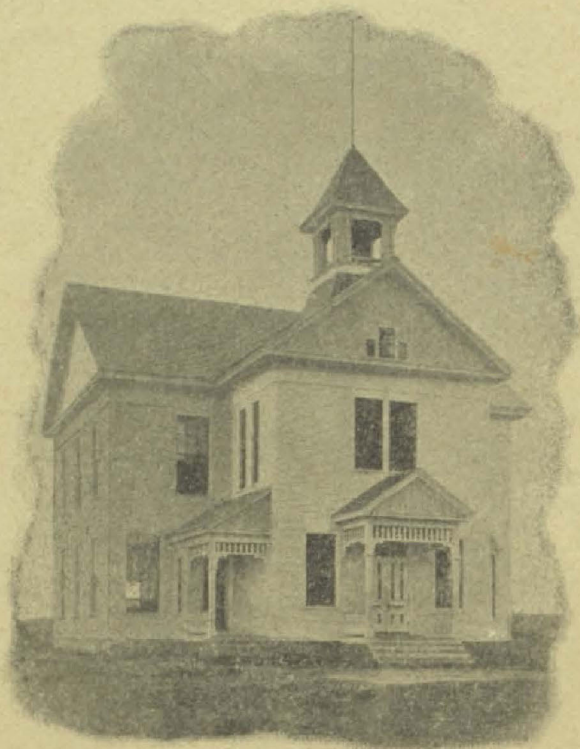


# The High School Breeze



PUBLISHED BY THE STUDENTS OF  
THE MILO HIGH SCHOOL  
MILO, MAINE

# MILO FRIENDS.

This little breezy paper, of which you have reason to be proud, wishes to announce to you that you will find the MOST PRACTICAL LINE OF CHRISTMAS GOODS AT THIS STORE.

Handkf.----- 5 c. each, 6 for 25 c.  
Gent's Initial Hdkfs.----- 10 c each  
Gent's Pure Linen Hdkfs.----- 15 c each  
Gent's Pure White Silk Initial Hdkfs.----- 50 c each  
A fine large assortment of better Handkerchiefs.  
Colored Handkerchiefs for K O M O N A S.

Aprons from 25 c to \$1.50. Sofa Pillows, tops and cords.  
Extra values in Towels, prices from 10 c., to \$2.50 per pair.  
Waist Bags from 25 c. to \$2.75. Table Damask and Napkins, Lace Collars, and Fancy Collars in all the new styles.

Fur Neck Pieces and Muffs. For a Practical Christmas Gift, call on us.

**BATCHELOR & SAWYER, DOVER, Me.**

## Higgins Classical Institute,

**CHARLESTON, ME.**

Beautiful Location

New School Building and Dormitory

Four Courses

Eight Teachers

Large Campus and Athletic Field

Expenses Low

SPRING TERM OF TWELVE WEEKS WILL BEGIN  
TUESDAY, MARCH 16, 1904

For Information or Catalogue, address the Principal,

**A. M. THOMAS, Charleston, Me.**

# WE REPAIR TO WEAR!

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When you bring your watch, clocks, jewelry or other articles here to be repaired we endeavor to make them as good as new, sometimes we are able to make them even better than new. We cannot, however, always undo the harm done by careless repairers and believe that you will find it to your advantage to bring all such work to us regularly. You get the possible service at most reasonable prices.

Owen's Drug Store, Milo.

H. L. PERKINS.


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## Arrival of Holiday Perfumes!

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You have learned to depend upon us for a magnificent stock of holiday perfumes and we shall more than maintain our reputation in this direction this season. When you need perfumes either for personal use or for holiday giving, we ask you to make your selections from our present stock which includes practically everything worth while in the line of domestic and foreign goods. These perfumes we have in fancy packages of all sizes as well as in bulk.

DRUGGIST.

 W. S. OWEN.

HENRY COTTER CO.,

DEALERS IN

Dry and Fancy Goods,

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Boots and Shoes,

Canned Goods,

Confectionery,

Tobacco, Cigars,

— ETC., ETC. —

EAST MAIN STREET,  
MILO, MAINE.

E. C. MORRILL,

DEALER IN

Boots, Shoes  
and Rubbers,  
Ladies' and  
Gents' Hosiery  
and Shoe Findings.



B. & A. MILEAGE  
BOOKS TO LET...

— AT THE —

Little Blue Store

36 EAST MAIN ST.,

MILO, MAINE.



If you wish

MILLINERY,

Choice Confectionery, or Five  
and Ten Cent Articles,  
Don't Fail to Call on

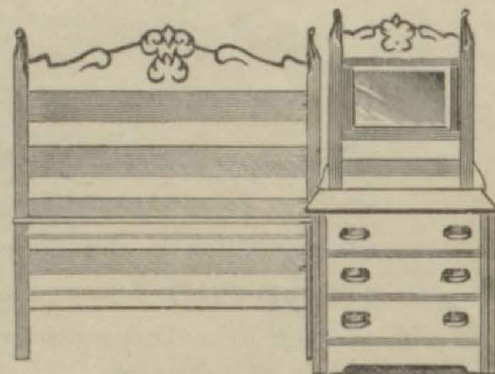
Clement & West,

East Main Street,

MILO, - MAINE.

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Household Furniture,

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Full line of Christmas Goods.

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By a man who was afraid of feeding his horse too much grain.

## Wanted!

Everybody to know that Bailey & Co.'s COW FEED GIVES EXCELLENT SATISFACTION.

## Found!

Just what satisfied every demand for Good Flour.

Feed plenty of Grain and Save Your Horse.  
Be generous with Bile's XXXX, the Great Milk Producers. Bailey & Co. has Good Flour.  
Buy your Grain, Cow Feed, and Flour, from

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Dry Goods,  
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We keep an up-to-date STOCK of everything in our line.

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Groceries, Canned Goods,  
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Cement, Lime and Builders' Materials,

A SPECIALTY.

10 MAIN STREET,

**MILO, MAINE.**



## .. RESOLVED ..

---

That, having made a personal investigation among the up-to-date clothiers in this vicinity, the students of the Milo High School, hereby agree and declare that Benoit's is the best place to buy wearing apparel, not only because of Benoit's several famous brands of high-grade Clothing and furnishings, and of his exceptionally large stock, but also in consideration of the fact that a special ten per cent, discount is always given there on purchases made by Milo High School students.

In view of the above facts, any student not making Benoit his clothier and furnisher will be declared to be his own worst enemy, and must suffer accordingly. Remember Benoit's address:

### Benoit Clothing Company,

20 and 22 State St.

BANGOR, MAINE.

M. L. DURGIN,

ATTORNEY  
AT - LAW,

Milo, - Maine.

DR. C. H. BARRETT,  
**Dentist,**

Odd Fellows Block, MILO, ME.

OFFICE HOURS: 9 to 12 M., 1 to 5 P. M.

Careful.

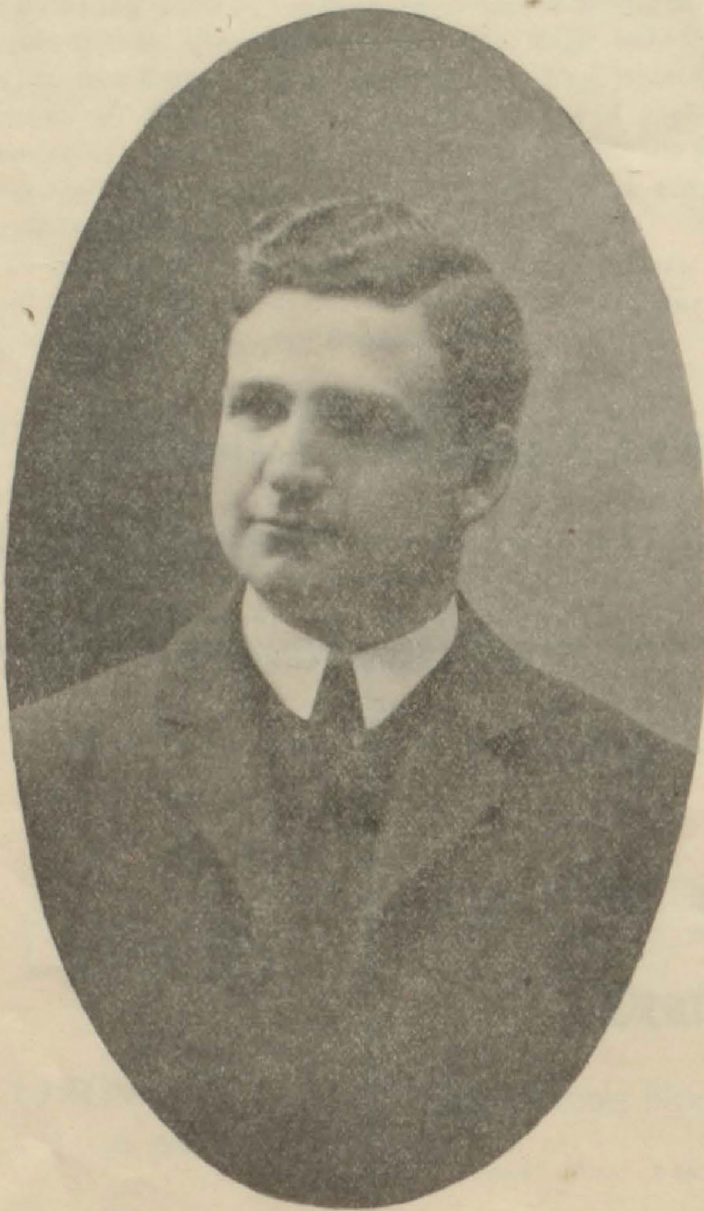
Faithful.

Reliable.

.. This Paper ..

IS RESPECTFULLY DEDICATED TO  
LEE T. GRAY,  
IN GRATEFUL REMEMBRANCE OF THE  
MANY PATIENT HOURS HE HAS DEVOTED  
TO OUR WELFARE AND IMPROVEMENT  
AND IN ACKNOWLEDGEMENT  
OF HIS  
COUNSEL, SYMPATHY AND FAITHFUL FRIENDSHIP.

LEE T. GRAY



LEE T. GRAY.

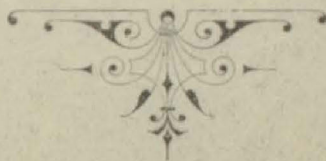




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The High School Breeze.

CLASS OF 1904.

MILO HIGH SCHOOL.

.. Members ..

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.. Motto ..

"FINIS CORONAT OPUS."

.. Color ..

NILE GREEN AND PINK.

.. Flower ..

MOSS ROSE.

.. Yell ..

RAZZLE! DAZZLE! RIP! JIP!  
LOYAL TO THE CORE,  
MILO HIGH, PINK AND GREEN,  
NINETEEN HUNDRED-FOUR.

## ROLL OF PUPILS.

---

### 1904 SENIORS 1904

Myrtie Cunningham  
Abbie Gould

Lulu McNamara

Lovina Ingalls  
Florence Leonard

### 1905 JUNIORS 1905

Ralph Barney  
Sam Bradeen  
Archie Bumps

Emma Crockett  
Archie Hayden  
Guy Leonard

Guy Monroe  
Lydia Rhoda  
Charles Snow

### 1906 SOPHOMORES 1906

Frank Brewer  
Georgia Daggett  
Elizabeth Freeze  
Dana Gould  
Eva Hager  
Grace Hager

Melvin Kittredge  
Maude Ladd  
Iris Lovejoy  
Emily Lyford  
Jean Monroe  
Allen Mooers  
Arthur Inman.

Myrtle Paddock  
Ethel Perkins  
Fred Shaw  
Arthur Sturtevant  
Flora Wiley  
Walter Wyman

### 1907 FRESHMEN 1907

Ethel Brown  
Orman Chase  
Della Clark  
Carl Genthner  
Omar Hamlin  
Charles Leonard

Edna Packard  
Ardelle Parlen  
Winnifred Parlen  
Robert Ricker  
Harry Glover  
Allen Godroe  
Allie White  
Mollie Ingalls

Sadie Riggs  
Linnie Ryder  
Lizzie Shaw  
Bessie Snow  
Agnes Tolman  
Rose West

# The High School Breeze.

VOL. III.

DECEMBER, 1903.

NO. 1.

## The High School Breeze.

ISSUED BY

The Senior Class Milo High School.

PRESS OF F. D. BARROWS, FOXCROFT.



EDITORIAL.



**T**HE Milo High School debating Club was organized Friday December 4th, with the following officers: President, Melvin Kittredge; Vice President, Sam Braden; Secretary and Treasurer, Lovina Ingalls; Executive Committee, Melvin Kittredge, Archie Hayden and Florence Leonard.

**W**E feel that we should make some mention of Athletics. We have a Foot Ball team and a Base Ball team. Both teams made a very good showing through the last season.

**O**UR school began this term under favorable circumstances with Lee T. Gray as Principal, and Miss Jane Jones, Assistant. We have the following tuition scholars: Della Clark, Sadie Riggs, Emily Lyford, Grace Hager, Eva Hager and Elizabeth Freeze.


**P**ROF. Lee T. Gray will give two lectures on "Slavery" sometime through the present term for the benefit of the Senior Class. We believe these lectures will be well worth attending.

**O**UR present Professor has made a change in ranking. If a scholar is present at recitation he receives six and as much more as he deserves but if absent the six is lost. It is evident that he believes in attendance.


**W**E wish to take this opportunity to thank the people that advertised with us, for our towns people nobly responded to our call. We feel that we shall know where to do our trading in the future.

**I**T is with great regret that the Senior Class compares the year that it entered High School with this its last year. There were fifteen whose aim and ambition was to "Graduate." Today there are only five of that number left.

**T**HE series of Entertainments are greatly enjoyed by the people in general. Three of the series have already been given and it is hard to say which is the best. They are well attended which is very gratifying, especially to the Senior Class.



# LITERARY



## OUR NEEDS.

Whose needs? Why! those of Milo High School, and our need is that described by Webster, as one requiring supply or relief:

Ours is a growing school. Our town is surrounded by others having no High School and they are sending their pupils to us that they may receive here what they cannot obtain at home.

Our population is increasing and new pupils are continually coming to our school.

People are coming to realize that the boy, or girl of today must have an education in order to take his, or her place among the men and women of tomorrow.

The High School of today must come up to a higher standard than that of yesterday; the High School of to-morrow takes a step in advance of that of to-day.

As civilization advances the needs of the people multiply. What is true of nations is likewise true of schools.

As our school increases, our supply must keep pace with the demand if we progress.

We offer to the young people of our town three full courses of study, an English course, which aims to give each one electing it a thorough and practical drill in English; a Latin-Scientific course, which gives not only a good English foundation, but also an introduction to the sciences and languages; a College Preparatory course, which when thoroughly established, will pre-

pare our students to enter any of our Maine colleges.

To carry on these courses, many books are needed and must be had if the work is to be done successfully:

At present many of our books are sadly out of repair, and worse yet, out of date. To many, a text book is a text book as long as it can be used; but consider a moment. Is not the world advancing year by year? Do men today in their several avocations, work as their grandfathers did? Is it not reasonable to suppose that new text books will contain new and better methods than the old? Shall the children of our village work by rules used a generation ago, when others have the advantages of the newer and more practical methods of today?

Our text books on the sciences are all of so old a date that any scientific paper or magazine of today will contradict much that they contain.

Not only do we need text books but also reference books and books for supplementary work.

Both chemical and physical apparatus is needed, that our laboratory work may become more practical, therefore more useful.

Again we need a third teacher. Two teachers cannot carry on successfully the work called for in our courses of study, as it necessitates each teacher hearing an average of ten recitations per day throughout the year. This

means that each teacher must prepare, at least, eight subjects each day, which cannot be done satisfactorily by any teacher. There are not hours enough in the day, provided the whole twenty-four could be used in preparation, to fit one to teach so many subjects as they should be taught.

Other needs, as the beautifying of our building and grounds, additional recitation rooms, library, etc., might be mentioned.

Much is being done for our school at present. More can and will be done when the progressive citizens of Milofully realize that the day is here when the boy or girl must have, at the very least, a thorough High school education as a basis for future usefulness.



### INFLUENCE OF BEAUTY.

Beauty is the outward and visible sign of inward perfection, completeness and harmony. In an object of beauty there is neither too little nor too much, nothing is out of place, everything contributes something to make up the perfect whole, and each though seemingly independent is at once means and ends to every other. Thus an object of beauty is perfectly symmetrical, regular in its proportions and in strict conformity to law.

When we hear anything spoken of as beautiful, the object immediately presents itself to our mind as something perfect in every respect. This is true in an object of true beauty, but we are often attracted by articles that appear beautiful, but which prove to be only pretentious imitations having no real

beauty in them, and are simply gotten up to sell to persons failing to recognize that which is truly beautiful. If, however, we fall in love with these articles of deception, the true and real beauty which is a jealous mistress will leave us to our idols, and we will never again have the power to appreciate and admire her.

Fidelity to beauty requires that we have no more things than we can use when at work or enjoy when at rest. And these things which we do have must be either perfectly plain or else what ornamentation there is about them must be of a form which expresses the true admiration and affection which we feel in the depths of our hearts. In the founding of a home as in every other institution, we should begin with only those things which are absolutely necessary and add decoration only as fast as we can find means to gratify cherished longings for forms of beauty, which we have learned to admire and love. And not fill the home with articles because they are called fashionable, for luxury is the perversion of beauty, the pleasure of possession, rather than that of the thing possessed. Luxury buys them not because it wants them, but because it likes to have them. And so the luxurious man fills his home with all thoughts of things, because he supposes they are the proper things to have. Others, less intelligent, see what he has done, take for granted that it is the proper thing to do and go and do likewise. In this way taste becomes dulled and deadened, the costly and elaborate drives out the pure and simple; love of luxury kills out the love of beauty and

art expires.

Beauty is found in a variety of forms, which may be classed as Beauty of Person, Beauty of Art, and Beauty of Nature, and these are again divided into various forms or elements.

Face, Form and Character, those elements that make up Personal beauty, are each in a measure dependent upon the other, for persons having beautiful faces would not be considered beautiful, if by some misfortune they chanced to be deformed, or if their influence was not of the best, for the face which is most commonly recognized as beautiful, is the soulful face, the face which portrays the inmost thoughts and emotions of the owner: a face resembling that of Joan of Arc, the French heroine, who believed herself to be inspired by a divine power to deliver her country and so earnest was she in her belief that much of her zeal was transferred to her countrymen, by the expression of her beautiful face.

And as the face is only the visible agent of that underlying element, known as character, to have these expressions pure and beautiful we must welcome only to our homes that which is truthful and good.

Beauty was sent from Heaven. The lonely mistress of truth and good in this dark world, for truth and good are one.

And Beauty dwells in these and they in her with like participation.

Art is creative. The artist is a co-worker with God, to his hands are committed that portion of the world which God has left for man to provide—his raiment, shelter and surroundings. As

we cannot live in the fields like savages, Art has for its purpose, to make the rooms, houses, halls and streets in which civilized men pass their days, as beautiful, as elevating, as inspiring as the fields and forests in which the primeval savages roamed. Further than this Art aims to select from the universe those materials and forms which are best adapted to portray the ideal beauty, to clothe the abodes of man with that beauty which is suggested in sky, stream, field and flower; to fill our homes, houses, halls and streets, with forms and symbols which shall preserve for our admiration and inspiration all that is purest and noblest in that long struggle of man up from his savage to his civilized state.

Thus far we have been considering the use of the things which nature places at our disposal. In addition to this nature has a meaning as a whole for the Infinite Reason, in whose image our minds are formed, has expressed much of his wisdom, truth, and beauty in the forms and laws of the world in which we live.

In the study of nature we are thinking God's thoughts after him. In contemplation of the glory of the heavens, in admiration of the beauty of field, stream and forest we are gazing upon something which it was his delight to create, and which is elevating and ennobling for us to look upon. Nature is the larger, fairer, fuller expression of that same intelligence and love which wells up within our own breasts, the interpretation of the longings of our hearts. Thus when we are alone with Nature in the woods and field, by the



sea-shore or on the moon-lit lake we are at peace with all mankind and at home in the world.

And this capacity to feel the influence which nature is constantly throwing around us is an indispensable element in a noble and elevated character, for our thoughts, our acts, our very forms and features reflect the objects which we habitually welcome to our hearts.

Under the right conditions it is as natural for a character to be beautiful as for a flower, and nature is the machinery for effecting it, for the life of man can be no deeper than the objects and thoughts on which it feeds, and as we grow into the likeness of that we love, through communion with the grandeur and majesty of nature, our lives are lifted to loftier and purer heights than our unaided wills could ever attain. We are made strong to resist the base temptations, patient to endure the petty vexations and brave to oppose the injustices of daily life.

The physical features of a country have much to do with the moulding of the character and shaping the history of its people; mountains, isolating neighboring communities and shutting out conquering races, foster the spirit of local patriotism and preserve freedom; the sea, inviting abroad and rendering intercourse with foreign countries easily awakens the spirit of adventure and develops commercial enterprise. Greece is at once a mountainous and a maritime country, the coast is broken by deep bays which convert it into, what is in effect an archipelago and it was the beauty of these islands, strewn with seeming carelessness through the sea,

that invited the earliest settlers of Greece to the delightful coast of Asia Minor and thus blended the life and history of the opposite shores, for the Greeks were artists by nature; they placed beauty next to holiness and almost or quite made beauty, truth and right the same thing, many of the most striking passages of her poets were inspired by the beauty of the scenery and it is thought that the exhilarating atmosphere and brilliant skies of Attica was not unrelated to the lofty achievements of the Athenian intellect.

But this love of beauty, like all love, cannot be forced, still [it can be cultivated. We can go away by ourselves, stroll through the woods, listen to the notes of birds, watch the clouds, or look up into the starry skies, and nature if we keep thus close to her will whisper to us more and more of her hidden meaning. We may become so absorbed in carrying on our business or getting an education that we shall give no time or attention to these things but we should avoid this for it is our duty to see that everything under our control is as beautiful as we can make it, for the rooms in which we live, the desk at which we work, the clothes we wear, all must have some form; that form must be attractive or repulsive.

We should pay attention to these things and spend thought and labor and as much time and money as we can afford upon them in order to make them minister to our delight.

And not only is it the duty of individuals to beautify their surroundings but the duty of nations to protect all objects of natural beauty and encourage art and

all its forms, for

A thing of beauty is a joy forever;  
 Its loveliness increases; it will never pass into  
 nothingness; but still will keep,  
 A bower for us and a sleep  
 Full of sweet dreams and health, and quiet  
 breathing.

FRIENDS:—

We, the Class of 1903, wish to extend to you a most cordial welcome to our exercises of this evening.

We welcome you as the classes of the past have done and as we trust many will do in the future.

Your presence here to-night is especially pleasing to us, manifesting as it does the interest felt in us and in the school from which we are to be graduated.

And we trust that these exercises will be rendered in such a manner as to strengthen the interest already felt in the school, and do justice to the teachers who have guided us through our course and whose patient explanation and encouraging words have placed us in the position which we now occupy.

If we achieve this, we will take our places among the Alumni and Alumnae whose purpose is to aid the institution which has placed them in a position in which they may be of some help to themselves, each other, and the world.

Again, with the best wishes of the Class of 1903, we extend our salutations to all.

To make a success of life, is, or at least should be, the ambition of every young man or woman. What success is and how it is to be obtained are questions which present themselves to every person.

It will be admitted by all that success in any particular task is the praise-worthy accomplishment of that task. Success depends not so much upon how great the task as upon how well it is performed. The day laborer who does his work conscientiously and spares no pains that each duty may be done at the best of his ability, demands and receives more respect than the professional man, who tries to do the least that he can and yet draw as much attention to himself as possible. The task imposed upon the professional man is greater than that imposed upon the day laborer, but the former, in failing to do his best, brings nothing but reproaches upon himself, while the latter, having faithfully done his duty, has the assurance in his own mind that he has done what he could and his life, as known by his fellows, is pronounced to be one not lived in vain. Any life then, no matter what its hinderances and disadvantages are, may be made a success if its owner has the will and determination to do his best.

People too often think that they must wait for some unusual chance in life in order to be successful. These people will always wait, for unusual chances do not come to that class. There have never been and there are now but few great chances offered which do not come through the improvement of smaller ones. The young person, who sits with folded hands and pensive air, waiting for chances to come to him will soon find that chances are not traveling his way. There are opportunities as numerous as the moments of an hour. Every day of that young person's life is

a golden opportunity to be manly, to be honest, to be polite, to help others. Each one of these may seem insignificant in itself, but it is this class of opportunities that must be improved to make life successful. In failing to recognize or refusing to improve such chances, no one can expect to recognize and improve a large opportunity should it present itself.

Opportunities are peculiar, although like twins, they never come "singly," yet two never come which are alike. The opportunities of to-day are not like those of yesterday and those of to-morrow will be essentially different from those of any preceding day. It is a fact too true that "an opportunity neglected is an opportunity lost." This is strikingly illustrated by the ancient legend of opportunity. She was thought by the Romans to be a goddess whose face was concealed by hair, while the back of her head was bald. She had wings on her feet. Her face was hidden because men seldom knew her when she came to them. Her hair grew in front and not behind because she must be caught by the forelock or not at all. She had wings on her feet because she was soon gone and once past she was gone forever.

Opportunity has not changed with the passing centuries. She is the same to-day as of old. If a person would succeed he must watch for opportunity. By constant practise in this watching he will soon learn that opportunity often comes disguised in most unexpected attire. What he before took no notice of he now recognizes as an opportunity to make his life better. It is by practice

in the improvement of these small opportunities that he will fit himself so that he may be able to recognize any great one which perhaps will change the course of his life. If he turns to account the smaller chances, it is natural sequence for greater ones to follow.

History is full of examples of men who have seized opportunities which have made them famous. Thunder and lightning had appalled men since the days of Adam, Franklin in this saw an opportunity. Apples without number had fallen from trees, but not until Newton was hit in the head did any one realize that they fall by the same law which holds planets in their courses. There probably was not a sailor in Europe who had not wondered what might lie beyond the "Sea of Terrors," but Columbus seized the opportunity to sail over the unknown sea and discover a new world. These men, like many others, are considered great because they improved opportunities common to the human race.

When an opportunity has been seized there comes the question as to whether it is better to complete the improvement of that one or to keep it in reserve and look out for another. He, who would succeed is wise, if he makes every effort in his power to do one thing well, instead of exhausting his strength and everybody's else patience by trying to do a half dozen things moderately well. There are plenty of people in the world who know how to do many things poorly but there are few who know how to do one thing supremely. The man who achieves the highest success is he who puts every part of his being into the ac-

compleishment of some one thing and then when that is attained concentrate all his powers with as much steadfastness upon the next duty. Many fail who do enough to achieve grand success. They fail simply because instead of concentrating every energy upon one thing they disperse them over many. Should people more generally take for a motto, "Not many, but much," there would be fewer failures and more successes in the world.

Besides the concentration of energy, there are several other elements which are essentials of success. Among these and by no means least important, is the improvement of spare moments. Great possibilities lie in these pits of time. Success depends much upon how they are used, thrown away or improved. It is the same with lost time as with lost opportunities; once past it is gone forever. Great men have ever been careful of spare moments. Raphael lived but thirty-seven years yet he left the world some of the greatest masterpieces ever painted. Cicero gave to the study of philosophy the time others gave to amusements. Lincoln studied law in his spare hours while surveying. And besides all this, spare moments reveal character. It is what a man does when his day's work is done, where a young man spends his evenings, what a boy does when school is out, that tells either for or against the person in question.

There is another quality, closely allied to this, well called a virtue, which is an essential of success. This is promptness. There are multitudes of men and women who are "just going to." It is much better to do a thing a

little beforehand than just be going to do it and find ourselves behind time.

Promptness to duty and faithfulness to engagements are some things which anyone who will may cultivate. Prompt decision and action in regard to questions of duty, of right and wrong, etc., are often imperative. There are critical moments in every life when if the mind hesitates the whole course of events may be changed. It should be remembered that the past is gone, the future is uncertain, only the present is ours. By putting off till to-morrow some duty which needed prompt attention many a life has been ruined. To him who would succeed this virtue of promptness is unvaluable. It will gain for him respect and admiration where undecision and delay will bring nothing but rebuke.

It seems, as we consider each essential, that that one is the most important of all and as we think of that quality which can and will bring victory out of defeat and success out of failure we feel that persistence or perseverance must surely be most essential. The persistent worker will "find a way or make one." As the "falling drops wear away the stone" so persevering efforts wear away and destroy difficulties and impossibilities. It is opposition that makes men strong. The savages thought when they conquered an enemy his spirit entered them; in this same way the spirit of our struggles enters us and helps us win the next victory. Persistence has won many battles in life. The traditional tortoise, persistent, slow but sure, outran the swift but fickle hare. Persistence is in some natures natural;

in others it must be acquired; this makes but little difference. It knows no such word as fail.

There remains to be mentioned that quality over which there is much discussion and many differences of opinion. This is the question of manners. Some people hold that politeness is a sort of hypocrisy which people affect in order to be agreeable. If politeness was hypocrisy it most certainly would not be agreeable for no hypocrisy is agreeable. Politeness is of two kinds, affected and sincere. Politeness which is affected is most offensive and can always be detected. Sincerity is the highest quality of good manners. Our manners like our characters are always under inspection. Every time we meet a person we must either gain or lose in that person's opinion. Merely polished manners do not take the place of moral worth. True courtesy is, I believe, the best dress any young man or woman can wear. Those grand old words gentleman and gentlewoman include more than is generally attributed to them. To be a true gentleman or gentlemomen requires tact and talent. Politeness, as regards success, is not everything but it is much. It is one thing to do the right thing and quite another to do it in the right way. Politeness has been compared to a cushion, which although there is nothing in it, eases our jolts wonderfully. Thus courtesy and a pleasing manner ease many rough places in the path of success.

The road to success is not a "royal road." There are many rough places, seemingly insurmountable difficulties, but these may be leveled and made

plain by a steadfast purpose and unconquerable spirit. There is a price set upon success which people consider too little. Young people have a desire to succeed, that is very well; no doubt a desire is the first thing needed, but this desire must be strengthened to an ambition. The ambition alone is not all. It has been said that it is well to have an aim, and it is better to have an aim and hit the mark. So desire, ambition are good; but the attainment or the ambition is infinitely better. There is a certain amount of self denial required in the attainment of every ambition from which human nature shrinks. The days of toil and nights of study, the long struggles and seeming failures, almost overwhelm the weary frame, but by this very struggle every good quality in a man's character is intensified, every flagging energy quickened and every latent power brought into action. There can be no questioning of the fact that if a person is willing to work hard and continuously, he may attain his ambition. Success is a "one price" article. The price is work.

Work is the one method by which success may be obtained. There have been numerous theories offered for making a success of life without work. People who adopt such schemes not only fail in attaining the desired result but besides they lose many of the blessings which come only to those who toil. If a person has a certain work which he must do, and it must be done whether he wants to do it or not, it breeds in him a quality of self-control and strength of will which never comes to one who works on inspiration. Labor is often

spoken of as "the curse of the fall," it is more truly the means God has provided by which man may ennoble himself and make the world better for his having lived in it.

The mottoes of great men show us that they considered the attainment of success a stern reality and not a fairy like dream. Sir Walter Scott's maxim was, "Never be doing nothing," Sir Joshua Reynolds, "Work, work, work," the favorite expression of Michael Angelo, "Ancora imparo" (still I'm learning.) The late Cornelius Vanderbilt's adage was, "Attend to your business, and go ahead." These brief and concise quotations are but a few of the many which might be quoted to show that the life purpose of great men has been to labor hard and diligently. The watchword of the Roman Empire was "Labor" (achievement.) We all know that she was a mighty nation as long as her people were obliged to work, but when she had collected so much wealth and so many slaves that her citizens did not have to work, then her standard fell, her power trembled and her glory was gone forever.

We have learned that many great men have recognized that success demands work, and if we further observe the lives of famous men we will find that whatever of success they have achieved has cost them much labor and self-denial. Their ambition to succeed has subordinated every other. Abraham Lincoln's ambition was strong enough to prompt him to walk forty miles for a book which he could not afford to buy. Benj. Franklin's was strong enough to keep him alive on mush and milk for

two winters. Demosthenes' was so strong that he practiced speaking under two sharp swords that he might rid himself of the habit of shrugging his shoulders. Michael Angelo's was what led him to carry motar up long ladders in order that he might catch suggestions from the work of the painters. And so we might go on indefinitely finding instances of the sacrifices men have made in order to achieve success. Thus we with the poet learn

"If we can plan a noble deed  
And never flag 'till it succeed.  
Though in the strife our hearts may bleed;  
Whatever obstacles control,  
Our hour will come—go on, true soul,  
We'll win the prize—we'll win the goal."

The time has come for the parting words to be spoken. These come reluctantly because they must be words from the heart and the heart shrinks from revealing its secrets. We, as a class, wish first of all to thank you, our parents, for the interest you have taken in our advancement and the wise counsels you have given us. We hope to prove worthy of the sacrifices you have made for our sakes and to be son and daughters of whom you may be justly proud. We also thank you, our many friends, for the kindly interest you have shown in us. The interested inquiries and words of encouragement which have come from you from time to time have truly cheered and encouraged us.

To the officers of the school board and to the superintendents both past and present, we tender our grateful thanks. Your efforts to make our school life pleasant and profitable are appreciated by us all.

It is with a feeling akin to sadness that we turn to acknowledge our indebtedness to you, our teachers. Although each year

of the four has had its share of pleasure and profit, we, as a class, feel that this one, which closes with this evening, has been most pleasant and profitable. We thank you most heartily for your patience with our failings and your kind consideration of our short comings. We have gained inspiration from daily contact with you and the carefulness and conscientiousness with which we know your work has been done have influenced us to do ours in the same way.

Farewell is a word which sooner or later must be experienced in every life. It must be said now to you, our schoolmates. We have left the schoolroom and in its empty places. These places must be filled by you. We know that you will fill them well, better than they have been filled by us. We hope that we may hold as fond a place in your memories as the school and all its relations will hold in ours.

Some one has said that life consists chiefly of the making and breaking of ties. The time has come and this evening marks its passing, class-mates, when our bonds of class friendship must be severed. These ties which have bound us are now to be broken. Our school days together, now a part of the "great forever" will be among our pleasantest memories. With the goal reached, the end attained and our diplomas about to be placed in our hands we stand ready to take up another aim. Let us not be satisfied with what has been attained but strive for something better. Whatever may be our course let us with untiring energy improve every opportunity offered us. Let us improve our spare moments and cultivate the virtue of promptness. Let us have in abundance that quality which knows no defeat and leaves no task unfinished.

Let us take for our Guide the One in whose hands are all successes and before whom our lives are as written books. Although our lives may lie in different courses of duty and our life work differ widely in its nature, let us each remember that we agreed that every man's life is what he chooses to make it. Let us still keep for our motto,

"In ourselves our future lies."



### GLANCES BACKWARD.

Being of a retrospective turn of mind, I have often wondered what Milo High school was like in its earliest existence. I have consulted old inhabitants and pupils for the purpose of gratifying my curiosity, and learned numerous things of interest. It occurred to me that others might be interested also, and so I have written out the history of the school, for these, and for the pupils that compose the school at present, that they may draw comparisons, and be duly thankful for their privileges.

About fifty years ago the village school was not so large as many of the rural schools of that time, and was no different from them.

The second house, that we see to-day, below the Baptist parsonage, on the same side of the street, was the first school building in the village. Those who remember those days think of Miss Jane Snow as a teacher. The present generation will recognize her more readily as Mrs. James Bishop. It was while Miss Snow was teaching there that a singular incident occurred. During a severe thunder shower, a class was spelling, formed in two lines, standing facing each other. A ball of lightning entered the school house and passed between the two rows of scholars without injuring a child. (This is one of the cases in which I expect present pupils to be duly thankful.)

Later a new schoolhouse was built above

the F. W. B. church and has only recently been transformed into the present Primary building. Two schools in this building were spoken of as the "small" school and "big" school, the later being the embryo of our High school.

After a time private schools were introduced. The town schools were held in summer and winter and the private high schools in between. Tuition was required for attendance during the session of high school. Such names as Fletcher, one of the first to attempt to settle the school into order, Huskins, Buck, Pratt, Gilman and others equally as prominent, but forming a list too long to enumerate are connected with this period of its existence.

The village schools were now beginning to be considered of some consequence. Another school was added, an Intermediate, and the ground floor of the old I. O. O. F. hall was used for this purpose. (This building will be recognized as the tenement near the present Primary building.) So, then, pupils attended the "small" school, "Hall" school, "big" school and "high" school, if they chose.

But still onward the star of progress took its way. When the State legislature made its offer of aid to towns wishing to establish free high schools, Milo was prompt to take advantage of it, and Milo High School had its birth.

Proud of having taken such a step, the towns people next decided to build a new schoolhouse. So 1893 brought the handsome new edifice which is familiar to all as our High School building. Joyfully the children trooped to the new house and settled into their places as Primary, Intermediate or High school scholars. Joyful at sight of the fine new building, but reluctant to leave the pretty grounds around the old school.

But Arbor Day, 1901, saw a movement in the right direction, and pupils of the future will thank those who care for the trees that

need attention so badly. Each class has taken pride in leaving a memento in the schoolroom and on the grounds. Let it be make a matter of regret for any class to fail to perform similar work, the latter, especially.

The Donald sisters in the lower schools, and George Gould as principal of the High school shared the gratitude of the pupils for their new quarters.

1895 saw the first class day exercises, when under Prof. Gould, Ethel Brown, Nora Hodgkins, Clara and Mae Mitchell, Caleb Ford and Wendell Hobbs graduated. This class is represented in the Alumni Association, reorganized in the spring of 1903, by one member. Let us enter a plea for the cultivation of loyalty to Milo High School.

In 1897 there was a period of confusion, if not exactly that, a period of rearranging and settling into new places. For the Sub-Primary and Grammar Schools were introduced, and the little old red schoolhouse which had been abandoned, was attacked, and transformed into a neat little building containing the Sub-Primary and Primary rooms.

In 1901 the schools were graded and Milo schools stood ready to be recognized as up-to-date, progressive and thorough.

The school year opened this fall with still other additional grades. A wing was added to the Primary building for the Intermediate school and another Grammar school added, until now a course of ten grades, comprising the Sub-Primary, Primary, Intermediate, first and second Grammar schools, finished by four years in the High school ought to turn out boys and girls with no inconsiderable preparation for life-work, and make a diploma from M. H. S. carry weight. That it does so is shown in the increasing number of pupils from out of town that are attending.

The High school curriculum has been arranged and rearranged to suit the growing needs of the school and will continue to improve as necessity is seen to require.



Every year, except '97, has seen a class graduated, numbering from three to nineteen members. These have become lawyers, doctors, teachers, business men and women, some have made good wives and if others have not yet found their vocation it is not to the discredit of M. H. S.

Thus, then, is the account of the development of Milo High School. The citizens are proud of her, the Alumni are proud of her, the pupils are proud of her and she is worthy of it all.

Be loyal to the dear old school and let your loyalty be apparent. Milo High School has a reputation to uphold and it rests upon the members of the school and the Alumni to uphold it.

Consider the honor of the school as you do your own: be zealous for her, and be jealous for her, reflecting credit upon your school and class, making that chapter which you add to her history be as interesting and as valuable as you can make it.

ALUMNUS.

### EDUCATION.

The proper treatment of the subject of education would readily fill a large volume. To do justice to the corner-stone of individual life, the foundation of successful nations, and the basis of our highest civilization would carry me far beyond the narrow limits of this brief article. Hence I must confine myself to a small sphere, and attempt to show to you some of the advantages of education, the good it has wrought in the world, and its inestimable value to the entire social organism.

At the present time, in the enjoyment of more perfect sanitary conditions, a marvelous prosperity, strong laws for the protection of society, and an ideal government that is the guide of all foreign nations, we all are prone to overlook a great cause of these optimistic conditions, that important and in-

dispensable agent, education.

That the reader may not gain a superficial knowledge of this matter I invite you to a resumé of prehistoric life. The first age of Britain about which we know anything is the "stone age." This period is characterized by rough-hewn utensils of stone, made by striking one piece of flint against another. One stage in advance shows us polished implements, and later come agriculture and industry, successively.

Excavations have given us this information, and we are able to form an accurate conception of a people, savage, lacking erudition, clothed, if at all, in the skins of animals, and for sustenance roaming through the woods like wild beasts, hunting and fishing. Savagery is as far below barbarism as the latter is beneath our present plane of civilization.

As education became more general the descendants of this "stone age" moved on to a stage of life, one grade in advance, and education and civilization have traveled hand in hand, until Britain has reached its present refined condition of society. With the advancement of learning has come the amelioration of condition, physical, mental, moral and spiritual, throughout the length and breadth of England.

Previous to 1492 life in this United States was prehistoric. Indians, wild, savage, and blood-thirsty, roamed about the forests that covered the whole area. Discovery brought advancement. Behold the vast change, the incomparable work of four centuries! Today we are citizens of a nation, "first in war, first in peace," and first in civilization; one to which homage is done by every other nation of the world; the first whose favor is sought; the last to have its honor offended; in fact the greatest world power—the unparalleled accomplishment of four centuries of education!

A national recognition of education as the most efficacious method of civilization is

shown in the policy of the United States toward the Phillipines. The reformation of the older generations is impossible on account of the long continuance of their native customs and habits, but by the sacrifice of our American teachers the young of each generation will become adept in our language, customs, and laws, and four generations hence will see a second America, possessing a social organism nearly equal to that of its liberator.

" 'Tis education forms the common mind:  
Just as the twig is bent, the tree's inclined."

Whatever is true of national life is also true of individual life. Educated men are the most powerful men. Every vocation of this present era demands educated men.

A man without education is like a ship without a rudder. As a rudderless ship must follow the weakest current, although destruction is inevitable, so must the unlearned man drift aimlessly about in superstition, infamy, and vice, the goal of which is degradation and death. Show me an ignorant man, and I will show you a man that does not live. The latent good and happiness of life are not grasped by the ignorant. One gets out of life only what one puts into it. Hence an educated man lives more, that is gets more from life, than can possibly

come to one without learning. Education leads, ignorance follows.

Study is necessary to the acquisition of learning. For the poet tells us,

"Learning by study must be won:  
'Twas ne'er entailed from son to son."

Constant application, then, is the only method of obtaining education. Superficial or interrupted perusal is not sufficient. The opportunity for a man to learn never ends. The attainment of an education is a life-work. Too much learning is impossible, the danger arises from having too little. Pope expresses this truth thus,

A little learning is a dangerous thing,  
Drink deep, or taste not the Pierian spring,  
Their shallow draughts intoxicate the brain,  
And drinking largely sobers us again.

An educated man is a useful man, always seeing what is needed, and doing the right thing at the right time. Education prevents contentions, and wars; tacitly compels obedience to physical, mental, moral, and spiritual laws; it gives its possessor a true conception of that higher life; fills our churches, causes one to be permeated with that spirit of brotherhood, almost divine; and is the most powerful agent in fulfilling the law of God.

LEE T. GRAY.





## LOCALS



- Apples!
- Crucibles!
- Oh Look!
- Forward March.
- Who is the homliest girl in school?
- Beware of guessing at German verbs.
- The Sebec delegation is fond of peanuts.
- Why is Charlie Titus Snow always “On the fence?”
- All that the Sophomores have on their brains are hats.
- Rattles and rice were prevalent the first morning of school.
- Eels are the favorite fish of the Grammar school boys.
- Wanted to know if Archie Hayden is as fond of Latin as ever?
- Song of the Senior Class, “Where is my wandering boy to-night?”
- If some scholars stood on a solid foundation they could recite better.
- A problem for Professors of M. H. S. What shall we do with Monroe?
- Is it a brown democrat that A. I. talks so much about or Democrat Brown?
- Beware of how you use the word, “hey” unless you have something to sell.
- It is strange how scholars in the back seats like to gaze out of the windows.
- Professor: first morning of school, You know the unexpected is always happening.
- Lovina Ingalls and Melvin Kittredge are always singing, John Brown had a little Injun, only Lovina has changed the John to Leon and Melvin has changed it to Ethel.
- It is not my fault but Susie’s Fault.
- Why are all the girls so fond of Wyman and Monroe? Because they have so many kisses.
- Will we ever have such good times again?  
Chemistry class.
- One man would not advertise with us because his son could not get a girl to go to Dancing school.
- The people of Bagdad had a great deal of learning, as whole loads of it were brought in on the backs of camels.
- What has become of the following expressions. Cut it out. Tie a string on it. Put that in your pipe and smoke it.
- We notice that Guy Monroe does not use the expression, “Whoa Emma” as often as he used to.
- One young lady in the Chemistry class is fond of playing with Potassium much to the dismay of the others.
- Did Mr. Grey get wise to the fact that he was going to receive a shower of rice on a Monday noon? If not, why didn’t he let us march?
- Oh Barney! Barney! Barney!  
Oh Girls! Oh Girls! Oh Girls!  
Who will be the water boy to-day?  
What is Miss Ingalls’ favorite color?  
Brown.
- Scholar who sits down front: “Mr. Grey, please may I have that back seat?”  
Mr. Grey: “What was your department last term?”  
Scholar: “Seventy-five.”  
Mr. Grey: “No sir.”



## QUOTATIONS



Sweet face, swift eyes and gleaming  
Sun gifted rippling hair.

Jane Jones.

In the softness of thine eyes  
Deep and still a shadow lies.

George Daggett.

Feet that might have served for shovels.

Archie Hayden.

Oh but she was fair to see!

Ethel Bishop.

Glassy eyes and a long snipe nose.

Walter Wyman.

A Rosebud set with little willful thorns.

Aleen Nesbett.

To see her is to love her,  
And love but her forever:  
For Nature made her what she is,  
And never made another.

Lulu McNamara.

Clothes bagging and fluttering about.

Ralph Barney.

Laughing eyes, curly hair, dainty robes.

Jean Monroe.

Head small and flat at the top with high  
ears.

Frank Brewer.

He closely resembles a scare-crow eloped  
from the cornfield.

Archie Bumps.

A blooming lass and just eighteen.

Abbie Gould.

Eyes that flash with tell-tale mischief,  
Fearless eyes to do and dare.

Rose West.

A bluff and not unpleasant countenance.

Sam Bradeen.

Modest and shy as a nun is she.

Mollie Ingalls.

He was always ready for a frolic.

Allen Goodroe.

He was gaunt and shagged with a head  
like a hammer.

Charlie Snow.

The music of her voice we heard.

Althae Gubtill.

The piquant beauty of that dainty rose-  
bud face.

Sadie Riggs.

From thy voice there thrills a tone,  
Never to my childhood known.

Lizzie Shaw.

Oh maid of wayward will.

Isa McNaughton.

He was tall and exceedingly lank.

Guy Monroe.

She looks as clear

As morning roses newly washed with dew.

Edna Packard.

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

Agnes Tolman.

The lustre in your eye, heaven in your  
cheek,

Pleads your fair visage.

Myrtie Cunningham.

Tho' modest on his unembarrass'd brow,  
Nature had written—Gentleman.

Robert Ricker.

When she had passed, it seemed like the  
ceasing of exquisite music.

Ethel Perkins.

Within her tender eye  
The heaven of April, with its changing  
light.

Ethel Brown.

Once in the flight of ages past  
There lived a man:—and who was he?  
Mortal! how'er thy lot be cast,  
The man resembled thee.

Guy Leonard.

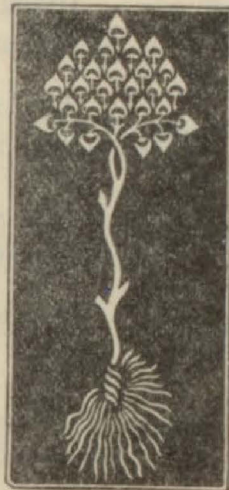
A noble type of good Heroic Womanhood.

Emma Crocket.

Bright as the sun her eyes the gazer  
strike,

And like the sun they shine on all alike.

Florence Leonard.





## ALUMNI NOTES



## 95.

Carroll Ramsdall is at home.

Mrs. Ethel Thomas, nee Brown, is keeping house with Mr. and Mrs. Campbell, in town.

Mrs. Mae Stanchfield, nee Mitchell, is at home.

Mrs. Clara Sherburne, nee Mitchell, is teaching the Sargent Hill school.

Wendell Hobbs is in the hotel business in Massachusetts.

## 96.

Mrs. Susie Bumps Kittredge is residing in Bangor.

Miss Lottie Hobbs is keeping house for her brother in Henderson.

E. Howard Doble, M. D. is still at Presque Isle.

Melvin Bishop has the station at Blanchard.

Katherine Hanscome is stenographer for American Woolen Co. of Dover.

Martha Jones teaches in the Drake District.

## 98.

C. D. Kittredge is assistant supt. of some iron works in Vermont.

Helen Ford is stenographer for Babson & Co., Foxcroft.

Ralph Pineo is scaling at Allegash.

Mrs. Florence Daggett is living in Wollaston, Mass.

Elwood Brackett and wife are housekeeping in town.

Minnie Mitchell is teaching in Sebec.

Bert Pineo and Ralph Leonard are working for Mr. Perkins at K. I. Works.

Cora Bradeen is in the store of M. G. Brackett.

Jennie Leonard is at home.

Mrs. Lizzie Stewart, nee McLeod, is keeping house on Clinton St.

Hollis Hall works at Randall's camp.

Arthur Sherburne works in Millinockett.

Irving Clement lives in Dover and works in the piano factory.

James McFadyen is attending medical college in Philadelphia.

Lewis Doble is working for the Chase Chawmut Co., Newburyport, Mass.

Annie Doble is teaching our Intermediate school.

Chas. Stone is at home at present. He was one of the class of '03 at U. of M.

## '99.

Royal Brown attends Law school at Bangor.

Dan Chistie is Supt. of Schools in Orneville.

Grace Hanscome graduated from Farmington State Normal School in the class '03, and is teaching our Sub-Primary &

Blanch Hamlin is stenographer for M. L. Durgin, Esq.

Nettie Ford is in the millinery business in Dexter.

Mrs. Alfreda Holbrook Fabian lives at Milo Jct.

'00.

John Ryder is at home.

R. Austin Black is studying medicine in Mass.

Frank Wilder is at home.

'01.

Edith Foss is teaching in the Toll Bridge district, having recently returned from a visit to California.

'02.

Mrs. Edith Smith, nee Lyford, is at home.

Don Brown works on his father's farm.

Leon Brown is a Junior at the Law school in Bangor.

Mittie Hall is at home.

Bertha Clark and Amy Shaw are stenographers in the offices of the Am. Thread Co. at Lake View and Milo, respectively.

Susie Perrigo is at home.

'03.

Mrs. Eva Thompson, nee Ward, is housekeeping.

Byron Bishop is clerking for Cotter.

Silas Richer is working at Schoodic.

Irving Snow drives a milk-team for his father.

Clinton Brown is at home.

Rose Holbrook is at home.

Cora Potter is teaching at Lake View.

Kate Ricker is at home.

Clara Lovejoy is working at the Milo Telephone Exchange.

Rose Doble is at home.

Elton Clement is working with his father in the studio.

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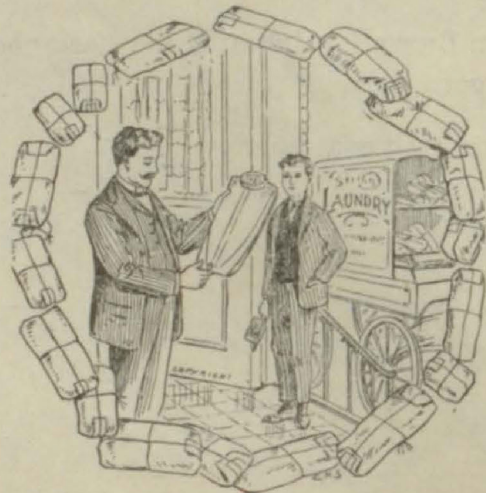
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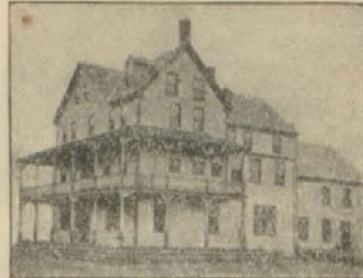
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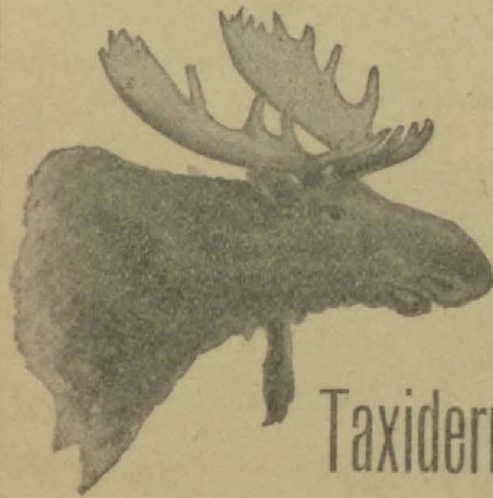
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