

VOL. I

No. 1

CLASS MOTTO
Vincit, qui se vincit

THE ZENITH



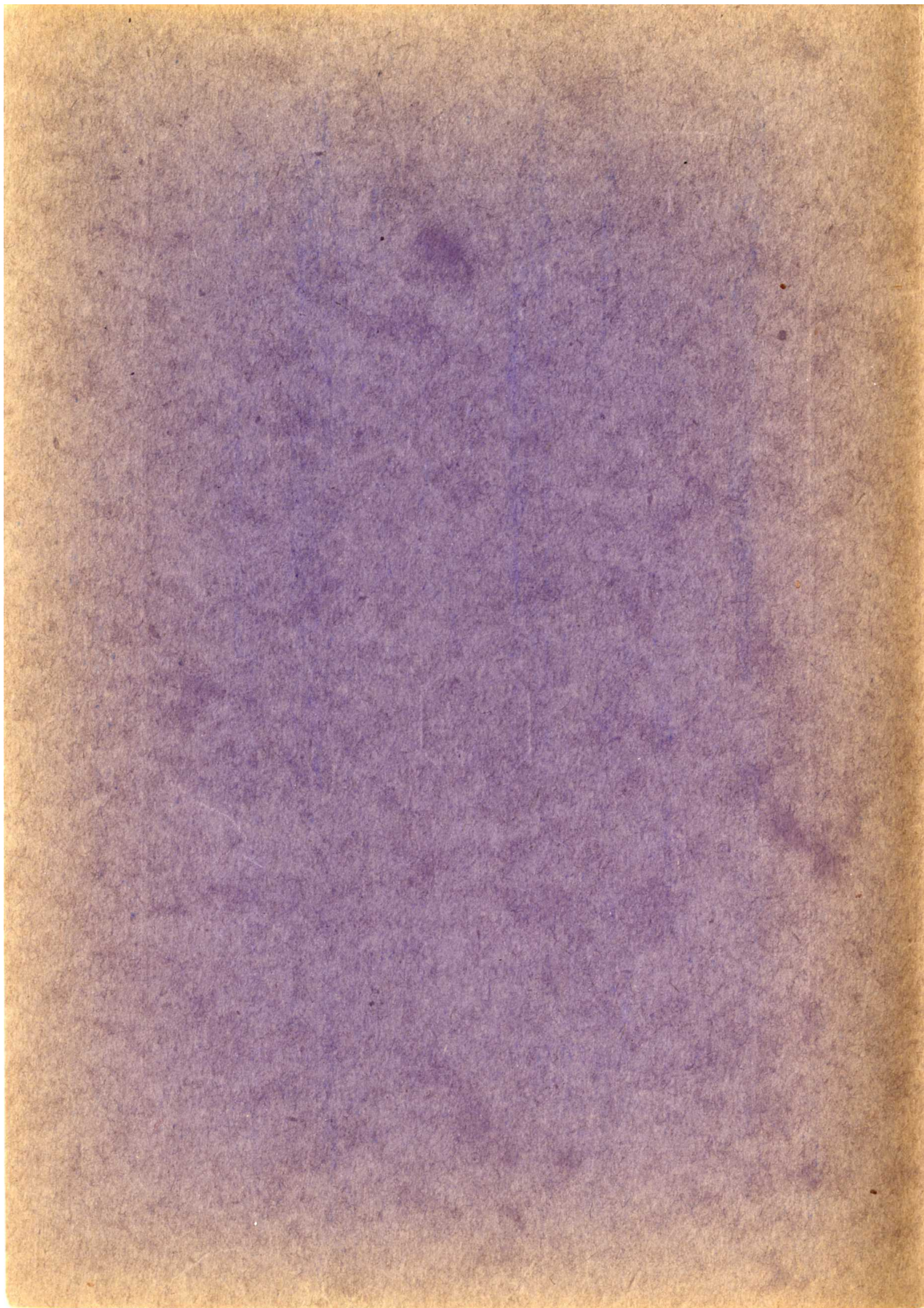
JUNE 1916



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SOUTHOLD HIGH SCHOOL
Southold, New York



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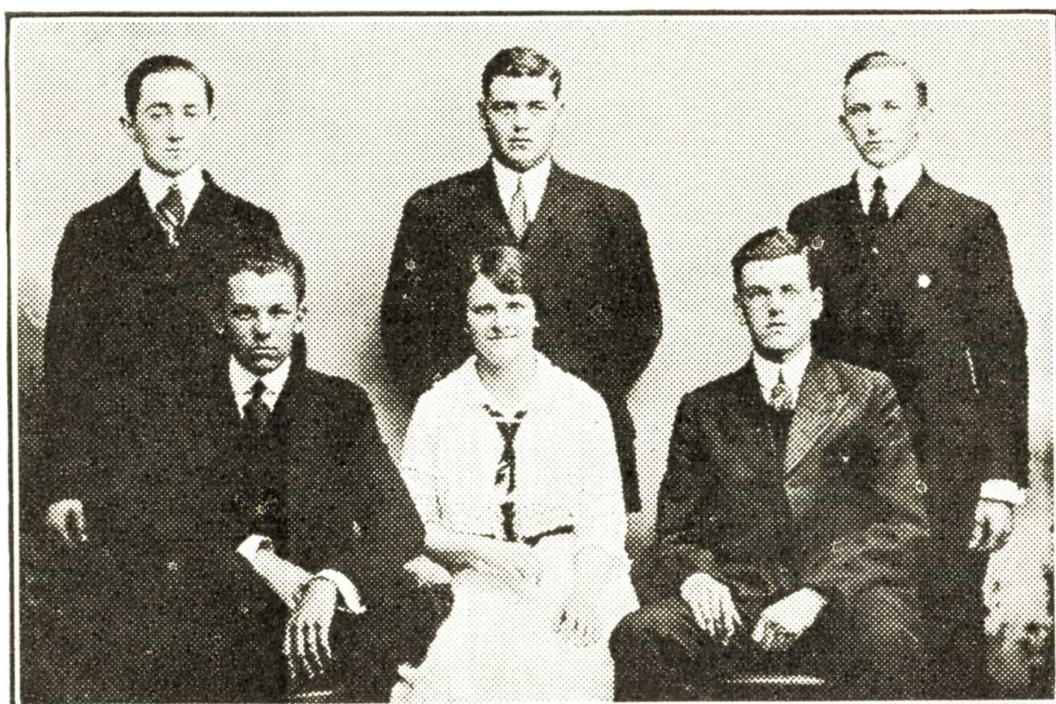
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THE ZENITH



CLASS OF 1916

THE ZENITH

Published by the Class of 1919 of Southold High School

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Southold, N. Y., June, 1919

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THE ZENITH

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Superintendent	W. W. SIMON
High School	W. W. SIMON
Lower School and Fifth Grade	W. W. SIMON
Sixth and Seventh Grades	W. W. SIMON
Eighth Grade	W. W. SIMON
Ninth and Tenth Grades	W. W. SIMON
Special Agents	W. W. SIMON
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1916



THE ZENITH

Published by the Class of 1916 of Southold High School

Vol. I
No. I

Southold, N. Y., June, 1916

Price
15c

Editor.....RAYMOND W. TERRY
Assistant Editor HAROLD T. RICHMOND
Business Manager.....TEUNIS S. BERGEN, Jr.

CLASS OF 1916

MYRON H. GLOVER, President
HAROLD T. RICHMOND, Vice President
HAROLD E. GOLDSMITH, Secretary
VERA L. PETTY, Treasurer
RAYMOND W. TERRY
TEUNIS S. BERGEN, Jr.

CLASS MOTTO—*Vincit, qui se vincit*
(He conquers, who conquers himself)
CLASS FLOWER—*Lily of the Valley*
CLASS COLORS—*Purple and Gold*

FACULTY

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High School and Eighth Grade...OLGA P. SCHWARZBACH, A. B.
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Fifth GradeVIOLA E. CORWIN
Third and Fourth Grades.....FRANCES MILES
Second GradeELSIE V. McMANN
First Grade.....MARGARET M. DEALE

EDITORIAL

The age in which we live is an age when efficiency is demanded along all lines of work. While we, in publishing a paper, are simply following an established custom, it has been our aim to make our paper, "The Zenith", as good as possible. We wish it to be a credit to the school, and to our teachers, and to prove that our high school course has not been a failure. While we may not have attained the high standard set by the former classes, we have done our best and we hope it will please you.

We wish to thank all who have helped us to prepare our paper, and especially the editor of "The Traveler" for the part he has taken in making "The Zenith" a success. We wish also to thank the business men, who have given us their support and we hope they will be benefited as much by their advertisements as we have been.

PRESIDENT'S ADDRESS

Friends of the Class of 1916:

We have at last completed our four years' course in high school, and naturally feel somewhat elated over our accomplishments. These four years have been very much enjoyed and now the time has come for us to take a more serious thought for the future. Now that our high school days are over, it seems appropriate that we stop a moment and come to some conclusion as to whether or not our high school course has been beneficial to us.

We often hear it said that a high school training is of no account, that the subjects taught us there are impractical, and that they are soon for-

gotten when we leave school. It may be true that there is but little practical knowledge gained from such a training, and we admit that, after leaving school, much that we learned is forgotten, still that does not sufficiently prove that there is no good derived from it.

On the contrary, there is much to be gained. A fundamental knowledge of such subjects as English, algebra, geometry, physics, history, both modern and ancient, cannot help but broaden one's mind and increase its capacity for doing work. A broad-minded man is a citizen of the world, while he who is narrow-minded is a citizen simply of the narrow limits wherein he lives.

If we wish to build up a strong physique we must exercise the muscles of our body. If we wish to have an active mind, it is necessary to exercise it. Throughout the high school course the brain gets this needed exercise and its development is begun.

And now to-night we, the Class of 1916, submit to you, the people of Southold, our best efforts, and you can decide for yourselves whether or not the high school, which you are providing, is doing a good work.

* * *

Father: "What did you and your beau talk about last night?"

Eunice: "Our kith and kin."

Esther: "That's right. I heard Jay say 'Kin I have a kith,' and Eunice said, 'Yeth you kin.'"

* * *

ENGLISH IV.

T. B.: "Is Robert Burns dead yet?"

Miss Fitz: "Yes, he is dead yet."

SALUTATORY

By Raymond Terry

Teachers, Schoolmates and Townspeople:

We are glad to have you with us to-night, for when we are about to take an important step in our lives we like to have our friends with us.

We have come here to-night to take our leave of the old life, to begin the new. It is a period in our lives which means much to us, for many have fallen short of the mark they might have reached, had they only taken the right start. "There is a tide in the affairs of men which taken at the flood, leads on to fortune; omitted, all the voyage of their lives is bound in shallows and in miseries." So we realize the seriousness of the step we are taking.

But with the preparation you have given us, and with our motto, "He conquers who conquers himself" always before us, we will press on and try to prove to you that the high school does pay.

Again in behalf of the Class of 1916, I welcome you.

* * *

Pupil: "Miss Fitz, Henry has come for you."

Miss Fitz: "Was that the flivver I heard? I thought it was Mr. May mowing the lawn."

* * *

R. H. (seeing Harry running down the street): "What's your hurry, Harry?"

H. C.: "Trying to stop a couple of fellows from fighting."

R. H.: "Who are the fellows?"

H. C.: "Mahoney and I."

CLASS HISTORY

By Harold Goldsmith

In our freshman year in high school, the class was much larger than at present. Many members left for various reasons, leaving us six.

The class decided to organize early in our senior year, so a meeting was called during the early part of November. The following officers were elected: Myron Glover, president; Harold Richmond, Vice-President; Vera Petty, treasurer; Harold Goldsmith, secretary.

In the winter there was some talk about a class paper. The class was anxious to decide the question, so a meeting was called on February 7th, 1916. It was decided that we should have a class paper. Raymond Terry was elected editor, and Harold Richmond, assistant editor. Teunis Bergen was elected business manager.

On May 5th a meeting was held at the close of school to choose the class motto, class flower and class colors.

After a long discussion the lily of the valley was selected as the class flower.

Another discussion followed concerning a motto. *Vincit qui se vincit*, or, he conquers who conquers himself, was finally agreed upon.

Purple and gold were chosen the colors, and "The Zenith" for the name of the class paper.

* * *

D. H.: "We learned in physical geography class to-day that some stars are so far away that the light from them has not yet reached the earth, but will arrive eventually."

L. V.: "Reminds me of coming to school."

ADVICE TO JUNIORS

By Harold Richmond

Now, Dear Juniors, before we leave you we feel that we should give you some advice so that you can have a dignified class like ours.

First, as a class, you should meet early and decide whether or not you want to have a class paper. Let me say here, that a class of your size ought to have a paper, for it has long been a custom of the graduating class. The many incidents and happenings which tend to make our school lively, are thus preserved to memory. Pick out your class pins or rings early, so that you can enjoy them together. You should adopt a motto and live up to it. Pick out your class colors and flower early. In other words, be a live class and show yourselves capable of upholding the honor of the school.

Then, as individuals, always be on time for school. Avoid coming in late, with blushing cheeks and all out of breath; it doesn't look well for Seniors. Always bring your excuse promptly, it will be to your own benefit and help the teachers greatly.

Take your seat at once after the bell rings and do not begin immediately to talk with your nearest neighbor. This might apply specially to Doris and Josephine. Because they are always together they might easily cultivate the habit of saying what was necessary outside of school hours. Let me say to Marjorie that a handkerchief applied to the mouth will effectually muffle loud laughter. We like to hear a good healthy laugh, but when indulged in too often it is disconcerting to study and order. Josephine May behaves very well on the

whole. She should use her influence on the rest. I advise William, if he would do better in his studies, to make fewer visits to the Academy. One cannot study and be thinking of someone else at the same time. Dick and Harry do very well in this respect; they should continue their good work.

Keep up with your studies. Never allow anything to interfere with your work. You should never be out over one night in the week at the most and try to make that Friday night if possible. You must try to bring your work up to the standard of the Regents' Board. Do not be discouraged if your paper comes back. Work all the harder. Remember patience is a virtue.

When you are Seniors you will have to set an example for the other classes. You will be allowed privileges which the other classes are not allowed. Do not misuse these privileges. Be Seniors in deed as well as class. In fact, follow our example and advice and you will be fitted to take our place as Seniors.

Don't think I'm trying to be smart, I'm sure that wouldn't do;

But try to think this once applied
To us as well as you.

—o—

REPLY TO SENIORS

By Doris Hagerman

Dear Seniors:

We innocent little Juniors, having read your wise and careful instructions, most solemnly promise that we will endeavor to carry them out to the best of our ability.

We will probably have our class ring, motto and flower chosen by the first of November at the latest. The

officers will, no doubt, be elected as soon as school opens in the fall, following your businesslike example (?).

But though we all respect your age and appreciate the great amount of wisdom and experience with which you are blessed, we also feel the cruel injustice of your remarks as to our behavior during school hours. Would it be too presuming for us to inquire who it was that was reprimanded before the high school for conversing in an undertone? Was it any of the Juniors? Never! We are too modest to create any such disturbance in the high school room

Then, in regard to loud laughter. How often have we heard a boisterous laugh floating out of the recitation room, causing everyone who heard to sadly shake his head and whisper, "There goes Vera, again!"

In our three long years of high school life we have ever had your noble example before our admiring eyes. Your dignified ways, quiet manners of speech, and your ardent devotion to your various studies, have ever been a source of great awe to us Juniors. We tremble to think of next year when we must take your places, and go on working and studying without you to lead the way for us. Indeed, the responsibility already begins to impress us. How shall we go on without Myron's jovial smile as he goes to his seat humming some original (?) air, as carefree as a lark? To think that next year we shall never see Raymond's rosy cheeks appearing in the doorway, about 9:15, and that we shall no longer hear Harold Richmond's gentle (?) tread, as he plods to German class to become absorbed in some hazy problem of the past ages

only to be rudely awakened by some trifling question! It usually takes him at least five minutes to collect his thoughts enough to ask to have the question repeated. What will become of us without Harold Goldsmith's fatherly advice to keep us in the straight and narrow way? As for Teunis—what need we say of him? There is but one who knows him as he really is. We cannot judge.

So, Seniors, though you may fear for our welfare after you leave us, let us assure you that but for you as our standard we should indeed have been a total failure as a class.

To convince you of all this, we promise in our Senior year to behave as well as you have done, and to conduct ourselves with all your dignity, and to consider what you would have done, when difficult problems confront us.

Here you have our promise to which we will add a wish that on whatever road you choose to travel, you will meet with the best of health, wealth and happiness.

* * *

PHYSICAL GEOGRAPHY

Prof. Symonds: "What are the characteristics of a mature topography?"

J. G.: "Valleys shaped like you (u)."

* * * *

C. D.: "I dreamed last night that I—er—ah—proposed to you. I wonder what that is the sign of?"

D. H.: "It is a sign that you have more sense when you are asleep than when you are awake."

HELEN VAN DYCK

If the testimonies of students could be collected, they would form a fitting tribute to Miss Helen Van Dyck, who lives with us now in memory only—a character that still radiates goodness as steadily and sweetly as does the sunshine.

Said one young boy, "I liked Miss Van Dyck the best of all my teachers. She was always trying to help somebody." "She was kindness personified," remarked an older student. "I can see her now," wrote another, "as she faced the assembly hall full of students—a delicate flower amid a lot of weeds—'buds' she might have called us—but in comparison with her, the former name fits us better. Then after school was out, she always would be staying late, very late, to help us poor weeds out of some trouble."

Hers was indeed a flowerlike life—fair to behold and fragrant with kindly words and deeds. Yet with all its delicacy—possibly because of it—what a powerful influence for good that life has exerted! What an impression of the beauty of loving service has been left on the minds of her pupils! They will not forget the fair face, the eyes that lighted so quickly with sympathy, the retiring manner joined with a spirit that leaped to give help at the slightest intimation of need. And remembering, will not an impulse be imparted to these young people to follow the high example of their teacher, an impulse that is of more value than any intellectual attainment—to give themselves as generously and lovingly to others as she did? This accomplished, who can measure the worth of her services?

Much might be written on the fam-

ily connections of Miss Van Dyck, the literary and religious atmosphere in which she was reared, the careful home training to which she was ever most loyal, the high scholarship and honors to which she attained in college, her church relations that claimed her first allegiance before all social duties—all of which facts in her life would be of interest, inasmuch as they reveal the source from which the flowerlike life sprang. It is sufficient to say that her character was a fine example of perfect response to environment and training. The fact of commanding interest to us is the product of all the formative influences—the life as we saw it that dwelt among us for three short years.

Helen Van Dyck, the gentle, scholarly woman, has a monument in Southold, more enduring than granite. Her works live in the lives of her students, and in love and loyalty her memory is treasured in their young hearts.

E. B. H.

VALEDICTORY

By Harold Richmond

Board of Education, teachers and people of Southold, it has fallen my duty to say farewell in behalf of the Class of 1916. It is with deep regret that we say farewell to-night; for commencement means that we must leave the many friends we have made, together with our beloved school and seek a place in the ranks to fight life's great battle as men and women. Whether we will conquer or not depends on how we have equipped ourselves, what kind of hopes, ideals and ambitions we have formed, whether we have taken advantage of the opportunities which you have offered us.

For it is primarily the taxpayers, who have foreseen that the strength of the nation depends on the education of the people, we have to thank for our school and its advantages. We want to thank especially the Board of Education, whose efforts have made possible for us the advantages of our high school education. And above all we want to thank the teachers for their untiring efforts in trying to give us the best of their knowledge. Theirs is a great and noble work, for their examples and teachings will live and grow long after they are gone. It has been through their patience and untiring efforts that we have come to realize the great truth of our motto, "He conquers who conquers himself." Sometimes we have acted unwisely and made their work harder, but now that we must leave them we realize our mistakes and regret that we cannot live our high school life over again, that we might make better use of our time.

But we cannot retrace our steps; we must be satisfied with profiting by our mistakes. Our high school life will soon be but a memory. We may forget what happened there, but we can never forget what we have learned there, nor the friends we have made there. We shall become more thankful each day to those who gave us such opportunities to help us make a start in life; and we shall always look back with regret to the day when we were forced to say good-bye to our many friends and our Alma Mater.

So, thanking you for the many opportunities you have given us and turning our thoughts, hopes and ambitions in another direction, the Class of 1916 bids you "farewell."

S. H. S. ALPHABET

- A is for Albert, so tall and so lean,
 B is for Bergen, who gets sick on ice cream.
 C is for Chauncey, Doris' friend,
 D is for Doris, whom Chauncey attends.
 E is for Eunice, so cute and so proud,
 F is for Frieda, so noisy and loud.
 G is for Grattan, both Josephine and Joe,
 H is for Hodgins, who'd make Wilson go.
 I is for ignorance, which WE ne'er possessed,
 J is for Jay, who was never caressed.
 K is for Kanold, a musician born,
 L is Lizbeth, without Carleton forlorn.
 M is for Marjorie, who of giggling ne'er tires,
 N is for negligence, which no one admires.
 O is for Olin, Cutchogue's greatest bard,
 P is for Prince, who works his tongue hard.
 Q is for Quarty, who from duty ne'er shirks,
 R is for Miss Rowe, who loves Caesar's works.
 S is for Schwarzbach, so noble and true,
 T is for Terry, who is bigger than you.
 U is for usefulness, for which we all strive,
 V is for Vera, who's always alive.
 W is for women, who won't get our vote,
 X is for something we cannot denote.
 Y is for Youngs, a suffragette,
 Z is for "ZENITH," the BEST paper yet.

CLASS PROPHECY

By Vera L. Petty

One lovely morning in June, in the year 1926, I was sitting in a large, pleasant room of my home with an open book on my lap. But I was not reading, I was idly dreaming, and unconsciously spoke aloud, "It is just ten years ago to-day since the Class of 1916 graduated. I wonder where all my classmates are to-day. I feel as if I were going to hear from them in some way to-day and I should be much pleased if I should do so."

While I was speaking, I had closed my eyes and now opened them. Rubbing my eyes, I looked around me. I was not in the old room, but in a beautiful garden which I had never seen before. While sitting there gazing amazedly around me, I heard a loud whir in the air above me. Looking up, I saw a large aeroplane slowly approaching. It was descending and, in a few moments, had landed in the center of the garden.

There was one occupant of the car, a man of middle age. He alighted from the car and advanced slowly towards me. When he had nearly reached me, he raised his hat, saying, "Come with me, there are a number of places to which I wish to take you."

I laid down my book and rose and followed him to the machine. We climbed in and soon we were travelling very swiftly. After travelling some distance we slackened speed and began descending. Looking down, I could see a large city below us. We soon reached the ground and disembarked into an open field on the outskirts of New York City.

The man beckoned me to follow him and led the way up a crowded street to

a large garage. We entered and, going up to one of the employees of the place, my guide asked him if he could speak to the proprietor. The man said he would see and left the room. He returned almost immediately and led the way up a flight of stairs. We went along a hall and soon came to a door on which was marked the words, "Private Office." We knocked and heard a voice bidding us enter. We did so and saw a man sitting at a desk, busily writing. He turned to us and after looking at his face for a moment I recognized him, although he had grown a mustache and looked much older. It was Teunis Bergen. We shook hands and then he showed us about the garage, which was very large, with all modern improvements. After a few moments we departed, as my guide said there were other places to which he wished to take me.

Reaching the street, we walked a few blocks and then entered a large department store. We were immediately taken to the office of the proprietor. A man sitting in a chair arose and came forward as we entered and, in spite of the fact that he had grown so stout that he was scarcely able to move, I immediately recognized him. It was Harold Richmond. He also recognized me and offered to show me about the building. We followed him, but soon took our departure, as my guide was in haste.

We reentered the aeroplane and soon reached another city, which my guide said was Ithaca. He said we were going to see the Professor of Agriculture, at Cornell University. When we reached the University, we went to the office of the professor. We saw a man sitting at a desk talking with a young man. He bade us be seated and,

although he had grown to be a mere shadow of his former self, I recognized him. It was Raymond Terry. He soon dismissed the young man and turned to us. After greeting each other, we began conversing about our school days. My guide would not allow me to talk long and we soon took our leave.

Entering the machine, we were soon soaring through the air more rapidly than we had before gone. We travelled a great distance and our next stop was at Berlin. My guide said we were going to see one of the greatest musicians the world had ever known. I was very much pleased when I heard this, and anxious to reach there. We went immediately to the musician's home. Going up to the front door, I gazed around me in speechless admiration. It seemed as though we had reached Paradise. The grounds were artistically laid out with many flower beds and by the harmony of the different colors one could easily tell that an artistic mind had planned the grounds. We were admitted by the musician himself. I did not recognize him at first, but finally did so. It was Harold Goldsmith. He took us into his music room and we asked him to play. Taking up a violin which lay on a stand nearby, he began playing one of the most entrancing melodies imaginable. After a moment he lay down the violin and sat down to the piano, and, after running his fingers through his long, curly hair, which hung over his shoulders, he played a number of pieces for us with many flourishes. Soon he arose and, after bidding Goldie good-bye, we left.

Our last stop, my guide said, was at Paris. We entered a small, white building in one of the best parts of the

city. My guide told me that this was the home of a famous American artist. A trim-looking maid took us up three flights of stairs to a large room. It was so dark that I could hardly see, but when I became accustomed to the darkness, I saw my old classmate, Myron Glover, standing at a window. He looked very queer, as his hair was arranged in the Dutch fashion, and he wore a long, loose gown with a crimson cravat. He shook hands, and I told him about my visits to the other boys, after which he showed me some of his pictures, which were very beautiful.

We soon took our departure and after some time we reached the garden from which we had started. When we alighted, and I was thanking the man for the pleasure he had given me, he suddenly sprang into the aeroplane and was soon lost to view.

Suddenly I heard a loud bang, and thinking something had happened to the aeroplane, I looked up. As I did so, I saw I was not in the garden, but in the old room at home. Then I realized that it was all a dream. Looking around me, I said, "I have heard from my classmates, even if it was only a dream." Then added, "I am proud of the boys. They have conquered themselves and the world too, just as our class motto says—'Vincit, qui se vincit—He conquers who conquers himself.'"

* * *

Dick—I went fishing the other day and caught a weakfish that weighed ten and a half pounds, but just as I got it up to the side of the boat the hook broke.

Reg.—How did you know it weighed ten and a half pounds?

Dick—I saw the scales.

NATIONAL DEFENSE

By Myron H. Glover

The question of national defense is of great importance to every American citizen. Upon it depends the Nation's honor, the protection of its citizens and the perpetuation of its institutions.

The true purpose of a democratic government is best expressed in the preamble to the Constitution of the United States: "To establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity." By the last analysis all government rests upon force, and it is our duty to determine whether or not adequate provision has been made for the "common defense" and if the nation is prepared to defend itself.

Our marvelous increase in wealth and population during the past half century has led many people to believe that preparedness is unnecessary and that we can continue in our course of prosperity unmindful of every precaution and heedless of every warning. Many have maintained and argued that the surrounding oceans give us adequate protection. Another reason is due to the enormous size and wealth of our country, which has led us to confuse and mistake military resources for military strength. Steam, electricity and the skill of the shipbuilder have destroyed the protection which the Atlantic and Pacific formerly afforded. No sane man can believe that when the hour arrives for some nation to strike, either because of some grievance, real or fancied, or in defiance of the Monroe Doctrine,

that such nation will give us time to prepare.

Some maintain that preparedness may be the cause of provoking war. Do lifeboats hanging on a ship's side make storms more frequent? Do safety devices on railway trains increase the number of accidents? No—and proper defense of this country will not bring on war. Preparedness is no more militarism than an efficient police force is autocracy. It simply means protection for the homes of our people.

Preparedness is desirable for several reasons. We must be prepared to defend the Monroe Doctrine. One of the chief propositions of the Monroe Doctrine is that any attempt on the part of European powers "to extend their system to any portion of this hemisphere" would be considered "as dangerous to our peace and safety," and that any effort to oppress the South American States or to control their destiny would be viewed as a "manifestation of an unfriendly disposition toward the United States." At the present time European countries have large trade interests in South America. Japan has enormous settlements in South America and California. It is evident that these nations are getting a strong foothold in this hemisphere and it is not at all improbable that some time we may have to interfere.

Preparedness is the surest guarantee of peace, for our strength will necessarily be a warning to our enemies. It will promote prosperity by protecting our commerce on the high seas. It will also cause peace proposals of the United States to meet with respect, for other nations will realize

that we make peace proposals because we are sincere, not because we are inefficient. With proper national defense we shall not feel dependent upon the amiability of others, for we shall know our strength and how to enforce the demands of right and justice.

It is a self-evident fact that we are not prepared. Our navy is inadequate. It is entirely too small to protect our enormous coast line and harbors. The guardianship of the Panama Canal necessitates an increased navy. The great canal and our harbors must be protected and to do this we must have an efficient navy.

We need but to glance at the reports of our navy officers to perceive that our army and coast defenses are inadequate. Our army is altogether too small for the territory it has to protect. Then, too, it is not properly equipped. The guns at our coast defenses are smaller than those of the modern dreadnaught.

We all hope that peace will forever be the blessing of this nation, but we are living in times not of our own making, surrounded by conditions not of our own choosing, and just so long as hate and jealousy exists in mankind we owe it to ourselves and to generations yet unborn to protect and defend our heritage of democracy. If those cherished principles, for which our forefathers fought and bled are to live, then we must be prepared.

* * *

M. Glover: "Miss Deale makes little things count, doesn't she?"

W. Griswold: "What makes you think so?"

M. Glover: "She teaches arithmetic to the first grade."

THE AEROPLANE

By Teunis S. Bergen, Jr.

For many years people have been trying to find safe methods of flying through the air. It was not accomplished with any safety until the twentieth century.

The first attempts were the haphazard and foolish tests made by the Italians as early as the eleventh century. Several Italians made machines consisting of large wings which were fastened to the hands and feet. In order to test them they would ascend to some high position and jump into the air. These tests were all failures because they had no way of balancing themselves. Nevertheless from these attempts it was learned that safety lay in flying at a considerable height from the ground, so that if they lost their balance there might be time and space for regaining it.

Sir George Cayley was the first to win distinction in England. After studying flights of birds, he believed that the wings of the machine should be curved from front to back and a tail plane added by which the machine might be steered and balanced. He also thought that the steam engine should be used to propel it. There were no machines made as the result of these ideas, although they caused the building of many useful models. The most important model was built by Henson in 1845. It weighed about thirty pounds and showed how a machine could be driven by revolving propellers. This was very important, because all later machines were driven by this method.

In the latter part of the nineteenth century a number of large machines were made. These were of very little

practical use, because men were inexperienced in the science of flying. Lillienthal was the first to discover that flying was a science and could not be accomplished without considerable practice. He learned by gliding from the summit of a hill on a set of wings. He was finally killed in his practice, but his methods were taken up by later inventors.

The Wright brothers, who are so well known for their works, used almost the same methods in learning to fly as Lillienthal used. However, instead of using wings as Lillienthal did, they used a glider, which was a biplane. It consisted of two main planes, one about four feet above the other and a small plane in the front. The operator lay flat across the center of the lower plane and governed the rising and lowering of the machine by raising and lowering the small plane. The main wings were made so that the operator could bend them to prevent the machine from slipping sideways when struck by gusts of wind.

It was not until 1903 that the Wright brothers made their first successful flight in an aeroplane which was driven by a gasoline motor. In 1905 they made a flight of twenty-five miles. During the next few years practically nothing was heard of the Wright brothers.

The Voisin brothers, of France, invented a machine which was similar to that of the Wright brothers, except that it had wheels fastened to the lower side. The machine ran along the ground on these wheels until it ascended into the air, while the Wright brothers' machine had to be run on a special track.

There were held in 1909 two mem-

orable events which greatly impressed the public with the progress of aviation. One was the crossing of the English Channel and the other the Flying Meeting held at Betheny. The prize of one thousand pounds, which was given for the former event, was won by a Frenchman named Bleriot. Several different kinds of machines took part in the latter event. Latham in his Antoinette machine, won the height prize, rising to an altitude of five hundred feet. Leferve, in one of the Wright brothers' machines, won several prizes by making trick flights, wheeling, diving and swinging in circles. He was the first to accomplish these tricks in an aeroplane.

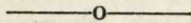
For the last few years the progress in the building of aeroplanes has been very rapid. The largest machine built in the United States up to the present time is seventy-two feet long and forty feet wide. It is driven by two engines, each developing one hundred twenty horsepower. This machine was successful in its trial test and will no doubt lead to the building of many other large machines.

It has been proposed by the Post Office Department of the United States to use aeroplanes for carrying mail. Plans have been made to establish routes in Alaska and Massachusetts in the near future. If this is a success it will no doubt be a great stimulus to the development of the nation's aerial defenses.

There is at present under construction at Washington, a fleet of twenty-one battle aeroplanes. They will have a wing spread of one hundred eighty feet and will be driven by dual engines developing one thousand seven hundred horse-power which will drive the machine at a speed of ninety miles an

hour. They will weigh thirty-five thousand pounds and will be equipped with a complete military equipment. The cockpits will be designed to accommodate eight men and it will be possible to carry a store of fuel sufficient to keep the machine in the air from seven to fourteen hours. These machines when completed are expected to be the largest and most thoroughly equipped aeroplanes in the world.

The aeroplane is one of the greatest inventions in the world and has had a great influence on the methods of warfare. They will no doubt be of greater advantage in the future both in times of war and times of peace.



THE PHILIPPINE QUESTION

By Harold Richmond

To do justice to the subject of my essay would require much more space and study than I am able to give. Volumes of books have been written on the Philippines. Some are reliable sources of information, some are not. I have endeavored to take the most important points and set them down in the form of an essay.

The question of Philippino independence has puzzled the greatest men of the country. At the present time opinions differ. This is shown by the recent debate in Congress, in which a bill was proposed giving the Philipinos self government, but was defeated.

To understand more clearly the existing conditions and the problems confronting our government, let us look back at the earlier conditions. The Spanish were the first to make settlements in the Islands, the most important settlement being at Manila. The purpose of the Spaniards seems not to

have been to establish trade but to convert the natives to Christianity. This was a noble purpose and the Spanish priests were successful to some extent. But prosperity in other lines suffered for the Spanish manufacturers did not allow any exports to come from the Islands. Later the Spanish attempted to make the Philippines self-supporting by compelling the people to plant all the available land in tobacco, which was sold to the government at a fixed price; the government to receive all the profit. The Spanish also discouraged thrift by maintaining a lottery pool; the natives were thus encouraged to spend their earnings, with the result that more than one poor fellow was imprisoned for debt and his land confiscated by the government. The taxes were burdensome and merchants allowed their stocks to fall off to show as little prosperity as possible, in order to reduce taxes.

Notwithstanding this backward condition under the Spanish, the Islands abounded in natural resources. The climate was such as to produce the most luxuriant vegetation. Many varieties of hardwood grow there, while fruit and vegetables are in abundance. Many products, such as rice, coffee, hemp, and tobacco are raised. The Islands are also rich in mineral products.

These resources were not developed under the Spanish. Agriculture was in a very backward condition; the most primitive implements were used and industry of every kind was retarded by the Spanish policy of government. Besides this the towns were in the most unsanitary condition. Great plagues and fevers swept over the country,

killing off the people by the hundreds. Settlers were almost sure to be taken with fever and careful rules of living had to be followed.

These, together with an insurrection, were the conditions with which the United States had to contend. At first a military governor was appointed, but after the revolt was put down a commission of nine Americans, including a governor, was put in charge of the islands. The Philipinos were represented by an assembly composed of native citizens and these two bodies constituted the framework of government. One of the first acts of the commission was to establish schools. American teachers were encouraged to go there and the practical subjects were taught, such as improved methods of agriculture, manual training and other subjects that would be of material value to the Philippino. The aim of the schools was to make self-governing citizens of the natives.

Another important work of the commission was the improvement of sanitary conditions. The Islands, before American occupation, were in the filthiest and most unsanitary condition imaginable. Driven wells were unknown, the water coming from rivers and lakes, which were also used as sewers. Thousands of people died yearly from diseases spread in this way. Lepers were allowed to go about the streets unrestrained. The people had a way of tying the insane to posts, thus increasing their misery and making it impossible to improve their condition. The natives thought that these diseases were sent by God in punishment for their misdeeds and they therefore made no attempt to avoid or get rid of them.

Doctor Heiser, at the head of the

Public Health Department, has been instrumental in changing this superstitious idea. He has worked diplomatically to secure the cooperation of the natives, with the result that driven wells are used by every family, sewers have been dug and the sanitary conditions of the houses have been greatly improved. A leper colony has been established on one of the islands, in which the lepers themselves have control of the government of the colony and all the affairs are in their hands. Insane asylums and tuberculosis hospitals have been built. In fact it is said that the city of Manila, to-day, is one of the healthiest spots in the East.

The Philipinos, themselves, have been educated in these things and when possible they have been put in positions of trust. But they do not show the same capability and wisdom in affairs of government as the Americans. In fact it will be some time before the Philippino will be capable of self-government. One instance which proves this is an act passed by the Philippino assembly. It was a bill taking away the support of the insane asylum and several other institutions. When Doctor Heiser heard of this, he requested that he be allowed to address the assembly. The Philipinos reluctantly consented to allow him twenty minutes. But he did not stop at twenty minutes, he talked right on for three days, pointing out the dangers of letting lepers and lunatics loose in the streets. At the end of three days the assembly requested that he write out the section of the bill concerning the public health. Had not Dr. Heiser taken the liberty to interfere, the Philipinos might have destroyed the good work which he had taken so

long to accomplish.

In many other ways the Philippinos have shown themselves unfit for self-government. It is the opinion of some of the prominent Philippinos themselves that revolution would result if they were given their independence. Some Americans consider holding the Islands a policy of "imperialism," but when we look at what the United States has done for the Philippines, this is a wrong view on the subject. For we have not governed to benefit ourselves, but we have given the Philippinos of our own life, our own spirit of independence and democratic forms of government. This is not "imperialism," but protecting the weak and giving vitality and strength to those who are in need of it.

The question of when the Philippinos will be capable of self-government is a hard one to decide. Certainly we do not want to set them free, with the result that the Islands would be torn by revolt and dissension. This ought not to be a subject of party opinion, but careful consideration and full understanding of the abilities and ideals of the Philippinos ought to decide the matter.

* * *

IN BIOLOGY

Prof. S.: "What is the difference between a red louse and a green one?"

Student: "The color."

* * * *

AMERICAN HISTORY

Prof. Symonds: "Stop all this fooling! Who was George Washington? Answer yes or no!"

LIFE AND INFLUENCE OF

ALEXANDER THE GREAT

By Raymond Terry

Alexander the Great was the son of Philip II of Macedonia and Olympias, an Epirot princess. At Alexander's birth his father's position was well established as king of Macedonia. Philip possessed a genuine love of Greek culture, so he chose Aristotle for his son's tutor. Aristotle's training and influence went farther than the rhetoric which he taught. He inspired in his young pupil a love of the Greek culture which had its influence upon his life.

When very young, Alexander took a remarkable interest in the government. When sixteen he was left regent of Macedon while Philip was carrying on a great military campaign. He was not protected as would be expected of one who was to hold so important a position in the future, but was in the thickest of the battles, leading divisions of his father's army.

At Philip's death, instead of peacefully taking the throne, he found himself surrounded by enemies at home. Greece also took advantage of his youth and tried to throw off the Macedonian rule. After quelling the spirit of rebellion at home he marched into Greece and proclaimed himself commander in chief as his father had done. Then Alexander made preparations for the extension of his kingdom into Asia. With about thirty-five thousand well trained men he subdued Asia Minor, destroying the Persian army. While wintering in Gordion, he cut the famous Gordion knot, which in theory made him Lord of Asia. In less than two years the

greater part of Asia Minor had been subdued. Then followed the conquest of Egypt, Persia and India.

Alexander would have gone on had not his men been worn out with previous conquests. He had conquered nearly all the known world, but still he was not satisfied to settle down and enjoy the fruits of his labor. But before he had time to complete his work he was stricken down with a fever and died in a short time.

In his brilliant military career we often lose sight of Alexander as a man and as a statesman.

As a man he possessed unnatural strength and endurance, an untiring nature which make him ready to go on when all his soldiers were worn out. His restless mind was always planning new feats, which his will power and ability made possible for him.

As a statesman Alexander had a cosmopolitan breadth of view which was far ahead of his day. He could look past the narrow limits of a small state and conceive a world empire. He showed his broad ideas by favoring the union of races, and encouraging a wider commercial intercourse. His methods of government were in advance of his time. He organized his empire into provinces, and assigned a separate officer to each function of government. In this way he prevented despotic rule and made rebellion almost impossible.

Although Alexander died in his thirty-third year, he had accomplished a work which has had a greater influence on the civilization of the world than the work of any other human being. Alexander's idea of establishing a world empire failed, for his empire

went to pieces at his death, but his influence has come down to the present day.

The mission in which Alexander did succeed was that of making Hellenic culture the common property of mankind. He did for Greece what she, because of the failure of her states to unite, was unable to do for herself. With the idea of spreading the Greek culture and advancing the civilization of man, Alexander conquered and where he conquered he founded cities as centers for the diffusion of the Greek learning. In every part of his empire he founded cities, about seventy in all, and in them left some of his worn out soldiers to establish Greek customs. These cities were also centers of commerce, so they bound the empire together by ties of commerce as well as by a common civilization. Alexandria on the Nile, one of the most important of them, remained a center of Greek learning until it was absorbed by the Roman empire.

Alexander earned well his title, the Great. He was truly great in all the powers which elevate one man above his fellows, and make him a leader of men. Although we may not approve of all that he did we can not help applauding the genius of the man who accomplished so great a work.

* * *

Miss B.: "Si, if coal is six dollars a ton, how much can I buy for twenty-four dollars?"

Si.: "A little over three tons."

Miss B.: "That's wrong."

Si.: "I know it is, but they all do it."

STUDENT GOVERNMENT

By Vera L. Petty

Many high schools use Student Government. Its purpose is to place in the hands of the pupils the power of enacting and enforcing the laws made by the Student Association and to influence the interests of the school by exercising its power.

The entire body of the students of the school belong to this association. Each member is under an obligation to uphold the reputation and honor of his school by observing the school regulations and by aiding in enforcing them.

In the Girls' High School of Brooklyn the officers of this association are a president, chosen from the senior class; a vice-president from the junior class; a secretary from the sophomore class, and an assistant secretary from the freshman class.

Candidates for any office must have a standard of scholarship of seventy per cent. during the preceding term. The names of nominees are made public one week before election, which must take place at least one week before Regents' examinations. The officers-elect are installed in the last week of the term.

There is also a body of counsellors, which is elected by the school from members having attained an average of sixty-five per cent. during the preceding term. The duty of the counsellors is to maintain order and to receive reports from teachers.

Besides the counsellors there is a body of senators, which consists of two senators from each class. The

counsellors of each division nominate four candidates for senator from each division and the election takes place at the same time as that of the class officers.

Amendments to the constitution are proposed to the senate, which then submits them to the Student Association for ratification or rejection. The senate makes by-laws, rules and penalties and counts the votes cast at the election of the officers of the association and publishes the results of the election. Each senator, unless absent from school, attends all meetings of the senate and is held responsible for the actions of her division.

In a small school like Southold High School you would have no need for as many officers as are needed in a large school, as there are not as many pupils.

In student government the work of the teachers is much easier because pupils feel under obligations toward upholding the honor of the class and so behave much better than they otherwise would. The teachers have much more time to themselves than they would if they had to attend to all of the pupils and preserve order.

Pupils become much more self-reliant if they have student government in the school to which they go, as they have to rely on their own judgment a great deal in making rules and in other matters concerning student government. Pupils are much inclined to rebel against the rule of their teachers, but in student government the teachers have nothing to do with the government of the pupils outside of their classes and in them only in the matter of lessons.

amount of gold being coined there at one time.

From the Mint we went back to the station and into the train again. Then after a few miles of car tracks and dingy towns, and more car tracks, the scenery grew beautiful; blue rivers and bays instead of muddy ones, rolling hills now and then, and touches of spring in woods and brooks. We passed through Baltimore, which looked very attractive; all the streets and back dooryards visible from the train were neat and clean, a statement which could be made of no other city on the way.

And then Washington! I wish I could describe our first impression of the city, as we were carried to our hotel in big, comfortable open 'buses—streets wide, smooth and quiet, comparatively free of traffic; balmy air with the smell of spring in it; stately buildings, beautiful parks, and lights twinkling everywhere through the twilight glow.

That evening we visited the Congressional Library. Almost every inch of the interior is wonderfully decorated, and every decoration has a meaning. Besides the reading rooms and the many thousands of books, it contains many educational exhibits open to the public. Closing time came much too soon for us.

The Capitol and the Library face each other, and the view of the Capitol at night from the Library steps is the most wonderful obtainable. On our way back to Pennsylvania avenue we walked across the Capitol grounds and down its long flights of steps. All the grass was green, and on the terraces were beds of fragrant hyacinths and tulips.

The next morning we began our sight-seeing in earnest, with a 'bus ride which took us through the navy yard and past practically every public building in Washington. The day was as perfect as one could imagine, and Washington seemed the most beautiful city we had ever seen. After this flying view of our Capitol, we went through Georgetown, across the Potomac, and along the military road to Fort Meyer. Arrived at Fort Meyer, we saw the very neat quarters of the officers, then the Arlington wireless towers, then the gates of Arlington cemetery. Anyone who has fought in the United States' service is entitled to burial here, and the Government furnishes for each one a very simple headstone. We alighted, walked around amongst the graves, and visited the mansion which stands on the grounds, once the home of General Robert E. Lee. From its portico we could see the Potomac stretched out before us, and beyond, the city of Washington. In a short time we left the cemetery, and were soon back again in Washington.

That afternoon we visited the Corcoran Art Gallery and the National Museum. One picture which pleased the Seniors very much, because of their interest in Milton, was called "Allegro and Penserso." Ask them about it.

Monday morning threatened rain, so we decided to visit the Capitol. We took a car to the House Office building, where Mr. Hicks received us very cordially, gave us cards of admission to government buildings, and led us through the tunnel to the Capitol. The House was not yet in session, so we sat down in the members' seats

to wait for our guide, and pretended we were Congressmen. I cannot begin to describe the Capitol, which is magnificently decorated throughout. Two sets of columns, said to have been designed according to Thomas Jefferson's ideas, were especially interesting; one, decorated with the conventionalized tobacco leaf, the other, with Indian corn. The shafts were fluted to represent stalks, and above were the ripe ears. When we had been the rounds, we climbed, climbed, climbed, to the top of the dome. We could see the streets radiating from the Capitol in all directions. The rain had stopped and the soft haze made everything more beautiful. At half past eleven we went into the members' gallery to watch the House convene. Then we hurried away for lunch.

That afternoon we visited Mount Vernon. The boat ride down the river was very pretty and showed us many points of interest. Mount Vernon itself was charming. Although the interior of the house was too crowded for comfort or satisfaction, outdoors we could all get a little of the spirit of the place. One could imagine Washington gazing at the Potomac, or walking in the quaint gardens, or riding in the quaint coach. As we were standing thoughtfully before the tomb, a dried-up, little old darky appeared and told us all about it. He looked and talked as if he had stepped from the pages of some old Southern story; and I am convinced that his father or grandfather must have been a slave on that same plantation in George Washington's day.

Tuesday morning we went first to the Washington Monument and got a splendid view from the top. From

there we went to the Bureau of Printing and Engraving, then to the Bureau of American Republics, where the Pan-American Union holds its meetings. In the centre is a fascinating patio, filled with tropical plants and birds. Next we visited the State, War, and Navy building, and the Treasury Department.

From the Treasury we hurried to the Capitol and spent a very interesting half hour in the Senate, listening to a discussion of the Hay Bill. Then we went to the Supreme Court for about ten minutes. The Supreme Court and the Senate brought us back to earth a bit, and made us realize that the "showy" part of Washington was quite secondary to the "business" part, and that this centre of our nation's affairs should arouse more interest and patriotism than its external setting of grandeur.

Wednesday morning we all went to the White House, where, after a long wait in the East Room, we were shown the State dining room, the blue room, the green room, and the red room. We had hoped to meet the President that morning, but since he was very busy preparing a special message to Congress, he could not see us.

There was nothing left for us to do but return to our hotel, eat an early lunch, and go to the station. We reached the station at twelve-thirty, left Washington at twelve-thirty-one, and arrived at New York at about six—a very tired and very happy party.

* * *

Defining It.

"What is a reminiscence, paw?"

"Very tiresome usually, my son."

CLASS WILL

By Myron H. Glover

We, the Class of 1916, of the Southold High School, Town of Southold, New York, do hereby make, publish and declare this our last Will and Testament, in manner and form following:

We hereby give, devise and bequeath—

First: To Mr. Symonds—Our best wishes.

Second: To Southold High School—The seats made vacant by ourselves.

Third: To Miss Fitz—A pencil on which the force of gravity will have no effect.

Fourth: To Chauncey Davis—A vanity set.

Fifth: To Junior Mahoney—A couch upon which to take his naps.

Sixth: To Richard Hodgins—A book containing some of Roosevelt's most famous orations.

Seventh: To Doris Hagerman—An apparatus on which she may exercise in order to reduce her weight.

Eighth: To Helen Payne—Something to make her grow.

Ninth: To Wesley Prince—A small amount of self-confidence.

Tenth: To Frieda Williams—A new tongue to replace the one which is nearly worn out.

Eleventh: To Albert Salmon—A cure for bashfulness.

Twelfth: To Harry Carroll—A pair of boxing gloves with which to build up his physique.

Thirteenth: To Ruth Bloomfield—Same.

Fourteenth: To Murlin Youngs—A pair of rubber heels.

Fifteenth: To William Griswold—A book strap.

Sixteenth: To Jay Glover—Another package of Cool's Quick-Temper Preventive, as the one left him by the Class of 1914 has not had its desired effect.

Seventeenth: To Eunice Macomber—Something with which to attract attention.

Eighteenth: To Marjorie Horton—A place on the basketball team next year.

Nineteenth: To John Merwin—A pair of shoulder braces.

Twentieth: To Mr. May—A new chair, a pipe and a supply of tobacco sufficient to last him during the whole school year.

Twenty-first: To Elmer Quarty—A package of cubebs.

Twenty-second: To Josephine Grattan—Some more boys with whom she may carry on her flirtations.

Twenty-third: We nominate, constitute and appoint Reginald Donahue and Josephine May executors of this our last Will and Testament.

In Witness Whereof, We have hereunto subscribed our names and affixed our seal at Southold, New York, this seventeenth day of May, 1916, in the presence of Lizbeth Vail and Carleton Dickerson, whom we have requested to become attesting witnesses hereunto.

RAYMOND TERRY
HAROLD RICHMOND
VERA PETTY
HAROLD GOLDSMITH
TEUNIS BERGEN
MYRON GLOVER

The foregoing instrument was subscribed, sealed, published and declared

by the Class of 1916 as and for their last Will and Testament in our presence, and we in their presence and in the presence of each other, hereunto subscribe our names as attesting witnesses, this seventeenth day of May, 1916.

CARLETON DICKERSON
LIZBETH VAIL.

* * *

R. D.: "Did you know that people do not send letters out to Washington any more?"

J. G.: "No! Why not?"

R. D.: "Because he is dead."

* * *

BASEBALL

By Harold Goldsmith

The boys of the high school interested in baseball, met late in March to elect a captain and manager for the season. H. Richmond was chosen captain, and H. Goldsmith, manager.

The first game was played at Mattituck on April 15. After a somewhat loosely played game, Southold won, 6-5. The line-up was as follows:

W. Prince 3 b
J. Glover, 2 b
W. Grathwohl, 1b
M. Glover, c
W. Griswold, p
H. Goldsmith, c f
A. Salmon, 1 f
A. Strasser, s s
R. Young, r f

On the following Saturday the boys went to Riverhead, where they were again victorious. Both teams played tight ball. Southold scored its first and only run in the third inning. Sev-

eral times Riverhead nearly scored, but fast fielding on the part of Southold made their efforts fruitless. The final score was 1-0. The line-up was as follows:

W. Prince, s s
J. Glover, 2 b
W. Grathwohl, 1 b
M. Glover, c
H. Goldsmith, 1 f
H. Richmond, 3 b
A. Strasser, c f
C. Davis, r f
A. Salmon, p

Southold played its first game at home on Friday, April 28, with Riverhead. The game was extremely interesting from the beginning. Southold won by the score of 5-3. The line-up follows:

W. Prince, s s
J. Glover, 2 b
W. Grathwohl, 1 b
M. Glover, c
H. Goldsmith, 1 f
H. Richmond, 3 b
W. Griswold, r f & p
A. Salmon, r f & p
A. Strasser, c f

On the following day, April 29, Mattituck came here and a good game was played, although Southold won easily, the score being 9-2. Following was the line-up:

J. Glover, 2 b
W. Grathwohl, 1 b
M. Glover, c
H. Goldsmith, 1 f
H. Richmond, 3 b
A. Salmon, c f
W. Griswold, p
A. Strasser, s s
C. Davis, r f

TEACHERS' CORNER



WORK AND SUCCESS

"All work and no play makes Jack a dull boy," is a saying that does not need to be mentioned among most young people. Most of the boys and girls of village communities have a pretty good time most of the time. The emphasis needs to be placed on the value of work rather than the value of play.

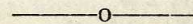
Intelligent work is what accomplishes most things worth while. Play has an important place in the hours of recreation, when a person is seeking to throw off the bad physical effects of hard work. But it is a splendid thing for young people to see the value and importance of work. For a young person to get a vision of what persistent and consistent effort will do, is to take away from labor that which makes it seem hard.

Every good teacher must understand his work and be able to give clear explanations. His work must be well organized. In doing these things much effort is necessary. But if he succeeds as an instructor, he must make his pupils work. The best test of his skill is the degree of spontaneity with which his pupils respond to his efforts to get them to work. Work of the pupil counts for more than the skill of the teacher among the older pupils. It is true that some people grasp facts more quickly than others. It cannot be denied that some people are brighter than others. But the amount done by the so-called bright people is greatly discounted. The effect is seen, but the cause is hidden and we forget how much mid-

night oil the brilliant scholar has burned.

What is true of the student's life is true of every other walk of life. Those men who represent the most skilled of the great national game, trained themselves for years before any notice was taken of them. If you talk with a man high in the administration of some big business undertaking, he will tell you with pride of the hard work he has done to earn the right to his important position. Those who are familiar with the life of some good pianist, know of the many years during which such a person has toiled day in and day out before he attained the skill for which he receives the applause of his many admirers.

It should be an encouragement to most of us that labor holds such an important place in our destinies. Instead of saying that we have too much to do, let us demonstrate that we are more than equal to our work. So long as we find our present job too much for our energies, it will be the only one we are capable of holding. If we can demonstrate our ability to get a bigger task, we will get it and all that goes with it.



CO-OPERATION

As the onlooker watches intently the plays of a baseball or a basketball game, he cries, "Isn't that splendid team work!" What makes it such? The player forgets himself and thinks only of the desire to win for the team. He measures his own success by the number of times he made use of his opportunity to serve the team. He does not seek the position which he

prefers, but willingly plays where he can best promote the interests of the team. What spirit is it that makes him so willing to give up personal gain for the welfare of a unit?

Man was born a social creature and cannot exist normally without enjoying the companionship of his equals. Because he was born with that characteristic, there developed in him a desire to meet the approval of his fellow-beings. He is not satisfied with the approval merely of his family and a few selected friends, but he wishes to be thought well of by his acquaintances and, indeed, the world at large. To meet that approval he submits to customs and precedents which society, finding valuable, has passed on to the succeeding generations.

We find here the beginning of co-operation. Man becomes willing to give up certain seeming privileges for a bigger welfare. The fact that he gives up something to society, makes him a better member of it. He begins to look around to see what he can do for his neighbor, and in the looking, the neighbor benefits him. There is set up a process of give and take. Those who do not share in this process we say are "out of tune with the world"; and where does one find a more deplorable figure than he who will not fall into the rythm about him?

We have all inherited the spirit of co-operation. This spirit is manifested in our sports, the so-called teamwork; in our family life, in our clubs and societies wherever they may be. No group can exist happily without it. Since we all possess that spirit

in greater or less degree, let us examine it a little more closely.

The father at the head of his family thinks, plans and works for every member in it. He no longer works at that particular thing only, to which his fancy draws him, but accepts any honorable employment which will afford him an opportunity to give his family those things which he values most. Each member of that family attempts to live in such a way as to honor the family name and bring credit to it. One learns that to be truly happy one must be unselfish and must work for the welfare of the whole rather than for individual welfare. Consider the president of a club. He does not thrust his own opinions upon its members, but wisely asks their views of the matter. He weighs them all, and chooses the one most beneficial to the society. The Governor of the State together with his advisory board plans to better conditions under his jurisdiction. He who labors for personal interest is soon marked as disloyal and unpatriotic.

If this spirit is so essential to harmonious family life and successful public life, we must realize its importance in our life as a world member. Let us extend it then. Let us consider how we can best serve our fellowmen. It is of little value to the world to serve it with art when it needs mechanics. Perhaps you are a better artist than a mechanic, but of what value is your art if the world cannot use it? Accept that position which most needs you; strengthen the chain where the link is weak and forget self in the desire to have the team

win. Fight for the honor of your school; strive to have it excel in scholarship; remember that you are part of a unit and every effort on your part to serve it strengthens it just so much.

—o—

THE VALUE OF LATIN

The question is asked almost daily: "What good does Latin do? We'll never use it, will we?" This is a practical age and we are inclined to consider any subject worthless which does not give practical and vocational training. Even if Latin were of this sort, it would still be very much worth while, but it is practical and it is vocational.

It is truly a bread and butter study and is capable of increasing the earning capacity of young men and women as perhaps few of the so-called vocational subjects do. For no education, however practical, is really vocational if it does not train the boy or girl and give an increased power in the use of the mother tongue. Such a large number of our English words are derived from the Latin, that the Latin student is almost invariably the one who has the best vocabulary and can understand the meaning of unfamiliar words. For example, in the word punitive, used in connection with the troops recently sent into Mexico, the Latin student easily recognizes that it comes from the Latin word, punio, meaning to punish, and he understands the meaning.

Some people have the idea that Latin is gradually becoming replaced in our schools by commercial subjects, but such is not the case. In a re-

cent report by Dr. Arms, of the Education Department, he gives statistics to show that the per cent of increase of the number of pupils taking Latin is seventy-one. Compare this with the fact that the increase of the number of pupils in the schools during this same period is seventy-two per cent and you will see that the study of Latin has steadily kept pace with the number of pupils.

Statistics also prove that classical students who later specialized in something else have done better work in the second field than those who left out the classical studies and specialized in their particular line of work from the beginning. That is one reason why Latin is required for entrance in so many colleges and for so many courses.

Latin is hard. Pupils are seldom able to master it without real work. But this is no argument against it, for the value of our school work as well as other things in life depends largely on the amount of interest and energy which we devote to it.

* * * *

STUDY THE PRESENT.

—

Why not study the present? If a man examines his thoughts he will find them all occupied with the past and the future. We hardly ever think about the present. * * * Thus always laying ourselves out to be happy (in the future) it is inevitable that man cannot be so actually.—Pascal.

TENNIS ASSOCIATION

The Tennis Association was organized in the spring of 1915. It was organized for the purpose of interesting the students of the high school in tennis, and to give them another form of athletics besides baseball.

We wish it distinctly understood that this organization is not for high school or alumni people exclusively. We will be glad to have any of the townspeople interested in tennis, join. Anyone wishing to do so may become full-fledged members by the payment of 50 cents to Clement Booth, secretary and treasurer.

We want the high school people to become more interested in the game of tennis. The court is there. Why not use it? We want this organization to live and grow, but can do nothing without your cooperation. Will you help us make this association stand for good sport, fair play, and a jolly time? We need you.

* * *

Mrs. L.: "How did you used to tell the twins apart?"

Mrs. G.: "I put my finger in Myron's mouth and if he bit I knew it was Jay."

* * *

M. G.: "Hello, Joe. Did I ever tell you the joke about the frosted window?"

J. G.: "No."

M. G.: "I guess I won't. You couldn't see through it."

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STATISTICS FOR 1916

Name	Principal Characteristic	Disposition	Chief Delight	Future Occupation
Prof. Symonds	Noise	Uncertain	Speech-making	General
Miss Rowe	Pleasantness	Fine	Latin	Same
Miss Fitz	Tidiness	Hard to beat	Shakespeare	Suffragette
Miss Schwarzbach	Thrift	Fair	Rag-time	Uncertain
Jay Glover	Feet	Huffy	Girls	Chaufeur
Harry Carroll	Feminine	Punk	Dancing	Milliner
Chauncey Davis	Conceit	Sunny	Doris	Housekeeper
Ruth Bloomfield	Size	? Stubborn	Boys	Time will tell
Isabel Boisseau	Eyes	O. K.	"Toby"	Teacher
Reginald Donahue	Complexion	Swell	Study	Pugilist
Leroy Glover	Length	Awful	Sleeping	Athletics
Josephine Grattan	Freckles	Dangerous	Flirting	Trained nurse
Doris Hagerman	Slenderness	N. G.	"Ching"	Boss
Richard Hodgins	Head	So-So	Politics	Political Boss.
John Merwin	Stature	Even	Geometry	Parson
Josephine May	Tallness	Fierly	Examinations	Pianist
Helen Payne	Shortness	Spunky	Writing notes	Prima Donna
Eunice Macomber	Brains	Terrible	Sporting	Cook
Elmer Quarty	Mouth	Very good	Speeding	Statesman
Leroy Hutchinson	Musical	Amiable	Studying	Missionary
William Griswold	None	Lovely	Academy	Raising "Beans"
Lizbeth Vail	Appearance	Changeable	"Door Knobs"	Farmer's wife
Junior Mahoney	Hair	Worst possible	Elsie	Artist
Freida Williams	Deviltry	Contrary	Sauciness	Music teacher
Merlin Young	Ambition	Snappy	Jay	Actress
Wesley Prince	Self-Confidence	Not so bad	Baseball	Nothing
Albert Salmon	Wandering	Excellent	Exaggeration	Farming
Seniors	Dignity		Study	Wait and see

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