

The Blue and White

ADMINISTRATOR SEES EDUCATION A GOOD INVESTMENT

In a recent interview Superintendent O. E. Dunham made the following reflections on school activities:

"This issue of the school news represents an attempt on the part of the editorial staff to give wide publicity to the activities of the school. This is a very worthy aim. The people of our community, both parents and taxpayers, are entitled to know what is being done with the facilities which they are contributing at no small sacrifice to themselves. The cooperation of the Enterprise and the students of Journalism provides one means of informing them. It represents a progress step in the cooperation of community agencies—press and the school—in the field of public education which extends beyond the four walls of the classroom.

There are two prevalent ideas with respect to education, one holding that education is an item of expense, while the other maintains that the money used to support the public school is an investment in our responsibility to the students to prove that the latter is correct and that we are worth the investment which is being made in us. We must prove that our education is making us more effective citizens in the democratic way of living which is so seriously being challenged today in all parts of the world. We must become voluntarily efficient in the work we plan to do, but this is not enough. Training must also prepare us to intelligently assume the civic responsibilities which are and will be ours; to realize that our own personal well-being is bound up with the well-being of our community, state and nation, and even with that of humanity the world over; to make us more effective members of the families of which we are now and will be a part. If our education results in such a citizen, the future social order which we maintain will justify the confidence placed in us and prove the wisdom of the investment now being made."

—Leona Broege

Citizenship Grades

Bernard Matrone
It is many pupils the numbers from one to five on their report cards, written beside the regular marks, suggest merely grades in deportment. However, this is not the case. These marks are given with regard not only to deportment but also to citizenship. This includes the pupil's ambition, cooperation, promptness, neatness, willingness to work, courtesy, and general conduct as a citizen in school life. For example, a B means that the pupil has done good work in mastering subject matter and is an excellent school citizen. A C, C+, and C- means that he has done fair work in subject matter, but needs further help in satisfactorily discharging his duties as a school citizen.

BAND FURNISHES SPECIAL MUSIC

By featuring modern music and new selections the Farmington High School Band has proved very popular at the basketball games held in Farmington. While the band played, Barbara Nash arranged the lighting effects. The three numbers on the program receiving the greatest applause were Virginia Erickson's tap dancing number, in which she twirled a baton; Mary Hood's reading to music, "The Three Trees"; and Joan Erickson's reading, "The Three Bears."

—Beatrice Coe

Council Sponsors School Activities

Mildred Allen
There are fifteen members and six assistants on the Council this year. Four students represent each grade. The members are: Kay Johnson, President; Tim Dwyer, vice-president; Betty Reddy and Ed Barrows, secretaries; treasurer: Charles Oldenburg; Helmut Bayer, Dorothy Baldwin, Mildred Allen, Nora Fletcher, Judy Oates, Annie Welk, Cliff Fink, Ed Pierce, Jerry Banghart, and Doug Bell. The assistants are Frances Van Slyke, Joan Erickson, Lytle Seare, Sam Fink, Dick Davidson, and Mark Farrell.

The Council sponsored their last home basketball game of this season Friday evening, February 16.

A very good profit has been made from the games this year.

Send in news items EARLY.

The Blue and White is edited every week by the members of the Journalism Class of Farmington High School.

EDITORS

Editor-in-Chief, Frances Van Slyke

Assistant Editor, Hugh Schram

REPORTERS

Editorial, Viola Dietrich

Sports, Hugh Schram

Class, Janet Wanck

Class Room, June Speck

Office, Shirley Turpin

Public, Leona Broege

Harry Redding, Mildred Allen

Administrators, Hans Schulz

High School Music, Beatrice Coe

Literary, Shirley Baker

Feature, Lois Bell

Grade School, Kay Johnson

Bernie Merritt, Mary Redding

Coe, Zora Husted

Doreen Bothwell, Marian Champagne

Reviewing Reporter, Bernard Matrone

Instructor, Marian Damm

Literary Department

Wordsworth

By Therese Gamache, sophomore

London, England

December 20, 1839

Dear Jimmy,

The chimneys of the old church are

ringing in the distant town.

The snow is falling heavily, and here

I sit in my room, old and weary

with age, in front of a blazing fire.

My mind is weak; no one can

hide that from me, but tonight your

face and the words "Do you know

William Wordsworth, Grandpa?"

return to me. Yes, I know him; he

was young when he died, but I re-

member the night when my grand-

father told me the story of Words-

worth.

Can you picture a night much

the same as this one—long, long,

long? Can you picture me sitting by

the side of my grandfather, listen-

ing to a story I would never forget?

Please try, for we are going back

all those years, and we find our-

selves in a large room, then, on

the night of Wordsworth's death,

and grandpa is sad.

"Walter," he begins the story,

"William's father was a lawyer. On

both sides, Wordsworth's anxiety

was that the class of people who de-

pend upon abilities of mind rather

than upon strength of body for

support and who may aspire to

a career. So it would be natural

for William to follow in his father's

steps. After the death of his

mother and father he was cared

for by relatives. He was sent to

school at Hawkshead. He spent

the most wonderful years of his

life there. He refers to them in his

poems and again, and always

with a keen sense of pleasure.

They deepened his affection for

nature. He had a great imagination

and made many mental photo-

graphs, one of which is

"I lie among the solitary hills

Low bright things coming after, and

sounds of undisturbed

motion."

He attended the university at

Cambridge, where he studied sev-

eral subjects, but French seemed

to be his best. He went to New

Orleans and France to perfect

himself in that language. He was

a great learner. In his studies

enjoying life, he also tasted the bitter

years of poverty and in sacrifice,

but they were the most productive

in his later years. He turned to

poetry and wrote beautiful verses.

Many of them were like stage

settings:

"A violet by a mossy stone

Half hidden from the eye

Fair as a star, when only one

Is shining in the sky."

His poems have been read and

will continue to be read by thou-

sands of people."

Shall we come out of our trance,

Jimmy? Let us come back to real-

ity slowly, so we won't break the

spell altogether. That is all I, a

member, my grandfather's telling,

but it would be unforfeitable if I

should end this letter without these

lines from Wordsworth:

"The outward shows of sky and

earth

Of hill and valley he has viewed;

And impulses of deeper birth

Have come to him in solitude.

In common things that round us

lie

Some random truths he can

impart.

The harvest of his quiet eye

That broods and sleeps on his

own heart."

Now love,

Your grandfather,

Walter Rocks

The Greatest

Power

On

Earth

Is the Printed Word.

Social Training Classes Most Popular in School

Mildred Allen

The second year of classes in

social training, which are to be

conducted each Tuesday in coop-

eration with the Edison Institute,

began February 6.

These classes are not designed to

teach dancing primarily, but to

give training in courtesy, self-con-

fidence, and social poise.

The enrollment in the classes is

absolutely voluntary on the part

of the students.

The first lessons consisted of

waltzes and square dances.

Class Room Notes

S. Turpin and June Speck

Floor talks are being given in

the World History Class, this re-

sulting. Each pupil has to give two

of these talks. The discussions are

based on some phase of world his-

tory. One talk is given a day.

The Advanced Algebra Class has

had the fourth hour of every day

to obtain special help on their

problems.

All members of the American

History Class will prepare a 2,000

word essay on some subject relat-

ing to development of America.

Homemaking No. 1 girls are

finishing their aprons. The second

class has started a new unit called

"Personality Plus."

The Commercial Geography

Class, new this semester, is review-

ing present geography and is start-

ing a study of commerce and the

national factors affecting it.

Mr. McKay's Retail Selling stu-

dents are giving practical demon-

strations in sales and merchandise

manipulation.

Classes Enjoy Lecture

The chemistry class has been

studying the make up of our at-

mosphere and the liquefaction of

gases, while the physics class has

been studying the general effects

of high pressures and low temper-

atures on gases, so a demonstration

of liquid air was given in the

science lecture room Friday after-

noon, February 16, before the com-

bined chemistry and physics

classes.

In the course of the demonstra-

tions, a frankfurter was trans-

formed into a solid mass so brittle

that it seemed to explode upon

being struck by a hammer. Al-

though, it was frozen solid by the li-

quid air, and ordinary thermometer

mercury was changed to a hard

mass so solid that it could be used

to drive nails. An orange and a

rubber ball became as fragile as

a glass ornament upon being sub-

jected to treatment with the liquid

air. Numerous other experiments

were attempted.

The aim of the demonstration

was to bring to life the principles

of high pressures and low temper-

atures which otherwise might ap-

pear rather dull and uninteresting

as presented in the text.

Students Study Life with Frogs

The biology class has been dis-

cussing the structure of the com-

mon grass frog, not primarily to

learn the fine points of the frog's

anatomy, but to gain knowledge al-

though, but as it relates to human

anatomy and our own bodily func-

tions. The frog, with the cat and

monkey, represents animals whose

structure is many respects sim-

ilar to our own; and a complete

knowledge of the frog can readily

simply understanding how we react

to stimuli and to our own environ-

ment.

Believing that the only way to

really understand such structure

is by seeing, each pair of students

dissected a frog completely. Oral

quizzes were given on the location

and function of various organs,

the digestive, nervous, reproduc-

tive, and excretory systems. A frog

was provided for each pair of dis-

sectors.

FAST !

Here's to the bow,

The strong bow,

The long bow,

Of Spanish yew so yellow.

The archer's pathway.

Here's to the arrow,

The Norway-pine arrow,

Long, straight and narrow,

With grey-geese feather.

A strong wind it can weather.

Here's to the quiver,

The buckskin quiver;

A dozen arrows it will hold

In its strong leathern folds.

And so I end my story;

And to the quarry !

—Burke Martin, eighth grade

NEW GYM PROGRAM HELPS BUILD FELLOWSHIP

Because of the addition of the