



GUARD AND TACKLE  
COMMENCEMENT NUMBER





The 1916  
Guard and Tackle  
*of the* STOCKTON  
HIGH SCHOOL

Being a record of the High School  
year nineteen - fifteen - sixteen

PUBLISHED BY THE  
ASSOCIATED STUDENTS

To

**Minerva Arania Howell**

Head of the English Department.

A Broad Thinker. An Inspiring Teacher.

A Loyal Friend.

This Book Is Dedicated.



MINERVA HOWELL





STOCKTON HIGH SCHOOL

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## GREATER STOCKTON HIGH

As the term closes and we go forth "boldly, faithfully, successfully," we cannot help turning for a last look at dear old Stockton Hi with all her added embellishments and opportunities, and contrasting this with the high school of the past in which but one prescribed course was offered—the old "one-horse" type—and then turning again to the present to rejoice in the modern school with its many courses to prepare the student for that particular branch which he wishes to make his life work.

For example, a mother, well blessed with wordly goods, will say, "My daughter will never need to work. I want her education to fit her for her place in society."

"Very well, madam," we reply, "we can give her a course which will prepare her to occupy the position she expects to hold. We will acquaint her with the best in literature; we will make her skilled in Latin and the modern languages, in art and music; we will teach her to converse properly; we will instruct her in the history of the human race—its struggles and accomplishments; and we will add to her grace and general health by our splendid course in physical training." Surely that mother could not desire a more appropriate course for her daughter.

Again, a fond parent may explain, "My daughter is talented in music and art. While I would like to send her to high school, I feel that it is my duty to improve her talents, and I cannot afford to do both."

"Send her to us," we answer, "and you will not need to give her outside drawing and singing lessons. We have a course in freehand drawing which will acquaint her with the rudiments of her art, and then take her on to leather work, pen and ink sketching, costume



designing, interior decorating, woodblock printing, stenciling, and jewelry work. For her singing we have a splendid two-year course in vocal music and also a course in music history. So while she is attending school, she can also be improving her natural talents without the expenditure of additional time or money."

Or a father, when approached on the subject of high school, may say, "Well, I don't care to have my boy become a teacher, an artist, or a doctor, I want him to enter the business world."

"Then," we reply, "you could not do better financially or educationally than to give him a high school commercial course. This includes bookkeeping, business practice, stenography and typewriting, arithmetic and accounting, penmanship, commercial law, commercial English, commercial geography, advertising and salesmanship, and several other subjects that he may choose. You pay no tuition. The only expense to you is for his books, and he will study under the best and most efficient teachers obtainable."

And so it goes. For the future carpenter we offer joining, cabinet making, wood turning, shop mathematics, geometrical and mechanical drawing and architectural drawing and designing. For the young doctor or scientist, there is biology, physiology and hygiene, general and applied chemistry and physics. For the prospective farmer, agriculture, horticulture, poultry, live stock, chemistry, and farm mechanics. For the engineer, algebra, plane and solid geometry, trigonometry and physics. And for the dear little girl (bless her heart!) who shyly admits that it is her ambition "just to be a good housekeeper" an excellent course in cooking and sewing.

And just one more thought in closing. How often in the past has the mother of the pupil living at a distance from school sighed over the fact that her dear one must subsist on a cold lunch at noon, while she and dad are enjoying their hot and appetizing meal at home! Now she may set her mind at rest, for with the new cafeteria, the boy and girl can enjoy a thoroughly nutritious and wholesome lunch at a price which will be an agreeable surprise.

So, no longer is the high school merely for the boy and girl who expect to teach or to remain at home. On the contrary, it is now open to every boy and every girl, for among the many courses and several branches, there is at least one particular corner to please and satisfy each pupil, whatever his ambitions and expectations.

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## MILITARY TRAINING IN HIGH SCHOOL

Military authorities have agreed that preparedness is necessary to maintain peace in the United States. They have agreed that adequate preparedness will cost an enormous sum of money. Economical statesmen, recognizing the necessity and seeing the costliness of preparedness, hit upon a plan of training the high school students to defend this great broad country of ours in time of stress. This a most despicable and cowardly procedure. In the event of war these men would sit back and enjoy peace that was paid for, not in money, but in the lives of the young men of the coming generation, in the lives of the young men who had not yet met with the world.

Another objection to military training is that it destroys self reliance. The duty of a soldier is to obey. The officer is only to do the thinking, the private obeys. He is forced by intangible rules into blind obedience. The schools were established for the purpose of



encouraging and cultivating thought. The military system on the other hand, ignores and discourages thought on the part of any but the officers. The student is given a rifle. He is told to hold the rifle at attention. He does. He is told to fire the rifle. He fires. In thus blindly executing the will of another, he is a mere automaton. Tennyson understood this principle and ably expressed it in "The Charge of the Light Brigade."

"Into the valley of Death  
Rode the six hundred  
**Though the soldiers knew**  
**Some one had blundered**  
Theirs not to reason why,  
Theirs not to make reply,  
Theirs but to do and die."

The school system and the war system have nothing in common. We should be unalterably opposed to military training in our schools, because it would join in close partnership the finest thing that American civilization has given to humanity—our free public schools, the hope of democracy—with war, the most barbaric, inhuman, un-Christian system that a cruel fate ever inflicted on a struggling world.

It has been the custom in the past to send only our physically perfect men away to fight, leaving at home the scholars, the philosophers, and the sages to gather the wisdom and the learning of the present and past and preserve that wisdom and learning for the future. In this way struggling civilization has been carried over many a dangerous chasm and preserved for us. We are now intrusted with the wisdom and learning of a thousand generations back to be preserved by us for a thousand generations to come. Are we then to think lightly of this sacred trust and endanger the safety of it by risking the lives of the coming philosophers and scholars?

Then we must look at the moral side of the question. The average student goes to church on Sunday and is taught the Golden Rule. "Thou shalt not kill." He comes back to school on Monday and is taught how to kill his fellow men in the most cold blooded, scientific manner, both with gun and the sword. He will undoubtedly see the inconsistency of things but as he goes to school five days a week and to church but one, he will think his school five times as important as his church, "Thou shalt kill" five times as important as "Thou shalt not kill" and that his commander is five times as important as his God.

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## STAY WITH IT.

Every year when graduation days roll around, there are a number of students who are dropped from the list of the Senior students who will receive diplomas. This year the number of these boys and girls is unusually large, for in a class of over one hundred and ten fourth-year students, only eighty will graduate. This shows a sad lack of purpose and of good hard application on the part of the thirty or more students who will either have to come back next year or will leave high school after having practically wasted four years of their life. Some may say that this is not a waste of time—that they have learned something from part of their subjects, at any rate. That is partly true, for they may have learned a few facts, but the greatest thing of all they have not learned. "What is the greatest thing of all?" you ask. The art of applying themselves so that they may go through the high school in



the required time, and not have to take five years to do what their classmates have done in four years.

Many of these people who are not going to graduate this year have been heard to remark pensively, "If I had only realized when I was a Freshman or a Sophomore how important it was to earn every credit, I might have graduated, but it's too late now." Yes, it is too late for them, but it is not too late for all the remaining students in this school to take notice, and to act accordingly. Every Junior, every Sophomore and every Freshman should take a few minutes to consider whether, when it comes his turn to graduate, he, too, will be one of those who has been forced to see his classmates and friends graduate and go into college or the business world without him.

Even although this is the end of the school year and your mind is full of plans for vacation pleasures, just take a little of your valuable time, look up your credits and see exactly where you stand. Then make up your mind that you are going to get all your subjects next year, and are going to graduate when you should and you'll enjoy your vacation equally as much and will know how to start right in September.

\* \* \* \*

## GIRLS

A girl is a young maiden endowed with a peculiar attractiveness and a fondness for bon bons and jewelry. Take a very pretty girl and place her on a desert island, and in less than a week the desert island would be covered with the foot-prints of two or three hundred bipeds of the masculine gender.

To capture one of these specimens of femininity is a comparatively easy matter. Almost any bashful young man, when properly schooled to look pleasant and speak cleverly, can effect the capture of a girl who looks like a million dollars to him. Of course, he must be dressed to fit the occasion. If the girl attends moonlight dances, hire an evening suit and part the hair in the middle. If she adores cow-boy films, find a wide-brimmed sombrero and choke the neck with a bandana. If she is a racing bug, hire a jitney-bus and wear goggles.

When you have succeeded in picking off the prize, make no effort to keep it. The more these queer creatures are loved, the less they care for the sensation—from the same lover.

If you would win fame and acquire a bank account, put your heart in the ice-box and steer your course away from the ladies. But if you would enjoy life—think it over.

After all, pigs is pigs.

Boys will be boys.

But girls are inexplicable.

