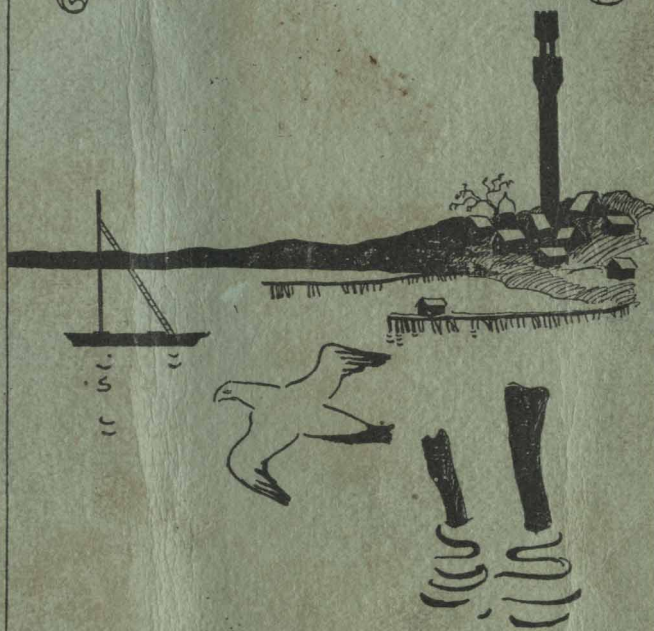


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# The Long Pointer

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PROVINCETOWN HIGH SCHOOL, - PROVINCETOWN, MASS.

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## EDITORIAL



school activities, the Long-Pointer must also rest for a time. Our paper has been a joy to its creators and a satisfaction to all the students. Some of the Seniors have worked hard for the success of the magazine, and their help will be missed next year. In the ranks of the underclassmen, we shall try to find those who will take their places, so that in the coming school year the Long-Pointer may appear as successfully and perhaps more frequently than this year.

Arthur Perry, '25.

Indeed do we exult—upper and lower—fledgeling and Senior,—for the day of release is at hand! Forty long weeks have we striven —“toiling, rejoicing, sorrowing” but conquering at last. With sympathetic teachers, the path has been far from unsurmountable, for everything gives way to ambition. Perhaps our farewell is tinged with regret, for countless memories remain of the dear old building, but to the fortunate underclassmen several years of High School life yet remain.

Now that we are at the end of





## LITERARY



## Salutatory

Members of the School Board, teachers, parents, friends, and schoolmates: in behalf of the Class of 1924 I cordially welcome you to our commencement exercises. It is with great pleasure and pride that we see you who have assembled here tonight, and we feel it is a most happy privilege to greet you all.

Greetings, from the earliest times, have always held a most important part in the various gatherings of all nations. There are many kinds of welcome and each nation has its own particular way of greeting.

The pages of history are filled with innumerable accounts of the greetings of famous people. Especially in the Scriptures are these greetings found.

Among them is the greeting of the care-worn old father to his prodigal son. The son who after years spent in disgraceful living

had returned from the far off country and received, instead of the deserved rebuke, a father's kiss and welcome.

Then, there is that most loathsome greeting by which Judas betrayed his Lord and Master. What indescribable treachery was concealed in the betraying kiss! Certainly no salutation is to be abhorred more than that of Judas.

As we leave the sacred stories and turn to secular history we learn about a very interesting kind of greeting found in the history of ancient Rome. It was the custom for the Roman emperors to invite the people on holidays to gladiatorial combats. On such occasions men who had been trained in sword practice were led into the arena to amuse the people by contending with one another. Before the combats commenced the gladiators stood before the emperor's seat and cried out, "Morituri Salutamus",—We who are about to die greet thee. Thus did these gladiators with almost certain death before them cheerfully salute their emperor.

Longfellow had this same greeting in mind when he wrote his famous poem which he delivered at a reunion of old classmates. The welcome was particularly suitable to that gathering of white-haired men.

But tonight it is not with the greeting which a father gives his penitent child, not with the welcome in which treachery is concealed, not with the salute of old age, but with hearts that are grateful and appreciative do we who



are about to live, to go forth to the battle of life, salute you, our parents, our teachers, and our friends.

Eleanor Snow.

### History of the Class of 1924.

One bright sunny day in September, 1920, thirty-two enthusiastic pupils walked up the Town Hill to the High School. Those pupils composed the class of 1924. Our minds were set on doing great things in the coming four years, but what we accomplished in our Freshman and Sophomore years did not seem to have any marked effect on the school life.

The P. H. S. Athletic Association was formed while we were Sophomores. To secure funds, a minstrel show was given. It was here that we had our first opportunity to display our striking dramatic ability. The success of this performance gave us encouragement, so that we continued to show our ability along this line in the succeeding years.

Only twenty-six scholars returned to take up their studies in the third year of our course. Added interest in athletics was aroused by the new principal, Mr. Bubar, who started a football team. Seven of our class went out for the team, while the rest showed their school spirit on the sidelines. After the football season was over, the class helped to present a play for the benefit of the Seniors, and later a minstrel show for the Athletic Association.

When school opened last Septem-

ber, twenty five of us found ourselves in the honored position of Seniors. Our great plans for the past three years had not seemed to materialize, but we intended this year to place ourselves in the limelight.

One of our number, Stuart MacIntyre, had entered Laurence Academy. Later Grace Pfeiffer was enrolled in our class.

Besides our interest in athletics, we had before us the great problem of all seniors of this High School,—How to raise money for the class trip. In our junior year we had signed a contract for a series of entertainments, and when these were given, we found that we had just about enough money to pay the expenses. We sold food at school, held cake and candy sales, gave a play, and tried in every possible way to obtain money. At last we secured the necessary amount, and went to Washington.

The week spent in Washington was one of the most interesting and profitable weeks of our course. We visited all of the important places in the city, including the Treasury, Bureau of Engraving and Printing, State War and Navy Building, White House, Lincoln Memorial, Washington Monument, and Arlington Cemetery. Through the courtesy of our representative, Mr. Gifford, we saw the political machinery of our country in action, the Senate and House of Representatives, and the Supreme Court, with Ex-President Taft presiding. After our return, the remaining weeks of our Spring term were spent in finishing up the work for the year.



Now that the day of graduation has arrived, we gather together, probably for the last time as a class, feeling that in some little way we have helped to make history for the Provincetown High School.

Clarence M. Bowley.

### The Japanese Exclusion Act.

One of the many acts recently passed by Congress in the Immigration Bill, is the Japanese Exclusion Act. In passing this bill the United States has clearly shown that she will brook no interference from any foreign power when it comes to deciding who shall enter her doors and who shall not.

In all probability the Gentlemen's Agreement between the United States and Japan which allowed a fixed number of Japanese to migrate to the United States each year, would still be in existence if it had not been for the poor judgment of the Japanese Ambassador. In a letter to Secretary of State Hughes he warned the secretary of serious consequences if the Japanese were excluded from the United States. This veiled threat coming from a foreign power served only to spur Congress to action and within the short space of two weeks the bill was passed destroying the Gentlemen's Agreement and stopping all Japanese immigration.

It is not that we wish to pick a quarrel with Japan, for the Jap-

anese are understood and appreciated, but their colonization in the United States has never been desired. We wish to be friends with the Japanese but we want them to remain on their own side of the street, that we may preserve our back yard for our own children to play in. If the Japanese choose to take offense at this it is their own fault and not ours by any means. Japan can retaliate by keeping her own back yard free, or by raising the tax rate on American land owners in Japan, but that is child's play and not a course worthy of a great and powerful nation.

We have all seen what has happened in Hawaii. The Japanese have supplanted the European workers in all industrial activities. The result would have been the same on the Pacific Coast if it had not been for the Gentlemen's Agreement. The Japanese have enlisted the help of many American tourists by their sly and underhanded tricks and in this way have spread much propaganda for their own benefit on this country, but they cannot escape the fact that America has a perfect right to make a decision against the Japanese immigrant.

The attitude taken by the Japanese immigrant is not in step with that of immigrants from other foreign countries. The Japanese immigrant comes to this country with the sole purpose of earning as much money as he can in as short a space of time as possible and then returning home. He has no intention of making America his home. He



works for less pay than the American worker, and it is a proven fact that an American worker with the American standard of living cannot compete with the Japanese standard of living. The Japanese immigrant does not become Americanized, but keeps the customs and language of Japan and educates his children in Japanese ideals and traditions rather than those of America. He does not try to uplift the community in which he resides but rather tries to lower it by his low set of morals and his refusal to live in the same way as his neighbors.

America does not want this kind of immigrant. Instead, America needs immigrants who bring their families with them and intend to make America their home, immigrants who will work for reasonable wages and not cause a general depression by working for almost nothing, immigrants who are willing to renounce their allegiance to their mother country and show by their actions they are perfectly capable of becoming American citizens, immigrants who will grow to love America more than life itself.

Those who live up to these ideals are admitted with open arms to our country, those who do not are not wanted and will be kept out.

What the outcome of this act of Congress will be remains to be seen, but surely after nearly threescore years of Japanese immigration with unfavorable results, America will be able to stand threescore years of the Ex-

clusion Act without losing a bit of prestige in the eyes of the world.

Joseph C. Loring.

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### Commercial Subjects and their Value.

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To sum up the advantages of beginning a Commercial Course in high school is quite beyond the power of an individual of my experience, but it is not beyond my power to mention a few points that a student might be interested in when entering high school. Few freshmen have any idea of what work to take. No course presents itself more clearly to an advanced pupil than does the commercial course. This course, as outlined, may be taken together with English for the whole four years.

For the first year the commercial course includes penmanship and arithmetic. Much attention is paid to penmanship because of the importance of clear handwriting in business. On the mastery of arithmetic depends the foundation of commercial work. The first month or so of this course is spent in reviewing what has already been learned in the primary grades. While reviewing these steps the pupil is preparing himself for the work which is to come later, the study of drafts, discounts, promissory notes, etc. The rest of the year is spent in mastering these last named subjects.

The subjects for the second year are:—first year typewriting and first year bookkeeping. The first



step required in typewriting is the memorization of the keyboard. This is done by first learning from a large chart hanging on the wall each and every character on the keyboard and the right fingers for each key. The next step is to practice on letter drills keeping the eyes constantly on the book from which the drill is copied and never on the machine. Bookkeeping is entered upon with much enthusiasm by the majority of the pupils in the class and unlike many other subjects it continues to hold their enthusiasm throughout the entire course. By the end of the year the pupils are able to work out short sets in double entry bookkeeping.

Second year bookkeeping, second year typewriting and first year shorthand are taught during the third year. The second course in bookkeeping is a little more complex than the first because of the addition of a few more books and the introduction of different methods of entry-making. The second year concludes the bookkeeping course offered in high school. To continue in this line of work one must study accounting in some more advanced school. In typewriting the pupil continues from letter drills to short letters and from short letters to longer ones. Meanwhile he is getting much practice both in speed and in touch. As is expected, the first thing taught in shorthand is the alphabet, then the vowels and position. The subject is not as complicated as it seems but much studying and practice is required before a student is able to take

dictation which is not possible in his first year's course.

Second year shorthand is the only commercial subject scheduled for the fourth year's work. This is a continuation of the first year's work with the exception that much more practice is given in speed. In the second year a pupil no longer copies his letters from a book but is capable of taking dictated articles which are to be handed in for the next day's work transcribed on the typewriter.

Meanwhile the student has taken a four year course in English. Most people consider this subject too lightly. Whatever one's vocation may be, his thoughts are expressed either orally or in writing. If his vocabulary is limited or he makes bad grammatical errors, he creates an unfavorable impression wherever he goes.

Because it is often impossible to obtain a complete business course in high school, the one great desire of a student after graduating is to continue his training in some college or business school. In all business schools the courses are so planned that the young man or young woman will have the best possible equipment for achieving success in the commercial world. Usually an average of eighty is required for a commercial diploma. This diploma commands the attention of business men as a result the graduate is hired and receives an attractive salary. The services of the schools' Appointment Bureau in placing its graduates makes it much easier to obtain a desirable position.



Years ago if a boy had enough enthusiasm to continue his education after high school and if he had no money he would hire himself to some business man as an apprentice. In this way he became a drudge and his progress depended upon the character of his employer. Today this system is entirely done away with. If a young man or woman has no money to continue his education, with the knowledge of commercial work that he has obtained in high school, he may easily secure a position earning a few dollars a week, thus enabling him to work his way through college.

If after graduating from high school a person is unable for various reasons to continue his schooling he may with the aid of his commercial diploma received in high school, obtain a position which promises a raise. Thus beginning at the bottom of the ladder he is given an opportunity to climb round by round. This has been done in many cases but the foundation lies back in high school where the individual attention of his commercial teacher has presented vividly and clearly to his mind the subjects which are the stepping stones to the great business world:—English, bookkeeping, shorthand typewriting and commercial arithmetic.

The progress of a country is marked by its commercial advance. The commercial course as it is given in high school plays a part, whether in large business or in small business. For these reasons pupils should be encouraged to take this course and in time the

commercial department will present one definite course instead of the few technical subjects now taught.

Helen Thomas.

### Class Prophecy.

After graduating from P. H. S., with the aid of excellent recommendations from Mr. Bubar and Supt. Fogwell, I obtained a position on the Boston Post as a reporter. I had served twelve years on the paper when I received a letter from the Washington Star, offering me a higher position. This I at once accepted and made preparations for my transfer.

Every one has watched and marvelled at the rapid rise of James Allen in politics, and finally his election as President of the United States. As soon as I reached Washington, I was detailed to interview President Allen. Making my way to the White House, I was ushered into the large reception room, in which, twelve years before I had stood while on my Senior Class trip. As I stood with my arms folded, and my head bowed, meditating on the past, I was aroused, nay, startled, half out of my wits by a resounding whack on the back, and upon turning, was greeted in a most undignified manner by President James Allen, known in his youth as "Hector." He at once proceeded to drag me from the large formal reception room to his own private office, where he commanded me to be seated. This, I did, selecting his own easy chair, and helping



myself to one of his choice cigars, with the familiarity of a lifelong friend.

We got talking of the old days at P. H. S. and of the old gang, when Jimmie surprised me by saying that next month would be his wife's birthday, and in celebration of it, he wished to have a reunion at the White House, of the Class of 1924. I said that would be alright for him, but they would all be strangers to his wife, whereupon Jimmie turning, rang a bell on his desk. A servant appeared, and Jimmie commanded him to "present his compliments to Mrs. Allen, and request her to honor us with her and little James, Junior's presence as soon as possible." The servant disappeared and soon I heard the swish of silken skirts, and turning saw before me the first lady of the land, Eleanor Snow Allen. Behind her came Adelaide Gibbs leading in a small boy who I immediately suspected was James Junior. Addie, as I learned afterwards, was his governess and music teacher and as a result had the use of the Gold Piano that we had admired while on our Senior Class Trip. What could have led James to commit such a drastic act? I finally concluded that this was one of the many wonders of love and dismissed it from my mind. Eleanor was told of the plan of celebrating her birthday and was delighted, at which the conversation became animated and rose to a pitch of intense excitement. It was finally decided that, as Jimmie was pressed too much with government affairs, and Eleanor with social activities, I

would have the work of collecting the much scattered Class of 1924. Here conversation was stopped by the entrance of some officials on government business and I made myself scarce.

As I retraced my steps back to the office, deep in thought, all the way, I was aroused by the sound of martial music and on looking up I saw a military parade approaching. It swung past me, the band, a detachment of sailors, and lastly a large open car in which were seated some naval officers of high rank. My eye wandered indifferently from one officer to the other until it rested on the one seated in the middle, who I observed, was the center of all attention. As he stood up and bowed to the huge crowd, his eyes met mine, and with a start of amazement I recognized Admiral Clarence Bowley. He at once stopped the car and beckoning, made room for me by his side. We plunged into conversation and finally I told Jimmie's plan about the reunion. He promised to be there. Then, when he found that I had lost track of my classmates, he proceeded to tell me of the whereabouts of most of them. The addresses he gave me I wrote down, and arriving near my office, got out and made my adieux.

I had been working about an hour when a message came from the President inviting me to the opening game of the Washington Senators and the Boston Red Sox, which of course, I accepted. At 2:30 I arrived at the White House and with the President, embarked in his huge limousine for the ball



game. Here the President was met and photographed (I, managing to get into these pictures) and then with much pomp ushered to his box, just behind the home plate. I turned to the President, who, as you know, always opens the baseball season in Washington by throwing the first base ball to the pitcher. He threw with his old time windup, almost breaking his back in doing so, and upon looking towards the pitcher, to see the result, I found myself gazing at Clarence Costa, first string pitcher of the Boston Red Sox. He recognized us at once and came and shook hands. Well, Cobb pitched phenomenal ball that afternoon, shutting out the Senators, and winning 4-0. Afterwards I saw him and got him to promise to come to the celebration.

From Clarence I learned of the whereabouts of Bill White, who, as he told me, had joined the movies, and from the first had proved a formidable rival of Bull Montana, finally completely outclassing Bull. Immediately I wrote to him, and to Stanley Snow and Joe Macara, bankers and brokers, who are now the greatest financiers of the world. They had struck a partnership soon after leaving P. H. S. and soon gained the influence in Wall Street formerly wielded by J. P. Morgan & Co. A week later I received promises from the three to come down, and learned from them the location of Helen Thomas who was now Ben Turpin's leading lady in Mack Sennett comedies, and Clarice Matheson, Head Nurse at the Bellevue Hospital, New York. Helen accepted, but

Clarice, owing to the fact that most of the nurses had come down with an epidemic, and being short-handed, would not be able to come. She did, however, give me the address of Josephine Jacobs, school teacher. I wrote to Josephine and received an answer. As I thought, she was not able to get off at this time of the year and could not come. She wrote me, however, that Almena Rogers, now in charge of the orphan Asylum at North Truro, could not leave her dear charges either. This was rather disappointing but I decided to make the best of it.

At this time I was assigned the meeting of the National Undertakers' Association whose convention lasted a week, at the New Willard Hotel. Upon attending the first meeting of the Association I was surprised to see that the President of the Association was a woman. She presided over the meeting with great dignity. After the meeting I went up to the President's chair to obtain an interview with her and found to my utter astonishment my old classmate, Annie Lopes. Annie agreed to wait over in Washington for the reunion.

There was no need to look up Joe Loring, for he was in Washington occupying the position of Speaker in the House of Representatives and the biggest stick in politics. Joe was now a very serious-minded man, quite different from the frivolous sheik that once held sway over the girls' hearts at P. H. S. He promised to come, and said he would write to Cyril Patrick for me. Cyril is the author of



the famous book, "How to Avoid Home Study." Later Joe told me that Cyril would be able to come. Donald Mears I found over at the Government Laboratories, now the head of the Government Chemists and quite a famous man. One of his notable discoveries is the method of steam-exploding Boston Baked Beans, thus not only vastly increasing their nutritious value, but making them a more economical food than ever, for now one cup of beans will serve one hundred people.

I received a letter from Frances Perry saying that she had heard all about the plan from Stanley Snow and would be there. She told me that she was private secretary to Stanley. Frances also said that Lillian Souza, a famous contralto in the Victor Light Opera Company, would be along with her, Grace Pfeiffer, the internationally known exponent of fancy dancing, was sojourning in France, and though I knew she would be unable to come, I wrote and told her all about it. Ruth Simmons, President of the National League of Women Voters, had written from New York where she had spent the winter, and when about to return to Provincetown for the summer, had heard about the plan and would come also. From Marion Cabral came the news that she would be present at our first reunion. Marion was teacher of Physical Culture at P. H. S. which now boasts a regular gymnasium.

After looking over my list I found that all had been heard from except Irene Tibbetts and Edith Avila. I addressed a letter to

Highland Light and one to Edith's home address in P-town, and waited for results. Within a week I received a letter with this address printed in the upper left hand corner:

Mme. Irene Tibbetts  
Hairdresser

Marcel-Waving and Shampooing  
Cornhill on the Cape

This letter was in answer to the one that I sent to her home. Irene said that she would be with us at our reunion. I had a long wait for an answer to Edith's, but finally there came a note from her mother saying that Edith had been working in Washington ever since she graduated from High School. Imagine my surprise and delight when I found that she was head bookkeeper in the F. W. Woolworth Co. store on Pennsylvania Avenue. It seems that Edith had a fondness for this store since her trip to Washington during her Senior year. I started out to look for the place and soon came upon "our little Edith" perched on a full-fledged Bookkeeping stool at her desk. When the reunion was mentioned she announced that she would be there to talk over the days when her favorite expression was "Is That So!"

After hearing from all the class there was nothing to do but wait the gathering and celebration. They soon struck town, coming in twos and threes, except Bill White, the new Bull Montana of the movies, who came late as usual. Well, that was some celebration. Eighteen of us gathered around the best dinner money could buy. Speeches were made. Jokes and



reminiscences were told. Everybody was happy. Afterwards there was dancing until dawn when everyone made their adieux and parted.

In a week's time the Class of 1924, eighteen of them who were together for a day and an evening, were scattered over the United States and Europe, possibly never to see each other again. Nevertheless I am sure they will never forget the 1936 reunion at the White House in Washington of the Class of 1924.

Walter Avellar.

### The Relation of Chemistry to Medicine

Several hundred years ago the chemist and the physician co-operated closely for the alleviation of suffering. The chief aim of the chemist of those days was the providing of medicinals for the use of the physician. Then the chemist and the physician separated, the chemist turning to the production of wealth in the industries, while the physician looked more and more to other means to effect his ends. They continued to move farther and farther apart and it was not till several centuries later that the physician turned back somewhat to his former aid. When he did he found many useful substances awaiting him. For instance, ether had been discovered in the thirteenth century, but its value as an anaesthetic was not definitely recognized until 1846. During the intervening five or six hundred years untold suffering re-

sulted from lack of knowledge of its application towards producing insensitiveness to pain. Again, magnesium sulphate was well known to chemists in 1694, but two hundred years elapsed before it was learned what great relief it gave in lockjaw, burns, and strychnine poisoning. Think of the lives that might have been spared, the suffering that might have been averted, had the chemist and the physician continued their early co-operation and research.

Fortunately, there has been a return to the earlier views as to the relation of chemistry to medicine. The human body is now recognized to be a chemical factory in which the most complicated chemical and physical changes are continuously taking place. When these reactions are normal from day to day we are in good health. When they are abnormal they are a direct cause of many serious diseases. It is perfectly obvious therefore, that if the physician and the bacteriologist are to successfully battle and overcome diseases they must join forces with the chemist.

The physician, the bacteriologist, and the pathologist have, it is true, accomplished wonders in the present and the last generations in tracing the living carriers of the great infectious diseases. To Pasteur with his marvelous discoveries and cures, and to the many other valiant workers with these deadly carriers of disease, we owe a debt of eternal gratitude. But the fact is, the physician, the bacteriologist and the pathologist have reached the point where they



must turn to chemistry for the solution of many of their most important problems. For instance, their antitoxins, their most powerful weapon in combating disease germs, are chemical substances of unquestionable curative power, but of questionable, indeed unknown, composition. These antitoxins, loaded down with undesirable and harmful ingredients are injected into our bodies in the form of crude mixtures. The isolation of the pure principles, that is, the isolation of those ingredients of the antitoxins which alone are necessary to combat the disease germs, will prove one of the greatest advances in medicine. Such isolation can be secured by chemical methods only. There is another instance which we might note in passing. The chemist, co-operating with the physician has found that rickets, the scourge of many thousands of children, is caused by a deficiency of such common chemical components as lime and phosphate. The same co-operation must ultimately lead to successful preventive methods.

We have just been considering what chemo-medical co-operation may accomplish in the battle against disease. This naturally brings up the question what has it accomplished? I might state before attempting an answer to this question, that up to the present time, real honest-to-goodness co-operation between the chemist, the pharmacologist and the physician, has been slight. By this I mean that as yet, there is no institute where these scientists may combine their efforts in a joint attack

on the fundamental problems of medicine. In spite of this lack of necessary co-operation and concentrated attack, chemo-medical research has accomplished much. It has succeeded in preparing salvarsan, which has done more in four years for the alleviation of sex diseases than was accomplished in four centuries of hygiene and education. It has found that the naturally occurring cocaine so valuable as a local anaesthetic, and yet so often poisonous is a very complex chemical compound of which only certain parts have the beneficent anaesthetic effect. Thus was the chemist enabled to improve on nature, and there resulted procaine, better than cocaine because equally good as an anaesthetic, and yet without secondary poisoning characteristics. Only recently it was reported that a cure for the terrible disease pneumonia, had been perfected. This, too, is a result of lengthy chemo-medical research on the substance quinine, and it constitutes one of the greatest blessings ever bestowed on mankind.

I might go on for hours enumerating and discussing the many discoveries resulting from co-operation between the chemist and the physician. I might continue, as many more, discussing what chemo-medical research is expected to accomplish in the future. Such a discussion would undoubtedly prove as interesting as lengthy, but I shall not attempt it here.

In conclusion, I would have you remember that there is, at the present time a strong relation be-



tween the medical and chemical sciences. This relation, in spite of the lack of co-operation between the masters of those sciences, is growing more and more pronounced, and wonders have been accomplished. When full scientific co-operation is obtained, complete success in the many medical problems will be secured and this, in turn, will spell for mankind health of the body, health of the mind, and the happiness of untold millions of suffering beings.

James B. Allen.

### Advice to Undergraduates

Undergraduates, one and all, you have a course of study marked out for your special use. This is well and good but there are other things to be learned, things that cannot be learned from books, but from personal experience and observation. It is probably on account of my experience rather than my powers of observation, that I have been chosen by the Class of 1924 to give to you, the present students and undergraduates of Provincetown High School, some friendly advice and counsel.

I have passed many pleasant and I am sorry to say, unpleasant days at this school. I have seen both sides of school life. During my first year, occurred the greater part of my unpleasant days. I was young, easily influenced and, although I am no angel, did many things that I would not have done, had I realized the folly of it then, as I do now. My pleasant days have transpired during the last

two years when I have tried to abide by the rules of the school and master each lesson in order to prepare myself for the great problems of life. Now just a word to each class.

**Freshmen:** Your class is one of interest to me because it calls to mind my younger school days. There are many problems for you to solve, but do not give up. When you have received a sentence after school for writing notes or have felt discouraged because of hard lessons, cheer up. I know it is hard for persons so young to overcome these troubles, but stick to it, fight the battle and some day your frail, weak little minds may develop into those of Seniors.

**Sophomores:** You have accomplished only a small part of what has been laid out for you. You were promoted last year, but before you (especially some of you girls) ever occupy a seat in the back row, you will need to be told a few things by your superiors. You have reached the point where you think you know it all and there is nothing more to be learned. Some of you want to leave school, others want to get married. To me it seems foolish for you to do either. Don't think just because you wear misses shoes that you should be "Mrs." too. My advice to you is to stay in school another year. Boys, you know how our minds always work, if you have any common sense at all, stick to it and you will be winners.

**Juniors:** You poor conceited little creatures. You feel as I used to when I was at that stage of development, but never take things



for granted; you may run upon the rocks yet. My advice to you boys is, that during your summer vacation do a little work; it won't harm you. Girls, when I think of your delicate little white hands, it seems hard to suggest such a thing as work to you, but it would not do you any harm to take lessons in "how to wash dishes," easily taught by "Mama." I hope you will heed my advice and try to follow closely in our footsteps. Next year you may all become Seniors.

Now just a word to you all, regardless of your class. There are perhaps words of more importance than those I have just spoken, words not humorous, but of a more serious nature. As I look into the faces before me today a feeling of sorrow sweeps over me, when I think that no longer shall I be a member of this school and never again will I take part in your athletic contests. In this line as well as in others, we are all indebted to Mr. Bubar who, through his helpful influence has brought every member of our teams to realize that it is better to suffer defeat than to win unfairly.

Students, most of you are sent here by your parents, whose happiness is built largely upon hopes of your achievement. This depends upon the way you conduct yourselves while in school. In view of this fact, I advise you to complete your course successfully. May your influence be felt far beyond our school.

Clarence Costa.

### Response to Costa.

Upon me, a member of that class ignominiously called conceited by the preceding speaker, devolves the duty of expressing our appreciation of the jewels of wisdom, cast not before swine but before three classes of remarkable power and tremendous aspirations.

Everyone present will realize the significance of Mr. Costa's advice. Himself, a learned representative of the graduating class, an athlete of repute and a scholar of renown, his advice will prove invaluable.

When in the future, we have attained the heights so temptingly arrayed before us, the advice that Mr. Costa has proffered will recur to our minds and then we will realize the immense debt of gratitude owed to a student whose name will go down in the annals of P. H. S.

Arthur Perry, '25.



### Class Will

---

We, the Graduating Class of the Provincetown High School, 1924, in the County of Barnstable and State of Massachusetts, of the age of four years, of sound mind and memory, do make, publish and declare, this our last will and testament in the manner following:

We, who noticed in the past three years, the great extent to which Priscilla Woods carries her love of frivolity, do will and bequeath to her the sensible mind of Eleanor Snow.

---

To Fred Burch, Grace Pfeiffer leaves her perseverance in her studies, a quality of which he is greatly in need.

---

Walter Avellar, who throughout his course has shown a great aptitude for acquiring A'S, bequeath these same hard won letters to Arthur Perry.

---

Helen Thomas' coquetry, known for miles around by adoring swains, is bequeathed to Virginia Burhoe so that she may not be lonely at her home in Truro.

---

James Allen's brains, or as much as he can spare of them, are bequeathed to Ray Avellar that he may follow in James' footsteps and get at least twenty degrees at Harvard.

---

To Marie Costa, Edith Avila bequeathes her giggles, which

may be heard to echo and re-echo through the building at sundry times.

---

To Alice Small are bequeathed the joint "vamping" abilities of Ruth Simmons and Adelaide Gibbs acquired during their brief sojourn in a far distant city.

---

To Herbert Mayo, Donald Mears, the "infant prodigy" bequeathes his wonderful mathematical ability.

---

To Mary Duarte is bequeathed the wonderful eyes of Clarice Matheson and a volume on "How To Use Them."

---

The artistic abilities of Lillian Souza, samples of which may be seen at the High School, are bequeathed to Ellen Vorse, who says she cannot draw a flower for her biology note-book.

---

Stanley Snow, who proved himself a woman hater in various ways on the class trip to Washington, bequeathes his attentions to the fair sex to Honey Bennett, may he make good use of it!

---

William White's love of teasing, evident to all who know him, is bequeathed to Harry Lees.

---

Joseph Loring, the recognized orator of Provincetown High School, bequeathes his oratorical powers to Arthur Hopkins.

---

To Norman Cook, Clarence Bowley bequeathes his dignified manner, in order that Norman



may, in the future, behave himself as a young gentleman in the High School should.

Cyril Patrick's interest in Long's "American Literature" well known to the Senior Class, is bequeathed to William Rogers.

Annie Lopes bequeathes her ability to do French to Jack Gregory, so that he will have a clear conscience in the future and won't have to bother so many people.

Clarence Costa and Almena Rogers wish to leave to the Class of 1925 the information that *consomme* is neither coffee nor cocoa.

Joseph Macara's appreciation of beauty in women is bequeathed to Duncan Bryant.

Frances Perry's fondness for an old time friend of hers is bequeathed to Georgiana Francis.

Marion Cabral bequeathes her dearest possession "Sweet William" to Mollie Silva.

Josephine Jacob's sunny disposition, especially in the French Class is bequeathed to Edna Frost.

Clarence Costa's front seat, the first period, is bequeathed to Waldo Brown, so that when any ghostly, unidentifiable noise is heard from the rear of the room, he will be protected from suspicion.

To the Freshman Class we leave the perseverance which we displayed while freshmen; to the present Sophomores we leave our ambition to seek higher things; and to the Junior Class we leave advice on "How to Obtain Money Necessary For A Class Trip to Washington."

To Mrs. Foss we leave a broad sense of humor so that she may the more easily interpret the would-be jokes of certain pupils.

To Miss Featherstone we leave a device by which she may instill a bit of intelligence into the heads of those taking first-year book-keeping.

To Miss Wilder we leave a heat regulator for the English Room so that the pupils in the future will not freeze on a hot day and roast to death on a cold day.

To Miss Freeman we leave an even greater amount of patience than she now has to help the struggling pupils in the art of Latin and French.

To Mr. Bubar we leave the hope of obtaining apparatus necessary for an up-to-date laboratory.

And lastly, we do hereby nominate and appoint the Class of 1925 to be executor of this, our last will and testament, hereby revoking all former wills made by us.

Class of 1924.  
Provincetown High School.  
Per Irene Tibbetts.

### Presentation of Gifts.

It has befallen my lot to present to each of my classmates a little characteristic gift. These gifts will either knock or flatter you and I have my doubts about the latter. Nevertheless they are all given in fun, and I hope that you will take them in the spirit in which they are given.

Everyone has noticed how royally one special person in our class has been treated by his school friends. For four years he has modestly traveled around this school with nothing to distinguish him from the others. We think it is about time that we crowned this wonderful being, so to his Majesty James Benjamin Allen, we present this coronet.

To Edith Avila, that little live-wire, full of fun and giggles, we give this Jack-in-the-box, so that she may see herself as others see her.

We have had a very hard time with Walter Avellar this year. Everything, especially French, seem to bore him. He simply cannot keep still. Everyone is terribly afraid if he keeps on with his wiggles, he may be severely inflicted with St. Vitus Dance. Now Walter may have to sit through more dry lessons in the future, and we were at our wits end to find something to keep him quiet. We had almost given up in despair when we came across this lovely pink rattle. The following quotation may be applied to Mr. Avellar "Pleased with a rattle, tickled with a straw."

A great many times Annie Lopes' low voice is drowned by our noisy babble. That need not happen again, for with this toy cannon she can quickly bring on strictest attention to what she has to say.

To Joseph Loring, Napoleon Bonaparte is a little tin god. We want Mr. Loring to always have this good opinion of Napoleon, so we advise him to take this excellent portrait of that great general, and put it where he can always see and admire it, or else carry it next his heart.

It is quite the rage for all the girls to be wearing those bands, commonly called headache bands. Some put them on to improve their looks, and others who have unruly hair, put them on to keep the stray locks in place. But to Clarice Matheson we are going to give her a ribbon to wear around her head, yes—but for a very different reason than those just mentioned. We want to keep Clarice's flighty brains right where they belong, and we think that this is just the thing.

A very successful chemist's career is predicted for Donald Mears, and we sincerely hope that this prophecy will be fulfilled. In the future when Donald becomes noted the world over, and his statue placed in the Hall of Fame, we don't want him to forget the excellent training that he received in P. H. S. As a gentle reminder we give him this decorated test tube.

We do not know anything about the teachers in Chandlers' Secretarial School, but we are going to



be on the safe side and give Helen Thomas an alarm clock so that she may get to that school on time.

Little Miss Perry can't find time to grow or else she has deliberately stopped. We are going to give her something to make her rise with absolutely no effort on her part. A yeast cake doesn't look like much, but if Frances uses it, we predict that before long she will occupy a place in Barnum & Bailey's Circus as the giant lady.

When the Radcliffe girls discover that Miss Eleanor Snow was the Captain of the famous P. H. S. Basketball team they will surely urge her to play on their team. This little box contains something that is guaranteed to cure blisters over night. It is advisable that Eleanor take this to college with her.

Unless you mend your bashful ways, Stanley Snow, this is the nearest you will ever get to the opposite sex. (Rubber doll).

Ruth Simmons says that she is waiting until after graduation to bob her golden tresses. Don't wait until then, Ruth, why not cut them right now with this little pair of scissors?

We can't forget the cool assurance of Clarence Costa in our numerous baseball games. To express our pride and appreciation of our noble Captain, we present him with this ball. May he always live up to his nickname, Ty Cobb.

Joseph Macara resembles Rudolph Valentino in nearly every way but his hair. He can easily obtain that glossy smoothness that we admire so much by using what is in this bottle.

When Clarence Bowley goes to Annapolis he will undoubtedly find that the roll of the ocean is very different from the smooth glide of his car. If ever this rolling motion bothers you, Clarence, just jump into this snappy racer and drive away.

Please do not judge Irene Tibbetts' nose by this enormous powder puff. The only reason for its size is that it can be easily found and Irene seems to be always losing hers.

Each one of these little men represents Almena Rogers' acquaintances on the Washington trip. She's quite a sociable little person, don't you think.

Adelaide Gibbs has quite mastered the art of playing piano, so we think that she should take up some other instrument for a change. Try practising on this horn, Adelaide.

William White, strange as it may seem, is a great lover of souvenirs. He proved this in Washington when he took everything he laid his hands on, from the shrubbery in Arlington Cemetery to the guest towels on the New York boat. He must have quite a collection by now, so we give him this trunk to keep his memories in.

To graceful Grace Pfeiffer we give these tiny dancing slippers, and we hope that sometime she will put them on and dance for us.

To Marion Cabral we give this package of Sweet William seeds to plant in the soil of her heart.

Lillian Souza has announced that she is not going to be an



artist after all. She has already sent in her application to a telephone office, and will soon be a hello girl. However, as her work will not begin until fall, she will have all summer to practice on this little telephone.

Last, but not by any means the least, we come to Cyril Patrick and to him we give this looking glass. May you always keep that attractive part in your hair straight.

In concluding we give you all our good will and best wishes for a future filled with happiness and success.

Josephine Jacobs.

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### Valedictory.

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#### AMBITION.

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We often hear people discussing the qualities of certain persons, saying that "he will surely succeed in the world because he has plenty of ambition." What do they mean by ambition? The dictionary defines it as being "an eager or inordinate desire for honor, superiority, power or attainment," but in many cases this definition does not suffice. The words "honor, superiority and power" give an impression of selfish ambition,—the sole purpose of which is to become famous. "Desire for attainment" may be interpreted in two ways,—the desire to accomplish an end merely for personal fame and fortune, or the wish to attain an ideal which will benefit others.

Let us consider the two kinds of ambition,—selfish and unselfish.

We might well start with Napoleon Bonaparte, whose egotistic ambitions finally resulted in ruin. When given command of the French army, he used his power to the utmost and conquered country after country. Although he was by nature neither blood-thirsty nor cruel, and indeed in his earlier days often showed himself to be kind, generous, and affectionate, his greed for self-glory overcame all his good qualities. Although he didn't realize it at the time, by this overwhelming characteristic Napoleon caused his own downfall. Everyone knows how the former Kaiser of Germany was, like Napoleon, always looking for more worlds to conquer,—and how his desire for supremacy of the world brought on a war disastrous to Germany and to himself.

A good example of unselfish ambition, in my opinion, is Julius Caesar. He made himself master of the Roman world but whether or not he aimed at personal glory, his patriotism, his devotion to the welfare of the poorer classes, his statesmanship, and his unprecedented moderation to opponents are testified by friend and foe alike. The various reforms which he executed and the firm foundation which he established in the Roman world showed his ambition for his native land.

When we think of the men who have accomplished much for America, we usually place George Washington first. The important events consummated during his two administrations laid the foundations for a permanent republic. Not merely in what he did but also in



the things he refrained from doing, he earned that gratitude which lead men even today to call him "The Father of his Country." His noble ambitions will always be remembered.

Abraham Lincoln also holds a foremost position in the hearts of all Americans for his famous Emancipation Proclamation, which declared that all slaves should be free. Although beset on all sides by grave problems of government, he brought the storm-tossed ship of state safely into port.

"Our children shall behold his fame,

The kindly-hearted, brave, foreseeing man;

Sagacious, patient, dreading praise, not blame,

New birth of our new soil, the first American."

Theodore Roosevelt, who by his dauntless courage and unquenchable idealism carried on so many great projects for America, showed that he had in his heart the desire for attainment that would benefit others.

To come up to the present time, our late President, Warren Harding, accomplished much that we might live in a more united country, finally losing his health in his unselfish efforts. Calvin Coolidge, his successor, regardless of criticism and blame, is whole-heartedly working for the best good of the country and for all the American people who are looking to him for guidance.

With such examples of unselfish ambition before us, we of the Class of 1924 who are about to try our

fortunes in the world, should gain added incentive toward honest endeavor.

However, it is unnecessary to go to history or public life for records of unselfish ambition. Although we may not have realized it, we have here at home fine examples of that very characteristic. The friends who have aided us with advice, the superintendent and teachers who have helped us to secure an education, and most of all, the parents who have unselfishly sacrificed and planned that we might reach the culmination of our high school course,—all have been inspired by the single object—our welfare. To them we wish to extend our heartfelt thanks and grateful appreciation with the sincere hope that we shall justify their interest in the years to come.

Adelaide Gibbs.

### Class Song.

We gather now to bid a fond adieu  
For memories dear, we will remember you.

Through smiles and through tears,  
Through hopes and fears,  
And our hearts will yearn as memories turn,

To P. H. S.

To teachers kind, and classmates dear,

We bid farewell with hearts of cheer.

And though we part with saddened hearts,

We'll think of P. H. S.

Our hearts will swell as the joys we tell

Of P. H. S.

—E. A. & M. C.



# ATHLETICS



Chances of a successful team seemed bright in the early spring. Through no fault of our boys who throughout the season played their best, we were unable to reach our objective. Next spring we hope to take the measure of all the teams in the eastern division and of the champion of the western division.

P. H. S. opened its baseball season rather auspiciously Saturday, April 19th, by decisively defeating Yarmouth 9 to 1. Williams aided by airtight support from his teammates, had little trouble in holding Yarmouth in check. A pass, an error, and a hit gave the "Up Capers" their one run. Province-

town fielded brilliantly throughout the whole game. The following players took part: Captain Costa, Rogers, Williams, Nelson, Macara, Bennett, Allen, Roach, White, O'Donnell and Gregory.

**Harwich at Harwich—April 26**  
**P. H. S.—16                      H. H. S.—9**

P. H. S. downed the Harwich team 16 to 9 in the second game of the season. Williams had little trouble in holding the Harwich boys in check until the 7th inning when they reached his curves for four runs. Our lead was too great, however, and the game ended 16 to 9.



Batteries—P. H. S., Williams Rogers; H. H. S., Rose and Wickson.

**Chatham at Chatham—May 2**

**P. H. S.—0                      C. H. S.—10**

The boys from P. H. S. suffered a reversal of form and were downed by the powerful Chatham team 10 to 0. Our boys were unable to find Doan's speed ball. The Chatham batters got to Williams in the third for three runs. Allen was sent in but having poor support was unable to turn the tide. Captain Costa was sent in and finished the game in the box.

Batteries—P. H. S., Williams, Allen, Costa and Nelson; C. H. S., Doan and Bassett.

**Chatham at Povincetown**

**May 16**

**P. H. S.—4                      C. H. S.—6**

In a thrilling game with Chatham our hopes for a championship

team were shattered. Bennett scored a run in the first inning and hopes ran high for P. H. S. Chatham, however, came to the front and was never threatened until the last of the 8th when Rogers started the fireworks with a screaming two bagger. Three runs were scored, leaving the score 5 to 4. Chatham scored another run in the first of the ninth. In a vain attempt to tie the score, Costa reached third base only to be called out by the umpire, and the game ended soon after with the score favoring the Chathamites, 6 to 4.

Batteries—P. H. S., Costa and Nelson; C. H. S., Doane and Bassett.

The following games have yet to be played: May 24, Harwich at Provincetown; May 30, Orleans at Orleans; May 31, Orleans at Provincetown.

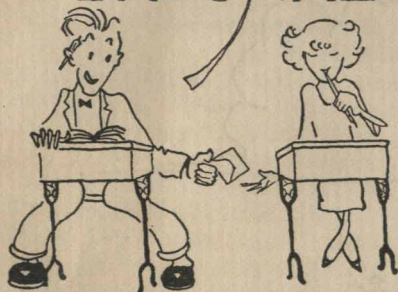




“ THE  
LADDER BY  
WHICH WE  
RISE ”



# PERSONAL



Questionnaire: — For Seniors who visited Washington.

Q. Why does Frances Perry like "Ivanhoe?"

A. Because of her latest attraction in Washington. (Royden Girth).

Q. What did Joseph Johnson spend most of his money on in Washington?

A. Writing paper and stamps.

Q. Why did Almena Rogers have her neck bandaged in Washington?

A. Because of the great strain in looking at the skyscrapers.

Q. Who put the beans and salt in Helen Thomas' bed at Hotel Potomac?

A. ??????

Q. What was the special attraction on the upper deck of the "Providence" for R. Simmons and A. Gibbs? (moonrise?)

Q. Why did Annie Lopes sleep on the top berth on the "Providence?"

A. Because if the boat sank she'd be nearer heaven!

Q. Who put Ginger Ale in S. Snow's shoes?

Q. Why wasn't Frances Perry seasick?

A. She couldn't find *Time*.

## Terr—r—r—r—ible!

They met on the bridge at midnight;

They will never meet again  
For one was an eastbound heifer  
And the other a westbound train.  
Ex.

## Her Method.

Now Helen Thomas is wondrous wise

She captures all the men; and hark!

Her method, old, still takes the prize:

She always keeps them in the dark.

K. Dyer (in history class): The trouble with Roosevelt was he talked too much.

Mrs. Foss: That's the trouble with you, too.

Miss Freeman (to Reginald Dennis): Reginald, you seem to be working on a lot of nothing lately!"  
Alas! Priscilla!

C. Bowley (in History): "The Act of Habeas Corpus means that no murderer can be indicted unless the body of his victim is produced in court."

E. Vorse (In Biology): "Scientists say that if you stand on your head your brain floats."

Miss Wilder: What were some of the important facts about the life of Thoreau?

White: He worked six weeks and loafed the rest of the year.

(Leaving lasting impression on Mr. White.)

Within Four Walls—Class room.  
Stepping Stone to Success—A. Rogers.

Clinging Vine—R. Dennis.

Dandy-Lion—J. Loring.

Nervous Wreck—All of us before examinations.

Sleeping Beauty—S. Snow.

Eighth Heaven—1 o'clock bell.

Better Times—Vacation.

Sweet Joe—J. Macara.

Most interesting building in Washington—Woolworth's.

North Truro Flirt—A. Lopes.

Mt. Vernon Souvenir Hawler—W. White.

Lady in Ermine—E. Snow.

Heartless Traitor—H. Thomas.

W. Rogers (in English): "Samuel Johnson went to London where he became a *hash writer*."

E. Vorse (trying to maintain a biological conversation during the class ramble): "How many seeds in a cucumber?"

Miss Wilder: What was Defoe's most noted book?

H. Rodgers: Robinson Crusoe.

Miss Wilder: What is it about?

Miss Rodgers: A sailor on a *shipwrecked island*.

At the Hotel Rittenhouse, Philadelphia: Waiter bringing in *consomme* in *bouillion* cups.

Miss Rogers: Oh, gee, I don't want this *cocoa*!

L. Souza (in English): "Walt Whitman journeyed down the Ohio to New Orleans and then home by foot over the Great Lakes."

Two girls in Geometry Class:

1st: Whatja make on that exam?

2nd: Eighty.

1st: I made 95. What did you make in English?

2nd: Hey! It's my time to ask you first.

Miss Wilder: Why was Longfellow called the "household poet?"

Mr. Patrick: Because he was born in a house.

Hotel Potomac, Wash.: Waiter brings in *consomme*.

C. Costa, alarmed: "Give the other fellow the coffee, I'll take milk."

**Advice to the Class of 1925.**

Beware of Hotel Potomac (Room 123).

Miss Freeman dictating sentences in French Class:—*Ma gouvernante devient inexacte et raisonneuse.* (Tran. My house-keeper has become inexact and fond of answering back.)

Miss Freeman to L. Souza:—What does *raisonneuse* mean?

L. Souza:—Raisins.

(Have you had your iron today?)

While on their way home from New York after their trip to Washington, D. C., two seniors



were conversing on the decks of the steamer "Plymouth." One was heard to say to the other

"Well, we are bound northeast now." The other began to laugh and said,"

"Why, no, we are bound east. Haven't we been to Washington and isn't it near Oregon and California?"

Alas! poor Edith!

E. Thompson's one ambition is to be a bookkeeper at Goulart's Garage.

What's the attraction, Emma?

#### Popular Fiction

Les Miserables: Any Latin Class.

The Great Essential: Studying.

Champions All: We Seniors.

Love that Devours: Perry for History.

The Comedy Kid: Edith Avila.

Dangerous Days: When report cards come out.

This side of Paradise: Before report cards out.

Live and Learn: French 4c-313A.

The Golden Ladder: Our ambition.

It Floats: School Gossip.

Warranted not to Run: School Clocks.

57 Varieties: Excuses.

ALL CHANGE: June, 1924.

#### Getting Out a Magazine Is No Joke.

If we print jokes, folks say we are silly

If we don't, they say we are too serious

If we publish original matter, they say we lack variety

If we publish things from an-

other paper, they say we are too lazy to write

If we stay on the job, we ought to be out rustling news.

If we are rustling news, we aren't tending to business

If we don't print all contributions, we don't show proper appreciation

If we do print them, the paper is filled with junk

Like as not you'll say I swiped this from another magazine.

—Ex.

#### More Truth Than Poetry.

A one act play

Staged every day.

Pencil and Paper

Enact all the capers.

If you could but heed

Then you might read.

"Did you go out with whosis last nite?"

"No we had a terrible fight."

What on earth did you fight about?"

"Oh! he's a terrible, awful clout—"

"Did you notice her dress, it's 'specially new."

"Not good for school I think. Don't you?"

"You're right—She's got a hole in her hose!"

"Yea, it looks queer along with good clothes."

"Are so and so—What you call him, going together?"

"No, another girl came along and broke up the tether."

"The cat that she is, I don't think it's right,

I don't see how he **could** take to that sight!"

(The pencil and paper must  
pause in their kill

For the aisle very soon the  
teacher will fill.

The teacher paused and then  
passed on down

Then paper quickly the pencil  
had found.)

"She's cross-eyed, bow-legged,  
knock-knee and mean"

"You said it—spiteful and  
hateful and my soul! how lean!"

"The new boy in school is ter-  
ribly dumb."

"But I know a girl that likes  
him—just some!"

"I gotter study, it's getting  
dreadfully late"

"Yea, that's always got to be  
our fate."

The paper is torn, and rendered  
and shattered

The pencil has turned to real  
things that mattered!

Ellen Vorse.





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of  
H. M. MALCHMAN

Bluebird and Purina  
WHOLE  
WHEAT BREAD  
C. H. BURCH  
BAKERY

# Two Men on a Train

Two traveling men were on the train one day as it drew near the station. As they prepared to get off one of them said:

"What Bank do you do business with here?"

"Why, the FIRST NATIONAL, of course," the other replied. "We always select THE FIRST NATIONAL in every town where there is such a bank. We have found it a wise thing to do."

"We always know that a FIRST NATIONAL is governed by the national banking laws; that it is under the strict supervision of the Government at Washington and that it is a member of the great Federal Reserve System. These banks always have plenty of Capital as well as good, reliable stockholders. We find them a good choice all over the United States."

What do you think about it?

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**THE FIRST NATIONAL BANK**  
**Member Federal Reserve System**  
**PROVINCETOWN, MASS.**

Checking Accounts  
Foreign Department

Christmas Club

Savings Accounts  
Trust Department