

The Christmas Spirit.

(R. E. CANNON, Principal)

We all know the story of the Babe of Bethlehem, the Star, the Shepherds, "Peace on Earth, Good Will to Men" and how we should be kind and loving one toward another.

Gresham is a thriving little community to the east of Portland, similar to all small communities and composed of a conscientious, God-fearing, hard-working, painstaking class of people with their likes, dislikes, friendships, animosities, etc. There is no season of the year when all should combine in a community enterprise as Christmas. The enterprise is the community Christmas tree. Each is invited and urged to take an active part in this celebration which is done in His name, to His honor and to His glory.

Sufficient interest has been manifested to insure a most splendid Christmas tree with suitable decorations and a fine program has been arranged.

Criticism should be laid aside. The advertising and profit sharing as a result of the event should be put into the background. This is the time to open our hearts and rejoice that we have the salvation, the blessings, the hope, and the love which we have. We should get together, become better acquainted, lay aside our petty prejudices and pride and all join hands in one great brotherhood for the best of us is nothing. The spirit of the event is the spirit of forgiveness, charity, faith and extending of sympathy to those who happen to be less fortunate than we may possibly be. In the end it is written "The first shall be last and the last shall be first."

God in His infinite wisdom and love has given us all opportunities and made everything possible and it is not necessarily the one who possesses the greatest wealth or occupies the most prominent position that is the largest in this life but he who has stored the greatest amount of riches in heaven and dispenses his charity among the needy.

Come and join us in the true spirit of the occasion. You will be made welcome we care not who you are, from whence you come, what you are, or whither you go. We want you with us and want you to believe we want you with us.

Music Department

MAKING STEADY GROWTH.

(Helen Althaus)

We have a department of music at our high school that is developing rapidly. It consists of three organizations, glee clubs, orchestra, and band.

The glee clubs won recognition two years ago when the girls' glee competed in the Musical tournament at Pacific University, and came within two-thirds of a point of first place. Jefferson high of Portland which had a glee club of over 200 from which to pick its 20 representatives while our entire club consisted of but 20 members, won over us.

Our band had its beginning last year. Miss Dickey, our musical director, took untrained boys and had them playing at basketball games within three months. This year since regular practice time has been allowed them they have accomplished even more and certainly make a very creditable appearance.

Last year for the first time we had an entirely student orchestra. Previous to that our orchestra consisted of some students and a few public spirited townspeople. Now, with a period for practice, rapid advancement has been noticed.

But this success shown in the recent public appearance is by far the smallest part of the educational value of a musical department. Many think that the ability of a student to tinkle along on one instrument is the sum total of his musical education. Much more is to be obtained than this. And in most cases the musical department of his high school offers the student his only chance of attaining this greater end.

By participating in ensemble playing in orchestra or band he gains not only a deeper knowledge of his own instrument, but also of other instruments. He comes to a real appreciation of harmony. His share in the music is but a small part yet he gains the whole. Ensemble playing develops concentration. The student learns to cooperate.

In fact many noted educators maintain that mathematics is the only study that gives mental training approaching that of music. Still others claim that music gives a broader training in that it touches more phases of human existence than any subject except history.

Music has been accounted by some as one of the "frills" of modern education; one of those unnecessary appendages to education, for which an entirely unnecessary department is established. Its real value in the school is realized by few. But it certainly fills a place in the curriculum that nothing else can.

Every nation has its national hymn, its folk songs; its musicians and composers. The most primitive demand some form of music. There is something lacking in a moving picture without musical accompaniment. A drama needs its orchestral prologue, and what does not a band add to a basketball or football game?

In fact no program of any kind, be it political, religious, or social is complete without suitable music.

Anything that is so closely allied without daily life is as much a necessity in the course of study as literature or mathematics.

THE HIGH SCHOOL ORCHESTRA.

(Harold Lewis)

A high school orchestra is a great benefit to any high school and we have a very good orchestra. There is quite an interest taken in our orchestra and possibly more would take an interest in it if a few more popular pieces were played, not necessarily the latest creation in jazz but something that would appeal to everyone. Some people like classical music better while others like the popular music better so to please them both the orchestra should play a few popular pieces along with classical selections and please the whole audience. The orchestra plays wonderfully well and could handle a few popular pieces very nicely. However this is a high school orchestra and the opinion of the high school as well as that of the orchestra leader rules the orchestra.

CREDIT TO INSTRUCTOR.

(Ludlie Dodson)

How many really stop to think how much Miss Dickey, the music instructor has done for Gresham Union High school?

We go to Portland, hear a noted band, orchestra or a group of noted musicians and then criticize the high school band and orchestra.

Is this fair to either Miss Dickey or the students? The members of the musical department put in every moment that can be spared in order to make a success.

Miss Dickey has taken perfectly well

material, some of which have never touched an instrument before last summer, put it together then "presto change" and the high school has a band and an orchestra.

We all ought to be proud of the fact and do every thing we can to encourage the members and the instructor. In every social function that the band or orchestra is requested to play, they practice especially for it and then, although it may upset some of their individual plans, they make every effort to be present so that the "people may not be disappointed in the music."

Then after the students have done their very best is it fair to criticize and remark that the high school didn't have any music compared to what you heard at the auditorium the other night?

Who knows but what this may be the beginning of a great musician's career? We have talent in the high school that was probably never thought of before the orchestra and the band came into view and if he is discouraged it will probably be the end of his musical intentions.

Music is one of the most needed things in a high school. It means spirit, pep, something to be proud of, something to display so as to show what the high school has been doing, besides being a help as far as helping to complete any program given in the community.

All this must be taken into consideration before we criticize.

THE OPERETTA.

(Lloyd Arvidson)

At a recent meeting the associated student body of Gresham Union high school took action to support in every way possible the opera, "H. M. S. Pinafore," to be given by the glee clubs of the high school at some later date.

Rarely do words and music go so well together as in this opera. The first scene introduces the leading characters on the deck of the "H. M. S. Pinafore" in the harbor of Portsmouth. Little Buttercup, a buxom woman, "the rosiest, the roundest, the reddest beauty in all Spithead" comes on board and has an interview with Dick Deadeye, the villain of the story, and Ralph Rachez, the smartest lad in all the fleet, who is in love with Josephine, Captain Corcoran's daughter. The captain comes on deck in a melancholy mood because Josephine has shown herself indifferent to Sir Joseph, who is to ask for her hand that afternoon. She confesses to her father that she loves a common sailor but will carry her love to the grave without letting him know of it. Sir Joseph comes on board with a long retinue of sisters, cousins, and aunt who chant his praises. After attending to some minor details, he has a fruitless interview with the captain and Josephine. Josephine declares she can't love him.

Shortly after this she meets Ralph who declares his love for her, but she haughtily rejects him. When he draws his pistol and declares he will shoot himself, she acknowledges her love, and they plan to steal ashore at night and be married. Dick Deadeye overhears the plot and threatens to thwart it.

The second act opens at night. The captain is wondering why everything is at "sixes and sevens." Little Buttercup sympathizes with him, and is about to become affectionate when he

informs her he can only be her friend. She grows enraged and warns him there is a change in store for him.

Sir Joseph enters and informs the captain he is much disappointed at the way Josephine has acted. The captain replied that she is probably dazzled by his rank and that if he would reason with her and convince her that "love levels all ranks," everything will be right. Sir Joseph does so but thereby only pleads his rivals' cause. She tells him she has hesitated but now hesitates no longer. Sir Joseph and the captain are rejoicing over her apparent change of heart, when Dick Deadeye reveals the plot of elopement that night. The captain confronts them as they are stealthily leaving the vessel, and insists on knowing what Josephine is about to do. Ralph steps forward and declares his love, whereupon the captain grows angry and lets slip an oath. He is overheard by Sir Joseph who orders him to his cabin. He then inquires of Ralph what he has done to make the captain profane. He then inquires of Ralph what he has done to make the captain profane. He replies it was his love for Josephine, whereupon Sir Joseph in a towering rage, orders Ralph to be imprisoned in the ship's dungeon. He then remonstrates with Josephine, when Little Buttercup reveals her secret. Years before, when she was practicing baby farming, she nursed two babies, one of "low condition," and she "mixed these children and not a creature knew it." "The well-born babe was Ralph, your captain was the other."

Sir Joseph orders the two before him, gives Ralph command of the "H. M. S. Pinafore" and Corcoran takes Ralph's place as seaman. As his marriage with Josephine is now impossible, he gives her to Ralph, and Captain Corcoran, now a common seaman unites his fortunes with those of little Buttercup.

CHRISTMAS IN AMERICA.

(Helen Sandstrom)

It is the custom in America as in any other country to celebrate the birth of Christ. However, the American celebration is sweet and simple. It is a Christmas in the heart and a Christmas of the home.

The day before Christmas the streets

in the cities are filled with a large crowd of people and the stores are decorated so as to give the entire city a Christmas spirit. Small trees are brought from the country into the cities and are sold on the street corners. Most every family tries to obtain a tree and get a wreath of holly to hang in the window.

On Christmas eve most every family remains in their own homes to celebrate the occasion. Passers-by looking at the residences can see the decorated trees standing in the windows with the colored electric globes glowing. When the tree is lit Santa Claus appears in the room and adds to the delight of the children. To the good, he gives presents, to the naughty he gives nothing.

After Santa Claus has left the packages are opened and the party is very happy giving and receiving gifts. Every one receives a gift even though some are simple and home-made. Nuts and candy are passed around and feasting takes place. Home-made cakes and candies play quite an important part in the American Christmas.

And as the late hours of the night approach each one bids a good night to the party and goes to his bed declaring that Christmas is not only the happiest but the merriest time of the year. Because of this Christmas spirit deepens and adds to the realism of the fact that it is more blessed to give than to receive.

THE HAPPIEST DAY.

(Marjorie Heacock)

Christmas is the happiest day of the year. Why? First of all the beautiful stories of the Bible and what they mean are brought back to mind. To those who believe in those stories, the birth of Christ means the greatest gift to the world. Even to those who think they do not believe the literal story of Christ's birth and life, must admit that Christianity with its teaching and its progress, still means the greatest gift to mankind.

To young and old alike, real Christmas spirit means giving, which requires thought and sacrifice, and one who gives, for love, is always happy.

Business is built on advertising; buying is encouraged by advertising; the public is benefited by advertising.

Public Speaking

PUBLIC SPEAKING CLASSES PROFITABLE.

(Harriett E. Holmes)

The public speaking department is one of the youngest in the high school. It was organized two years ago, and met with almost instant success. It was a new type of venture for the school, and some of the students regarded it rather dubiously at first. The first class consisted of 12 students, several of whom took the subject merely for the credit they would get. However, before even the first semester was over, these pupils were enjoying their class, and getting a great deal out of it besides.

Now, because of existing conditions, the class consists of a limited number of students, at present 13, who must be juniors or seniors. It is hoped to be able to extend the department so all classes may be allowed to take public speaking.

There is no definite course of study to be followed; so each teacher is given the responsibility of choosing and applying the best methods. The selection of the method to be taught depends a great deal on the student themselves. This year the teacher, Miss Portia Kidwell, is giving such work as the students will require in such a community as Gresham, long after they have graduated from high school.

There is no text book for public speaking, and it is left to the teachers discretion to choose the topics for speeches and talk. The "Literary Digest" is used, however, and reports from it are given in the class every week. In the class on Fridays is held what is known as "nonsense" day. At this time the students tell jokes and funny stories, many of which are used merely as illustrations to help the student "put across" some particular idea. Much of the material used for talks comes from the student's personal experience and knowledge, and many talks are given on farming, farm methods, and the like.

From members of the class the students choose, every two weeks, two critics, whose duties are to criticize the defects of each individual student. The criticism is made personal because the pupils feel that is the only way in which a continual advance in progress can be made. The duty of the grammar critic is to call the student's attention to his mistakes in grammar. It has been a noticeable fact that incorrect English is rapidly disappearing from the class. The public speaking critic points out the defects in the posture of each student. Included in this are the position of hands and feet, the direction in which the eyes are looking, and the whole posture in general. This criticism enables the student to see his own defects, and, because of this, he can remedy them more quickly and easily.

The students of the class make it a point to always have their work up to date, and this also leads to punctuality in other lines of work. Then too, the experience they receive in talking before a group helps them a great deal not only on their class work, but also in student body meetings.

The chief aim of public speaking is to give to the pupils that much desired public speaking essential—namely personality and poise. These two are necessary to every day life, so even if none of the students ever become great orators or statesmen, they have obtained one of the main characteristics of well balanced young men and women, and the time spent in the public speaking class has not been spent in vain.

VALUE OF PUBLIC SPEAKING.

(John Anicker)

The public speaking department is of more value to the students than any other department in the school. It is in this department that the student gets his knowledge of expressing his thoughts and ideas.

The public speaking class has no stated schedule or text book to follow, so this will naturally cause many different courses followed, according to the teacher.

In Gresham this class uses the Literary Digest to a great extent. On Monday a report is given by each member of the class on some article assigned to them from the Literary Digest and on Tuesday a brief or short synopsis of a speech on a subject assigned by Miss Kidwell, this speech requiring reference work to be looked up at the library or other places of information. Wednesday the talks are heard on their topics. Thursday the assignments are given for the reference talk for the next Wednesday. Friday, or nonsense day, is of an entirely different type, this talk is

made up of a joke and a point. The point is given by the speaker and then to make his point clearer, a joke is used to illustrate.

This class is of great importance to the school. The class hears and discusses problems of the school and on one occasion Mr. Cannon brought the problem of buses to our class for discussion. Different members of the class prepared talks on this subject and gave their individual viewpoints to the class.

The parents and the patrons of this school should be and probably are proud to know that Gresham Union High has a department to teach the "generation of tomorrow" to express their ideas to a large audience in a way that is a credit to the speaker as well as the community.

English Department

ENGLISH DEPARTMENT FAVORITE

(Dora Hoffmeister)

For many years it has been the custom of students to dislike grammar or English. Often times we hear a student say that he dreads going to English classes. This may hold true in some schools but not in Gresham High. The English work has been made so interesting that the students look forward to their recitations.

A great many things are taken up in the English department—from the study of grammatical constructions to classics. Very often grammar work is accompanied by the study of some worthwhile novel. However, the regular English work, including sentence structure, verb conjugation, lessons in spelling, etc., is not neglected.

The work in the literary classics proves to be most interesting. The Lady of the Lake, As You Like It, Macbeth, Hamlet, and other plays are studied by the various classes. The study of these classics helps the student to cultivate a taste for the best literature. The students really like the works of Shakespeare and appreciate his wise advice. Various topics of the day are discussed occasionally. In this way the students are encouraged to have ideas of their own and to express them.

All English teachers require the students to make book reports. The best in fiction, travel, and biography is thus obtainable by all the students. If the question of elimination of one department of the school were put up for the students to vote on, the English department would be saved if all others had to go.

WHICH DO YOU TAKE?

(Donald Confrey)

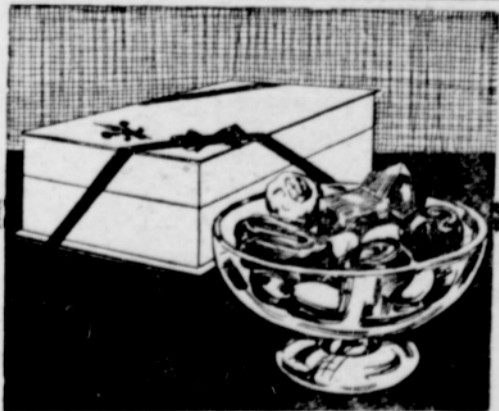
Soft, white moon in a blanket of blue,
A score of stars;
They urge me down our hazed path
At midnight hours.

Soft, white moon or great white way?

Hearts built can break;

A saxophone or breath of sighs,

Which do you take?



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