

SOMANITHS EVENTS



Commencement
June 1921

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TO

Lelan H. Knapp, A. B.

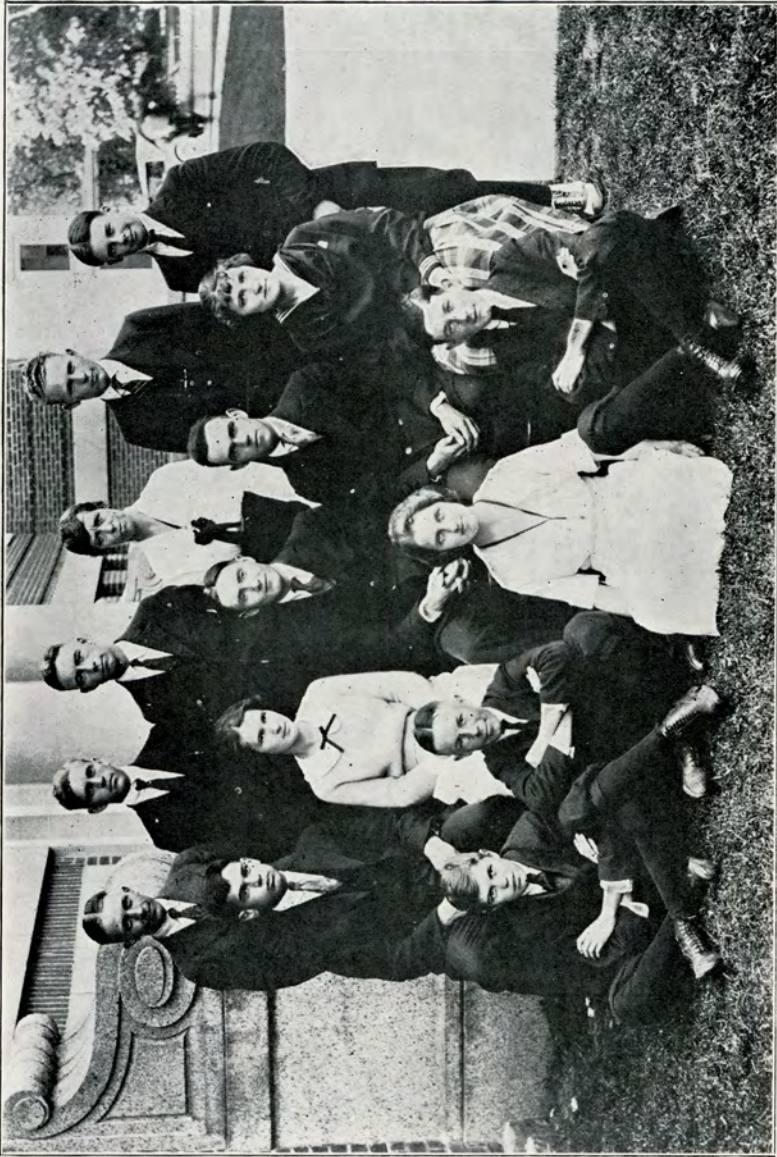
Principal of S. M. H. S.

We respectfully dedicate this issue of

"Sowanhis Events"



L. P. Knapp



SOMANHIS STAFF

Somanhis Events

VOL. 6

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EDITORIAL STAFF

Editor—Eugene Moriarty '21	Art—Robert Dexter '23
Assistant Editor—Ruth Lamb, '21	Athletics—Cifford Gustafson '21
School Notes—Estelle Keith '22	Alumni—Fred Rogers '22
Jokes—Herbert Flavell '21	Exchanges—Adabelle Crosby '21

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SOMANHIS STAFF 1921-1922.

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Editorials

TO THE STUDENT BODY

With this, the commencement issue of "SOMANHIS EVENTS" in handing on our duties to those who will guide the destiny of "Somanhis" in the future, we the present staff wish to express our heartiest appreciation for the earnest co-operation and unfailing support that has been given the staff so loyally during the past year.

Schoolmates, thru your earnest effort and faithful backing, "SOMANHIS EVENTS" has gained a recognized place among the leading High School publications, and we, the staff, whose duties have herewith come to a close, desire to thank you most heartily for it. You have shown that you are behind the efforts of the staff. You have given undeniable evidence that you want a paper that ranks among the best, to be your representative as a literary organ. Keep that ideal in view. Give all your loyalty and support to the new staff and help them to realize the ambition which we the present staff have always tried to keep in view,—a better, finer paper, representative of all the students of S. M. H. S. Stand by the paper, schoolmates, and make it better each year. With these few words of thanks and admonition, we bid you farewell, hoping that in all the years to come you may succeed in your efforts to have a better paper; by so doing you will help to make a better school.

* * *

TO THE CLASS OF 1921.

Members of 1921, our school life has come to a close. We have built during our High School course, the basis, the groundwork, the foundation of our future. All these years have been spent in molding the character and in enlightening the mind, and, having passed thru these various forms of instruction, we now set out on the pathways of life to take up the burdens, the cares, and the really big things of life. We are standing on the threshold of the world, and as we gaze out upon it we see the great task that lies before us. Let us not be overawed by the occasion and become failures at the outset in the great contest. Let us set our faces resolutely towards the goal of our ambitions and aspirations, and, like men and women of the 1921 spirit go out to live the fullness of worthy lives in the world. Let us strive to make good, and to be a credit to our school. Let us pick up the burdens that are placed upon us, and, with a determination to do the best we can, let us go forth united in spirit, to achieve the end which we sincerely hope will crown the efforts of each member of the class of '21.

HIGHER EDUCATION.

The desire for higher education on the part of all students today should be stronger than it has ever been in the past. Today, as never before, the door of opportunity is thrown wide to the college trained individual inviting him to enter. In this race of life it is a case of the survival of the fittest, and it should be the desire of every student in S. M. H. S. to make himself fit to survive. It is the **desire** that counts. There is not one member of S. M. H. S. who can not get a college education if he so desires. There is no reason why each member of the graduating class can not enter upon a course of higher education. True, the business world opens up many alluring possibilities. There may be favorable opportunities in all the works of our modern industries. The present may be favorable indeed, but let us look beyond these chances of the present and peer into the obscure days of the future, and we shall find that it is not what we can be **now** that counts; it is what we can prepare for **now** in order that we may realize our desires in the years to come.

A college education is the best possible investment a man or woman can make. It is a means of making his or her life a greater success—more useful, more happy and intelligent. Considering this, members of 1921, is it worthy of us to have come just so far up the ladder, and, instead of climbing on and upward with fresh courage towards the goal, to be content to rest upon our oars? No, class mates! Let us struggle on. Let us put up a game fight in this war of preparedness so that when we too enter upon the battlefield of "Life" we shall be well equipped and armed to the teeth, with the power and skill derived from a college education, to aid us to win our spurs in the world. Let us carry our class motto "Ad astra per aspera" always before us, and make a success of our lives.

* * *

LABOR.

Benjamin Franklin said, "To be thrown upon one's own resources is to be cast into the very lap of Fortune." With the close of our High School life the class of 1921 is thrown upon its resources. If we are idle and shiftless by choice, we shall be powerless from necessity. The motto of nature is "Work or Starve" and it is written in large clear letters on the sky and on the ground—starve, mentally and physically.

The old Romans adopted as their motto the Latin word "Labor" meaning "work", and in this one word lies the secret of her conquest of the whole world. Rome was a great nation while her people were engaged in industry, but when her great conquest of wealth, placed her citizens above the necessity of work, her glory faded; vice and idleness pointed out clearly the path of ruin.

So the Class of 1921 stands. We have completed our course. Our real work has just begun, and if we are idle and shiftless, we too shall fall and become degraded as the people of Rome did so many years ago.

Work is the greatest teacher of all. It calls us away from books and theories, and brings us into contact with men and things; it teaches us patience and application, and makes us ready and practical.

But the future of the Class of 1921 lies within the power of each of us individually, and, quoting Garfield, "Things don't turn up in this world until somebody turns them up."

* * *

AD ASTRA PER ASPERA.

Graduation marks the attainment of one more goal in our educational journey. Whether this means the end of our schooling or merely a resting point before proceeding onward, we are tempted to look backward over the ground we have covered and recall our slow and laborious progress upwards from lower school levels, and then, looking forward, we note the paths of opportunity leading on to still higher levels represented by colleges or other special training.

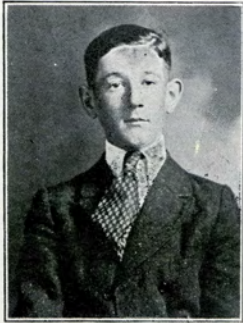
Up to this point our studies have tended to furnish us with a general fund of information and knowledge which may be used as a background for any special training which we desire to take up in preparation for our work in life. Many of us will obtain this additional training through higher schooling; others through immediate entry into occupations.

We may perhaps, with some degree of hesitation, indicate some of the values upon which the success of our undertakings will depend: First—the responsibility for the selection of our life work depends mainly upon our own decisions; Second—the work which requires but little training or preparation yields a corresponding reward; Third—work that is worthy of our endeavor demands self sacrifice and earnest effort as the price of accomplishment; Fourth—our progress will depend upon ourselves, in the successful completion of minor duties and responsibilities as stepping stones to those that are higher.

Our rewards will be many if we bear in mind these conditions, and not the least will be given to those who constantly endeavor to exercise a spirit of helpfulness to others engaged in a similar venture



SENIOR CLASS PICTURE



HERBERT FLAVELL

"SPEC" "FRECKLES"

Although small, he is always heard.

Senior Class President;
Glee Club; Debating Club;
Joke Editor, Somanhis; Rifle Club.



AGNES HANNON

"AG"

Tho this be madness,
There's method in it.

Vice-President Senior
Class; Varsity Basketball; A. A.

* * *

CLASS SONG

1921

Hail, under classmen, there high o'er your head,
That the flag kept so high, the dear white and red.
Yet you'll remember the orange and black—
The class of twenty-one when you look back.

We have done our best for you and the school,
Tho' perhaps not always observing the rule.
Now, dear S. M. H. S. we say farewell;
A look at the past our merits will tell.

Chorus

O, echoing halls, O beloved walls,
Our hearts will ever be
Staunch, sincere, and loyal, dear
As all classes to thee.
Where e'er we go, you'll always know,
We will remember you,
And think of fun and struggles won,
Forever we'll be true.

Words and Music by Russell Potterton '21.



LOLITA AITKEN

"LO"

If eyes were made for seeing, then Beauty is its
own excuse for being.

A. A.

MARGARET AITKEN

"PEG"

Who says the world is sad? Away with care.
I'd raise the roof did I but dare.

Sec. of Dramatic Club; A. A.



ESTHER ANDERSON

"SLIM"

Her never failing friends are they,
With whom she converses day by day.

A. A.; Glee Club.

WILLIAM BARRETT

"BUZZ"

A clean cut manly looking lad,
Often mischievous, but not bad.

A. A.; Rifle Club; State Trade School basketball,
baseball and A. A.

ERNEST BENSON

"SWEN"

A merrier man, within the limit of becoming mirth,
I never spent an hour's talk withal.

Circulation Manager of Somanhis Events; Mana-
ger of Basketball;Glee Club; Chairman of Executive Committee of
Debating Club;

A. A.; Rifle Club; S. S. Club.



HELEN BERGGREN

It's nice to be natural, when you are naturally nice.

Glee Club; Dramatic Club; A. A.; Cast of "Mice and Men".

KENNETH BOLAND

"MIKE"

He views the world from a high altitude.
Varsity Basketball; Senior Play; Sec. of Rifle Club;
Debating Club; Glee Club; S. S. Club;
A. A.



EVELYN BRAY

Between laughing and talking her day is full.
A. A.

IRENE BUCKLAND

"BUCKY"

A face with gladness over spread,
Soft smiles by human kindness bred.
A. A.



HAROLD BURR

"DOC" "CHUNKY"

Yond' Cassius has a lean and hungry look—
He thinks too much; such men are dangerous.
A. A., Debating Club,—Dual Debate—;
Rifle Club.



IRENE CAMPBELL

God bless thy lungs! Good Lady.
"SOUP"

A. A.

EVALD CARLIN

"TY"

I am no orator as Brutus is,
But, as you know me all, a plain blunt man.
Member of A. A.; Rifle Club; Glee Club.



MARION CARTER

"SPEED"

I long to whisper something in your ear,
A secret which does much my mind perplex.

MARY CARTER

The lady doth protest too much methinks.
A. A.



SYLVIA CASPERSON

"SYL"

As a violet sweet and unaffected.
Glee Club, A. A.



NELLIE COCKERHAM

Her pretty, dainty flower-like face
Looks out upon the world and smiles.
A. A.

ADA BELLE CROSBY

"BELLE"

Charms strike the sight,
And merit wins the soul.
A. A.; Glee Club; President Dramatic Club; Ex-
change Editor Somanhis;
D. D. Club.



LILA CURRAN

As merry as the day is long.
A. A.; Glee Club.

GEORGE DOUGHERTY

"PAT"

Almost to all things could he turn his hand.
President Debating Club; Captain Varsity Base-
ball; Senior play; A. A.; Member Tennis doubles
Championship team; S. S. Club.



EVA FREEBURG

She of the open soul and open door,
With room about her heart for all mankind.
A. A.; Glee Club; Dramatic Club.



CLIFFORD GUSTAFSON

"CURLY"

I tell you my disposition, I am wholly addicted to rarities;

Things that are new take me.

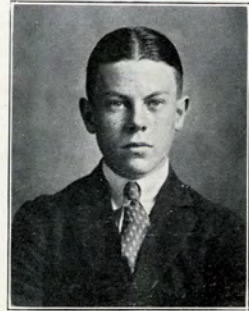
Athletic Editor "Somanhis"; Debating Club; Glee Club; Executive Committee Dramatic Club; Cast of Mice and Men; Senior Play; President A. A.; School Orchestra; Captain Track; Varsity Basketball; Tennis Champion, Single and Double; S. S. Club.

JOSEPH HANDLEY

"JOE "PAT"

Tread softly here—for Love has passed this way.

Debating Club; Manager Track; Treasurer Rifle Club; Glee Club; Dual Debate; A. A.; President S. S. Club.



GRACE HASSETT

For she was just the quiet kind,
Whose virtues never vary.

A. A.

JESSICA HAYES

"JESSIE"

Amid content, a conscience clear.

A. A.



DOROTHY HOPE

"DOT"

A cheery lip, a bonny eye,
A passing, pleasing tongue.

A. A.



ANNA JOHNSON

Let it be tenable in your silence still.
Glee Club; A. A.

EVELYN JOHNSTON

"EV"

Few hearts like hers with virtue warmed,
Few heads like hers with knowledge so informed.
Secretary Senior Class; A. A.; Valedictorian.



FRANCES JOHNSTON

"FRANK"

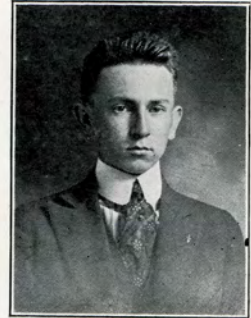
'Tis better to be out of the world than out of
fashion.
Glee Club; Dramatic Club; A. A.

WILLIAM KRAH

"WILLIE" SWEET WILLIAM"

With aspect of iron, when I come to woo ladies
I fright them.

A. A.; Dramatic Club; Track Team; Vice-President
Rifle Club; Cast of "Mice and Men"; Senior
Play.



RUTH LAMB

"RUFUS" "TWEET-TWEET"

Here comes the Lady! O, so light a foot.
A. A.; Assistant Editor Somanhis; D. D. Club.



MILDRED LUNDINE

"MILLY"

My pull with the manager is very notorious.
A. A.; Glee Club.

MARY McADAMS

"SPEDENK"

How her silence drinks up her applause.
A. A.



DAVID McCOMB

"DAVE"

I am somewhat dainty in making a resolution,
Because when I make it I keep it.
A. A.; Varsity Basketball; Track Team; Debating
Team, Triangular Debate; Secretary Debating
Club; Business Manager "Somanhis Events";
Dramatic Club; Rifle Club; Glee Club; Cast of
"Mice and Men"; Senior Class Play.

CATHERINE McGUIRE

"KITTY"

Heart on her lips, and soul within her eyes,
Soft as her clime, and sunny as her skies.
A. A.



JAMES McLAUGHLIN

"JIM" "MACK"

He was a man take him for all in all;
I shall not look upon his like again.
A. A.; Track Team; Glee Club; President Rifle
Club.



MARJORIE McMENEMY

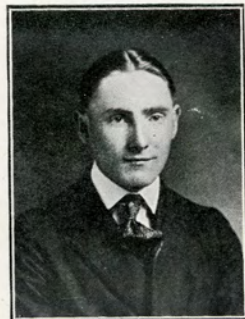
"MARJIE"

A companion that is cheerful is worth gold.
A. A.;

EUGENE MORIARTY

"MORT"

His words like so many nimble and airy servitors,
trip about him at command.
Glee Club; Dramatic Club; Executive Committee
Debating Club; Dual Debate; Triangular Debate;
Rifle Club; Editor-in-chief of "Somanhis Events";
"Mice and Men"; Senior Play; A. A.; Treasurer
of S. S. Club.



HONOR MINOR

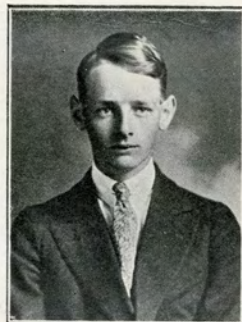
"SHORTY"

I have no other but a woman's reason;
I think him so because I think him so.
A. A.

LEROY NORRIS

"CHARLIE" "ROY"

What harmony is this, my good friends? Hark!
Glee Club; Rifle Club; Class Treasurer; Debating
Club; Senior Class Play; Triangular Debate.



GENEVA PENTLAND

"TOMMY"

Without pleasure life would dreary be.
Glee Club; A. A.



MARGARET PORTER

They accomplish much who diligently and faithfully toil.
A. A.

RUSSELL POTTERTON

"POT"

'Tho deep yet clear; tho' gentle yet not dull;
Strong without rage; without overflowing, full.
A. A.; Dramatic Club; Glee Club; Rifle Club;
Track Team; Senior Play; Ivy Oration; Class
song—words and music; School orchestra.



ALLEGRA PROCTOR

"GIG"

Give me a look, give me a face,
That makes simplicity a grace.
Glee Club; A. A.; Senior Class Play.

WALTER REICHARD

"RIKE"

Keep me in temper; I would not be mad.
Rifle Club; A. A.; State Trade School A. A.



ETHEL RICHMOND

What? I afraid? Well, I guess not!
A. A.; Varsity Basketball Team; D. D. Club.



MARJORIE RICHMOND

"PEGGY"

Thy babbling tongue tells golden tales of endless
treasure.

A. A.; Executive Committee of Dramatic Club.

MAUDE ROBB

Discourse, the sweeter banquet of the mind.
A. A.



FRED ROBINSON

"FRITZY"

The force of his own merit makes his way.

A. A.; State Trade School A. A. and Varsity Bas-
ketball Track.

FLORENCE SEELERT

"FLOSS"

I am one of those gentle ones that will use the
Devil himself with courtesy.

A. A.; Glee Club.



JULIA SHERIDAN

"JULIE"

She is pretty to walk with,
And witty to talk to,
And pleasant too, to think on.
A. A.



MABEL SHERIDAN

"BONES"

I warrant thee, Claudius, the time shall not go
dully by us.

A. A.; Manager of Girls' Basketball Team; Varsity
Basketball Team.

GRACE SMITH

"SMITTY"

Swift as a shadow, short as any dream.

A. A.



MADELINE SPEISS

"BLONDY"

Her sunny locks fall on her temples like the
Golden Fleece.

Glee Club; A. A.

LILLIAN TOURNAUD

"TUB"

And yet believe me, good as well as ill,
Woman's at best a contradiction still.

Dramatic Club; Glee Club; A. A.

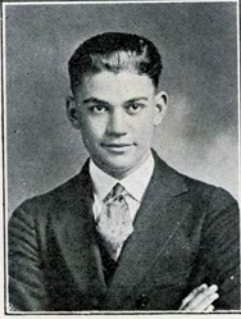


JACK TROTTER

"IZZIE"

I confess I do blaze today,
I am too bright.

A. A.; Rifle Club; Dual Debate; Debating Club.



FRANK WADDELL

"CUPID"

Let's have no more fooling about it,
But give me your blessing.

A. A.; Glee Club; Varsity Basketball; Rifle Club;
Debating Club; S. S. Club.

MARION WADDELL

"FUSSY"

Talk not to me for I'll not speak a word.
A. A.



JOHN WALLETT

"TICKLE"

He doth deserve as much as may be yielded to a
man.

Manager of Baseball; Baseball Team; Varsity
Basketball; Rifle Club; A. A.

FRANKLIN WELLES

"PROFESSOR"

Of manners gentle, of affections mild,
In wit a man, in simplicity a child.

Rifle Club; State Trade School Basketball Team;
Secretary of Trade School A. A.



CLASS POEM.

The hour has come, dear classmates,
For the parting of the ways.
Four years we've been together,
Years filled with happy days.
We've worked and played together
With a spirit fine and true;
But now we leave each other
For a task that's strange and new.

How good it seemed thru all those years
Each day to meet each other;
Tomorrow will find us—one at home—
In distant climes—another.
But though we're scattered far and wide
And oceans 'twixt us run,
Let's keep our hearts and minds true blue
To our school—and twenty-one.

O class mates, let us here today,
Give hand of faith together,
That in our voyage o'er life's rough sea
And in its stormy weather,
We'll strive to play a manly part
As seamen, without fear—
Our school colors—White and Crimson
Held in memory ever dear.

Thus let us go out gladly
With a purpose strong and clear,
To bring honor to our country
And the school we hold so dear.
O may we never waver
In our course and thus bring blame—
Let's uphold the flag of honor,
And returning—bring back fame.

And if, perchance, in future years
When we look back thru life
We see the many problems
That we've met with in the strife;
We'll find, I hope, we've solved them well
For the stars have been our light,
Since "Ad astra per aspera"
Has been our watchword in the fight.

Eugene Moriarty '21.

J u y O r a t i o n

Undergraduates: We of the class of 1921 are about to leave the beloved walls of this building where we have worked and played together. Some of us have worked and played with equal abandon; some may have worked too hard on one thing and slighted another; others I fear have somehow failed to work very hard at all. At any rate, each one knows, deep down in his heart, whether he has done his best. Everyone of us who has played the game **has** done his best, and it has been our hope to be of some value to our class and to the school. We have tried to solve, in a way which was best for us and for the school, each problem which has presented itself, but as we look back we can all see where we have made mistakes, both as a class and as individuals.

In a short time we shall have joined the ever-increasing ranks of the Alumni. Before we go, however, we wish to leave with you a few words of friendly advice.

To all we wish to say that the banner which you should keep before you always, bears the word "Study." That is the principal reason why we attended this school, though perhaps we did not realize it at first. Doubtless, though no man likes to confess his mistakes, many of us regret that we have not studied more during our short sojourn in this school. We sincerely hope that you will have no such regrets when it is your turn to say farewell.

All this year you have been working shoulder to shoulder with us, keeping up the standard of the school. Now we are about to give it to you to "carry on", for, although we shall be watching you next year, yet we shall not be able to help you. You have all done nobly in supporting the different organizations; we are proud of the standing where you have helped us to put them. All we ask now is that you "carry on".

This year your loyalty to your teams has been most strong, and the teams have done their level best in every case. Keep it up; S. M. H. S. is coming to the front on account of it. Schoolmates, do not forget the track team which has established such a good record so far. Next year its ranks will be somewhat depleted. Don't forget that it needs **you**. Try for a place on it, if you are a boy; cheer it on, if you are a girl.

This year 1921 has departed somewhat from the set custom, in that it has done away with Class Day. Heretofore it has been the custom to crack jokes on the different members of the school. The detriment was that a person not acquainted with the different paths we followed in school could not understand. Realizing this fact we now have in its stead something bigger and better, a senior play, and now everyone can understand and enjoy himself. In order that we might have the little bit of fun so dear to us all, however, we had a senior banquet at which we gave the best part of the usual class day program, for we all love to crack a joke on the other fellow. We have always done things with the object of raising the standard of the school, and although the change seems radical we believe it is for the better.

Freshmen: You have shown promise of good material in your ranks. We hope you will develop it strongly as you progress in S. M. H. S. We wish especially to commend your start in athletics. You have made a good showing this year, and we hope you will keep it up. "Pushers" are what S. M. H. S. needs.

Sophomores: "SOMANHIS EVENTS" needs your support. It is the representative of S. M. H. S. which is sent to all the other schools. Subscribe to it; write for it; give it your articles. Let us show that the whole school backs this, our paper. Next year as upperclassmen you will be privileged to join the Debating Club. Go to it; show your school spirit and loyalty by joining it and helping it along.

Juniors: Next year you will be on the last lap of your high school course; sprint for yourselves and for the school. The Debating Club will need your support badly; see that it does not lack it. The responsibility of running the school paper will be mostly yours; we hope you will even better the standard which we have set for it. The Dramatic Club has just closed a very successful year; we know that you will keep up its reputation for a live-wire club.

Classmates: We have only a short while longer before we disband. We have planted this ivy here to show that the loyalty we hear S. M. H. S. will live after us. It, like us, is starting to branch out, to begin its own life in the world. Its tendrils are like the members of '21: they have an object in view—to climb higher and reach the goal. Let us hope that we shall climb, and find in the world, a place which will be a credit to ourselves, to our class, and to S. M. H. S.

Russell Potterton '21.

* * *

THE POWER OF MUSIC.

Two hundred years ago, Andrew Fletcher, the noted Scotch patriot said: "I knew a very wise man, so much of Sir Christopher's sentiment, that he believed if a man were permitted to make all the ballads of a nation, he need not care who should make the Laws." A writer of unknown name commenting on this famous, but usually misquoted saying, suggests that the wise man did not mean to disparage statesmanship, but to emphasize the fact that songs accepted by the people as expressions of national sentiment have a far greater influence than laws enacted to enforce stated political creeds.

It is easy to trace through the history of civilization the force that popular melodies representing the thoughts and emotions of the people have had, and, how they have helped to shape the course of human events. There is something in human nature which demands a musical outlet for certain forms of patriotic and religious feeling. "There has never been a country on earth so poor that it did not have at least one simple ballad, dear to the common heart, and serving as a source of inspiration in time of peril."

There is no higher human power than music. It will move men's souls when the mightiest of orators fail. A few years ago someone watched the most noted infidel in the world, Colonel Robert Ingersoll, as he listened to that great master Remenyi drawing his wondrous bow across the strings of his violin. These wonderful strains soon touched the overflowing heart of the famous agnostic, and, as big tears fell "from the eye that had so often flashed with scorn", everyone present felt, as never before, the striking wonder of the pathos, beauty and power of music. Music is not the creation of man; it is but a discovery. All music is divine and perfect, and the imperfections, if there are any, are not the fault of the music but of the interpreter. The greatest music is that which comes from the soul; herein lies the power of the world's greatest musicians. Handel, Beethoven and other great masters of music did not need words to go with their music; the music spoke for itself. Music has a divine influence, and that explains why birds of prey have no song and infidels, no hymns.

By the power and influence of their songs men and women have made possible the mightiest evangelistic movements of the centuries. They have revolutionized parties, and have changed the history of nations. The importance of songs and ballads in effecting great changes in national life, whether reformatory, revolutionary, or religious, is shown in the history of almost every country on the globe.

Probably no other song, either patriotic or religious, ever had a more marvelous career than Thomas Hood's "Song of the Shirt," written in 1843. In its power to touch the emotions and arouse men to action, it counted for more than all else Hood ever wrote. It not only "ran like wildfire", but in the great strikes that seemed to shake England to her center, it had an incomparable controlling influence. It became so popular that it was translated into German, French and Italian. It was printed on cotton handkerchiefs by the hundreds of thousands, and was parodied times without number. That which touched Tom Hood most deeply, because he never thought the song was very remarkable, was that the poor men and women and boys and girls, whose sorrows and sufferings were many, seemed the happier when going about the street singing the "Song of the Shirt".

We are told that "the musicians who led Napoleon's old guard to doom and destruction on the last day at Waterloo, will possibly have to answer for more reckless murders when the record of bloody deeds is read beyond the stars, than any of the generals who exchanged the compliments of the season on that historic occasion, for it is said somewhere in history that when the greatest general the world ever saw gave up in doubt and discouragement on that day, the 'band played on'." Men eagerly marched to the field of slaughter under the compelling strains of the "Marseillaise".

From the earliest times, the value of music has been recognized by its effects upon armies engaged in warfare; it inspires to greater courage and action. Tyreus, the Spartan poet, by certain verses which he sang to the accompaniment of flutes, so influenced the courage of his countrymen, that they achieved a great victory over the Messenians, to whom they had submitted in several previous battles.

In martial music the appeal is made to both mind and feeling through love of country and the desire for freedom; its influence and power over the lives of men may be noted in such striking examples as the "Marseillaise", "Die Wacht am Rhein", "Rule Britannia", and other equally well known battle songs and hymns. According to the listener's development, these songs may stir only his lower passions, while in another they will arouse the love of country, patriotism, or the desire to keep free; different interpretations of the same music will arise from different degrees of development.

During the French Revolution, a young army officer, by the name of DeLisle, composed the words and music of the most stirring as well as the most famous of all war-songs—the "Marseillaise". Carlyle called it "the luckiest musical composition ever promulgated". Heine exclaimed, "Oh what a song!" It thrills me with fiery delight, it kindles within me the glowing star of enthusiasm." Sir Walter Scott called it the finest hymn to which liberty has given birth. Lamartine said, "Glory and Divine Victory and Death are mingled in its train."

DeLisle, after he had finished the music and words, we are told, went to the home of a friend and had his eldest daughter play the accompaniment while he sang it, with the result that at the first stanza all faces turned pale. At the second, tears ran down every cheek, and at the last, all the madness of enthusiasm broke forth. The national hymn, destined also to be a hymn of terror, had been found."

The popularity and power of some of those old war songs of centuries ago can hardly be understood in our time. A few years ago an article appeared in "The Century" which gave a proof of the influence of song in shaping the destinies of some of the European countries. "By a thousand facts", the article says, "we know that it was the Teutonic war song which led to the destruction of Rome; the same means shattered the civilization of Southern Europe, and expurgated the corruption of the oriental influence, and in time led to the era of the Middle Ages and the Crusades."

A history of our own Civil War would not be complete without a reference to the hundreds of battle songs and hymns which encouraged action and reminded the men of home and country, not alone of the songs of the Union troops but also of the Southerners. In the past war it was the song which kept alive the patriotism of the ones at home, and which gladdened the hearts, and kept the men in camps and at the front in good spirit. There were perhaps more songs written during the World War than during any other time in our history.

Music has had more to do in soothing the stormy and bitter passions of mankind, in elevating their thoughts, in exciting their sympathies, than any other agency. It is the mother's lullaby that helps put the child to sleep; it is a boy's whistling that gives him courage when traveling alone at twilight or dusk. Was there ever a gathering of young people at which the spirit of singing did not enter?

Perhaps music has shown its greatest influence in religion. Since the beginning of the world men have had music as a part of their religious ceremonies. Before the birth of Christ the Greeks and Romans sang praises to their gods. The Psalms were the hymns of the Old Testament people singing praises to God. Today it is the hymns of the church which keep alive the spirit of religion. Great evangelists like Luther, Wesley, and Stanley carried on most of their religious work by the use of hymns. It was music that gained men to Christianity in the savage lands of Africa and India. The savages, being uneducated, could not understand the words, but they understood the music and were influenced by it.

Lately, music has been used to heal the sick. It is a fact that the blood-flow is quickened by the beat of music, and doctors and scientists have experimented with this form of healing with a great degree of success. Many believe that some day diseases will be cured by the use of song, but it must be born in mind that music of different kinds influences some people differently than it does others. It is too early to say that music will be prescribed as a remedy, but many believe that it will. William Shakespeare, in "Romeo and Juliet" gives a very good illustration of the power of music:

"When griping grief the heart doth wound,
And doleful dump the mind oppress,
Then music, with her silver sound,
With speedy help doth lend redress."

Throughout history poets and historians have written of the extraordinary power of music. Kouie, a Chinese musician who lived 1000 years before the assumed era of Orpheus, said, "When I play upon my 'king' the animals range themselves spell bound before me." Confucius said, "Wouldst thou know if a people be well governed, if its manners be good or evil, examine the music it practices."

Shakespeare again refers to the power of music in his "Merchant of Venice";

"For do but note a wild and wanton herd,
Or race of youthful and unhandled colts,
Fetching mad bounds, bellowing, and neighing loud,
If they but hear perchance a trumpet sound,
Or any air of music touch their ears,
You shall perceive them make a mutual stand,
Their savage eyes turn'd to a modest gaze,
By the sweet power of music: therefore the poet
Did feign that Orpheus drew trees, stones and floods;
Since naught so stockish, hard, and full of rage,

But music for the time doth change his nature.
 The man that hath no music in himself,
 Nor is not moved with concord of sweet sounds,
 Is fit for treasons, stratagems, and spoils;
 The motions of his spirit are dull as night,
 And his affections dark as Erebus:
 Let no such man be trusted".

David McComb '21.

* * *

A DAY IN SPRING.

Perhaps you have never wandered away in Spring, returning with arms full of the treasures found. Then you don't know how much you've missed, and how your education has been slighted. It is at this season that nature is at her best and the lure of the fields and woods is strongest. To enjoy the day to its fullest, however, one must be up with the birds to greet the sun's first rays.

The color is first visible high in the sky. Then the clouds break to the north and a narrow streak of yellow is seen, which widens and soon is bound with red. It is faint at first, but as it widens it becomes clearer, and the yellow and red blend together, interspersed with fragments of dark cloud, not yet rolled away.

The color fades slowly to the westward and becomes more vivid as it works east. Finally it is centered in one spot—really not exactly east where tradition says a sunrise occurs, but more to the north east, where it is found in early spring. The setting for this sunrise is above the deep blue hills, topped with murky slate-grey clouds. There is an open space where the colors shine forth and wage war against each other. First the pale yellow, red, and lavender with faint pearl grey clouds above, which later brighten, become more vivid, and send streaks of color in all directions. They change: the yellow becomes golden, the red a vivid flame, the lavender deepens and is outlined with blue and green; the light clouds above disappear entirely. All the splendor of Paris gowns is dead beside the glories of this picture.

Suddenly the lights fade; above the lower dark cloud bank a tiny rim of gold is seen, which becomes larger as we watch, and soon half of that wonderful ball of fire rises above its dark wall. A golden stairway leads from the sun down the darkness to the hills below. It becomes larger, and in an instant is free and sails up into the heavens, flooding the earth with rays of light, and driving the night clouds over to the other side of the world.

This wonderful moving picture flashes upon nature's screen between four and five o'clock in the morning. The orchestral accompaniment is the birds in their morning symphony: First the sleepy chirps; then the calls to mates near by, with their distinguished answers, and finally the early morning chorus. Robins vie with thrushes, wrens with blue birds, while the trills of the song sparrow are always in evidence. Can anything imaginable be more fitting to start one of nature's own days?

With the promise of such a day ahead, how could one remain indoors with the irksome household tasks, or bent over a book? It is unthinkable; so let's follow the lure of the great outdoors, down the trail to nature's own garden.

We go out through the orchard where the trees, just through blooming are a mass of green foliage. The birches beyond are just leaving out, and all the forest is awakening and going through its spring renovation. The hum of the tiny insects forms a light accompaniment for the stronger voices

of the birds. We find the wide spreading branches of the dog-wood tree in full bloom—like a snow drift not yet melted away. The ground is blue with the light wood violets forming a veritable magic carpet. Certainly this would send one off to fairy land if anything could.

Down the winding path we go to the ravine. What treasures are offered here! With their roots in the water of the crystal clear brook, we find the marsh-mallow, their blossoms of buttercup gold, shining at all times. Farther down stream are the deep purple and pure white violets. One must almost "wade-in" to gather these, but the reward is surely worth while. A tiny waterfall affords a splendid place for the speckled trout to bask. They're such lazy things. No one bothers them there, and they swim about contentedly, or burrow under some grass or roots and doze in the sun. Food is plentiful and cheap. Really one only has to open his mouth, and, if quick enough, a splendid big fly is the prize.

We follow the brook along its course till it ends abruptly in a small dark pool. Just now it is edged with swamp-apple blossoms, whose pink bells offer nectar in plenty for the swarm of wild bees in the old chestnut tree over yonder. We stop to watch the penny bugs shooting about, and surprise a fat green frog that jumps into the water with a disgusted "ker-chug."

Were we to spy on this pool in mid-summer, we would find a clump of big brown cat-tails, with the accompanying red-winged blackbird swinging majestically to and fro.

The trail leads back through the woods. The pine trees form a perfect nave for nature's great outdoor cathedral. At the base of one of the oaks are some Jack-in-the pulpits. "Who does not know this wily preacher, who standing erect under the sounding board of his parti-colored pulpit, lures the trusting members of his insect woodland flock to an untimely death?" The birds are busy building their nests, and the small chipmunk on the stump enters a chattering contest with the red squirrel in the tree above.

The slender white birches invite us to climb and swing; the sturdy oak holds out his arms and we want to stop and rest. How surprisingly cool the grove of ash trees is, standing there in its grey bark like a phantom gathering. We are tempted to climb that tall chestnut tree and peek into the big bundle of brown leaves that we know is a squirrel's nest, but its owner, slyly watching from a nearby limb seems to guess our inmost thoughts, and scampers up the tree, leaving in his wake, a shower of last year's dried up chestnut burrs.

We find the little spring choked with leaves and sticks. How it laughs when we clear them away. We are suddenly startled by the whirr of a partridge and soon stop to rest on the trunk of an old tree, fallen in last winter's storms.

We become aware of the noises all about, the rustle of the leaves, the calls of the birds, and the shy sound of softly moving things. A small rabbit ventures out; a spotted lizard crawls from under a lichened stone. We watch a tiny ant pulling a dead moth over sticks and under leaves. A cricket chirps, and a rustle of leaves nearby attracts our attention. We move a leaf, and there appears a pale green Luna moth, just emerging from the cocoon. It crawls weakly to a tiny twig where it dries its wings in the sunlight.

We must not linger any longer and so start back, almost running into the spider web, still wet with dew, and glistening like strings of pearls or diamonds.

In the open field, the blue spring daisies are just coming out. Their nodding heads of yellow fringed with lavender can be seen above the grasses. Over in the marsh is the Iris with its sword leaf and long blue flower variegated with yellow, green, or white. The wild honey suckle with its bright

flame blossom tipped with golden yellow, together with the lavender of the wild geranium, add color to the sombreness of the old stone wall which they border.

Down in the meadow a brook gurgles over the stones, and we wonder if there is anything so peaceful and contented as cows standing kneedeep in the grass, or lying contentedly under the trees beside the brook.

We climb over the old Virginia fence, with its moss covered rails, and are once more back to the land of realization, home from the land of make-believe.

It is now sunset. Let us turn our faces to the westward where the hills meet the sky, and see the glorious ball of fire just bidding this side of the world good-night. The colors are almost indescribable; they seem to melt together so that no-one is predominant. But against the deep purple of the hills and the pale lavender of the clouds above, the pink and golden shines forth even after the sun has dropped down beyond the range.

There are as many sunsets as there are days. They're never the same. Note the contrast between the above glory on a warm, clear day and that on a cool, moist one. Then the hills are almost black, they are so dark, and the grey mist hangs heavily upon their summits. Above, the dense black clouds are low and as they turn back, an edge of silver outlines them. The sun, just sinking, is not the golden ball of the other day, but a piercing silver mass.

How often we have distinguished outlines of people, boats, and many other things in these sunset clouds. Our imagination plays at will with these bits of cloud and rays of light. Haven't you ever picked out a man rowing a boat upon a silvery lake—outlined with dark pines and bushes, with a pinkish blue splendor for the sky? Perhaps it was a race that was in progress along a pale green course, or just a rambling old castle set high upon a ledge overlooking a shining river. It is said that "Nature speaks in symbols and in signs". Certainly, if ever she does, it is at this time of the day.

It's wonderful—this lure of the sunset! And as the colors fade slowly and finally give place to night, one readily thinks of that timeworn phrase, "The End of a Perfect Day."

Ada Belle Crosby '21.

* * *

HUMOR

The origin of the word humor can be traced back to the time of the caveman; it must therefore be one of the most ancient possessions of our race. But our first thoughts possibly are, what is humor? Who are the masters of it? And how did we come to possess it?

Men have always possessed the quality of humor—the quality by which we are able to see more than one side of a question, the quality by which we are able to laugh when we hear of an incident that recalls a happy event of the past, or to look for a "silver lining" although life is clouded by some sad event. When we think of a person as having a "sense of humor" we know that that person can always see something pleasant in life, and finds the world full of many interesting things.

Going back to the stone age we find that the caveman took delight in making others suffer. It was at this time that the "practical joker" was born, a person considered very funny in those early times, but somewhat out of date today. Yet even in this present century we have people who delight in playing a practical joke. An example of this kind of joke is drawing away

a chair from a person about to sit down. The joke may go, but tricks thus crude do not appeal to most of us.

Every generation our standard of humor appears to change. During the Middle Ages it seemed as though people had no "sense of humor." It was an age of great ideals and as all were of one mind there was no place for humor. At the Renaissance man began to think for himself and to notice the existence of humor. Addison and Steele were the great humorists of their day. Their success in obtaining humor was due to the fact that their characters were true to life, sometimes being made ridiculous and again pathetic. Less than fifty years ago children found Mark Twain's works very humorous, but the boys and girls of today do not find as much to laugh at in his books although they are still enjoyed.

At the present time Booth Tarkington and Irving Cobb are well known humorists. Everyone who has read Tarkington's "Seventeen" or "Penrod" enjoys the humor of these stories. And why are they so humorous? For no other reason than that they are true to life; the characters seem real instead of imaginary. Cobb obtains humor by his way of telling the strange beliefs of people.

Humor is unlimited in variety but it is often missed for lack of knowledge of literature. The following story proves this point.

A man brought his child to a minister to be christened. The minister asked the child's name.

"Rosalind," answered the father.

"I never heard such a name," said the minister. "How do you spell it?"

"Oh," was the reply, "As you like it."

Almost every day we come across something humorous in advertising. For instance, at one time a newspaper advertised, "Man's laughter a serious charge." And so it happened—the word "manslaughter" having been divided. Pick up a newspaper and you are apt to see such an ad as "Don't go elsewhere to be cheated, come in here." This was not meant to be humorous but most people quickly see the humor in it.

It is interesting to note the humor of different countries. Japanese humor seems quaint according to American ideas. The following anecdotes are long in reaching the point but they represent Japanese humor of past centuries. "An absent-minded person went to a store to buy a jar, and taking one turned up side down, said, "How absurd, this jar has no mouth." Turning it over he was again astonished, "Why the bottom is gone too!"

Another is the story of a group of Japanese men who were discussing the question of death. One man expressed a desire to die of consumption. Another preferred love-sickness. A third wished to die suddenly, and assured his friends that he would meet a sudden death. A few days later he did die suddenly. His friends came to mourn the passing of their friend. One of them whose sense of humor was not clouded observed, "If he were alive, how elated he would be."

Most people never think of the Chinese as possessing much humor because the Chinese never associate with the white race and seldom appear to lose their "cold reserve." The Chinese do possess humor although we find it hard to understand. The following translation is an example of Chinese humor. "One day a bore visited a gentlemen who did not know how to get rid of him. So he got up and looking at the sky said, "Clouds are gathering; it will soon rain."

The visitor replied, "If it is going to rain, I mustn't go; it might rain before I reached home."

The unhappy host after a time looked out again and said, "The clouds are scattering?"

"All right," said the visitor, "there is no need to hurry, I can stay."

The Scotch claim a "sense of humor" as one of their characteristics and we seem right in saying that the Scotch do possess that quality. There is an old saying that a surgical operation is necessary to get a joke into a Scotchman's head, but it is truer to say that an operation is necessary to get a joke out of his head. The English claim the Scotch have no humor and but few jokes. The Scotch answer is that they do not need a large supply of jokes because the joke that takes most of their time is the Englishman. A short study of Scottish customs and characteristics would convince one of their humor.

English humor is completely unlike the humor of the Americans. The English claim a sense of humor as their chief characteristic. The great masses of people have found English humor forced and unnatural. It is a fact that the English have very little humor because they are slow in grasping a point and do not see humor in some very humorous situations. In comparison American humor is eloquent and emotional. The humorists of other countries sometimes claim that we have too much humor and do not take things seriously enough, but Americans are optimists and always see something bright in life. Perhaps we are too optimistic, but a sense of humor helps one out of many difficulties. It is difficult to estimate the value of this weapon when applied all round and fairly.

Mary McAdams '21.

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ESSENTIALS OF SUCCESS.

Success! Is there any thought quite as big as the thought of success, or does any idea keep after us so persistently? It will not do to deceive ourselves by saying that we do not care for success. So let us say at once that we do believe in it. Most of us are continually endeavoring to spell the word in our daily strivings and labors. We all want to be successful, but one can never gain success in this world if he thinks that he is a failure. Failures should make us more determined to gain the top of the ladder. If we go out into the world determined to succeed, there is no power on earth that can prevent us from doing so.

But what are the qualifications which comprise what may be described as the physical and intellectual equipment that is necessary to success in life? It was Theodoes H. Price, the well known expert on financial, economic and commercial questions, who said that "self control, education, initiative, ambition, congenial employment, enthusiasm and a comprehensively accurate vision" were the most necessary qualifications. But he said that this combination alone would not enable us to recognize our greatest opportunities unless we were informed by an imagination that pictures forth the future for us, and tempts us to try to grasp it.

How many are there, who really march straight through to success? If we should stop to count them, we would see, much to our surprise, that most of the pupils who leave high schools, colleges and universities go to mediocrity, some to success and a few to failure. Teachers will never cease to wonder about the elements that cause some to forge ahead so irresistibly and others to lag far behind. What are the great and necessary essentials? Ambition? Energy? The willingness to work? These surely are all important factors, but there is one whose importance is often overlooked, and that is a certain independence of spirit which makes a man or woman dare to be himself.

Another essential quality of success is initiative. A recent newspaper article on "Americanism" told the story of Andrew Carnegie, and implied that such an advancement as his was possible for anyone with initiative al-

though it took a tremendous amount, which few men possess. To attract the attention of superiors, in other words, to show initiative is, without a doubt, as essential a quality of success as any other. If a person possesses a fair amount of it, and fails to show it, will he succeed? Nine times out of ten he will not.

The article also gave instances showing that hard work is not enough to get ahead or "make good"—that that would never spell success unaided. An officer of a large steel company in this country, when questioned regarding the advancing of the employees, said: "Hard work does not necessarily mean advancement. The man must be on the job to see chances of advance for himself and take advantage of them. He must show the company that he is worth more in some other position than in the one he is at present holding. Until he can do so, he will get nowhere."

Another important factor is education. What man or woman today has succeeded without some education? There are people today, who when asked that question, will answer, "many". But they are the ones who think that if you have not graduated from a high school and college, you have not had an education. That is not true, as some of the richest men in this country and others today, were taken out of school when still young, but because of their ambition and willingness to learn, they have managed to get some form of an education and in that way have succeeded. These men must have had tremendous strength and ambition to prepare themselves for higher pursuits, and probably many of them were willing to work more than 12 hours a day because they were anxious to advance themselves. The following statement of a banker, who tells how he started at the bottom of the ladder and successfully reached the top, is an excellent example of this: "The theory that the time has come for shorter hours is not true of the man or woman who would make an intellectual success of his life. He must do two full days' work in one. He must do a double day's work". No one will contradict this statement as we all know that success can never be accomplished by loitering and loafing.

If men and women today, would only stop to think, before selecting their positions, they would advance more quickly. Many times they are not fitted for the positions they choose. We all know that it is difficult for the boy who wants to be a doctor or a lawyer to content himself as a merchant, or for one who is a natural trader and organizer to be satisfied as a newspaper man. In most cases, however, men and women do not find the jobs best fitted for them, simply because they do not think. They take the first thing they get, and then, if they do not get along, blame everybody and everything except themselves. Thomas A. Edison who is known as one of the greatest thinkers and workers the world has ever produced says: "The man who doesn't make up his mind to cultivate the habit of thinking, misses the greatest pleasure in life. He not only misses the greatest pleasure, but he cannot make the most of himself. All progress, all success, springs from thinking."

Arthur Letts a merchant, who started a dry goods store on \$500 in Los Angeles in 1896, 10 years later had the largest dry goods store on the Pacific coast. When asked how he had succeeded in that length of time, he gave this statement: "Most of the failures in life today are due to lack of confidence and enthusiasm. I would rather have either of these than brains." But enthusiasm, essential as it is, may lead us into error unless it is balanced by vision and accuracy of observation. Many people mistake facts simply because they have failed to observe them or have not looked them in the face. They have first deceived themselves, and then deceived others. Shakespeare knew this when he said:

"This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."

He thus gave poetical form to what must be one of the axioms of the successful man or woman.

The oneness of purpose! Has anyone ever stopped to realize that success has never been gained without it? It is the greatest essential which the many, looking forward to success in one form or other, have failed to grasp; but without it one has never succeeded. If we have our purpose or aim, and are willing to attain success, our confidence, our ambition, our enthusiasm, and our will power will carry us straight through to success.

Anna Johnson '21.

* * *

SHALL WE RETRENCH OR GO ON?

Blindly, without counting the cost, the United States is trying to give everybody in this country a higher education than is given anywhere else in the world. In our democracy we have always set high value on education. The one thing people do not go to sleep about is children.

The public school is indeed the most distinctive agency of our democracy. It has always been the glory of this country, and we have enjoyed boasting that we make our people so intelligent that we are able to commit to their hands the destiny of the country and the public welfare.

The first public school in America was founded in Boston in 1635. Twelve years later a law was enacted providing instruction for practically every white child in Massachusetts. This was the foundation of the common school system in the United States. The settlers were poor, but determined, as they said, "that learning should not be buried in the graves of their fathers."

Another object in founding schools in America was to educate and christianize the Indians. Pastor John Robinson once wrote of Miles Standish after that valiant captain had fought a battle with the natives: "O how happy a thing it would have been if you had converted some before you killed any!"

In sharp contrast to the North, the South had no public schools. Education was confined to the paternal roof, and successive generations grew up in comparative ignorance. Sir William Berkeley wrote in 1671: "I thank God there are no free schools or printing in the South, and I hope we shall not have them for a hundred years; for learning has brought disobedience, heresy, and sects into the world, and printing has divulged them in libels against the best governments. God keep us from both!"

Until the Revolutionary War education was left entirely in the hands of the people; but when the Constitution was adopted it was put in charge of the separate states. In all the states of the North schools were founded and colleges were established. The Bureau of Education was formed at Washington, but the South still clung to its old paternal traditions in regard to education.

By destroying the system of slavery the Civil War brought the southern states into harmonious relations with the rest of the country. The South has broken away from its hurtful traditions and is rapidly developing its material resources.

A strong interest in education now exists in every section of the country; every effort is being made to advance the public school. Neat and well furnished school houses are rapidly supplanting the log huts and temporary makeshifts of the past; the school term is being lengthened, and improved methods of teaching are being everywhere introduced.

But now comes the question: "Shall we retrench or go on?" During the last two years the public has been lead to think a great deal about the cost

of schools. There is no need of obscuring the fact that cities can not support their schools by the present method of taxation.

It is not probable, however, that the American taxpayer will neglect the education of his children. Funds must and will be raised, and as soon as the citizen realizes the need, the money will be quickly forthcoming.

It happens that just now, more than ever before in our history, there is need that the schools shall not lose their efficiency, but that their efficiency shall be greatly increased. Never before has any country been looked up to by all the world as we are; more depends upon us than we can readily understand. We must look to education for the reproduction of the wealth of the world; we must, therefore, educate to a greater extent than ever before.

Maude Robb '21.

* * *

THE STUDY OF ART.

To the well-educated person a knowledge of art is a necessity, not a luxury. This was recognized by both the Greeks and the people of the Renaissance, as can readily be seen from the many beautiful objects which they have left to us. This knowledge of art, moreover, was not confined to the wealthy or to the highly educated, but was shared equally by those of the middle class, and by even the humblest workman who spent his life producing the common utensils of every-day life.

Art above everything else in the world should be democratic, and instruction in the schools should be based upon the idea that its object is not alone to increase the number of artists, producers of pictures and statues, but also to create a class of skilled workmen who shall have the power to put artistic feeling into the objects they may be engaged in producing.

It is only within the past few years that intelligent people in America have awakened to a consciousness of the great field of activity which is open to art. Those who recognize the commercial value of art in the industries and manufactures have been first to appreciate this.

The commonly accepted idea of art instruction is that the beginning and the end of a thorough course lie in drawing, modelling, and painting alone, and it is true that these studies form the basis of all successful art work. But ability to express ones-self with pencil, brush or modelling tool, is not all; one must understand the fundamental principles of composition that underlie all great works of art.

We are inclined to think of an artist as a painter or sculptor, forgetting that art is the foundation of many trades and professions. The landscape gardener, the architect, the designer of furniture, carpets, silverware, ceramics, clothing and textiles,—these are only a few of the many arts and trades requiring a trained artist.

Commercial advertising has opened a new field for the artist. Business men are advertising much more now than they have done in the past. When you look at the advertisements in the trolley car, when you pass a bill-board, or look over the advertisements in your magazines or newspapers, do you ever think of the one who designed them?

The war has brought America to a consciousness of her backwardness in founding schools to train artists in making designs for textiles. Until recently America has depended entirely upon Europe, especially France, for both its designs and designers. Since the war began manufacturers have been offering prizes for designs by American artists. The mills of this country are now reproducing many of these beautiful American designs; some of those designs are being used in the silk mills of our own town.

Since the termination of the great war, many cities and towns are planning memorials in the form of statues, fountains, arches and memorial halls. These cities see the necessity of an art commission to decide upon the designs submitted by the artists.

Because of this awakening in America, more art schools are being established, the subject is being given more importance in our High Schools, and people with artistic ability are being encouraged to pursue the study of art.

* * *

OPPORTUNITIES.

"Life is opportunity, and therefore its whole circumstance may be made to serve the purpose of those who are bent on self-improvement, on making themselves capable of doing thorough work". We all have opportunities and we are continually alert for more. But what are they? The word itself comes from the Romans and means "near port"; therefore an opportunity is a favorable occasion, time, or place for learning, saying, or doing a thing.

Opportunities are omnipresent. He is wise who finds a teacher in every man, an occasion to improve in every happening. What may seem evils, as poverty, suffering, and hardships, are really opportunities, if we but heed. Failure is a spur to goad us on to braver and nobler striving. Success merely pushes the goal onward, and reveals the fact that there is no limit. Success is ever becoming failure, riches poverty, knowledge ignorance, and virtue vice. The higher a man rises, the farther away he sees his goal receding. Only the love and faith in a supreme ruler gives courage and leads a man on to higher ends. Therefore the only right opportunities are those which educate a man into God's likeness.

It has been said that opportunities for mischief come a hundred times a day, but opportunities for doing good come but once in a year. This statement is not true for the man himself is the best part of the opportunity. Of course there are men who would slander everything, but let a man have a noble aim or purpose and opportunities to attain his end will immediately spring up in his path-way. But if a man does not know what he wants, how can opportunities serve him?

The individual must have eyes that see, hands that are willing, and ambition to carry out his designs. One may be treading a path which seems a desert to him, a barren and visionless way, while that same path, trod by another, might seem to him overflowing with possibilities. Each one must see for himself. Although there are opportunities for all, the trained eye sees more. The untrained man is handicapped, for increasing applications of scientific knowledge increases the number of opportunities for trained men. Agriculture, one of the largest occupations, proves this point. But education is so much easier to get than it was a generation ago that it should not be a serious drawback.

Much again depends upon the individual. Opportunities may stare him in the face but if he is not willing to improve his time, they are in vain. For, as the old saying goes, "You can lead a horse to water but you can't make him drink."

If we cannot do great things, there is the ever-present opportunity of doing small things well. For after all, great things are not essential for success. Most great men have taken advantage of common opportunities and succeeded through ordinary conditions. Many saw the kettle boil but

to only one did it occur what the power of the steam might be worth. And surely no extraordinary opportunities were offered to Abraham Lincoln, or even to our greatest divine leader himself. Indeed, opportunity is compliant. The use that is made of it depends on him to whom it is offered.

The vast majority overlooks two inconspicuous monosyllables, **here** and **now**. We do not have to look far away for opportunities because, like charity, they begin at home. A young physician or lawyer does not sit down and wait for a patient or client. No, he improves his time by study so that he may be the more successful when his chance comes.

When it was said to Diogenes, "You are old, you must take your ease", he answered, "What? must I slacken my pace at the end of my course? Would it not be fitter that I should redouble my efforts?"

Authors are repeatedly telling us that we should continue to learn all during life and not close our minds when we leave school. If we heed this advice, then we shall find that our opportunities have also been redoubled. So as the ages bring more knowledge and better methods, in the same proportion are opportunities increased, and more fields of work opened.

America is known as the "land of opportunity," the land of inspiration, not because of her wealth but because of the end it can attain and because of her ideals—eagerness—hope—progress—equality—democracy. But of what value were her resources until a people came who knew their worth? The valuable minerals and jewels were but as playthings for the savages, and civilization did not advance.

But what opportunities come with an appreciative people!

In 1776 our fathers launched on this continent "a new Nation, conceived in liberty and dedicated to the proposition that all men are created equal." At this time all other nations had an aristocratic government, the superior classes governing the inferior classes. Our fathers seized the great opportunity which confronted them and established a nation based on self-government, the superior in man governing the inferior in man. Three elements were combined, a great opportunity, a meagre equipment, and an audacious courage, which were submerged into victory.

Slavery imposed upon us in our youth grew strong as we grew strong, but by the greatest civil war in history, the right of freedom and happiness was won for all the people in America.

During the recent World War, God again flung open the door of opportunity—opportunity to stand not only for American rights but for the rights of all innocent and peace-loving nations. America, as the wealthiest, greatest, and most influential neutral nation on the globe did not fail in her duty; she rose against the wrong and helped to establish once more right and peace in the world.

And yet neither the nation's nor the individual's work is ended. Higher things remain to be done than have yet been accomplished.

Evelyn Johnston, '21.

* * *

VALEDICTORY.

Tonight as we, the members of the class of 1921, are about to enter that broader school called "life", it is fitting that we pause a few moments to express our gratitude to those who have made it possible for us to be here; to those who have given us the opportunities of a training which will enable us to assume, wisely and well, our share of the responsibilities which now confront us.

We have indeed been fortunate in our equipment and curriculum which you, Superintendent and Members of the School Board, have so wisely provided. Our advantages, social and athletic, as well as intellectual, have been all that could be desired. Never before have we fully realized what this meant to us, but now with grateful hearts we thank you.

Principal and teachers, many times during our training you have had reason to become discouraged and disheartened but you have never failed to continue to guide and train us diligently. We hope you will forget our misdemeanors and we will show you that your work has not been in vain. In that way only can we thank you and fully repay you.

You, parents and friends, have perhaps sacrificed most in giving us opportunities which perhaps you did not have. You have pointed out our course and encouraged us when we faltered. You do not ask for thanks; you ask only that our lives shall show nobler and wiser living, and that we shall be successful in our undertakings. Many times we have been disobedient, but we hope tonight you will forget our shortcomings. Words of thanks are inadequate for all your sacrifices. Only as time develops our purposes and ambitions will you be fully rewarded.

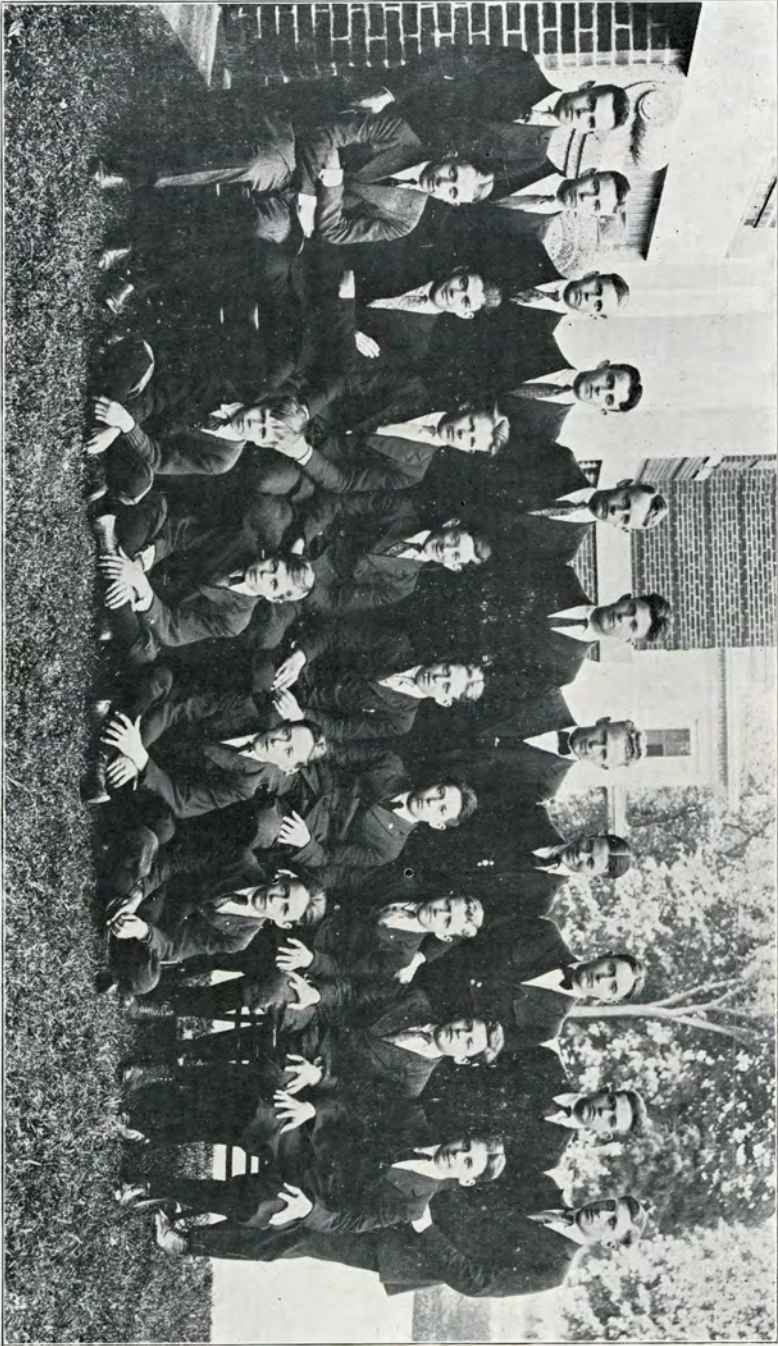
Schoolmates, in the midst of our joy a shadow of regret sweeps over us as we think of leaving this school in which we have worked and played together. You have co-operated with us in all that we have undertaken and you have helped make our four years bright and happy. Many things we have left undone and it is up to you to win where we have failed; keep the record of the South Manchester High School bright so that we may continue to be proud of it. Our heartiest wishes for success will ever be with you.

Classmates, members of the class of 1921, tonight we meet as a class for the last time in the South Manchester High School. As we separate, each one to take up his chosen work, let us still follow the motto that we have followed during the past four years in this school, "Through obstacles to success". Nothing really worth while was ever accomplished without struggle and hardship. The greater the obstacles which are overcome, the greater are the victories. Indeed these are what develop the real man or woman and build character. We have been successful in our course here, but we have by no means reached the top of the ladder; we have only begun to climb. And so, as we go out into the world, let us not strive for selfish, personal success; let us seize every opportunity to carry on the great cause of mankind.

Class mates, our ambitions are high, our training has been of the best. Let us not forget the ideals which the school has taught us. It is our duty to thank our parents and friends not merely by the words which we have uttered tonight but by our future deeds. May we be successful as true men and women. With such a vision let us bid each other not farewell—but Godspeed.

Evelyn Johnston, '21.

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BOYS' GLEE CLUB

HIGH SCHOOL GLEE CLUB

First Soprano

Estella Thrall
 Elizabeth Stoughton
 Astrid Johnson
 Geneva Pentland
 Lillian Neal
 Dagma Anderson
 Gladys Kletzel
 Margaret Lewis
 Anna Johnson
 Beatrice Underhill
 Marjorie Burr
 Lillian Tournaud
 Lillah Curran
 Caroline Cheney
 Essie Frink
 Elsie Berggren

Second Soprano

Francis Johnston
 Agatha Wright
 Margaret Weldon
 Eleanor Stoughton
 Eva Schrieber
 Hazel Chambers
 Esther Anderson
 Ada B. Crosby
 Mary Chapin
 Lillian Sweeney
 Rose Woodhouse
 Bertha Dietz
 Dorothy Norris

Alto

Eva Freeburg
 Mildred Lundine
 Allegra Procter
 Estelle Keith
 Helen Berggren
 Mary Weldon
 Julia McVeigh
 Viola Rice
 Dorothy Carlisle
 Doris Robshaw
 Sylvia Casperson
 Helen Agnew
 Ruth McLagan
 Helen Keith
 Madeline Spiess
 Florence Seelert
 Alice Crawford
 Nellie Foley
 Eleanor Rogers
 Dorothy Bantley
 Gertrude Mallon

First Tenor

Mortimer Moriarty
 Henry Schell
 Edward Agnew
 William Hutton
 Clifford Mason
 George Stavivitski

Second Tenor

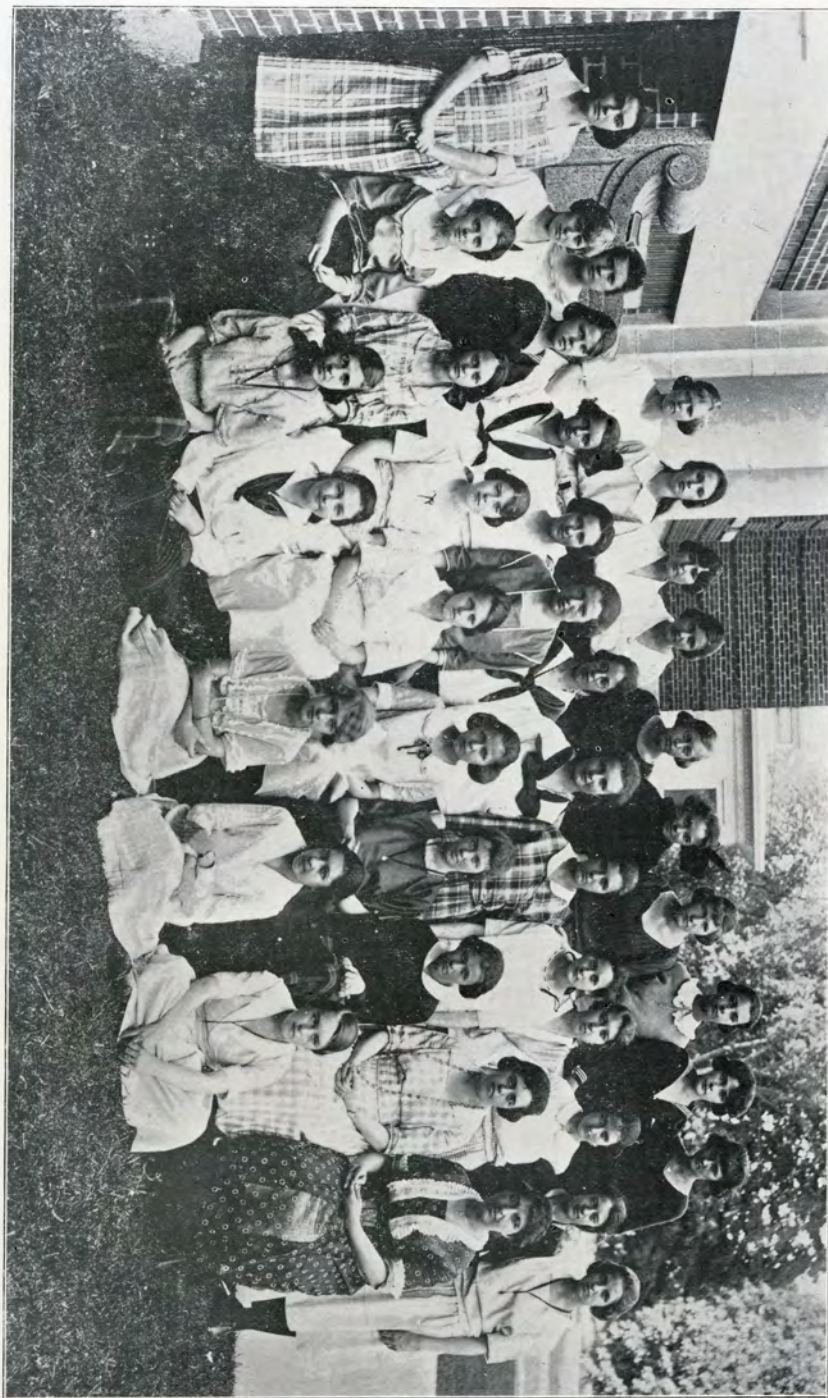
Vincent Ingraham
 Edward Robb
 Elwood Peters
 George Hussy
 Isadore Wexler
 Joe Sylvester
 Harold Hadden

First Bass

Hilding Bjorkman
 Ernest Benson
 Fred Rogers
 Herbert Flavell
 Clifford Gustafson
 Walter Quinn

Second Bass

Russel Potterton
 Eugene Moriarty
 Evald Carlin
 James McLaughlin
 Leroy Norris
 Wilfred McKinney
 Garfield Keeney
 David McComb
 Royal Marshall
 Kenneth Boland
 Joseph Handley
 Frank Waddell



GIRLS' GLEE CLUB



DRAMATIC CLUB

DRAMATIC CLUB 1920-21.

President—Ada Belle Crosby '21
 Vice-President—Elwood Peters '23

Secretary—Estelle Keith '22
 Treasurer
 Faculty Adviser } Miss Goding

EXECUTIVE COMMITTEE

Marjorie Richmond '21

Margaret Aitkin '21;

Clifford Gustafson '21

MEMBERS.**Seniors**

Margaret Aitkin
 Helen Berggren
 Ada Belle Crosby
 Eva Freeburg
 Clifford Gustafson
 Frances Johnston
 William Krah
 David McComb
 Eugene Moriarty
 Russell Potterton

Sophomores

Thomas Aitkin
 Raymond Hagedorn
 Hans Jensen
 Henrietta Kanehl
 Oliver Kinch
 Marjorie Leidholdt
 Aileen McHale
 Elwood Peters
 Ethel Robb
 Estelle Thrall
 Agatha Wright
 Isadore Wexler

Juniors

Beulah Brown
 Carolyn Cheney
 Cornelius Foley
 Essie Frink
 Dorothy Hansen
 Estelle Keith
 Julia McVey
 Walter Quinn
 Louis Smith
 Margaret Sundman
 Clifford Symington

Freshmen

Edith Schultz
 Stewart Segar

* * *

The following plays have been presented during the past year: "Suppressed Desires" by George Cook and Susan G. Cook.

Characters

Henrietta Brewster.....Estelle Thrall
 Stephen Brewster.....Clifford Gustafson
 MabelAda Belle Crosby

At Thanksgiving the pageant "The Pilgrims and Their Journeys" was enacted by the whole Dramatic Club.

"Mice and Men", by Madeline L. Ryley was given at Cheney Hall on Thursday, February 24, 1921.

Characters

Mark Embury.....	David McComb '21
Roger Goodlake.....	Elwood Peter '23
Captain George Lovell.....	Clifford Gustafson '21
Sir Harry Trimblestone.....	Clifford Symington '22
Kit Barniger.....	Isadore Wexler '23
Peter	Cornelius Foley '22
Joanna Goodlake.....	Carolyn Cheney '22
Mrs. Deborah.....	Lillian Tournaud '21
Peggy	Estelle Keith '22
Matron	Beulah Brown '22
Beadle	William Krah '21
Molly	Helen Berggren '21

Dancers, Foundlings.

* * *

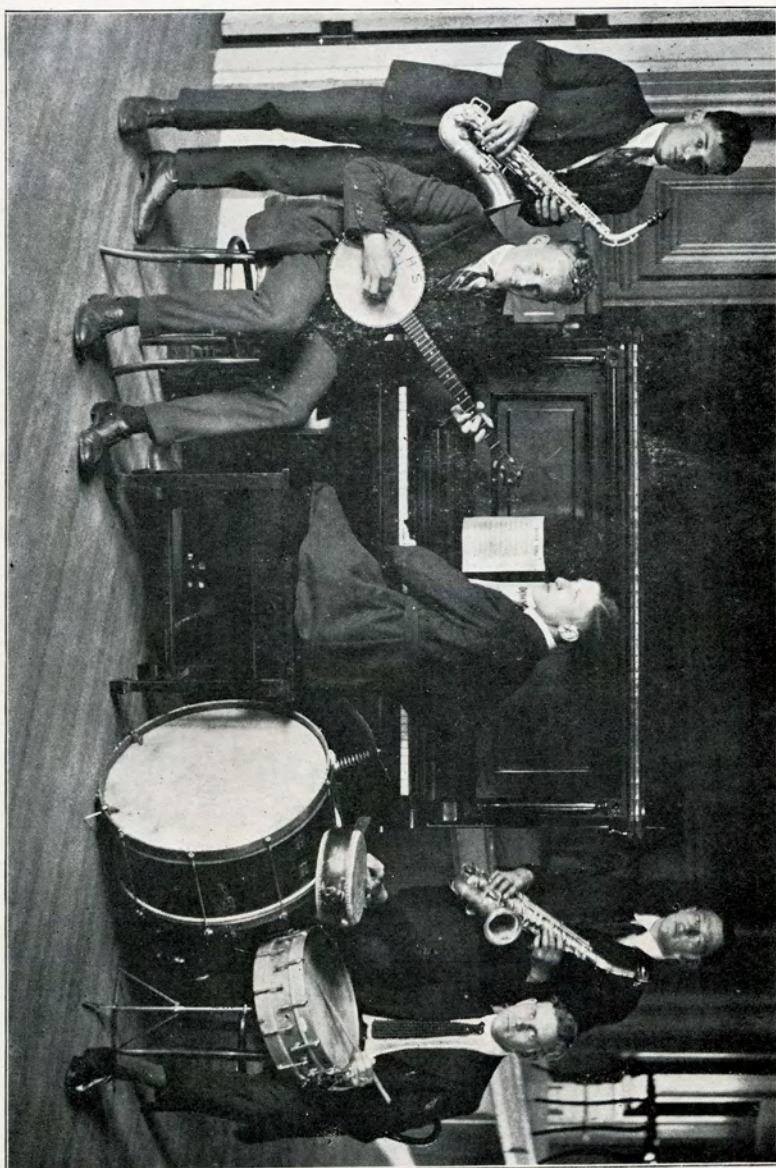
The Senior Play, "Christopher Junior", by Madeline L. Ryley was presented at Cheney Hall on Thursday, June 23. It was directed by Miss Goding.

Characters

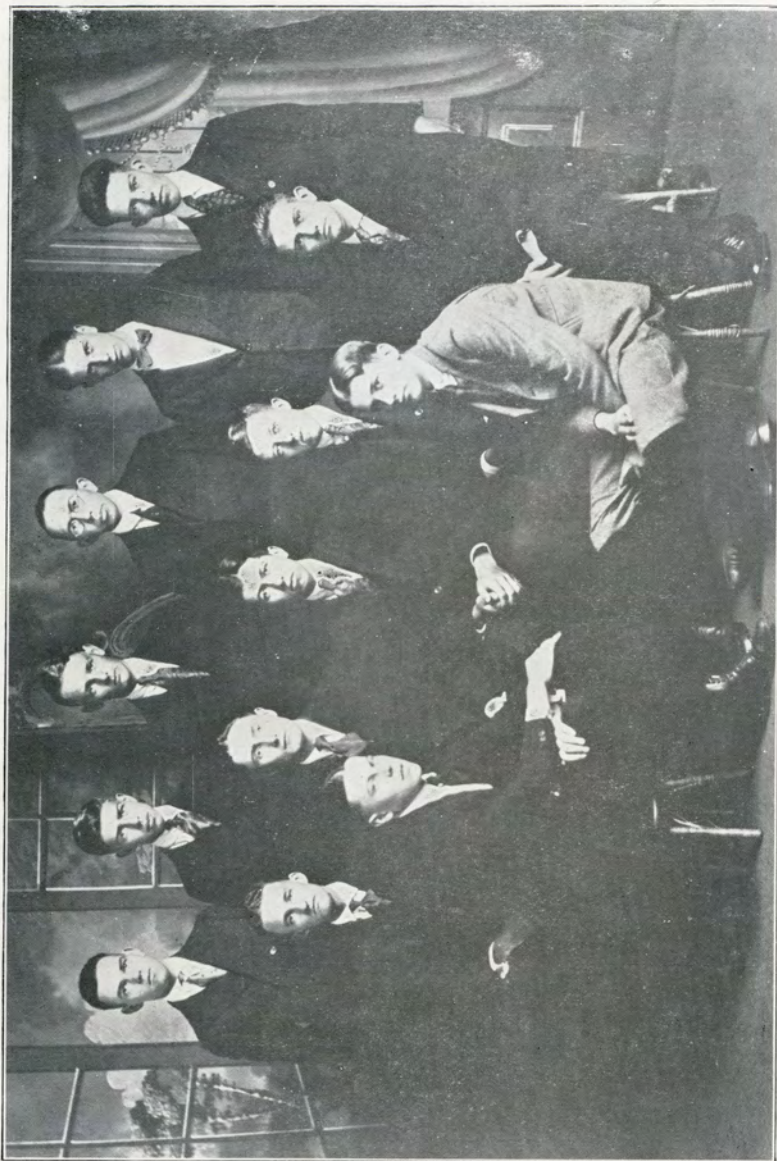
Christopher Jedbury, Sr.....	David McComb
Mrs. Jedbury.....	Ada Belle Crosby
Christopher Jedbury, Jr.....	Clifford Gustafson
Nelly Jedbury.....	Margaret Aitkin
Whimper	William Krah
Job	LeRoy Norris
Major Hedway.....	Eugene Moriarty
Dora (his niece).....	Allegra Proctor
Mr. Glibb	Kenneth Boland
Mrs. Glibb	Mabel Sheridan
Tom Bellaby	Russell Potterton
Mr. Simpson	George Dougherty

This is the second year of the Dramatic Club in S. M. H. S. and it has proved very successful.

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SERENADERS ORCHESTRA



BOYS' DEBATING CLUB

SOUTH MANCHESTER HIGH SCHOOL BOYS' DEBATING CLUB.

President—George Dougherty '21
 Vice-President—Walter Quinn '22

Treasurer—Clifford Symington '22
 Faculty Adviser—Mr. Walton

EXECUTIVE COMMITTEE.

Ernest Benson '21, Chairman; Eugene Moriarty '21; Louis Smith '22

MEMBERS.**SENIORS**

Kenneth Boland
 Harold Burr
 Ernest Benson
 George Dougherty
 Clifford Gustafson
 Joseph Handley
 David McComb
 Eugene Moriarty
 Jack Trotter
 Frank Waddell
 Leroy Norris
 Herbert Flavell

JUNIORS

Stanley Clulow
 Cornelius Foley
 Clifford Symington
 Louis Smith
 Wilfred McKinney
 Walter Quinn
 Herbert Custer
 Carter Harris
 Royal Marshall

The Debating Club's second year as a high school organization was very successful although it lost all its interscholastic debates

After each member had participated in at least one debate before the club or school, teams were picked for the interscholastic debates.

On March 18th we held a dual debate with Willimantic. The question selected was, Resolved: That immigration into the U. S. should be prohibited for a period of three years.

Our Negative team consisting of Clifford Symington, Stanley Clulow, and Harold Burr, with Wilfred McKinney as alternate, lost in Willimantic.

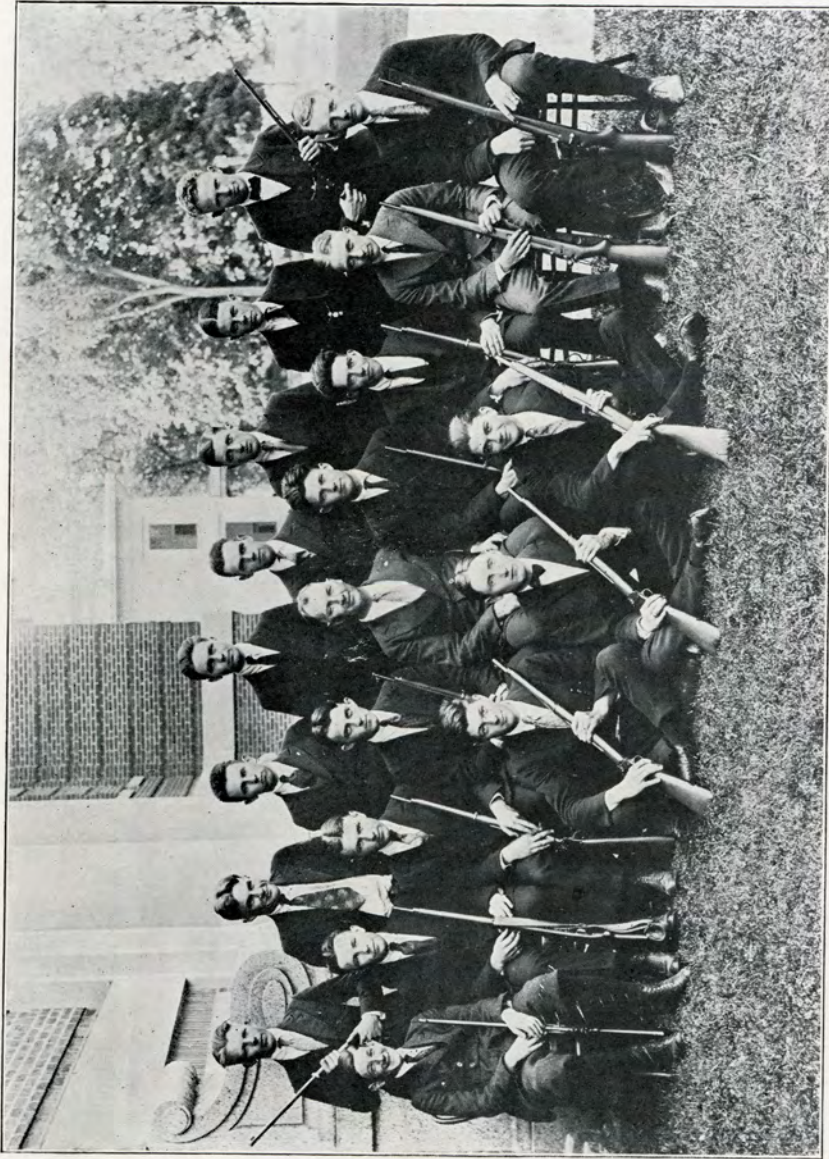
Joseph Handley, Eugene Moriarty and Jack Trotter, with Carter Harris as alternate, defended the affirmative side at home and were defeated.

Early in January the Club accepted the invitation of Meriden and Middletown to join a triangular league for the John A. Danaher Debating Cup. This cup was to be held during the year by the school which gained the most votes cast by the judges in the triangular debates and permanently held by the school which should gain three such victories. The subject selected to be debated by the three schools on April 22, was, Resolved: That the State of Connecticut should adopt a system of Direct Primaries for the nomination of all elective State Officers.

The affirmative teams of the three schools stayed at home while the Middletown negative team came to Manchester; the Meriden negative went to Middletown, and our negative journeyed to Meriden.

Both our teams lost in very close debates. Since the Middletown team won, that school holds the cup for the coming year.

The Club made an important amendment to the constitution on June 1, admitting Sophomores to the Club. This will give our boys a much better chance to train for school debates.



RIFLE CLUB

BOYS' RIFLE CLUB

President—James McLaughlin
 Secretary—Kenneth Boland

Vice-President—William T. Krah
 Treasurer—Joseph Handley

Officer in Charge—Walter Olson

MEMBERS

William Barrett
 Kenneth Boland
 Herbert Flavell
 Evald Carlin
 William Krah
 Eugene Moriarty
 Leroy Norris
 Walter Reichard
 John Trotter
 Frank Waddell

Ernest Benson
 Harold Burr
 Clifford Gustafson
 Joseph Handley
 James McLaughlin
 David McComb
 Russell Potterton
 Fred Robinson
 John Wallett
 Franklin Welles

The Rifle Club was organized in October 1920, comprising all the boys in the Senior Class. The above officers were elected.

The club was divided into squads of six men each, and practice was held regularly on Friday afternoons on the Home Guard range in the Barnard School.

Under the supervision of Walter Olson, considerable latent marksmanship was discovered, which, with regular practice, developed rapidly.

Considerable interest was aroused when a box of chocolates was offered by Mr. Knapp and Mr. Olson to the one making the best total score in several weeks practice just before the Christmas vacation.

“Curly” Gustafson captured the prize.

After the winter's practice, several members shot very creditable scores.

The Club was associated with the National Rifle Association, and this spring received a quantity of ammunition from the government. However, the necessary red-tape prevented the club from receiving the full benefit of the association in so short a time, but next year's club will have this business done and can begin work early in the season.

* * *



BASEBALL



BASEBALL

The baseball team has not been very successful this year. The squad has been under the direction of Captain Dougherty and Coach Clark, and did good work considering the green material they had at the beginning of the season. The members line-up of this year's team are: Captain Dougherty, catcher; Walleit, Seelert, pitchers; Cheney, first base; Bjorkman, second base; Thornton, shortstop; McCaughy, third base; Lovett, left field; Rogers, center field; and Seelert, right field. They won from Willimantic, 10 to 5, and have played close games with Hartford and New Britain.

TRACK

The track team has just ended a most successful season. Under the able direction of Coach Olson and Captain Gustafson, a well balanced team was developed. The annual dual meet held at Bristol May 7, was won by S. M. H. S. by the score of 64-39. The most promising fellows of the track team were entered in the Trinity interscholastic track meet May 14 and the one at Yale, May 21.

At the Trinity meet, Dexter received a fourth place in the high jump and Gustafson got fourth in the 100 yard dash, open to High and Prep schools. At Yale, Potterton, after running a beautiful race in the mile, came in fifth. Dexter also came in fifth in the high jump and Gustafson fifth in the 100 yd. dash. Now the sound of fifth place may seem not very honorary, but considering that there were about three hundred contestants, and that this was our first venture in a large meet, we did well. The main thing the fellows derived was experience which was proved at the triangular track meet. May 28, the triangular track meet between Enfield, Bristol, and South Manchester High Schools was held at the West Side grounds. It was an ideal day and a large crowd was present. It was a very exciting meet, although S. M. H. S. won by a large margin. When the final score was counted, S. M. H. S. was declared the victor, with 55 points; Bristol was second with 38; and Enfield last with 15.

One more victory means permanent possession of the large silver triangular trophy, so athletes of the Freshmen, Sophomore and Junior classes, come back to school next year with a determination to win the triangular trophy. Following are the results of the triangular track meets:

May 28, 1921

TRIANGULAR TRACK MEET

BRISTOL, ENFIELD AND SOUTH MANCHESTER.



100 Yd. Dash. Time 10 1-5 Seconds

1st. Gustafson S. M. H. S., 2nd. Sullivan, Enfield, 3rd. Waterhouse, Bristol.

12 Lb. Shot Put. 35 Feet 6 Inches.

1st. McLaughlin S. M. H. S., 2nd. Locke, Enfield, 3rd. Hickey S. M. H. S.

220 Yd. Dash. Time 25 1-2 Seconds.

1st. Guiden, Bristol, 2nd. Gustafson S. M. H. S., 3rd. Sullivan, Enfield.

Running High Jump. 5 Feet.

1st. Dexter S. M. H. S., 2nd. Waterhouse, Bristol, 3rd. McLaughlin S. M. H. S.

120 Yd. Hurdles. Time 14 4-5 Seconds.

Tied for first place, Anderson S. M. H. S., and Waterhouse, Bristol, 3rd Mirabile.

Pole Vault. 8 Feet 7 Inches.

1st. Cleaveland, Bristol, 2nd. Hickey S. M. H. S., 3rd. Goodwin, Enfield.

440 Yd. Dash. Time 59 1-3 Seconds.

1st. Billings, Bristol, 2nd. Anderson S. M. H. S., 3rd. Urich S. M. H. S.

Discuss Throw 131 Feet.

1st. Hickey S. M. H. S., 2nd. Gustafson S. M. H. S., 3rd. Philips, Bristol.

One Mile Run Time 5 Min. 11 2-5 Seconds.

1st. Barnes, Bristol, 2nd. Billings, Bristol, 3rd. Potterton S. M. H. S.

Running Broad Jump 18 Feet 4 1-2 Inches.

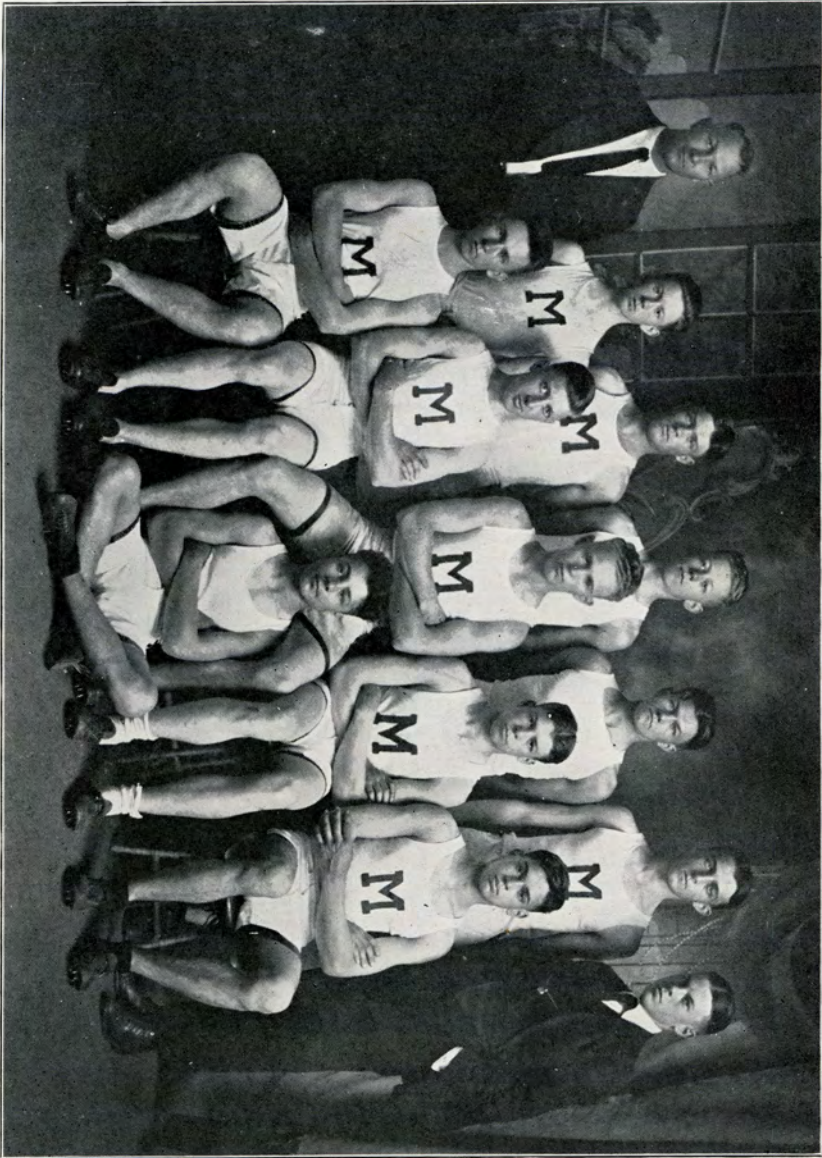
1st. Gustafson S. M. H. S., 2nd. Sylvester S. M. H. S. 3rd. Waterhouse, Bristol.

Javelin Throw 121 Feet.

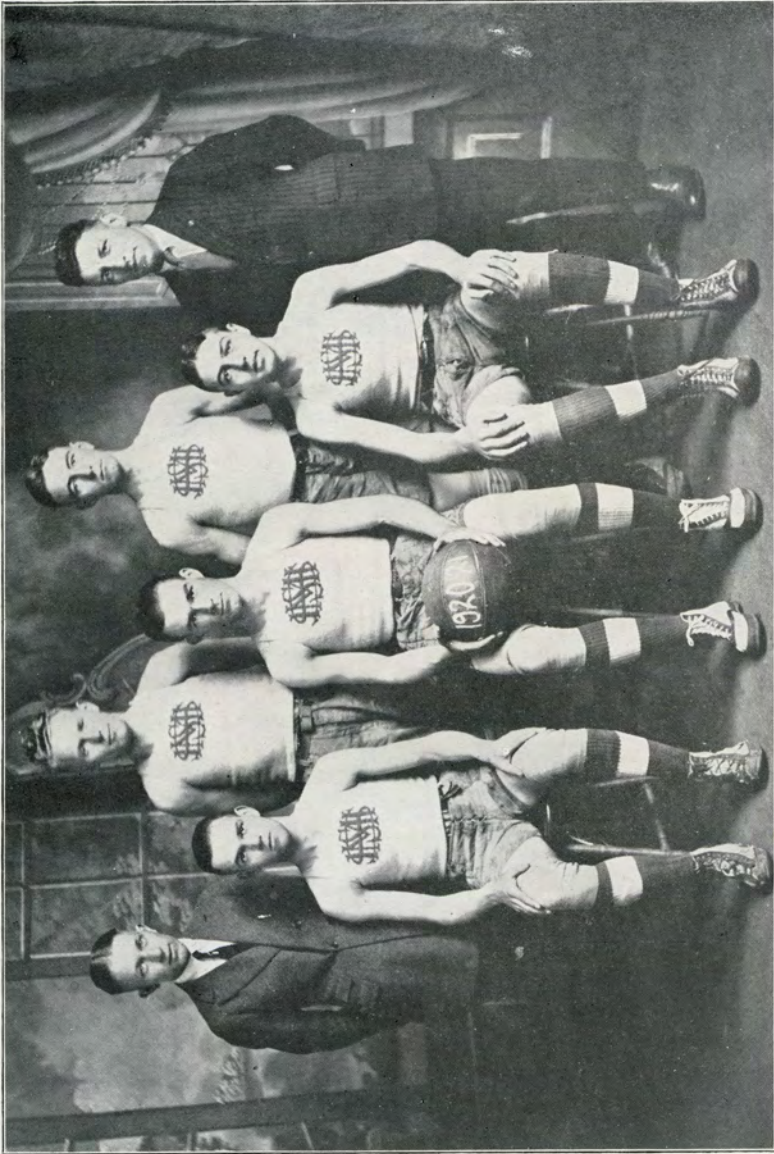
1st. McLaughlin S. M. H. S., 2nd. Brown, Enfield, 3rd. Gustafson, S. M. H. S.

Relay Race (1-2 mi. 4 men) 1 min. 43 2-5 Seconds.

1st. Bristol, 2nd. Enfield, 3rd. S. M. H. S.



TRACK TEAM



BOYS BASKETBALL



GIRLS BASKETBALL



FACULTY



Miss Marjorie A. Keith a graduate of the South Manchester, High School, received her B. A. from Mount Holyoke College in June. Miss Keith's major subjects were Romance, Languages, and Music. She has been a member of both the Junior and Vesper Choirs and belongs to various clubs, among them the Dramatic, French, Music, and Silver Bay Clubs. During the years 1920-21 she was a member of the Advisory Council of the Students' League. She has also served on Y. M. C. A. committees and has conducted evening classes at the Coffee House in Holyoke.

Miss Annie Osborne '18 was graduated from the Sargent School of Gymnastics.

Earl Trotter '18 is taking a course in expert accounting at Eastman College, Poughkeepsie, N. Y.

Gordon Thornton '17 is now located in New York City.

Miss Helen Osborne '17 was married June 8, 1921 to Mr. John Grayce of Bangor, Me.

WHAT 1921 WILL DO AFTER GRADUATION.

Allegra Proctor.....	Stenography
Mabel Sheridan.....	Stenography
Frances Johnston.....	Worcester Domestic Science School
Margaret Porter.....	Mount Holyoke College
Lila Curran.....	Stenography
Geneva Pentland.....	Stenography
May McAdams.....	Clerical Work
Helen Berggren.....	Stenography
Jessica Hayes.....	Westfield Normal School
Evelyn Johnston.....	Tufts College
Evald Carlin.....	Cheney Bros.
Ada Belle Crosby.....	Holland House School, Springfield, Mass.
David McComb.....	Clerical Work
Joseph L. Handley.....	Holy Cross College
Eugene A. Moriarty.....	Holy Cross College
John A. Trotter.....	Bantley School of Accounting, Boston, Mass.
Herbert Flavell.....	Travelers Insurance Co.
Clifford Gustafson.....	Springfield Y. M. C. A. College
Irene Buckland.....	New Britain Normal School
Irene Campbell.....	New Britain Normal School
Grace Hassett.....	Stenography
Esther Anderson.....	Stenography
Franklin Welles.....	Finish Trade School Course
William Barrett.....	Finish Trade School Course
Fred Robinson.....	Finish Trade School Course
Marjorie McMenemy.....	Stenography
Maude Robb.....	Stenography
Anna Johnson.....	Stenography
Madeline Spiess.....	Cooper Institute of Art New York City
Florence Seelert.....	Study Music
Marion Waddell.....	Stenography
Dorothy Hope.....	Bay Path Institute
Evelyn Bray.....	Willimantic Normal
Honor Miner.....	Conn. Mutual Life Insurance Co.
Eva Freeburg.....	Stenography
Julia Sheridan.....	Stenography
Grace Smith.....	New Britain Normal School



EXCHANGE DEPARTMENT.

Through this department "Somanhis" Staff for 1920-1921 desires to extend best wishes for success and prosperity to all our exchanges. We have finished a good season, and only hope you're all saying the same.

During the past year we have welcomed the Exchanges which have come to us from month to month, and have tried to be fair in our criticisms and comments. Although the comments haven't come in as often as we sometimes wished, still what have come, have been gratefully received and acknowledged.

After the long vacation ahead of us, we shall be ready to greet you again next year, so we'll not bid you good-by entirely—instead we'll say "au-revoir."—

AS WE SEE OTHERS.

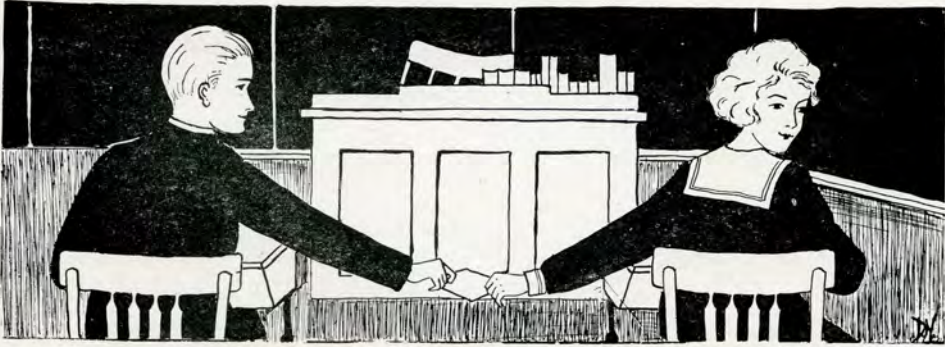
- THE CHRONICLE**, Wallingford, Conn.:—A well balanced paper with well developed departments. Your stories are splendid, all of them.
- THE PIQUONIAN**, Piqua, Ohio:—The May Piquonian is interesting from its decidedly original cover design to its last ad page. An especially good feature of this number is the department on "School Notes."
- THE QUARTERLY**, Stamford, Conn.:—Your April issue is dandy. We notice that your "School Notes" department is large and interesting. Good work—keep it up!
- THE UNIONITE**, Grand Rapids, Mich.:—Another of our welcome monthly visitors. The School departments are well developed and humor is not lost sight of. The April number is notable for the excellent efforts of the Spring poets.
- THE TRADESMAN**, Boston, Mass.:—We always look forward to the "Tradesman". It's one of our best exchanges. A cracker-jack boy's school paper. Your "Who's Who" is interesting—and your stories are simply great. That cut of the "staff" is exceptionally good as are your departments and cartoons.

WE HAVE ALSO RECEIVED THE FOLLOWING

- | | |
|--------------------------------------|--------------------------------------|
| GREEN WITCH, Greenwich, Conn. | THE QUARTERLY, Stamford, Conn. |
| THE PENNANT, Meriden, Conn. | THE UNIONITE, Grand Rapids, Mich. |
| THE RACQUET, Portland, Me. | THE GLEAM, St. Paul, Minn. |
| THE PIQUONIAN, Piqua, Ohio | PROVISO PAGEANT, Maywood, Ill. |
| THE OBSERVER, Decatur, Ill. | THE EMBLEM, Southington, Conn. |
| THE MIRROR, Dedham, Mass. | THE POLYTECHNIC, Rensselaer Tech, |
| THE NEW ERA, East Hartford, Conn. | Troy, N. Y. |
| LA SOURIRE, Carson, N. Dak. | THE CAMPUS C. A. C. Storrs, Conn. |
| BLUE AND GOLD, Malden, Mass. | THE TRIPOD, Trinity, Hartford, Conn. |
| CENTRAL RECORDER, Springfield, Mass. | TECH NEWS, Worcester, Mass. |
| THE CHRONICLE, Wallingford, Conn. | THE WILLISTONIAN, East Hampton, |
| THE X-RAY, Sacramento, Cal. | Mass. |

AS OTHERS SEE US.

You have a paper that does your school credit, not only by its interesting stories but also through the fine write-ups of the school activities.—Blue and Gold, Malden, Mass.



SCHOOL NOTES

Senior Assembly was held May 19 for Seniors only. Some important facts about the "Irish Question" were well brought out by Maud Robb. Ethel Richmond's topic was "Some Literary Landmarks of New York," Florence Seelert's topic was "A Trip to Porto Rico" and Fred Robinson spoke on "The Age of Electricity."

Sunset Hill was the scene of a lively dog roast on May 19 given by the class of '21. This place has seen many a rollicking time and this was not the least.

Gertrude Schmidt, formerly of '21 visited S. M. H. S. on May 24, much to the delight of her former classmates.

These interesting speeches were delivered in Senior Assembly on May 26. Lillian Tournard portrayed Chinese life in her speech on "Certain Chinese Customs." Mabel Sheriden caused some very deep thinking by her speech on "Slang"; Grace Smith's topic was "The Beginning of American Literature."

The Annual Memorial Day Exercises were held on May 27 in honor of our few remaining Civil War veterans. Mr. Verplanck presided over the exercises and several of the High School students and the grade pupils took part.

The High School girls, together with the grades gave a gymnasium exhibition on Educational Square on June 2.

People were well pleased with the fine concert given in Assembly Hall on June 8. It is very seldom that we are privileged to hear such fine music. Mr. Fred Patton, baritone, was formerly a native of South Manchester and a member of S. M. H. S. for two years. In the concert he was accompanied by Mme. Idelle Patterson, a well known soprano singer.

Harry Bellamy, '24 has moved to Rye, New York.

The Boys' Debating Club gave a dance in Assembly Hall on June 10. The Serenader's Orchestra furnished the music.

The graduating class of '21 has proved itself to be very ingenious. Instead of the usual Class Day Exercises, they pre-

sented a play and held a banquet. This was the first play ever presented by Seniors alone.

The Senior play was entitled "Christopher Junior" by Madeline Ryley who is also the author of the play "Mice and Men" presented by the Dramatic Club during the winter. It was given in Cheney Hall on June 23. When this play was presented in New York, the leading parts were taken by Maud Adams and John Drew.

The Play was presented with the usual pep and vim characteristic of '21. The credit is due, not to a few, but to the entire cast. Ada Belle Crosby and David McComb were fine examples portraying the parts of millionaires of fifty-five with natural ease. The stage was arranged by Mr. Walter of Watkins Brothers; the furniture used was loaned by Watkins Brothers.

"Christopher Junior" was a four-act play with many changes of scenes. The first act took place in a garret; the second in Jedbury's home; the third and fourth acts in Bombay.

Following is the cast:

Christopher Jedbury Sr., East Indian Merchant.....	David McComb
Mrs. Christopher Jedbury, Sr., his wife	Ada Belle Crosby
Christopher Jedbury Jr., their son	Clifford Gustafson
Nelly, their daughter.....	Margaret Aitkin
Whimper, their man-servant	William Krah
Job, valet to Jedbury Jr.....	Leroy Norris
Major Hedway, a retired soldier	Eugene Moriarty
Dora, his niece.....	Allegra Procter
Mr. Glibb.....	Kenneth Boland
Mrs. Glibb.....	Mabel Sheriden
Tom Bellaby, a young lawyer	Russell Potterton

Mr. Simpson, manager of the Bombay House.....George Dougherty

The Senior Dance was held on June 24 and music was furnished by the Serenader's Orchestra.

THE GYPSY QUEEN

On March 31 and April 1, the second operetta given by the High School Glee Clubs "The Gypsy Queen", was held at Cheney Hall. The part of Mother Grunt was taken by Ada Belle Crosby whose dramatic and vocal talents were appreciated by all.

The part of Rosalie, the stolen queen, was played by Estella Thrall who has a very promising voice. In the first act a very graceful gypsy dance was given by Helen Kanehl, and a couple dance by four boys and four girls was very interesting.

The cast follows:

Rosalie, the Stolen Queen.....	Estella Thrall '23
Mother Grunt, Gypsy Leader.....	Ada Belle Crosby '21
Dick	Herbert Flavell '21
Luella	Eva Schrieber '22
Jack	Hilding Bjorkman '23
Rea	Helen Berggren '21
Gita, Solo Dancer.....	Helen Kanehl '24
Fairy Queen.....	Margaret Lewis '24
Four Youngsters	
Gypsies	
Fairies	
Tyrolians	

* * *



Miss O. (Sr. Math.) "Waddell, what is the answer?"

E. Rich. "22."

Miss O. Is your name Waddell?"

E. Rich. (aside) "Not yet."

Miss H.—(to pupil hesitating in reading a shorthand letter.)

"What's your next outline?"

H. M. "Why—er— it looks like you!"

HOW ABOUT IT?

Marshall: (to neighbor shaking his desk in M. D.)

"Confound you! How do you expect me to draw a straight line with this compass?"

Seen on examination paper—

F. J. "Dew is a low fog, or a member of the fog family."

Miss F. (In Chem.) "The best phosphate fertilizers are made of dead bones."

Jr. Eng. III R. M. "Sir Percivale, whom Arthur called "The Pure", left the court in order to become a nun."

HE CAN'T BE BLAMED.

Marshall, (reading) "And she, the one sweet maiden, shore away—"

Miss G. "Go on; don't stop there."

M. (looking vexed) "I can't help but stop there."

LUCKY ALTOS.

Miss W. "All right, now; the altos take 'the moonpath'".

Miss C. (Jr. Sten.) "What is the next word?"

Clulow: "Psy—kik—al".

Miss C. "That's all right, only don't emphasize the kick."

Miss F. "Miss Leidholdt, will you please go to the biology lab and ask Mr. Walton if I may borrow his eye?"

Miss Washburn: (Counting girls to sing at Cheney Hall) "My, that's fine. Twenty of us! And when Miss Crosby comes there'll be twenty-two—."

U. S. HISTORY.

Mr. B. "Robinson, who are not allowed to vote?"

Rob. "Why—er—idiots and other insane people—and—er—in the South colored negroes are not allowed to vote."

Edith S.—(Fr. Ind. Hist.) "They use every part of the hog now—many parts are used as by-products."

Mr. B. "What about the grunt?"

E. S. "Oh, they use that on the phonograph."

HOW ABOUT IT?

Mr. B. (giving directions before test)

"You may write this with either pen or ink."

A man was returning late one night after a futile attempt to get "the key to his friend's cellar." As he was crossing the little wooden bridge that went over the stream near his home, he heard a croaking voice growl, "Jug O' Rum!"

"Yes, yes!" cried the man eagerly, "where can I get it?"

The frog winked his eyes knowingly and dived from the rock into the mysterious depths beneath. Ex.

HOW ABOUT IT?

H. Burr, Sr. Eng. "Lyrical poetry is poetry that can be sung to a lyre?"

THE TROUBLE.

Jack: "I should think of the two you would prefer to go with Agnes; she has such a sunny disposition."

Herbie: "That's just the trouble; you see I freckle so easily."

In Jr. Eng. III (Student reading newspaper article)—"The football team was to have its picture taken, and the members were to come in uniforms. When they arrived, some wore everyday clothes, some uniforms, and some bathing-suits—such a mix-up."

Miss G.—"I wouldn't call it a mix-up, exactly."

Hickey—"Call it a combination!"

Miss Crane—(Junior and Freshman Gymn Class). The Juniors will be on this side, and on their left the dumbbells, or the Freshmen.

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I find myself content with that which is LOW.

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