

10<sup>th</sup>



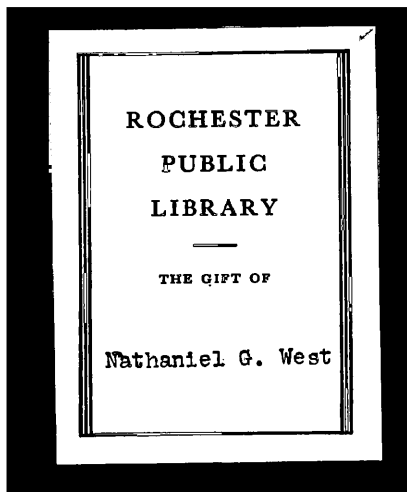
# ANNIVERSARY MADISON JUNIOR SENIOR HIGH SCHOOL



1922

1932

# MADIGRAPH





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**THE MADIGRAPH**  
The Anniversary Number commemorating  
ten years of service and achievement.  
1922 - - 1932



*Rochester, N.Y. Madison High School*

**Madison Junior-Senior High School**  
**Rochester, New York**

## DEDICATION

TO THE THOUSANDS OF GRADUATES  
WHO, AS STUDENTS IN THE  
MADISON JUNIOR HIGH SCHOOL  
DURING ITS FIRST TEN YEARS,  
CONTRIBUTED SO FULLY TO THE  
DEVELOPMENT OF ITS  
STANDARDS AND ITS SPIRIT,  
THIS ANNIVERSARY NUMBER  
OF THE MADIGRAPH  
IS AFFECTIONATELY DEDICATED.

Nathaniel C. West

9-29-47

# A Transition

by Theodore A. Zornow, Principal

**In intensiveness of purpose and fullness of achievement, let us give ground to none. Insofar as we may consistently do so, let us point out the way.**

The Madison Junior High School came into existence as part of a comprehensive program designed by a progressive Board of Education to provide for the youth of Rochester educational opportunities in keeping with modern requirements. Interest in the junior high school movement, which has been so general throughout the nation, has been especially keen in Rochester. In this matter, as in so many others, the slogan, "Rochester Made Means Quality," has been of singular significance.

Last June Madison completed its first ten years of service. Approximately ten thousand different students have been in attendance in the ten year interval. More than four thousand students have been graduated from junior high courses. Many of these now hold positions of significant responsibility in the life of the city. Their success does honor to the school and is a source of satisfaction to the community. Madison will never face a more challenging problem than that presented by its adolescent junior high boys and girls during the first ten years of its existence.

The increase in enrollment in the secondary schools of New York State during recent years has been almost phenomenal. From 1915 to 1930 numbers increased from 177,000 to 477,000, a gain of 168%. One-eighth of all the high school students in the nation are enrolled in New York State schools, and the number so enrolled is larger than the number of boys and girls in schools of comparable grade in all England, with a population three times as great. In Rochester during the ten years of Madison's existence, the number of students in the secondary schools has increased thirteen times as fast as has the population of the city. This tremendous increase in numbers has presented a serious building problem. In meeting the problem, the Board of Education has erected the new Benjamin Franklin High School and the new Charlotte High School and has provided, also, significant additions and annexes at Jefferson Junior, Washington Junior, East High School, and Monroe High School. Crowded conditions at West High School have imposed on Madison the necessity of serving the community in a much wider field than was at first intended. By mandate of the Board of Education it has now become a full six-year junior-senior high school. Of approximately 2700 students registered in September 1932, more than 1600 are included in years nine to twelve, indicating a marked

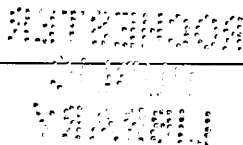
shift of emphasis to the senior high field. Henceforth classes will be offered in all of the generally accepted high school subjects. Obviously, to meet these

new and broader responsibilities, the school will need both changed and augmented equipment. This will be especially true in the fields of physical and chemical science and of commercial work. Also, study hall and library facilities must be expanded. Likewise, an athletic field adequate for senior high activities will be very much needed.

But with all the physical changes, the objectives of the past ten years will continue to obtain. These objectives are threefold: intellectual development, physical development, and character development. Much of the information obtained from the subjects studied in school is not retained in the memory in later years, but the mental power developed survives. Hence the subjects. The health of the individual student is not only vital to his own success but is also of great importance to society. Physical handicaps are bound to impair efficiency. Surely it is a responsibility of the school to set up a program of health and recreational activities and to provide facilities such that physical handicaps may be removed and a normal physical development may take place. Of all the factors involved in one's success, character is doubtless the most important. Good citizenship, right habits of conduct, and the development of the will to discharge the normal duties of life are vital factors not to be overlooked in any good school situation. Every phase of student life, the assemblies, the student organization, athletic activities, all should be meaningful to this end. Therefore, mental development, physical development, and character development will continue to be dominant purposes at Madison.

In carrying on in its enlarged field, Madison High School earnestly solicits a continuance of the confidence and support which the community has so willingly given in the past. And for our part, boys and girls, as the school begins its new decade of service, let us hold high our standards and burnish bright our ideals. In intensiveness of purpose and fullness of achievement, let us give ground to none. Insofar as we may consistently do so, let us point the way. Let us make clear to the community that we understand and accept the obligation which breadth and variety of opportunity presents.

1-719921



## ACKNOWLEDGEMENTS

The Madigraph staff and the faculty committees wish to thank the following for help, information, or loan of material: Rochester Savings Bank, Paine Drug Company, Rochester Museum, Rochester Historical Society, Mrs. E. Danforth, Mrs. M. Jeffreys, Mr. Al Stone, Mr. Charles H. Ward, Mrs. E. Russell, Mr. and Mrs. William Deverell, Mrs. F. Corlett, Mr. and Mrs. M. B. Thurston, Mrs. H. T. Ball, Mrs. L. J. C. Arvine, Mr. and Mrs. William Line, Mr. Charles Blodgett, Mr. James T. Pitts, Miss Julia Traver, Mr. Theodore Cazeau, Mildred Rooney, Robert Lee Cook, Charles H. Ward, and members of the alumni.



### A TRIBUTE TO OUR LEADER

By Rose E. Sutter

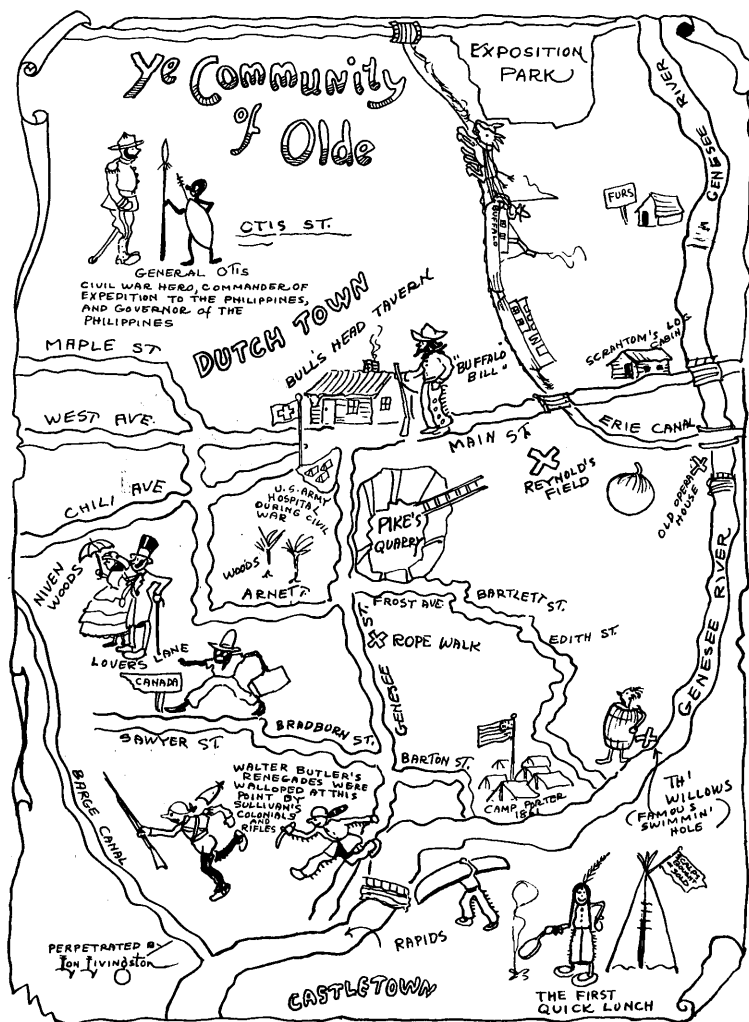
A stream can rise no higher than its source; a school can progress no farther than its principal leads. Madison has been fortunate to be under the guidance of such a man as Mr. Theodore A. Zornow.

When he became principal of this school in 1922, he came equipped with the experience of a teacher and a principal. Study and travel had added their broadening influence.

Ten years have elapsed since Madison opened its doors—ten years of growth, development, and service. These achievements are a matter of pride to all who have been or now are connected with our school. We realize clearly that Madison never would have made such progress in all phases of education—physical, mental, and moral—had there not been at its head a

real leader, one who was keenly alive to the needs and possibilities of the school and who could suggest ways of satisfying and accomplishing these. A man of vision and initiative, Mr. Zornow has brought patience, kindness, and sympathetic understanding to every problem arising in his school. He has been prompt to undertake any work which he believes of value to the pupils. Under his guidance Madison was the first school to work out a comprehensive health program. He is always in the van, by his spirit and enthusiasm infusing new zeal into his coworkers and colleagues.

At the close of ten years of progress under his guidance, we look back with pride; under his leadership we look forward with confidence.





## LOOKING BACKWARD

By Rose E. Sutter

The history of the section which now comprises the district served by Madison Junior-Senior High School is a story of the Indian, the French, the British, the American pioneer, and their successors.

Long before the white man appeared in this section Indians made their homes here. Some idea of their simple culture may be inferred from the crude stone implements found where they formerly lived. One of their large towns was located where now the Buffalo, Rochester, and Pittsburgh Railroad crosses Brooks Avenue near the city line. Little is known of these people, for they disappeared and were supplanted by the fierce Senecas, who were members of the League of the Iroquois. By 1654 these victorious Indians dominated practically all of habitable America east of the Mississippi River. So powerful did they become that their hostility to the French permitted the English to gain control of North America.

Due to the labors of the Jesuit missionaries, the French finally gained a foothold in this region. The succeeding years witnessed the struggle for this territory between the French and the English with their respective Indian allies. In 1754 at Quebec the English finally succeeded in terminating the French claim.

During the Revolutionary War the Senecas aided the British against the colonists. For this reason a campaign to crush them was undertaken in 1779 by General Sullivan, who commanded five thousand colonists. Being unsuccessful in the attempt to halt Sullivan's army at Elmira and at Conesus Lake, the British and Indians fled down the Genesee River. On the site of the present University of Rochester, they hurriedly cached their munitions. Then the force split. One group hid in the woods; the other under Lieutenant Butler crossed the Genesee River at the old fording place, now Brooks Avenue, and then turned west to reach the shelter of Fort Niagara.

Upon the withdrawal of the British soldiers, the land was left open for settlement. Within a few years Oliver Phelps and Nathaniel Gorham were bargaining for a

vast tract of land in the Genesee valley. The Indians were unwilling to surrender any land west of the river; they considered that stream the boundary line between their land and that of the whites. Mr. Phelps having persuaded them of the desirability and importance of a mill, they finally agreed to give enough land for a mill yard. He assured them that a stretch of land extending twelve miles west of the river and north from Cannawaugus to Lake Ontario was necessary. Certainly he must have been an enthusiastic booster. The Indians finally yielded their title to 2,600,000 acres to Phelps and Gorham for \$5,000 and an annuity of \$500 forever.

So anxious was Mr. Phelps for a mill that he gave in 1788 a one-hundred acre tract of land west of the river to Ebenezer Allan on condition that he build a mill on it. This first mill, strongly built of heaviest timber, was erected on what is now Aqueduct Street, near Main Street. The old mill stones after much traveling are now in the Monroe County Court House.

Settlement of this region proceeded slowly; the swamps, the forest, and the difficulties of travel discouraged people. In 1802 Colonel Nathaniel Rochester of Maryland with his friends, Colonel William Fitz-



First House on the One-hundred Acre Tract

hugh and Major Charles Carroll, bought the one-hundred acre mill tract for \$17.50 an acre. With this the present city may be said to have begun. Hamlet Scramton lived in the first log cabin built west of the river. It was erected on the site of the present Powers Building. Later Colonel Rochester came with his family to the little settlement and took up his residence on South Fitzhugh Street not far from a spring of clear water which gave the name to Spring Street. The locality was the site of the last camping place of the Senecas in this section.



The First Main Street Bridge

Gradually the pioneers, many of whom came from the New England settlements, cleared the lands and built homes. The forest was so dense that one settler was often totally unaware of neighbors who might be settling not far away. Deer, bears, wolves, and other animals roamed the wilderness. In 1813 during a typhoid-pneumonia outbreak, Dr. Jonah Brown, one of Rochester's first physicians reported that on his way to visit a patient at the Genesee Rapids, he "narrowly escaped the claws of a panther while in the woods."

Buffalo Street, as West Main Street was then called, was a mere wagon track, impassable in rainy weather. In the spring of 1816 the timber on this street was cut as far as Bull's Head. At the intersection of Buffalo Street and Genesee Street, on the ground now occupied by St. Mary's Hospital, stood a country tavern. From a post hung a great sign displaying a bull's head and bearing the legend "Bull's Head Tavern." It was a resting place for drovers and their cattle as they passed through the city.

St. Mary's Hospital was begun in two small stone stables by the Sisters of Charity of Saint Vincent de

Paul in 1857. During the Civil War five hundred wounded and sick Union soldiers were cared for there by the Sisters.

In the early days the site of St. Mary's Orphanage was occupied by a cattle market built by Joseph Field and Derrick Sibley, the latter Rochester's first auctioneer. A few years after Sibley and Field built their yards, Calvin Granger erected an inn on Buffalo Street and called it Lamb's Tavern. The residence of the late Alfred Wright now occupies that plot on the corner of West Main Street and Willowbank Place.

A rope walk once occupied the land now called Churchlea Place. Sidney Church's ropewalk fronted on Buffalo Street and extended back to Clifton Street. When the long, low building where the rope was made was removed, the walk became Churchlea Place.

Farther west near Elizabeth Street in a building, still standing, was the United States Hotel. For eleven years it was occupied by the University of Rochester. Fifty-nine students, who were taught by five professors, entered the first classes in 1850.



Reynolds Arcade

Reynolds Arcade near the Four Corners was built in 1828 by Abelard Reynolds, first postmaster and tavern keeper. The present year, 1932, marks the passing of this structure which was known a century ago as the "largest and most expensive commercial building west of New York City." Many events of historical interest took place within its walls. There the Western Union Telegraph was founded; in one of the rooms Thomas A. Edison carried on experiments which resulted in the quadruplex process of telegraphic transmission; there George Selden designed the gasoline engine for use in the automobile, and there the



late George Eastman experimented with early wet plate photography. Before the Civil War the Arcade was a headquarters for Abolitionists, and Frederick Douglass often spoke there. Old Reynolds Arcade was very closely connected with the industrial and cultural growth of Rochester.

At the intersection of Genesee Street and Brooks Avenue a small hamlet, called Castle Town, was early established. Colonel Wadsworth, who, it was said, could start at Bull's Head and go to Genesee without stepping off his own land, used his influence to aid its growth. It became a depot for flat boats coming from the upper reaches of the Genesee River. It declined, however, and the place became known as the Genesee Rapids, on account of the rapids in the river there. The hamlet gave the present Genesee Street its name.

This busy thoroughfare was once a country road with only a small log cabin and the farmhouse and farm of Samuel Ballantyne on it. Later I. J. Bennett purchased the Ballantyne property and had a beautiful home on the site now occupied by the West High School. The large elms near the walk in front of the building once shaded the lane which led to the Bennett home. After the house was destroyed by fire, the land became one of H. Sibley's seed farms.

Farther south on the corner of Genesee Street and Elmdorf Avenue the Hovey homestead, not greatly altered, may be seen. This house and the brick house directly south of St. Mary's Orphanage, are two of the oldest on Genesee Street.

On the corner of Flint Street and Genesee Street, Andrew Gessell established a rope walk in 1855. Here all kinds of cord were made from fish lines to tow ropes for the canal boats. The trees between which the rope walk was placed still stand in the rear of 508 Genesee Street. It was a favorite stopping place for boys, journeying to and from the old swimming hole above the Rapids.

Other places of interest were the quarries. Brown's Quarry and Limekiln occupied part of the present West High Athletic Field. On Genesee Street near Orleans Street stone was taken from Simpson's Quarry. Pike's Quarry was on Frost Avenue. Filled in and planted with shrubbery, it has become Wilson Park, now overlooked by the Madison Junior-Senior High School.

Two canals, the Erie and the Genesee Valley, traversed this section. The former connected Lake Erie and the Hudson River; the latter, the Erie Canal at Rochester with the Allegheny River at Olean. They



A Scene From Pike's Quarry

were used for transporting immigrants, agricultural products, and manufactured goods, and aided materially in developing the city. Both canals are gone. The subway occupies the bed of the Erie Canal; the Pennsylvania Railroad that of the Genesee Valley Canal.

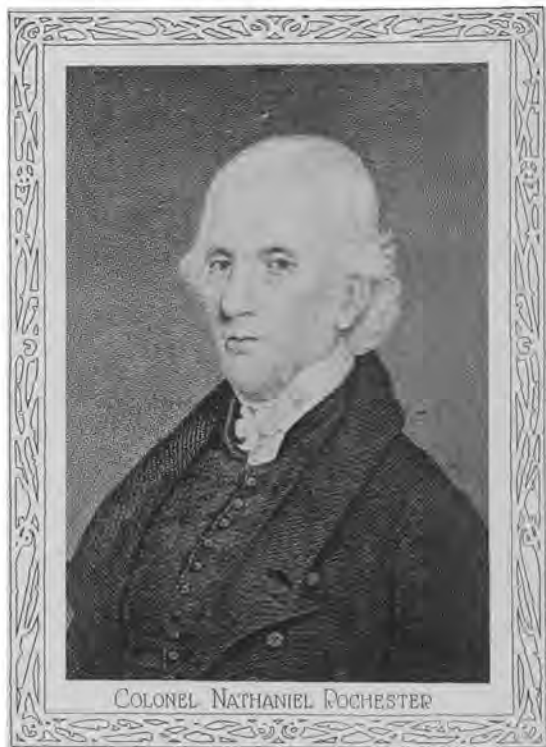
On the upper bank of the Genesee River, where now Cottage Street curves behind the former Vacuum Oil



A Packet Boat on the Erie Canal

Company's buildings, Camp Fitz John Porter was established in 1861 at President Lincoln's first call for 75,000 volunteers. Here all the infantry recruits were drilled. Later they were dispatched to Elmira where they were provided with uniforms, and from there were sent to the battlefields of the Civil War.

David Niven. The Presbyterian Home in Thurston Road is located where the Niven homestead stood. The tree-bordered lane, then known as lovers' lane, which led to Niven's woods is now Inglewood Drive. Part of the Sibley tract, which was located behind West High School, contained seed farms at one time.



Within comparatively recent times a large area west of Genesee street has been settled. Three large tracts—the Hawthorne Terrace, the Niven and the Sibley tracts—were developed.

Hawthorne Terrace, the section around Kenwood, Wellington, and Warwick Avenues, was used for raising nursery stock. The Niven tract, comprised of land from Colgate Street through Inglewood Drive, was part of a one-hundred acre plot formerly owned by

Some of the streets of our district perpetuate the names of early notables. Hawley Street calls to mind Jesse Hawley, foreman of the first grand jury here and ardent advocate of the Erie Canal. The contractor who built the Court Street aqueduct for that canal, Henry Cady, is remembered by Cady Street. Amos Bronson, owner of a lumber yard and holder of many positions of responsibility, left his name to the thoroughfare which passes our school. Thurston Road carries the



Susan B. Anthony

name of Moses Thurston, a pioneer, who in 1811 cleared land for a home on the west side of that street. Brooks Avenue, formerly in Gates, was named for the Brooks family. Part of their original homestead survives in the large house surrounded by beautiful old trees on the corner of Brooks Avenue and Marsh Street. Anthony Street took its name from Asa Anthony, an uncle of Susan B. Anthony. His home was one of the stations of the "Underground Railway." The house, somewhat altered and moved from its original location, is now at the corner of Post Avenue and Anthony Street.

A number of prominent people have lived in this section. In the Third Ward were located the homes of Colonel Nathaniel Rochester, of Jonathan Child, first mayor of Rochester, and of Mortimer Reynolds, whose home is now Reynolds Library. Another resident was Lewis Henry Morgan, the "Father of American Anthropology," whose works have been translated into many languages and whose writings on human

society are endorsed by the present Soviet government of Russia as the pioneer work in this field.

Susan B. Anthony, school teacher and leader in the struggle for women's rights, lived on Madison Street.

For a short time William Cody, dear to the heart of American youth as Buffalo Bill, resided in Rochester, first on Exchange Street and then on New York Street. His children attended old Number 2 School. Two of them now lie buried in Mount Hope Cemetery.

Dr. E. Mott Moore, father of the Rochester Park system, was a resident of our district. His statue in Genesee Valley Park is a testimonial to him as physician and public-spirited citizen.

Judge Addison Gardiner, whose name has been given to Gardiner Avenue, was another eminent resident. He was the first Justice of the Peace, and in 1847 rose to the position of Judge of the Court of Appeals. He was twice elected lieutenant-governor of the state. He donated the land for the little school at the corner of Chili Avenue and Gardiner Avenue, then in the town of Gates. When this school was abandoned, Number 44 School was erected to serve that district. A part of Judge Gardiner's farm is now a city playground.



Colonel Rochester's Home





Honorable George Danforth

Another man who held a leading position at the bar was Honorable George Danforth of West Avenue. From 1879 to 1891 he held the position of Judge of the Court of Appeals.

At the triangle formed by Chili and West Avenues stood the beautiful home of General John H. Martindale of Civil War fame. He was state attorney-general from 1866 to 1867.

Another man prominent in military affairs was General Elwell S. Otis, whose residence still stands on Lyell Avenue. A Major General of the United States Army, he was appointed Military Governor of the Philippine Islands from 1898 to 1900. His fellow citizens have shown their appreciation of his work by giving his name to a station, a street, and a school.

The development of the gasoline engine was due in great part to the efforts of Hiram Everest, who finally succeeded in developing a lubricating oil that would withstand the heat produced in a motor. He built the first vacuum petroleum still—the first still to obtain successfully lubricating oil from crude petroleum on a commercial basis. In 1932, upon Henry Ford's request, the old still was donated to the Edison Insti-

tute of Technology at Dearborn, Michigan, where it has recently been set up. An outgrowth of Mr. Everest's experiment was the founding of the Vacuum Oil Company.

Though some well-known factories are located in the area west of the river, our district now is and always has been primarily a residential one—a district of homes. To care through the years for the educational needs of this gradually growing community, it was found necessary at different times to erect schools in various places.

The first school was organized in 1813. Its fourteen pupils were taught by Miss Huldah Strong in a room over Jehiel Barnard's clothing store which was located west of the later site of Reynold's Arcade. The citizens of Rochesterville, led by John Mastick, the town's first lawyer, decided a larger meeting place was necessary. So in the autumn of 1813 the first school, a one-story building, measuring eighteen by twenty-four feet, was established on South Fitzhugh Street on land now occupied by the Municipal Building. The school had to be maintained wholly by voluntary contributions. When the funds contributed by those sending children to the school proved inadequate, eight scholarships were founded by eight gallant bachelors of that early day.

District and private schools gradually sprang up in many parts of the section, testifying to the interest of early Rochesterians in education.

Among the oldest schools in our district are No. 2 (now the West Side School for Boys) 3, 4, 5, and 6. All were erected between 1841 and 1843. During



The Home of Honorable George Danforth



Lewis Henry Morgan

the next decade Number 17 was opened. In the 1870's Numbers 19, 21, and the Industrial School, Number 1 (as a public school) began their work.

Increasing population to the westward forced the building in 1884 of schools 29 and 30. Five years later Number 32 was built. The next wave of population was rapidly carried westward by the opening of the Sibley and Niven tracts. In 1910, Number 16 was erected, and a few years later Number 37 moved from the house on Genesee Street where it had been organized in 1913 to the present building on Congress Avenue.

Schools 43 and 44 were formerly Gates district schools founded in 1824 and 1837 respectively. In 1919 they were brought into the Rochester school system.

As might be expected, free secondary schools were begun somewhat later than the elementary ones. Though chartered in 1862, the Rochester Free Academy could do little until the erection in 1873 of a building on South Fitzhugh Street. At the time it was considered a very fine school edifice. When the situation of the Free Academy was no longer convenient for the high school population, it became the Municipal Building.

To take care of the secondary school pupils of this section, West High School was begun in 1903.

After the junior high school plan was adopted in Rochester, such a school was opened in 1921 on our northern boundary—Jefferson Junior High School, the second junior high school in Rochester. The following year the third one—our own school, Madison Junior High, began receiving pupils. Since that time it has become a six-year school.

Though ours is one of the most recent of the schools, we are at this time observing the anniversary of its ten years of service to the community. It is because we have reached this milestone that we have paused for a few moments to consider the past which forms the background for the story of our school.

Steadily and surely this part of Rochester which comprises our school district has grown and developed. Gone are the Indians, the forests, the wild animals, the French, the British, and the pioneers. Instead we find a thriving modern community well equipped to maintain and further the fine art of living.



Colonel William F. Cody (Buffalo Bill)



**The First Madigraph Staff — January 1924**



**Madison Junior-Senior High School**



## THE SCHOOL

You have read how Madison Junior High School came into existence. The purpose of the following section is to give a picture of the present Junior-Senior High School Organization. We invite your especial attention to the articles by our personnel workers.

The Madigraph will come into your homes during Know Your School Week. May we urge you to visit your school at this time and learn by actual observation just what Madison Junior-Senior High School is trying to do for your boys and girls?



**Madison's Faculty Members  
1922 — 1932**

The following members of the faculty came to Madison when it opened in September, 1922, and have been with us through the ten years of its existence:

Theodore A. Zornow  
 Caroline Armstrong  
 Mrs. Grace Barons  
 Jessie Bennett  
 Ruth Bidelman  
 Lulu Burt  
 Esther Callahan  
 Raymond Conyne  
 Joseph Coppinger  
 Jessie Cosgrove  
 Bertha Cuyler  
 Marion Davis  
 Jerome Davis  
 Alice Donnelly  
 John Droman  
 Elizabeth Ellis  
 Mrs. Millicent Frasier  
 Laura Martin Friel  
 Lucy Goddard  
 Lillian Heaply  
 William Jermyn  
 Mrs. Jennie King  
 Doris J. Lamoree  
 Ina LeRoy  
 Grace Line  
 Clarence J. Link  
 Lionel Livingston  
 Mary Lockwood  
 Elizabeth Maher

Margaret McCarty  
 William K. McCord  
 Mrs. Mary McCracken  
 Raymond McDonald  
 Mary McGrath  
 Agnes McTaggart  
 Elizabeth Moore  
 Harry Morrice  
 Amelia Morrissey  
 Frederick Newhall  
 Charles Newman  
 Mrs. Isabel Palmer  
 Agnes Peno  
 Milton R. Priddis  
 Elizabeth Stubbs Quinn  
 Helene Radley  
 E. Potter Remington  
 Mrs. Helen Robinson  
 Alexander Roller  
 Edith Schermerhorn  
 Minnie Shanley  
 Mrs. Anna T. Smith  
 Alice Snow  
 Marie Dillabough Stubbs  
 Anna M. Thompson  
 Robert Voss  
 Beulah Watkins  
 Jane Williams  
 Gertrude Wright



### THE FACULTY MADISON JUNIOR - SENIOR HIGH SCHOOL

Theodore A. Zornow	<i>Principal</i>
Frederick Newhall	<i>Vice-principal</i>
Robert Voss	<i>Supervisor of Practical Arts</i>
Alexander Roller	<i>Boys' Adviser</i>
Mrs. Millicent Frasier	<i>Girls' Adviser</i>
Doris Lamoree	<i>School Secretary</i>

Caroline Armstrong	Jerome Davis
Mrs. Bess Baker	Marion Davis
*Mrs. Grace Barons	Alice Donnelly
Donald Bartholomew	John Droman
Jessie Bennett	Helen Durnin
Adelaide Biesenbach	John Eckhardt
*Henrietta Burchfield	Elizabeth Ellis
Charlton Bolles	Leland Foster
Trafton Boulls	Mrs. Laura Friel
Edith M. Bueg	*Samuel Gang
Esther Callahan	Ralph Geddes
Mary Caragher	Marion Gell
J. Alfred Casad	Lucy Goddard
John Chipp	Maurice Hathorn
Mary J. Clancy	Lillian Heaphy
Helen Clapp	Margaret Holley
Ray Conyne	Verne Hutchings
Joseph Coppinger	Florence Jennings
Jessie Cosgrove	William Jermyn
Cutler Coulson	Elizabeth Kennedy
*Mrs. Arline Bradshaw Crockett	Helen Kerrigan
Olive Crombie	Mrs. Jennie King
George Curtice	Lillian Lauderdale
Bertha Cuyler	Ina Le Roy
Chester Davenport	E. Grace Line

Clarence Link  
 Lionel Livingston  
 Mary Lockwood  
 Gladys Lum  
 Elizabeth Maher  
 Bliss Mapes  
 Margaret McCarty  
 William McCord  
 Mrs. Mary McCracken  
 Raymond McDonald  
 Mary McGrath  
 Robert McLaughlin  
 Agnes McTaggart  
 Irene Meyn  
 Elizabeth Moore  
 \*Caroline Morgan  
 Harry Morrice  
 Amelia Morrissey  
 Dennis Murray  
 Charles Newman  
 \*Mary O'Connor  
 Helen O'Donnell  
 Mrs. I. M. Palmer  
 Ann Parker  
 Agnes Peno  
 Mrs. Lillian Pope  
 \*Joseph Powers  
 Helene Radley  
 Potter Remington  
 Mrs. Helene Robinson  
 Mrs. Elise Rogers  
 Anna Schafer  
 Edith Schermerhorn  
 George Selden  
 Dorothy Seybold

\*Serving part time in the various departments of the school.

Mrs. Mary Shaddock  
 Minnie Shanly  
 Clarence Sharpe  
 Mrs. Mildred Silver  
 Herman Skully  
 Mrs. Anna Smith  
 Alice Snow  
 Grace Stedwell  
 Josephine Steinberg  
 Mrs. Marie Stubbs  
 Rose Sutter  
 Anna Thompson  
 Marinette Thurston  
 Joseph Vials  
 Lester Wager  
 Beulah Watkins  
 Elmer Wheeler  
 Jane Williams  
 Marion Wilson  
 Mary Wintish  
 Loren Woolston  
 Gertrude Wright  
 Julia Bishop  
 Marion Peck  
 Pauline Case  
 \*Margaret Brooke  
 Lulu Burt  
 Joan MacMullen  
 \*Marie Ball  
 Ruth Bidelman  
 Lucile Weidert  
 Frances Harden  
 \*Mrs. Elizabeth Quinn  
 \*Charlotte Stafford  
 \*Robert F. Moore

### FORMER FACULTY MEMBERS

We think those interested in this Anniversary Number of the Madigraph will be glad to hear the whereabouts of their former teachers and friends.

Mrs. Alhart .....  
 Miss Ashley ..... Monroe Junior-Senior High School  
 Miss Atkin ..... Cleveland, Ohio  
 Mr. Baker ..... Director of Music, Tulsa, Oklahoma  
 Mr. Barclay ..... Dir. of Music, Sault St. Marie, Mich.  
 Mr. Batcheller .. Professor at the University of Buffalo  
 Mr. Bezant ... Benj. Franklin Jun.-Sen. High School

Mr. Biddle ..... Director of Music, Williamsburg, Pa.  
 Mrs. Blank ... Benj. Franklin Jun.-Sen. High School  
 Miss Blaesi ..... married, Mrs. Maurice Hathorne  
 Miss E. Carragher ..... Charlotte High School  
 Mr. Casareitti ..... East High Evening School  
 Miss Chamberlain ... married, Mrs. Frederick Lessfelt  
 Miss Clark ..... married, Mrs. Pitts  
 Mr. Clute ..... Supervisor of Instrumental Music,  
    Rochester, N. Y.  
 Miss Crowley .. Benj. Franklin Jun.-Sen. High School

Miss Crampin .....	married, Mrs. Davis	Miss Muller .....	Dundee, N. Y.
Mr. Downey .....	Principal, No. 24 School	Miss Niven .....	At Home
Mrs. Eames .....	deceased	Mr. Perry ..	Bureau Municipal Research, Roch., N. Y.
Mrs. Fleming .....		Mr. Pitts .....	Principal, Number 28 School
Miss F. Fletcher .....	Schools, Number 37 and 15	Mr. Priddis .....	Principal, Number 11 School
Miss L. Fletcher .....	Jamestown, N. Y.	Miss Ransom .....	married, Mrs. Burlinghame
Mrs. Gilpin .....		Miss Russell .....	married, Mrs. Brainard Wilson
Miss Ginsburg .....	East High School	Miss Salter .....	China
Miss Giroux .....	married, Mrs. Slater	Miss Scott .....	married, Mrs. Strebing
Mrs. Green .....	Number 29 School	Mrs. Sherman .....	Livingston Park Seminary
Mr. Green .....	Geneseo Normal School	Mr. Showers .....	
Mr. Hall .....	West High School	Mrs. Sill .....	married, Mrs. Leech
Mrs. Hammond .....	Australia	Mrs. L. Smith ..	Monroe Junior-Senior High School
Mr. Hasenour .....	Aquinas Institute	Mr. Schnitzer .....	Catskill, N. Y.
Mr. Haynes ..	Professor at the University of California	Mr. Sprague ..	Edison Tech. and Indus. High School
Miss Hixon ..	Child Study Department, Roch., N. Y.	Mrs. Steese .....	Houghton College
Miss Jenkinson .....	married, Mrs. Ray Lucia	Mrs. Taylert ..	Benj. Franklin Jun.-Sen. High School
Mr. Johns .....	Business	Mr. Tennent ..	Benj. Franklin Jun.-Sen. High School
Mrs. Kingston ..	Benj. Franklin Jun.-Sen. High School	Miss A. Thurston ..	Extension Work, Univ. of Roch.
Miss Gregg .....	married, Mrs. Kingston	Miss Tracy .....	married, Mrs. Dealey, New York
Mr. LaBounty .....	Railway Signal Works	Miss Vanderwall .....	
Miss Laley ..	Benj. Franklin Jun.-Sen. High School	Mr. Webster ..	Edison Tech. and Indus. High School
Miss Lawrence .....	married, Mrs. C. F. Ashbery	Miss Wellman .....	married, Mrs. Foote
Miss Leary .....	Monroe Junior-Senior High School	Miss Wetherell .....	East High School
Miss Macormic .....	Washington Junior High School	Miss Mackie .....	married, Mrs. Whittington
Miss McKelvie .....	Interlaken, N. Y.	Miss Wilmot ..	married, Mrs. F. Abuhl, Troy, N. Y.
Miss Michelson .....	City Library	Miss M. Williams .....	married, Mrs. Schnitzer
Miss Mosher .....		Mr. Wright .....	John Marshall High School
Mrs. Moore .....	Monroe Junior-Senior High School		

## THE NEW MEMBERS OF THE FACULTY

Not only has Madison's school population increased in numbers during the ten years of her existence but the number of her faculty members also.

Henrietta Burchfield from her work in Immigration Education—Commercial.

Charlton Bolles from West High School—English.

Trafton Boulls from Continuation School—Mathematics.

Robert Moore from Benjamin Franklin Junior-Senior High School—Band and Orchestra.

Chester Davenport from Jefferson Junior High School—Elementary Machine and Drafting.

Caroline Morgan from the City Normal School—Drawing.

Lester Wager from West High School—Commercial.  
Marion Wilson from Washington Junior High School—Commercial.

Mary O'Connor from the Health Education Department of Supervision—Health Education.

The following members are doing supply work for the Fall term:

Mrs. Arline Bradshaw Crockett—English.

Edith Bueg—Mathematics.

Elise Rogers—Mathematics.

Sam Gang—Mathematics.

Grace Preston—English.

Joseph Powers—Mathematics and Study Hall.

## SCHOLARSHIP

By Frederick A. Newhall, vice-principal

"What are they clapping so much about?" John asked Jean as he came up the last steps to the closed door of the band room at Junior Assembly time.

It was when the Junior Assembly was held in the band room, as many of you may remember. Jean had been listening at the crack of the door while she waited for her part in the "Scholarship" play soon to be presented before the assembly.

"They are clapping because my class won the top place on the honor roll. You know the honor roll for the first report card period is being read, and my class had the best record with 82 A's and 59 B's! What's the matter with your class? Why were you late to assembly?"

John answered the last question first. "Oh, I got two E's on my card and my father came to take me to some of my teachers. He just went home. He's pretty mad."

"What do you mean? Mad at the teachers?"

"No, mad at me. He says this is a fine way for me to pay him for giving me a good home. I guess he's right, and I feel rotten about those E's." And John certainly *looked* the way he felt.

"Well," Jean said, "You can't get good marks and take it easy at the same time. A's and E's depend on how much you work."

"Say, you almost made a pun," said John. "You can't have A's and have ease at school. You can't get A's and take it easy at the same time. So I'm going to drop the ease from now on and get after those A's with good hard work. I'm going to help my class have more A's when the next honor roll is read."

Perhaps the reader may think that this article so far is pure fiction, but I am glad to say that many a time I have heard the same good common sense about good scholarship expressed by students at Madison, perhaps not in the same words, but conveying similar ideas and resolutions backed by sincere deep feeling.

The students of Madison and their friends do not know how many pupils, like John, have had a new inspiration for better scholarship created in them by a parent's visit to the school, or by a special conference with teachers, or by failing to do his part in placing himself on his home-room class on the honor roll, and feeling the shame of that failure.

Many interesting stories might be written of former Madison students who have returned after a period of employment. Briefly I will mention one whom we will



call Gordon, age seventeen. Early this term he came into my office after being at work for several months. "Well, Gordon, back to Madison? What can I do for you?"

"Yes, I want to enter again. I find I can't get anywhere without more education, and this time I am going to make good in school." Previously his scholarship record was nothing to brag about. He had mostly taken his ease and got E's mostly. "Well, I'm glad to hear you say that. We will place you in a class with pleasure if you are here to make a good record."

"I will. I have learned my lesson now." Too bad he had to lose several months to come to that very wise conclusion. He kept his word and is making good.

Are you making good? Are you boosting scholarship at Madison? Do you earn your share of A's or do you take your ease?



**MADISON'S STANDARD BEARERS****Junior High School****Wilbur Wright****Standard Bearer—September 1932****Janet McCord****Guardian of the Flag—September 1932****Standard Bearers**

January 1923—

Edson Gerks

January 1923—June 1923

John Wurple

Hulda Marsh

September 1923—January 1924

Willis Rayton

Barbara Stone

January 1924—June 1924

Stanley Wright

Bethine Coe

September 1924—January 1925

Sam Nash

Mary McKnight

January 1925—June 1925

Hervey St. Helens

Margaret Stallman

September 1925—January 1926

Richard Bennett

Ruth Rohr

January 1926—June 1926

Robert Metzdorf

Margaret Hockenberger

September 1926—January 1927

George Maloney

Gertrude Joseph

January 1927—June 1927

Earl Merideth

Elizabeth Heeney

September 1927—January 1928

John Hurley

Barbara Harger

January 1928—June 1928

John MacLarty

Eleanor Sullivan

September 1928—January 1929

Robert Robinson

Dorothy Otis

January 1929—June 1929

Lynn Brown

Elizabeth Bushnell

September 1929—January 1930

Wolcott Marsh

Elizabeth Hatch

January 1930—June 1930

Paul Smith

Ruth Goodman

September 1930—January 1931

Eugene La Vere

Betty Roberts

January 1931—June 1931

Roger Harnish

Rosemary Seiler

September 1931—January 1932

William Peer

Margaret Rathbun

January 1932—June 1932

Edwin Watson

Margaret Williams

September 1932—January 1933

Wilbur Wright

Janet McCord

**Assistant Standard Bearers**

January 1923—June 1923

John Jacobus

Eleanor Wetzel

September 1923—January 1924

Fred Connor

Sara Swanson

January 1924—June 1924

Herbert Weis

Josephine Coe

September 1924—January 1925

Paul Perotta

Bessie Ambler

January 1925—June 1925

Austin Fanning

Jane Viall

September 1925—January 1926

Robert Williams

Helen Cromwell

January 1926—June 1926

Taylor Newell

Katherine Miller

September 1926—January 1927

Louis Teall

Caroline Marsh

January 1927—June 1927

James Willis

Loella Strickland

September 1927—January 1928

Gerald Wilson

Marguerite Fellows

January 1928—June 1928

Alexander Hamilton

Olive Ober

September 1928—January 1929

George Peer

Helen Hatch

January 1929—June 1929

Frank Oakes

Florence Goff

September 1929—January 1930

Elmer Myers

Margaret Iggleden

January 1930—June 1930

Sam Stratton

Helen Quigley

September 1930—January 1931

Richard Burke

Frances Clark

January 1931—June 1931

Arthur Rankin

Virginia Clark

September 1931—January 1932

Ellis Robinson

Ruth Moore

January 1932—June 1932

Richard Dimpfl

Annette Brangaccio

September 1932—January 1933

Ernest Gietz

Lorraine Marcom

**Senior High School**

John Craft  
Standard Bearer—September 1932



Eula Ethengain  
Guardian of the Flag—September 1932

## MADISON'S HONOR STUDENTS



These honor students maintained at least a B rating in scholarship throughout their course in Madison and a satisfactory rating in citizenship. Therefore they were awarded the Madison gold honor pin, the highest recognition extended by the school.

**Class of June, 1924**

Milton Ellis  
Joseph Wilson  
Stanley Wright  
Bethine Coe  
Gerald Barbour  
Jane Morgan  
Josephine Coe  
Dorothy Rohr  
Nettie Gillette  
Helen Lobbett  
Paul Showers  
Elizabeth Ailing  
Marjorie Moshier  
Chris Katsampes  
Stewart MacDonald  
Ona Elphic  
Nathalie Erbes  
Anna Thompson  
Dorothy Andre  
Leah Finkelstein  
Russell Goodwillie  
Gladys Armes  
Madeline Shippy

**Class of January, 1925**

Ernest Wass  
Mary McKnight  
Bessie Ambler  
Annie Abb  
Marion Loucks  
Helen Ackerson  
Douglas Burns

**Class of June, 1925**

Margaret Stallman  
Katherine Barbour  
Hervey St. Helens  
Pearl Whited  
Grace Kingsley  
Jane Viall  
Roy Heffer  
Norman Newman

Retha Truelove  
Ethel Wykes  
Marjorie Louk  
Ruby Haggood

**Class of January, 1926**

Shirley Bodenstein  
Golden Brandon  
Phyllis Holton  
Ruth Rohr  
Helen Cromwell  
Richard Bennett  
Robert Williams  
Grace Lozier  
Kathryn Wolters

**Class of June, 1926**

Taylor Newell  
Margaret Hockenberger  
Marie Schmidt  
Jean Green  
Robert Metzdorf  
Vera Wells  
Gekas Zutes  
Maxine Wooden  
Thelma Wegner  
Katherine Miller  
Arthur Briggen  
Isabelle Mead

**Class of January, 1927**

Louise Huey  
Jean Connor  
Caroline Marsh  
Esther French  
George Maloney  
Robert Parsons  
Hester Howland  
Louis Teall  
Gertrude Joseph

**Class of June, 1927**

Elizabeth Heaney  
Elizabeth Heston  
Dorothy Gies  
Esther Abkarian  
Jeanne Piper  
Alice Fletcher  
Jack Moxon  
Earl Merideth  
Loella Strickland

**Class of January, 1928**

Marguerite Fellows  
Barbara Harger  
Helen Kobs  
Ruth Masterman  
Helen Maddock  
Mildred McKee  
Betty Paddon  
Wanda Smith  
John Hurley  
Dorothy Koster  
Gerald Wilson

**Class of June, 1928**

Howard Spindler  
Mary Clark  
Norma Dicks  
Winifred Ey  
Ruth Friedman  
Carolyn Goodman  
Elizabeth Harmon  
Willis Crumrine  
Warrant Wagoner  
Challie Ingelow  
Olive Ober  
Ruth Sitzenstatter  
Eleanor Sullivan  
Gertrude Walch  
Mary Whipple  
Lucille Kingsley  
Alexander Hamilton  
Dawn Rowits  
Frank DiTrinco

John MacLarty  
John Lindsay  
Dorothy Glaser  
Doris Gehrig  
Nettie Nolte  
Anita Sweet  
Cyril Hopper  
Ernest Scuteri  
Minnie Perrotta  
William Wallace  
Frank Reddy  
Helen Kulp  
Norman Gordon  
Iva Rivenberg

**Class of January, 1929**

Frank Cassine  
Benjamin Dayton  
Frank Jenner  
Bruce Lyon  
George Peer  
Robert Robinson  
Ada Donnan  
Marion Glidden  
Miriam Harnish  
Helen Hatch  
Rachel Howland  
Marion Jones  
Marion Leek  
Lynette Martin  
Ruth Maurer  
Dorothy Otis  
Barbara Pritchard  
Alice Thomsen  
Arline Wooden  
Mildred Card  
Margaret Palmer  
Rhea Platner  
Gladys Rosa  
Ruth Skipworth  
Erna Vielehr  
Ellis Page  
May Ross



**Class of June, 1929**

Lynn Brown  
Albert Sillato  
Norman Brown  
Frederick Walker  
Elizabeth Bushnell  
Marcia Metzdorf  
Frank Oakes  
Richard Bills  
William Ernisse  
Reta Baker  
Helene Ilchman  
Marion Baker

Ada Klonick  
James Phillips  
Helen Quigley  
Elizabeth Rightmire  
Albert Robinson  
Paul Smith  
Samuel Stratton  
Romeo Stuppiello  
Elizabeth Unger  
Jack Ramaker  
Vernon Wickman  
Edmund Burroughs

Martha Bradford  
Catherine Caryl  
Beatrice Cattanaach  
Ruth Charles  
Virginia Clark  
Ruth Dawley  
Josephine DiLilo  
Anthony Dispenza  
Albert Gilbert  
Roger Harnish  
Shirley Houston  
Martha Hulek  
Jane Kelley  
Alfred Mastrodonato  
Adele Miller  
Jean Obdyke  
Arthur Rankin  
Rosemary Seiler  
Eleanor Springer  
June Walker  
Lillian Walker  
Chester Writz  
Jean Gow  
Marion Smith  
Walter Ash  
August Hefner  
Alvin Snook

Ruth Eggleston Moore  
Marjorie Parker  
William Peer  
Madeline Pennington  
William Pomeroy  
Margaret Rathbun  
Elsa Marie Reith  
Frederick Rice  
Ellis Robinson  
Franklin Vanderweel  
Elsie Ward

**Class of June, 1932**

Edward Bock  
Jeanette Borgese  
Annette Brangaccio  
Eleanor Courtney  
Jean Davis  
Virginia Day  
Richard Dimpfl  
Austin Emens  
Donald Feder  
Arline Fletcher  
Aramintha Geddes  
Carl Harger  
Dorothy Humphreys  
Eloine Miller  
Grace Moffett  
George Mutch  
Arthur Rissberger  
George Rowe  
Eddy Smythe  
Evelyn Stiles  
Hazel Tefft  
Edwin Watson  
George Wernz  
Margaret Williams

**Class of January, 1930**

Wolcott Marsh  
Charlotte Aldridge  
Dorothea Dreger  
Ellen Harmon  
Helen Harnish  
Elizabeth Hatch  
Mary Jane Hopkins  
Margaret Iggleaden  
Jeanne McMahon  
Barbara Miles  
Mary VanHorn  
Mabel Herbert  
Kathleen Thompson  
Marie Writz  
Eula Ethengain  
Ruth Reese

**Class of January, 1931**

Frances Clark  
Frances Forest  
Alice Forster  
Jean Friedman  
Margaret Graham  
Josephine Hagstrom  
Jane Hammon  
Eugene LaVier  
Frank Micket  
Helen Noblett  
Esther Pifer  
Jane Rambo  
Betty Roberts  
Stella Sampson  
George Sellar  
Lena VanZanvoord  
Catherine West  
Rhea Brown  
Richard Burke  
James Looney  
Lawrence Stahlberger

**Class of January, 1932**

Vivian Barbour  
Nunzio Borgese  
Winifred Bowker  
Charles Bushnell  
Ruth Dries  
Margaret Evans  
Frederick Holderle  
Robert Litzenberger  
Charles McAllister  
Donald McCowan

**Class of June, 1930**

Donald Barber  
George Bennet  
Wanzer Bosworth  
Martin Golden  
Ruth Goodman

**Class of June, 1931**

Ralph Bengston

**MADISON'S ALMA MATER**

**Tune: For Freedom**

Oh, Alma Mater tried and true,  
We raise our song to thee;  
What e'er thou ask we'll fondly do:  
Thy tasks are light thy burdens few.  
Thou holdst our hearts in fee.  
Thy hallways are to us a shrine;  
Thy mem'ries round our hearts entwine.  
We'll ever work with heart and hand  
To make thee fairest in the land.

Oh, Madison of purple-gold  
Of royal line art thou;  
Thy children shall be ever bold  
The right to do, the truth uphold  
With this our solemn vow.  
Allegiance true we'll gladly give;  
For thee we'll strive, for thee we'll live  
To make thy name re-echo o'er  
High mountain top and ocean shore.



Richard Bennett  
First President of the United States of Madisionia



Alfred Morante  
First President of the Student Union

## THE STUDENT UNION

By Mary E. Wintish

One of the most important obligations of the public school is to train its students so that they can become useful citizens of the community in which they live. Providing situations parallel to those of real life is one means of training students to meet the real situations adequately. With these facts in mind, the value of a student government organization can be readily recognized. Student government not only gives valuable experience in responsibility but provides an opportunity for student participation in the establishment and development of school ideals.

The first student government of Madison was known as "The United States of Madisionia." This organization proved to be very successful and evoked much favorable comment. However, while it admirably met the needs of the Junior High School, it would not meet the needs of the Junior-Senior High School. Therefore when Madison became a senior high school, a revision of the old constitution seemed necessary.

In the spring of 1932, a new form of student government, known as "The Madison Junior-Senior High School Student Union," was organized. The constitution was carefully planned in order that the govern-

ment might promote the interest of the student body in all the activities of the school and give every student an opportunity both to show the initiative and to participate fully.

All students of Madison and the faculty, some of the latter being assigned to the performance of specific duties, are members of "The Madison Junior-Senior High School Student Union." The constitution provides for the following officers: A president, a vice-president, a secretary, a treasurer, a cheer leader, and a commissioner of elections. The president must be a member of the twelfth year class. The vice-president, secretary, and cheer-leader may be from the ninth, tenth, eleventh, or twelfth year. The commissioner of elections and the treasurer are appointed from the faculty by the principal of the school.

The constitution also provides for a Student Council which is composed of one representative from each home room. The home-room representatives act as intermediaries between the Council and the home rooms. The functions of the Student Council are to discuss any problem of interest to the school body; to suggest rules and regulations that may be appropriate for the solution of common problems; to select candidates from the list of nominees submitted for the elec-

tive offices of the Student Union, and to present to the Student Cabinet any recommendations resulting from discussions in the Student Council.

The Student Cabinet consists of the elective officers of the Student Union, eleven representatives elected by the council from its membership, one of each being chosen from each class in the school from the seventh A to the twelfth A inclusive, the standard bearer and guardian of the flag of the Junior and Senior Departments of the school, the principal, vice-principal, boys' and girls' advisers, commissioner of elections, treasurer, and two other faculty members appointed by the principal. The functions of the cabinet are to supervise in general and control all student activities; to ratify appointments of the president to all standing committees; to elect managers of all school teams; to make appropriations of money for the purchase of supplies, and to meet the necessary expenses of the various student activities; to receive and consider all recommendations submitted to it by the Student Council, and to take whatever action may be appropriate and necessary to fill vacancies occurring among the offices of the Student Union or to meet any other emergency.

The Principal of Madison Junior-Senior High

School has the power to veto any action taken by the Student Union, the Council, or the Cabinet. Any such action vetoed by the Principal is null and void immediately thereafter.

Under the new constitution, student activities are carried on mainly through standing committees appointed and supervised by the Student Council. Each committee consists of at least four students and one faculty adviser. The standing committees are as follows: Athletics (Boys), Athletics (Girls), Citizenship, Craftsmanship, Dramatics, Health, Library, Literary, Music, Publicity, Scholarship, School Paper, Service (Boys), and Service (Girls). A careful study of this list shows that it provides for the important activities of the student body.

All school teams are under the administrative direction of a manager whose qualifications and duties are definitely set down in the constitution.

This is in brief an outline of the major provisions of Madison's new form of school government. It is the sincere wish of its sponsors that "The Madison Junior-Senior High School Student Union" may as successfully fill its purpose as did "The United States of Madisonia."



Madison's Graduating Class of January 1924

## PRACTICAL ARTS

By Robert Voss

### INDUSTRIAL ARTS

We wonder why training in industrial arts shop work is offered in our junior-senior high schools when our highly developed factories are organized to manufacture on a mass-production basis. Their innumerable automatic machines and devices seem to eliminate the need of the trained craftsman. Nevertheless, there are still many phases of manufacturing which cannot be placed on a mass-production basis. The tool maker, the pattern maker, the printer, the auto mechanic, the sheet-metal worker, the electrician, the draftsman, the experimental machinist, the commercial artist, the cabinet-maker must be trained in the fundamentals of their respective trades to fill the ever recurring gaps in the ranks of our skilled tradesmen.

Industrial arts shop work, however, is not designed to train boys for entrance into a definite trade. Industrial arts education aims to provide general education along industrial lines by developing an interest in avocational activities of an industrial character through the construction of various electrical devices, model boats, numerous articles in wood, small metal tools, machine tools, posters, show cards, fancy wrought iron work, leather and metal craft, printed matter, etc. Industrial art develops an ability in the use of the common tools which will function in daily activities. By working with these common tools in making and developing these many articles, a boy is afforded an opportunity for creative expression. Furthermore, he increases his knowledge of industrial products and processes.

Industrial arts shop work offers the greatest possibilities for arousing interest in and increasing knowledge about the major fields of industry. It also opens the door to the educational and occupational opportunities closely related to the many types of industrial arts shop work offered in our school. Because of their ability and interest in a certain type of shop work, many boys, after having explored various types of shop work over a period of several semesters, finally decide to elect a definite shop and continue there for the remainder of their high school careers; thus preparing themselves for entrance into a definite vocation.

The boy who intends going through college and who has had the advantage of the industrial arts shop work offered in our school acquires a broader

knowledge of the activities present in our complex industrial society of today. It gives him a truer concept of the work being done by the other fellow and a keener understanding of the human relationship which must exist between the professionally trained man and the vocationally trained man.

### HOME ECONOMICS

There are several distinct phases of the work in Home Economics offered in our school, namely, foods, clothing, and home and family life.

Every girl, regardless of her economic status in life or the place she is to take in the social, occupational, or professional world, needs the type of training offered in our Home Economics Course.

The foods work offered plans to stimulate an interest in foods as a means to health by teaching what is meant by a well-balanced diet and well-balanced meals. It instructs in the planning, preparation, and serving of family meals and teaches food values and the principles underlying proper food preservation. In like manner, it develops a good standard of work-habits by teaching how to make the most economical use of time and labor. Still further, it trains in the proper selection of foods and the purchasing of foods economically.

The comprehensive training in certain fundamentals of table behavior, which is part of the foods course, gives the pupils greater poise, ease, and confidence in their association with others.

The clothing work offers a splendid opportunity for girls to learn proper selection of their wearing apparel on a basis of quality of material, style, and price. The pupils study the design and construction of various garments. The fashioning of children's clothing is also taught. The course takes into account the possibilities of remodeling garments so that they will conform with present day styles, thereby teaching economy. It teaches the fundamentals underlying the proper selection and the care of clothing which constitutes an important factor in the health of the individual.

All this tends to give the average girl a broader vision, a clearer understanding, a more intelligent basis for the purchase of goods, plus an appreciative background of what constitute the responsibilities of the average woman.



## HEALTH EDUCATION

By E. Potter Remington  
and Anna G. Schaefer



Health is one of the major objectives of the school. A comprehensive program is formulated each semester and is correlated with the work of the academic class rooms. A health council under the direction of the health counsellor of the school works out a year's program with all departments uniting in the building up of a well-rounded health program in Madison.

Health work today is carried on in the gymnasium, pool, and in the different corrective classes. Groups are formed, and those suffering from flat foot, athlete's foot, or minor spine cases receive remedial work. In the gymnasium special emphasis is placed on postural and corrective exercises. Many minor bodily defects are greatly improved as a result of this work. All seventh grade children receive instruction in hygiene one period a week. Every student in Madison has the opportunity to learn to swim, and in a broad after-school recreational program an opportunity is offered to beginners, while the more advanced swimmers may pass their Junior Red Cross examination. Madison has both Senior and Junior Swimming teams entering the various city meets.

Emphasis on mass participation rather than special development of a few individuals is sought through a comprehensive recreational program carried on as a school activity. Regular home-room leagues are formed in the following sports: Soccer, track, basketball, base ball, and swimming. Students who are members of school teams are not permitted to represent their home rooms in the same sport. Members of the winning home-room teams receive their school numerals.

### Athletics for Boys

Madison is represented in the Senior High League, Senior High Reserve League, and in the Junior High League. Inter-school competition is held in soccer, basketball, baseball, track, cross country, and wrestling. Students, wishing to play on a school team, must have, as a pre-requisite passing marks in citizenship and scholarship. They must also present written consent of their parents, authorizing the health education department to permit the students to participate in athletic contests both inter and intra-school.

### Athletics for Girls

The girls' athletic program is developed with the idea of giving opportunity to all to participate in sports and a chance for all to earn the Madison M. The entire program is intra-mural. No inter-school games are played, no school teams are formed. The girls win their M by earning points in after-school activities.

A 4-inch burnt orange M on a purple background for senior high girls and a 3-inch purple M on a burnt orange background for junior high girls are awarded for securing points on the following basis:

1. 300 points to earn the first letter (plain).
2. 300 Additional points to earn the 2nd letter (chenille).
3. Points may be earned as follows:
  - a. Regular attendance at recreation clubs.
  - b. Entering gymnasium, swimming, and track meets.
  - c. Placing in meets.
  - d. Student teachers in clubs.

A variety of clubs is offered and a choice given. Some of the clubs are as follows:

1. Seventh grade games club.  
Variety of games are taught and a Hit Pin Baseball Tournament is conducted.
2. Eighth grade games club.  
A tournament of Volley Ball is played, also many other games.
3. An advanced swimming and life saving club for all girls who have passed the advanced test in swimming.
4. An intermediate or green cap club for girls who have passed the required beginners' tests.
5. Basketball Club for ninth grade girls.
6. Basketball Club for tenth, eleventh, twelfth grade girls.
7. Beginners' Club.
8. Advanced Tennis Club.
9. Tap Dancing Club.

## DRAMATICS

By Margaret H. McCarty



Scene from "Treasure Island" on Board the Hispaniola

"Scenery and costumes, thumb-tacks and pins, before one assembly ends another begins," chants Peter as he joins in the excited activity that accompanies the presentation of two assembly programs in the same morning. If you think Peter exaggerates, just come back stage any Wednesday morning at eight-thirty and hear for yourself the twenty or more eager voices advising, admonishing, or rehearsing one another; watch the twice twenty tireless feet hurrying from dressing room to stage, to stage manager, to property man, then back to dressing room again for a final preening; help the stage manager shift scenery or make belated changes; then as the curtains part join the director in the wings and see what happens out in front as she sees it. Then you will admit that Peter does sense something of the complexity of our dramatic program.

Ten years of growth and expansion have wrought many changes in the needs and policies of our student body. In no subject is this growth more significant than in dramatics. Ten years ago one assembly period each week was adequate for our needs—today two are required.

It is scarcely necessary at this advanced day to hold a brief in defense of dramatics as an integral part of the junior-senior high curricula, or to give a detailed account of all that we are doing in the various phases of the subject. Time and time again during the past ten years, our talented boys and girls have demon-

strated most convincingly both the wisdom of the one, and the variety of the other.

They have also demonstrated the fact that there is no better way to instill high ideals of character and citizenship than through the medium of dramatic expression, and no better place to give definition and form to the expression of those ideals than on the assembly platform.

Were you to come back stage every Wednesday for a term and observe the eagerness with which every player enacts his part you would be convinced that the dramatic impulse is one of the strongest impulses of youth and that dramatic expression is a necessity. This strong, natural instinct must find an outlet either actively or vicariously. Without direction the adolescent youth will try to satisfy his hunger for dramatic expression in the suggested action of the paper covered novel, or the latest movie melodrama, or the slap-stick comedy. Given a guiding hand, he will turn with great enthusiasm and a surprising resource of talent to the preparation and presentation of worthwhile plays.

Our aim in developing this strong, natural impulse is not to make actors or play-producers, but to develop imaginative boys and girls that they may become appreciative citizens, to widen their horizons, and to stimulate their creative gift for individual expression. The growth and development of the individual is our first consideration, the performance the second.

As the youth learns to draw and comes to appreciate the laws of art through his own attempts to execute, so he can best learn the art and technique of dramatic expression by participating in the actual making or dramatizing of some program of worth. The preparation of an assembly program provides the incentive for this practical application.

We rather pride ourselves that every child in the junior department of Madison is given an opportunity to participate in the preparation of at least one assembly program each year. Children and classes are not chosen especially for their dramatic ability, but are given parts that will best promote their self-development. Every class is released twice a year from each of the major subjects, such as English, mathematics, and history, in order to work with the dramatic teacher. The schedule is made out each week in the office. The average class works from ten to fifteen hours on a given program. This usually extends over a period of five or six weeks. Every child in the class is expected to make his personal contribution.

In the Senior-High Department such a program is impossible. But there are classes and clubs open to seniors who have the time and talent for dramatic work.

Our assembly programs are related to the educational needs of our students and are representative of all our school interests. Every class, every department, and every pupil is given the opportunity to participate in a program at least once a year. Every program becomes the center of a cooperative effort. Latent talent is often discovered and stimulated to greater activity.

Nothing a child does so enlists all his faculties as does this dramatic activity. Through such dramatic representation each child reaches heights and depths which might otherwise never come into his experience. It aims beyond present attainment. It is always seeking an end and is in itself an achievement. Surely this experience ought to enable each child to establish an intimacy with a never failing source of strength and happiness.

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## THE LIBRARY

By Ruth F. Bidelman

At the present time the library has about seven thousand five hundred volumes. High School students used to learn the subject matter given in their textbooks. If there was a library at all it consisted of a few reference books and a small collection of out-of-date textbooks and readers. For the modern school this is not considered sufficient. An increasing number and variety of books is required to meet the demands of ever-changing and broadening curricula. Books on games, home-making, books of plays, books about parties, books on hobbies, and numerous magazines find a place on the shelves. In a well-equipped library the student should find books, pamphlets, clippings, and pictures relating to every subject which he studies. He should also find the best stories and the most interesting and inspiring books of biography and travel, which will encourage him to spend a part of his leisure time in reading.

The library seats ninety students at one time and is open from quarter-past eight until half-past four. Students may come to the library before going to their home rooms in the morning, during study periods, at noon, and after school. With the permission of the

class-room teacher a single student, or group of students, may come to the library to read or do reference work at any time.

Special instruction in the use of the library is given by the English teacher to seventh grade classes, one hour a week. This enables the entering students to become familiar with the library and to learn how to use it to the best advantage.

Each student is given a card upon which he may draw two books at one time and keep them for two weeks. He may also take a book overnight, whenever he has an assignment which requires reference work. Senior High School history classes do a great deal of outside reading, and a special collection of books related to their work is kept on reserve for use during the day. They may take these books home at the close of school and are required to return them before school the next morning.

A corner of the library is reserved for the use of members of the faculty during their free periods. Every effort is made to anticipate the needs of the teachers and to supply them with books and reference material for their work.



## MUSICAL ORGANIZATIONS

By J. Alfred Casad

When Madison opened ten years ago, it had three musical instructors: Mr. Sherman Clute, who is now supervisor of all instrumental music in the city of Rochester; Mr. Frank Biddle, who left four years ago to assume a supervisory position in the South, but who is now serving in a similar capacity in Williamsburg, Pennsylvania, and Miss Flora Fletcher, who served for eight years and is now teaching in the grade schools of the city. Mr. Clute organized Madison's first band and orchestra. Following him, Mr. Robert Barclay was with us for two years. Next came Mr. Edward Murphy, who served for one-half year. Then Mr. Raymond Hasenour assumed the duties of band and orchestra director. Mr. Hasenour served in this capacity for four and a half years, resigning during the summer just past to assume a similar position with Aquinas Institute.

One year ago the number of students participating in band and orchestra work had grown to such a large number that it was decided to divide the work and engage another instructor to assist in the work. Mr. Harold Geschwind was secured to direct the junior band and orchestra, Mr. Hasenour taking the senior organizations.

In June, 1932 the junior band numbered twenty-nine, and the junior orchestra sixty-two; the senior band numbered thirty-five, and the senior orchestra, thirty-eight.

The Madison band, numbering sixty pieces, appeared in the Memorial Day parade in accordance with the usual custom. It met with very favorable comment along the entire line of march.

For the last four years the school band has played

for the orphan's picnic, enjoying the privilege of the outing as well, and for two years they have played for the people at the Alms House. Needless to record, either the band or orchestra has played at all graduation exercises, assemblies, and school plays.

At the opening of Madison Mr. Biddle organized a boys' glee club which at one time during his term here had a membership of around one hundred boys. At the same time Miss Fletcher organized a girls' glee club. Both organizations appeared frequently in assembly programs and, also, made occasional outside appearances.

When Mr. Biddle left he was followed by Mr. Clarence Baker who was here for one year. He is now teaching in the high schools of Tulsa, Oklahoma. Then followed Mr. J. Alfred Casad who is beginning his fourth year at Madison. Miss Fletcher's position is now filled by Mr. Bliss C. Mapes who is in his third year at Madison.

Two years ago Madison organized its first mixed chorus under the direction of Mr. Casad. Today all of the vocal organizations of the school are of this type. Until a year ago all the musical organizations of the school met outside of school hours. Now the ninth grade chorus has two rehearsals during school hours. Last spring there were three hundred and twenty-nine students participating in the following choruses: seventh B chorus, seventh A chorus, eighth grade chorus, and ninth grade chorus. At the opening of last year a senior-high-school chorus was organized with Mr. Mapes as its director. It has been growing in members and ability, and it will soon take its place along with the best in the city.



Ninth Grade Chorus



**BANKING**

By Clarence J. Link

Pupils at the Madison High School have banked nearly \$100,000 in the ten years the school has been in existence. The first week that banking was instituted in September 1922, fewer than 100 students made deposits. Under the direction of a faculty banking and thrift committee a 100 per cent record was established a few weeks later.



Making a Deposit

During part of the school year, 1924-1925, a banking contest was held with the Jefferson Junior High School, which was finally won by Madison.

A study of banking at Madison shows that a large number of pupils continue to bank regularly. Below is a record of Madison's first decade of banking:

Year	Number of Deposits	Amount of Deposits
1922-1923	38,848	\$ 8,745.75
1923-1924	40,312	8,905.17
1924-1925	42,345	9,198.47
1925-1926	41,747	9,485.14

1926-1927	49,388	10,858.33
1927-1928	56,698	11,317.02
1928-1929	55,960	11,459.12
1929-1930	52,387	10,665.99
1930-1931	46,517	10,081.52
1931-1932	28,422	8,418.96

Total 452,624 \$99,135.47

The most pleasing part of this decade of banking is the amount deposited during the school year, 1931-1932. In spite of all economic ills, Madison has practically kept up with the records of other years.

The students of Madison appear to have learned the value of thrift.

**CLUBS**

By Jessie E. Bennett

Clubs were started in Madison with the idea of providing for the worthy use of leisure time. For several terms one hour each week was set aside for club work as a part of the regular school program. Some sixty-five different clubs were formed each semester, offering a wide variation of opportunities along the lines of music, literature, athletics, handwork, etc. Worthwhile hobbies of the pupils were thus developed and new interest created.

A change in the program of our school made it necessary to drop clubs from the regular schedule. They are now conducted on a voluntary basis after school. Outside duties and obligations prevent many children from taking advantage of this opportunity. However, many are willing to remain after a full day, to participate in such clubs as aeronautics, art craft, chess, Madison Cheer, Girl Reserves, photography, literary, stamp, and coin, as well as numerous athletic and music clubs.



The Aviation Club

## THE SCHOOL PSYCHOLOGIST

By Margaret C. Brooke

The psychologist who functions as a member of the Child Study Department has been a part of the Madison faculty for nine years. In fact it was in this High School that the regular service of a psychologist in junior-senior high schools was initiated.

The school psychologist is interested in two major fields of service. First, the study of pupils to assist principals, advisers, teachers, and parents in making better educational and individual adjustments. And second, examination of groups of pupils for school classification purposes. This service includes assisting in placing entering pupils, discovering and making satisfactory adaptations for those who have special abilities or disabilities that need recognition, investigating as to special interests that may be furthered by available school facilities, studying individually worthy applicants for scholarships, and advising with pupils who need guidance in better study habits. Many of these problems can be ironed out by using the school facilities while others are so involved that agencies outside the school proper are consulted and their services enlisted. In some cases the question is not only one of educational and vocational importance but may present a more complex problem because of conduct deviations and personality makeup.

Educators recognize that satisfactory school adjustments can best be arranged if individual competencies are determined. The psychologist through the interview with the pupil, through the giving of psychological and educational tests, and the consulting with the teachers interested, outlines a plan for adjustment. Test findings are supplemented and checked with school and health records and frequently with parent conferences. Even though psychological tests are not infallible, they are often invaluable in forming the basis for satisfactory school adjustments. Because the inner action of the adolescent boy or girl is in a state of constant change, it is often necessary to resort to frequent interviews.

The principal, vice-principal, advisers, guidance counselors, and regular classroom teachers are often unable to give a school room problem exhaustive study and necessary follow-ups by reason of volume of work as the result of a large school enrollment. Present day teachers are beginning to realize the importance of the study of student problems in their initial stages, resulting in a minimum loss of time and less conflict with

the individual later. The school psychologist is able to assume this responsibility because of the relatively small number of the entire school population in need of individual attention. Many pupils need only one or possibly two conferences, while there are instances when a frequent check is required over a period of years. Boys and girls seldom resent a study of this nature. In fact, the great majority welcome this type of guidance and often report for further advice on their own initiative. This may be due to the fact that with boys and girls of this age the reason for singling them out of the group for special work is explained in detail. Frequently pupils well known to the examiner will bring or send other classmates confronted with difficulties, and often graduates or transfers will return to talk over problems and ask advice.

In the majority of cases results are gratifying, and the grateful appreciation of the individual compensates for the time and energy expended, while in some instances little improvement is forthcoming with prolonged efforts. There is a growing consciousness that the success of this type of guidance makes future economic and individual adjustment more satisfactory both for that individual and the social unit in which he moves.

The school psychologist functions in a purely advisory capacity which only argues more conclusively the necessity for interest on the part of the faculty. They are in no way bound to carry out the recommendations, and consequently their cooperation, when not mandatory, is all the more valuable and sincere. Much credit for any success of the school psychologist at Madison must be given to the faculty for their excellent cooperation and constant interest. Without this the part time work of the members of the faculty would be of little value. With the support of a highly trained faculty much is accomplished.

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## THE SCHOOL NURSE

By Lulu E. Burt

School medical care was originally undertaken merely to prevent the spread of contagious diseases among school children. At present it aims not only to accomplish that but also to exercise constant supervision of the health of these children, and to establish attitudes and ideas which will stimulate an interest in the desirability of good health, as the means of bettering the living conditions of the future.

Madison High School has about 2700 people within her portals, a large proportion of whom are adolescents, an age when wise supervision of health and health habits may lay the foundation for years of healthful usefulness.

The fact that during the year 1931 the nurse was consulted 9064 times by pupils on various matters concerning health; that 3401 dressings were done; that there were 2028 re-admission inspections after illness, thereby precluding the spread of infection; that 1492 received treatments at clinics; twenty-one procured glasses, and thirty-three had tonsil operations, etc., give a slight idea of the scope of the work.

This all seems to prove that the school nurse is not a passing experiment, but one who is helping to make the school an institution where body as well as brain is developed for a life of usefulness.

## THE HEALTH COUNSELOR

By Joan J. MacMullen

For six years Madison has been the leader in the work and organization of the Health Counselor Program.

Mr. Zornow saw the opportunity for the development of a complete health and physical education program for students in his charge. Always keenly interested in the health of Madison's students, he has given splendid support in the carrying out of the program.

Over this period of time the Health Council has set certain objectives, mile posts on the road to achievement. To quote some of these objectives will give some idea of the program.

(a) To teach students the art of healthful living through the twenty-four hour day.

(b) To help the school utilize all the opportunities during the time the student spends in school, and to provide him with experiences to live healthfully.

(c) To see that special attention is given to the health needs of individual students.

(d) To furnish teachers with information concerning special health problems of the individual students under their charge.

(e) To mobilize available community and public health resources for guiding the students in healthful behavior.

(f) To emphasize the responsibility of every member of the school faculty in matters leading to better health of students.

(g) To study, evaluate, and determine the available resources that may contribute to the program of health education.

(h) To coordinate the contributions of all departments in the school to the health program.

We have come to realize that Health Education can be promoted only by emphasizing all aspects of health, —physical, mental, social, and moral.

The idea of health is not freedom from obvious deformities, and pathological symptoms, but it is the realization of the highest physical, mental, and spiritual possibilities of the individual student.

The Junior-Senior High School organization brings together large numbers of adolescent boys and girls, and makes possible the development of a health program especially adapted to the individual needs and interests of pupils during these years.

At Madison we have set up a program that will create ideals, attitudes, and interests in the development of health habits and a health consciousness that will carry over into life's situations.

It is easy to talk about the success of the Health Counselor Program in our school organization. It is more convincing to see the machinery at work than to be told how it works. If you were to sit in the office of the health counselor, you could not help being impressed by the splendid spirit, enthusiasm, and response shown by the students who come seeking help and information. If you could visit a Health Council Meeting, you would see some twenty faculty members alive to the possibilities of improving the health intelligence and the physical condition of the students. The newly-chosen Students' Health Committee is already working on plans which will tend to promote better health conditions among the student body.

It must be evident that the greatest value of the health counselor in a health program is in the role of coordinator. She considers invaluable her opportunity for guidance through individual work with students.

To quote some of her duties will give a picture of her place in the program.

1. To represent the council in coordinating the health aspects of the work of each department in the school.

2. To survey and bring before the council problems having to do with the health of pupils or teachers.

3. To suggest to the council and assist in carrying on a health program that will challenge the interest of both teachers and students.

4. To give health talks to classes and special groups of students on community, social, and mental hygiene.

5. To work with students having special health problems. A study is made of each case, and special guidance given.

Available facts bearing on the special case are ascertained and used to map out an adjusted program for the student that will meet his needs.

Last year the health counselor had contact with 434 individual students. An aggregate total of 3727 conferences, 44 home visits, 492 telephone contacts with parents, and 292 cases were referred to the nurse for special conference, clinic, school doctor, or medical history. She carried out the plans of the council in the following special programs: Physical Fitness, Posture, Milk, Better Foods, Colds, Tuberculosis Prevention, and Foot Hygiene. These programs are monthly procedures which tend to stimulate the students to better efforts in improving their health knowledge, and develop health intelligence.

## ADVISER FOR GIRLS

By Millicent Fraser

The adviser for girls in Madison Junior-Senior High School is the friend and counselor of the girls in the school. Her office is open at all times for individual conferences, and she is ready to assist in the solving of individual problems or to help in the organizing of group activities.

Her objective is to help girls develop to the utmost their capacity for fine living. In her attempt at realizing this objective she tries:

1. To help girls develop right attitudes toward health.
2. To help girls to adjust themselves as members of their school, community, and family groups.
3. To inspire girls to achieve the highest scholarship ratings of which they are capable.
4. To arouse admiration for the highest ideals of conduct and to encourage girls to follow these ideals.

Many girls upon entering a large high school are unable to adjust themselves immediately to a new environment in which contacts are made with many teachers, no one of whom is able because of her obligations to her many pupils, to devote the necessary time for the complete understanding of the problems of an especial one. The girls' adviser, in co-operation with the teacher, the nurse, the health counselor, the psychiatrist, the guidance department, the principal, and other administrative officers of the school, aids in the solving of these problems to the end that every girl is helped to develop to her utmost capacity not only physically and mentally but also morally and socially.

Of the administrative duties of the girls' adviser, one is the handling of all matters of attendance and discipline pertaining to girls. She issues passes, necessary

excuses, work permits, and transfers to other schools, and attends to cases of discipline which are referred to her.

The girls' adviser helps in the planning of class parties and picnics and supervises class and club activities of a social nature. She also works with others on committees which sponsor various girls' groups, such as the Girls' Service Association and the Girls' Junior Corps, which are organized for special purposes.

In her attempt at realization of her aim to aid in the fullest development of each individual girl, the girls' adviser calls at the homes of the pupils, interviews parents, and others interested in the school, and co-operates with many outside agencies.

## THE BOYS' ADVISER

By Alexander Roller

The office of student adviser is an important one in every large school organization. In a school the size of Madison with a registration of twenty-seven hundred pupils there are many problems arising daily. It is the duty of the boys' adviser to aid the class room teacher in solving that part of these problems which has to do with the boys.

First, there is the question of citizenship, or conduct, if you prefer that word. Poor citizenship is a matter of poor adjustment of the boy to his school environment. It is the first duty of the boys' adviser to help him make such an adjustment that he can work in harmony with his teachers and his class mates and so reap the greatest amount of benefit from his school life.

Second, comes the problem of attendance. In compliance with the compulsory school attendance law of New York State, every pupil returning to school after any absence is required to bring a written excuse from his parent or guardian stating the cause of his absence. The boys' adviser checks all such excuses, determines whether or not they are legal, and issues a permit giving the boy permission to return to his classes.

Third, the boys' adviser issues all school record blanks which are necessary in order to obtain work certificates, and also all newsboy license badges from the Board of Education.

Fourth, the boys' adviser deals with all problems arising from the practice of renting books to pupils in the junior high school grades.

Fifth, the boys' adviser has the care of the various school records, such as daily schedules, registration blanks, and permanent record cards. Did you ever consider the amount of work involved in just being able to locate at a moment's notice any one of the twenty-seven hundred students in our school?

Sixth, the boys' adviser issues all transfers from our school to other schools. He sends all necessary records in order that the change of schools made be made with as little loss to the pupil as possible.



## LIP READING AND SPEECH RE-EDUCATION

By Marie A. Ball

Madison, since its opening, has made provision for pupils who have any handicap of hearing or speech. Special classes are offered to those with a serious loss of hearing who will be benefitted by lip reading and, also, to those whose speech difficulties need correcting.

A part of the program is the periodic testing of the hearing of every pupil in the school. This examination is made in groups of forty with the 4A Audiometer. As a result of this examination, the pupils are divided into three groups. The first group consists of pupils whose hearing is normal. The second, of those who have some hearing loss and who may need treatments or other remedial work and proper placement in the classrooms; the third group is composed of those who have a serious loss of hearing. The pupils, in this group, besides treatments or other remedial work and proper placement in the class room, are likewise taught lip reading or speech reading, as it is also called. Thus a tool is given to them enabling them to compete with pupils of normal hearing. The early discovery of hearing difficulties and remedial work do much to prevent serious handicaps.

Speech, which is man's greatest invention and which has done more to advance civilization than all other inventions together, is a most complicated and easily disturbed function. A slight variation in speech from the normal has often a far-reaching influence on the individual, and indirectly on society. A serious speech

disorder is a tragedy which can be appreciated only by one who has this difficulty or by those who have studied the problem. Pupils who have such a handicap receive careful individual study to determine, if possible, the causes. Treatment is directed toward the removal of all physical, psychical, and social disabilities which may directly or indirectly affect the complicated and sensitive speech mechanism.

In remedial work with many cases special adjustments and examinations have to be made which involve the close cooperation not only of the child, his family, and members of the school faculty, but also of the physician, psychiatrist, and social worker. Through the continuous vigilance of the faculty, the name of any pupil who appears to have difficulty with his speech is reported to the teacher in charge of this work. Classes for stutters or stammerers, for those who have articulatory defects, and for those who need to correct a foreign accent are organized according to the type of need.

Pupils who need lip reading or speech re-education are taken, if possible, from study periods or non-determining subjects and report to classes once or twice a week. Pupils attending schools where there are no lip-reading or speech re-education classes are often transferred to schools having these special opportunities.

The necessity of lip-reading and speech re-education work is apparent not only for the sake of the child but also for the sake of the community itself. We further realize that unless these pupils are enabled to overcome or compensate for their handicaps and become eventually self-supporting members of society, the community will suffer an economic and social loss.

## HISTORY OF THE ALUMNI

Wishing to renew and cement friendships formed in the year's association in the new building, the first class to be graduated from Madison Junior High School in June 1923 originated and outlined the organization for the Madison Alumni Association.

A constitution, in which the objects of the Association were declared to be this renewal of friendship and, also, the furthering of the best interests of the school in every way possible, was drawn up by a representative committee, and at a meeting in the autumn of 1924, this constitution was adopted. The constitution made provision for the usual officers elected from the graduate body and for an advisory faculty committee appointed by Mr. Zornow. Joseph Magro was the first president. He was succeeded by William Metzendorf, Kingsley Horton, Raymond Foster, John Matthews, Leroy Gates, Lowell Chapin, Herbert Andrews,

and Earl Morrison. Under these leaders and their associate officers, the organization has flourished. Meetings are held twice a year in January and June. At these times, the 9A graduating classes of the school are received into membership of the Association and an agreeable program of dancing and other entertainment is provided. That these evenings are thoroughly enjoyed by new and old grads is evidenced by the large attendance on each occasion.



Joseph Magro  
First President of the Madison  
Alumni Association

At the meeting in June 1931, the Madison Alumni Association presented to the school a beautiful display case, now in place in the main corridor of the building opposite the lobby entrance. A brass plate designates this case as the gift of the Alumni.

The Executive Committee, which consists of the current officers and the past presidents of the Association, have been most faithful in their devotion to the interests of their fellow-members.



Left to right: Seated—Paul Ferguson, Marion Redfern, Lowell Chapin. Standing—Earl Morrison, Robert Miller, Raymond Foster.

Because of the fact that Madison is now a Senior High School, some changes of procedure may make it necessary to amend the present constitution, and this matter may be confidently left to the direction of the leaders who have so ably and with such signal success managed the affairs of the Association up to this time.

During the past ten years Madison has graduated several thousand students. To trace in a short article the career of each member of the alumni would be impossible. Through questionnaires sent out last spring, we have learned that many of our graduates have won both success and honor in many different fields of endeavor. We know that many whom we have not been able to reach have been equally successful. Of added interest are those graduates who have won special honors.

#### Achievements of Alumni Members

Because of his scholastic record John Jacobus, who acted in the capacity of Assistant Standard Bearer at Madison, was chosen as Standard Bearer of John Marshall High School.

Nancy Bolton was chosen Guardian of the Flag at West High School.

Barbara Harger was Guardian of the Flag at both Madison and West High School.

For rescuing a fellow sailor at Corinto, Nicaragua, William Foreman was awarded a silver life saving medal by the federal government.

Marion Glidden is the proud possessor of State and City University Scholarships.

John Magro earned a first year's scholarship to Harvard University.

Mary Rose Reichard, under certain competitive rules, was awarded a free-tuition scholarship to Mt. Holyoke.

Eastman School of Music Scholarships are held by Hugh Robertson and Helen Maddock.

Some Madison students who have won a place for themselves in the honor societies of college and high school are:

Phyllis Holton, who has been elected to Marsiens, senior honor society of the University of Rochester, election being based upon scholarship, personality, and achievement.

Harold Glidden, who in addition to being elected to Phi Beta Kappa, University of Rochester, was awarded a prize for proficiency in the study of the Greek language.

Helen Cromwell, a member of Phi Beta Kappa, has the distinction of being graduated from the University of Rochester with the highest honors of her class.

Robert Metzendorf has the unique record of being a member of the University of Rochester honor societies during his freshman, sophomore, and senior years. At West High he was connected with the Occident, and was editor of the University of Rochester Year Book.

Philip Winslow and Robert Williams are members of Quill and Dagger and Skulls, an honorary society of Cornell.

Benjamin Dayton is an alternate for a five hundred dollar scholarship at the Massachusetts Institute of Technology.

On the High School National Honor Society may be found the names of

Nancy Beaman  
Edna Mae Brewer  
Elizabeth Bushnell  
Elizabeth Erb  
Ruth Goodman  
Josephine Hagstrom  
Helen Harnish  
Elizabeth Hatch  
Ada Klonick  
Eleanor Leek  
Helen Maddock  
Mary Rose Reichard  
Donald Barber  
Richard Bills

Norman Brown  
Andrew Buck  
Norval Kramer  
Pewilla Dick  
William Ernisse  
Elmer Myers  
Frank Oakes  
James Phillips  
Robert Robinson  
James Scotland  
William Shafer  
Warren Shelton  
Paul Smith  
Richard Wrighton

We are proud of our representatives in the professional and business world:

Annie Aab, a graduate of the University of Rochester, is teaching mathematics and science in Churchville High School, New York.

Helen Bonner, also a graduate of the University of Rochester, is a teacher of English, history, and dramatics in Sodus High School, New York.

Jeannette Wilburn, after completing post-graduate work in the University of Michigan, Ann Arbor, became a teacher of science and history in Castile, New York.

Mary Ellen Sneek is librarian at the Edgerton Park Branch Library, Rochester, New York.

Rose Magro was graduated from the Genesee Normal School and is now teaching in Griegsville, New York.

Josephine Coe, a graduate of Keuka College, is teaching in Kendall, New York.

Nancy Castleman, a graduate of Mt. Holyoke, is doing social service work with the Brooklyn Bureau of Charities, New York City.

Bethine Coe, a graduate of Wellesley College, is doing secretarial work in Washington, D. C.

Sara Swanson, a graduate of the University of Rochester, is teaching Latin in Penn Yan, New York.

Joseph Magro is a member of the Benjamin Franklin Junior-Senior High School Faculty in the Commercial Art Department.

Golden Brandon, a graduate of Harvard University, is about to take up his work as doctor.

Robert Schermerhorn, a graduate of Wharton School of Finance and Commerce, is now an insurance broker with offices in the Granite Building.

George Hofford is at present manager of the Rochester Branch of the Hudson Cloak and Suit Company.

John Matthews is in the insurance business.

Raymond Foster is supervisor of the lunch and soda counters at one of the Liggett's Drug Stores.

Eleanor Olmstead is a dietician in a hospital in New York City.

Crawford Schwendler and Ralph Atkin are with the General Railway Signal Company.

Katherine Miller is with Hubbell, Taylor.

Thelma Wegner is doing secretarial work at the Education Building.

Ruth Minwell is secretary to Miss Harper at the University of Rochester.

Ona Elphick is doing secretarial work at the Medical School of the University of Rochester.

John Haddon is assistant teller at the West End Branch of Lincoln-Alliance Bank.

Lowell Chapin is with the Reynolds Tobacco Company and divides his time between office work and travel for the company.

Clair Henry is doing secretarial work in the New York Central Office, Rochester, New York.

Warren Lapon is with the Rochester Telephone Company.

Austin Fanning is foreman at the Taylor Instrument Company.

Louis Lehr acts as weather man at the Municipal Airport.

In Music, Art, and Drama our graduates have taken a prominent part.

Lucille Young is teaching the trumpet at Durand-Eastman and is the head of trumpet work in the grade schools of the city.

Paul Phillips plays the bassoon in the Rochester Civic Orchestra.

Ross Woodbridge was one of the representatives from Rochester who attended the first audition before the Academy of Vocal Teachers in New York City.

Marjorie Maddock is studying cello at the Eastman School of Music.

Gordon Hammon has a place in the University of Syracuse Glee Club.

Lorraine Smith is now directing the Rochester Branch of the Children's Drama League and will also direct the Children's Theatre, a new addition to the Community Players Organization.

Ethelyn Koepke, after playing the lead with a company at the Lyceum Theatre with less than a twenty-four hour notice, was given a ten-week contract with the company in Chicago.

Gladys Bliss wrote and staged the pageant which was given at the Rochester Exposition in 1932.

Paul Showers has had articles in both "College Humor" and "Life" and is also a member of the Grand Rapids Civic Players.

Dorothy Howard is a commercial artist at General Railway Signal Company.

Raymond Denman, also a commercial artist, is with Smith Publishing Company.

Vera Burnett, after being graduated from Mechanics Institute, became a commercial artist with E. W. Edwards and Son Company.

Allen Warren is a free lance designer with a clientele in Buffalo, Cleveland, Rochester, and Detroit. He has designed numerous signs on the West coast and in the Middle West.

Ellis Page and Arthur Polito do photographic and sign work for an East Avenue Studio, Rochester, New York.

Madison has made an enviable record in athletics. Among those who have continued to be interested are:

Philip Winslow, a student of Cornell University, was selected as a member of the All-American LaCrosse Team to represent the United States at the Olympic Games. He was also chosen captain of 1933 varsity soccer team.

Robert Everitt, Quintino Serenati, and Bruce Taylor are members of the Cornell Soccer Squad.

Wells Simonds won recognition in swimming at the

University of Pennsylvania and was awarded letters for this achievement.

At West High School, Dorothy Miller acts as manager of Girls' Basketball.

Beverly Cogswell, besides having won several city swimming meets, has for the past two summers had charge of swimming at Camp Madonna, Canandaigua Lake.

Patricia Heaphy has also distinguished herself by winning several Rochester swimming meets.

Many of our graduates are still pursuing studies in higher institutions of learning:

Elizabeth Bonner at the University of Rochester.

DeLos Wickens, doing post-graduate work in the University of North Carolina.

Vallence Wickens at Columbia University, School of Business, doing post-graduate work.

Margaret Stallman at Mt. Holyoke College.

Jean Paddon at Beaver College, Jenkintown, Pennsylvania.

Virginia Chamberlain at Boston University, Sargeant School of Physical Education.

Ruth Line at Eastman School of Music.

Helen Steinhauser at Cortland Normal School.

Russell Eshelman at the College of Osteopathy, Philadelphia, Pennsylvania.

Jane Morgan doing post-graduate work at the Syracuse University, College of Home Economics.

Helen Lobbett at Wellesley College.

Richard Bennett at the University of Rochester.

Ruth Kurtz at the University of Rochester.

Elizabeth Kurtz at the Mechanics Institute.

Frieda Chapin, Hester Howland, Rachel Howland, Julian Klossner, Arline Wadt, and Lois Hutson at the Strong Memorial Hospital, Rochester, New York.

Ethel Burne and Barbara Brooks at the Genesee Hospital, Rochester, N. Y.

Betty Paddon at the Presbyterian Hospital, New York City.

Ruth Fraser and Marion Fichter at the Genesee Hospital, Rochester, New York.

Marion Redfern had charge of a successful vacation school which she carried on during the summer at the home of Mrs. Elmer Koch on Arnett Boulevard.

Alumni Note:

Lois Hutson is now taking care of Miss Lulu Burt, who is seriously ill in the Strong Memorial Hospital. We wonder if she is giving her peppermint?

Some of our Alumni may be interested to know that there are several graduation class pins of past years on hand of which we would be glad to dispose, and which may be bought at bargain prices. If any graduate has lost his pin and wishes to replace it, he may call at the school office.

## EVENING SCHOOL AT MADISON

By James T. Pitts, vice-principal

Madison Evening High School has given a unique service to the southwest community since its opening in September 1923. Madison at once became the largest Evening School in the city and each year thereafter has retained that distinction.

As the Evening School increased in registration, it became necessary to open the building five nights per week, and the aggregate number of adults attending Evening School very often exceeded the number of day school students. The Evening School not only found great favor in the local community, but many came from the farthest parts of the city to secure specialized types of instruction which could not elsewhere be obtained.

There is every evidence that the adults of the community welcomed the opportunities for study and for recreation which the Evening School offered. Many

came for the very practical purpose of making up the deficiencies in their early education or of perfecting their training for the positions they were holding. Such students found what they sought in the academic subjects, in the wide variety of commercial classes, or in the many varieties of Practical Arts. Some sought the cultural advantages of instruction in music, English, and Modern Foreign Languages. Others came merely to find profitable employment of their leisure time by using the facilities of the school shops to make ornamental and useful articles for the home. Many mothers came year after year to have the assistance and advice of the expert instructors in sewing and dressmaking. Hundreds each year came to take advantage of the health and recreational opportunities offered by the classes in gymnasium and swimming.



The financial crisis which faced the city in December, 1931, made it necessary to close the Evening Schools. This situation, while unavoidable, was most unfortunate at that time. The period of depression through which we were passing was having a peculiar effect upon Evening School attendance. Many came to Evening School because in such a period it was most apparent that the efficient and best trained persons were those longest retained in their positions.

Others already out of employment came because they were not all tired out at the end of a day's work and because they wished to take their minds off their personal troubles. Thus the whole situation was one to emphasize the value of education and to stimulate Evening School attendance. It was unfortunate that economy made it necessary to discontinue this service which had come to mean so much to the southwest community.

## SUMMER ACTIVITIES PROGRAM

By Lionel M. Livingston



The Leaders in Charge of Groups

An unusual experiment was carried out at Madison this summer under the auspices of the Rochester Community Council on Summer Activities for Youth when certain shop facilities of the school were made available to boys and girls of the community.

101 boys and girls enrolled for instruction in drawing, painting, clay modeling, model airplane construction, model boat building, craft work, and photography. The center was in operation for five weeks, and the various groups met daily from 9:00 to 12:00 o'clock.

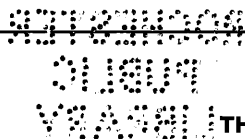
The center was operated under the direction of the Madison High School Zone Committee of the Community Council. The following were members of the committee: Chairman, Lionel M. Livingston; Co-chairman, Robert Voss; Program Director, Ralph M. Geddes; Publicity Director, Harold R. Bruce; Health Committee Chairman, Colonel Montgomery E. Leary, Medical Reserve, U. S. Army; Co-chairman, Miss Joan MacMullen; Treasurer, Gerald A. Sullivan; Secretaries, Miss Marion Peck and Miss Mildred A. Card;

Chairman Pre-school Group, Mrs. Carol A. Van Zandt. James F. Robinson represented the Board of Education on the committee.

The following Madison students were leaders in charge of groups: Robert Lee Cook, Mildred Anne Card, George Levy, May Ades, John Dickson, Richard Pomeroy, Edward Munger, William Van Horn, and Marvin Hack. A Nature Study Hike Club was organized by Jerome F. Davis, and an Architectural Drafting class by John R. Eckhart.

The center was operated under the supervision of Mr. Livingston, and the classes in drawing, painting, and clay modeling were organized and conducted by Miss Lois MacMullen. All of the service furnished by the instructors was voluntary, and no charge was made for instruction in any of the classes.

The committee in charge of the center wishes to express its appreciation to Mr. Wallace and his assistants for their splendid cooperation during the session and to Mr. Zornow and members of the Board of Education whose courtesy and interest made the successful culmination of this project possible. The committee is also very grateful to those workers who gave so freely of their services in organizing and conducting the several activities. The success of this enterprise was due in a large measure to the efforts of Mr. Voss, original chairman of the group. Mr. Voss, before leaving for Oswego Normal School at the request of the State Department of Education, devoted much of his free time to the work of organizing the zone committee and personally interviewed a large number of community residents to solicit their cooperation and assistance.



## THE TENTH ANNIVERSARY FACULTY COMMITTEES

### Executive Committee:

Robert Voss, Chairman.  
 Alice Donnelly, Editor-in-chief.  
 Rose E. Sutter, History of the School.  
 Bertha Cuyler, Present School.  
 Millicent Frasier, Alumni.  
 Charles Newman, Composition and Printing.  
 Lionel Livingston, Publicity and Distribution  
 Raymond McDonald, Pictures.

List of committee members who served on the above committees:

Charles W. Blodgett	Agnes McTaggart
Jessie Cosgrove	Amelia Morrissey
Marian Davis	Mary Niven
Helen Durnin	Frederick Newhall
Leland Foster	Alexander Roller
Millicent Frasier	Edith Schermerhorn
Laura Martin Friel	George Selden
Lucy Goddard	Dorothy Seybold
Margaret Holley	Clarence Sharpe
Verne Hutchings	Anna May Thompson
Grace Line	Marionette Thurston
Mary Lockwood	Joseph Vials
Elizabeth Maher	Beulah Watkins
William McCord	Jane Williams
Mary McCracken	Gertrude Wright

## THE MADIGRAPH

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Frederick Knowles .....	<i>Art Editor</i>
Joseph Frederico and Donald Case .....	<i>Associate Art Editors</i>
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Beulah Watkins .....	<i>Assistant Distributor</i>
Clarence Sharpe .....	<i>Assistant Distributor</i>

## THE FUTURE OF MADISON

By Agnes L. McTaggart

Under the wise leadership of its well-known principal, Mr. Theodore A. Zornow, the Madison Junior-Senior High School has already established itself in the educational world. It blazed the trail in 100% banking, earned athletic championships, and held its own in scholarship records. Past records are the stepping-stones of its future development.

When the first senior graduation occurs in January, '33, Madison will stand in a competitive position with all the best high schools of the country. Under a specially-trained faculty, its student body can but work successfully through its widely differentiated Curricula. The far-seeing eyes of its principal will guide Madison to the goal of progressive educational standards.

## THE ALUMNI ASSOCIATION

By Anna May Thompson

One of the most enjoyable occasions in our school life has been the meeting of the Alumni Association, when former pupils of Madison Junior High School have come back to dance, to chat with teachers and old friends, and to welcome the new graduates into the association.

Varying in age from young manhood and womanhood to early teens, they form a fascinating group. Some of those who built up the organization have come back faithfully term after term. Others return only occasionally. By what influence are they drawn? A good time, a desire to renew old acquaintance, loyalty to the school of their early youth? Whatever has brought them, they are gay and very interesting.

Pausing in the midst of the dance, they stop to tell of dreams come true, of work accomplished, of honors won, and of new hopes and aspirations. Their coming has added charm and meaning to our work in Madison.

All too soon the hands of the clock swing round to eleven, and the music ceases. Merry voices ring out, "Good night!" and the sound of their voices dies away in the distance. Another Alumni Dance is over, leaving pleasant thoughts and affectionate remembrance.

## KNOW YOUR SCHOOL WEEK

By Alice E. Donnelly

Madison Junior-Senior High School joins with the nation in setting apart one week as a time in which to acquaint parents and friends with the actual work of the school; with her ideals, her achievements, and her needs.

Madison was founded on the ideal of meeting the needs of each individual. Every pupil has the opportunity to prepare himself adequately to meet his future responsibilities as a citizen. The Student Union, a new type of school government, replaces the former, the United States of Madisionia, to help in the development of leadership, initiative, and clear thinking. We feel that visitors to Madison will realize that the attainment of these objectives is possible through the school activities which are rich and varied.

Our principal suggested in his foreword that we give ground to none in achievements. We accept the challenge. Madisionians have the determination and pride to win success. Their interest in maintaining high scholarship, in keeping their enviable record in

athletics, in having good health, and in participating in all other school activities, such as banking, dramatics, music, and clubs, can best be seen through a visit to the school when in operation. Such visits will be most helpful both to parents and to pupils. Interest, thus manifested on the part of parents and friends, will be a source of encouragement to all.

Let this week then be a time of renewed interest in the school on the part of the Madison community. We hope all will seize the opportunity to know their school better, thereby obtaining a deeper understanding of the part education plays in the lives of the pupils. Madison will welcome the privilege to demonstrate the significance of the school in the life of the child and community.

Know Your School Week will be especially meaningful as we start a new decade of hoped-for accomplishments, and may it be a memorable event in the history of Madison.

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### Home Work Is a Necessary Evil

By Ernest Huey, T 11B-1

Homework was probably one of the first devices invented to help scholars make better progress at school. At first homework probably formed a greater part of education than actual work in a classroom, but gradually schools became larger and more time was spent in them. But they still assigned plenty of homework, and even today we get enough to keep us busy.

Homework is not very useful. It often keeps us away from a good motion picture or a party or some other place we may want to go. Sometimes (not very often) we tire ourselves out working too hard at it. It apparently accomplishes very little compared to the great length of time we spend doing it.

But, after all, they are only temporary things and will be forgotten quickly. Homework on the other hand will affect us all the rest of our lives. It is the difference between brilliance and mediocrity. The homework habit will probably help us in later years too. If we get in the habit of doing extra tasks we will probably advance much faster than we otherwise would. Everyone who wishes to rise above the average in any work he chooses had better do his homework.

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### Congratulations!

Undoubtedly readers of the Madigraph miss one name from the group of faculty advisers for the school paper. Mr. Priddis was associated with the Madigraph as chairman of the faculty group since its first issue. We miss his enthusiasm and keen interest; nevertheless, we congratulate him on his promotion to the principalship of Lattimore School, Number 11. He takes with him sincere wishes for success from the editorial staff.

### School Notes

During the first decade of Madison credit for the success of the Madigraph is due in a great measure to the following Editors-in-Chief:

Claribel M. Brotsch  
A. Bethine Coe  
Mary E. McKnight  
Bertha W. Truelove  
Haywood Atkin  
Margaret Stone  
Louis Teall  
Elizabeth Heston  
Barbara Harger  
Marion Glidden  
Mary Rose Reichard  
Margaret Iggleidin  
Janet Darier  
Elizabeth Rightmire  
Esther Pifer  
Rosemary Seiler  
Robert Litzenberger  
Margaret Williams  
Ernest Huey

---

### MADISON'S UNSUNG HERO

By Ernest Huey, T11B-1

Madison is completing her tenth year of gratifying success. Everyone gives full credit to the untiring efforts of the leaders of our school. The unsung hero never should exist, yet, partly because of his own reticence, the originator of a chain of events leading to the erection of our school is yet unknown to many Madisonians.

His name is Charles W. Blodgett. He is a retired teacher, but he still is an interested observer of school activities. Probably the first link in the chain of events was the promotion of the extension of Epworth Street and Jefferson Terrace to Columbia Avenue. Mr. Blodgett had suggested this plan and thus devised the present site of Madison. When a new school was needed for the West side, Mr. Blodgett instantly suggested Pike's Quarry as a suitable site. Its advantages were quickly recognized. Mr. Blodgett was a very interested spectator when the construction started, and on the following Fourth of July with patriotic zeal flew the American flag from the rude superstructure which later developed into Madison.

We sincerely appreciate Mr. Blodgett's unselfish aid in making Madison possible. We hope our efforts to make our school as good as possible will partly reward him for his effort.

## THE STUDENT UNION



Officers of the Student Union

Left to right: Albert Gilbert, Kenneth Mason, John Craft, Edmund Burroughs.

### THE CAMPAIGN

By Albert Gilbert, 11B-2

The wheels of our Student Union started to revolve on the sixteenth of September when the list of nominees for the school officers was sent from each home room to the board of electors. Mr. Murray immediately rounded up his committee and by the process of elimination selected four candidates for each office. Then, on the following Friday, the Student Council, one branch of our government, composed of representatives from each home room, nominated two candidates for each office. Their selections were for president, John Craft and Alfred Morlante; for vice-president, Winifred Courtney and Albert Gilbert; for secretary, Janet McCord and Edmund Burroughs; for cheer leader, Robert Burr and Kenneth Mason.

On the following Wednesday each of the candidates gave his or her pre-election speech, and each one was heartily applauded. From Wednesday to Friday an active campaign was waged for all the candidates by their respective parties. Friday was the zero hour and the final elections were held in each home room. The officers elected were John Craft, president; Albert Gilbert, vice-president; Edmund Burroughs, secretary, and Kenneth Mason, cheer leader.

At the next assembly the four elected officers gave their acceptance speeches, and the antics of our new cheer leader were enjoyed by all. We hope to see and hear more of him. And so Madison's new Student Union got off to a flying start.



## THE STUDENT ORGANIZATION

The United States of Madisonia was an adequate government for the need of a Junior High School, but in January, 1930, Madison Junior High retained some of its students for its tenth year and a new government was soon found necessary. Later with the establishment of high school districts in the western part of the city, Madison was given a district and is now a regular Junior-Senior High School carrying all courses.

Preparations for our high school were begun in earnest. Many students were enthusiastic over the idea of remaining in their old school where they were well acquainted and where they had made friendly connections that they did not wish to break. Facilities of the building, variety of courses, and the faculty of our school were three main reasons for the willingness of our students to remain and become the pioneers of our new high school. Growing numbers necessitated the enlargement of our school building. A student government was one of the questions of interest to our faculty and student body. Our numbers were sufficient to warrant such a government, and a constitution which was to serve as the basis of our present student government was presented to the students.

The constitution provides for the government of the school by the students subject to approval of our principal, Mr. Zornow. It establishes a Common Council and a Cabinet. In the Council the discussion is entirely by the students and of a nature beneficial to the school at large. The council members carry suggestions from the homerooms to the Council. If it passes the Coun-

cil, it is sent to the Cabinet for approval. If it is approved by the Cabinet, it becomes a law, and every student of the school is expected to the chair for discussion. Our council members are representatives of the homerooms and are responsible to the homerooms for the actions. If a student wishes to make a suggestion as to the passing through corridors he speaks to his homeroom representative. The member brings up this question for discussion by obey this law because the action of the Council and Cabinet are both governed by the students.

Accomplishments of our first year were many. Our standing committees were appointed and ratified by the Cabinet. These committees are at present being organized. These committees are as listed in the Constitution: Athletic—the Athletic Committee deals with the organization of athletic teams for our school, elects managers for teams for our school, draws up schedules of our games, and makes appropriation of money for the upkeep of our team, with the approval of the Cabinet. This committee is headed by a member of the faculty who supervises the activities of the members of the committee. I have cited this instance in order to acquaint you with the nature and duties of the various committees of the government—Citizenship, Craftsmanship, Dramatics, Health, Literary, Music, Publicity, Scholarship, School Paper and Service. These committees should be supported by all the members of the student body because they are necessary, in fact vital, to the student organization. If co-operation is not forthcoming in the next term of our Student

Union, the student body will be the loser.

The ideal of our present organization is to develop leadership in all activities of the school. Madison should lead as it has in the past in athletics, citizenship, and sportsmanship, and we should endeavor to lead in scholarship. Our members have grown and we are ready to push to the front as is expected that we will. Now is the time to make our advance toward the goal, leadership in all student activities.

—Alfred J. Morlante, 12A-1.



### The Standing Committees and Faculty Advisers

#### Athletics (Boys)—Mr. Remington

Alfred Morlante, 12A-1.

Glen Griffen, 11A-1.

Neil Fisher, 9A-6.

William Ludwig, 9B-6.

#### Athletics (Girls)—Miss Schafer

Florence Foreman, 12A-1.

Esther Powell, 9A-4.

Theda Gerard, 11B-5.

#### Citizenship—Miss Bennett

Fern Miles, 12A-1.

Ruth Dries, 10A-2.

Violet Blum, 9A-1.

Wilbur Wright, 9A-3.

#### Craftsmanship—Mr. McCord

Robert Frazier, 9A-4.

Paul Aklavala, 11A-2.

Bill Better, 12A-1.

Virginia Page, 12A-1.

#### Dramatics—Miss McCarthy

Leonard Griffin, 12B-1.

Barbara Mungler, 9B-3.

Marjorie Parker, 10A-4.

Leland Whyte, 10B-8.

#### Health—Miss MacMullan

Henry Smith, 12B-1.

William Cavalcante, 11A-2.

Betty Mutch, 11B-5.

Ruth Harrington, 11B-2.

#### Library—Miss Bidelman

Dale Housel, 12B-2.

Florence Leavenworth, 8A-2.

Ernest Wiard, 11B-1.

Martha Bradford, 11B-2.

**Literary—Miss Donnelly**

James DeCarlis, 12A-1.  
Justine Ulp, 11B-2.  
Barbara Stebbins, 10B-7.  
Mildred Apfel, 10B-1.

**Music—Mr. Casad**

Herbert Houghton, 12B-1.  
Fred Kimball, 11B-5.  
Mary Margaret Anderson, 9A-3.  
Barbara Hutchins, 8A-2.

**Publicity—Mr. Livingston**

Ruth Moore, 10A-1.  
George Levy, 9B-3.  
Daniel Peacock, 12A-1.  
Gordon Wood, 12B-1.

**Scholarship—Miss LeRoy**

James DeCarlis, 12A-1.  
Janet McCord, 9A-3.  
John McIntee, 9A-3.  
Dorothy Reedhead, 9A-7.

**School Paper—Mr. Voss**

Ernest Huey, 12B-1.  
Martha Bradford, 11B-2.  
Ruth Hegenauer, 9A-3.  
Jane Kelley, 11B-2.  
Fred Knowles, 10A-2.  
Vernon Lewis, 11B-3.  
Albert Gilbert, 11B-2.

**A Council Meeting**

The second regular meeting of the Student Council was held Monday, September 26. John Craft, the new president of the Student Union, presided over the meeting. The principal business of the session was the election of eleven members of the council to the Cabinet. Those elected were: Walter Bucgek, 7A-H; Mary McClements, 8B7-X; Ruth De Young, 8A-1; Katherine Bushnell, 9B-1; Cornelius Fisher, 9A-6; Helen Clark, 10B-2; Frederick Holderle, 10A-3; Herbert Bryant, 11B-1; John Updike, 11A-1; Fred Blum, 12B-1, and Daniel Peacock, 12A-1.

Mr. Zornow spoke to the council concerning its attendance and duties. He urged the council members to be regular in attendance and also to be ready with any problems

or suggestions at the next meeting. The President announced the next meeting would be held the second Monday in October. As this session will be an important one, the school officers desire a much better attendance than before.

—Edmund Burroughs, Secretary.

**Senior-High Class Organizations**

The Senior-High classes are off to a good start, and the following officers have been elected for the coming term:

**Class of January 1933—*Twelfth A***

Alfred Morlante, president.  
Fern Miles, vice-president.  
Eleanor Hagen, secretary.  
Dan Peacock, treasurer.

**Class of June 1933—*Twelfth B***

Fred Blum, president.  
Frederick Kester, vice-president.  
Margaret Baker, secretary.  
Ernest Huey, treasurer.

**Class of January 1934—*Eleventh A***

James Looney, president.  
Edward Colvin, vice-president.  
Robert Abbott, secretary.  
George Ellison, treasurer.

**Class of June 1934—*Eleventh B***

Walter Ash, president.  
Alvin Snook, vice-president.  
Gordon Bach, secretary.  
Ralph Bengston, treasurer.

Class of January 1935—*Tenth A*  
William Peer, president.  
Fred Holderle, vice-president.  
Ellis Robinson, secretary.  
Herbert Heffer, treasurer.

★

**The Senior High Pin**

With the organization of the Senior High School, Madison was confronted with the problem of designating a Senior High Pin which would represent the school. As no student felt equal to undertake this difficult task, Mr. Vials, our commercial art teacher, studied the Coat of Arms of James Madison, after whom our school is named, and from this design a seal was submitted to a committee composed of several members of the faculty and the 12B class officers, and then to the student body.

The pins and rings made from this seal are used by our January graduating class of 1933.

—Marion Young, 12A-1.

★

"Mother, am I going to get another plate of ice cream?"

"Why, Dear?"

"Because I want to know whether to gobble this up or drag it out."



Left to right: Dan Peacock, Fern Miles, Alfred Morlante, Eleanor Hagen.



## LITERARY

### Fruit of the Gold

To Janice Dewey, the letter the mail carrier left for her that morning was an actual calamity. She lifted a woe-be-gone countenance to the inquiring gaze of her friend, Mabel Barns, at whose home she was staying.

"It's from dad!" she said. "Listen:

"Dear Daughter: I am sorry to spoil your vacation; but I have just received a telegram, which calls me East on business. Your mother is going with me.

"I really shouldn't leave now, as we are just in the midst of orange picking, but it can't be helped.

"The trouble is with my foreman. Jim Bailey fell from a ladder and sprained his ankle the day the pickers arrived, and I had to hire another man. He's a Mexican—Juan Rubio—and, well, I'm not real sure that I can trust him without a boss."

Your affectionate father.

"Well," said Mabel, "I don't see what you have to look so mournful about. You will be back before they will."

"It's not that, Mabel. It means that I can't go with you on your vacation in the High Sierras, as we've planned."

"But why, Janice? Your father doesn't say you can't go."

"But you don't know father. I'll have to go back to the ranch to oversee things." There were actual tears in her eyes as she said that. "That crop of oranges means a lot to dad. It means our bread and butter, and the mortgage on the ranch. Therefore, some one has to take charge of it."

All the way out to Glendora, on the Pacific electric train, Janie's handkerchief was in unobstructed service. Janice walked the remaining mile from Glendora to her father's ranch. The house stood in the midst of an orange grove with dark green trees as a background.

There were no pickers in sight. She hurried down to the grove to find out how things stood. She noted the new foreman at once, a tall, swarthy Mexican. He was swaggering about, giving instructions and commands in an important sort of manner. He moved toward her as she stood watching silently.

"Want something?" he asked in fairly good English. "Want to work?"

"Just want to watch awhile," she answered politely.

Juan nodded and walked away.

At last came a day that Janice and Juan believed would be the last day of picking. With good luck they would finish that day.

Juan, Janice thought, had been acting strangely for a few days. Every time a truckload of oranges drove off, he had looked sullen and discontented. Twice he had uttered something about hiring a new man. One morning a Mexican had called at the ranch with his truck and asked for the job. Juan was on the point of hiring him but Janice interfered. She was quite well satisfied with the man they had, she said. Juan had looked sullen about it, but said nothing.

The whole force of pickers redoubled their efforts and took only a few minutes for lunch, hoping to finish up by quitting-time. But when the hour for quitting arrived,

there still remained several trees to be picked. Some of the workers volunteered to stay and finish up.

The sun had set, the task was done, and it was too late to send the last load to the packing house. Juan declared they would be perfectly safe for the night, left there under the trees. Janice noticed that he had lost his sullen look and appeared to be well pleased with everything.

Her heart misgave her a little at the thought of leaving that golden horde unprotected, but there was nothing she could do. She paid off the pickers and told Juan she wouldn't need him any more.

Somehow the ranch seemed more lovely than usual that night, and it was a long time before Janice could get to sleep. She knew she hadn't been asleep long when an owl, in an orange tree just outside her window, awakened her with its shrill hoot.

She lay quite still, listening. Suddenly there came a loud rapping on the kitchen door just as the clock in the hall struck twelve clear notes. Janice sprang out of bed in alarm. Throwing a bathrobe about her, she crept, shivering, down the stairs.

"Who is it?" she called out reaching the kitchen.

"It's Rosa Calles, one of your pickers," said the girl's voice, "Please let me in, Miss Dewey." Janice immediately opened the door, and Rosa, pale and breathless, ran inside. "I hid to come and tell you," she panted. "They—Juan and others—are coming to steal your oranges."

"Why, Rosa!" gasped Janice. "What makes you think so?"

Rosa looked at her helplessly. "They are coming at one o'clock," she whispered, a frightened look in

her big black eyes. "You see, Juan had planned to hire a man of his own, the one who came here that day with a truck and asked for the job of hauling the oranges to the packing house, and they were going to store a load in a secret hiding place they have and sell them later. But when your regular truck man came to do the work it spoiled their plan. Juan was well pleased about the last load not getting off. I just had to tell you, Miss Dewey!"

"And I am truly grateful to you, Rosa, but you must go home now," said Janice firmly. "I can't let you in on this. Go home and to bed, child, and don't worry."

When Rosa had gone, fleeing silently down the starlit road, Janice hurried upstairs to dress. Then slipping on a dark coat, she crept from the house. She had formed no plan. All she could do was to stand guard over the precious fruit.

For three quarters of an hour she sat huddled under the trees. She grew cold and sleepy. Then, suddenly, she sat up as a low murmur of voices came to her ear. Soon she saw six dark forms coming toward her through the trees. She recognized Juan's voice giving instructions. As they came closer, Janice rose and stepped forward. "What do you want here, Juan?" she asked clearly.

The six Mexicans stopped short. Then Juan gave an ugly laugh, "None of your business," he growled. "Don't think we're afraid of a girl like you. Go on to bed and you'll not be harmed."

Janice stood before them, slim and brave. "I am not going to move, Juan," she said, "and don't you dare touch this fruit!"

With a muttered word to the men, Juan stepped toward her. Just

then the quiet of the night was shattered by the fierce barking of a dog. "Sing Chee!" cried Janice exultantly, thrilled through. "Charge 'em, Sing! Help me!" she called.

The dog obeyed valiantly. Growling and barking, sounding more like two dogs than one, he hurled himself upon the amazed intruders, who fled pell-mell before the onslaught of the thoroughly aroused animal.

"Janice!" a voice called through the uproar. "What's wrong?"

"Oh, Uncle Ted!" gasped Janice. "I'm so glad you came." Then she told him breathlessly all that had happened.

Uncle Ted whistled. "It's a good thing I brought Sing Chee when I came over here to lodge tonight. He knew something was wrong the minute we came near the place. He sprang out of the car before I had time to stop. I imagine those fellows are pretty well frightened. Teach Ralph Calles, a lesson, maybe. I expect Juan will leave the country. He's no credit to his race."

"I hope he will leave," said Janice with a relieved sigh. "It's our last load, Uncle Ted. We'll send it to the packing house in the morning."

"That's good," grinned Uncle Ted, "because we start for Hawaii Monday."

"What do you mean?" asked Janice, wide eyed.

"I mean that your Aunt Ella and I are going to Hawaii again, and your father wired me to take you along on this trip."

"Oh, Uncle Ted! And to think I thought it was a calamity because I had to stay here instead of going to the Sierras."

"I'd call it a genuine blessing in

disguise," said Uncle Ted, good naturedly.

"So would I," laughed Janice, "because I have always wanted to go to Hawaii."

—Helen Wernz, 11B-3.

### Prospects For World Peace

Four thousand years have elapsed since civilization was first begun in Egypt, and for four thousand years, civilized man has fought to retain his possessions and to enlarge his domains. Evidence of battles has been unearthed which have lain buried before civilization began its upward climb, mute testimony of the inborn instinct of battle. These four thousand years have not served to eliminate strife, but rather have increased it to colossal proportions. From the Roman wars to the World War was a tremendous step, made possible by inventions of horribly destructive power. Does history then point the way to world peace? I think not. A greater and more destructive war is forecast if past events mean anything, and yet most American people are blissfully unconscious of any such possibility.

At present, there is positively no immediate prospect of world peace. A glance at world events would suffice to prove this conclusively. China is in the grip of war lords, each controlling an army which supports itself by fighting. The National Army is by no means the strongest congregation in the vast country. Under such conditions, is peace in China a probability? The disbandment of the armies, necessitating the unemployment of thousands of men, would lead to immediate revolution. Japan, a tiny island, is a constant threat to world peace as it maintains one of the largest military congregations in the world. When soldiers



of this warlike nation recently invaded Manchuria, marines from all over the world were placed to protect foreign interests. Had these become embroiled, another international conflict would have taken place. South American republics are having constant revolutions, and similar situations are found in Europe. India is attempting to gain her independence. The greater powers are constantly arguing over debts, disarmament, and tariffs. Internal rumblings are heard in Germany and the United States. With such unrest in the world is total peace possible? The answer is obvious.

Disarmament conferences are doing little to promote peace. The countries, probably from past experience, refrain from placing a great amount of trust in each other. Can navies be reduced under such circumstances? Debates are not over the reducing of navies but over

the amount of shipbuilding in the future; and yet these are called disarmament conferences. Some one wisely said, "What fools we mortals be."

World war veterans have had enough of the horrors of war, but a new generation is arising from whence may come more trouble. This idea is not new and probably never will be lost.

It may be that time will heal all; that in future ages man will rise above the petty distrusts which bind him to his armies and hold him helpless in the grip of wars. But can he shake off that inborn fighting instinct, carried through generation after generation from his remotest beginning on earth? As long as glory may be earned in battle, man will continue to fight. If soldiers were scorned for fighting as men are scorned at present for cowardice, then might war cease. A tremendous step is needed before man

can look upon a united and peaceful world; but for the man of today I hold no hope. I do not expect him to see world peace before he is called away, for all evidence points in an opposite direction. It is for us, however, to do our part toward that ultimate goal and hope that our descendants may enjoy the fruit of our efforts.

—Lenard B. Griffen, 12B-1.

★

### My Opinion of the Library

What varied thoughts it brings to mind. My first real desire when entering Madison was to work in the library. How interesting it must be to become acquainted with the fiction, non-fiction, history, and many other books which our library furnishes us, all of which prove most useful in our course in Madison.

To me as a freshman, the library was the room that held the key to knowledge; where I expected to find



A View of Madison's Library

the answer to everything. This has long since become a reality.

After a time I joined the library club, a club consisting of ninth to twelfth grade students who willingly give up their free periods to help with the books. This group agreeably meets on any afternoon appointed by the president and discusses matters concerning the library. Through this club I feel I have gained a closer knowledge of what the library really means to each and every one of us, if we use it intelligently. It can help us and widen our outlook if we will let it and if we make use of the varied help it affords us.

Of course we do not always enter this room of knowledge in a serious state, but we wish to get away from the ever watchful eye of the study-hall teacher, and the library becomes our haven of refuge.

I feel since I have been working in the library in Madison that I have gained much knowledge in both reference books and from my experience.

—Ruth E. Harrington, 11B-2.

### ★ Book Report

Joseph Conrad's *Victory* is the story of a gentleman wanderer in the person of Axel Heyst who is trying to live his life according to a pessimistic psychology handed down to him by his father. The South Sea has cast its spell upon him, and he can not seem to break through the mystic circle of an eight hundred mile radius.

After his one attempt to make something of himself, namely his partnership with an unsuccessful trader, named Morrison, for the purpose of organizing the Tropical Belt Coal Company, he finally

ceased to drift and settled down to live on the island of Samburan, surrounded by his father's books.

The plot thickens when Heyst's great sympathy gets the better of him and he runs away with Lena, a concert player in Zangiomo's orchestra. Wilhelm Schomberg, the inn keeper who was watching the same girl with covetous eyes, became so enraged when he discovered that the girl had been stolen from under his very nose by "that Swede," that he invented a very misleading story about a buried fortune somewhere on the island of Samburan where Heyst and the girl were living.

The two desperadoes for whom the story was intended were Martin Ricardo and his "gentleman boss, plain Mr. Jones." These adventurous boys caused so much trouble on the island that finally, contrary to all mediocre novels, the two villains killed each other, but not before Lena, the one and only woman Heyst had ever loved, had been shot through the heart. In his great despair, Heyst kills himself after setting his house afire.

Altogether it is a very gripping story that gives the reader much to think about.

—Donald Howe, 12B-2.

### ★ Holding His Place

Walking home from school, Bill Bradley was suddenly overtaken by his friend, Tom Ross. Being out of breath from running, he didn't speak at once. Finally he did, saying, "Bill, are you going to try for the soccer team?"

Bill paused for a moment. Then he said slowly, "I don't know, but I'd like to. You see," he said in answer to the questioning look he received from Tom, "I'm quite low

in my studies, and Mr. Roberts said that no one with an average below C on his first report card could play on the team."

After a moment's pause, Tom spoke. "Bill," he said, "there is nothing to keep you from trying for the team. Study hard and come to the tryout. By the way, what subject are you down in most?"

"Latin, but why do you ask that?"

"Well, I could help you because I'm doing pretty well in Latin. Report cards come out in about three weeks, so we'll have enough time to raise your mark."

Coming to the corner where the two boys parted, Bill said, "Tom, you're the best pal a fellow ever had."

"You're a good sport yourself. Well, I'll see you at your house in about half an hour. So long."

They parted, going their different ways.

Reaching home, Bill prepared to study awhile before Tom came. Reading the first sentence, he found he hadn't the least idea what it said. He read the line over twice without making any sense to the jumble of words. He decided to put his book away until Tom came. Just then he heard his name called. Looking out the window, he saw Tom.

"Been studying hard?" said Tom as he entered.

"I've been trying to study, but I can't make any sense to it."

"You can't? We'll put a stop to that."

Taking the book from Bill, he started to talk. About half an hour later he closed the book and prepared to leave.

"Tom," said Bill, "I don't know how to thank you."

"It's all right. I'll come over every night if it will help you to stay on the team."

"Stay on the team! What do you mean?"

"Well, if you go to the tryout I'm almost sure you'll get a place, and if you get an average of C or over you'll stay on it."

"Thanks for having so much faith in me."

Every night after that the two boys studied together.

At the tryout both boys made the team much to Tom's satisfaction.

No games were to be played until after the first report cards were issued. Those marks would decide which of the boys who had made the team at the tryout should play.

Most of the boys and a few of the girls, knowing how well Bill could play and also knowing Bill's weakness in Latin, were interested. They all hoped he would stay on the team. Those three weeks were filled with suspense for poor Bill.

At last the day came. Bill was the last to receive his card.

He didn't know whether to look at his card at once or to wait. Summoning up enough courage, he looked at it. Every eye in the room was on him. Slowly a smile spread over his face. Bill had held his place, thanks to a good pal.

—Mae Apfel, 9B-4.



### How The Depression Hit Me

As a general rule I would never complain about a mere depression, but a depression which has hit practically everything it could lay its hands on should be dealt with rather drastically. So I am bringing some of the evil deeds of this depression to public attention, hoping some friend (if I have one big enough) will take my part and give this depression a couple of wallops in return.

One of the most satisfying diver-

sions which I enjoyed at school was the slow but certain consumption of the little erasers on the ends of my pencils. This activity necessitated that upkeep of an extra emergency eraser which was not so tempting a delicacy as the others. Of course when the depression hit me, I was compelled to let the other eraser go and refrain from devouring the little ones as best I could.

I also used a great deal more paper than I can afford today. I tried many plans for saving paper. First, I tried doing less home work and was succeeding wonderfully until my plan was discovered by my teachers who are always discouraging new ideas. By writing smaller than I usually do I save about two and a quarter lines per page, but so far this economy has not greatly affected my expenditure for paper. I tried erasing one sheet, but my eraser decreased in value about six times the cost of the paper. So that plan wouldn't pay much in the long run.

I tried saving money on my lunch too, but I ate about twice as much after school as I saved at lunch. So I stopped that. I also tried getting more vitamins for my money, but spinach would discourage anybody.

In fact the depression has me licked entirely. It would not have been so bad if it had hit me openly, but I still think that it didn't hit me at all but sneaked up in front of my back and gave me a terrible kick.

—Ernest Huey, 12B-1.



### Billboard Advertising

Billboard advertising of the present day and age stands in a class by itself, and it is a very outstanding class. At every turn your eye is attracted by these ever-present, outdoor signs. This era might be known

as "The Billboard Age." And it would certainly justify its name. Regardless of where you go, in the city or out in the wide open spaces, you are never out of sight of these billboards with their glaring proclamations, such as "You'll like Mueller's Spaghetti," "Drink Coco Cola, the pause that refreshes," and other similar phrases. You may be driving along a country road with your girl, suddenly stop and park your car in an isolated spot. The moon is out and the background laid for a night of love, but the first thing that attracts your attention, as the moonbeams fall upon its shining surface is: "Swift's Pure Park Sausage," "No 'sox' appeal without Paris garters," "Try a can of Campbell's Pork and Beans." These epigrams bring you back to earth again, and you start cursing the one who had to put those "blasted things" up there, of all the places in this big, wide world.

Not satisfied with having billboards staring you in the face on the horizon, advertisers erect still more on the tops of buildings. No doubt, in the near future, aviators will see, glaring up at them, such posters as this: "Eat at Hank's Hash House" and "The Ring of Distinction, Louie's Liver Sausage." It would not be advisable to take up billboard advertising at the present time for the simple reason that you would have too much competition. On the other hand it might be a paying proposition if one could make them waterproof, non-destructible, and firm in their foundations to live on through the ages, proclaiming their immortal songs to the generations.

—Glenn Griffen, T11A-1.



Speaking of unemployment, the average person has 12,000,000,000 brain cells.

## MADISON'S POETS

### The Good Ship Madison

In truth, the school is very like a ship,  
A mighty ship, that proudly sails along,  
Unchanged by the calm or by the storm.  
And truly, of the ship we all are parts.  
The school itself, the body of the ship,  
Unproved, as 'et. The principal, the pilot,  
The mind that guides the ship along its  
course.

The crew, the teachers are, efficient, able,  
Helping where their help should be  
required.

The students are the countless hoards of  
rivets

That hold the ship together, yet the soul  
Of it. For should by chance the rivets  
fail,

The ship would falter. Therefore, let  
us strive

To do each day each task so perfectly  
That our good ship, the "MADISON," may  
sail

Unrivaled, in the sea of future years.

—Vernon Lewis, 11B-3.

### Pioneers

We're pioneers, and pioneers

Have long, hard roads to pass,

Hard roads, but we can tackle

That—our hearts aren't made of glass;

Now we stand a failure, but

We're striving for success—

We're pioneers, and pioneers

Do work with steadiness.

Let's take our axes and cut down

Those obstacles in view;

Let's put ourselves upon the map—

Let's work, although we're few;

We'll get great joy in doing

This—I know it will be fun,

For after all we're pulling

For our school of Madison.

We're pioneers, but pioneers have

Their Thanksgivings, too,

We're thankful for our teachers

Who are helpful and so true;

It will be worth our struggling—

It will be worth our time—

Our hopes will all be soon fulfilled,

As to our dream we climb.

—Theresa Cottone, 12B-1

### An Angry Schoolboy

"Gee whiz! 'Tain't no fair," cried an an-  
gry schoolboy.

"Miss McGee, our teacher, jist takes all  
the joy

She kin from in out a me;

'N when I'm naughty, she

Goes 'n writes a note to Dad,

Tellin' him how orful bad

'N mischervous I am in school,

'N that I'm allays breakin' the rule.

I don't think she precuriates me—

Bud Dad says I dun't precuriate Miss  
McGee."

—Rosemary Seiler, 11B-2

### Opportunity

One day in the school gymnasium, there  
was a note that read,

"All boys who wish to make baseball,  
go see the athletic head."

Two boys stopped before this note and  
read it through and through.

One said, "Huh, that's not for me." The  
other, "That I'll do."

The one boy who "passed up" the  
chance to get on the baseball team,  
Has nothing to do but to sit at home,  
just sit at home and dream.

The other boy who took the chance is  
now a great success  
Because when Opportunity came to him,  
He did his very best.

—Charles Satterlee, 8A-2.

### The Freshman's Troubles

When I walk down the passage  
And sometimes lose the grade,  
I feel that all other students  
Can see that I'm afraid.

I skip in and out among them,  
And try to find my way;  
I say just to encourage myself,  
"I'll know this school some day."

And when at last I find the hall  
And see the others, too,  
I know that I have finally reached  
The place I wanted to.

—Gertrude McLaughlan, 7BC.

### Thar She Blows

On Wednesday morning, the fifth  
of October, Madison High students  
were entertained with a real treat in  
the coming of Mr. Chester How-  
land, an expert on whaling. He was  
born in New Bedford, Massachu-  
setts, the chief whaling port of the  
world at the time, and his father  
was an expert whaler.

As Mr. Zornow introduced the  
speaker, a volley of hand clapping  
greeted him. He started his lecture  
by showing the harpoons and lances  
that the Indians and old time whal-  
ers used and candidly remarked  
upon the unsportsmanlike way in  
which the modern whaling imple-  
ments catch their prey without the  
least struggle. He also rather re-  
gretfully implied that the whale  
might soon be extinct if the modern  
way of killing them was continued.

After he had explained all, the  
weapons used in killing huge beasts,  
the lights dimmed and the most  
interesting part of the talk began.  
He first showed us by movies the  
preparations for a whaling trip and  
the huge-sized barrels used to store  
the oil after a whale was killed.  
Curiously enough, these voyages  
took from three to eleven years, and  
the men who shipped as the crew  
did so under no special salary but  
were paid a certain percentage of  
the profits of the voyage. In this  
way a sailor might come back in  
debt to the captain.

At last the great voyage got un-  
derway and the ship with its billow-  
ing sails faded into the distance. Be-  
fore they were many days out they  
sighted a dead whale, probably killed  
in a battle, which caused much ado  
on the ship as it saved them all the  
work and danger while they gained  
the oil and blubber. After a whale  
is killed it is brought alongside the

mother ship and the "cutting in" process is begun. Men with long poles with knife-sharp steel on the end peel the blubber (ranging from six inches to two feet in thickness) just as you would peel an orange. During this process a sharp lookout must be kept for sharks, for, when they take a bite of the whale the men claim they lose a gallon of oil. After the "cutting in" process is completed, the men cast off the remains of the whale, all except the huge head and enormous jaw lined with teeth, weighing from ten to sixty pounds. Then the waste blubber is used for fuel, and the men work all night to extract the oil. When this is done, they load the barrels with oil and watch for more prey.

When the man in the crow's nest sights a patch of white water he cries, "Thar she white waters." Next, when he sees the spout of water issuing from the nostrils of the mammal, he cries, "Thar she blows," and the small boats are hurriedly lowered, six men to each seaworthy craft. Sometimes a whale hunt will last at least forty-eight hours. So boats must have supplies in them. In the front of each of the little boats stands the harpooner whose job is to wound the big creature with the harpoon. After the whale is struck, a mad chase begins which may result in the death of some or all of the crew in the small boat. If the whale sounds (goes down to bottom) the rope holding the harpoon must be quickly severed. A man is kept pouring water on the rope so it doesn't snap from friction.

There is always a mate in each boat, and it is his job, after the whale begins to tire, to kill the whale with the lance. If either the

harpooner or lancer misses, he is subject to demotion.

The mother ship always holds her position as nearly as possible so the small boats, after they get from five to twenty miles away, may find their way back. Every man in the boat has an oar, and sometimes a sail is used. The whale has to be drawn back to the ship by the small boats, and then the same process is repeated.

Finally, after several years on a watery home, the boat wends its way homeward, and at last docks at the pier amid the glad shouts of the crowd. The crew clamber over the side and greet long-missed friends and girls and the voyage is ended.

Chester Howland proved to be a very interesting speaker and many more visits from people as learned as he are hoped for.

—Kenneth Mason, 11B-2.

★

Mrs. Gabbins: "Here's an interesting article on 'What a Woman Should Weigh.'"

Husband: "Does it by any chance, mention her words?"

★

#### Battle of 12B-1

A terrible argument took place in history one day between Mr. Carson and Mr. Huey. Mr. Carson surrendered when Mr. Huey nearly bit his arm off.

Mr. Carson is expected to recover.

The subject of the argument was not quite clear, but it is understood that the big battle was entirely justifiable.

—Fred Blum, 12B-1.

★

Absent-minded professor (in revolving door): "Dear me, I can't think whether I'm going in or coming out."

### Printing the Madigraph

Have you ever had the opportunity to see a group of happy, interested, enthusiastic boys at work in a print shop? We hope you have. This issue of the Madigraph, published by the boys of our print shop, tells the whole story of the many hours willingly devoted to the task during school hours and after school. To you perhaps the task seems a colossal one.

In this group of splendid workers, under the guidance of Mr. Newman, we find George Kern, Norman Wamser, James DeCarlo, and Gordon Kimble. These boys did the work of making up the pages. The typesetters were James Muscatella, Frank Weston, Bernard Kraus, Delbert Hoffman, Robert Tizzard, Wilford Alexander, Earl Dickerson, Peter DiRoma, David Rymer, and Charles Morrison.

We feel that every reader of this issue, as well as those working closely with these boys, appreciate the exceptional work done by some of Madison's printers.

★

In one of Miss O'Donnell's algebra classes, Gordon Updike brought a kitten into the classroom and held it in his arms until it almost fell asleep. When the problems got pretty deep, he decided he could think better if he put the cat outside.

★

7A-C feels as if something unusual has happened in their home room. Two pupils have the same name. The teachers and students tell them apart by calling one Jean Houston, I, and the other Jean Houston, II.

—Iona Hadison, 7A-C.



### The Electric Shop

Madison's electric shop offers a large variety of work in the different phases of electricity. The type of work varies from bell wiring for beginners to motor building and experimental research for advanced students. The course of study includes house wiring, D. C. and A. C. motor work, telephone wiring and transformer construction. Along with the practical side of electrical work the students are given electrical theory which ranges from the study of simple D. C. circuits to the study of the principles of alternating current.

The electric shop has the distinction of being the only one in the school to have regular home work. The problems in the home-room assignments of advanced students are more difficult than most of those given in physics or senior high math. Because of this combination of shop and book work, the electric shop, in my opinion, has as high a type of training as any other academic subject in Madison.

—Edmund Burroughs, 12B-1.



The Craft Shop

### The Craft Shop

The Craft Shop Course at Madison was designated to provide training for leisure rather than vocational training, and the boys and girls who are enrolled in this course find the work most interesting and instructive.

To quote Mr. Livingston, "Craft work is designated to develop initiative, accuracy, and manipulative ability and interest in some form of activity which will make possible pleasurable as well as profitable use of leisure."

This semester a wide variety of projects are underway in the shop.

Some of the boys are completing scale and flying models of airplanes. Quite a number are working on scale models of submarines and ocean liners, and some of the more experienced model builders, who have completed their first project, are starting on scale models of the Cunard mystery liner "534" which is now under construction in England.

One group is working on photographic projects in the photo-room where they learn how to process films and printing papers. Instruction is also given in camera operation and photographic coloring.

The girls registered in the shop working on projects in leathercraft, and a number of the boys are making indoor and outdoor moccasins.

Among the special projects which are being developed are: A model of Perry's flagship, "Niagara," models of a Chinese war junk, models of the aircraft carrier, U. S. S. "Lexington," a model of a Barbary private ship, a model of the U. S. S. "Constitution," a brass frame aquarium, archery sets, soap carvings, powered speed boats and cruisers, plasticine work, and miniature racing yachts, designed after American cup defenders. Some of the boys are also making metal book ends and cake lifters.



The Electric Shop

The shop is especially equipped for craft work, and the power equipment consists of a drill press, automatic gear-cutting lathe, buffers, and grinder. Gas blowpipes and furnaces are also provided for metal work.

After school, craft, aviation model and photography clubs, with a total membership of fifty boys and girls have been organized by Craft Shop groups and meet every day at the close of school, except Thursdays.

Last year a contest was held to see who could build the best scale model of the U. S. S. "Leary" (a destroyer) from plans by Lt. McCracken of the Navy Department. These scale models were only seven inches in length and contained many tiny parts. A large number of models were submitted for judging, and the first award was made to Ormond Coffee, with Harold Harnish a close second.

Miniature projects are selected in this shop to eliminate storage and to elect this shop, and grades from 7A

Both junior and senior high school students are assigned to or elect this shop, and grades from 7A to 12A are represented.

Butcher: "Round steak, madam?"

Bride: "The shape doesn't interest me, so long as it's tender."

Teacher: "What are the races that have dominated England since the invasion of the Romans?"

Small Boy: "The Grand National and the Derby."

Tommy: "Mother, let me go to the zoo to see the monkeys?"

Mother: "Why, Tommy, what an idea! Imagine wanting to go to see the monkeys when your Aunt Betsy is here."

## SIDE LIGHTS

By "Bill" Better

One of the outstanding blemishes of Madison is the lack of a following at the soccer games. We lack a cheering section, and that is one of the most essential parts of a good school. We have a cheer leader, but what good is he unless he has a bunch of lively supporters? Every school where we play the students turn out to support and cheer their team on to victory. When the fact that the boys on the team have two or three hours practice for three nights a week and then play a hard game on a strange field, is brought to light is it asking too much of you to just watch the game from the sidelines? When the boys are getting the worst of the game and are being smashed down and being hurt, a good rousing cheer will let them know that you want them to fight on and win. Are you going to let the other high schools show up Madison as a school without any school spirit? If not, it's up to you to put our school on the school map in capital letters. So let's see you at the games.

The depression may be in effect but not in the lipstick, powder, rouge, and peroxide markets as proved by the many new "duco" jobs in evidence in the halls of Madison.

Al Morlante has such a hot car that a few days ago it burst into flames and required a blanket and one of the school's fire extinguishers to put it out. Was Al excited?

The senior class has at last come into its own. After five terms in the side aisles they have been given the front seats in the assembly. Who says that your sins don't find you out?

The 12A has the distinction of being the highest class in the school for six terms. They were the first 10B, first 10A, first 11B, first 11A, first 12B and first 12A in Madison. Who says the trail blazers are all dead?

The senior class wishes to acknowledge their thanks for the delightful time that was had by all as guests of Mr. and Mrs. Frasier at their cottage at Conesus Lake.

(Overheard in the corridor. Who says walls haven't ears?)

"Who is that cute boy with the curly dark hair?" asks a feminine newcomer.

"Why that's our new president. Isn't he grand?" replies another member of the weaker sex.

Dan Pooley, the one man side show, is still with us as manager of our soccer team. It is thrilling to watch the speed and superb skill displayed by this super-man as he dashes up and down the field as linesman. He can put the crowd in their place. Well you can't blame him for trying.

The first casualty in the soccer season is that of George Hamlin who suffered a badly sprained ankle in the game with Ben Franklin. George will be missed as he is one of the best forwards on the team.

The bachelor ranks of Madison's teachers have been diminished by one. This is due to the recent marriage of Mr. Hathorn. You can see the effect of this in the way he keeps his appointments. Right to the minute.

You may laugh at this gossip and chide the ones concerned, but watch out for your sins are sure to come out and we'll put you on the spot.

### The Junior Assembly

7A-S presented, on September 28, an amusing and entertaining play, "The Surprised Isadore." The characters were: The Doctor, Mendell Yonowitch; Isadore, Peter Van Zandvoord; the Mother-in-law, Ruth Berkowitz; the Maid, Jean Whitely; Mrs. Picard, Frances Lakeman.

The audience greatly enjoyed the little play with its engaging plot.

The same program included two numbers by the ninth grade chorus: "Kye Song of St. Bride's," and "Oh, Mary Don't You Weep, Don't You Mourn."

—Florence Leavenworth, 8A-2.

### Madison's Chess Club

The newest addition to Madison's after-school activities is the Chess Club, under the direction of three prominent members of the faculty. Those who know the game and have had quite a bit of experience, are under the direction of Mr. Morris, a former member of the West High Chess Club. The beginners are under Mr. Eckhardt, and the girls, who are at present very few, are led by Miss Seibold. Late last term Monroe High School challenged Madison to a tournament to be played at Monroe. Mr. Morris, who deserves a great deal of credit for this club, instantly issued a call for chess players, but there were not more than ten boys who signed up. We struggled through last term, playing two tournaments with Monroe, and we expect to add Ben Franklin and West High to our list this term. Most of last term's team have gone to West High and they are attempting to get a club started over there.

At present we have fourteen members, including one girl, and we hope to increase this member-

ship as the team progresses so as to have some future material for our inter-school competition. Mr. Zornow has already endorsed the club, and we are very grateful to him for the verbal support he has given us in assembly. We expect to make this term a big success, both as to membership and competition. If you are interested in the Chess Club, come to room 240 on Mondays and Fridays immediately after school and help us make this new organization a success.

—Glenn Griffen, 11A-1.

### The Lunch Room

The lunch room is a place to eat,  
Where people walk upon my feet  
Until I find a place to sit  
And eat my lunch and rest a bit.

### Assemblies

Assemblies are an awful bore,  
I don't know what they made 'em for;  
I hope to learn before too late  
Assemblies to appreciate.

### Study Hall

There are sometimes when I get tired,  
And a little rest is so desired  
That I can't figure out at all  
Why I should work in study hall.

### Report

Report cards only cause me grief,  
A good one is beyond belief.  
I hope some day my dad must bring  
A card and have me sign the thing.  
—Ernest Huey, T12B-1.

Aren't we the lucky ones though?  
Mr. Voss saw us wasting away from  
hunger when detained at a meeting  
of the Madigraph Staff and bought  
us all ice-cream cones. No, you  
can't have a lick.

### 7A-H Social Studies Play

In social studies the boys and  
girls of 7A-H put on a play which

Frances Maynard wrote with the  
able assistance of several other  
pupils. The play is based on the  
"Writs of Assistance," which were  
forced on the early colonists by  
King George III. The cast was  
well selected, including the dog and  
parrot, though they were a little off  
on the barks. Who can tell? May-  
be we have a Shakespeare's competi-  
tor in our class?

—Basil Gath, 7A-H.

### Olives

One morning Mr. Droman  
Was teaching a 9A class,  
Intoning the ways of theorems  
And angles in a mass.  
The day was dark,  
The work was dull,  
The pupils, sad and weary,  
Poor Mr. D. remarked, "Ah me,  
I fear I'm getting leery!"  
Then suddenly he looked up,  
And through the door he saw  
Four merry maidens beckoning him  
To come into the hall.  
So up he got and ambled out  
In answer to their call;  
They thrust a bottle in his hand  
And begged for one and all,  
If he would take the cork out  
And please not let it fall.  
He looked at them with wonder,  
He looked at them with awe,  
And then he looked at the bottle  
And answered them not at all,  
For he held in his hand a bottle  
Of olives, juicy and ripe,  
A long, tall bottle of olives  
With the cork stuck good and tight!  
He handed them back the bottle  
With the cork still in there tight  
And told them to scam to the kitchen  
Where they'd take the thing out right.  
Then with an air of suffering  
And a scowl that caused some fright,  
He went back into the class room  
To renew again the fight,  
To intone again about angles  
And problems on the board,  
To sit there in the classroom  
And try not to look too bored  
While the girls went down to the kitchen  
And found there a lady willing,  
Who gladly took the cork out,  
None of the olives suffering.

—Martha Bradford, 11B-2.

### The Library Club Tea

Have you done anything lately to cause you to come into the limelight? Did you feel your ears burn on Wednesday, September twenty-first? That was merely the library club discussing your shortcomings at a tea given them by Miss Bidelman. It was a very typical tea with plenty of gossip.

I wonder if Loren Hutchinson knew that Miss Lauderdale derived her inspiration from him. Did you ever know why Miss Clancy eats so many vegetables at lunch? Miss O'Donnell confessed that she is inspired by a certain student who looks so thrilled at everything she says, while Miss Weidert can't figure out why Kenneth Mason and Warren Rogers are never separated.

Martha Bradford poured and Ruth Harrington and Helen Peake assisted with the serving. We all enjoyed ourselves.

—Jane Kelley, 11B-2.

One day in math class when Miss McGrath was illustrating angles with an old alarm clock, she asked, "What makes the angles on a clock face larger?" That was Philip Ripson's chance. He replied, "The little key on the back of the clock."

—Conrad May, 7A-C.

### Around Madison's Corridors

The seniors can testify as to Miss Cosgrove's expertness at making orange juice, although it was really Miss Goddard who started the argument. . . . Peeking through a keyhole (a la Walter Winchell) the other afternoon about four-thirty, we heard the Madigraph Staff discussing Clark Gable, at which point Miss Donnelly innocently inquired what home room he was in! . . . Something really ought to be done about that! . . . If three certain eleventh grade girls weren't in second-period study hall, Mr. Woolston's life would be a whole lot easier. . . . Miss O'Donnell seems to derive a peculiar sort of pleasure from Miss Lauderdale's long distance telephone calls from Chicago. . . . Miss Lamoree and Albert Gilbert both seem to have a weakness for cross-word puzzles. . . . And did you hear how Marion Peck (Miss Peck to you) had a generous impulse one day last summer and took a cake to some of her friends who were vacationing at Canandaigua Lake? One of our eleventh grade girls who was also there found to her surprise that she doesn't really scowl all the time. . . . Speaking of her scowl, Mr. Dromian is about the only other teacher in the school who can come anywhere near it. . . . Warren Rogers is beginning to realize that no matter how many rabbits' feet he carries, Miss Moore

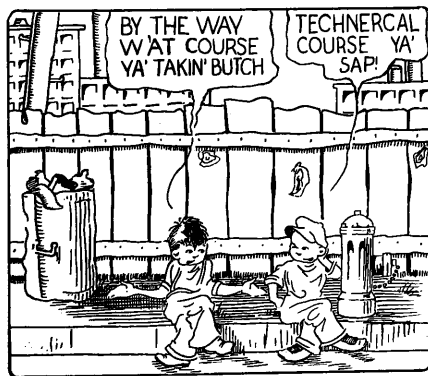
still calls on him for the Latin translation he hasn't done. . . . How do you care for Dorothy Lou Allen's new bangs? Sorry, but we promised not to tell where she got the idea. . . . Vernon Lewis has a weakness for cute girls who would make good athletic reporters. . . . The Madigraph Staff wish to thank Mr. Voss for his generosity in buying them all ice cream cones the other night. . . . That reminds me, Miss Bidelman sadly misses the ice cream cone parties that used to take place in the library every night. Those days are gone, but the memory still lingers. . . . (Heard every day in the halls) "You know, John Craft is the most confirmed woman hater in existence."—"Yes, and with all the girls that—" Oh, well, we mustn't risk making him conceited. . . . We wonder sometimes what would happen if Miss Moore didn't keep her third period Cicero class at least five minutes overtime?

—Martha Bradford, 11B-2.

### A Good Idea

In greencap club a girl was very eager to pass her swimming test. While the teacher was giving instructions to the other girls, she jumped in to practice. When she came up to the edge of the pool, the teacher said, "That was very good. You passed it."

—Beverly Swanson, 7A-H.





## ATHLETICS



Senior High School Soccer Squad  
Fall Term, 1932

### Madison Joins Senior Scholastic Loop

Upon the withdrawal of Irondequoit High School from the Interscholastic Soccer League, Madison High was immediately urged to fill the vacancy. Coach Elmer Wheeler after some indecision consented, and Madison was duly elected a member of the Soccer Loop, with the understanding that she was to assume Irondequoit's schedule in both the Interscholastic and Reserve Leagues.

Much credit must be given Mentor Wheeler for his agreeing to assume the responsibility of taking an unknown team of younger players into a league where experienced and older teams hold sway.

However, there is no doubt that Coach Wheeler will represent Madison with a formidable, fighting team of which Madisonians can be justly proud.

—Bert Faraone, 11A-1.

### The Madison-John Marshall Game

The first scheduled game of soccer for Madison took place with

John Marshall Friday, September 31.

Mr. Zornow kicked the ball into the field which meant that the soccer season was officially opened.

Both teams were eager for victory, and with a good sized crowd of spectators the players went into the game with their goal—to win.

The ball was generally in the center of the field, but occasionally went close to one goal or another.

Alfred Morlante, Louis Izzo, and Louis Spiatti received some kicks in the stomach and legs, although Louis Izzo was the only one so badly kicked that he could not go on with the game.

There were a few penalties for players touching the ball with their hands. The Madison players, however, worked hard throughout the game, only to be subdued by the Marshall team, 2 to 0.

This also marked the first appearance of the Madison cheering section, which turned out to be a great success. Most of the Madison spectators stayed despite the rain, showing a fine school spirit.

Mr. Wheeler, the coach, was commended by Mr. Brown of Irondequoit High School, on the exceptionally good playing of the Madison team.

Umpire: James.

—Vernon Lewis, 11B-3.



### Madison's First Victory

Friday, October the seventh, was the day of Madison's second scheduled game of soccer this season. This time Madison played West High.

In the first quarter of the game, the ball was kept close to the Madison goal post, but the good work of Robert Stewart, the goalie, kept West High from getting a goal. In the second quarter, Madison got one goal, and from then on both teams were kept scoreless.

West High Band and Madison Junior High School Band gave life to the game in which Madison won her first victory in the Interscholastic Soccer League. The spectators were composed of one large cheering section from both West and Madison, which made a good showing and helped the players to work hard. Mr. Zornow, principal of Madison, and Mr. Spinning, principal of West High, were present at the game, having more than one good laugh at the spectators' competition in rooting for their respective schools.

Score—Madison 1, West 0.

Goals—Detritz.

Umpire—Mr. Crest.

—Vernon Lewis.



### Athletics

The girls of Madison have a new incentive to join the after-school clubs. Heretofore the coveted M has been given to the boys only. Now a girl can receive an M by



earning three hundred points. A second chenille M is given to a girl earning three hundred additional points. These points may be won by participating in the after-school activities and in gym and swimming meets. Several girls won the first M last term. Twenty-five points are received for attendance at all eight meetings of the club. Twenty points for seven, and fifteen for six meetings. There is a club for every night in the week. On Monday there is the Game Club for seventh graders; Tuesday, Advanced Swimming and Life-saving, and games for eighth graders; Wednesday, Ninth grade basketball and Intermediate or Green Cap Swimming; Thursday, Senior High Basketball for tenth to twelfth grade girls only; and on Friday, both advanced and beginners' tennis. The bowling club will be continued during the winter season.

From each club a girl will be chosen as manager. There is also a standing committee whose members serve for two terms. This committee was formed last term for the first time. Its members were: Florence Foreman, Adele Miller, Theda Gerard, and Esther Powell. These girls will meet with the managers to elect a girl to take the place of Adele Miller who has gone to West High. The managers have not yet been chosen as the clubs have not held their first meeting.

—Peggy Rathbun, 10A-4.

### A Tea Dance

Music issuing from the Boys' Gym, Monday, October tenth, wasn't another gym meet in progress. My, no! Just the Junior's tea dance. (Punch instead of tea).

The first of the senior high social events really went over with a bang. Gordon Bach's orchestra played,

and a good crowd attended, there being one hundred and thirteen who paid admissions and the usual number who somehow manage to crash the gate.

You heard many complaints of tight shoes and so forth, one in particular from Lillian Walker, but what more could you expect? An exhibition dance was given by Edward Jackson alone, and previous to that with Jenny Perry, Robert Smith, and Ernestine Moye. Mamie Corletta sang several numbers by request.

Kenneth Mason, our cheer leader, attended and was very indignant two or three times when he was not allowed to cut in. Miss O'Donnell danced several dances with Robert Tizzard and others. I hope they don't get discussing new steps in algebra class.

We all had orange punch and cookies and lots of fun for a nickel—five pennies. We had a crowd, but there'll be room for you at the next one.

The dance was sponsored by the faculty committee in charge of Mr. McLaughlin and Miss Donnelly, co-chairmen, Miss Bennett, Mrs. Smith, Mrs. Frasier, Mr. Roller and Mr. Mapes.

—Jane Kelley, 11B-2.

We all remarked about Miss HOLLEY's coat of tan. We envy her.

Has anyone seen some of the 90° angles made by pupils of Mr. CURTICE's chemistry class during their recent class experiments?

There are three certain girls, Catherine West, Ruth Harrington and Martha Bradford, who will probably be put out of study hall if they don't stop arguing as to whether Clark Gable is good-looking or not.

A certain person in 11B-2 wears a bracelet with the initials M. E. B. engraved on it. Maybe that doesn't signify a good time last summer.

What makes Martha Bradford love horses so? Nope, you're wrong. Not because they love her. Ask her about the trick Blackjack played on her.

Marjorie W. of 11B-3 is another one who occasionally is found at fault. The other day Miss GODDARD asked her to "stop making more noise than usual."

Ask a certain boy named John H. of 11B-3 why Miss GODDARD made him stand up in the front of the room, and why all the boys hollered, "Take a burn!"

What excuse can five perfectly normal girls in one of our high school classes offer for not taking swimming, having been denied doctors' excuses by five firm mothers?

Judge: "Guilty or not guilty?"

Sam: "Not guilty, suh."

Judge: "Ever been arrested before?"

Sam: "No, suh. Ah never speeded befo'."

Madison must be a good old school after all! This is the conclusion we draw from the large number of pupils who decided in her favor when the opportunity of going to West High was offered.

A few pupils in Miss O'Donnell's intermediate algebra class spent an interesting fifteen minutes in study hall arguing about the several results obtained for the problem, "How many zeros will be needed in the answer of (10) (10) (10)?"

### Cross-Word Puzzle Contest

This contest is open to all regularly enrolled students of Madison Junior-Senior High School.

Two prizes will be awarded. One will be for the best solution submitted by a 7th, 8th, or 9th Grade student and one for the best solution submitted by a senior high school student.

The prizes consist of a blank order on any retail store in Rochester for merchandise to the amount of \$2.50.

★

### Rules Governing Contest

Awards will be made on the following basis:

- 1—Correctness
- 2—Neatness
- 3—Accuracy
- 4—Originality

ALL SOLUTIONS MUST BE SUBMITTED BY NOON OF NOVEMBER 16TH.

Solutions must be placed in a sealed envelope bearing full name and grade of contestant and placed in a sealed box in Room 242.

Judges—Ernest Huey, editor-in-chief, Mr. Zornow, Mr. Newhall, Mr. Voss, Miss Lamoree, Miss Donnelly and Albert Gilbert, publicity and distribution manager of the Madigraph.

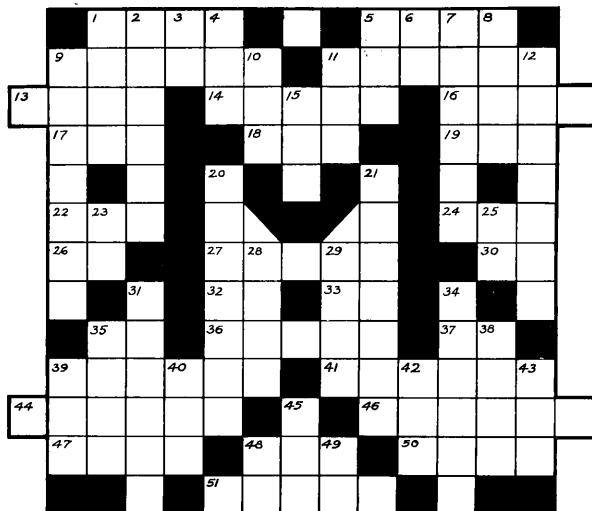
This cross-word puzzle was arranged by Miss Doris Lamoree, school secretary, and Albert Gilbert of the Madigraph Staff.

★

### Award for Articles on Shops

A prize of an order on a Rochester merchant for merchandise amounting to \$2.50 will be awarded to the boy or girl submitting the best story on school shops for the next issue of the Madigraph.

This contest is open to any boy or girl regularly enrolled at Madison. All articles must be submitted to Ernest Huey, editor-in-chief, not later than December 15th.



### Horizontal

1. Used when taking a shower.
5. A small vehicle of transportation.
9. Needed by a student to re-enter a class.
11. A literary composition.
13. A small body of water.
14. The time when home work is usually done.
16. To take dinner.
17. Past simple tense of "eat."
18. Part of human body.
19. A faithful friend (animal).
22. Present simple of "have."
24. A boy's name.
26. A term used in printing.
27. Tossed about by the wind.
30. A conjunction or an adverb.
32. A verb of two letters.
33. First syllable of name of well known clubs.
35. Mathematical term denoting ratio.
36. An ancient stone.
37. An exclamation.
39. Important personage in king's court.
41. Name of best principal in Rochester.
42. Last name of a popular movie star.
46. One who gives first aid to students (plural).
47. One who writes poetry.
48. Spun by the spider.
50. Passed to a classmate when unobserved.
51. One of Madison's popular clubs.

### Vertical

1. Past simple tense of "send."
2. Given by a general to his army.
3. Abbreviation for morning.
4. Implement used in sewing class.
5. A house pet.
6. A preposition.
7. That which is hard to solve.
8. A group of three singers.
9. One who encroaches.
10. Worn by 9A girls.
11. Personal pronoun (feminine).
12. A subject taken by all students.
15. Part of school building used for physical development.
20. One who repairs shoes.
21. A kind of meat.
23. Form of verb "to be."
25. A musical syllable.
28. A Shakespearean character.
29. To dash with speed.
31. To give attention in class.
34. The name of the policeman on daily duty at Madison.
35. Name of Madison teacher.
38. A large number.
39. A native of the Orient (abbr).
40. A small child.
42. To move quickly.
43. Scotch for "small."
45. Paid by students who take swimming.
48. Initials of a school in our vicinity.
49. Degree earned in college.



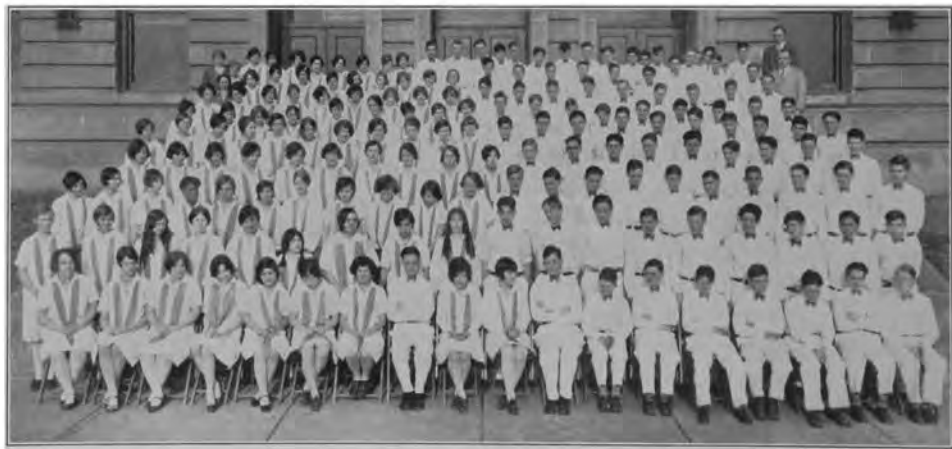
A scene from the Dedication Ceremony, 1922



Faculty — June 1927



Champion Baseball Team—June 1926



Senior Class—January 1929



Scene from the Senior Play, "What Price Truth?"



Senior Class—June 1930



# Autographs

