

# HIGH SCHOOL GRADUATES 143, A CLASS OF RECORD SIZE

## TEN COMMENCEMENT SPEAKERS ARE HEARD

### Vocal and Instrumental Music Also on Graduation Program—Diplomas Presented By Superintendent Barford.

The Class of 1924, numbering 143 students, was graduated from the Auburn Academic High School last evening at the 57th Commencement, held in the assembly hall of the school. It was the largest class to be graduated in the history of the institution.

George F. Barford, superintendent of the public schools, presented the graduates with their parchments. Dr. H. E. Hammond, former president of the Board of Education, represented the Board of Education at the exercises.

The spacious school auditorium was filled with members of the graduating class, their parents and friends. About 15 boys of the junior class acted as ushers, each carrying a baton with the colors of the Class of 1924, purple and gold.

A committee of faculty had entire charge of the program. It consisted of Miss Florence M. Webster, Miss Charlotte P. Katzmar, Clyde B. Fenn, William Howe, Charles B. Kreitzer, Bert E. Lee, Charles M. Morse and Charles H. Owen.

**Orchestra Pieces.** Raymond Overture by Thomas and Valer Intermixture by Cabalka, was played by the High School orchestra. Prof. Edward E. Scott, supervisor of music in the public schools, directing. The orchestra rendered Priests' March from Athalia for the professional. The graduates slowly filed into the auditorium, the girls in spotless white and the boys in dark suits.

The invocation was given by Rev. Harold N. Geistweil, pastor of the First Baptist Church, Karl Ernest Bohman, president of the Class of 1924, delivered the president's address.

Miss Gladys Catherine Burgess, salutatorian of the class, gave the salutatory. This was followed by the pleasing vocal solos by Miss Madalena Mary Iacovino, accompanied by Miss Kathryn Marie Coos, Miss Iacovino's first number was Boat Song by Harriet Ware, her second being Blackbirds' Song by Cyril Scott.

Democracy in the School was the title of the speech given by Arthur Worden Gilboy. Miss Elizabeth Bourne Mead sang for her subject. What Democracy Demands. Following Miss Mead's address came two beautiful vocal solos. Charles George Murdoch, Jr., Monaghan Sonata by Beethoven and Salut a Soubise by Kowalki were the offerings rendered.

**Glee Clubs' Sing.** Democracy, An Ideal, was the next commencement address, given by Robert Aniel Jones. Miss Edna May Kent took for her subject, Freedom in Democracy. Two exceptionally well rendered songs were sung by the Girls' and Boys' Glee Clubs of the schools. Miss Dorothy June Buckingham accompanying. The songs were There is an Everlasting Peace arranged by Fanning, and The Call to Arms by Veszie.

John George Sager explained the Evident Results of Democracy, followed by What We Get from Democracy by Miss Evelyn Gertrude Babcock. The Ideals of Democracy were discussed by Miss Ruth Holmes Richards.

Following Miss Richards' speech came the presentation of diplomas by Superintendent Barford. Each graduate was called to the platform where he or she was given the coveted sheepskin.

Two remarkable violin solos, Midnight Bella by Heuberger-Kreisler, and Hebe Kati by Jeno Hubay, were played by Robert Emmett Curran. William R. Peacock accompanied him on the piano.

Theodore Charles Ohart, valedictorian, delivered the valedictory, followed by a list of words to the class by Principal Russel Monahan. Professor Monahan told the graduates what the diplomas should mean to them, and with beautiful figures of speech explained to them what life has in store for them. After heartily congratulating the members, he bid farewell to the class. His last words were, "Sady we say farewell; gladly we bid Goodspeed."

The exercises came to a fitting close when the graduates assembled on the platform and sang their class song. Miss Buckingham was at the piano.

**The Valedictory.** The exercises came to a close with the valedictory, given by Theodore Charles Ohart valedictorian. He said:

"As we have gathered here tonight for the last time as a class, there are brought to our minds recollections and memories of the precious past. Held together by a common purpose and interest, we have accomplished far more than would have been possible had this stimulus been lacking. We have come to realize that there is a richer reward, a more perfect recompense for service rendered than the consciousness of high achievement. A good name is rather to be chosen than great riches.

"As we worked together we could not but realize that the harvest we were reaping here was a treasure which we could never be deprived of. We felt an almost nameless responsive thrill deep within us. As time, inaudible and noiseless, marched onward our friendship grew into mutual affection, until, toward the end of our companionship, the affection became transformed into emotions of regret. After tonight many things which have been a part of our daily work will cease to be. Among these are the many commonplaces, questions and answers, the quaint situations, the familiar twinkles of the eyes, the greeting in the morning, the receiving of the report cards. All these and many others, though seemingly trivial in themselves, are the charac-

## The Graduates

### ACADEMIC

Baker, Gordon—January, 1924  
Brown, Marjorie Louise  
Corey, Marie Irving  
Cory, Walter Van Arsdale  
Farnham, Grace Mae  
Kent, Edna May  
Lawson, Laura S.  
Sager, John George  
Saperstein, Gerald  
Shute, David Padgett, Jr.  
Smith, Fay Charles  
Wallace, Ida A.  
Wood, Winifred E.

### COLLEGE

Babcock, Evelyn Gertrude  
Barnow, Marjorie  
Bensch, Francis—January, 1924  
Bisgrove, Sidney J., Jr.  
Bohman, Karl Ernest  
Bryson, Violet Isabel  
Burgess, Gladys Catherine  
Carroll, James Gregory  
Cooke, Edna Winifred  
Coos, Kathryn Marie  
Coos, Marion Veronica  
Dennis, Paulina  
Douglas, Marion Sylvester  
Drummond, Elsiebeth  
Dunbar, Lawrence R.  
Dwinella, Horace—June, 1923  
Edwards, Thomas Huntington  
Elder, Elizabeth Moore  
Elder, William Seward, Jr.  
Falley, Francis M.  
Fairchild, Howard Newton  
Foley, Edwin Joseph  
Gilboy, Arthur Worden  
Goldman, Goldye J.  
Grant, Raymond  
Hall, Albert Joseph  
Harris, Stanley Fuller  
Henderson, Adrienne Gertrude  
Hendrick, Alton Gray  
Horton, Margaret Alice  
Hunter, Charlotte Esther  
Hunter, Leland Howard  
Iacovino, Madalena Mary  
Irish, Elinor Alice  
Jett, Earl Lucullus  
Jones, Robert Daniel  
Kinsella, John Deering  
Leonard, Margaret Elizabeth  
Malone, Nicholas A.  
Maywait, Dorothy Joan  
Mead, Elizabeth Bourne  
Moon, Alva Jane  
Moser, Esther  
Murdoch, Charles George, Jr.  
Murphy, Marie Kathryn  
Odden, Edmund P.  
Ohart, Theodore Charles  
Perckham, Joseph Nichols  
Perkins, Bella Shirley  
Pine, Charles  
Pritchard, Leonard Raymond  
Richards, Ruth Holmes  
Rubinfeld, Yvonne Rosika  
Schettig, Peter, Jr.  
Sullivan, Norbert P.  
Townsend, Eugenia May

### COMMERCIAL

Acker, Mabel Jane  
Barber, Ralph George  
Barrett, Janet—January, 1924  
Berry, Gladys Irene  
Bond, Florence Margaret  
Cavill, Roberta  
Corcoran, Madeline Margaret  
Craven, Mildred—January, 1924  
Curtin, Marion—June, 1923  
Donovan, Nora Frances  
Gardner, Alma Virginia  
Green, Blanche—January, 1924  
Halicy, Marie H.  
Hayden, Howard Frederick  
Huff, Mildred Laura  
Kenney, Irene Frances  
McLean, Jane Elizabeth  
Meehan, Anna  
Nulkin, Frederick John  
Murray, Helen  
Phelps, Alfred Frederick  
Piers, Edith May  
Powers, Charles—June, 1923  
Saiter, Merrill  
Schillawski, Irma M.—Jan'y, 1924  
Shaw, Helen Grace  
Shea, Margaret Mary  
Smith, Grace Elizabeth  
Sterling, Margaret F.

### GENERAL

Bain, Alyce Gertrude  
Baldwin, Barbara Ruth  
Brookhead, Robert Lee  
Buckingham, Dorothy June  
Carnicelli, Antonio  
Carr, Louis James  
Cook, Frederic William  
Copp, Milan R.  
Corrigan, Anastasia Catharina—June, 1923  
Croses, Eugenie Alberta  
Crowell, Allen Borden  
Curran, Robert Emmett  
Curry, Cecelia Catherine  
Dillon, Richard—June, 1923  
Doan, Winifred A.  
Donaldson, E. Stuart  
Effenberg, Madeline Frances  
Giltner, Helen A.  
Guy, Margaret Louise  
Horoschak, William  
Huntman, Frances—Jan'y 1924  
Kilmer, Laura Estelle  
Lawless, Elizabeth Frances  
Lynch, John Irving  
Meagher, Rosamond Bennett  
Mohr, Margery V.  
Oesterberg, Kenneth—June, 1923  
Paul, Charles Galbraith  
Pierce, Franklin S.—Jan'y, 1924  
Rattigan, Elizabeth K.  
Reed, Mary Elizabeth  
Roe, Gary—June, 1923  
Ruberg, Joseph J.  
Smith, Harold T.  
Snyder, Dorothy  
Stoker, Elsie Mattie  
Stubbs, Mary Louise  
Sullivan, Kathryn Louise  
Sullivan, William John George  
Tyler, Edna Catharina  
Van Dusen, Olive Ruth  
Vrooman, Ethel Leah  
Wackine, Thomas F.  
Welch, Frederick Joseph  
Whitson, Chester Thomas

we feel, is by passing on what we have received. All of these things which have been done for us, we hope to pass on to the coming generations, when we take your places as the active citizens of Auburn. If our virtue does not go forth from us as it ought to, of what benefit is it? "And so, when we shall take our places as citizens, we shall maintain the keen interest which we now have in our Alma Mater, and the same democratic spirit which has distinguished our class will prevail. We hope still further to promote that enrichment of life which has come to us by our democratic associations. We all know that if there is no democracy in society, there is no benefit derived from society. Democracy asks that it may give and do, not be done for.

"By democracy we mean social and political equality, the various phases of which my classmates will present to you."

Elizabeth Bourne Mead, Elizabeth Bourne Mead's essay concerned the Demands of Democracy. It was as follows: "For thousands of years, the nations of the world have lived more or less comfortably under systems of government, much different from our own, which we naturally consider the best. However, if this newest form of government, the democracy, must prove its right to supplant these other long-tried systems of ruling by combining the virtues of the older forms with more advantageous characteristics of its own. Since a true democracy is a government of the people, by the people, and for the people, the task is to combine the hereditary training of the men of influence of the aristocracy or monarchy with a sincere love of country, with a deeper intelligence and foresight, and to vest it all in the average citizen. The demands of democracy, then, may be seen to be many and great.

"Primarily, patriotism is needed. To be patriotic does not mean one should be 'willing to be drafted.' Patriotism has a greater depth of meaning. It implies love of country, high ideals, and diligence in spreading and bringing these aims to pass. It calls for training the growing future citizens into disinterested ways of thinking, for instilling in their minds that love and respect for the country that will in later years guide them in their decisions. Patriotism means enthusiasm, directed by an intelligent study of the needs of the government. It means obeying the laws of the land out of consideration for the rights of others, whether or not one's personal liberty is impaired.

"Democracy demands the interest and co-operation of the people. Just as a play cannot be successful without the interest and co-operation of the actors, so a democracy cannot succeed without these characteristics in its citizens. The person with worthy ideals who

BUY more witnesses to declare the defendant guilty than the defendant could to vote himself innocent, the plaintiff was given the decision. You see the true spirit of Democracy had not yet instilled itself into the minds of those ancient governors and their nation could not stand against the ravages of time.

"More than 2,000 years have passed since the age of Pericles. But all that time has Democracy reached its final resting place in the hearts of the people? True American people do not have a direct voice in law making. Nevertheless, they do say who shall make their laws for them. And it would be most impractical to use the old Greek system.

"At last we have reached the perfect Democracy," says the idealist. "But, have we? There still exist many of the faults in our judicial system that stood in the way of the progress of ancient Greece towards perfection.

"You have heard the statement, 'Steal a nickel and you will be punished; steal a million and you are perfectly safe.' It must be admitted that statement is often true and money still offers a dishonest but nevertheless frequent escape for the criminal. Of late there has been a somewhat general opinion that if you do not like a law, break it. But consider, who made that law? Our representatives. And breaking it, progress is not towards Democracy, but towards Anarchy and Bolshevism. Struggling under these grave mistakes, along with many others, our great nation cannot hope to become perfect.

"Democracy is, yet, an ideal for which we, as coming citizens of America, must strive and bring as much nearer as our short span of life allows."

Miss Edna May Kent. Edna May Kent was next on the program. Her speech, which was Freedom in Democracy, follows:

"The foundation upon which democracy is built is freedom. The desire for freedom is in every human being throughout his life. When we are most free, we hardly notice it; but when we are deprived of it, then it becomes more precious than ever. It is like health. When we are well, we do not think about it, but when we are ill, then we know its true value.

"When reaches his highest development on earth by freedom. The possession of it makes all obstacles seem easy to overcome. He is able to distinguish between right and wrong. Liberty of the individual is necessary, but there is a limit to it. Only a person on a desert island could do as he pleased without danger of conflicting with any other human will.

"Every person has the right to enjoy life, liberty and the pursuit of happiness. The problem of a democracy is to safeguard the individual rights at the same time, maintain the rights of the collective individuals who form a state. This can be done by education and discipline. The greatest duty of a democracy is to train every person to individual liberty so that he may be of the greatest value to the state. Education is splendid if carried in the right direction; but if it is carried the other way, it becomes fatal. Germany is a good example of this. Her educational system was almost perfect. Every person was educated to a certain degree and then trained in some profession. Germany had the highest percentage of educated people in the world, but what good did it do her? The people were gradually having their freedom taken away. They became slaves to their superiors, who demanded absolute obedience in every thought and action. They were machines, not human beings.

"Since liberty is necessary for everybody, some way must be devised so that all may enjoy it. Governments are instituted for this purpose. The life of an individual is divided between society and himself. He has a right to do with his life as he pleases. His aims in life, his desires and pleasures are his own. Those who receive the protection of society should give something in return for it. They should not injure the rights and interests of others. Each one should bear his share of the labors and sacrifices which are necessary to protect society and its members from injury. The acts of an individual may be harmful to others, so the government has the right to interfere with his affairs and punish him, if necessary.

"The most difficult problem of a government is to determine what powers belong to the government itself and what rights to the individual. If it infringes upon the people, it takes away their freedom. A government cannot have too much of the kind of activity which encourages individual development. The trouble begins when it substitutes its own work for that of the people.

"The worth of a state is the worth of the people who compose it." Miss Edna May Kent. Ruth Holmes Richards had for her subject, The Ideals of Democracy. She spoke in part as follows: "Today, when democracy is taken so much for granted, when all of its advantages have become so customary as to seem almost commonplace, we are liable to overlook and even, in part, forget the struggles and sacrifices which are requisite for any democracy. There is the tendency to disregard the principles and ideals which have given Democracy a permanent place in the world of today.

"To name, or rather attempt to name, all of the ideals which a democracy should possess would be a tremendous undertaking. We can only comprehensively summarize its idealism by naming a few of the more obvious ideals.

"One of the most apparent and seemingly most necessary for any organization is honor. The significance of the word was thrust upon us when, in the late World War, we were witnesses of incredible dishonor. Neutral ships, hospitals and ambulances shipped—all this and much more awakened within us a new consciousness of its force. Yet not only honor to fellowmen, but that which is more difficult for the indi-

vidual-honor to self, one of the highest attainable ideals.

"The ideals of equality and justice are inseparably linked with democracy. For centuries, equality has been the keynote of justice and the justice the keynote of democracy. Whether or not we of today have absolute faith in the truth of the doctrine, all men are created equal; we nevertheless firmly believe that every individual should be given the same advantages and the same opportunities. This, we say, is justice. Regard and respect for the importance of justice prompted our ancestors in writing the preamble to the Constitution of the United States, to give as one of their motives for creating this democracy, the establishment of justice.

"The ideals of democracy are innumerable. But the one which seems to me to exceed all others in importance is peace—not peace in the narrow sense of the word, the condition which exists in a country not at war, but peace, embodying harmony and contentment among the people who cheerfully and honor and honor toward their fellowmen; the kind of peace for which our forefathers fought and which since that time countries and nations have striven to maintain and preserve; the kind of peace which Abraham Lincoln, the idol of American idealism, meant when he uttered those memorable words, 'with malice towards none, with charity for all.' That is the kind of peace which shall idealize democracy, shall idealize, in fact, every organization in which it exists and, once possessed, shall live as an ideal thing and true in the hearts and lives of every democratic citizen."

Miss Evelyn Gertrude Babcock. Evelyn Gertrude Babcock spoke on What We Get from Democracy. Following is her speech, which was self-governing states was a great contribution given by Greece to the world's civilization. In the oriental nations the only government was despotism; there was an absolute lord, and there was a mass of subjects or slaves, but no people in a political sense. It was the Greek states who first gave the illustration of democracy—the government of the people, for the people, by the people. This was a great fact. It is only in an atmosphere of freedom that the human mind can enlarge and this development is possible, for political liberty means and needs intellectual liberty.

"There have been governments in the world for ages, but the truth that all men have equal rights has been accepted less than a hundred years. We, of the United States, have this privilege by the law of the land, but because we have more rights than any other nation, we have more duties. We have the right of freedom of speech and action, but our duty lies in checking it, where it will encroach upon the pleasures and welfare of others.

"For several centuries man struggled to realize the right to worship God according to his desire of mind. This right was given when the refugees of the mother countries sought their hardships in the New World that they might regain happiness by worshipping according to the dictate of their conscience. Each one of us is a political person governing and being governed. If we are voters it is our duty to vote wisely that the stability of our government may continue to the latest day of men.

"In view of the attitude of the allied and associated governments, the German people have no other recourse in their hands save to appeal to the eternally inalienable rights of an independent life which belongs to the German people, as to all peoples. Although unendurable economic and financial burdens are laid upon the German people, they are enjoying a democracy quite unlike our form of government, as they hold an election when they feel the necessity of a change in government.

"To the people of the United States are entrusted the sacred interests of government. The people are the nation, and they are to work out on their own the realization of human rights, industrially, politically, socially, and morally. We are one of an array of nations moving toward the freedom of humanity."

Karl Ernest Bohman, president of the class, introduced the subject on which the speakers dwelt. What he said follows:

"It is my privilege this evening to speak to this commencement as president of the class of 1924.

"My purpose is not to welcome you, for that is the pleasure of the salutatorian, but it is to introduce the subject which we have chosen for this, the 57th commencement of Auburn Academic High School.

"The general subject upon which our essays have been based is Democracy. Doubtless, there are many other topics which we might have selected and many that probably would be more interesting, but we have selected Democracy, because it holds such a prominent part in the affairs of the world today.

"Some, in fact, most of the leading national and international questions of today involve the question of Democracy. The Japanese immigration situation hinges very closely on Democracy. The reason that the exclusion clause was inserted in the immigration bill was due to the fact that our lawmakers felt that by admitting Japanese who could not become assimilated by our country we were endangering the growth of our country and therefore Democracy.

"Our entrance into the World Court, in the eyes of some, depends upon whether we are willing to sacrifice some of our own selfishness for the good of world peace and democracy.

"My view of the unrest which pervades the world at this time it seems to me that we who are about to take our places in the world of tomorrow should become acquainted with some of its problems. Therefore, we have

selected for our essays the general subject, Democracy."

Arthur Worden Gilboy. Arthur Worden Gilboy talked on Democracy in the School. It follows:

"In the days of our great-grandfathers and great-grandmothers, and perhaps even one generation later, institutions for the acquisition of secondary learning, were accessible practically alone to members of the aristocracy and to the rich. Members of the poor and common class were unable, because of pecuniary difficulties to enter the private academies and seminaries, which were at that time about the only institutions devoted to that which is now known as high school training. If a member of the common class was able to effect his entrance into one of these schools, he probably felt the class distinction which was usually drawn between himself and his school mates. In other words he was snubbed.

"In the generation which preceded this one which is now arriving at young manhood and young womanhood, the tendency was towards a more democratic spirit. That democratic spirit which was incorporated in a clause of the Declaration of Independence that all men are created equal and which Lincoln strove for and accomplished in his Emancipation Proclamation was beginning to show itself in our public high schools.

"Today, education which was once an unattainable privilege to many, has become a necessary part of nearly everyone's life. Once the greater part of the people was barred from higher education; now, the greater part is given the chance to acquire a necessary knowledge for competition in all walks of life. Today there is a distinction drawn in high schools as far as social or religious standing is concerned. That democracy, upon which our nation is founded, is very increasing in our high schools. Personal worth has become the basis of making friends, and surely no better basis can be found. Democracy in the school will lead to Democracy in business; and when true Democracy takes the place of privilege, we will have taken another step towards the Millennium."

John George Sager. John George Sager took for his subject, Evident Results of Democracy. His oration follows in part:

"In an autocracy, we find its individuals lacking the incentive for higher education. This is due to the numerous positions of wealth, rank and position which must first be surmounted in order to succeed. In addition, fear of imprisonment for individuals holding ideas of government contrary to the beliefs of the reigning monarch is always before anyone holding these ideas. So we find the individual failing to become interested in his government and the people becoming dependent on the ruling class. Along with this dependence of the masses, the nation itself fails to make any real progress in the world.

"But in a democracy, where an individual has some say in the government, the results are quite different. He becomes interested in his government; he thinks of those things which will improve his government, and which will make it more complete in its democracy. He, moreover, becomes more enthusiastic over education as a means of developing ideas of government. From these benefits, a democracy makes progress, and creates prosperity.

"The best illustrations of democracy can be found in the old governments of Athens and Rome and in the existing government of England, which for all practical purposes is a democracy, and in the United States.

"In Athens, after the basis of their democracy had been secured from the grasp of her despotic rulers, her people began to develop ideas of democracy until she became the first great democracy. As a further result of her democracy, her education was made broader by the great latitude of freedom of thought allowed to her philosophers.

"In Rome, once the tyranny of the Tarquins was overthrown, the plebeians were able to secure their equality in respect to government with the nobles. Along with its democracy Rome, as a nation, became the strongest and greatest of its period. It was only when Rome allowed the ideals of democracy to deteriorate did it decline.

"England, after gaining her first principles of democracy in her Magna Charta, was able to achieve her Parliamentary government. The Bill of Rights and other laws of democracy, all coming in the wake of its democracy.

"Add now to quote the United States as the foremost example. The United States, when first formed, lacked many essentials of democracy. But by the very character of its structure it has been made so near an ideal democracy that it is now a government of which every citizen of the United States should be proud and be willing to defend.

"Summing up the results of a democracy, we find that a democracy encourages the people along activities of self-reliance and control of government, which in turn causes the democracy to become more complete in its character. Thus, do the wheels of democracy move, morning onward and onward always toward the goal of social and political equality."

A Correction. In your report of the Council proceedings of the 24th, you represent the Citizens' Non-Partisan League Committee as requesting the Council to advertise for bids for the re-surfacing of Genesee Street, while the fact that our request called for advertising for bids for the concrete base. Since this will call for the expenditure of several thousand dollars our request was timely and apparently, considered by the Council. COMMITTEE THE CITIZEN'S NON-PARTISAN LEAGUE.