

VOL. II.

NOVEMBER, 1898.

NO. 1.

• • The • •

High **S**chool **B**reeze

FIVE CENTS PER COPY • PUBLISHED BY
THE STUDENTS OF MILO HIGH SCHOOL
UNDER SUPERVISION OF THE TEACHERS.

School Curriculum

AND TEACHERS OF THE SEVERAL GRADES.



HIGH—Prin. Chas. E. Perkins INT., Miss Nellie Rogers
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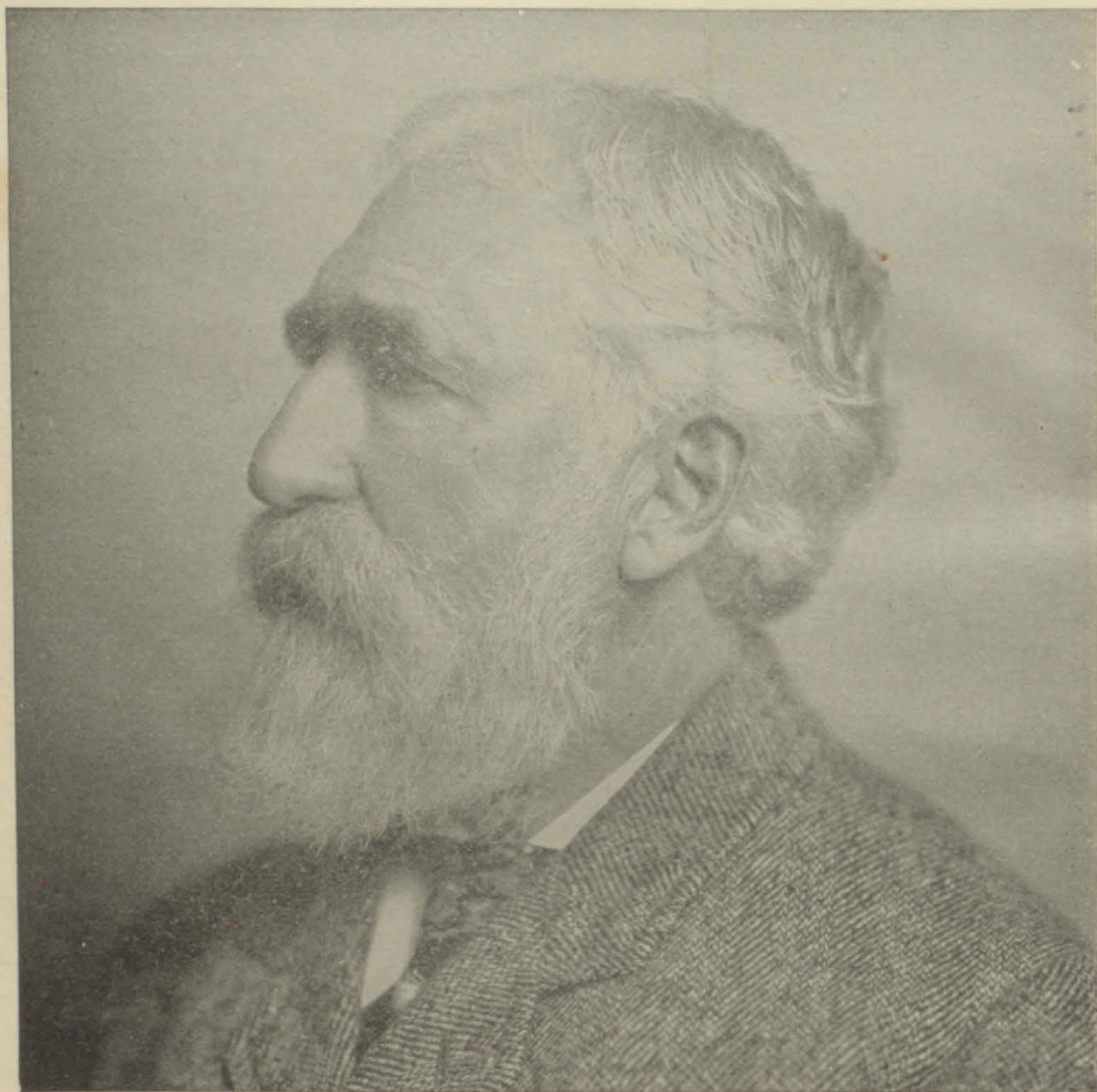
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CLASS OF '98, MILO HIGH SCHOOL.

The Milo High School Breeze.

VOL. II.

NOVEMBER, 1898.

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EDITORIAL.

IN PUBLISHING our second volume of "The BREEZE" we wish to make a few explanations and to state our object in publishing a school paper.

We wish in the first place to show our towns-people and friends that we *can* publish a school paper and conduct it as it should be. Other schools in this part of the state, such as Higgins Classical Institute, Foxcroft Academy, and Guilford High School, do so; then why not we? Our first attempt was in the winter term of '97, and resulted in an eight page paper, 500 copies were printed and sold, and as a general thing the paper was a success, reflecting credit on both editors and contributors. The publication stopped with that issue and the question of supporting a regular paper was not agitated till this fall, when it was again taken up, with the result that

we have decided to publish a twenty-four (24) page magazine, with cover, once per term, this issue to be sold at five cents per copy and all succeeding issues to be subscribed for at twenty-five cents per year, or ten cents per copy.

Ever since our High School was founded we have seen the necessity of some books of reference in order that the students pursuing the regular studies might do them justice. For the first four years, all our school library contained was a set of Alden's Cyclopedias (40 volumes), a few histories, and about twenty volumes of adventure, by standard authors. These books were bought, and paid for, by the school, the money being procured by subscription and entertainments. The progress was, however, very slow and it was not until the fall of '97 that any move was made toward procuring books of a purely literary character. Charles Dudley Warner's "Library of the World's Best Literature" (30) volumes, was then bought on the installment plan at a total cost of \$78.00; \$34.00 has already been paid, leaving a balance of \$44.00 to be paid, and we propose to cancel this debt with the money made by publishing "The BREEZE," and also to add more books to our now very scant collection.

We have literary genius in our school

and it should be used, not only to benefit the students who possess it, but to aid us in accomplishing the object we have in view. It will readily be seen, however, that we can do nothing in this work unless we have the hearty cooperation of our towns-people. We can furnish the material and publish the paper and make it a success, as far as that goes, but that avails us nothing; the paper will be a great educational help to the school, but the money is what we want, so we hope, trust, and *expect*, that the people will subscribe liberally for the succeeding issues and give us the support necessary to conduct a paper profitably.

We procured all of our advertising for this issue from out of town merchants, but before the Christmas issue is published we will call on all the local dealers for ads, and hope they will take as much space as their business will permit. This medium of advertising is not only the *best*, but one of the cheapest; advertising on fences and trees when there is a paper to advertise in is not the proper thing to do.

We started with the determination to make this issue better than the last, and have not done our duty unless we have succeeded in carrying out our purpose, as we have had more material to work on, and there has been a general willingness all around, among the scholars and their friends, to help what they could and to do whatever was requested of them; the articles have been written and sent in promptly, for this act of courtesy we wish to thank the writers. We wish also to thank the advertisers for their liberal patronage.

READING.

ARE we not all of us almost daily reminded of the fact that the study of reading in our schools in the past has been somewhat neglected? It seems to me that this should be made one of the first and most important studies in our schools. We can not all become musicians or singers, but I believe there is no one with proper instruction and earnest effort on their part but what can become a good reader. I think most scholars finish (or think they have finished) the study of reading too early in their school life. When they can render a correct pronunciation of all the words in the highest reader used in the schools, they have only learned the first principle in good reading.

I admit the usual way in which reading is taught in our schools is dull and uninteresting. I think the proper methods of teaching reading should begin in the primary schools, that teachers should be more careful as to correct pronunciation, so when a scholar gets up to deliver his graduation essay he will not call "just," "jest; "get," "git," or leave off the final "g" on all such words as "morning."

I know of no way in which time could be spent more profitably to the scholars in our high schools than a half hour each day spent in the study of elocution. How often are we reminded of the need of this study in our schools in listening to some public reader or speaker. Are we not often impressed with the smartness of some speaker who has had proper training in elocution who may have not given his subject half the thought or study as some other speaker

may have done who has had no training in this direction, whom we have called dull and uninteresting?

I hope the time is not far distant when the study of elocution will receive more attention in our schools.



TRASHY READING.

WE HEAR a great deal, at the present time, about yellow backed novels and trashy literature in general. One can hardly read a newspaper without finding therein an account of some youthful offender who has come to grief as the result of reading "trashy literature." Inspector Byrnes of New York, reports that a large percentage of the youthful criminals of that state is the fruitage of blood and thunder novels. Religious societies "resolve" against such reading, and there is no denying its pernicious effects upon the young. Where lies the blame? largely we say, with the parents; we teach our children how to read, but not what to read, and the child left to itself usually selects reading that pleases his fancy, and that requires but little mental activity to digest. Again, many parents are too economic in the matter of buying good books for home reading, and the children are not led, and encouraged in the right direction at the very time when impressions are the more easily made, and right habits should be forming. How much easier it is, with due and ordinary care, to prevent the taint and decay from disease, than to repair the waste material upon which it is fed. So with diseased minds—an ounce of prevention is worth a ton of cure.

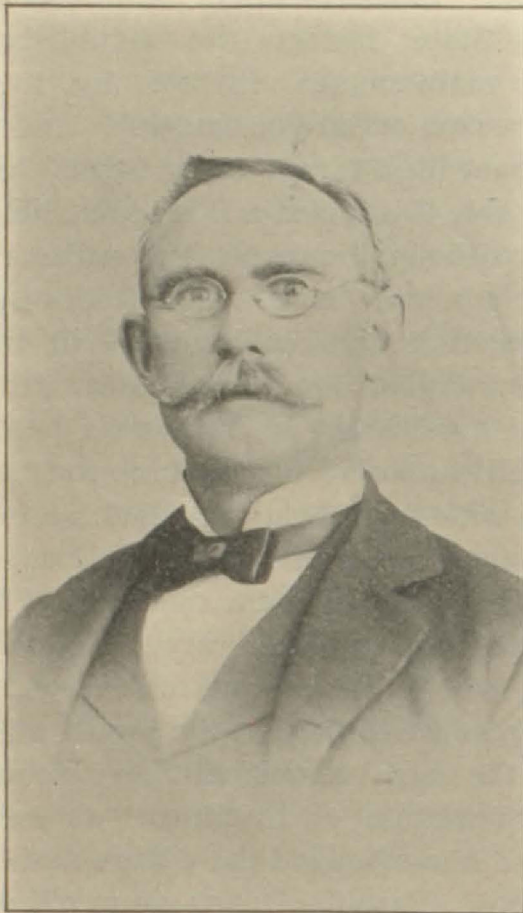
The best literature of the world is within the reach of all, and at a trifling expense, works from the best authors can be had, and should be found in the home of every scholar, and early in life the pupil should be encouraged in the idea that the mind should feed on that which will be of lasting benefit to it as it grows and expands with the ripening years. This is an era of public libraries; the State fosters the establishment and maintenance thereof by towns. By reason of burdensome debts and consequent high taxes, many towns do not feel able to support a free public library, but with small expense the citizens and scholars may have a public library in connection with each school in town. A few dollars for a book case, gifts of some good books by interested parents, a well supported literary club in connection with each term of school, an entertainment now and then, with a small admission fee, and the nucleus has been formed for a public library. Every year will add to its volume and value, and the result will be that the pupils attending the rural school will have acquired a knowledge of literature, as well as those who attended the village and high school. Parents, teach your children, both by precept and example, what to read.



SOMETHING ABOUT WRITING AND SPELLING.

PENMANSHIP is often considered an exponent of personal traits of character and the results obtained are frequently quite accurate; but it is not always a gauge of mental ability or scholarship

to write well, for Horace Greeley wrote so illegibly that it is said that lecture committees were sometimes puzzled to decide whether he had replied in the affirmative or negative to their request to lecture, and his autograph is always compared to Egyptian hieroglyphics. This does not argue that to be great or



C. E. PERKINS, PRINCIPAL MILO HIGH SCHOOL.

wise one need imitate him or other brilliant minds that are lacking in this art that may be the common heritage of every one. Among our poets Longfellow, Bryant, and Holmes were good penmen; also Washington, Adams and Jefferson (though educated when the facilities for learning were less than at present) wrote plainly.

We are accustomed to excuse lawyers and ministers for poor writing on the ground that quantity necessitates rapidity, and quality thereby suffers. Our boys and girls in the public schools of today are not, as a rule, as good writers when they reach the high school grade as they were twenty years ago in the intermediate. They write too rapidly, have not established habits of neatness or review of written work, and pass in examination papers often that show carelessness beyond the penmanship; in one instance over sixty errors in spelling being due almost entirely to careless writing, the student being a fair speller orally. Nature may assist us toward being experts in writing, but our school children are *all* capable of being taught to form letters distinctly no matter what system is taken for a guide, and the Vertical certainly is simple, plain, and requires less space than any other, and if all teachers from the primary up to the high school would give to writing the time and practice that they do other branches, requiring each pupil to note proper position of the body at the desk, motion and position of the pen in the fingers, also a restful and easy movement of the arm, I believe it would soon effect a change and be a check to the rapid manner and repetition of errors that so often are found in looking over set copies and examination papers.

Ranking for penmanship and spelling *every* paper passed to the teacher I have found a great spur and incentive to neatness and accuracy, and such habits plainly established lead to progress in the development of the mind, for well written words make clear meaning sen-

tences which express ideas that naturally multiply as the mind conveys them to paper by a trained hand.



THE STUDY OF ENGLISH IN THE MILO HIGH SCHOOL.

THE Milo High School stands in the list of "approved schools" of the University of Maine. This is creditable to the High School, and ought to be advantageous to the University. It will be so, if the students of the High School understand what is needed for a college preparation, and make the best use of their opportunities. With this thought in mind I am tempted to offer a few words of suggestion about the preparation along one line—that of English.

The most unsatisfactory subject, as a whole, in which the candidate presents himself for examination, is English. He knows but little of the grammar of the language, he has read few, if any, of its standard authors, and he cannot express himself in writing without committing the grossest errors. The reason for all this is not hard to find. The study of English grammar is thought to be of less consequence than the study of Latin, Greek, or modern languages. The boy believes—and in this belief he is sometimes encouraged by his teacher—that he is bound to get a knowledge of English grammar through the medium of Latin and Greek, and therefore it is useless to study English. He soon learns to regard sentential analysis as a "bore," parsing as "obsolete," and technical grammar in general as a weariness to the flesh. The result is that

when he presents himself for examination he fails.

Secondly, he reads too many popular novels and too few standard authors. A teacher tried not long ago to illustrate some subject which he was teaching by a reference to one of the best known of Scott's novels, but, to his surprise, he found that only one in the class had ever read anything by Scott. The latest works of fiction they had read, and they had neither time nor taste for anything else.

Lastly, he does not practice enough the art of expression. He studies a little about composition, but he does not compose. An occasional essay is all that is required of him, all that he does. He learns some rules, but he does not learn to apply them. Consequently his examination paper is sometimes "fearfully and wonderfully made."

My suggestions may now be made in very few words. Treat the grammar of the English Language with as much respect as you do the grammar of any other language, ancient or modern. Study it as thoroughly, as critically, as enthusiastically. The analysis of the sentence is of prime importance, and old-fashioned parsing is not useless, whatever the critics may say. Read all you can of the best authors. Let the popular trash alone—you have no time for that while you are in the fitting school. To know well one of Scott's novels—"Quentin Durward" and "Anne of Geierstein," for instance—is better than to have read all that Laura Jean Libby, the "Duchess," and Bertha M. Clay ever wrote. Write a little every day, even if it be nothing more than a

diary of your school experience. Follow this up for a year, and you will find yourself at the end of that time able to express yourself better than the average of your fellows. You will also have gained a power that will be of no small value to you in your college course.



CONCERNING THE STUDY OF CLASSICS IN HIGH SCHOOLS.

TIME changes; the pendulum swings as far one way as it does the other. So it is in studies—three hundred years ago, classics, meaning almost solely Latin, were the only studies in the schools, and that condition had existed a thousand years. When men found out there were other things of equal importance, the pendulum began to swing back; and now it seems likely to reach the other extreme of no classics. While all classics is a dull mental regime, there are still good reasons for the study of ancient languages, by this including Greek as well as Latin.

The exact construction, the fine distinction coming from the elaborate inflections of the words, make them a great drill in exactness of expression and precision of meaning. This is particularly true of Greek, for that can give shades of meaning not to be distinctly conveyed in English. Thus in exactness, painstaking, power of discrimination, ancient languages are a most useful discipline.

Nor is discipline all the value of these studies, if it were, then perhaps others might be substituted for them entirely. The matter commonly read in the schools in these branches is no mean part of

the world's really great literature. Where is there a greater poem than the Iliad? finer orations than those of Demosthenes? fiercer invectives against treachery than Cicero hurled against Cataline? Where a better example of clear, simple and effective style, than that of Caesar, whose Gallic Wars are the first Latin the beginner reads? No translation ever makes one see it as even a very limited knowledge of the original can.

These reasons in general, can be offered, beside more specific ones for Latin. A fair knowledge of Latin is the best foundation for the study of French, Italian or Spanish. With it, half the language is simple and clear; without it, all this is blind. Then in addition, a great number of English words, about one half the language, are direct Latin derivations, so that the man even moderately versed in Latin, has a far greater knowledge of English than he would otherwise have had.

These reasons, perhaps, include the most obvious ones why classics should be studied in High Schools.



A FEW NOTES AND SUGGESTIONS.

SCHOOL BOOKS. Much has been said for and against the present school textbook law. There are those who claim that their children do not have as many books as they did before the free use of them was introduced into schools. This we believe to be wrong, for those who now do the kicking were the ones who a few years ago were mad if the teacher would not allow a family of six,

each reciting in a separate class, to study their spelling lesson from the same book at the same time.

I shall not attempt at this time to enter into a discussion of the question, as it would do no good and time and space are too valuable to permit it; but I do wish to call the attention of the parents to the fact that money enough is not raised, and never has been raised, in this town, to properly supply the scholars with books. There should be raised one dollar per capita for every scholar in town once a year. This is an example and works itself out when we know that Milo has 375 school children. Were I to have my way in the distribution of school books, I would, when the scholar entered a class, give to him the book he was to study, charge him with the same at the regular price, and say to him thus: "You may keep that book until you have completed it, and then it becomes yours. If it is lost before you have completed it, you must put another in its place." Having *said* this I would stick to it. The neat, tidy, careful scholar would not be obliged to give up his book at the end of a term and the next term use a book that some dirty-fisted little rascal had used to chew and wipe his nose on the preceding term, while the careless, dirty, slovenly boy had a new book, so to speak. Try this method five years and if it does not save money for the town I will never say another word about it.

CARE OF SCHOOL PROPERTY. This subject does not receive the attention it should, and so becomes a subject of comment. The town of Milo has done much for its schools. It has built some

excellent schoolhouses; it hires good and competent teachers; it supplies most everything we need; but it is somewhat remiss in caring for its school property. If a boy or girl is caught disfiguring the walls or floors or seats of the school buildings or out buildings by indecent marks, pictures, or other disgraceful proceedings, that child should be made to repair the damage, through his parents, and no fear of the future or partisan feeling should allow the culprit to escape punishment so richly deserved. One or two cases brought to light and punished would certainly stop the depredations.

In regard to the care of school books, the only successful way is to make a place in each room to keep the books, deal them out to the teachers and charge them for every one and let the teachers hold the keys to the book closets, deal out and charge to the scholars all necessary books once only. Then, and not till then, will there be any system in caring for them. When this is done the town will be saved many dollars each year that are now worse than wasted.

We wish to interest parents in our library. Two years ago there were in our library 84 volumes, valued at \$75. Today there are 125 volumes, valued at \$180. Most of these books are reference works and in proof of the value put upon them they are in daily and almost constant use. We need more books. The International Cyclopædia would be a great help. A new dictionary is needed very much. In fact we need a number of books now. No outsider has seen fit to make his or her name immortal by

donating \$10,000 to us. No; according to my best recollections \$1.00 is the largest sum from any one individual that has been given us.

We are grateful for small favors, however, and if any one has a suitable book to give away or a dollar that he cannot conveniently use, consult our librarian as to the best means of disposing of it. She will tell you what to do.

We want a laboratory. One may as well try to cultivate a farm without tools, run a mill without machinery, or navigate a ship without a compass as to teach chemistry or physics with no ap-

paratus to work with. We have a good room which with \$150 or \$200 can be put in shape and fitted with a very good working outfit.

These studies are in the curriculum, but no leader can do anything worth speaking about unless some apparatus is purchased. At the next annual meeting, let some one interested, present our needs to the "town fathers" and I have no doubt but what they will furnish us with what we so much need.

Talk the matter up, classmates, and let us see if we cannot accomplish what we are after.

• • School Notes. • •

"Guess??"

"Peek-a-boo!!!"

"Is that you, Ben?"

"Don't hurry, girls."

"If she hasn't she haint."

Will Miss S. ^{how} please define "circus" clouds?

"It beats the 'Dutch' ^(will) how cold the nights are."

Mr. — reading from General History: Aristides was a pure pirate. (Patriot.)

Why does Miss H. like to read John L. Motley? Because he wrote the Rise of the Dutch Republic. '99

Every one should lift, if only a pound, to free the library from debt.

According to Mr. M.'s statement there must have been a new law passed, forbidding "sex" to vote. *Mitchell '02*

Noisy corner will be cleared out next term, if we may be allowed to judge by the appearance of things.

"Every little helps." If each one sold five copies, only, of one paper, two hundred and fifty would disappear.

HER AIM IN LIFE.

"What sort of a girl is she?"

"Oh, she is a miss with a mission."

"Ah!"

"Her mission is seeking a man with a mansion."

—*Baltimore Jewish Comment.*

"I won that race last night."

"Well!! aint that funny??"

"Do boys blush?" "Girls don't."

It is the fault of J. Mc.'s age that he isn't any older.

"Do to others as you would have them do to you."

I wonder if Miss L. has found out yet which end she is on?

The C class enjoys reading Benj. Franklin's autobiography. 1901

The old boat on _____ St. will have to be put in repairs for the winter.

Some of our pupils are too high-toned to earn five cents. I wonder if they will ever require any assistance.

In a stern voice Mr. P. ^{erkins} said: "Girls in the southeast corner will be obliged to occupy new quarters very soon," meaning the front rows.

Mr. L. ^{erkins} reciting on the Second Period of Persian History: "The Persian king resolved to chastise the Athenians. He called for his bow, shot an arrow into the air and asked his servants to pray for him." 000

Teacher: "James, what makes you late?" James: "I was pursuing knowledge." Teacher: "Pursuing knowledge? What do you mean?" James: "Why, my dog ran off with my spelling book, and I ran after him."

(And he winked the other eye. (B.) ^{erkins} 99

(What was the matter with Miss R.'s feet?) 01 ^{erkins}

Do you think she is fatter? No, I think she is Lena. Opposites you know.

(Two is a company, three is a crowd, especially in the post graduate Latin class.) ^{Miss D. Mr. M.F. + Mr. L.}

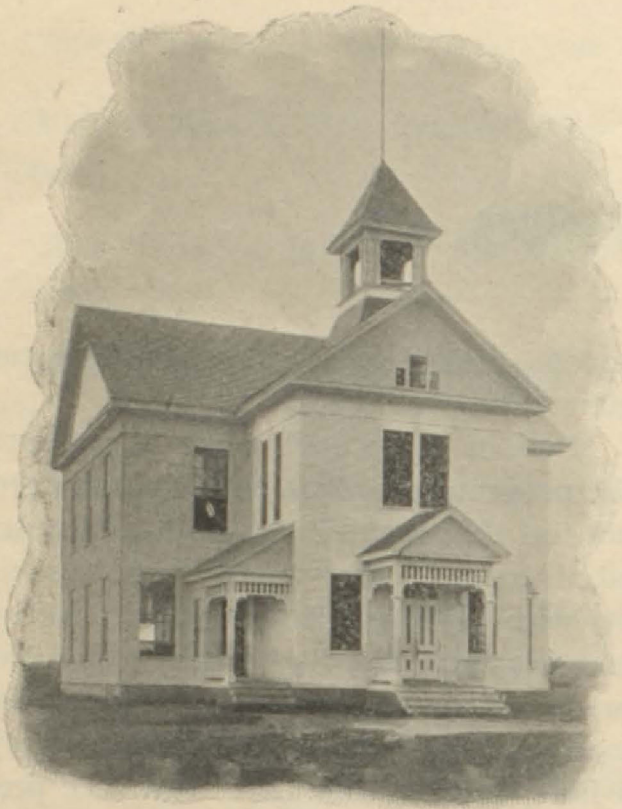
(I wonder if the Grammar school scholars will ever learn the "Star Spangled Banner.")

A certain young lady should not retire too early at night, as she is likely to have callers.

We were somewhat surprised to hear Mr. R. ^{erkins} say recently, in a class recitation, that Shakespeare died on his birthday. 99

(You must remember that Mr. P. ^{erkins} sees more than one thinks he does. There is some sort of arrangement about those glasses that enables him to see when apparently he is not looking.

In the death of Rev. A. F. Chase the student loses a dear friend and helper; the teacher loses a valuable associate; the profession loses a faithful instructor, and the people of this state lose a good man. We remember many kind words that have fallen from his lips, many good precepts given to us in teachers' meetings, many clear demonstrations of difficult problems, and many words of advice thrown out to the people from the pulpit.



MILO HIGH SCHOOL BUILDING.

thing." There are nine members of the class.

The class of 1900 held its first meeting Oct. 3d, 1898, and elected the following officers: Arthur Lewis, presi-

dent; Sara Carver, vice president; Lena Fowler, secretary; Edith Lyford, treasurer; executive committee, George Perkins, chairman, Minnie Mayo, Mittie Hall. There are eleven members of the class. They chose lavender for a class color; motto, "Haste not: rest not."

The class of 1901 met to choose officers, class color, motto, flower, etc., Oct. 14th, 1898. The following were the officers chosen: President, Addie Godsoe; vice president, Susie Perrigo; secretary, Amy Shaw; treasurer, Byron Bishop. The class color was turquoise blue; the motto, "Step by step we mount;" class flower, carnation pink. There are ten members.

Class 1902 held its class meeting October 15, 1898, and elected the officers as follow: Hugh Leonard, president; Pearl Henderson, vice president; James Dean, secretary; Cora Potter, treasurer. Number in class fourteen. Class color chosen, pale blue; class motto, "Excelsior."

• • Alumni Notes. • •

Miss Lottie Hobbs, '96, is at home.

Miss Ethel Brown, '95, is teaching at Dover.

Miss Minnie Mitchell, '98, is teaching at Maple.

Miss Cora Bradeen, '98, is teaching in Abbot.

Mr. Bert W. Pineo, '98, is working at K. I. Works.

M. L. Doble, '98, is attending H. C. I., Charleston.

Mr. Carroll Ramsdell, '95, is farming on the old homestead.

Miss Annie Doble, '98, is teaching in the Drake district, Milo.

Mr. Wendell N. Hobbs, '95, is paymaster at the National shoe factory, Lewiston.

E. M. Brackett, '98, is clerking for his father, M. G. Brackett.

Mr. F. M. Durgin, '98, is working in the Milo Domestic Laundry.

Mr. Hollis Hall, '98, is working for Hall & Hagan, blacksmiths.

Miss Jennie Leonard, '98, is teaching in the Holbrook district, Milo.

Mrs. John Ladd, '95, nee Nora Hodgkins, is residing at East Dover.

Mrs. E. D. Kittredge, '96, nee Miss Susy I. Bumps, resides in town.

Miss Elizabeth M. McLeod, '98, is teaching the sub-primary, at Milo.

Miss Helen Ford, '98, has recently returned from Abbot where she has been teaching.

Mr. Irving C. Clement, '98, has accepted a position with the Boston Excelsior Co.

Mr. Charles Stone, '98, is at his home in Milford, and will enter the University of Maine next fall.

Mrs. Clarence Stanchfield, '95, nee Miss Mae Mitchell, resides in town.

R. E. Pineo, class poet of '98, is working at Randall's camp, K. I. Works.

Miss Clara Mitchell, '95, is teaching the school at Stanchfield Ridge, Milo.

Mr. R. A. Leonard, '98, is taking a post graduate course at the High school.

Miss Martha Jones, '96, is stopping at home, owing to the illness of her mother.

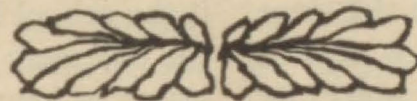
Mr. E. H. Doble, '96, is attending Baltimore Medical College, class of 1900.

Mr. Arthur Sherburne, '98, is working for the Turner Center Creamery Co.

Miss Florence Daggett, '98, and Miss Kate Hanscom, '96, are attending Business College at Bangor.

C. D. Kittredge, '98, is teaching at Brownville and will soon occupy a better position at LaGrange.

Mr. James McFadyen, '98, is taking a post graduate course at M. H. S., and studying medicine with Dr. L. C. Ford.



LAKEVIEW.

MANY years ago there came to the shores of Schoodic Lake, and settled, a quaint character known as Osgood. He seemed to wish to be alone, for when later, one "Curly" Robinson came there to settle, Osgood drove him away at the point of a gun. "Curly" (so called because he had red, curly hair) settled on the brow of a hill on the opposite side of the lake where he could watch Osgood, whom as it was reported, was figuring out perpetual motion. The fish swam in the lake then as now; sportsmen often went there to catch the speckled beauties, and at such times would stop with the man of perpetual motion fame, providing of course, he did not have one of his "off days," when he would drive everybody away from his door.

Since the changes have come, Osgood and "Curly" have gone to the "Happy Hunting Ground," and the cleared patches of ground where they once dug with a crooked stick and planted their corn, are now the only remaining evidence of their former greatness. But situated at the foot of the hill where "Curly" hunted, and facing the spot where Osgood swung his pendulum, there has sprung up a pretty little hamlet. Lakeview is appropriately named; in the shape of a crescent, and on the slope of the hill, it commands a view that is unsurpassed in Piscataquis county for beauty. The whole length of the lake to Five Islands spreads out before the inhabitants, and each day, of calm or storm, new beauties are seen by those who have an eye for the beautiful in

nature. Standing at the door of the mill and looking up the lake, we can almost fancy that we can see the form of that good natured guide, N. McNaughton, as he stands in the door of the Five Island House and angles for fish.

But we digress. Lakeview until 1889 was not of much importance; there were a few houses, but as soon as the Merrick Thread Co. put in its plant, it began to grow, and now it contains twenty-five good houses, a good school house large enough to accommodate the thirty-five scholars in the district, one good store, and a hotel. From seventy-five to one hundred men find employment here the year round at good wages.

The people who live here are wide-awake, and eager to grasp every opportunity that presents itself; for of the thirty-five scholars, four of them come to Milo High School, eager to get an education, viz.: Arthur Lewis, Lancy Barchard, Bertha and Arthur Clark. Another year others will come.

The lake in front is full of fish. The woods around the lake abound in game, and we who live here, believe that Lakeview is not only a good place to be born in, but not "too bad" to live in.



DISCUSSION OVERHEARD IN THE HIGH SCHOOL ROOM.

NOT long ago, having occasion to visit the school building after the labors of the day were over, I was somewhat surprised to hear the sound of voices issuing from the High School room.

Pausing to listen, which of course I ought not to have done, I heard an animated conversation going on between the Dictionary and a Grammar.

As I was too far distant to hear all they said, I shall be obliged to give you only a brief sketch of their talk.

It appears that one of the classes in school had that day been taking an examination, and this examination had awakened the discourse which I heard and a part of which I will relate.

"Such abominable things as they wrote today in those exams. and called them sentences," said the Grammar, "and the way the capitals and marks of punctuation were made conspicuous by their absence made my sides ache. Let me give you an example of one sentence as it was written in one of the papers: 'My farther and brother john has gone to bor'ston.'"

"Oh, that's nothing," said the Dictionary, "if such mistakes as you have mentioned were all they made it would not be so very bad, but when it comes to passing in a paper with 'until' spelled with two l's and 'which' spelled 'whitch' and other equally ridiculous mistakes, it is too much for me."

"For my part," said the Grammar, "I cannot see why, after these scholars learn that every sentence should begin with a capital and every proper noun should begin with a capital, they go to work and make so many simple mistakes."

These are only a few of the many mistakes I heard enumerated, but fearing you may be tired of seeing your errors in black and white, I will give you no more of them at present.

After the conversation ceased I opened the door and discovered the Grammar sprawled in disgust upon the floor and the Dictionary, sad to relate, had

wrought itself into such a state of passion that it had torn half of its leaves out and was therefore in the last stages of dilapidation.



AN ORATORICAL GEM.

MR. W. S. WITHAM, of Atlanta, Ga., in an address before the Bankers' Convention at Denver, demonstrated that oratory is not yet a lost art, as the following extract will show:

"This is an educational war. It is also a righteous war in that it obliterates the difference between brother and brother arising out of our civil war. I come to you from a land marked by many tombs, and whose long saddened memories are once more broken by the triumphs of her chivalrous sons, in proof of our oft-expressed loyalty to the stars and stripes.

It is a war of reconciliation. Shall the poor man sneer at the rich, since he has seen the charge at El Caney, led by Roosevelt? Shall class hate class after seeing Hamilton Fish, the son of a millionaire, fall at the battle of Seville, caught in the arms of a penniless cowboy from Texas? Shall the white man feel contempt for the black man, since he saw that hero of the colored troops rush ahead of our faltering lines, mount the fort of San Juan, sieze and break down the Spanish flag, then fall lifeless, pierced by no less than thirty-two Mauser bullets? Shall the Spaniard hate his American conquerer, who, after taking 25,000 of them prisoners, filled their empty stomachs with American food, gave them free passage home on safe, clean boats, singing, 'God be with you till we meet again?'

"This, too, is a uniting war. Did you ever see such a Fourth of July as the last one? The blowing up of the Maine made a grave for many brave soldiers, but at the same time, it created the cemetery of sectionalism. The burning of Cervera's fleet by our own revealed more than one conquered foe of America—for it left in full view of the world the ashes of sectional hate. There is no Mason and Dixon's line today. Yes, it is a divine war, for we find ourselves doubly freed in our endeavor to secure freedom to our neighbor.—[*The Practical Age*.



GOOD, WHETHER TRUE OR NOT.

AMONG the stories told at the New England dinner in New York recently was the following: "There was an old preacher once who told some boys of the Bible lesson he was to read in the morning. The boys finding the place, pasted together the connecting pages. The next morning he read on the bottom of one page: 'When Noah was 120 years old he took unto himself a wife, who was'—then turning the page—'140 cubits long, 40 cubits wide, built of gopher wood, and covered with pitch inside and out.' He was naturally puzzled at this. He read it again, verified it, and then said: 'My friends, this is the first time I ever read this in the Bible, but I accept it as evidence of the truth of the assertion that we are fearfully and wonderfully made.'"



Truth is more than a dream and a song,
Pardon him who confesses his wrong.

SCHILLER.

GEMS OF THOUGHT.

The greatest of faults, I should say,
is to be conscious of none.

CARLYLE.

* * *

Write it on your heart that every day
is the best day of the year.

EMERSON.

* * *

The truth itself is not believed
From one who often hath deceived.

ANON.

* * *

The doorstep to the temple of wisdom
is a knowledge of our own ignorance.

SPURGEON.

* * *

Humble we must be if to heaven we go,
High is the roof there, but the gate is
low.

HERRICK.

* * *

At every trifle scorn to take offence;
That always shows great pride or little
sense.

ALEX. POPE.

* * *

It is faith in something, and enthusiasm
for something, that make a life
worth looking at.

O. W. HOLMES.

* * *

Be noble, and the nobleness that lie
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own.

JAMES R. LOWELL.

* * *

Sorrows are often like clouds which,
though black when they are passing over
us, when they are past become as if they
were the garments of God, thrown off in
purple and gold along the sky.

H. W. BEECHER.

The drying of a single tear has more
Of honest fame than shedding seas of
gore.

BYRON.

* * *

'Tis greatly wise to talk with our past
hours and ask them what report they
bore to heaven.

YOUNG.

* * *

We should be as careful of our words
as of our deeds, and as far from speak-
ing ill as from doing ill.

CICERO.

* * *

We should count time by heart-throbs.
He most lives

Who thinks most, feels the noblest, acts
the best.

BAILEY.

* * *

True hope is swift and flies with swal-
low's wings,
Kings it makes gods, and meaner crea-
tures kings.

SHAKESPEARE.

* * *

There is beauty in the sunlight,
And the soft blue heaven above,
Oh, the world is full of beauty,
When the heart is full of love.

SMITH.

* * *

Lost yesterday, somewhere between
sunrise and sunset, two golden hours,
each set with sixty diamond minutes.
No reward is offered, for they are gone
forever.

HORACE MANN.

* * *

Oh, many a shaft, at random sent,
Finds mark the archer little meant,
And many a word, at random spoken,
May soothe or wound a heart that's
broken.

SIR WALTER SCOTT.

People seldom improve when they
have no other model but themselves to
copy after.

GOLDSMITH.

* * *

True worth is in being, not seeming,
In doing each day that goes by
Some little good, not in dreaming
Of great things to do bye and bye.

ALICE CARY.

* * *

We have not wings, we cannot soar,
But we have feet to scale or climb
By slow degrees, by more and more,
The cloudy summits of our time.

LONGFELLOW.

* * *

Believe not each accusing tongue,
As most weak people do;
But still believe that story wrong,
Which ought not to be true.

R. B. SHERIDAN.

* * *

I hold it true, whate'er befall,
I feel it when I sorrow most—
'Tis better to have loved and lost
Than never to have loved at all.

ALFRED TENNYSON.

* * *

Of such the kingdom! Teach thus us,
O Master most divine,
To feel the deep significance
Of these wise words of Thine.

J. G. WHITTIER.

* * *

Leaves have their time to fall,
And flowers to wither at the north
wind's breath,
And stars to set; but all,
Thou hast all seasons for thine own, O
Death!

MRS. HEMANS.

THREE QUEER CITIES.

Each One Is Built on Islands Connected by Many Bridges.

The city of Ghent, in Belgium, is built on 26 islands. These islands are connected with each other by 80 bridges. The city has 300 streets and 30 public squares. It is noted for being the birthplace of Charles V and of John of Gaunt, whom Shakespeare called "time honored Lancaster," and as the scene of the pacification of Ghent Nov. 8, 1576, and of several insurrections, sieges and executions of well known personages. It is associated with American history by the treaty made there Dec. 24, 1814, terminating the second war between England and the United States, known as the war of 1812.

Amsterdam, in Holland, is built on piles driven far below the water into the earth. The city is intersected by many canals, which are spanned by nearly 300 bridges, and resembles Venice in the mingling of land and water, though it is considerably larger than that city. The canals divide the city, which is about ten miles in circumference, into 90 islands.

The city of Venice is built on 80 islets, which are connected by nearly 400 bridges. Canals serve for streets in Venice, and boats, called gondolas, for carriages. The bridges are, as a rule, very steep, rising considerably in the middle, but have easy steps. The circumference of the city is about eight miles. The Venetians joined the Lombard League against the German emperor, and, in 1177, gained a great victory in defense of Pope Alexander III, over the fleet of war vessels headed by Otto, son of Frederic Barbarossa. In gratitude for this victory the pope gave the Doge Ziani a ring, and instituted the world famous ceremony of "Venice Marrying the Adriatic Sea." In this ceremony the doge, as the chief ruler of Venice used to be termed, with appropriate ceremonies dropped a ring into the sea every year in recognition of the wealth and trade carried to Venice by the Adriatic.

Picking Pockets With Toes.

The gauchos, or dwellers in the extensive plains of Buenos Ayres, are marvelously dexterous with both hands and feet. Many of them have acquired through long practice such skill in using their toes as if they were fingers that they can fling the lasso and even pick pockets with them. Some time ago a Frenchman who was fishing in one of the rivers of Buenos Ayres was warned to be on his guard against the light fingered natives. He forthwith kept a vigilant watch on his companions, but nevertheless one day, when his attention was closely riveted on his float, a wily gaucho drew near, and, delicately inserting his foot, extracted the Frenchman's hooks and other valuables from his pocket.—Boston Transcript.

His Way of Finding It.

Tourist—It wears me out completely to travel.

Chance Acquaintance—Your business compels you to do it, I presume.

Tourist—No, I am traveling for my health.—Chicago Tribune.

The Duke of Tetuan, formerly Spanish minister of foreign affairs, recently said in criticism of Sagasta that the late Premier Canovas and himself had always looked on an American war as the certain ruin of Spain. The duke was very unpatriotic not to have put this conviction into a speech at a time when it might have been of some use to his country.

The philosopher is full of fine words over the misfortunes of others. They are very easy troubles to bear. But when they come to himself they are always the very biggest burdens which ever bowed the shoulders of man.

The navy is melancholy because it is not to have an investigation. After all its splendid deeds it thinks it should have some attention of this kind.

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