell what hour o' the day
The clock does strike, by algebra."
Valedictorian; Girls' A. A., 2, 3, 4.



ALICE JOHNSON

"I have often regretted my speech
but never my silence."

MILDRED KINSEY

"To them that list, the World's
gay shows I leave
And to great ones such follies
doe forgive."

Parnasian, 3, 4; Girls' A. A., 1, 2, 3, 4;
Library Committee, 3, 4.



HAROLD KOTTMAN

"On their own merits modest
men are dumb."

Operetta, 3; Baseball, 3, 4; Fire Department, 3, 4; Vice-President A. A., 4; Vice-President Glee Club, 3; Tennis Team, 2; Captain Tennis Team, 3.

ARTHUR J. LEA MOND

"I come not, friends, to steal away
your hearts.

I am no orator, as Brutus is;
But, as you know me all, a plain
blunt man."

Baseball, 1, 2, 3, 4; Captain Baseball Team, 4; Basketball, 4; Track Team, 4; Senior Play, 4.





JAMES F. MAC GRATH, JR.

"I know the disposition of 'girls,'
when you will, they won't; when
you won't, they set their hearts
upon you of their own inclination."

Football, 4; Baseball, 4; Manager Track
Team, 4; Glee Club, 1, 2; Parnassian, 4;
Senior Play, 4; Class History, 4; Oper-
etta, 1, 2; Girls' A. A. Play, 4.

MAY MAGUIRE

"I speak in a monstrous little voice."



KATHERINE DAVIES NELSON

"How doth the little busy bee
Improve each shining hour."

Euterpean, 3, 4; Vice-President Euterpean,
4; Operetta, 3; Girls' A. A. Play, 4;
Library Committee, 3, 4; Girls' A. A.,
3, 4; Choir, 4; Parnassian, 3, 4; Class
History, 4.

IRA ROGERS NELSON

"Two so full and bright—
Such eyes!"

Parnassian, 3, 4; Columbian Staff, 3, 4;
Football, 3; Basketball, 4; Year Book
Staff, 4; Fire Department, 3; Boys' A. A.
Play, 4.





WILLARD HERBERT
OBERRENDER

"I am Sir Oracle
And when I ope my lips, let no dog bark."

Glee Club, 3; Baseball, 2, 3, 4; Basketball, 3, 4; Year Book Staff, 4; Class Will, 4; Senior Play, 4; Boys' A. A., 2, 3, 4; Boys' A. A. Sketch, 4.

H. ALLSTON PULSFORD

"My speech is deliberate and all
my movements slow,
And thus always leisurely through
life I go."

Boys' A. A., 3, 4.



LAWRENCE M. SCHANCK

"Not stepping o'er the bounds of
modesty."

Boys' A. A., 2, 3, 4.

HELEN SCHLEY

Oh, Heaven! Were man but
constant, he were perfect."

Euterpean, 2, 3; Vice-President Euterpean, 3; Parnassian, 3, 4; Girls' A. A., 1, 2, 3, 4; Girls' A. A. Play, 3, 4; Senior Play, 4; Class Gifts, 4.





LYDIA SEAGER

"The most manifest sign of
Wisdom is continued Cheerfulness."

Secretary Class, 1; President Class, 3;
Vice-President A. A., 3; Basketball
Team, 2, 3, 4; Captain Basketball Team,
3, 4; Parnassian, 2, 3, 4; Girls' A. A.
Play, 3, 4; Columbian Staff, 4; Year Book
Staff, 4; Library Committee, 3; Improve-
ment Committee, 4.

LILLIAN SLOCKBOWER

"None so gay as she
Up hill and down, morning and
noon and night,
Singing and talking."

Choir; Euterpean, 2, 3; Operetta, 2, 3;
Girls' A. A., 1, 2.



HELENE JUNE SMITH

"I chatter, chatter as I flow
To join the brimming river,
For men may come and men may go
But I go on forever."

Parnassian 4; Library Committee, 4; Girls'
A. A., 4; Year Book Staff, 4; Class
Statistician, 4; Senior Play, 4.

JOSEPHINE TUCKER

"I always fuss over tiny things,
But soon my wrath does melt away."

President Girls' A. A., 3, 4; Parnassian,
3, 4; Vice-President Parnassian, 4; Basket-
ball, 3, 4; Girls' A. A. Play, 3; Colum-
bian Staff, 4; Senior Play, 4; Class
Prophecy, 4.





HELENE MULLER TUTTLE

"She has two eyes, so soft and brown,
Take care!
She gives a side glance and looks down.
Beware! Beware!"

Vice-President of Class, 3; Euterpean, 3;
President Euterpean, 4; Senior Play, 4;
Girls' A. A. Play, 3, 4; Parnassian, 4;
Girls' A. A. 3, 4; Orchestra, 4; Year
Book Staff, 4; Operetta, 3.

BRUCE TAYLOR

"He wears the rose of youth
upon him."

Gym Team, 2, 3, 4; Manager Gym Team,
4; Boys' A. A., 1, 2, 3, 4; Senior Play,
General Manager, 4.



RUTH THEBERATH

"Faithful in little, faithful in much,
Trustable and true.
Would there were more such."

Euterpean, 2, 3, 4; Parnassian, 1, 2, 3, 4;
Girls' A. A., 3, 4; Girls' A. A. Play, 4.

MARIE JANET WESTON

"Yet do I fear thy nature
It is too full o' the milk of
human kindness."

Euterpean, 2, 3, 4; Operetta, 2, 3; Girls'
A. A. Play, 3, 4; Girls' A. A., 2, 3, 4;
Library Committee, 4.





EDNA WESTON

"Yes, social friend, I love thee well
In learned doctor's spite."

Euterpean, 2, 3; Parnassian, 4.



RUTH WRIGHT

"Let thy occupations be few," saith
the sage; "if thou wouldst lead
a tranquil life."

Girls' A. A., 2, 3, 4.



WILLIAM W. KIRK

"A man in all the world's new
fashion planted,
That hath a mint of phrases in
his brain."

Glee Club, 1, 2, 3; Secretary and Treasurer Glee Club, 1; Assistant Business Manager Columbian, 1; Football, 2, 3, 4; Assistant Manager Football Team, 2; Manager Football Team, 3; Captain Football Team, 4; Basketball, 3, 4; Gym Team, 2; Captain Track Team, 4; Fire Department, 3, 4.

Class Evening Program

President's Address.....	W. Malcolm Brady	Class Prophecy.....	Josephine Tucker
Roll Call.....	Evelyn Clift	Piano Solo.....	Evelyn Clift
Class History.....	{ Katherine Nelson	Presentation of Flag	
	{ James MacGrath		
Vocal Solo.....	Lillian Slockbower	Class Gifts.....	{ Helen Schley
			{ Everett Bleecker
Class Statistics.....	Helene Smith	Class Will.....	Willard Oberrender
Class Poem.....	Mollie Hogan	Class Song.....	Words by Florence Balch



President's Address

W. MALCOLM BRADY



you all must know, we have assembled here this evening to give to you the more interesting facts concerning our class. In other words, we wish to give you a report of our activities, social and scholastic, during the four years which we have spent in this institution of learning.

In reminding yourselves of the examples set forth by our predecessors in their class evening exercises, you probably expect this evening a series of witty and extravagant remarks concerning the wonderful talents and qualities of the class immediately concerned. But if you expect such, you will be disappointed. If we possess any such talents we do not intend to portray them to you in boastful words,



THE SENIOR CLASS

knowing full well that by such action they will not be increased, but in all probability diminished.

Our class entered this high school about fifty-three strong, and we depart with a number smaller than the original by only ten. During the years which we have spent here we have striven to benefit ourselves and to give what benefit possible to our school. Of the first we feel sure of success, for no one could graduate from this school without having first received incalculable benefit. Of the second we hope that we have attained success, but that is not for us to decide. Perhaps one of the most definite of the changes which have been made by our class occurred in our Junior year, when instead of giving a dance in honor of the Seniors, we gave them a banquet. The program has been carried out again this year and the probabilities are that it will become a yearly occurrence. However, we do not claim that we instituted this idea as a result of our own brilliance. Because of the rule of the Board of Education

which prohibited modern dancing, and because we knew that the Seniors of last year would not lower themselves enough to dance anything not distinctly modern, we decided to relinquish the idea of giving a dance and substitute that of a banquet.

Thus we have fared socially. As aforesaid, we do not desire to boast, and neither do we consider it such when we inform you that our scholastic standing has not fallen below the average but has even excelled it. Those who will take care of the exercises which will follow will endeavor to please you by further information concerning our class. A part of the exercises is original, but of course we are much indebted to our predecessors for some of the material. And now I leave the remainder of the evening's activities in hands more competent than mine, those of my fellow classmates, who constitute the first Century Class of this school, the class of nineteen hundred and fifteen.



THE COLUMBIAN STAFF

Class History—A Reminiscence

KATHERINE NELSON and JAMES MacGRATH



TIME, June 1965.—PLACE—Boston.—
SCENE—A sitting room in which an elderly lady of about sixty-eight is sitting at a table darning stockings. Her husband enters, and she looks up in surprise.

K.—Why James, aren't you home earlier than usual? I thought I'd just have time to finish these socks before dinner.

J.—I am home earlier. It was so warm down at the office that I let the girls off an hour earlier. We're not very busy now.

K.—There are some letters on the table. I notice one of them was addressed to Brookline and is redirected to Boston with a delay of four days. The postmark is South Orange. I wonder if it is anything important?

J.—Don't worry, Katherine, we'll open it and see what it is. (Opens letter and reads):

South Orange, N. J.,

June 21, 1965.

Dear Friends,

The 150th anniversary of Columbia High School will

be celebrated on Friday evening, June 26th, in connection with the commencement exercises.

We are endeavoring to reach all the alumni, and wish you would inform any of the members of the Class of 1915, with whose addresses you may be familiar.

Very truly yours,

ALUMNI ASSOCIATION.

K.—Oh James! To think that they have kept track of us through these last fifty years! Do you realize that it's just fifty years since we graduated?

J.—Why, I hadn't thought very much about it lately, but so it is, Katherine, so it is (thoughtfully).

K.—How happily we spent our four years of high school life—let's talk those happy days all over, James—from the time we were freshmen. We'll just have time before dinner. I can talk and finish these socks, too.

J.—I can remember that first year of high school almost as clearly as if it were yesterday. We felt quite important at first but after we arrived we felt very much bewildered. Everything was so new and strange. We soon

adapted ourselves to circumstances, however, and everything went smoothly.

K.—About the most important event that year was the reception we gave the eighth grade. I guess we wanted to impress them with our importance, just as the other classes tried to impress us with their superiority. That's always the way in this world, isn't it, James?

J.—I guess you're right, Katherine; I guess you're just about right.

K.—The second year we felt more at home, didn't we? How we enjoyed the greenness of the freshmen as they wandered around looking for the class-rooms!

J.—We had a good basket-ball team that year and beat everybody.

K.—Yes, but the third year was the most important. We came to the realization that we were the century class.

J.—We certainly showed our originality that year by departing from the usual custom of giving a dance, and introducing a turkey dinner instead.

K.—Oh, yes! that was a great success, and it was all the idea of our president, Lydia Seager. Remember the fine set of officers we had that year, James?

J.—Let me see. Lydia was president. Vice-presi-

dent was er-, oh yes, Helene Tuttle, and of course Charles Taylor was treasurer, and Joe Tucker secretary. There, that's all for that year.

K.—And Charles was re-elected the next year. That last year was certainly a hard one, but we started it right by electing Malcolm Brady president, and Evelyn Clift secretary.

J.—But you forget Edward Cooper, our vice-president. He certainly did work hard that year, on the Senior play and class pictures.

K. (laughing)—The very mentioning of the Senior play makes me laugh. It was the finest play ever produced in the school. You were the Indian, Bigbee, don't you remember? The audience was constantly laughing at "What Happened to Jones."

J.—I can remember that as clearly as if it were yesterday.

K.—We showed our remarkable ability, once more, by giving our Senior essays in public. It seemed hard at first, but we came through with flying colors.

J.—We produced the finest year-book ever, and studied hard for the final exams to be taken in high school.

K.—We had a very successful Class Evening and

Commencement, and we came to the close of our high school life with a feeling of pride—but we must come back to the present,—what about the letter? Let's go to New York and see some of our friends and then go out to South Orange. We can arrange it, since you haven't much business just now.

J.—Maybe we can, but we'd have to leave on that early aeroplane. Could you get the things together tonight, if I helped—

K.—Why yes, if you'll get the trunk down from the attic tonight. Your socks are all ready to go, anyway.

J.—The sight of our old friends will make the trip worth while.

K.—Well, it must be dinner time. I forgot all about it, in the joy of reminiscence. We must go right now.

J.—All right, I'll get that trunk now and then you can start to pack right after dinner.

K.—Yes, and you must help me, James, because I really need two weeks to pack, but by working together I suppose we can finish it tonight. Don't forget to flag that aeroplane.



Class Statistics

HELENE J. SMITH



FFTER careful thought and deliberation upon this evening's program, and after a general view of our Century Class, I am sure that the verdict of the audience as judge, will be a very favorable one for us. However, to aid in creating your opinion, I will at least recount some of our specially noticeable qualities, and

I feel certain that when you have heard them, you will indeed pronounce us a class of unusual accomplishments.

To put it mildly, our all-star is Lydia Seager. She received the honors of most popular, most athletic, most attractive and biggest eater. Lydia's explanation of the last, when asked about it, was: "I don't eat much; I just eat what I need." Never mind, Lydia must require more

than the rest of us to be all she is. She has Arthur Lea Mond, biggest eater among the boys, as companion in this distinction.

Tom Fitzsimmons, our all-round sportsman, was voted most athletic.

Perhaps you do not know our most austere and brilliant member, Charles Taylor, but you would not hesitate in glancing over the class, to mark him as most dignified. Charles smiles once a day, regularly; the rest of the time his countenance is either hidden behind a book or set in absorbing meditation. He has to do this, however, to keep up his reputation. He is most talented, most dignified, and brightest among the boys.

Florence Balch was deemed most dignified, and Mollie Hogan, our valedictorian, brightest, while Evelyn Clift was voted the most talented and the hardest worker among the girls. Evelyn, until this year, has kept her gifts hidden, but not so well concealed that her classmates did not discern her ability. Who knows what other talents will show themselves when she grows up—and we hope she will grow up, for Evelyn is now only four feet eleven inches and the shortest person we have.

Our tallest person, by the way, is Malcolm Brady,

whose lengthy legs have, in past months, caused him considerable trouble. Malcolm was elected hardest worker among the boys.

There was no question in the minds of friends of Willard Oberrender and Josephine Tucker, as to who among our number were the noisiest—or the most pugnacious either, for that matter. Willard showed his pugnacious attitude to a person whom he had managed to tease one day. He said, "Now I have some one else to quarrel with."

We have also, two very agreeable people, always hopeful and encouraging, Louise Collyer and Ira Nelson, both the optimists and best-natured in our class.

In contrast with these, are Helen Schley and Alan Brady. They are our pessimists. Both Helen and Alan are firmly convinced that things will go wrong no matter what happens. They say, "I'll never get this right; I can't do that," or "this will never be a success, and you can't possibly finance that." Cheer up, pessimists, you may have something better happen to you before you have something worse. Alan, by a great majority, was deemed the most popular boy. I think he must have seasoned his pessimism with a little optimism and a lot of good nature.

Speaking of being good-natured, Ruth Theberath and Bruce Taylor are more than that; they are almost perfect. We hold them up as our most angelic.

I know you can never have heard of either Bruce Taylor or Edith Franzen before this evening, for they are so silent you would never know they were about. They are most quiet.

It was a foregone conclusion in voting whom to call the best looking, and especially who were the best bluffers. Helene Tuttle and Jack Clark procured these titles easily and the latter, particularly, with the almost unanimous consent of the class.

Franklin Deuel was adjudged the wittiest boy, but the opinion of the class as a whole was that we did not have a witty girl. So through the votes of a few individuals Helene Smith was honored with that title.

At last we come to our most respected boy, Edward Cooper. Edward earned this name through hard work and willingness to help.

And now though we have other accomplishments and those people who have not been mentioned are undoubtedly gifted, we will, as I have once said, allow you to determine for yourselves concerning the rest of our merits, and can only hope for a propitious decision.

❖ ❖
Class Poem

MOLLIE HOGAN

We were planning and talking together
Of our hopes for the coming years,
When one of our number said quickly,
"O! dear, how I wish we were seers,
"So we'd know how to plan all our actions,
How every temptation to meet,
In a way that would make us the victors
And keep us from shame and defeat."

"Oh, No!" said another one quickly,
"For the hardships might seem so great,
That we with our frail human nature
Might loudly bewail our fate."
And when I went home that evening
I thought of those words again;
And the truth of the last became clearer,
For I know how we shrink from pain.

And thus as I thought, I was sadden'd,
But suddenly brightened again,
For I knew if we followed some moral
The struggle would not be in vain.

I have thought, since then, of the lesson—
As perfect as any could be—
Which is taught by the tapestry weaver
As he weaves at his loom o'er the sea.

He studies with care the pattern
Which hangs on the frame o'er his head,
Till through practice and careful attention,
He learns how to guide the thread.

And then when he sees and sees clearly,
He starts, and he weaves to the end,
But, Oh! how he guards against error,
For he knows that he never can mend.

For it's not till the web is ended
And then has been cut from the frame,
That he can compare with the pattern
And see if they're both the same.

And oft he becomes discouraged,
For the task is weary and long,
And he has not the least assurance
That the work may not be wrong.

Then comes this thought to cheer him,
"Though my work I cannot see,
If I follow a perfect pattern
Then perfect my web must be."

And then when his task is ended
And his finished work he may see,
If he finds it the same as the pattern,
Ah! happy indeed is he.

And just as the tapestry weaver
Each day weaves his web o'er the sea,
Even so must a life be woven,
My classmates, by you and by me.

We, too, have a perfect pattern
Which never should leave our sight,
But should stay as an aid and a comfort
To help us to do what is right.

We, too, may become discouraged
And the task may seem too long,
And the result may so be hidden
That we cannot tell right from wrong.

Then like the tapestry weaver,
With a faith as great as he,
Let us turn to our "Perfect Pattern,"
More perfect than other could be.

Class Prophecy

JOSEPHINE TUCKER

(Chant)

Oh Mystic Globe, of power so great!
Tell us of the future, that we need not wait.

(Reading in Mystic Globe)



H, here I see Malcolm Brady, the illustrious president of the Class of 1915, picking lemons on his large ranch in California, in the year 1930. His brother Alan is talking with him, but what is this queer thing he holds in his hand? It surely is an aluminum frying-pan, for he is a traveling salesman of aluminumware. He is complaining to Malcolm of the poor trade in California, but he says that he has gained his desire to be a traveling salesman, though he sells only aluminumware.

Next I perceive an apartment house in which Helene Tuttle and Helen Schley are together keeping house. They are as ever dressed in the latest. Helen has just returned from a nearby school where she teaches the kindergarten, and Helene is busy preparing to make a design for a gown for one of the most select of New York's "four

hundred." Helen says that she is undecided as to whether she better make her weekly trip to Maplewood today or tomorrow in order to oversee the progress, in his love affairs, of one of her former "flames."

Now I see the stage of the Metropolitan Opera House. Lillian Stockbower is making a most pleasing impression on her audience. In the first box at the left is Lillian Carter, her secretary.

Edward Cooper, the owner of the printing establishment formerly owned by his father, is just boarding a train at Hoboken for Maplewood. His business manager, Bruce Taylor, is with him.

As the mystic ball turns I see Alice Johnson in her private office in a large dry goods store in Chicago.

What one could guess that Edith Franzen would be so enraptured with the Golden West that she would give

up all else to paint its beauties! Here she comes daily to paint these beautiful mountains.

Now what is this I see? It is an account of Mollie Hogan's career. It is said that she expected to become a math teacher but no, she is an expert accountant.

As I look more closely at this ball, I see Ira Nelson in his million dollar laboratory. He has at last achieved his great desire and has produced a most wonderful mosquito exterminator. His friends are congratulating him and say that the New Jersey meadows will no longer be known as a breeding place for mosquitoes, but as the most select of residential sections.

What is this that is shown now? Florence Balch and Katherine Nelson, as always, inseparable, are together entertaining at tea in honor of Louise Collyer, the world-wide known gymnastic instructor. There seem to be many strangers among the guests, but there are Louise Biehl, the teacher of mathematics in the New Jersey Woman's College, and Helene Smith, who I should judge from the manner in which she speaks and gesticulates, is an elocution teacher. Just entering are Everett Bleecker, a prosperous banker, and Charles Taylor, the noted author and historian.

At present I see the Senate in session. Willard Oberrender, the great lawyer, is one of this great body. I hear one of the pages informing a visitor that Mr. Oberrender is the most persuasive of lawyers, owing to his large command of words.

Helen Fisher is behind the scenes of a theatre under the management of David Belasco. Mr. Belasco is congratulating her on the success of her first night under his direction.

Now appears the cotton goods department of the large store owned by the Seaman Brothers. I see Jack Clark measuring material for one of the customers. Jack is relating some of his experiences as he works, and says that when in high school he had hoped to be a member of the firm for which he now works, but at least he is connected with the Seamans.

Ruth Theberath, in Red Cross uniform, is just getting out of an ambulance which has drawn up before the store, in order to assist with the care of a man who has been injured by a passing trolley.

Here is the page of a New York newspaper and in great headlines I read: "Helma Geisel and Ruth Wright, fancy dancers, positively to appear at the Alhambra this

evening. Edna Weston is also to play musical glasses at this performance."

As the pages turn I read that Allston Pulsford, professor of philosophy at Oxford, the most eminent professor on this subject, is to address the National Geographical Society in Washington. Dr. James F. MacGrath is to address the club at the next regular meeting.

Just below this announcement I find a poem written by Stephen W. Cary, 3rd. The title seems to be "Advice to the Love-lorn."

The scene changes now to a suburb of St. Louis, and who is the stately matron entering the beautiful mansion on the main street? Lydia Seager? Yes, and a notice before the door says that this is a scientifically managed home operated as an experiment, for the United States Government.

Next comes a big baseball game between the Nationals and Federals. Tom Fitzsimmons is pitching for one team while Arthur Lea Mond pitches for the other. Just now Alexander Blanchet, who plays shortstop, is making a most risky, though successful run. He seems to be the little, big man of the season.

The ball turns a little more and I see a prosperous

Eastern city. A school for girls is situated on the most select street. As I read the announcement on the gate I find that the Misses Mildred Kinsey and Hilda Fisk are the principals. Just around the corner from this school is a tea room managed by May Maguire. What do you suppose this tea room is called? "The Century." On the corner of this same street is a large concert hall. The bulletin announces that Evelyn Clift is to sing in the evening and that Marie Weston, who is married, is to give a few readings.

I now look down Branford Place, Newark, and see this sign: "Keeney's Theatre, Manager, Franklin S. Deuel." As the ball turns I see the interior of the theatre. The decorations are very elaborate, but I immediately notice that the walls are not painted but white-washed.

As I examine the ball more closely I see Lawrence Schanck before a large audience explaining the mechanism of the German clock. During his explanation he says that his ideas on the subject originated when he was compelled to give his Senior topic when in high school. He enlarged upon these first ideas and is now the manager of a great German clock factory.

What is this? A copy of the "Saturday Evening Post" containing a story in slang by Harold Kottman. Harold has written such compositions that the editor of the magazine writes that the Busher stories by Hashimura Togo are utterly unknown.

Now the globe turns round and the Golden West looms forward with its many wonders and disadvantages.

In a moor of Oregon I see William Kirk busily directing a band of men who are reclaiming this waste land.

The scene shifts to a suburb of New York and I see a large brick building. It is old Columbia, with her doors again thrown wide for the first time since 1915 left her. Filled with a motherly pride, she is rejoicing, for the world rings with the success of her chosen child, the class of 1915.



Class Gifts

HELEN SCHLEY and EVERETT BLEECKER

TOM FITZSIMMONS

Tom, your fame as a basket-ball player has spread over the whole earth, and everyone knows of your skill in shooting baskets. We suggest that in order to increase your efficiency you use this revolver, with which you can shoot them even faster.

LILLIAN SLOCKBOWER

How well we remember when your joyous song has cheered our drooping spirits in assembly. We hope you will never grow tired of singing, but if you ever should here is a canary to take your place.

LAWRENCE SCHANCK

Although you have not often been observed working hard in other things, you do seem to spend a large amount of labor on your lessons. In fact, during the first part of your high school career you were appropriately called a grind. However, if you ever have any more grinding to do, you can use this mill and save your head.

ALLSTON PULSFORD

You have always been an unusually peaceful, quiet fellow, Doc; you never seem to get excited. Perhaps a firecracker would stir you up a little.

JAMES MacGRATH

Jimmie, you are a most ambitious youth, always aiming for something higher. Last year, as we all know, you won the Underhill Improvement prize. Here is your motto, "Excelsior."

ALEXANDER BLANCHET

You should feel most highly honored, since you have lately been nick-named for one of the greatest men in history, Charlie Chaplin. Here is his statue; keep it ever before your mind, and let your aim in life be to grow more like him.

IRA NELSON

Ira, we know you are a bold and mighty hunter. Your hands are dyed red with the blood of many an innocent rabbit. But it is rumored that even you sometimes fail to secure any game, so take this little bunny, and reserve it for the next time luck is against you.

EDWARD COOPER

To be able to give your hair such a beautiful, smooth effect must be quite an accomplishment, but also a great deal of trouble when it must be done every morning. So we suggest applying this glue, to make the hair comb permanent.

MARIE WESTON

Alas, Marie, we see you have a habit of chewing off your finger nails. If they should ever become entirely used up, these nails will be useful to replace them.

HAROLD KOTTMAN

Harold, here is the sporting page of a newspaper. When you have grown too old to take part in the sports you love, and in which you have won so much distinction, it will help drive away the blues.

HILDA FISK

Hilda, your quickness is most extraordinary. You have darted through high school in only three years, and as a basket-ball star your speed has never been equaled. A streak of lightning is the only thing able to keep up with you.

HELEN SCHLEY

Here is a girl who is renowned for stealing hearts. Helen, we thought perhaps a certain burglar's tool would please you, and so we give you a "jimmie."

RUTH THEBERATH

Ruth, you are so very angelic it seems that all you need is a pair of wings, so here they are.

FRANKLIN DEUEL

This poor boy has contracted the malady of joking in a violent and incurable form, and is liable to be taken with a fit of it at any moment. We have pondered long, Franklin, in trying to find something to ease your pain, and at last decided on a copy of "Burke's Conciliation." Take a generous dose whenever you feel an attack coming on.

HELMA GEISEL

You appear to be very learned in history, and fond of discussing it at all times, so that you even chose it for your Senior topic. In view of this we suggest that whenever you are in need of recreation you write down the events of the present war in this note book.

WILLIAM KIRK

Billy, you do have an unusually long way to go whenever you want to make a call. It would be much more convenient if you lived in Maplewood. Take this tent and camp out there.

MAY MAGUIRE

You have always impressed us as being rather shy, May. Here is a box, in which you can hide whenever you're feeling embarrassed.

BRUCE TAYLOR

We can all understand your grief, Bruce, at parting with your old friend, the horse in the gym. However, perhaps another one of the same species will help ease your sorrow.

ALAN BRADY

Here is our silver-tongued orator, who can sway us at will with his fiery eloquence. We feel sure the path to fame will be easy for you, Alan, and as a farewell boost we give you this dictionary, in which you will find every word you should say.

ARTHUR LEA MOND

Art, we have observed that it is your custom to eat great quantities of spaghetti for lunch, and thought we would prepare you a pleasant little surprise in the line of your favorite dish.

JOSEPHINE TUCKER

Jo, we are glad that we have been able to supply you with coffee this past year, especially at a dinner which was given a short time ago, but as we cannot pass on our cups to you forever, we give you this little coffee percolator so that you may always have some on hand.

RUTH WRIGHT

You are a very athletic young lady, Ruth, and can play baseball nearly as well as a boy. Knowing this we want to give you what you are best qualified to be,—a pitcher.

HELENE SMITH

Helene, you are continually spilling streams of energy around the school, both vocally and otherwise. It would be wise for you to use some of it to charge this storage battery for future needs.

EVELYN CLIFT

Evelyn, we have often wondered why you make so little noise. Perhaps it is because of the fact that you have broken all your rackets on your vigorous tennis playing. By this time you must need a new one, so we give you this, that you may now make a little racket.

MALCOLM BRADY

Mal, all year your stern countenance has haunted us. How we would love to see you smile. A short time ago we came across a cereal, that we are sure will aid us in this case, for it is advertised, "Eat Force and have the smile that won't come off." So here is a package; we hope that you will use it.

EVERETT BLEECKER

Everett, we know how you love to fish, and are sure that by this time your rod must be well worn, so we give you this new one. We hope that it will not prove too large for the Ford.

MILDRED KINSEY

Mildred, the mysterious disappearance of your pencils has always seemed to us a good joke, because they are so pointed. It does seem a shame, though, to lose them, so we give you this one with chain and padlock attached.

LOUISE COLLYER

Chops, we have often wondered how you keep your teeth so white. We know that it must be by the use of some tooth paste. I am sure that it would not take us long to guess what kind. Thinking that perhaps you are wanting some now, we give you this, guaranteed to be Williams'.

KATHERINE NELSON

FLORENCE BALCH

We are glad to find two such faithful friends among our classmates. Hoping that you will always be such chums, we give you this sticking plaster, which we assure you will keep you very close indeed, when applied.

EDNA WESTON

Edna, seeing that your thirst is apparently unquenchable, we have sought the world over for some magical water that is very effectual in such a case. We have at last found it in this little glass.

HELENE TUTTLE

Helene, thou art the ever curious, always crying, "Tell me." So we give you this little volume entitled, "Old Curiosity Shop." We hope that now your curiosity may be satisfied.

STEPHEN CAREY

Stephen, we have heard that you have a special fondness for revolvers. These are dangerous weapons and should be handled with care. However, if you promise to be careful, we will give you this celebrated one. We know that you will like it, for it is a "Smith."

HELEN FISHER

Helen, how often we have heard you say, "Oh, dear, how will I ever put my hair up?" If you are willing to cut off your locks we will give you this lovely head of hair dressed in the latest style. If you put this on, we assure you, you will have no more bother.

LYDIA SEAGER

Lydia, we must confess that you have tasted about every food there is. Since you seem to have a special fondness for it, we give you this little bag of meal, which we feel assured will prove a square one.

EDITH FRANZEN

Edith, you remind us of this little mouse because he is so deceiving. He appears so still and gentle, but if you will wind him up, you will see that he becomes very frisky. You, just like this little mouse, seem quiet to us, but when no one is looking you are frisky too.

LILLIAN CARTER

Lillian, you always remind us of a little jumping jack, for you are certainly never still. We have found out the reason for this, as you almost live at the movies. We now give you this season ticket so that you may always be moving.

LOUISE BIEHL

Louise, hearing you remark one day, that you liked tailor-made things, we thought as a parting gift to you, we would give you something of the sort. So here it is: We can truthfully say that it is "Taylor" made. (A box made by Charles Taylor.)

ALICE JOHNSON

Alice, we know that you are going to take up dress designing. We expect that all your creations will prove to be gowns of "Worth." Hoping that it will be a help to you, we give you this little model.

CHARLES TAYLOR

Charles, knowing your fondness for history and realizing that you have read all the books that the world's libraries afford, we give you one that we are sure you have not read, "The History of the Undiscovered World," so that you may still keep on learning.

MOLLIE HOGAN

"Attempt the end and never stand to doubt
Nothing so hard, but you have found it out."
This seems to best express our thought of you, Mollie.

You surely have been ambitious, and as we wish to help you further all we can, we give you this ladder of ambition in order that you may climb higher.

WILLARD OBERRENDER

Willard, we might say of you, as Prescilla did of Miles Standish, "He is a little chimney and heated hot in a moment." We must admit that we have kept you cooled down somewhat. Yet we cannot always be with you, so we give you this ice box which we hope will keep you cool.

JACK CLARK

Jack, thou art fickle and a gay deceiver. How many hearts have you trodden upon in all your gay dancing! But here is a little lady whom you have not yet met. If you look closely you will see that she will be a true match.



Class Yell

HELEN SCHLEY and S. W. CAREY, 3rd

Rah! Rah! Ray! Ray!
We of '15 show the way.
Zip, Zip Zack,
Boom, Boom Rack,
We all yell for the Red and Black
'15! '15! '15!

Class Will

To All Whom this Document May Concern:—



Class, the Class of 1915, being about to leave this sphere, in full possession of a sound mind, memory and understanding, do make and publish this our last will and testament, thereby making void all former wills made or attempted by us.

As to such property and estates as it has pleased the fates and our strong aims to bestow upon us, we dispose of them as follows:

The charitable girls of this class bequeath all their cast-off hair-ribbons to the little girls and boys of the incoming Freshman class to be used to decorate their dear little heads until they grow up.

To the Board of Education we have a plan for the proposed school athletic field, for which Columbia students have been clamoring.

To Mr. Freeman we leave a bottle of Winslow's Soothing Syrup, for him to use if he is troubled next year as he has been troubled this year by the Senior class.

To Mr. Race we bequeath a joke-book. Since he is determined to "crack" jokes in his classes, he should at least crack good ones. Also we do bequeath him a bag of peanuts, so that he will enjoy himself even though it may not be basket-ball season.

To Miss Coonrod we present a bottle of "Belles' Dyspepsia Tablets," to save her from a serious attack of acute indigestion, inasmuch as she is an ardent reader of the "Literary Digest."

To Miss Gaylord we bequeath a whip to aid her in quickening the step of the many laggards who insist on lingering in the study hall till twenty-nine and one-half minutes after eight.

To Mr. Cramer we bequeath a bow and arrow, which will serve him in good stead, in case his well-known guns should fail at a critical moment.

To Mr. Rice we leave a bottle of ink eradicator, to be used in changing marks on the monthly reports, after the monthly storm of protest of students, dissatisfied with their marks.

To Miss Palmer, who is an ardent supporter of "make up" work, we leave the rouge paint and eyebrow tint left from the Senior play.

To Miss Elmendorf, who has had her patience and ability taxed to its utmost in an endeavor to make the journey over land and sea in the bark of Aeneas, we leave a copy of the song, "Speed Bonny Boat," to be hung up in her room. Perhaps this will serve as a spur to next year's Virgil class.

To Miss Baker we do bequeath the largest sized dictionary obtainable, so that when she advises a student to "Go consult the dictionary," the student will be certain to find it immediately.

The Senior class, after searching among the Juniors for one whose talent would equal that of Miss Tuttle and Miss Slockbower, and despairing of the task, have decided to leave the piano to the whole Junior class. It will be their task to select one pianist.

Miss Seager, bequeaths her superb basket-ball talent to Miss Anna Wilson, who after another year of practice, may even be as good as Miss Seager.

Mr. Lea Mond, who has been the bank account of our class, gladly relinquishes his charter to any philan-

thropic Junior who will be willing to lend his money, with no expectation of ever seeing it again.

Mr. Clark, although he has used his brush and comb, bequeathed to him by the Class of 1914, is frank to admit that Mr. Malcolm Pierson deserves it much more than he does.

We intended leaving a book to Miss Chovey on, "Ways of Doing Up Hair." Sad to relate, we could find no ideas which Miss Chovey has not already made use of.

To Mr. Bendwig we leave a chain and padlock to fasten his mop, brushes and other utensils so that when he leaves them unguarded for a moment, the Juniors will not appropriate them and use them as missiles, in the same way that we did this last year.

In the hands of the Juniors, we place the responsibility of taking care of the lower classes. It is our sincere hope that they will exercise their authority with due discretion.

In witness whereof we have hereunto subscribed our name and affixed our seal, this twenty-fourth day of June, nineteen hundred and fifteen.

(Signed) THE CLASS OF 1915.
WILLARD OBERRENDER,
Legal Representative

Class Song

FLORENCE BALCH

TUNE—"There is a Tavern in the Town."

I.

There is a school called C-H-S, C-H-S,
It is to us the very best, the very best,
To win our goal, we've worked with all our zest,
We've cheered, we've cheered for C-H-S.

II

There is a class 1-9-1-5, 1-9-1-5,
Whose brilliance is indeed alive, indeed alive
To win success and honor we will strive.
We'll cheer, we'll cheer 1-9-1-5.

III

The time for parting now has come, now has come,
But true and steadfast in the run, in the run;
In this big world, we'll win as we have done,
And cheer, and cheer 1-9-1-5.

CHORUS

Fare thee well, for we must leave thee
Do not let the parting grieve thee
And remember that the best of friends must part, must part.
Adieu, adieu, kind friends, adieu, adieu, adieu,
We can no longer stay with you, stay with you
In this big world we'll win as we have done
And cheer and cheer 1-9-1-5.

Commencement Program

Grand March		
Invocation	- - - - -	Rev. Thomas M. Pender
"America"		
Salutatory	- - - - -	Charles Taylor
Pageantry of the Last Century		
1815—Social Activity.		
1865—Reconstruction.		
1915—Age of Triumph.		
"The Beautiful Blue Danube"	- - - - -	Strauss
	Euterpean Society	
One Hundred Years' Progress in Science		Stephen W. Carey, 3rd
	- -	Everett Bleecker
		Bruce Taylor
"The Year's at the Spring"	- - - - -	Beach
	Lillian Slockbower	
Valedictory	- - - - -	Mollie Hogan
Presentation of Class	- - - - -	Principal W. E. Freeman
Conferring of Diplomas	- - - - -	President Charles G. Fielding
Awarding of Prizes	- - - - -	Superintendent H. W. Foster
School Song		
Benediction		

Salutatory

CHARLES TAYLOR



CITIZENS of the township and friends of this school, we invite you to share with us tonight in the commemorative spirit of our exercises; commemorative because our class is one of the milestones in the history of Columbia School and because as we look back we feel that we stand at the culmination of a hundred years of development and realize our obligations to the past. While we intend to show in our exercises scenes

characteristic of American national life, let us not forget those men of South Orange whose work partook of the same spirit and to whose quiet, steady labors for our school we owe all that it has done for us. Since in their work they were ably supported by the township, it is most fitting that you should be present tonight; you, who constitute the township and have rendered this support. And so we welcome you here tonight to see the results of past growth and advancement, and the promise for the future development of Columbia School.

Haledictory

MOLLIE HOGAN

PERHAPS experience has taught you far better than words could express it, the mingled feelings of joy and sorrow which animate us tonight—joy because we have reached the first mile-stone on the road to success; sorrow, because we have come to the cross roads, the parting of the way. The feeling of sorrow would be intensified if we allowed our thoughts to dwell on the facts that after tonight the associations of the last four years must cease; that, after tonight we shall no longer be united as a class but, henceforth, each shall travel his own road. Yet we do not allow these thoughts to come; so joy, not sorrow, predominates. When with the optimism of youth, we look into the future and see all roads leading to success, we are eager to start out and prove to you that the training which your kindness and generosity have made possible, has not been given in vain.

And now, in the name of the Class of 1915, I wish first, to extend our heart-felt thanks to you, parents and

friends, who have added one more act of kindness by coming here tonight, and then to bid you farewell.

To the Faculty and the Board of Education, I can only say that we cannot really thank you yet for your work which has helped to make our success possible, for it is only as the years go on that we shall be able to appreciate fully what you have done for us.

With our farewell to our schoolmates, we extend the hope that they will meet with every success as they struggle for the goal which we have reached tonight.

In bidding farewell to you, classmates, I wish to express the hope that all your worthy ambitions and ideals will be realized and that each succeeding mile-stone shall be marked with greater honors. Although we may never more be united as a class, may the memories of our school days ever be fresh in our minds, urging us on to higher things which will always reflect credit on Columbia's "Centennial Class," the Class of 1915.



THE JUNIOR CLASS

Organizations

LYDIA SEAGER



Junior Class

DOROTHY WALWORTH



As we look back over our three years of school life, we think that perhaps our Junior year has been the pleasantest of all. We have attained the dignity of upper classmen. We have risen to a position of importance, in close companionship with the mighty Seniors, on speaking terms with adoring Sophomores and Freshmen.

A pleasant feature of our year was the Junior-Senior dinner, a stupendous affair. If you speak to any Junior or Senior about it he will give a contented gurgle and roll up his eyes in ecstasy.

Athletics have been on the rise. Let him who doubts note those Juniors on the school teams who have so nobly defended dear old Columbia. Every Jack has his Jill, they say, so every school team has had its Junior; football,

basket-ball, baseball, track and tennis. We confess the Seniors defeated us at basket-ball, but it won't happen again.

Our class organization has certainly equaled, if not improved upon, other years. Under the direction of our able president, Bradford Seaman, our worthy vice-president, Kathleen Freeman, and those two indispensable officers, Anna Wilson and Lloyd Barney, our meetings have had an attendance which, although small, has equaled that of previous years. Besides paying our several bills, and giving our contribution toward Miss Palen's fund, we have actually paid our dues; that is, almost all of them. This startling result was accomplished through the unending and untiring (?) labors of our treasurer, Honorable Lloyd Barney, who by orations, meetings, bulletin-board signs, and those dear little due cards, has made us pay up.

We cannot say we have been a brilliant class, yet we



THE SOPHOMORE CLASS

have been represented in the honor group, and have had few in the failed group. We have such people as Harold Lonsdale, Robert Dorer, Esther Brady and Vera Stevenson in our midst. We have Juniors on the Library Committee, Juniors on the Columbian staff, Juniors in Parnas-

sian, Juniors in the A. A.'s, Juniors in the Euterpean, Juniors everywhere in our school life. In short, as we glance over our Freshman, Sophomore, and our glorious Junior year, and gaze ahead to our bright Senior year, we may well say we are, "Almost there."



1917

DOROTHY VAN ALSTYNE

The Class of 1917! Ah, what a glorious sound that has to all who know it! We broke all records when we came to Columbia, not only in size (numbers, of course), but also in grey matter. The Faculty at first held up their hands in awe and then rushed off to get a whole force of new teachers to cope with us,—such was our mental scope.

Our talents are boundless. We have in our great class artists, songsters, writers, whistlers, violinists, professional rope skippers and baseball players, and a great host of others too numerous to mention.

We have also done remarkable deeds as a class. Appreciation of the graphic arts is illustrated by our liberally purchasing a large space in the advertising section of "The Columbian" at a great sacrifice of sundaes. Our diversity

of skill was also shown at a very successful "stunt" party to which many students of the other classes were very cordially invited.

So much for our past record of achievements, but aha! gentle reader, what of the future?

Standing not with reluctant feet, but "all set" on the mark, ready to surge forward en masse into the Junior and Senior years, 1917 is a sight so inspiring as to thrill all beholders. What fond hopes lie hidden in the seething brains of these brilliant scholars! What plans for future fame may even now be taking form in their busy minds!

One hopes to become a great singer, rivalling Farrar in the range and beauty of her voice; another plans to excel Mrs. Shaw, the famous whistler; another believes that Maud Powell will some day exclaim in awe at the wonder-



THE FRESHMAN CLASS

ful way she handles her violin; still another hopes to have a batting average that will make Ty Cobb green with envy.

These are but samples. Some plans of the members of 1917 are too great to be detailed here, having for their scope the doing away of wars, settling questions which

have puzzled mankind for ages, abolishing poverty and making the desert bloom like a paradise.

If you don't believe it just come to the graduation exercises of the Columbia School in 1917 and listen to the mighty topics treated by this peerless class.



1918

DOROTHY SCRIMGEOUR

Well the Freshman class is here! We're in it and we know it and so do other folks. We've had fifteen on the honor-roll during the year. In athletics, was there ever such an active class as ours? We were represented in foot ball by Durward Badgely and Everett Phillips. If anything may be foretold from those who tried for the team, we shall certainly have a good showing next year, for Harry Rapaport, Willard Vanderhoof, William Lowenthal and Alfred Weilert did promising work.

We were worthily represented on the boys' basketball team by Francis Foyle, and on the second team by Harry Rapaport and Everett Phillips. We were represented in baseball by Edward Gibbs, Francis Foyle and Everett Phillips.

We proved in the interclass meet that both our girls

and our boys knew more about basket-ball in one year than the Sophomores in two.

We chose Everett Phillips, president; Adam Cross, vice-president; Carol Casey, secretary; Jennie Doty, treasurer. As our illustrious class's leaders, they have succeeded very well, with Mr. Chilson as class sponsor.

The Board of Education certainly had the exhibition principally to show our class off, for they never had one before, and what other reason could there be?

When the Improvement Association was formed they came right to us for three members of the committee.

Of course we're young and have all had the mumps, but we are safely over them.

With all this in our first year, what will we be as Seniors?



THE PARNASSIAN SOCIETY

The Parnassian Society

JAMES McGRATH, JR., '15

With the end of this school term, the Parnassian Society brings to a close one of its most successful years. The first entertainment under the auspices of Parnassian was held on January 22nd, when Mrs. Florence Higgins Butler, of Syracuse University, was engaged to give a recital. Selections of both dramatic and humorous nature were read and the large audience was well pleased. A reception in the gymnasium brought the evening to a close.

One morning a reading from "The Vanguard," a book which depicts the horrors and atrocities of war, was rendered in the auditorium, before the high school students, by Miss Josephine Oberhauser. It was not generally known, but the services of Miss Oberhauser were obtained by the society.

Although these entertainments were both interesting and successful, the most important event in connection with Parnassian occurred on the evening of March 5th. On this occasion, Rear-Admiral Robert E. Peary gave an illustrated lecture, entitled "The Conquest of the Poles." The hardship and peril of a trip to the poles was

shown by the pictures. This lecture was said by many to be the best ever given in the school. Great credit must be given to our president for his efforts in securing Mr. Peary, but the good-will and co-operation of the other members must not be overlooked.

On April 13th an open meeting was held to which all of the high school pupils were invited. A very interesting program was arranged by the curators, and an enjoyable afternoon was passed by those who attended. The custom of holding an open meeting every year seemed to have been forgotten, and it is hoped that in the future this feature of the society's activity will be continued.

During the year, books were distributed among the members from which selections were assigned for reading at the meetings.

It is hoped that the example set by the society this year will be followed in succeeding years, and that the members will do all in their power to make Parnassian the most important and most profitable of all the school organizations.



THE GIRLS' IMPROVEMENT COMMITTEE

Officers: President, Stephen Carey; vice-president, Josephine Tucker; secretary, Ira Nelson; treasurer, Franklin Deuel. The other members are: Alan Brady, '15; Malcolm Brady, '15; Florence Balch, '15; Mildred Kinsey, '15; Katherine Nelson, '15; Lydia Seager, '15; Helen Schley, '15; Helene Smith, '15; Charles Taylor, '15; Helene Tuttle, '15; Esther Brady, '16; Kathleen

Freeman, '16; Bradford Seaman, '16; Edna Weston, '15; Dorothy Walworth, '16; Esther Knox, '16; Gertrude Wood, '17; Mercy Peyram, '17; Katrina Stevenson, '17; Graham Brewer, '17; Louise Collyer, '15. Two initiates have not yet been received into membership, Vera Stevenson and Jean Pegram. One post-graduate student, Sidney Self, '14, has been active in the society this year.



Improvement Committee

The honor system in the high school was the first form of self-government among the pupils. This failed, however, to accomplish its purpose. The next step along this line was taken this year by the girls of the high school.

Miss Palmer presided at the first meeting, when she told the girls that there was need among them for greater self control and more consideration for others, as there were conditions in the school which should be improved and these improvements ought to be brought about by the girls.

Since all of the girls could not direct the work, it was decided that there should be some direction effected through a committee consisting of three members from

each class, and a chairman. The persons selected for the committee were Lydia Seager, Evelyn Clift and Helene Tuttle, from the Senior class; Kathleen Freeman, Elva Cooper and Alma Clark, from the Junior class; Camilla Low, Katrina Stephenson and Miriam Zabriskie, from the Sophomore class; Marguerite Collyer, Violet Souleyet and Eileen Freeman, from the Freshman class; with Louise Collyer as chairman.

It did not take long for the committee to find that its work should be preventive rather than corrective, and so it labored.

The evening of the School Exhibit, the girls on the committee served as guards. The different girls had dif-



THE LIBRARY COMMITTEE

erent study periods, and during these periods were in the halls to direct the visitors to any desired destination. As far as the committee was concerned, the evening was a great success, for they were continually kept busy and, judging from all hearsay, proved of valuable assistance.

As this is a new movement in the South Orange High

School, and as it was organized rather late in the school year, not as much has been accomplished as we wished. However, we hope this movement will be continued. It is sure to be of great benefit to the pupils individually and collectively. It may also be of great assistance in bringing success to Columbia High School.



The Library Committee

The Library Committee was organized in nineteen thirteen, soon after the opening of the school session in September. This committee consisted of a chairman, Beryl Whaley, and seven librarians, most of whom were Seniors. The duties of this committee were to care for the books in the library and to aid the students with information concerning the location of books desired. This year the committee was again started by those remaining from the committee of last year. Florence Balch was chosen as the chairman, with seven girls, Mildred Kinsey, Katherine Nelson, Dorothy Van Alstyne, Marie Weston, Gertrude Wood, Mabelle Busteed and Helene Smith as the librarians.

The work of both students and librarian has been

greatly aided this year by the "Catalogue System" of the books. Although this is new, the students have handled the books remarkably well. Miss Palmer also aided the library by introducing a system of "Slips." This system enables one to know at any time just where each book may be found.

The committee has striven to make the library as useful and beneficial as possible by asking that the room be used for reference work only. The students have for the most part, shown their co-operative spirit by acceding to this request.

The year of 1915 has shown marked improvements part, shown their co-operative spirit by acceding to this phase of school work will have even greater success in the years to come.



THE EUTERPEAN SOCIETY

Euterpean Society

During the past year it has rested almost solely on the girls of the Euterpean Society to provide the musical element in our school life. This is due to the fact that the boys must have developed an aversion for the art, in organized form, at least, (unless certain attempts in the study hall during lunch hour might be called music).

As first year students were excluded this year and other interests claimed some older members, the society is much smaller than before, but the girls have done some valiant work and the result is pleasing.

The first activity other than practice for assembly songs was in the assistance rendered to the Girls' A. A. in their Thanksgiving mask. A small chorus for the reception for Miss Palen was chosen from the Euterpean and was trained by Miss Edwards. This year the practice of commencement music was begun early, for which the girls have been extremely thankful, because singing is not enjoyable during "Exam Week."

A new institution in which the girls take part is the assembly choir. This has been felt to be successful and

will probably be continued. Perhaps it might well be said here that with what money was left from the treasury of last year a committee of Euterpean girls bought several records for the school Victrola, which we have enjoyed in the Wednesday assemblies.

Altogether the progress made in Euterpean has been very satisfactory and enjoyable and though we rather miss the operetta, the other features have served to take its place to a large extent.

Euterpean members: Helene Tuttle, president; Katherine Nelson, vice-president; Florence Balch, treasurer; Dorothy Van Alstyne, secretary; Theodosia Bay, Louise Biehl, Ruth Chovey, Alma Clark, Katharyn Dennis, Helen Duggan, Ethel Fischer, Hilda Fisk, June Hay, Helen Evans, Anna Hartdegen, Edna Hamma, Camilla Low, Edith Oberle, Jean Pegram, Mercy Pegram, Margaret Philburn, Esther Post, Gladys Ruppel, Benneta Sarles, Ruth Theberath, Jessie Volz, Albertina Weiss, Anna Wilson, Gertrude Wood, Dorothy Walworth, Marie Weston, Miriam Zabriskie, Betty Van Ingen, Jane Van Ingen, Katrina Stephenson, Violet Soulelyet.



THE FIRE DEPARTMENT

Fire Department Statistics

J. H. CLARK, Chief

About twenty years ago when school fire departments were unheard of in this section of the country, Columbia High School ran off fire drills which were conducted by the teachers and a few students who opened doors and guarded exits. The number of students was only about five hundred and the fire proposition was much simpler to handle than it has been for the past three or four years. The students filed out of the buildings with very little order and were allowed to talk and laugh as they chose.

This sort of drill continued until the year 1912, when Dudley Pierson, a Senior, suggested that a fire department be organized, consisting of a chief and assistants. As principal, Mr. Freeman named Dudley Pierson, chief, and requested him to choose his own staff of officers. Each man on the staff was given a specified post somewhere in the building. A few rules were formulated, but were not kept very well. On Wednesday, April 8, 1912, the first fire drill ever conducted by the students of the high school took place. At the signal, from every corner of the building one saw the fleet-footed officers dashing to their posts

in order that they might be there before the rest of the students started on their way out of the building.

The next year the drills were carried on in about the same way. John Garey, '13, was chief for that year and made some improvements, among which were lists of rules which were posted on the various bulletin boards in the school. That year, there were about eight hundred students in the building and the fire department was encountering more difficulties as time elapsed.

Last year Loren Hatch, '14, was made chief. There was little change made from the previous year's drills except for the fact that a system of hose testing was established, but this caused more damage than good.

This year we started out to make a great many changes. Most of these were successful; some were not. Our first move in the direction of better fire drills was to cut down the number of officers to a minimum; that is, to have only the necessary number on each floor. This did away with unnecessary confusion and running. The next thing we did was to draw up a new set of rules which were posted



THE SCHOOL ORCHESTRA

as before on the bulletin boards. These rules were kept fairly well, but still we did not feel satisfied that we were getting the best results. So, through a suggestion of one of the Faculty, the chief, with one of his assistants, visited Stuyvesant High School of New York City, where they witnessed a splendid drill and obtained some very good pointers in that line. We took advantage of the ideas that we got from the fire drill and added somewhat to our list of rules which, by this time, had become very strict.

The students kept the rules to the best of their ability and helped us run the drills off with very good order and

excellent time, and now we feel that an interest has been kindled among them and in time they will realize that it is the school, above all, which should be protected from fire disasters. Then they will make these drills one of the most important things in their school activities.

We regret that our work has to stop at this point, but we feel sure that something has been gained this year and sincerely hope that a still greater advancement will be made next year, and that in years to come we may have fire drills which are perfect in every respect.

The Fire Dept. of Columbia High School,



The Orchestra

The Students' Orchestra which was organized last year, has made great improvement. The officers for 1914-15 have been: President, Francis Cahill; treasurer, Wilbur Stewart; secretary, Mildred Fisher. There were five first violins, two second violins, one cornet, and a flute. Helene Tuttle and Carol Casey provided the piano accompaniments and often participated in duets.

The orchestra played regularly Wednesday mornings and provided marches or waltzes. These selections included, "Tee Cee," a waltz; "One Flag For All," a march, and "The Guardsman's Choice." The orchestra also assisted at the exhibition held in the school on the evening of May 14th.

Regular practices were held on Wednesday after-

noons from 2 until 3 o'clock. Some intruders among the students, because of their peek-a-boo habits, have at times incurred the wrath of the members, but, being very generous, the latter have dropped their plans of sweet revenge for those of complete disdain. Although the practices have been very serious and thorough, pleasant times were not unknown.

The prospects for the organization are exceedingly bright. New students are enrolling, and are entering into the work with vigor. The members receive one point yearly for their work, but the most important recompense is the training they receive. It is hoped that the orchestra will become a part of the morning exercises and that with the co-operation of all the students, it may represent the school in various entertainments.



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CENTENNIAL



STVDIIS ET REBVS HONESTIS

Centennial Department

CHARLES TAYLOR



Members of the Class of 1915, we are especially fortunate in being one of the milestone classes, so to speak, of Columbia High School, a class which represents the result of a century's advance and improvement; an advance and improvement which has been conducted by the school and Town of South Orange hand in hand. Just one hundred years ago last February, the Columbia School was finished, and a review of its condition at that early date, its growth, and its present condition, must of necessity cause a local pride in the hearts of both members of the school and citizens of the village.

One hundred years ago, South Orange was a mere post village of scattered farm houses on the route from Newark to Morristown and also on the route up and down the valley. Nevertheless, in 1814, the "associates," as they were called, deemed the school of that day worthy to become a school under the State law, and therefore decided to become a corporate body in accordance with that

law. They held a meeting in August, 1814, elected trustees, seven in number, to constitute the governing body of the school, and named the school the Columbian School.

The first important action of the newly-elected board was to determine at a meeting in December, 1814, to build a school house on what was called the School House Common, which at present is the corner of South Orange Avenue and Academy Street. They decided to build the school of wood, determined on the height as two stories and the dimensions as 45x33 feet.

The trustees fixed on the price of tuition at this school as \$1.75 per pupil for a quarter. At this price children were to be taught reading, writing and spelling. Arithmetic and grammar would cost, each, 25 cents extra. As an additional cost to the students, the firewood was to be bought at the beginning of each quarter and the expense divided equally among the students. Finally, a last rule was decided upon, which would cause the boys and girls of today to shiver. School should be in session all the year.

The cost of this new building was about eighteen hun-

dred dollars, a sum which was paid by a subscription raised among the citizens of the village. The building was finished, as said, by February, 1815, and thus we have the official beginning of Columbia School.

Of the early period in the history of the school, most of the extant records are rather quaint and often amusing. Imagine the school board meeting at a private house in order to leave the school free for a singing lesson. At this meeting, which was one of the first after the school's beginning, the board hired one man to teach and conduct the school.

In those days the teacher of a school was paid by the scholars,—a certain sum for each, as before specified. As the total number of scholars at the beginning of the school is unknown, but could not have exceeded about thirty, we can see that the school teachers had to reckon fairly close with the high cost of living! The teacher lived in the attic of the school house and paid the board a rental of \$40 a year.

The board in those early days gave each teacher a list of rules. Some of these were merely disciplinary, and yet curiously resemble some rules of our own days in the grammar school:—

"1. At the sound of the bell every scholar must be

obliged to enter the school and take his seat, and for not doing so without a reasonable excuse he shall be subject to chastisement."

Others apply to lessons. The one here quoted, referring to reading, while not in our rhetoric or composition books in this form, is like in spirit to their contents and might well be impressed on scholars of today.

"6. Every scholar must pay particular attention to the pauses in reading, and so moderate his voice that he may read with propriety and understanding; and every scholar when reading in a class shall pay strict attention to his book."

Still another rule emphasizes the care which the board wished the teachers to observe in training the scholars and exerting their personal influence on them; one more rule which if not set down in black and white before the teachers of today, yet is an ever present feature in their minds:—

"9. The teachers are to use all diligence and perseverance to excite their scholars to diligence and improvement in learning, so that they may thereby gain honor and credit to themselves as well as to the scholars in their charge."

For the next fifty years the school struggled along with varying success, and grew but gradually and very slowly

in numbers and equipment. The main difficulty in respect to the school, seemed to be in the inability to persuade a teacher to stay in charge longer than a year, as most teachers found the money derived from the scanty tuition charges insufficient to serve as an incentive to remain.

The number of scholars increased from the thirty or so at the start, to eighty in 1845, but the number varied often, as a few years later a teacher left the school because the attendance had dropped to about forty in the middle of his term.

In 1850, we find the first record of that solace to a school boy of today,—a summer vacation. However, this vacation was of only three weeks' length. As late as this same year, we find teachers still hired at a sum determined by the number of pupils in their charge.

That the financial matters of the school were not very complicated was shown by the treasurer's report of 1848: Cash on hand, \$100; expenses, \$97; balance, \$3. And about the same time we find the large school apportionment fund of \$4.92 to the school district.

During the first fifty years of its existence we find the same old school house in use. As yet, apparently no need had been felt for a new building. The extent of improve-

ments made on the school house in that period seems to have been \$50 worth of painting.

Along with other quaint relics and records of this period, we find a little picture folder of the town of Albany presented by the school to a little girl for being a member of the first class of honor in spelling, arithmetic, mental arithmetic, physiology and Whispering.

When we reach the fifty-year mark in our research and look back, there is little of improvement to note. The school was in 1865 somewhat larger in numbers—about one hundred and fifty, as against the thirty in 1815. The teacher was paid a fixed sum of five hundred dollars for one year. The town was gradually becoming more keenly alive to the school question and taking more interest in school matters. The whole spirit of the times was one of unsettledness. After slow development and slow growth for half a century things were ready for a more decided and sudden growth.

In reviewing the history of the town we find somewhat the same circumstances for the same period. A very slow movement of awakening and progress had been alive in the town for a more or less lengthy period, but as this spirit had as yet not gotten under way, a resume of the

town in the year 1865 will show us well enough what the condition of the district had been for the fifty years preceding. Definite town records for the period preceding 1865 are scarce, anyway, and as even in these, little progress or growth is indicated, the conditions in 1865 may be assumed to have been characteristic of the whole fifty-year period. For this period, much has been taken from the speech of Mr. Speir at the Columbia School formal centennial celebration, given at the school house in January last.

South Orange then was a township of farms, with the exception of two or three tiny settlements, which grew up into the present day centers of population. Every farmer had as an adjunct to his farm a wood lot on the mountain and a salt marsh in Newark Bay. The principal building and church was the box-like Presbyterian structure which stood where the stout church of the same denomination stands today. In front of the church was the "village green," where the ball games were played and all town celebrations took place. The village store was at the end of the green on South Orange Avenue, and the village tavern, one of the best propositions, from a business standpoint, in the villages of those days, stood at what is now

the corner of Valley Street and South Orange Avenue.

The only factory of the town was a hat factory on the Rahway River. This same Rahway River, whose existence would hardly be known today, on account of the concealment afforded to it along its narrow banks, was then a feature of the valley. The stream was sluggish and formed a succession of swamps extending as far as Montrose Avenue; swamps which afforded excellent cover for small game and animal life which has since disappeared. There was the familiar mill pond of provincial times, where the youth of the town could swim, which was afterwards drained on account of mosquitoes.

It was under such conditions and in such surroundings that the Columbia School was struggling, and in such a community we can see the reason for slow advancement. Farming was not profitable enough to allow the community to be called rich, hence the money which supported the school was probably paid rather begrudgingly and always involved some sacrifice. The farmers' sons wanted only the rudiments of an education; farmers' daughters were needed for home duties. At the same time we can well imagine the character and type of the hardy people who grew up in such a locality, and under such circum-

stances. They were selfreliant, enterprising, hard working, not lacking in hard, common sense, and above all possessed of strong, hardy bodies. Thus we can see that the morale of the rank and file of the school was wholesome though the education afforded was meager.

The people of today are becoming more machine-like, more polished on the surface, more worldly and probably higher cultured, but who shall say that a little more of the sturdy character of these first pupils of the Columbia School would be amiss amongst us, even though we represent the finished product of a hundred years' advance?

Just as the growth of the town followed along with the slow growth of the school in the fifty years preceding 1865, so the growth of the school since that period seems natural after the growth of the village has been considered.

The growth of the town can be illustrated by many salient features and examples, of which the advance in local government is perhaps the most striking.

Shortly after 1865, an inflow of people set in (to quote from Mr. Speir again), drawn by the attractiveness of the Rahway valley and the Orange Mountains. By 1870, the population had increased to such an extent that the villages were demanding modern improvements such

as sidewalks, better lighting, and above all, a strong form of town government. This form was agreed upon and a charter was drawn up wherein the form was specified as the village form of government, set apart from the rest of the township's municipal government although continuing under its supervision in a few particulars.

Under this village organization the demanded improvements were inaugurated, sidewalks were laid, gas lights were afforded, a police force was organized and a street car service to Newark was instituted. Through the private development of the Mountain Station section by Mr. Vose, the beautiful locality was saved for a residential section, which has become, to quote again from Mr. Speir, "the most beautiful section of a beautiful community."

Among some of the larger improvements were the usual ones of water supply, sewage disposal, and transportation facilities. The first of these, that of the water supply, was settled when it was decided to own the town water mains and buy water from a company. The sewage question was more difficult but was disposed of when the great trunk line sewer emptying near Elizabeth and costing the village \$148,000, was built in conjunction with the townships of Newark and the other Oranges. As for trans-

portation, South Orange has excellent train service to New York and good trolley connections with Newark and the Oranges. South Orange has grown from a community of farmers to a community of commuters.

General improvement of public buildings, highways, departments of government, etc., has taken place, and lastly, as we might have expected, the school has had no small share in the general advancement. The efficiency and condition of a school is a pretty good object from which to argue the efficiency and condition of its community.

Fifteen years after the fifty-year mark, 1880, the spirit of progress in the town directed itself toward the school system, and public opinion demanded that a new school house be built. Therefore, the Board of Education decided to erect a new building of brick and stone on the same grounds, at a cost of \$16,000. This new building was far more sightly and much larger, yet whereas the old school lasted for sixty-five years, this new building lasted but about twenty years before another addition had to be made. All of this helps to indicate the development of South Orange.

The school staff had increased in 1880 from one

teacher and perhaps an assistant, to four teachers and the principal, and a special drawing teacher. At the same time, we find even this corps of teachers inadequate to meet the growing demand for higher education, and when the high school was added to the regular departments in 1887, this necessitated another increase. We thus find the corps of teachers being enlarged almost yearly until it numbers at present fifteen who are engaged in high school work and sixteen for the grades and kindergarten. This increase in the number of teachers was of course caused partially by the increase in the number of scholars, from about two hundred or less in 1880 to 840 at the present day. As said, the building erected in 1880 sufficed until 1898, when an addition was put on. Finally, in 1907 plans were made and executed for the erection of the present magnificent building as an addition. This structure, completed at a cost of \$136,000, is of white stone and brick, is three stories high and extends for a whole block. It is strictly modern and fireproof, is heated and ventilated by the most efficient and modern machines. The equipment of the school is first-class, but more of that anon.

Let us take a last look at the town, that we may observe the comparison in the results of a century's advance.

Mr. Speir says: "South Orange village as it is, with its college, its schools, churches, field club, playground, fraternal organizations and efficient government, is well known to every one. This has been kept, and is now, a purely residential community, a village of homes. The residents do not desire factories or other industrial activities. The community demands the best, and insists upon having good water, good roads, a proper sewage system and adequate police and fire protection. The water power house is perfect of its kind. The fire department and police department are prepared to offer greater protection than before."

We could go on and enlarge our talk with facts such as those concerning the two stations, at Mountain Station and South Orange, which will be two of the most beautiful on any railroad. We could talk of the great population, now 6,000, and its increase, and its problems, but let us leave the village, after a general idea of its condition has been gained, and look at the school in the same way.

Continuing in the review of its improvements over 1815, let us look at the course of study. From the simple curriculum of 1815, given before, the school has advanced

into the newest courses of study, which are carefully tested or improved each year, and are accompanied by the best text books for the subjects to be had. As specialties, the school has the pre-vocational class, which offers a manual training and carpentry course for boys who are better fitted for such work than for the regular course; the gymnasium, which keeps the physical standard up to the point necessary for efficient study; and special departments embracing cooking, drawing and manual training, which are open to all.

The high school offers a course of study which is calculated to fit the student for college, or at least to give him culture in a degree depending on his application to his work. This department, too, has the modern features of a good physical and chemical laboratory, a library and a course in business preparation, including stenography and typewriting.

The whole school has a well organized body of teachers, numbering thirty-one in all, in the place of the one teacher of 1815. Moreover, most of these teachers have already seen more or less service in the school, a condition necessary for the welfare of the students and the general efficiency of the school, and a condition lacking in the

old days, when the records indicated the departure of a teacher each year. There are special teachers for all of the special departments; all of the teachers have been prepared for their work by an advanced college education or normal school course, again in contrast to the qualifications necessary to obtain the position of teacher in the early days of the school.

The students of the schools themselves have reason to be proud of their own share in improving the school. Such organizations as the excellent fire department, the singing and Parnassian societies, the athletic associations, and last but not least, the various teams which represent the school in athletics have no little place in reflecting credit on Columbia.

As we go through the great corridors of the school, lighted by electricity, carpeted, decorated with pictures, opening upon class-room after class-room and upon stairways, shut in by fire-proof doors, we can scarcely conceive of the old frame building, unpainted, rudely equipped and unsightly, which for so many years constituted the school. Yet there must be a beginning to everything and such a

contrast as the first picture shows, reflects all the more credit on the school of the present day that it has grown to be what it is.

If we look back on the old school building with its rough equipment and unsightliness with scorn, we are doing a great wrong. For who shall say but that the true lessons of life were learned fully as well under the adverse circumstances and surroundings of the pupils of 1815 as by the pampered boys and girls of 1915, whose every comfort and wish is provided for and anticipated, and for whom everything is done to make the path of learning an easy and a flowery one. It is sometimes harder to learn these lessons of life under favorable conditions than amid disadvantageous surroundings, and thus from a perusal of the struggles of the school during its early life and the record of its amazing advance and growth, let us take increased resolution to do much for posterity and leave as much as has been done, left and made possible for us by the men, women and children who have had anything to do with the school during the first one hundred years of its history.

Social Department

HELENE SMITH



SI was gazing dreamily into the great log fire burning upon the hearth, a theatre of annual review gradually formed itself in the brilliant blaze until at last the stage of memory stood forth complete, with the words a "Succession of Columbia High School Social Events for 1914-1915" appearing before me.

As I musingly waited for the dim cloudy curtain which concealed the platform, to rise, I could not help thinking how great a social center the school had become and what a large part sociability and its influence had played and was yet to play in the development of the pupils.

When the lights in the theatre finally went out, and the shadowy screen arose, I recognized at once the school room scene of the Hoosier School sketch, part of the boys' vaudeville entertainment of October 16th.

Once more the pranks and antics of a country school and the typical attitude of its old-fashioned teacher, so well played by our high school boys, came before me, Malcolm Brady as teacher showing that marked dramatic

ability which he later displayed more decidedly as leading character in the Senior play.

After this scene, still upon memory's platform, were shown me the clever tricks and performances of several outsiders and professionals. Then cobwebby folds hid the event from sight.

A second time, the misty draperies drawn back, I viewed recollection's stage, and in the Grecian costumes, flowery out-of-door scenery and graceful nymphs' chorus, I discerned the mask of "Demeter." For a second time I saw it enacted before me.

The story of the abduction of Persephone from her mother Demeter is portrayed. Persephone, gathering flowers with her gay comrades, the nymphs, is finally left alone because she lingers to enjoy the blossoms she is so fond of. Hades, Ruler of the Under World, seizes this chance to secure a beautiful wife and carries off the sweet, innocent girl to be his bride.

Demeter, who is Earth Mother and Goddess of Harvest, becomes enraged, and having some power among

mortals and gods, plans to compel Zeus, Father of the Gods, to return her young daughter.

After great effort and trial Zeus persuaded, gives the command for Persephone to be released. Accordingly she comes back, after a long year's absence, to Demeter, none the worse for the experience, perhaps somewhat wiser, but under the condition that she must visit Hades annually.

I observed that the play throughout was staged in fascinating manner and was expressed now, as it had been the first time, with that emphasis upon words which is so essential in a mask.

Miss Helen Schley as Demeter and Miss Helene Tuttle as Persephone, acted so naturally that I hardly realized during their action in the review, that they were not really mother and daughter, so cleverly did the one picture a mother's love, the other the filial devotion.

While Demeter was being re-enacted I admired the chastity Miss Ruth Theberath indicated as chief characteristic of Artemis, and also the decorum so well upheld by Miss Lydia Seager as Athena.

Indeed, while Demeter was being played, the footlights which illumined memory's surface, seemed to

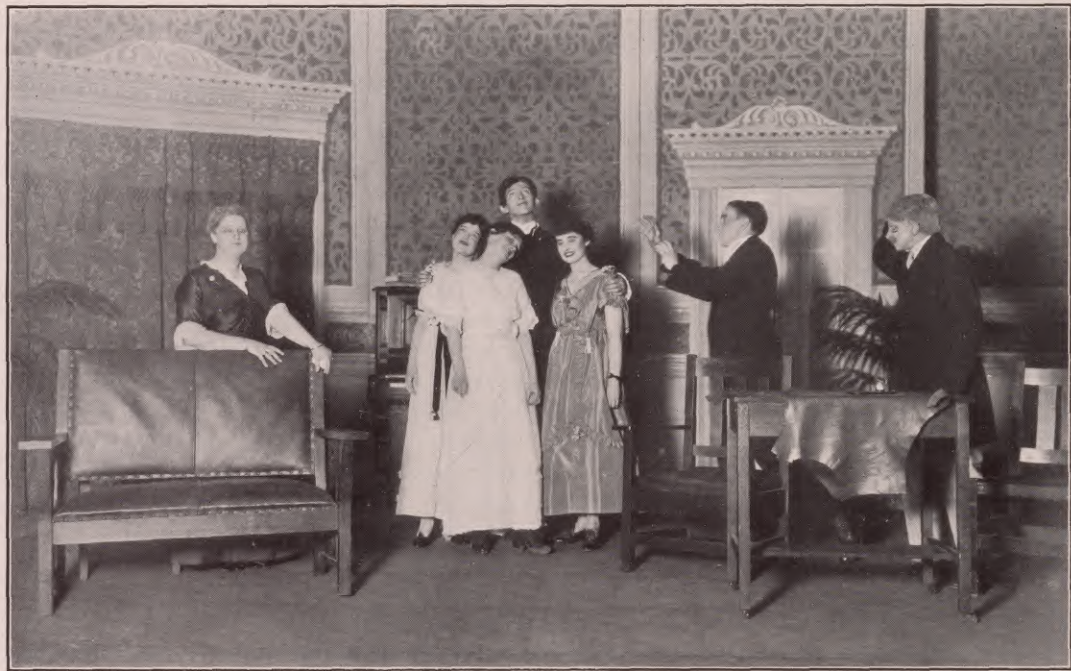
brighten and I could more plainly see the dramatic worth of the mask.

Particularly then did I notice the graceful movements and clear expression of the Leader of the Ocean Nymphs, Miss Gertrude Wood, and the fitting way in which Mr. James MacGrath acted his part of Hermes, the Messenger of the Gods. I could easily perceive how much the Ocean Nymphs with their singing and many-colored garlands, added to the classic value of the picturesque Demeter.

When the mask was finished the footlights were turned off and the theatre, flooding with light, partially disappeared in the leaping flames of the log fire as the many thoughts from the outer world took memory's place in my attention. As the stage was gradually becoming visible, I could hear the sounds of merriment and the mingled hubbub of voices, as one who faintly distinguishes the sounds of distant laughter and conversation coming nearer and nearer, reaching him more distinctly as they speakers approach.

So it was that memory became unclouded by its many-folded covering, disclosing the gymnasium in gala array and within its festooned walls, a multitude of people.

The Junior-Senior dinner was being repeated in the



THE SENIOR PLAY—ACT I.

succession of events. The tables were filled with guests who all looked as though they were delighted with this social gathering. At the end of the room, opposite the cheery homelike setting of Victrola, comfortable easy chairs and draperies, was the speakers' table, so easily marked in this review as at the real banquet, with Malcolm Brady presiding as toastmaster, on either side of him Mr. Foster, Rev. C. L. Walworth, Mr. Fielding, Mr. Alan Brady and Messrs. Clayton and Bradford Seaman, all of whom ably and pleasingly addressed the guests.

I heard the after-dinner speeches given again, all of them extremely interesting. Then I saw Miss Anna Wilson, secretary of the Junior class, calling the names of the Seniors and afterward giving to each a small memento and incidentally a knock suitable because of some former hap or mishap of the poor individual concerned.

The last I saw as the curtain dropped, were the guests gathering in groups, discussing the good time among themselves, all declaring that the Juniors deserved the greatest credit, as the gym echoed and re-echoed with their talk.

When the platform and figures upon it became visible, I witnessed in this review, the boys' vaudeville of Lincoln's Birthday, and with the spectacle came laughter, hearty and

wholesome mirth, easily provoked by the comical situation provided in the little college play given by the high school boys.

The scene of this playlet is laid in the room of a college boy, where a number of fellows assemble and discuss various difficulties and duties. Dud, one of the boys, receives a letter from his father who is enraged over the amount of money Dud has spent, and demands immediate explanation.

To extract him from this predicament, all try to think of plans, and Puck, the cleverest of them, succeeds in helping him by directing the writing of an itemized account which Dud sends to his father with the explanation that all money has been spent on the girl to whom he is engaged.

Soon Dud's father decides to come and inspect matters for himself. When he arrives in the room at college a mix-up naturally ensues, because he requests to see the girl. Dud really has a young lady friend, but she is not engaged to him and is at this period rather indignant at him because of a disagreement they had formerly had.

Lady, one of the boys so nicknamed on account of his female part in a recent operetta, dons his operetta clothes



THE SENIOR PLAY—ACT II.

and is presented as the real girl. Dud's friend, Elsie, who knows nothing of the proceedings, appears upon the scene and requests an interview with him to straighten out their quarrel. The tangle is finally unwound by a happy ending to the quarrel between Dud and Elsie, and a real engagement.

While the review was in progress, I noticed what splendid acting our boys did and what skillful comedians they really were. They brought out all the possibilities of the sketch for fun and laughter.

The sketch which immediately followed, written and acted by Eliot Bergen and Company, helped to amuse all with its comic drill.

Now recollection was dimmed, and again it was cleared by the removal of its dusky screen, to disclose the gymnasium with another dinner going on, only this time I saw the members of the Board of Education, partaking of the repast once more, as it was served them by the Domestic Science Department.

Bright yellow daffodils in pretty baskets aided in carrying out the yellow color scheme. The Domestic Science girls had not only cooked and served the dinner but had also made candleshades, place-cards, and even the baskets which held the flowers.

Mr. Fielding presided as toastmaster, appearing before me in the review. All present seemed to like this demonstration of the girls' skill and proficiency and appeared to enjoy the evening immensely.

Now the flames, leaping in revived brilliancy, shut the theatre from sight. Turning aside, my hand reached almost instinctively for a small clipping upon the table beside me. It was an account of the Senior play, "What Happened to Jones," written by an alumnus. I had cut it out of the paper to save and now pleasant memories of events in the high school year had reminded me of the play and my clipping.

Picking up the account, I eagerly scanned it. It read: "What Happened to Jones," a farce in three acts, by George Broadhurst, was given by the Senior class on April 23rd, before an audience which filled the auditorium to the doors. We have, in recent years, grown accustomed to expecting appreciative audiences at our high school dramatic events, and we were not disappointed in this case. Humor—riotous, rollicking, unrestrained humor—reigned supreme. The applause was frequent and spontaneous, and so was the laughter, and that, after all, is the surest evidence of genuine approval. When facial muscles are stretched to the limit, when the players have to swallow



THE SENIOR PLAY—ACT III.

their lines and wait until they can make themselves heard, and when from some one of the front rows can be heard plainly, the unmistakable sounds of a violent attack of convulsions, then you may rest assured that the six hundred or more people out in front of the footlights are enjoying themselves in every sense of the word.

The play was a success—there is no doubt about it. The performance from beginning to end showed signs of long and careful rehearsing, of painstaking efforts on the part of all concerned to make it go with that snap and dash without which no farce can hope to get across. The only break we detected was when Jones and his stage hair parted company for a moment, and that was covered up so cleverly and so unconcernedly that it gave us another chance to applaud rather than to criticize.

It did not take long for the cast to get “warmed up,” as it were. From the moment when the mild-mannered Ebenezer allowed himself to be enticed to a prize fight, to the fall of the curtain on the third act, the fun never let up for even a moment. And by the time Jones had burst in through the French window and fooled the angry police by putting on the sombre clothes and the dignified aspect of the worthy Bishop of Ballarat, the audience was keyed up to a high pitch of mirthful interest.

In the second act Jones is busily occupied in keeping up the deception, and poor little Ebenezer is torn between his anxiety to cover up his own transgression and his desire to expose Jones as a rascally imposter. The subsequent advent of the real Bishop of Ballarat serves to thicken the plot and puts a severe tax on Jones’ dissembling capabilities, while the amorous attentions of Mrs. Goodly’s sister, Alvina Starlight, provide one of the most laughable situations in the whole play. Finally, when matters come to such a pass that the truth is bound to come out, Jones, in clever fashion, reveals his identity, delivers the Bishop from the hands of the police, and ties all loose ends together in a most satisfactory and agreeable manner.

All this was rendered in a most breezy and spirited fashion by the Seniors. The cast, we think, was aptly chosen, and with a remarkable regard for the fitness of the individual to his or her role. This tended to make the performance consistent, and the acting of unusually even merit.

We took great delight in the character of the inimitable Jones as conceived by Mr. Malcolm Brady. It was a splendid portrayal. It appealed to us particularly because there wasn’t anything stagey or stilted about it. It was brimful of humor, and was marked by a lot of intelligence

and just the right amount of restraint. Then, too, there was a sureness of touch, a certain authoritative confidence that took away all the amateurism with which the role might easily have been invested. Jones is the sort of a fellow who makes you see the funny side of other people's troubles, and there were many times when the audience seemed to be laughing with him rather than at him. And this, even among the most accomplished of comedians, is a consummation infrequently achieved.

Of Mr. Everett Bleeker, with his bushy gray mustache and his discolored left optic, we might say that we were impressed by the manner in which he put aside his own identity and became just Ebenezer Goodly for the evening. That is real acting. We shall not forget for a long time the ludicrous figure he presented as he entered with his opera hat battered out of shape, nor with what violent gestures and shaking of his fist he objected to being put to bed by his well-meaning but misinformed better half.

Mr. Charles Taylor clothed his part with dignity and propriety. Although it was a small part, the Bishop had a goodly share in the fun-making.

Mr. Willard Oberrender made of his role an amusing character. He colored his portrayal skillfully, and ac-

complished by a quiet performance what might have been utterly wasted by over-acting.

Mr. Arthur Lea Mond did well as the energetic and persistent officer of the law. There was plenty of vigor in his acting.

Mr. James MacGrath's playing of the lunatic who thinks he is an Indian, was very consistent. It is an extremely difficult part, and Mr. MacGrath deserves credit for his handling of it.

Mr. Alexander Blanchet, as the superintendent of the sanatorium, read his lines distinctly and well, and made the best of his brief appearance.

Miss Florence Balch gave a very satisfying performance as Mrs. Goodly. There was a touch of good humor in her denotement that rendered the character not only more real, but more likeable as well.

A most attractive heroine was the Cissy of Miss Helene Tuttle—bright, vivacious, bubbling over with fun, and totally devoid of any trace of affectation. We do enjoy seeing people in plays act like human beings; and not like puppets. Miss Tuttle's Cissy was not a grease paint sketch—she talked and laughed just like girls really do.

Miss Helen Schley was a very charming Marjorie. She acted quiet naturally, and with spirit.

Miss Helen Fisher, as the prim Minerva, showed that she realized the possibilities of the part. The contrast between Minerva and the other girls was cleverly brought out.

Miss Josephine Tucker, who, with a most striking make-up, played the part of Alvina Starlight, did excellent work in her scenes with Jones. Some of the dialogue between the two was extravagantly funny.

Last, but far from least, we come to Helma, the Swedish servant. We wish to say that we do not believe this part could have been done any better than Miss Helene Smith did it. In appearance, in manner, and in speech, hers was as close an approach to perfect denotement of the character as we can imagine. Miss Smith scored a big hit—the applause she earned showed that. We take pleasure in congratulating her upon it. Our only regret is that we did not see more of her.

Such is our humble estimation, individually and collectively, of the acting. That, of course, is the important feature of any play. But we might add that we think the staging was very effective, having in mind particularly the French windows and the staircase. We also enjoyed the music between the acts. An orchestra always tends to liven up an affair of this sort.

All told, it was a pleasant evening. We are fully aware of what difficulties and vicissitudes invariably attend the preparation of these plays, and we know that the general smoothness of the production may be attributed to able management and competent direction. And, in concluding, we bid the Seniors rest on their laurels, and assure them that they have done much to be proud of.

(Signed)

CRITICAL ALUMNUS.

After finishing the article, I mused for a while, gazing once more into the fire. I lived again in those anxious hours before the production of our play, those minutes of extreme nervous tension and endeavor. Especially I recalled the untiring effort and patient devotion of our coach, Miss Palmer, without whom "What Happened to Jones" could not have been produced. Every second of the performance came back to me, each one fraught with tense eagerness.

At last, in the dying embers of my fire, the theatre of review reformed itself, the curtain of memory's stage rising for a second time in the survey, amidst a sound of many voices. I seemed to see the entire school reviewed before me, the class rooms with their pupils, the halls thronging with people who visited the recitation rooms, listening to

the children and learning perhaps for the first time, in what the education of their sons and daughters consisted.

The exhibition of Columbia School was once more taking place, held as formerly, at night, so that those taxpayers, friends, and parents who could not otherwise come, might see and understand the workings of all Columbia.

I saw the throng wandering about the building, and as at the real exhibition, when the classes were called to the auditorium, they entered with the pupils into customary exercises and heard one of the Senior essays given by Mr. James MacGrath.

At the announcement of an ice cream and cake sale, I held the crowd in this review event, departing for the lunch room, to partake of refreshments and to gather in friendly informal way. There, as I was watching the happy faces upon the platform, the shadowy draperies enveloped the stage and obscured them.

Now the curtain rose for the last time, showing the gymnasium decorated with flowers and filled with people.

I recognized Miss Palen's reception, held in honor of that beloved teacher, taking place in my review.

The entertainment during the reception was furnished by the members of the Alumni and schools. I witnessed again the entire programme of dancing, singing, reciting and playing which was given so splendidly and in such a spirit of friendly co-operation.

Miss Palen, at one end of the room, was soon surrounded by a bevy of friends, young and old, eager to do honor to her.

Finally, when refreshments had been served all gathered in groups and many examined the gifts given Miss Palen by her pupils as a token of their regard.

Then I saw them after a fond parting and "Auld Lang Syne," wending their way from the gym, as the screen obscured recollection's surface.

After so reminiscing about social events of the school, in my fanciful theatre, I arose and started for bed, leaving the ashes and a few glowing embers upon the hearth.

ALUMNI



Alumni

HELENE TUTTLE

To flunk, or not to flunk; that is the question:—
Whether 'tis nobler in the mind, to master
The myriad problems of a school curriculum;
Or to go down amidst a sea of troubles,
And, by evading, end them?



fitting soliloquy, perhaps, for the struggling undergraduate, with his trials and tribulations, his vicissitudes and varied fortunes. He lives in the tainted atmosphere of knowledge and erudition; he toils in oceans of ink; he breathes the pungent fragrance of fuming acids and gaseous elements; he burdens his brain with geometrical hypotheses; he tries to conciliate with Burke; he weeps with Antony over the death of Caesar; he delves into the depths of Dumas; and elucidates the profundities of Cicero.

And yet, who is here so base that would not be an alumnus, or an alumna, as the case may be? Who is here that does not proclaim this exalted state a consummation devoutly to be wished? Let us hope there are none. Whatever the cost, whatever the labor and the burdens

and hardships, they become so insignificant as to be counted as nought when compared with the great, the material, and the lasting benefits to be derived.

Graduation is the crowning achievement of an epoch. It is the first milestone in one's career. It transforms youth into men and women. But let us not be deluded into the false notion that here our education ends, and that henceforth the fruits of our meagre enlightenment shall blossom forth as if by magic. Rather should we face the future with a due sense of our vast ignorance, with a full realization of the fact that life holds more perplexing problems than all the school books in the world, yet, withal, secure in the conviction that nothing can daunt us as we take up the solemn duties and responsibilities of manhood and womanhood.

There is, we venture to assert, no period in one's whole

life so replete with golden opportunities as the years that are spent in school. For it is here that minds immature are molded into form, that bodies are built up and developed, and that the germ of success is planted in each and every individual, and left to thrive or to perish, in accordance with the fertility or the aridness of the soil. We can do no better at this point than to quote Goethe, who says: "Man was not made to solve the problem of the universe, but to find his place in the world, and to restrain himself within the limits of his comprehension." The time to find our place in the world is without question, before graduation, and not after. For otherwise the hours we have devoted to imbibing book-lore shall have been utterly wasted, and the diploma we so cherished shall seem a be-ribboned mockery,—a mere scrap of paper. The person who, after eighteen years of training, has no definite idea as to what sort of a career he or she is best fitted to follow, is burdened with an immense handicap that is not easily to be overcome. For it is an acknowledged fact that to achieve the highest measure of success in life we must apply ourselves to doing the thing for which we have inherent aptitude, after having first found out what that thing is. And so, the school laboratory may point the way

to a brilliant scientific career; the English class may give to the world a famous writer; the course in geometry may uncover someone's latest genius for engineering; while the school paper might easily inspire one so inclined to work up to the editorship of an influential magazine or newspaper. These are but a few examples of what a high school course, properly directed, could lead to. The point is, however, that these things should be thought of at the beginning, not at the end. It is far better to plan a definite course as a freshman than to look back, as an alumnus, upon a desultory course just completed.

Such, in part, are the rambling reflections of an alumnus,—of one who delights in harking back to the palmy days, when the hours were from 8:30 to 1:45, instead of 9:00 to 5:00, and when report cards, and not commutation tickets, were the regular monthly occurrences. To quote someone (I forget whom): "Them was the 'appy days!" No matter how eagerly you may look forward to being a graduate, there will always be times when you will look back with regret and wish you were an undergraduate again, if only for a couple of hours.

However, let it not be understood that, when we step from the platform with our diplomas, the joys of life are

over for us. That is a mistaken idea. The successes, the victories, the big things of life, are yet to come, and they will not be tempered by our griefs and disappointments, nor yet by the grim responsibilities which will at times beset us. So let us go forth full of courage and confident in the belief that we shall both "live to learn, and learn to live," for this is our province, and our great good fortune.

* * * *

These are the words of one of the students of our high school, who graduated not so very many years ago. By this, one can tell the spirit of "Old Columbia" is never lost. Further proof of this is found in the activities of some of the classes.

The class of 1906, for example, holds annual reunions at the homes of the members. In March, the ninth reunion was held in New York, at the home of the president, Mrs. Alfred C. Intemann, formerly Eugenia Schaaf. All of the members of the class were present with the exception of two who live at too great a distance. At this reunion the history, prophecy and other parts of the class evening program were read with great interest and amusement.

Four members of the class are married, Eugenia

Schaaf-Intemann, Elsie Fisk-Joachim, Jessie Bogart-Hall, and Helen Lithgow-O'Neill.

* * * *

Alexander W. Yereance, president of the Class of 1907, has furnished the roll call for his class:

Blanche Beck is a private secretary in the West Side Trust Company in Newark.

Christine Benbrook teaches in the Montclair schools.

Evelyn Bolsover successfully runs New York City.

Bertha Brainerd, Mrs. Frederick Prince, resides in Duluth, Minn.

Douglas Brown operates the Pennsylvania when Mr. Rea is indisposed.

C. Theodore Burke is now the husband of Miss Dorothy Howkins.

Asa Chandler, "Professor" of course, of Biology in Leland Stanford University.

Sylvia Coney has charge of the department of domestic science in the Orange schools.

Sue Cort is the same old Sue in spite of her position at Drew Seminary.

Stanley Crooks, married, is living in Independence, Kansas.

Harold Cross, attorney-at-law, is about to be avenged on Mr. Foster.

Josephine Dormitzer, Mrs. T. Grafton Abbott, is the mother of our class baby.

Dorothy Doty, Dainty Disciple of the Dance, has a studio in New York.

Bertha Drake, Mrs. Harrison Kammerer, lives in South Orange.

F. Willard Elmendorf, married Miss Virginia Smith of Trenton on April 20th.

Elaine Foster is co-conspirator with Harold Cross.

Louise Greenawalt is truant officer of Red Bank, N. J., and has a Ford.

Helen Halsey thinks matrimony surpasses music. Dr. Kanouse agrees.

Francis Johnson (respectfully referred to A. R. Elmendorf, Class of 1905).

Geraldine Long teaches in the Grove Street School, East Orange.

Austin Magie is heard but not seen.

Harry Murphy discovered in the trolley car occasionally, is as noisy as ever.

Helen Pryor teaches the young idea to shoot (in Hilton).

Archer C. Puddington is a member of the firm of Homan & Puddington, lumber.

Helen Reynolds, who can say?

Elizabeth Rodman is on the job at the Columbia School Kindergarten.

Helen Trimpi has not grown an inch but is a graduate nurse.

Anna Yunck is very successful in teaching gymnastics in Belmont Avenue School, Newark.

Lulu Zellers is still Queen of the Strawberry Patch.

* * * *

It has been impossible to gain data from the classes of 1908, 1909 and 1910, but we do not want to fail to mention them and assure them of our warm interest.

Class of 1911

Through the vale of memory calling,
With a deep persistent sound,
Are the voices of our classmates
Who in many States are found.

Four of our girls are teachers.
Those who train the youngsters are
Ruth Beck, Edna Huggan,
Florence Vail and Marie Maher.

Evelyn Doty now is Mrs. Clarke;
There are two engaged (who tell);
Elsie Rodman, our second bride,
And also Lillian Schell.

Some are engaged in business;
Lloyd Roberts, L. Beisler, too,
Herb. Ashwell and Constance Cooper
Have found worthy tasks to do.

Our college lists are all quite full;
Our president, Winifred Kirk, has earned
A name in college. Both she and
Sophie Gibling finish in June, I learned.

Beth Tucker and Mildred Memory
Are walking through halls of fame,
And Harry Chandler, we fondly hope,
Will add a "D.D." to his name.

Harold Bolsover's a wanderer;
We know he is "out West."
Anna Geiger studies music,
And as for all the rest

They're still unknown and modest.
The four who do not roam,
If you want to hear their story,
You'll find them all at home:

Adelaide LaRodie in Southern clime
And Francis Shields right here,
While Ruths, Elsmore and Sandford,
Have both come home, I hear.

No names have yet been entered
On the golden scroll of fame;
But give us time and watch us grow,
We'll "get there" just the same.

The Class of 1912

The Class of 1912 was, like all other classes, the finest that ever carried away diplomas from S. O. H. S. It had more talent, more brains, more wit, more wisdom,—in short, more of all those qualities that go to make a graduating class the very best in its own exalted opinion. But in this honorable distinction it does not stand alone. Every class that has graduated from high school since the year 500 B. C. has been so far above all the others, in mental, physical and intellectual attainments, as to make any attempt at comparison seem ridiculous. This may sound paradoxical, but anyone who has attended class evening exercises with any degree of regularity will agree that it is an uncontrovertible truth.

This warped idea of superiority is a failing peculiar to high school classes the world over. It is not an affectation; it is a firm, sincere conviction that takes root at some time during the Junior year, and grows steadily until, at commencement, it is in full bloom. At this time it asserts itself so confidently and so arrogantly that for anyone, particularly an underclassman, to utter a dissenting word, would be not only ill-advised, but dangerous.

The Class of 1912 was a great class, being chiefly noted for its faculty for launching innovations. The honor system was first tried out under its auspices and met with very fair success that year, though it subsequently became abused and had to be given up. The Columbian, our school paper, was instituted chiefly through the efforts of 1912 people, and was ably edited for two successive years by Lawrence D. Seymour, '12. The fire department, that highly efficient protective organization, was a product of 1912 initiative, and was headed by a 1912 giant, Dudley Pierson. 1912 was the first class to publish a year book, and it may also be mentioned, incidentally, that it was the first class to flaunt white flannels in the class evening exercises. This last, be it said, is a hit of startling originality not to be lightly regarded.

There were some notable personalities in this class of classes. There was that brilliant student, Alfred C. Kinsey, who is destined to cut a great swathe in scientific circles. There was Donald W. Salisbury, whose future we shall watch with interest. There was Norton W. Williams, whose mighty voice could make an ocean liner's fog-

horn sound pitifully weak. There was Norman G. Cort, better known, perhaps, in Maplewood than in South Orange but a good fellow, nevertheless. And among the girls we have Leah C. Thomas and Theodora E. Brown, of athletic fame; Eleanor Wallace, the class salutatorian; Agnes Jones, who smiled impartially at all the fellows, and a host of other celebrities whom lack of space forbids our mentioning.

It is interesting to note how, after four years of companionship and co-operative effort, the members of this class have scattered to the four winds of heaven and followed widely different paths of learning and of vocation. One is in the jewelry business in Los Angeles; one is in the University of Texas at Austin; one is in the sugar busi-

ness in Milwaukee; two are at Middlebury College; three are in business in New York; one is teaching athletics in Georgia, another in Ohio; one is at Dickinson College; two are at Smith; one is at Bowdoin; two are at Columbia; one is at Princeton; one is at Penn; two have graduated from Maryland College; three are wearing engagement rings (lucky damsels!), and several are "adorning the home."

I might go on and on, and still on, extolling the virtues of the illustrious Class of 1912, but there are, of course, other classes to whom space must perforce be given, and as they are all without doubt the best that ever graduated, we shall have to let them have their say. And so, while conceding this inalienable right, I say, in closing: Hail—hail—thrice hail—the Class of Nineteen Twelve.



The Class of 1913

In the two short years which have elapsed since the passing of the Class of Nineteen Thirteen, its members have in the world at large demonstrated, as clearly as is possible in so brief a period, their ability to "make good," and their right to a place among the leaders of every line

of endeavor upon which they have entered. A large percentage of Nineteen Thirteen entered colleges or other institutions of advanced learning. Among this number are now found officers of class and other organizations, athletes, actors, debaters, editors, literary lights, musicians, and

without exception, successful students. Other members entered the field of business, where they have advanced to positions of responsibility. Still others have followed other pursuits and have been uniformly successful.

As a class, the organization has been maintained. The Class of Nineteen Thirteen class prize has been instrumental in keeping the interest of the members. The prize fund has grown steadily and the permanence of the prize assured. In this way the class is able to show its continued interest in the school.

Frequent visits of a large number of "Thirteen Alumni

is another evidence of interest. One means of expressing interest in and co-operation with the school of which Nineteen Thirteen has not availed herself is the Alumni Association. This apparent luke-warmness is due rather to the fact that many are away at schools or colleges and numerous others have, when their membership was not solicited, failed to take the initiative themselves, than due to any lack of sympathy with the work of the association.

In closing it may be said that, as in the past, Nineteen Thirteen stands ready to co-operate with the students or faculty in any movement which will advance the best interests of "the old school."



Greetings from 1914

In the bull-frog family of high school alumni classes, there comes, each Spring a certain stir of interest arising from the arrival on the bank of graduation, of a new member of the household, from the group of pollywog classes still struggling in the pool below. The latest class to leave the pool and enter into the upper world is the graduating frog which, after entering the school as a pollywog, has

labored for four long years to reach that exalted state of being acquired by those who have attained the honors of graduation.

While in the pool, there were certain limitations and encumbrances on all proposed plans, but that was because the class was a pollywog. Now, however, there comes with the advancement to the more honored position, the

privilege of exercising to the fullest extent the abilities of the class. For example, we mention the commencement exercises when the newly promoted bull-frogs make their first and most imposing appearance in the presence of the rest of the alumni family.

Of course the existence of the pollywog is not entirely void of excitement, for the grinding routine of recitations and exercises is sometimes interrupted by such functions as the Senior play or Junior dinner. The exceptions are few, however, and the majority of the time is spent in diligent work.

It is fitting that at this time the Class of 1914, elder brother of the Class of 1915, should comment upon the behavior and bearing of the graduating pollywog during its course through the four years' preparation in the pool. When the class first entered the high school as a very little pollywog with very little dignity, and very great ambitions, it excited only a small amount of interest, for a newly hatched pollywog is not a particularly imposing object.

However, 1915 gradually developed in ability and intelligence, and by the time it had reached its Junior year, had convinced the other inhabitants of the pool, and the bull-frogs on the bank that it possessed qualities which

would make it a fit leader in the succeeding year when it should be a Senior. The indications proved to be altogether true, for in April when the play was presented, the class showed that it was a winner in the dramatic line, and by investigation it is found that in scholarship and athletics as well, a very creditable standard has been consistently maintained.

Therefore, it is with great pleasure that we now state, although we never before admitted it, that the pollywog of 1915, soon to become a bull-frog of the finest type, is fully qualified to join the honorable ranks of the Alumni croakers.

* * * *

The alumni have shown such a deep interest in our Year Book and have contributed their material so willingly that we hardly know how to repay them. Besides giving them our sincere thanks we have offered them more space in our Year Book than has ever before been devoted to an alumni department. This, however, we feel is due to them for their worthy support.

We thank them again for their prompt and hearty response to our requests and hope that this may be but a beginning of closer relationship between undergraduates and graduates of Columbia High School.

Athletics

IRA NELSON



Football



The football season this year was a big success and reflects great credit upon Captain Kirk and his team, who had to work under anything but favorable conditions. When the call for candidates was issued at the beginning of the season, it was found that only four of last

year's team were on hand to form a nucleus around which to build up a fast team.

As there were no available grounds for the team to play their games or to practice upon, except the small space adjoining the school, they were forced to play their games away from home and had very little practice. The team lost its first three games, but succeeded in winning the next three. The big game with Carteret was lost because the team lacked practice and were forced to play without

one of the regular players, who was hurt on the day preceding the game. The season closed with an expected defeat at the hands of our Alumni, making our record for the season three victories and five defeats.

THE PLAYERS

Phillips, left end, played a good game for one who is in his first year, and should be a valuable man next year.

Kirk, left tackle and halfback, was one of the mainstays of the team. He was a tower of strength on the line, where he repeatedly used his weight to great advantage in opening up holes for the backfield. Bill made a good captain and should receive great credit for bringing his team through the season successfully.

Adams, right guard, surprised everyone this year by his sensational work on the line. He repeatedly broke through the opposing line and downed the runner for a loss, while on the offensive he was a wonder in making holes in our opponent's line.



THE FOOTBALL TEAM

Chubby Burt, center, made a fine showing for his first attempt, and should be at his best next year.

Vanderbilt, right guard. "Hippo" must have been asleep the first part of the season, but he soon woke up and did excellent work on the line.

Brewer, right guard, should from all appearances, develop into one of the best players on next year's team.

Nelson, right tackle, was hurt in the first game and was forced to stop playing for the rest of the season. This was a hard blow to the team, because Ira had proved to be a strong lineman.

Blanchet, right tackle, played a fine game for his first year. What he lacked in size he made up in nerve.

Clark, right end, showed up exceptionally well this year and helped the team out of many close corners.

Pierson, right end, was one of the best players on the team, and his ability to break up the opposing team's plays made him of great value.

Fitzsimmons, quarterback, was by far the strongest and most spectacular player on the team. He scored the most points, made the longest runs and was without doubt one of the best players this school has ever seen.

Seaman, right halfback, although he played in few of

the games and had but little practice, was one of the most consistent players in the back field.

Hegan, left halfback, turned out to be a valuable asset to the team and his ability to catch forward passes resulted in many large gains.

Casler, fullback, and familiarly known as "Count," one of the best fullbacks this school has seen for some time. His wonderful line plunging ability resulted in many long gains and his position will be very hard to fill next year.

Folsom, MacGrath, Badgely and Rapaport deserve great credit for the spirit they showed in their work for the team and will certainly succeed in making the team next year.

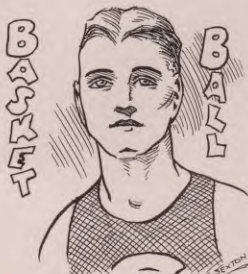
THE RECORD

South Orange.....	0	Ridgewood	13
South Orange.....	0	Orange	13
South Orange.....	0	Westfield	53
South Orange.....	14	Woodbridge	6
South Orange.....	28	Irvington	0
South Orange.....	85	Drake College....	0
South Orange.....	3	Alumni	20
<hr/>		<hr/>	
Total.....	130	Total.....	105



THE BOYS' BASKETBALL TEAM

Basketball



The basketball season for 1915 was one of the most successful this school has had in years, because from the beginning everyone had the proper spirit. It was largely through this hearty co-operation of the student body that the team was able to make the season a success. The players deserve great credit for, even though the schedule was one of the hardest that any team representing this school had to contend with and the team was broken up on numerous occasions, they succeeded through their fine teamwork and plucky spirit in winning nineteen games out of the twenty-eight played.

In reviewing the basketball season we must not forget the efforts of Mr. Powell to turn out a winning team. He worked hard with the boys and his work was undoubtedly chiefly instrumental in bringing about their success.

I wish to thank the members of the team for their good work, and in their behalf and my own, I extend hearty thanks to the student body and all those who supported

the team so well, and hope that next year's captain will receive the same whole-hearted support which I received.

TOM FITZSIMMONS, Captain.

Results of basket-ball seasons from 1913-1915:

Year	Games	Won	Lost
1915	28	19	9
1914	20	12	8
1913	17	10	7

SCHEDULE FOR 1915

South Orange.....	38	Nutley	23
South Orange.....	44	Belleville	8
South Orange.....	9	Glen Ridge.....	22
South Orange.....	27	Glen Ridge.....	25
South Orange.....	17	Dickinson	20
South Orange.....	30	Randolf Acad.....	29
South Orange.....	39	Randolf Acad.....	21
South Orange.....	18	Rutherford	20
South Orange.....	37	N. Y. U. Freshmen..	11
South Orange.....	34	Leal School.....	23
South Orange.....	31	Summit	23
South Orange.....	29	Alumni	13
South Orange.....	23	Carteret	9
South Orange.....	56	Carteret	11
South Orange.....	48	Morristown H. S...	24



THE GIRLS' BASKETBALL TEAM

SCHEDULE FOR 1915 (Continued)

South Orange.....	48	Orange	28
South Orange.....	20	Orange	47
South Orange.....	22	St. Benedicts	46
South Orange.....	34	Central	21
South Orange.....	37	West Orange.....	18
South Orange.....	37	West Orange.....	32
South Orange.....	8	Montclair Acad.....	29
South Orange.....	29	Morristown School..	41
South Orange.....	48	Dover	26
South Orange.....	15	Dover	49
South Orange.....	36	Bloomfield	29
South Orange.....	31	Bloomfield	27
South Orange.....	16	Kingsley	48
Total.....	871	Total.....	725

PERSONAL RECORD

Name.	G.	F.G.	F.T.	Pts.
Fitzsimmons, forward	28	147	214	508
Seaman, guard	18	42	5	89
Brady, center	22	39	0	78
Nelson, guard	28	35	0	70
Seager, forward	23	32	2	66
Lea Mond, forward.....	14	16	0	32
Hegan, guard	12	7	0	14
Kirk, guard	7	3	0	6
Foyle, guard	5	1	0	2
Oberrender	2	1	0	2
		<u>323</u>	<u>221</u>	<u>867</u>
Points awarded, 4.				

Girls' Basketball Team

Under the leadership of Captain Lydia Seager, the girls' basketball team of Columbia High School successfully completed a season of nineteen games. The games arranged for by the manager, "Cal" Thomas, were with some of the best girls' teams of this section. A team that could win fourteen of such games certainly must have been a fine one.

A Triangular League was formed with Miss Beards' School and Montclair High School. After a hard struggle Montclair succeeded in defeating our team, winning the championship by one point.

The team was probably one of the best ever turned out by this school and had two forwards whom the opposing guards were unable to hold.

THE TEAM

L. Seager, Capt., forward	L. Collyer, guard
C. Thomas, Mgr., forward	A. Wilson, forward
J. Tucker, jumping center	H. Fisk, standing center
E. Boston, guard	

SCHEDULE

South Orange.....	32	Nutley	5
South Orange.....	15	Plainfield	10
South Orange.....	49	Ridgewood	7
South Orange.....	21	Battin	20
South Orange.....	20	Montclair	17
South Orange.....	47	White Plains.....	17
South Orange.....	23	Beards	7
South Orange.....	5	Montclair	20
South Orange.....	12	D. M. S.....	5
South Orange.....	19	Battin	21
South Orange.....	24	Beards	22
South Orange.....	50	Castle	34
South Orange.....	21	Savage	20
South Orange.....	16	Bloomfield	21
South Orange.....	15	D. M. S.....	8
South Orange.....	15	Montclair	18
South Orange.....		Alumni	

"Gym" Team



With only four experienced men left from last year, the Gym team for 1915 faced a great problem. At Captain Bleecker's call for candidates about twenty turned out. This material was all inexperienced, but under the coaching of Mr. Powell and aided greatly by unceasing practice, the gym team turned out by Captain Bleecker was certainly a credit to the school. The schedule presented by Manager Bruce Taylor was a long and hard one, containing dates for six meets and one exhibition.

Captain Bleecker, B. Taylor, DeW. Fisher, P. Link and F. Cahill were the chief point winners during the season.

Link surprised all by his club swinging; although he was new at the game, he captured first honors in two of the meets.

The find of the season, however, was Francis Cahill,

who did excellent work on the parallel bars and on the rings. He worked hard and accounted for four places during the season. The school will probably depend on Cahill to keep up the records made by former teams of C. H. S.

H. Pierson, B. Taylor and P. Link were the chief performers on the horizontal bar.

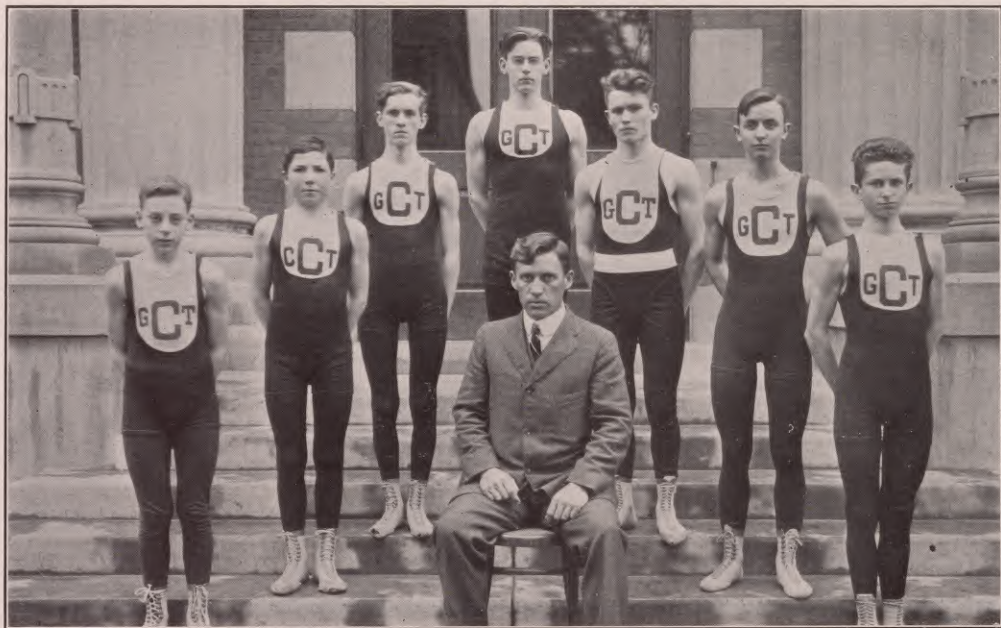
The two smallest members of the team, A. Hartdegen and W. Blanchet accounted for several places; Hartdegen on the parallels and in tumbling; Blanchet on the horse and in club swinging.

The success of the team was a surprise to everybody, but probably no other team deserves more credit than the 1915 Gym team of Columbia High School.

SCHEDULE

South Orange, 10; Dickinson, 44. Those who placed for South Orange, E. Bleecker, B. Taylor, D. Fisher.

South Orange, 3; Dickinson, 21; Stuyvesant, 20. Those who placed for South Orange, E. Bleecker.



THE GYM TEAM

South Orange, 8½; Dickinson, 33; Newark Academy, 12½. Those who placed for South Orange, E. Bleecker, B. Taylor, D. Fisher.

South Orange, 41; Bloomfield, 13. Those who placed for South Orange, P. Link, H. Pierson, B. Taylor, F. Cahill, A. Hartdegen, E. Bleecker, D. Fisher.

South Orange, 23; Lawrenceville, 31. Those who

placed for South Orange, P. Link, W. Blanchet, F. Cahill, B. Taylor, D. Fisher, E. Bleecker.

Exhibition—Newark Academy, Dickinson High School, South Orange.

South Orange, 26½; Kingsley, 18½. Those who placed for South Orange, E. Bleecker, B. Taylor, W. Blanchet, F. Cahill, A. Hartdegen.



Track Team

For the first time in the history of the school, Columbia in 1915 is represented by a track team. After many futile attempts, Captain Kirk at last succeeded in rousing the boys, and about twenty were present at the first meeting of the team. The material for the most part is good, but inexperienced, and should be able to hold their own in the two meets arranged for by Manager MacGrath.

The following figures should show you what the team can do in practice and will do in competitive events. The team will contest in the annual inter-Orange meet and

the Rutgers' interscholastic meet. Records made in practice:—

100-Yards—Kirk, 10 2-5 sec. Martin, 10 3-5 sec.

220-Yards—Kirk, 25 sec.

440-Yards—Martin, 1 min.

880-Yards—Martin, 2 min. 55 sec.

Pole Vault—MacGrath, 9 ft. 1 in. Corbett, 9 ft. 1 in.

High Jump—Houghton, 5 ft.

Discus Throw—Rapaport, 115 ft.

Shot Put—Kirk, 38 ft.



THE TRACK TEAM

Baseball



When Captain Lea Mond issued his call for baseball candidates over forty boys answered, and presented themselves, ready for action, at the first practice. After a sifting process, in which every one was given a stiff try-out, the team, composed of fourteen men, was selected. At the

outset of the season a "jinx" seemed to follow the team, for the first two games were lost. In the first game Art Lea Mond struck out fourteen men and allowed but one hit.

The catching department has been taken care of by Eddie Gibbs, Phil Garey and LeRoy Casler. Eddie, besides catching in most of the games, gets the name of "Hard Luck King," as he has sustained a sprained ankle and a pair of sprained fingers.

Mal Pierson has covered first most of the time and has proved his worth both at bat and in fielding.

At the second bag, Kottman has played well and besides his work there, has been one of the leaders with his bat.

"Obbie," our shortstop, would rather play ball than eat. This spirit and his "never say die" attitude were probably reasons for his excellent playing.

Speaking of the star third baseman of the American League, what about our own star, Heinie De Grasse? Heinie picks up those line drives like a veteran, bats well, and gets under some seemingly impossible fouls.

The outfield positions were well filled. MacGrath played a good fielding game, but was weak at bat; Blanchet could always be depended upon, and Brewer, the find of the season, besides being a good fielder, was one of the heaviest hitters on the team.

The team for this year had the advantage of many teams, in that it carried a general utility man. This player, George Hegan, played the outfield, shortstop, first base and pitcher.

In the box we find two of the best high school pitchers



THE BASEBALL TEAM

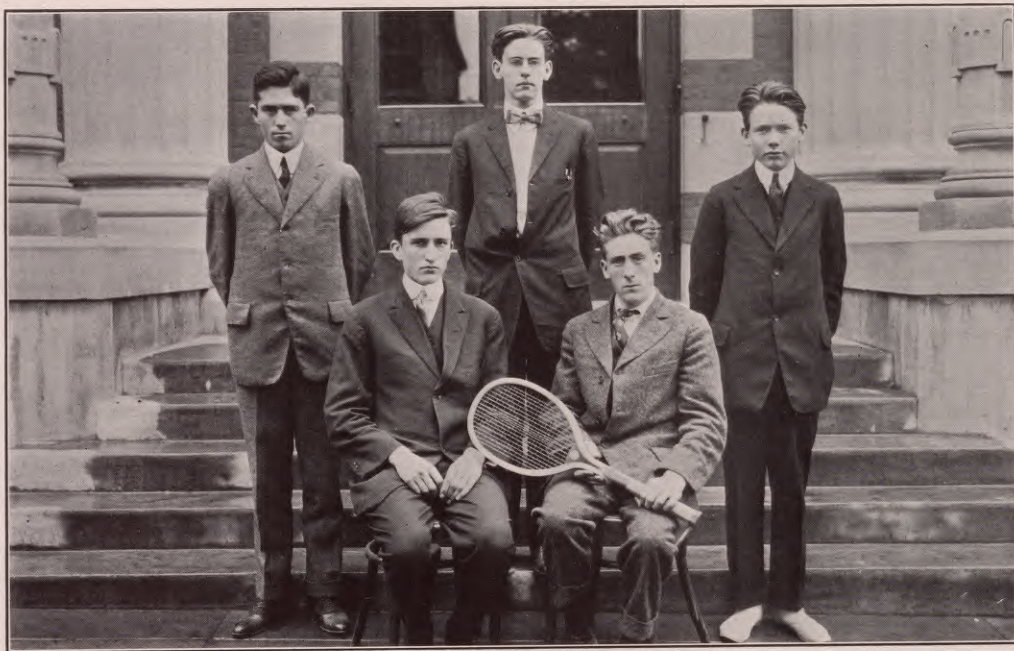
in this section, Captain Lea Mond and Francis Foyle. Both of these men did good work and deserve a great deal of credit.

"Evy" Phillips and Warner Tunis were the two chosen as subs. They appeared at every game and practice and their work is appreciated by all.

Last, but not least, is Jack Clark, the manager. He worked hard, his speeches from the platform being one of the many good things he did to help bring the season to a successful issue.

SCHEDULE

South Orange.....	4	Chatham	5
South Orange.....	1	Orange	3
South Orange.....	13	Summit	2
South Orange.....	8	Carteret	3
South Orange.....	7	East Orange.....	8
South Orange.....	2	Carlton	13
South Orange.....	2	Kingsley	2
South Orange.....	3	Orange	2
South Orange.....	4	Seton Hall Prep....	10
South Orange.....	5	Glen Ridge	6
South Orange.....	4	Central	5



THE BOYS' TENNIS TEAM

Girls' Tennis Team

The girls' tennis team for 1915 should, judging from all appearances, be a good one, but at the time of going to press no matches have been played.

As originally presented by Manager March, the schedule contained dates for twelve games, but eight of these had to be cancelled on account of rain or for other reasons. When the first meeting was called for candidates twenty girls turned out, from which, after a severe try-out, the following team was chosen:

Ethel Boston, Captain	Helen March, Manager
Kathleen Freeman	Evelyn Clift
Margaret Young	

We sincerely hope the remaining meets take place and are sure that if they do, victory will surely fall to the girls representing Columbia.

Schedule—The team will play Beards' School, Montclair High School, Battin High School, Plainfield High School.

Boys' Tennis Team

Owing to the fact that several of Columbia's best players were unable to play, the tennis team for 1915 has been badly handicapped. The captain found it very hard to get a place to practice and as a result the first two matches were lost. We wish the team the best success for the remainder of the season and congratulate them upon the way they have stuck it out in the face of seemingly insurmountable obstacles. The team:

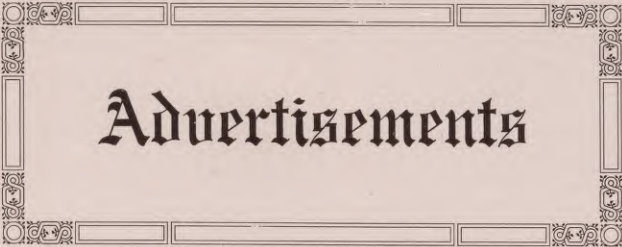
P. Seager	L. Freeman
P. Link	C. Taylor
L. Ware, Captain	

SCHEDULE

South Orange	0	Glen Ridge	5
South Orange	1	West Orange	4
South Orange	1	West Orange	4
South Orange		Bloomfield	



THE GIRLS' TENNIS TEAM



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