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VALEDICTORY

Spools of Thread

by Janice M. Walton

Father Keller, Dr. Reaman, Mr. Crandall, Mr. Wilson, members of the faculty, friends and relatives: Tonight we, the Class of '46, have come to the point of intersection where we look forward to the future, yet not without a backward glance into the past. To our account are things on the debit side as well as the credit, but all in all we feel it is a job well done. Twelve, long, hard, but fun-filled years have brought us to our goal amid showers of congratulations and well wishes. What more could we ask? And yet, we are sad, for we realize that tonight this assemblage means the parting of our ways. For some of us school days are not over, but for most this is the end. Perhaps we shall never again be able to pick up the threads of each other's lives.

You know, our lives are much like spools of thread. The making and the winding of these threads begin in yourth. The quality of the finished product is in a large part determined by what we learn and what affects us in childhood and early teens.

The church, the home and the school are the foundation of the community. Our forefathers built America on these. Can we do less than the brave men who conquered the wilderness with a gun in one hand and a Bible in the other? Not, if we wish to make of good, strong fibre our children. That there is a God in Heaven who cares for us, that democracy is not old-fashioned, that we can only obtain true liberty and justice by "loving our neighbor as ourselves" — those are the worthwhile things that are to be discovered at mother's knee and in the classroom. Some learn and remember; others learn to forget, and still others' threads are warped. Too rigid poverty may do it, or lack of opportunity, of any number of a hundred or more reasons, yet the sorrowful fact remains that there are lives thrown on the garbage heap because they took the wrong set of values in youth.

Whether school days end at grammar school, high school or college, when the spool of thread is wound, sorted and priced, it is ready for the market. We plunge into the world of buying and selling, of tearing, mending, and refitting. Too often, brash and overly confident, we are apt to think that this worldly housewife will grab for us as she does for nylons. But we may get laid up on the shelf out of sight with no one to praise us and few to love us. Impatient, we may go on the bargain counter of life and be sold to the highest bidder — forfeiting our soul for a little gold.

It is when we are pushed through the needle and used in the sewing of cloth that the housewife knows our real quality. Dye cannot always cover imperfections. If we are cheap and shoddy, we break in the wear and tear. The knots and tangles of our values show up as the thread is unwound.

As I prepared this, our troubled housewife, the world, verily had a cloth tied around her aching head. There were (and are) wars and rumors of war, strikes and housing shortages here in the United States, race prejudices everywhere. It seems little like the peace for which we fought the war. Previously, the rich and the wise and the famous have decided a nation's policies, yet it is the common people, the spools of cotton who have to suffer the consequences of an unfortunate policy. But remember, cotton thread is sometimes better for sewing than silk. If we ourselves forgot our petty hatreds and jealousies, if we ourselves realized that government is not just for the politician and put that realization into actions, there would be less cause for war at home and abroad. Shall we? It's a thought. I leave it with you.

SALUTATORY

Can We Live With Soviet Russia?

by Victor Lawrence Clark

Ladies and Gentlemen: The Class of 1946 extends to you a most cordial welcome.

Now we have reached that goal towards which we have been striving for four long, yet seemingly short, years. We must now enter upon the greater field of life which lies stretched out before us; we must cast aside our school privileges and pleasures, only to hold them with the firm grasp of our memories, and assume those graver burdens which beset us as we leave the threshhold of Andover Central High School.

One of those graver burdens which beset us is the problem of living with Russia.

Probably uppermost thoughts that are in the minds of the young and the old, are "Will we be able to enforce the peace now that the war has ended?" "Can we live with Russia?" "What are the Russians like?" I think if we knew these answers, a great many of our troubles would be over.

The continental Soviet Russia is almost three times as large as the United States and Russia has also emerged from this war with the largest and most powerful military force in the East and the West. She has a large industrial force and in undeveloped raw materials she ranks the highest.

In the course of Leland Stowe's stay in the Soviet Union what impressed him repeatedly and with great force was how remarkably much in common the Americans and Russians have. He had never met another foreign people with whom Americans feel so easily and so much at home as with the Russians. It's true that the Russians also have certain marked differences in temperament and character.

Yet to a surprising degree, Americans and Russians can be said to be brothers under the skin. An average American can be baffled completely by his first acquaintance with Englishmen or Frenchmen, yet feel almost immediately at home in his first contacts with Russians.

Why should we fear Russia? Is it just because we don't know her so well as we do Great Britain and the other countries of the world?

For 26 years Russia has existed in isolation from the rest of the world's nations, because the leading allies took up arms against the Russian Revolution after the last war and because for years we refused to even recognize them diplomatically and officially. Because we have made the Russians build a wall around themselves we are today handicapped. To us Russia is largely a land of mystery and we know so little of the people themselves. Somehow we must find a way to get acquainted with them, if we are to live with them on a friendly basis.

The Russians almost invariably like Americans, because we rarely stand on our dignity, we have energy and get things done, we are modern and have technical ability. They like our frankness and our sense of humor. The chief thing they are skeptical about in Americans, I think, is the soundness of our political judgment.

Let's understand Russia. We say that Russia has a communistic government. It is true her industries and land are owned by the state, which is a communistic policy. But she is not wholly communistic.

Communism has never been successful. It failed at Brook Farm, in Massachusetts, in Emerson's day. The famous experiment of Robert Dale Owen, the Englishman, at new Harmary, Indiana, didn't succeed, because human nature voted "no." The ownership of all things in common, without a formal government, without bureaus, without rulers, didn't work.

Under Communism there is no state. Everyone would contribute a share of his time. Everything would be owned in common, the people would be sweet and helpful, and no State would be necessary. This is simply impossible for 192 million humans spread over nine million square miles of area.

Politically, Russia is a dictatorship, which permits one party to operate. This one party is the Communist Party, of which only five and one-half million out of the population of 192 million are members. The dictatorship, however, rests in the Political Bureau. This is an executive committee, containing nine members. Marshal Stalin is the Secretary-Generalor shall we say chairman!

Russia has an excellent constitution which was adopted in 1936. It is like our's. It provides for all the freedoms we have. Like the people of the United States, most of them do not take full advantage of those freedoms.

Surprisingly, the mechanics of the government are like those of the United States. It is composed of a two-house legislature called "The Supreme Soviet." One is elected by popular vote and the other is elected by the legislatures of the states. Just like our House of Representatives and the members of the Senate are chosen.

Russia has 16 union republics and five provinces, which are sub-divided into smaller republics. They have 40 states to our 48 states. Everyone of them have legislatures.

The cabinet is made up of 50 members. It is called the "People's Council of Commissars." The chairman, or "Premier" Joseph Stalin, during the war he was also Minister of Defense, like Churchill was for England. He is also Commander-in-Chief of the army and navy.

The economic system of the Soviet Union is somewhat like the American W.P.A. About 98 per cent of the industrial projects are controlled by the Government. The rest are co-operatives, most of which are agricultural and all of the rural mercantile. Just one or two per cent of the farms and businesses are individually owned. The management salaries are high; wages for working class are low. Unions prevail, but naturally they are government controlled. Strikes are easily settled.

"The control of the land" is the nearest thing to private ownership. The government owns the land, but the Russian citizen can get what they call a "long-term lease" on a plot of land and be very independent.

The collectively owned farms provide for the privilege of having a house, a cow, a few pigs, a garden and tools. If a citizen can raise agricultural products privately in addition to those raised on cooperative farms, he can sell the produce and keep the money.

The Russians are not over-burdened with taxes. This is easily understood, because the government owns the industries. If the United States owned industries like General Motors, General Electric, Ford, Standard Oil, and U. S. Steel, we wouldn't have to think of taxes either.

It is true the citizen has a small income tax. But this indirectly helps them. Every Russian citizen looks forward to an old-age pension, which is provided by the Government, and also compensation for sickness.

Russia has a very small percentage of illiteracy, which resulted from the erection and use of 245,000 libraries.

Her freedom of religion allows for 20,000 religious bodies to operate with no control and freedom of press provides for 9,000 newspapers. The United States only has 8,000 newspapers.

Upon the earth today Russia is the most nearly self-contained, self-supporting nation. World War II strained those reserves a great deal. Russia lost more blood and treasure than the rest of the allies put together. Fifteen million men, women and children lost their lives.

So I might say in conclusion, since the Russians and the Americans have so much in common, why not accept the Russian as a brother-in-law?

This will mean only one thing. The British and the Americans must acquaint themselves swiftly in thinking of the Russians as equals on the plane of world power and leadership.

If we make no foolish steps, politically and diplomatically, that is, make no secret alliances, and make no outrageous trade treaties, like we did in the first World War and before this war, is there any reason why we can't live with Russia?

ACS

Regents Examinations Passed

The following pupils received passing marks in Regents examinations held in June 1946:

Intermediate Algebra: Victor Clark 80, Dolores Ellis 78, Rebecca Foster 90, Patricia Ludden 82, James Smith 74, Janice Walton 98, Karl Weber 96, Joseph Jannie 80.

Plane Geometry: James Burgett 92, Marjorie Collins 70, John Karl Fisher 81, Francis Green 65, Kevin Lynch 74, Robert Smith 80, Fred Taylor 72, Joseph Yannie 90.

American History C: Joseph Jannie 66.

American History and World Backgrounds: Dolores Ellis 66, Rebecca Foster 90, Edith Freeland 65, Patricia Ludden 82, Geraldine Lynch 67, Mary McAndrew 65, James Smith 67, Jeanne Stevens 65, Phyllis Temple 65, Doris VanCuren 78, Karl Weber 65, Doris Wintemberg 67.

Latin II: Rose Mary Baker 80, Phyllis Burdick 65, Patricia Dolan 65, Dolores Ellis 66, Rebecca Foster 95, Kathryn Joyce 65, Patricia Ludden 83, Mary McAndrew 74, Dolores Snyder 65, Helen Yannie 79.

Latin III: Fred Taylor 75.

Shorthand II: Lois Jean Matison 76, Norma Steadman 71.

English IV: James Backus 65, Donald Baker 65, Leslie Behn 65, Clarabelle Boyce 67, Donald Burger 80, Howard Burrows 75, Barbara Childs 65, Victor Clark 80, Duane Cornish 80, Dolores Dean 77, W. Basil Dunham 65, Ray Fairbanks 82, John Horan 76, Kenneth Howland 67, Robert Jackson 71, Patricia Joyce 76, Jean Kemp 70, Genevieve Loucks 68, Jean Lynch 70, Thomas Lynch 65, Neil McCormick 70, Lois Jean Matison 80, Donald Northrup 66, Mareta Perry 65, Betty Jean Spicer 84, Norma Steadman 70, Janice Walton 95.

Business Arithmetic: John C. Bridge 93, Lila Childs 94, Earl Richardson 69, Dolores Snyder 81, Dorothy Wheaton 68, Doris Wintemberg 94.

Business Law: Clarabelle Boyce 79, Barbara Childs 67, Ray Fairbanks 83, John Horan 90, Kenneth Howland 70, Robert Jackson 89, Jean Lynch 69, Lois Jean Matison 77, Neil McCormick 73, Donald Northrup 71, Betty Jean Spicer 81, Patricia Temple 80.

Typewriting I: Leslie Behn 84, Donald Burger 91, Victor Clark 90, Duane Cornish 73, Dolores Dean 76, William Dougherty 84, Edith Freeland 85, John Horan 93, Patricia Joyce 86, Jean Kemp 96, Barbara Lehman 77, Phyllis Temple 91.

Physics: James Backus 87, Donald Burger 86, Howard Burrows 72, Victor Clark 95, Duane Cornish 65, Dolores Dean 65, William Dougherty 66, John Horan 80, Genevieve Loucks 66, Thomas Lynch 84, James Smith 84, Phyllis Temple 73, Karl Weber 65, Joseph Yannie 90.

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Preliminary Regents Examinations

Elementary English, Part I: Ronald Atwell 81, Frances Baker 79, Robert Baker 95, Clayton Burdick 85, Nedra Burrows 81, Robert Carpenter 90, Bertha Cartwright 75, Gloria Clair 84, Elizabeth Claire 90, Mary E. Connor 83, Mary L. Dunham 75, Robert Dunham 82, Maxine Filler 94, Lois Honegger 97, Joan Jackson 81, Glenora Kemp 85, Joyce Linza 94, Aquinas Lynch 75, Robert Marsh 81, Joan McAndrew 80, Paul McCormick 75, Kenneth Milligan 81, Kenneth Nye 81, Annabell O'Dell 91, Teresa Padden 75, Thelma Perry 86, Edward Ryan 81, Gladys Sadler 84, Betty Smith 92, Joseph Smith 85, Theodora Vankuren 76, Barbara Wintemberg 97.

Elementary English, Part II: Francis Baker 76, Robert Baker 92, Clayton Burdick 75, Nedra Burrows 84, Robert Carpenter 86, Bertha Cartwright 76, Gloria Clair 85, Elizabeth Claire 75, Mary E. Connor 86, Mary L. Dunham 76, Robert Dunham 76, Maxine Filler 95, William Holt 77, Lois Honegger 79, Betty Howland 75, Joan Jackson 84, Glenora Kemp 75, Joyce Linza 92, Aquinas Lynch 75, Robert Marsh 83, Joan McAndrew 78, Kenneth Milligan 75, Kenneth Nye 79, Annabell O'Dell 92, Teresa Padden 79, Thelma Perry 83, Edward Ryan 84, Gladys Sadler 76, Betty Smith 87, Joseph Smith 96, Theodora Vankuren 75, Barbara Wintemberg 96.

Preliminary Social Studies: Ronald Atwell 75, Robert Baker 89, Nedra Burrows 75, LeRoy Caple 75, Robert Carpenter 82, Ella Mae Clair 82, Gloria Clair 75, Mary E. Connor 75, Robert Dunham 76, Maxine Filler 90, William Holt 75, Betty Howland 75, Joan Jackson 77, Joyce Linza 75, Matthew Lynch 79, Aquinas Lynch 81, Joan McAndrew 75, Robert Marsh 75, Kenneth Nye 75, Annabell O'Dell 79, Norma Perry 82, Edward Ryan 78,

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