

THE X RAY



Southold Savings Bank

*now pays interest at QUARTERLY periods
instead of but twice a year.*

LOANS TO ITS DEPOSITORS ON THEIR BANK BOOKS OR LIBERTY BONDS

Remember that this is a MUTUAL Savings Bank and is owned by its Depositors and managed for them by a Board of seventeen Trustees, who receive no pay for their services, and that its money is invested only in first mortgages on Long Island real estate and in bonds of the United States, of some States, and City, County, Town, Village and School District bonds. None of its funds can be invested in unsecured notes or stocks of any kind.

Also please note that no deposit is too small to be gladly received, and that the Trustees strongly recommend small weekly or monthly deposits. Do not think that because you have but the one little dollar it is too small to bother YOUR Savings Bank with. It gives the officers and employees more pleasure to receive your dollar than to accept a deposit of \$5,000 from some capitalist, and, if the habit is fully formed and periodically kept up, it will astonish you to see how your balance will grow.

Deposits, January 1, 1922	- - - - -	\$6,207,755.10
Surplus	- - - - -	1,181,391.46
Total Resources	- - - - -	7,389,146.56

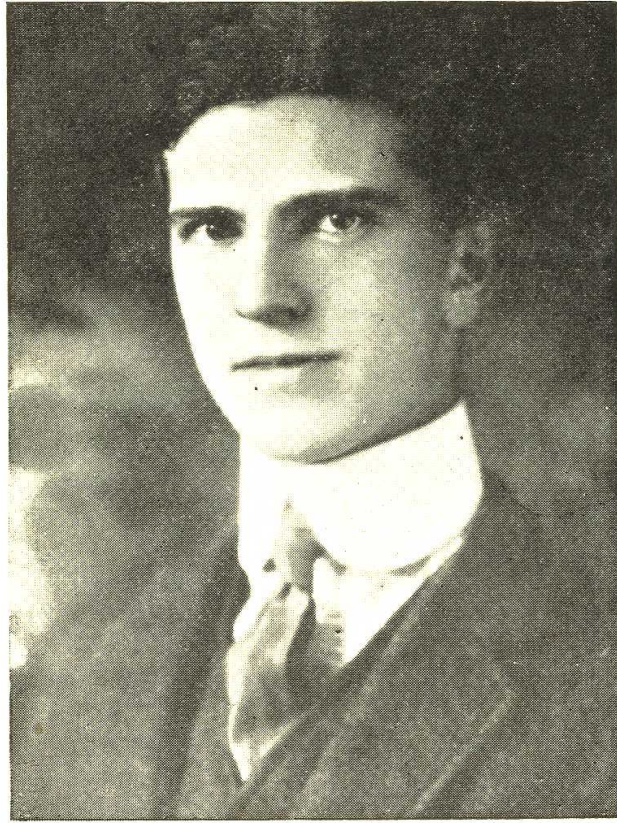
Belonging to 7,548 Depositors scattered through the United States and several Foreign Countries.

If not convenient to come to the Bank personally, write for instructions for opening and conducting an account by mail.

We are here to help you in every way we can. Before investing your money in Companies of which you know little, consult us and we may save you loss in some "Wild Cat" scheme.

Southold Savings Bank

Southold, N. Y.



To
EDWARD L. SHELDON
*a true friend and helper dur-
ing the last three years of our
high school life, this book is
dedicated*

THE X RAY

Published by the Class of 1922
SOUTHOLD HIGH SCHOOL
SOUTHOLD, N. Y., JUNE, 1922

EDITOR - - - - - THOMAS HALL
BUSINESS MANAGER - ALVAH GOLDSMITH

Colors	Motto	Flower
Navy Blue and Gold	<i>Industria est initium sapientiae</i>	Laurel

THE CLASS

BEATRICE HODGINS, <i>President</i>	THOMAS HALL, <i>Vice-President</i>
HELEN BOND, <i>Treasurer</i>	EUGENE LEHR, <i>Secretary</i>
IRENE GRISWOLD	ROSE AKSCIN
ALVAH GOLDSMITH	

THE FACULTY

EDWARD L. SHELDON, B.A., Yale	- - - - -	<i>Principal</i>
MARION S. TERRY, B.S., St. Lawrence	- - - - -	<i>Preceptress</i>
IDA FRANT, B.S., Brown	- - - - -	<i>High School</i>
DOROTHY S. PEARCE, B.S., Barnard	-	<i>High School and Eighth Grade</i>
GLADYS JOHNSON	- - - - -	<i>Seventh Grade</i>
RUTH T. SYMONDS	- - - - -	<i>Sixth Grade</i>
EVELINA A. GLOVER	- - - - -	<i>Fifth Grade</i>
RUTH D. CONKLIN	- - - - -	<i>Fourth Grade</i>
MARGUERITE McCANN	- - - - -	<i>Third Grade</i>
MARGUERITE HOWELL	- - - - -	<i>Second Grade</i>
MARGARET DEAL	- - - - -	<i>First Grade</i>

EDITORIAL

We of the class of 1922 have tried to make our paper bear the stamp of originality; we trust that we have not entirely failed. We leave the final judgment to our readers, asking only that it be given a fair trial and judged according to its deserts.

We wish to express our thanks to all those who have helped us to compile this magazine; to teachers, pupils, the business men who have helped us by their advertisements, and especially to the director and cast of the "Clancey Kids," who aided us so materially in making the paper a financial success.

We consider the "X-Ray" to be the milestone marking the end of our high school life; and we shall feel disappointed if you do not preserve it as a memento of the class of 1922.

SALUTATORY

In the name of the class of 1922. I wish to welcome you all here to-night; the school board, our principal, the teachers, these who have made possible our presence upon this occasion; our parents; and the many friends and guests before me. We know that the people of Southold have, at all times, evinced a real interest in the high school and its pupils. For this past interest and support we thank you. But the fact that you are here to-night to honor this particular class at its commencement exercises, strengthens our hope that we may, by success in the future, make good the start in life which you have given to us.

THOMAS HALL.

CLASS HISTORY

The class of 1922, in its freshman year looked like a record-breaker. There were seventeen members in the class then. But since, for various reasons, many have dropped out, leaving only seven to graduate. We have tried to make our class a good one although we have done little out of the ordinary; but, however, what we have done we have tried to do well. How far we have succeeded is not for us to say.

We organized our class in our Junior year with the following officers: President, Alvah Goldsmith; Vice-president, Beatrice Hodgins; Secretary, Helen Booth; Treasurer, Eugene Lehr.

Early in our Senior year we elected Beatrice Hodgins, President; Thomas Hall, Vice-President; Eugene Lehr, Secretary, and Helen Bond, Treasurer. After much discussion and many arguments, we decided upon navy blue and gold for our class colors and "Industria est initium sapientiae" for our class motto.

A trip to Washington was proposed but was dropped because of lack of money in the treasury. It was finally decided that those who wished, might join Huntington and some other schools in an excursion and pay their own expenses.

We decided to publish a class paper, and Thomas Hall was elected Editor, and Alvah Goldsmith, Business Manager. We had several dances and a food sale to help pay for the book, but these brought us only small amounts as compared with the proceeds from the "Clancey Kids," which was given in Belmont Hall for our benefit.

During the Easter vacation four members of the class, accompanied by Mr. Sheldon, went on the excursion to Washington.

One afternoon and evening in May the Senior class and the high school teachers were entertained by Mrs. Harrison Goldsmith, and all enjoyed themselves very much.

Now, as we look back over our last year in high school, we think that we have been very fortunate indeed, to have had so many good times together. Indeed, not many classes have been so fortunate.

We sincerely hope that any mistakes we may have made will be overlooked by our friends, for we have tried to do our best.

ALVAH GOLDSMITH.

MASTERS OF MUSIC AND THEIR INFLUENCE ON THE AMERI- CAN PUBLIC

Music, it might be said, is a sort of language which comparatively few understand. This is especially true of the young people. The only music which attracts them is jazz. Consider the high school students of to-day. How many of them are not bored to death at the mere mention of classical music? In many cases it is not because they do not like music but because they have not had the training which is so essential for appreciating this sort of music. How many of them know the names of five old masters? How many are at all familiar with present-day composers?

It seems a deplorable fact that so few people in the United States really appreciate good music. In the Old World, music occupies a prominent place on the stage of education. Perhaps the love of music is bred in those people because so many of the great masters were born there. The country is full of the birthplaces or favorite haunts of these composers. Bach, Hadyn, Handel, Mozart, Beethoven, Chopin, Chaminade, Grieg are products of Europe. America as yet, has introduced comparatively few great musicians and composers.

What is this training which is necessary for the appreciation of music? A short study of the rudiments of music holds first place; then follow a few important characteristics of renowned compositions, and short sketches of composers' lives. This last should include some details concerning the motives of the composer, the conditions under which he wrote and the training which he had had. Consideration of all these things would help people to a just valuation of music.

Through such a study many no doubt would be aroused to take up a serious study of music. They would see that money is not the primary essential to success, for many of the masters were born very poor. Beethoven is a noble example of one who was poor but famous.

Ludwig van Beethoven was born in Bonn, Germany, on December 16, 1770. Despite the dire poverty of the family, his father compelled the boy to prac-

tice and made many sacrifices that he might study art. Before his father was able to send him to prominent professors of the time, he taught his son himself. At the age of twelve, therefore, Beethoven was assistant organist at the court chapel, and in the same year his first compositions for the piano were published.

In 1787, Beethoven went to Vienna where he studied under the famous Mozart. A few years later he returned home and at this time met Hadyn, who was then at the height of his fame. At a dinner in Hadyn's honor, Beethoven's cantata, which he composed for the occasion, was played. He immediately saw Beethoven's talent. Following this event, Hadyn instructed the prodigy. But Beethoven refused to recognize Mozart and Hadyn as teachers for he worked so much by himself that he was almost self-taught.

The compositions of Beethoven are certainly the sort that one needs training to appreciate. Much of his music has a sad, sober strain. This is probably due to the sorrowful, lonesome life which he lived. He lived alone, although he had innumerable friends. Frequently for days at a time his body was not free from physical pain. As might be expected his many moods are reflected in his music. As he changed quickly from joy to sorrow, so he composed; when he felt at ease with the world his music was sweet; when he was full of rebellion, it seems that he tried to get revenge from the piano.

Many connect Beethoven and the term "sonata." This is because of his well-known "Moonlight Sonata" and "Sonata Pathetique." These two are particular favorites of teachers. Equally famous are his symphonies which are called "incomparable" by all critics. Of these there were nine, the most popular being "The Eroica" in E flat.

It is a great pity that the name of Beethoven stirs chiefly those who are advanced scholars of music. Beethoven is often compared to Michel Angelo. His compositions are similar to those great symphonies in marble which the latter created. Each man had but one object in life—his art.

The teaching of music in schools

should appeal to those who are in favor of high school education. A high school course is favored principally because of its broadening influence. For that reason music should be added to the high school course of study. In this connection it is encouraging to notice that music is being recognized as a dignified study to be included in the curriculum of colleges and secondary schools. As yet we are far too backward in our public school music. This training is all left to the family, and many who have real ability never apply it to anything but to the playing of rag-time.

America should not fall behind her sister nations of Europe in regard to art. America, of course, compared to the European countries, is young. But in a way she has an advantage. Just as Germany and France got their start from Italy, America has the experiences of all the older nations from which to learn. In spite of our youth, there are several prominent composers who are native born, although they have received their education abroad.

One especially well-known American composer is Edward MacDowell. He is a most virile and original creator, for he has given the sonata a new enlargement. He has studied at the Paris Conservatory and holds degrees from several colleges. He was a friend of the marvellous Liszt who greatly encouraged and aided him. Perhaps his most noted works are his "Indian Suite" and his sonatas, "Eroica" and "Tragica."

Along with MacDowell is ranked Ethelbert Nevin, a composer with sterling individuality. Famous suites of Nevin's are "In Arcady," and "Water Scenes." From the former comes the sweet music picture, "Shepherds All and Maiden Fair," and from the latter, the renowned "Narcissus."

In addition to our purely American composers, a large number of naturalized foreigners present themselves. While they hardly justify the epithet American, they are helping to make American musical life one of great activity, one which has accomplished a great deal but which still has a great deal to accomplish. Rachmaninoff is well known at present because of his

frequent appearances in New York. He is a most wonderful pianist but has not composed a very large number of pieces. His most celebrated composition at present is his "Prelude" in C sharp minor.

While not an American, Josef Hoffman has spent much time in this country and has no doubt had some influence on music here. He is a most conscientious player, and his playing is marked with fervor and scholarly mastership, a rare combination.

It must be granted that while the period of Beethoven and Hadyn was one of brilliant musical creation, to-day seems to have become the period of musical execution. Feats then considered next to impossible have been accomplished by the great master of technicality—Liszt.

Instrumental music is not the only kind that is understood. The same is true of the opera which includes both instrumental and vocal music. How many Americans to-day really appreciate opera? Verdi and Wagner are about the most celebrated writers of long tested operas. Verdi's first attempts were poor, but his last were magnificent. His fame lies in this famous trio of operas: "Rigoletto," "Il Trovatore" and "La Traviata." Wagner made the operatic question his life work. He had the immense advantage over all other composers in being able to compose his own poems. The world should recognize his great work, for it is much richer because of his superb contributions such as: "Tannhauser" and "Lohengrin."

American educators of to-day must soon awake and hear the call for music in the United States. Very recently music was added to the curriculum of the American Academy in Rome for the benefit of Americans who are studying there. It is planned now that monthly concerts be held for the performance of original compositions of young composers.

Some have seen our need and are doing noble work to encourage the study of music. There is still room for improvement so that America will perhaps some day be renowned for her music as she is for other arts.

BEATRICE HODGINS.

THE TRIP TO WASHINGTON

To write a detailed account of our trip would take a great deal of space and tire those who read it. So I am simply going to mention a few of the important buildings we saw and visited.

Monday morning, April tenth, Beatrice Hodgins, Rose Akseic, Eugene Lehr, and Alvah Goldsmith, accompanied by Mr. Sheldon, left for Washington. We joined the rest of the party in the Pennsylvania station and from there on we had two special cars. We reached Washington at 3:20 Monday afternoon.

We stayed in Washington five days, and during that time we saw practically everything of great interest. The party, numbering one hundred and forty-three, was separated, some staying at the Richmond, others at the Driscoll, and still others, including the Southold party, at the George Washington Inn.

Among the places we visited were the Congressional Library, the Washington Monument, the Old and New National Museums, Mt. Vernon, Arlington Cemetery, the Capitol, the White House, the Pan-American building, where the Washington Conference was held; the Corcoran Art gallery, and the Treasury building.

In the Arlington Cemetery we saw the sacred spot where stands the tomb of the "Unknown Soldier" of the World War.

At one o'clock on Thursday afternoon, we had an appointment with the President. We formed in line and passed through his office, shaking hands with him as we went by. We did not see Mrs. Harding as we expected. Later that same day we met Secretary Hughes in the State, War and Navy building and had the pleasure of shaking hands with him, also.

Friday afternoon at 4:30, we left Washington for Philadelphia where we spent the night and the following day.

We visited the Mint and saw coins being made. A guide explained the process to us. Later we visited Independence Hall and saw the Liberty Bell.

At 4:30 P. M. we left Philadelphia for home. The party broke up at the Pennsylvania station and each went

his own way.

To those who have not taken this trip, it may seem that it was uninteresting to us young people; but those who have visited the capital city can realize how we enjoyed it.

On the way home we all got together and gave three cheers for Mr. Higbie, the leader of the party, and those cheers cleared away all doubt as to whether we enjoyed the trip or not. We all had the "time of our lives."

ALVAH GOLDSMITH.

THEODORE ROOSEVELT: AMERICAN

Few of those who entered Harvard College in 1876 imagined that one of their number, a slender and rather delicate-looking youth, would one day become famous; yet Theodore Roosevelt is now numbered as one of the three greatest Americans.

From early childhood he had suffered acutely from attacks of asthma, but he possessed an indomitable spirit, and resolved to do everything possible to make himself strong and well. Deprived of the companionship of other boys because of his physical weakness, he went on long walks, and worked faithfully in his gymnasium. By these means he slowly gained health, so that at the time of his entrance to college he was no longer seriously handicapped.

After his graduation, Roosevelt was possessed of enough means to have lived a life of comfort without working if he so desired. His father had died while he was in college, leaving him a modest fortune. But Theodore was too young, too active, too red-blooded to live in idleness. He could never be happy unless he were busily at work. Also, he was convinced that he could best serve his fellowmen by remedying fundamental social conditions, and that these could best be reached through a political agency.

Therefore, the year 1881 saw Roosevelt a candidate for the New York Assembly. He was elected by a large majority, for the rich and poor of his district pulled together for the common good.

The young member was not received with enthusiasm by the older poli-

ticians, and he soon justified their fears. When he saw corruption, he did not hesitate to attack it, even though prominent officials were involved. At first it seemed as if he were blindly rushing into failure, but as the people gradually began to show they were back of him, the Assembly was forced to consider his charges. Roosevelt came out a victor, and in addition achieved the support of the people.

Young Roosevelt was twice re-elected to the Legislature, each time with a large majority. During his three terms he did all he could for better government, and those who watched his career closely predicted that he would some day make a name for himself in American politics.

But it was not in the political field alone that Roosevelt showed himself to be a true American. On his western ranch, among the Bad Lands of North Dakota, where he lived for two years after retiring from the Legislature, his courage and good-fellowship won the admiration and respect of all with whom he came in contact.

As Civil Service Commissioner, Roosevelt did much to bring before the country the necessity for the maintenance and extension of the Merit System. He believed in a square deal for everyone, and in spite of bitter attacks by the advocates of the old spoils system, he did all in his power to fill Civil Service positions in a fair and impartial way.

From the Civil Service Commission Roosevelt was called to be head of the New York City Police Department. At that time the whole Police Force was a monstrosity. Instead of enforcing the laws, and protecting the lives and property of respectable citizens, the Police developed a highly profitable system of immunity, which anyone could obtain by paying the price.

Roosevelt immediately put a stop to this evil. He first gained the confidence and respect of his men, then proceeded to weed out the bad and encourage the good. He enforced all the laws vigorously without regard to his personal opinion. During his administration he organized the best Police Force the city had ever known.

When the Spanish-American War broke out, Roosevelt might have stayed safely at home, at his desk in

the Navy Department, where he had been active in making preparations for the war. He wished to be engaged in active service, however, and offered his services to the army. He was made Lieutenant Colonel, serving under Colonel Leonard Wood. Together they organized the famous Rough Riders, who fought with great bravery throughout the war.

After his return from Cuba, Roosevelt's popularity won for him the Governorship of New York State. In this position he showed a complete freedom from the control of the party bosses. Many important reforms relating to factories, corporations and insurance companies were effected through his energetic direction of bills in the Legislature.

Roosevelt as a governor proved too honest, too energetic, and too much of a reformer for the crooked politicians, so they resolved that he must be shelved. To this end, they started to boom him for the Vice-Presidency under McKinley. Roosevelt would have preferred a second term as governor, but when he was nominated by acclamation, he decided to accept what he thought was the desire of the people.

The Republicans won the campaign, and Roosevelt seemed doomed to an inactive life during the next four years. But destiny had greater things in store for him. While holding a public reception in Buffalo, on September 6, 1901, President McKinley was shot by a Polish anarchist. Although the wounds did not seem dangerous at first, he died a week later. Roosevelt was sworn in at once, after a thrilling four hundred mile ride from Mount Marcy to Buffalo. Thus he became the twenty-sixth President of the United States.

President Roosevelt showed the same courage and determination that he had always shown. During his seven years in the White House he settled many foreign complications and had more new laws passed than any of his predecessors, with the possible exception of Lincoln.

Among his greatest achievements were the laws he had carried through in the fields of conservation and reclamation. He understood their vast importance, and through his influence

the conservation of our national resources was inaugurated.

During his administration, work on the Panama Canal, which has become of vital importance to our shipping, was begun in earnest. Some have criticised Roosevelt for the manner in which the Canal Zone was obtained, but when the circumstances are fully considered, he took the only possible course.

Some thought Roosevelt was too combative, but he loved peace as much as anyone. It was entirely through his efforts that the Russo-Japanese War was stopped and a treaty of peace signed. In recognition of his services in this affair he was awarded the Nobel Peace Prize.

One of the last acts of Roosevelt's administration was to receive the Great Fleet in Hampton Roads after its trip around the world. This trip had done much to show foreign countries that the United States was well prepared to defend itself in case of war, and thus was a powerful agent for peace.

Of Roosevelt's later life everyone knows. His hunting trips, his tour of Europe, and his spectacular campaign as the Presidential candidate of the Progressive party, are still fresh in our memories. Still better known is his vain agitation for national preparedness after the European War broke out. Then came the submarine outrages and the sinking of the *Lusitania*. Roosevelt's patriotism could not understand how the President could allow such crimes to continue with only mild, ineffectual protests against them.

When at last war was declared, Roosevelt thought that a chance to serve his country on the field of battle had come to him once more, but he was mistaken. Those in power saw fit to reject the offer of his services. He was forced to satisfy himself with stirring the patriotic zeal of Americans through magazine articles, and in this work he continued until his last illness and death.

Theodore Roosevelt will be remembered by posterity for his many sterling qualities—his unflinching courage, his determination, his love for the right, but above all for his unbounded patriotism.

EUGENE LEHR.

CLASS PROPHECY

While sitting at my desk, aimlessly looking over some papers, I came across my diary of 1922. Passing over most of the pages quickly, I read slowly and carefully the accounts of our trip to Washington and of our Commencement exercises. It was just ten years ago! I was suddenly seized with a strong desire to see my class-mates again, and hastily prepared for a trip to look them up. How long it would be I knew not.

It was a beautiful spring day, ideal weather for driving, so I started off in my snappy roadster. Not far from my home city, I heard that dreadful "click-click" of a flat tire. I was about to repair it when a powerful car drew up. A young gentleman got out and came toward me. It was none other than Alvah Goldsmith! I could scarcely believe my eyes. Right there on the side of the road we sat down and talked over old times, and the flat tire was soon forgotten. Alvah was now an insurance agent with the Metropolitan Insurance Company.

After my first success, I felt most encouraged, and busy with happy thoughts, soon arrived at L—. The last I knew, Helen was teaching here, but from the principal of her former school I learned that she was now instructor of "math" in a private school for girls in the suburbs of this city. There I found her, deeply engrossed in an Algebra book. It used to take a whole lot to stir Helen from her work in our school, but she dropped her book in amazement when she saw me. I spent the night in L— and fell asleep with deep satisfaction over my first day's success.

The next morning, I drove to New York, secured a telephone directory, looked up Eugene's address and went to his office immediately. He was busy, the office boy said, and did not wish to be disturbed. I urged the boy to tell him that an old schoolmate wished to see him. I thus gained admittance and consequently had a nice long chat with 'Gene. I learned that he was a civil engineer, that his company was planning a massive bridge over the Hudson to the prosperous city of Troy and that he was busy with plans for it. I told him of Helen and Alvah. He told me of Tom and

sent me to the Engineer's Club. I felt that Tom was indeed in his glory and was all the more certain of the fact when, upon meeting him, I learned that he was in the Research Department of the Westinghouse Electric Company.

It was late afternoon, so I went to a hotel to secure a room. As I was stepping into the lobby and going towards the desk, I saw a familiar-looking figure mounting the stairs. I recognized Irene immediately! We made ourselves very noticeable because of our ecstatic greetings. I followed her upstairs to a beautiful suite, which she and another young woman occupied. They were partners in interior decorating.

They showed me photographs of magnificent homes which they had made beautiful, and many plans for new work.

I was almost disheartened because Rose had not yet been located. I was just passing a hospital, however, when an ambulance stopped. A young nurse came out and assisted with the patient. I recognized the long looked for Rose! I knew she would be busy, so I waited for a time and then on entering the hospital found that Rose would be off duty for a couple of hours. It is needless to say that, while shopping, we talked and talked, over old times in S. H. S.

I had been gone a week, although it seemed but a day. Upon my return home I took out my diary and turning to the few blank pages which were left, wrote on them the many interesting facts I had learned concerning the old class of 1922. I then put it carefully away and resolved to keep it always.

BEATRICE HODGINS.

RADIO OF TODAY

Today, when radio is before the public in almost every newspaper and magazine, it is interesting to stop and think of the rapid growth and development of the science. It is scarcely twenty-eight years since the first practical experiments were made, but in that time wireless communication has become a world interest. A short history of radio from its beginnings to the present will not be amiss, although our chief consideration is the relation of radio to the present day public.

Heinrich Hertz, a German, was the first to produce the wireless waves which bear his name. These waves radiate from the transmitting station as the water waves on a pond radiate from the point where a stone strikes its surface. They travel fast enough to encircle the earth seven and one-half times in a second, passing through air, earth and water, with equal facility.

Hertz's experiments were, however, largely confined to the laboratory, and it was Marconi, a young Italian, who first gave to the Hertzian waves their practical use, by inventing the instruments to send and receive them.

Marconi took his inventions to England where they were immediately appropriated by the Post Office Department. This department has ever since been the bogey of all English amateur operators, because of its strict control. Marconi continued his experiments and at the age of twenty-five sent his first message across the English Channel. Three years later, in 1902, he transmitted a radiogram across the Atlantic.

From that time radio advanced with enormous strides. Navies of all nations were equipped as were most commercial vessels. Ocean travel became much safer. Every great country built powerful stations ashore. The United States, in particular, constructed a line of them from Nova Scotia along the coasts to Seattle.

Then the World War came. The belligerent governments sent out hurry calls for the best radio apparatus that could be manufactured. This gave a fresh impetus to the radio science.

The improvement due to the war was so great that it became practicable to maintain stations for the sole purpose of international communication.

The most notable of these is the one now under construction at Rocky Point, on the north shore of Long Island, about seventy miles from New York. Its enormous towers may be seen from the train at the Camp Upton station, standing out against the sky like giant skeletons.

In the power house at the foot of the towers are the dynamo-like machines, called high frequency alternators, which send out from the

aerials two hundred and seventy horsepower, each, in the form of wireless waves. There will be ten of these giant machines when the work is completed. Twenty-seven hundred horsepower! The aerials will be suspended from seventy-two towers.

This station is operated by the remote control system from the New York offices of the Radio Corporation of America. Radiograms are sent from here to all the large countries of the world, at rates, and with a rapidity that compare very favorably with the cables.

The United States Government also maintains a number of stations engaged in trans-oceanic service. None of them are, however, as powerful as the one at Rocky Point which, in the near future, will be internationally known as the main link of communication between the new and the old world.

The greatest volume of radio traffic is not handled by these trans-oceanic stations however, but between ships, and between these ships and the stations ashore. Night and day the land and marine operators are on watch, guarding the lives of those at sea. They are seldom heard of except when some great ocean disaster takes place. Then the papers are full of radio reports, position messages, lists of those rescued and those lost and sometimes a laconic statement to the effect that the radio man stuck to his key to the last and went down with his ship.

But the operator has other duties besides the gruesome one aforementioned. He sends and receives great numbers of messages for the captain and passengers. There are weather and hydrographic reports to be copied, and many large liners publish daily newspapers, the items for which come from stations ashore which broadcast "press" at fixed hours.

The following question is often asked, "Why do not all these messages interfere with one another and make one incoherent jumble?" To explain this it will be necessary to go slightly into the theory of wireless transmission.

All of us have, at one time or another, dropped a stone into a quiet pool of water and watched the waves radiate in circles. The same principle is true of the Hertzian waves. The

aerial, charged with electricity represents the stone, while the water represents the ether. This analogy may be carried farther. Wireless waves like water waves vary in size and length. The size, dependent upon the size of the stone or the power of the transmitter, is self-explanatory. The length of the wave, the distance from crest to crest is the important feature. This length depends upon the speed of the stone or the frequency with which the antenna is charged. That is the root of the matter. A wireless transmitter, if properly tuned, will emit only one wave length at a time, also, a receiver can receive only one wave length at a time. Therefore, since the wave lengths of the different classes of stations differ slightly, the messages do not interfere.

The big trans-oceanic stations use a wave varying from 20,000 to 6,000 meters, the smaller government stations use from 6,000 to 1,000, and ship stations from 1,000 to 300.

At 200 meters the ether again thickens, for on this wavelength is the amateur traffic. These amateur transmitting stations greatly outnumber the commercial installations, there being about 20,000 of them in the United States alone. From them come large numbers of commercial and government operators.

In using the word amateur it is necessary to make a division. First there is the class popularly known as "bugs" or "hams," who own transmitters as well as receivers and who would pawn their overcoats in order to obtain instruments for increasing their range. These men acquire considerable experience in the operation of wireless apparatus and are the real enthusiasts of the radio world. It is to this class that every boy aspires when he orders his first set. The second class is made up of those who have installed receivers for the sole purpose of listening in to radiophone broadcasting.

A large number of these so-called "bugs" are members of the American Radio Relay League, an amateur organization, which among its many activities, relays messages free of charge to all points in the United States.

In order to join the honored order

of the "bug," it is necessary to obtain a government operating license. The technical knowledge required is easily learned, but the code reading is not so simple, and only by steady grinding does one become able to receive the requisite ten words per minute. Once the knack is obtained, however, the pleasure derived is well worth the trouble. Not only is the vast field of amateur activity opened up, but also the dots and dashes of the press and commercial traffic become as clear as words printed on a sheet of paper.

We have already mentioned the radiophone and the receiving stations that it has called into existence. This radiophone is a comparatively recent development perfected by the war. The large electrical companies have recognized its possibilities as an advertising medium, and about 100 stations have sprung up all over the country within the past year. Most of them run nightly schedules, music of all kinds, lectures, sporting news, stock quotations, and even religious services. One station in Chicago, operated by the Westinghouse Electric Company, even broadcasts complete operas, the music coming directly from the stage of the Chicago Opera House.

Stop and consider for a moment the value of this to the invalid and the shut-in, to hospitals and to tuberculosis camps. This bringing of good music and worth-while lectures into the quiet rooms of suffering. The possibilities of giving pleasure and entertainment through the ether, an almost imaginary substance, a million times thinner than air, are limitless. The wonder of the thing has struck everyone, young and old.

Indeed, that venomous insect known as the radio bug has bitten right and left without regard for age or rank. Last summer, the number of receiving stations in the country was estimated at 200,000. Since then the number

has trebled, and is still growing. Radio companies are swamped with orders.

But all you radio enthusiasts must remember one thing. That is, that unless you obey the radio laws, the iron hand of the government will close on you like a vise. If on the other hand, you support the law, your wonderful organization will grow to cover the country with a dense net and will be ready to maintain communication in any part of the United States where, because of storms or for other reasons, the telephone and telegraph service is crippled.

And now a glimpse at the future of this marvelous advance. Experts agree that radiophone contains the germ of the wireless of the future. It is unlikely that it will ever supplant the land lines, because of the fact that secrecy of messages cannot be maintained; and also because of the excessive interference so many phone stations would cause. What is almost certain, however, is that trans-oceanic phone stations will be built to carry the voice from the copper wires of the land over thousands of miles of water to Europe and Asia.

High frequency electricity and its offspring, the wireless, offer a field of limitless extent to the inventor and the engineer. Many Edisons and many Marconis will come and go before it is thoroughly explored. The future alone can tell its possibilities.

THOMAS L. HALL.

Helen—"Did you hear about the accident that 'Babe' had the other day?"

Boots—"No; what about it?"

Helen—"Why, she tried to think of two things at once and her mind split."

The silk stocking was invented in the 15th century, but not all of it was discovered until recently.

ATHLETICS

Early in November our boys began to try-out for the basketball team. At a team meeting Harry Case was elected captain and John Purcell manager. The regular team was as follows:

- J. Purcell—Right forward.
- R. Booth—Left forward.
- H. Case—Center.
- C. Gagen—Right guard.
- C. Simon—Left guard.
- T. Hall, F. Carroll—Substitutes.

Southold High competed with the Greenport and Mattituck High School teams. Not more than eight games were played, as Southold was not in the league, and it was very difficult to schedule games with outside teams which were members. Four close and exciting games were won by our boys' clever pass-work.

Now that the baseball season has begun, we have a splendid team. Harold Downs was elected captain and John Purcell manager.

The line-up is:

- G. Stelzer—Captain.
- C. Gagen—Third base.
- J. Purcell—First base.
- H. Downs—Pitcher.
- R. Booth—Shortstop.
- C. Simon—Second base.
- C. Donohue—Left field.
- A. Goldsmith—Center field.
- T. Hall, R. Carroll—Right field.

In the first game of the season, played on the home ground Friday, April 28, Southold defeated Greenport by a close score: Southold, 6; Greenport, 5.

On Monday, May 8, Southold again met Greenport, on the latter's diamond. Southold again defeated Greenport: Southold, 8; Greenport, 5 (11 innings).

Basketball has been the only game in which the high-school girls have taken part. In November the girls who were interested in basketball held a meeting and reelected the same captain and manager as for the last two years—Beatrice Hodgins and Helen Booth.

The regular team was:

- H. Bond—Right forward
- H. Booth—Left forward.
- B. Hodgins—Center.
- R. Akscin—Right guard.
- A. Smith—Left guard.
- J. Albertson, M. Albertson—Subs.

Of the three interesting games played with Greenport, Southold won two. But with Mattituck we were not so successful. Fate seemed against us when the Mattituck girls, who had not lost a single game, defeated us by high scores.

HELEN BOOTH.

THE NEW HISTORY

Various aims have been assigned for history. To some, history has been merely a record of past events, and it has been read for the purpose of securing interesting information alone. To others, history has furnished material for gleaning moral lessons by a study of the characters of the past. To use an elementary illustration: A study of Caesar's career shows the value of courage. Still others have considered history of little value except as a background for literature or art.

The new history, while not rejecting the aims of the past, emphasizes the value of the study of the past as an aid to understanding the political, social and economic conditions of the present, so that those trained in history may grapple with and help to decide the problems arising from these conditions. It recognizes the fact that all societies and all life are a development and that the institutions of the present can be understood only by a study of their gradual unfolding and changes.

The tariff needs of our country at the present time can be better ascertained through attention to the history of the tariff in the United States and to the factors which have brought changed economic conditions to the United States; for example, the transformation of the United States to a great creditor nation. The United States is so great a creditor that her debtors can only pay by goods, if at all. The consequent necessity is a moderate tariff, such as the Underwood tariff of Wilson's administration.

The new history would reject a study of many events of the past, endeavoring to search out those which have significance for the present. Our histories have been crowded with picturesque incidents which often have little meaning for the present, except as some of them have made more vivid

certain other events which have real value. Too often history teachers have attempted to stuff their students with all the material of the text, when a judicious selection would have been of infinitely greater worth.

The long accounts of the wars of nations, especially of the tactics of battles which formerly occupied so much space in our histories and which are of little benefit, excepting to students of military science, have given way to a more careful account of the causes and the far-reaching results of these wars.

At times the chronological order of history must be dispensed with to make way for the study of important topics considered separately. It may at times be well to begin with the present; for instance, the naval reorganization bill now pending in Congress may form a point of approach to the study of American naval history.

The new history makes much use of current periodicals and newspapers. It emphasizes recent history. Text-books in American history devote much more space to the period since the Civil War than formerly; and this brings a better understanding of the problems of today, meeting the demand that history be vitalized and justify itself, that it function in the life of the student. Certainly no subject is more full of possibilities for such vitalization than history.

E. L. SHELDON.

BITS

Silver medals were awarded to Flora Albertson and Catherine Thompson for the best essays on the Liberty Bell written by the seventh and eighth grades in the recent D. R. contest.

The entire school contributed toward the building of the Washington-Lafayette and the Foch-Pershing High Schools in France.

Helen Booth, Marjorie Hagerman, Alvah Goldsmith and Thomas Hall have taken part in plays presented by the Southold Community Dramatic Club this year.

Officers of the class of 1923: Clement Donohue, president; Harriet Horton, vice-president; Marjorie Hagerman, secretary; Charles Gagen, treasurer.

Officers of the S. H. S. Athletic Association for 1922: John Purcell, president; Beatrice Hodgins, vice-president; Eugene Lehr, treasurer.

VALEDICTORY

To-night, the class of 1922 is experiencing mingled emotions of joy and regret. We are glad that we have finished our high school course, but the gladness is tinged with regret at having to leave our school-mates and teachers.

Four years ago, this night seemed far in the hazy future, a distant goal that would some day be reached by those fortunate enough to pass their examinations. Now, as we look back, those four years seem but a short space of time, filled with alternate work and play, a pleasant memory for us to keep in days to come.

For those four years of opportunity we wish to express our gratitude to the people of Southold, who have provided us with the facilities for our education; to the Board of Education who have freely given their time to make the operation of the school efficient; and above all to our teachers, who have helped us to overcome the obstacles in our path.

And thus, thanking all who have enabled us to reach our goal to-night, the class of 1922 bids you farewell.

EUGENE LEHR.

NEWS OF RECENT GRADUATES

Beryl Horton '21 is attending Syracuse University.

Helen Sayre '21 is taking a secretarial course in Brooklyn.

Walter Gagen '21 is at VillaNova College, VillaNova, Pa.

Alice Louise Conklin '20 has entered Lombard College, Galesburg, Ill.

Raymond Donohue '19 is a Junior in Cornell Agricultural College.

Lucy Kanold '19 is teaching at East Islip, New York.

John Merwin '18 completes his study at the Springfield Y. M. C. A. College in June.

CLASS OF 1922

"Tomorrow to fresh woods and pastures new"



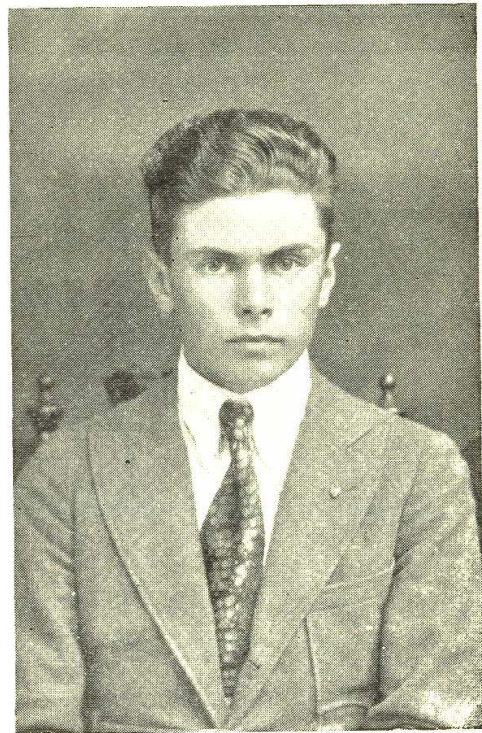
BEATRICE HODGINS
Class President

"Steering the ship of state"—is a literary phrase. Translate it—steering the ship of 1922, and you have the sum total of Beatrice's work for us. It doesn't seem possible for 1922 to function properly without Bea present. As part of her regular routine she presides over her class, plays basketball, takes part in plays, manages class dances, etc; while as a side issue she does most successful work in her classes. This reminds us that Bea's hobby is French, and we are certain that it won't be very many years, before she will be gaining a French professorship in an American college—Here's to her success!

IDA FRANT.



THOMAS HALL
Vice-President



EUGENE LEHR
Secretary



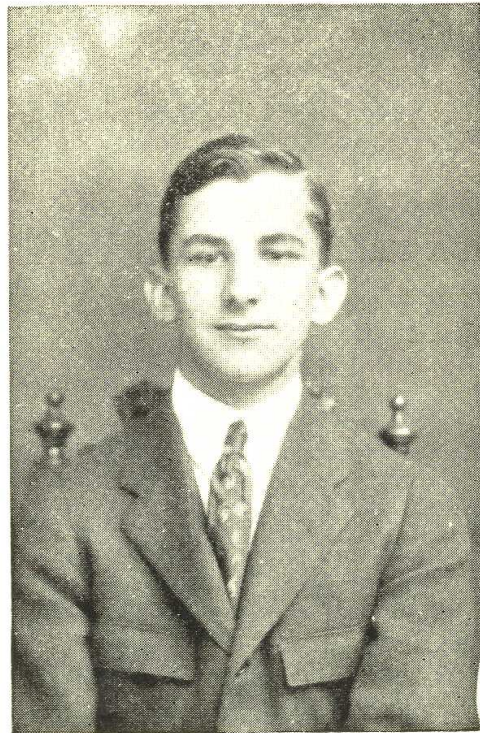
HELEN BOND
Treasurer



IRENE GRISWOLD



ROSE AKSCIN



ALVAH GOLDSMITH

THOMAS HALL

Slam bang! and a great hustle! It is only Tom coming to school five or ten minutes late. Somehow he is always too busy, either finishing breakfast or looking for his coat or rubbers, to get to school before the last bell rings. However, we all have our failings, and sometime, the distance from home to school may not be so great. Stevens claims Tom for its own the next four years, and after that we expect to see him on the high road to fame, as an electrical engineer.

IDA FRANT.

HELEN BOND

Helen is interested in the problems of this troublesome political world of ours, but because of our constant fear that she will neglect her lunch, we refuse to argue with her when she gets started on her favorite topic of argumentation. Perhaps next year, Southold Academy will furnish her with more opponents than we have been able to provide this year. In the years to come, Helen will probably be displaying her powers in the business world, and we are confident that there she will find many who share her desire to settle national and international problems. At any rate we hope so!

IDA FRANT.

EUGENE LEHR

Eugene is our intellectual light! Do any of us ever remember a time when he has come to a class unprepared. Even on the day of a Regents' Examination he possesses his usual sangfroid; and we seeing him, stand in awe, and say, "Isn't it a grand and glorious feeling to be brilliant?"

Eugene hasn't yet decided which college is to be his Alma Mater; nor what his future occupation will be. We expect most everything from Eugene, and whatever it is we know that it will be something unusual.

IDA FRANT.

ROSE AKSCIN

Every morning, rain or shine, we see Rose drive her Ford with its load from Bay View. We have been informed that she drives very well, and is a very skillful chauffeur, as long as everything goes well, but as soon as flat tires make their appearance, she finds it necessary to call mechanics (?) to her aid. But, in spite of these numerous punctures Rose is ever cheerful and of good humor.

Here's our best wish for great success to her in whatever she undertakes, now that her high school days are over.

IDA FRANT.

ALVAH GOLDSMITH

Of course Alvah doesn't know what he's going to do next year; he probably "hasn't just got thinking about that yet."

Perhaps we shouldn't be "telling tales out of school," but how can we resist telling of Alvah's chief failure—his tendency to leave undone today what he can do tomorrow or the next day or the next. However we are sure that time and experience will correct this minor defect and that he will "get there?" in the end.

IDA FRANT.

IRENE GRISWOLD

Perhaps it is because there is so much to, and also so much of Irene, that she changes her mind so often as to everything, and especially as to her chosen profession. It has been whispered to us that just at present, she can't decide between dentistry and interior decorating. Since we do not know to which of these vocations Irene is best suited, we can do no more than to express our most ardent hope that she will choose wisely. Whatever she does in the future, we are confident that it will be thoroughly done.

IDA FRANT.

POET'S CORNER

INFANT BRILLIANCY

By Helen Thompson

Oh, Seniors dear, and did you hear
The news that's going round?
An endless stream of knowledge
In the Freshmen has been found.
They know more than you Seniors,
The Sophs and Juniors, too,
And they know more than the
teachers.

(The Freshies think they do.)

Adelaide Sterling is an angel,
Although she's got no wing.
Mary L. is very good
Until she starts to sing.
Ruthie gets the prize for writing
Nice letters to the boys.
Hilda Goldsmith talks all day,
And makes a lot of noise.
Anita is a jolly kid,
With powder on her nose.
Donald R. is on her trail
No matter where she goes.
Oh! Henry is an English star,
He claims he isn't fat.
Allen is the class towhead,
In his "belfry" there's a bat.
Hollis Grathwohl is an artist,
Blood couldn't dye his hair.
"Artie" Gagen also draws.
(He's thin but doesn't care.)
Josie writes short stories,
Which most certainly are great.
Wilson is a fine young boy,
'Though the girlies he does hate.
Marion Sayre is from Peconic,
But she's all right considering.
Goldsmith is a perfect nut,
Yet at Civics he's a king.
Eunice Cox is very fine,
At "Math" she is a star.
Winnie's short and cute and round,
She'd squash a fellow's car.
Bobbie Booth is our class flirt;
Many girls in 'Port has he.
Esther Bond is no old maid,
Though she likes cats and auntie's tea.
Helen Thompson would be good
To advertise a pork trust.
Now there you have the Freshman
class;
They all work—when they must.

THE FACULTY

We have four honest teachers here,
They taught us all we knew.
Their names are: Sheldon, Pearce and
Frant
And Marion Terry, too.

E. Sheldon is a "fearsome mon,"
But "fair ones" make him blush.
He sits on us when we "raise Cain,"
For he allows no slush.

Miss Terry, of executive mind,
Firm o'er her kingdom rules.
We Seniors act like placid lambs
With her, but feel like mules.

Miss Pearce, the Seniors like right
well,
Despite her cruel way.
She gives them freedom from re-
straint
One period of the day.

Miss Frant's the flapper of the school.
She does not lack in mind.
Her counterpart in other ways
Is very hard to find.

THOS. HALL.

CHRONICLES OF MARY

Mary had a beau named Fat,
His weight was light as snow.
And everywhere that Mary went
Our Fat was sure to go.

He went with her to school each day.
'Twas not against the rule.
'Tis strange; for it made pupils gay
To see them both in school

Max (in French)—"I have an awful
pain in my head."

Miss Frant—"Oh, Max! I'm so glad
you have something in it."

SHOCKS

From the High Tension Lead

ADVICE TO THE JUNIORS

Once more Commencement is approaching, and the present condition of the Juniors compels us to offer them a few bits of advice before they shall forever lose the light of our example and the benefit of our counsel.

Amidst your multitude of mistakes and faults it is indeed an Herculean task to select any one with which to commence. However, the matter of study seems most important to us. You must realize that after spending the night as some of you are now accustomed to, very little study can be accomplished the next day. Miss Terry's face often reveals this fact as she comes from the English III class. If you try to correct this failing the teachers will be very grateful to you. By following our example you will easily remedy this grave defect.

Then there is the matter of coming to school on time. If it were not for the continual tardiness of certain Juniors from Pine Neck, perhaps the High School would be excused early on Fridays once in awhile. The all-night dances which they frequently attend might be foregone with advantage.

It is very bad taste to eat cookies in Geometry class, Hattie. One of the first rules we ever learned was, that we could not eat anything during school hours, but as you have perhaps not heard of this in Cutchogue, we take this opportunity of informing you. The deed is made worse when the cookies belong to another person's lunch, for then you are stealing as well as disobeying the rules.

Clement, you should use your head more and your Cicero pony less. Too frequent use of that little volume leads to softening of the brain, it is said. Break the habit before it becomes too late. It may seem hard at first, but is the wisest plan in the long run.

Marjorie, you ought to take care of your correspondence at home. School is no place to read letters filled with endearing terms. They

distract too much attention from your work. We believe that the place for this sort of thing is in the privacy of your own home. Furthermore, we think it would be well for you to cut it out entirely.

Gertrude seems to be exceptionally devoted to the post office during the noon hour and after school. A young man, whose name we might mention, also seems just as devoted to the post office at those hours. If this happened only once in awhile, it would cause no comment, but the fact that it happens continually cannot help but be noticed.

Altha and Max should realize that many valuable bits of information can be lost while taking a nap during class period. The time for repose is at night, not during school hours. You will find this custom a detriment in future years. Therefore, endeavor to stop it now, even if you have to get somebody to pinch you to keep you awake.

We could fill many pages with other helpful words of advice, but we believe that if you follow out the few made here, the others will come as a matter of course. For the good of the school we hope so!

EUGENE LEHR.

o

REPLY TO THE SENIORS

After such an imposing list of rules as that by which the Seniors advise us to direct the remainder of our school life, we, the Juniors, ought to feel duly chagrined and mortified. Strange to say, our feelings are exactly the reverse. We have read somewhere that advice is one of the few "free-for-alls" in this world that is rarely accepted. Do the Seniors think we are any exception to the rule?

We feel on this, our last opportunity, that we should give the Seniors a few points which may be of value to them in their later life.

In the first place, we suggest that Tom either keep off the stage altogether or else get a dependable alarm clock. These one night stands are very fatiguing, we know, but unless

you expect to take up acting as a profession don't let sleep infringe on your working hours. It doesn't pay.

In connection with this matter of tardiness we would direct a few helpful hints to a couple of Seniors who live on the North road. How many times have we heard one of the teachers say, on Friday afternoons, "Now if Beatrice and Alvah hadn't been late **three times** this week, we would have been dismissed at two-thirty to-day."

By the process of elimination we conclude that the only cause for this tardiness is sleepiness in the mornings caused by late hours. Some of you pretend, angelically, never to go out on school nights. But how do we know what goes on in Bay View or Peconic?

If Irene were to spend as much time writing English essays as she does in composing notes to a certain masculine Senior, what a shock Miss Terry would receive! Nearly any time of day we may pick up a paper from Irene's desk, expecting to find nothing short of a thesis equaling Washington's "Farewell Address," when, at the top of the page we see inscribed, "Dear Gene." We predict that unless she starts a drastic reform she won't hold her future positions very long.

Did anyone ever see Helen Bond or Rose Akscin study? We doubt it. Helen reads a word, then pushes in a few wayward hairpins and looks at Rose. Rose combs out her curling tresses and writes or reads for two minutes by the clock, then gives it up for the rest of the period. Where! Oh where! Will these Seniors end up!

On the whole we find many serious and inexcusable deficiencies in the Senior class. I suppose they thought they were very kind to hand us those bits of advice. But, after all, charity begins at home. Besides, they should remember that they have had a year more than we have, in which to improve themselves and correct their errors. All we have to say is, "Next year, watch US!!"

MARJORIE HAGERMAN.

—o—

Miss Pearce (in Physical Geography class)—"Clement, what is talc used for?"

Clement—"Er—er—decoration."

1922 ALPHABET

A is for Albertson, pretty and hale,

B is for "Boots," who is fond of the "mail,"

C stands for Case, our own Harold Lloyd,

D is for Donohue, not lacking "sang froid,"

E stands for Eunice, a piano's her joy,

F is for "Fat," the heavyweight boy,

G stands for Grathwohl, a rising young artist,

H is for Hattie, she's one of the smartest (?).

I is a letter of which the High School is clear,

J is for Jacobsen, some vamp we fear,

K stands for Koke, so slim and petite,

L is for Lenahan, isn't she sweet?

M is Marie, a wopping good dancer,

N is for Newbold, a wide-awake prancer,

O stands for Overton, a lively young flapper,

P is for "Pete," a hot little snapper.

Q is for "Quack," a cute little boy,*

R stands for Robert, his grin is a joy,

S stands for Simon, the best of the crowd,

T's for Theresa, who screams much too loud.

U's for unbounded, just describes our ambition,

V is for vacuous, the Juniors' condition,

W stands for Wilson, with determined chin,

X is for X-Ray, Truth is printed therein.

AND

Y is for youngsters, S. H. S., '25,

WHILE

Z's for the zenith, toward which we all strive.

Mr. Sheldon (in history class)—"Gertrude, what made the Tower of Pisa lean?"

Gertrude Koke—"I don't know. If I did, I would take some myself."

CLASS WILL

We, the class of 1922 of the Southold High School, in order to form a more perfect union with, and to establish justice for the faculty and the under classmen, do hereby publish this, our last Will and Testament.

We hereby bequeath:

First, To Southold High School; Seats that grow their own roots.

Second, To Mr. Cochran: A couch on which to rest during school hours.

Third, To Mr. Sheldon: Our best wishes for success in his new field of endeavor.

Fourth, To Miss Terry: A bound volume of her lectures.

Fifth, To Miss Frant: A Maxim silencer.

Sixth, To Miss Pearce: A tractor for her farm.

Seventh, To Helen Booth: Auto-accident insurance.

Eighth, To Marjorie Hagerman: A nickel's worth of intelligence.

Ninth, To Gertrude Koke: A set of Walter Camp's weight reducing records.

Tenth: To Altha Smith: A can of freckle remover.

Eleventh, to Marie Gagen: A barrel of flour.

Twelfth, To Theresa Fielder: A gag.

Thirteenth, To Clement Donohue: Two pairs of rubber heels.

Fourteenth, To Harry Case: A hair net.

Fifteenth, To Charles Gagen: Pruning shears for his shrubbery.

Sixteenth, To Hattie Horton: A summer's supply of lolly-pops.

Seventeenth, To Max Newbold: Two season tickets to Trahern.

We, having arrived at years of discretion, do hereby appoint Chester Rich and Louise Overton as executors of this our last Will and Testament.

In Witness Whereof, We have here-to subscribed our names at Southold, New York, this twenty-ninth day of May, 1922, in the presence of Mary Lenahan and Henry Dickerson, whom we have requested to become witnesses hereto.

Beatrice Hodgins	Irene Griswold
Helen Bond	Rose Akscin
Eugene Lehr	Alvah Goldsmith
	Thomas Hall

The foregoing instrument was subscribed, published, and declared, by

the class of 1922, 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 twenty-ninth day of May, 1922.

MARY LENAHAN,
HENRY DICKERSON.

Frances O.—Doctor S. says a cold attacks the weakest part of your body.

Theresa F.—You had a good many colds in your head last winter, didn't you?

Miss Terry, in English IV.—What: haven't you ever heard the expression "fires of Tophet?" Helen, will you please open that door?

When "X-Rays" reach the moon:

Miss Pearce will have the physical geography papers corrected the Monday after exams.

Miss Frant will (censored).

Miss Terry will forget about excuses.

Mr. Sheldon will be really angry.

Helen Booth will stay home from a dance.

Marie Gagen will forget to powder her nose.

Marjorie Hagerman will know less than the teachers.

John Purcell will become a woman-hater.

Frances Overton will be a wall-flower.

Jennie Albertson will become garrulous.

—AND—

The faculty will treat the Seniors as becomes their dignity.

Miss Pearce (in Phy. Geog.)—"Marjorie, which is the most important, the sun or moon?"

Marjorie H.—"The moon; it shines at night, while the sun shines in the daytime, when there's plenty of light, anyhow."

Quack (to Miss Frant)—"Have you your cradle with you today?"

Miss Frant—"Cradle! What for?"

Quack—"Doesn't Max get tired sometimes?"

STATISTICS FOR 1922

NAME	DISPOSITION	PRINCIPAL CHARACTERISTIC	CHIEF DELIGHT	FUTURE OCCUPATION
Mr. Sheldon	Just grand	Grin	Argument	Soap-box orator
Miss Terry	Perfect (Censored)	Punctuality "Talkativity"	Disorder	City manager
Miss Frant	"Ineffable"	Ambability	Max ?	None
Miss Pearce	Quiet	Coiffure	Seniors	Farmerette
Helen Terry	LOVE-ly	Ask "Chris"	Geometry	Math. teacher
Helen Booth	Queer	Clothes	Greenport	Speed-queen
Hattie Horton	Punk!	Gossiping	Joy riding	Bathing beauty
Marjorie Hagerman	Sensitive	Good nature	Correcting the teachers	Critic
Gertrude Koke	Slow	Bangs	Red racers	Ballast
Altha Smith	Rotten	Squeals	Males	Salvation Army lassie
Theresa Fielder	Fleury	Powder	Eating	Vamp
Marie Gagen	Snappy	Jabber	Dancing	Artist's model
Clement Donohue	Cranky	Legs	Cicero	A secret
Harry Case	Best ever	His walk	Practical jokes	Paddock's successor
Charles Gagen	Lead-like	D-R-A-W-L	Shaving	Big league pitcher
Max Newbold	Good enough	Earrings "Speed"	Females	Tramp
Frances Overton	Unruffled	Wig	Mush and moonlight	Finale-hopper
Jennie Albertson	Explosive	Verbosity	Romanticism	Mermaid
John Purcell	Lazy	Pompadour	"Skirts"	Political boss
Charles Simon	Saintly	Grace	Theories	Adelaide's hero
Harold Downs	Rosy	Giggles	Anything good	Village philosopher
Adelaide Sterling	Masculine	Blushes	Firting	Assistant to St. Peter
Ruth Silleck	Smiling	Eyes	Pathetic glances	Sunday-school teacher
Mary Lenahan	Flapperish	Slimness	Whispering	Jantriss
Hilda Goldsmith	Sweet	Socks	Smash-ups	Washwoman
Winifred Gagen	Tearful	Unknown	A certain Senior	Dancing teacher
Anita Jacobson	Peppy	Wit	History A	Heartbreaker
Josie Zaneski	Stubborn	Noise	Poetry	Author
Helen Thompson	Mulish	Fault-finding	Same	Editor of the "Traveler"
Eunice Cox	Tuneful	Feet	Reading	Opera singer
Esther Bond	Wild	Hyperbolic	Teasing	Librarian
Marion Sayre	Devilish	Freckles	Scrapping	Baseball star
Donald Robinson	Pretty good	"Wise cracks"	Drawing	Undertaker
Hollis Grathwohl	Sunny	Avordupois	Bow neckties	Caricaturist
Arthur Gagen	Rip-snorting	Good nature	Jelly beans	Beau Brummel
Henry Dickerson	Cherubic	Chin	Blowing	Jockey
Robert Booth	Timid		Swearing	Male flapper
Goldsmith Horton			Deviltry	Mule skinner
Allen Horton			Petting	Ladies' man
Wilson Tutthill				Woman hater

We treat you The year **O**

FANNING, EDWARDS & GAGEN

RIVERHEAD

BRIDGEHAMPTON

SOUTHOLD

DENNIS' ICE CREAM PARLOR

ICE CREAM, CANDY, CIGARS, CIGARETTES

HOME-MADE CONES

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