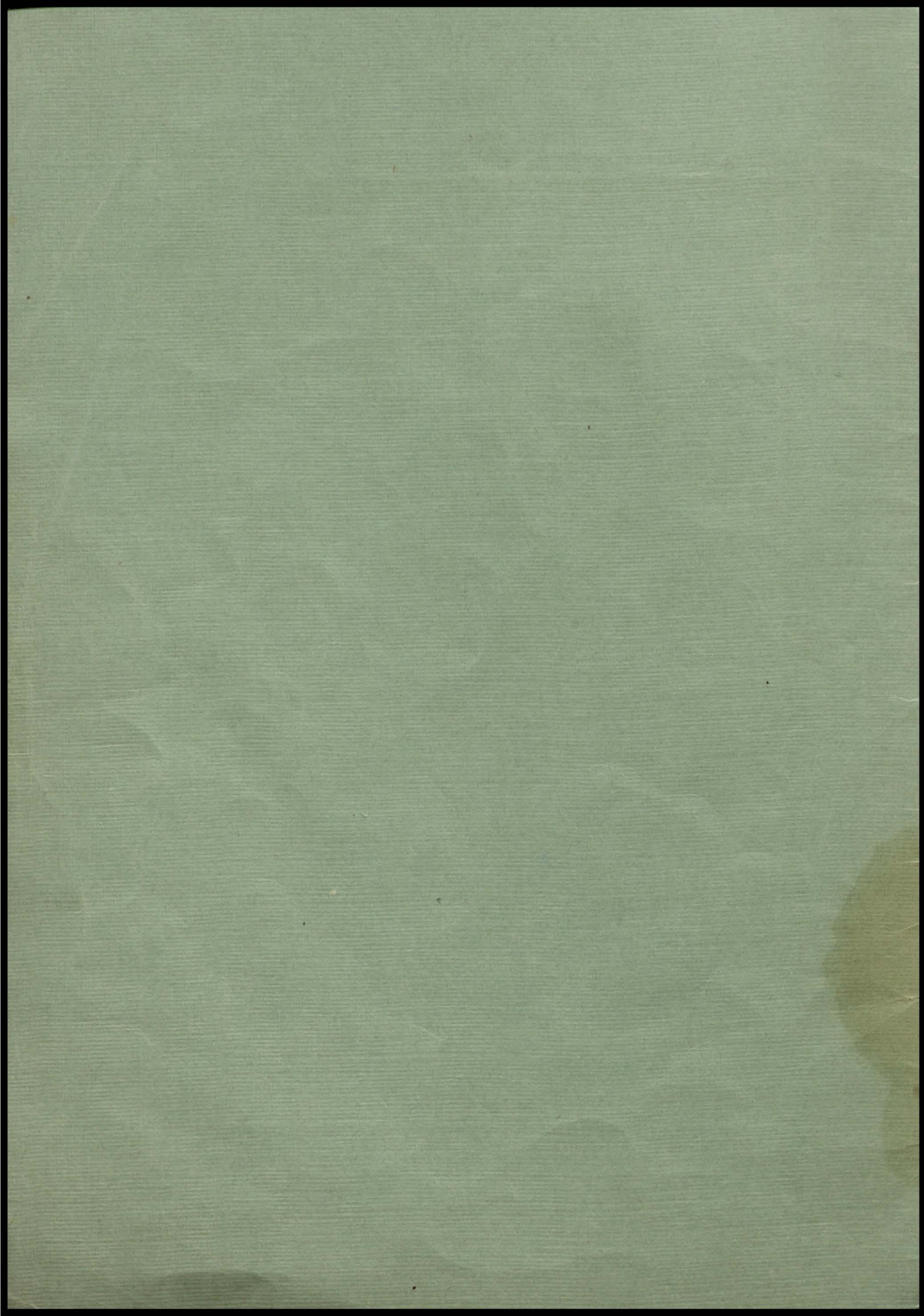


Lula Garrison.

THE RIPPLE



JUNE
NINETEEN SIXTEEN



THE RIPPLE

VOL. II

HARTLAND, MAINE, 1916

No. 1

PUBLISHED BY THE STUDENTS OF
HARTLAND ACADEMY

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EDITORIAL

SOMEWHERE we have read that "None but an author knows an author's cares." Of course we do not presume to claim the venerable name of author, but as we rise from the editorial chair we are not wholly without those "conflicting emotions" which great men are wont to feel when becoming freed from grave responsibilities.

This is the second issue of the RIPPLE. We have tried this year to increase both the quantity and quality of the material. Another year we hope to add to the attractiveness of the paper by original drawings and cartoons. If this issue is a financial success we may be able to arouse a keener interest in the literary work by offering a prize for the best story.

With the end of the school year comes the tendency to look back over the past year. We feel that this year has been very successful, and that much of this success is due to the faculty who have worked faithfully, earnestly, and unselfishly in all things for the benefit of the school.

It is the hope of the editors that the RIPPLE, like the Hartland Academy, may continue to increase in power and influence.

BRIEF HISTORICAL SKETCH OF HARTLAND ACADEMY

AN act of the Legislature gave St. Albans Academy, or as it is now called, Hartland Academy, its birth. The first building was erected during 1833-'4, and stood on the site of the present academy building. This building is now incorporated in the Grover house on Academy Street, where it was removed about the time of the erection of the present building in 1854 or 1855. The cost of the present building was \$3,500. This is a convenient and commodious brick building situated near the edge of the village. Wm. J. Corthell was the first principal of the Academy; among other teachers, who have succeeded him, have been Messrs. Fly, Chas. Allen, Chas. Wells, D. A. Richardson, Geo. Payson, Jonathan Soule, Strickland Eaton, Allen Hurd, Tucker Smith, Elden Pratt, E. P. Dyer, T. E. B. Pope, and D. O. Gould. Among the many alumni, who have attained prominence, have at this institution laid the foundation of their successful college course, or completed a useful academic or normal course, which has enabled them to become leaders in the communities where they have become honored and respected citizens, are: Judge Bartlett Tripp, Gov. Selden Connor, Oscar Holway, Hon. D. D. Stewart, Levi Stewart, Judge Gorham Powers, Judge Fred Powers, A. B. Matthews, Jonathan Bigelow, attorney at Washington, David Barker, author of Barker's Poems, and A. W. Miller.

OBITUARY

THE death of Albert W. Miller, which occurred at his home on Main Street, January 2, 1916, will be keenly felt in this community for a long time. Mr. Miller was a highly respected citizen and business man and held many offices of honor and trust. He was in the drug business for many years, a trustee of the Hartland Academy for forty years, and a member of Hartland Lodge, I. O. O. F., the Twilight Rebekah Lodge, and the Encampment at Pittsfield.

Mr. Miller was born in Palmyra, Maine, December 30, 1835. He was the son of Benjamin and Jane (Davis) Miller, and was one of eleven children.

Mr. Miller acquired a good education in the schools of Hartland and at the Corinna Academy. After completing his studies he

worked on a farm. Later he taught in several district schools.

Several years later Mr. Miller married Miss Myra E. Haskell, daughter of the late Aretus Haskell of Palmyra.

In 1865, after having previously acquired a knowledge of the drug business in Newport and in Bangor, Mr. Miller established the first regular drug store in Hartland. After nineteen years he moved his drug store across the street where it now stands.

In politics Mr. Miller was a democrat. At different times he held the office of superintendent of schools, selectman, treasurer, and several minor offices. He attended the Methodist church.

In all public affairs Mr. Miller was an intelligent and progressive leader, and in private life he was an esteemed and unflinching friend.

A. L., '18.

LITERARY

PRESENTATION OF GIFTS

DEAR members of the class of 1915: Our four years of happy companionship have come to a close and as it has been the custom for each of the graduating class to receive a gift adapted to their tastes and dispositions, I will endeavor to please you all with the little gifts I have selected for you and I hope you will all derive as much pleasure from them as I have had in selecting them.

One member of our class has had for his motto, during the last four years, "If you do not know, ask and find out." He has lived up to this motto and derived much knowledge from the answers he has received. If you read the Boston Sunday Post you will find a Question Box of which he is, without doubt, the editor, and so, to Edward Walker, I will present this question mark, which, I hope, will aid you and give you courage in

future years, and when you ask that one important question which you will sometime ask of some fair young lady, I trust you will receive the answer that will make you happy.

Another member of our class has had a hard time selecting beaux and each week has found her with a new one. As to colors, her selections have all been white, but as time passed, each in turn became very blue. I have chosen this bow of pink and green, our class colors, which I will give to you, Wilma Wilkins, to remind you of your other beaux, which you have cast aside during your school life at Hartland Academy, hoping that you will keep this one and cherish it when all others have departed.

To become a great musician has always been the ambition of the youngest member of our class. Learning to play the banjo occupies all of his spare moments, with an instruction book on his knee, his beloved

banjo in his arms, and a package of pepsin gum in his mouth; he chews to beat time and is rapidly striding forward in the musical world, and so my gift to you, Harry Henderson, is this sheet of music, which I hope you will make your study until you can toll it with efficiency; the title is "The Old Church Bell."

The voice of one of our members has always been a pleasure to the class in song and recitation; her voice has always rung out clear and strong and now she is to give the public the benefit of it. At any time you may happen to call up central on your telephone her voice will clearly respond, "Number, please." In spare moments, if you happen to be on line seven, you might hear another voice responding, and by its tender tones you will clearly understand that the telephone office for my friend, Leta Merrick, will soon be but a memory, and instead of "Number, please," she will be calling "Dinner is ready, hurry up." And so to you, Leta, I will give this mixing-spoon as a symbol of your future occupation. Keep it always, and it is my parting wish that as you gaze upon it in after years that it will stir up many happy thoughts of your old schoolmates and the class of 1915.

Last, but by no means least, comes a member of the class renowned among his classmates as an orator. His speeches on agriculture have been delivered far and wide, and it would melt a heart of stone to hear him render in accents strong, "Don't leave the farm, boys!" and so to you, Herbert Seekins, I will give these farm implements. Use them carefully and diligently and may no weeds ever grow in the garden of your dreams.

Classmates, we have reached a turning in the road. We have traveled together during the last four years and now our ways must part. To-morrow we enter upon another road, each pursuing his ideal in life. Let us ever keep up a friendly interest in

each other whether favored by fortunes or disappointed by misfortunes, remembering ever that we pass this road but once.

R. Y., '15.

AMERICAN LITERATURE

AMERICAN Literature did not begin with American History, but some years later. "American History began with the European settlement of the American Continent," says a well known American writer, "but the literature not until generations later when the life of the new world had created distinctly different ideals and new currents of thought and emotion."

There are three distinct periods in American Literature, which reflect the changes in the intellect of the American people. These periods are known as the Colonial period, the Revolutionary period, and the period of the Republic in which we are now living.

During the Colonial period there was no central seat of government. It was the same with literature; the literature of this period was a literature of sections, each class reflecting the habits and customs of its section.

In the South, education was despised. All were eager for ease of life or for gold. But the South added to the early literature of the country. Captain John Smith was the chief Southern writer of the period.

New England was foremost in education and literature during this first period. In these colonies, schools, colleges and printing presses were established, which were of great importance to America.

The literature of New England was necessarily of a religious character. These people had exiled themselves for their religion. Naturally their first writings were in defense of their creed. Most prominent among the clergy and writers of New England were Roger Williams, John Elliot and Cotton Mather.

Undoubtedly the three leading men of

this period were Cotton Mather, Jonathan Edwards, and Benjamin Franklin.

The next period was the Revolutionary period. By this time the colonists had become closer neighbors and the literature became more original and national. The writings of this period were governed by politics and the general desire for liberty.

One of the greatest characteristics of this period is the oratory. Some of the greatest orators of this period were Patrick Henry, James Monroe, and Alexander Hamilton.

The poetry of this period was chiefly patriotic music. Such songs as "Hail Columbia," "Yankee Doodle," and "The Star Spangled Banner," originated at this time.

Some attempts were made at history, biography and essay, but not many works of this nature have come down to us.

The literature of the present, or period of the Republic, shows the results of the best efforts of the American people.

The principal writers during the first part of the period were Washington Irving, James Fenimore Cooper and Edgar Allen Poe.

New England writers are divided into three groups. The first group are political writers, the second are poetical and religious, and the third are chiefly novelists.

Among the political men of the first group are Daniel Webster, Wendell Philips, and Charles Sumner. Henry Clay and Henry C. Calhoun are their contemporaries of the South.

The second group includes many minor poets as well as the great theologian, William Ellery Channing, and the poet and painter, Washington Allston.

The third group of New England writers includes: Emerson, Hawthorne, Longfellow, Whittier, Lowell, Holmes, and many others.

The period since the Civil War has been one of great productiveness in literature. The number of magazines and reviews has greatly increased and their success is especially notable.

With the dawn of the twentieth century we have no promise of literature equal in quality to that of the nineteenth century, but the number of writers is much larger. The literature of this age is realistic fiction. The number of writers in this field is exceedingly large, but the two leaders are William Dean Howells and Henry James, Jr.

The West and South add much to the realism of our literature. Some of the Western writers are "Mark Twain," Eugene Field, and Francis Bret Hart. The South has two very popular poets, Sidney Lanier and Paul Laurence Dunbar. Some Southern novelists are Winston Churchill and F. Hopkinson Smith, and the South may well be proud of these writers.

Three stages in American Literature have now been considered. The Colonial period, when literary efforts were confined to European models. The Revolutionary period, when there was political unrest and no literary leader, and the period of the Republic in the midst of which we are to-day living and working out ideals which will appear in the future literature of our country.

H. H., '15.

A RIDE IN THE STREET CAR ON THE DAY BEFORE CHRISTMAS

IT was the day before Christmas. As I stood on the corner waiting for the uptown car I watched the gay crowds of holiday shoppers, laden with parcels, surge past me. At last the car arrived and I stepped aboard.

The car was crowded and it was with difficulty that I succeeded in finding a seat. As I sat near the rear I had a fine chance to observe the passengers. Across the aisle sat two prosperous business men. Their arms were piled high with packages of all descriptions and they looked anything but comfortable. I strongly suspected that to them Christmas shopping was not the easiest

thing in the world. Now and then snatches of their conversation came to me.

One said, "It is harder work to pick out Christmas presents than it is to work all day in the office."

"I heartily agree with you," replied the other, mopping desperately at his flushed and heated face.

In front of me sat a couple with a distinctly countrified air. Mirandy, the old lady, kept exclaiming over everything she saw, while Silas leaned back in his seat and looked as unconcerned as he possibly could; I noticed, however, that he kept his hand in his pocket from which protruded the end of a large old-fashioned pocketbook. Evidently, he was on the lookout for pickpockets.

The car stopped suddenly and a clear, high pitched voice said, "Yes, Rose sat down on my sister's hat and spoiled the plume, so I'm getting her one for a Christmas present. It's bright orange with black markings."

A little old woman occupied the second seat beyond mine. She carried one parcel which she carefully guarded. It looked suspiciously like a doll. I seemed to see a poor but spotless room and a lame girl waiting for her Christmas present. With what glad rejoicing the doll would be received! Surely no doll could wish for a better home. Just then the conductor called my street. I arose and passed out. After me floated the words in that clear, high pitched voice, "Yes, remember Bryant's bright orange with black markings."

E. C., '19.

EYESIGHT IMPAIRED

Alice: "What is the trouble with your eye, Carroll?"

Carroll: "It is sore where you hit me with your finger last night."

Alice: "I'm sorry, Carroll, but I did not do that to hurt you."

Carroll: "I am going to sue you for

damages and you will have to pay before to-morrow night."

Alice: "Don't fine me too heavily."

Carroll: "Well, all you will have to pay is five or six —"

Alice: "All right. Here goes." Smack! Smack! Smack!

C. W., '17.

TRUE BOOKS

THERE are two classes of books, namely, the good book of the hour and the book of all time.

The good book of the hour is the useful or pleasant talk of some person with whom you cannot personally communicate, printed for you. This talk is usually the writer's experiences related to you in logical order, or it may be some love story, which is very interesting to you, or perhaps it is information about the current event of the country in which you live. These books are very useful and beneficial in their places, but if we allow them to take the place of true books, we are making the worst possible use of them. They are not really books but letters—letters in the study of which we should spend very little time, perhaps an hour a day. But if we have only an hour a day for the purpose of reading, we must read these but very little. We must seek instead the true book.

The true book is the author's own words spoken clearly and melodiously. He has worked diligently on this task for years, perhaps most of his lifetime. If we read this book, we will discover the best the author can give, expressed in the best manner of his ability. With the dictionary always before him, from which he chooses the exact words he needs, he writes his book, but even then his task is not completed. It would be a wrong idea to think that the book is ready for the press. The author has now to read it over and over again, making vast improvements, each time, in words and expressions.

Now that we have chosen the true book, the way in which we read it is of no less importance. We will not be benefited by a book if we are not interested in it and do not show a desire to be taught by the author and enter into his thoughts. We must not think we know all about the book before we read it. If we did, it would be time thrown away, reading it. Neither ought we to hunt in this book, expecting to find our meaning, but, instead, we must seek only after the author's meaning. As we read the book, we must be sure that we know the meanings of all the words used. We might read all the good books in a library and still be uneducated, but if we read the pages of a good book with real accuracy we are in some measure educated persons. We must not become discouraged if we find many unfamiliar words for we cannot use our time to any better advantage than in the increasing of our vocabularies. Without knowing the meaning of the words we cannot understand the author, for a great author often hides his meaning in his words and phrases just as nature hides her precious stones and metals in the earth. It is not sufficient that we read three books one week and none for perhaps two months afterward. We ought to spend as much thought on the kind and number of books we read as we do on the food we eat, since reading is food for the mind.

We should be continually enlarging our libraries and when we read books, which appeal to us, we should mark some of the best passages in them, so that we can refer to them instantly, just as a soldier can seize the weapon he needs in his armory.

E. I. F., '16.

BROM BONES' CONFESSION

BROM BONES and Katrina sat on the piazza of the old homestead. The house was still the stanch old place it had been in days long past. Brom Bones was

still as straight as in younger days, but his hair was white as snow. Katrina was now a sweet faced, white haired old lady of seventy summers. Another Katrina reigned as belle — the granddaughter of this Katrina. The music of a violin and the shuffling of feet came to their ears.

"Katrina," it was Brom Bones speaking, "do you remember the schoolmaster, Ichabod Crane? Did you ever know just why he left Sleepy Hollow?"

"No," answered Katrina, "though I remember Ichabod."

"Well," said Brom Bones, "the night of your quilting party Ichabod seemed in such high favor that I vowed I would find some way to make him leave Sleepy Hollow. It was the stories of the Galloping Hessian that gave me the idea. The road he took led by the haunted stream. There I hid and awaited him. As Daredevil was black, he suited my purpose perfectly. The pumpkin that was found was one I had carried on my saddle for a head."

Katrina laughed appreciatively as Brom Bones continued, "When Ichabod arrived he heard the soft tramp of my horse, as I intended he should. He called out and demanded who I was, in tones tremulous with fear. Receiving no answer he kicked his horse, rushed down the road, and the race began. Away we went, Daredevil gaining with every stride. Ichabod's coat tails were flying, and his head was stretched beyond his horse's. At the bridge Ichabod turned, and as he did so, I rose in my stirrups to hurl the pumpkin at him. Ichabod endeavored to dodge it, but too late. The pumpkin struck him and tumbled him headlong in the dust. Gunpowder, Daredevil and I dashed by like a whirlwind. I believe the old farmer was right when he said that Ichabod was alive and was justice of a ten pound court. You were such a coquette, Katrina, that I had to do something."

Katrina whispered softly, "I always sus-

pected that you knew more about it than you cared to tell. But you really needn't have taken the trouble to frighten him, I dismissed him that night."

They rose and entered the house and two, at least, knew the mystery of Ichabod Crane's disappearance from Sleepy Hollow.

E. C., '19.

LEADERSHIP OF THE COUNTRY TEACHER

EXPERIENCE tells me that not a few of the young people who will read these pages will sooner or later apply for positions to teach in rural schools. Therefore, it will perhaps be in order for me to offer as my contribution to the RIPPLE the following account by a real teacher of how one rural school of the old-fashioned type was regenerated. The full letter is found in "Corney's Country Life and Country School," and is given as a concrete example of the value and the possibilities of leadership on the part of the country teacher.

THE REGENERATION OF DISTRICT NO. 23

I shall never forget how the schoolhouse *looked* the day I began my duties as teacher in District No. 23. It was clean, but very bare. The center of the room was occupied by the stove. An old organ covered with dust and somewhat "wheezy" stood in one corner. Nothing about the room suggested cheer but some old sash curtains at the windows.

It took all of the fall term to get the school organized and properly graded. The middle of the winter term I had a box social.

With the proceeds I bought some pictures. These were suitable for all grades. I also gave the seats, organ, and my desk a coat of jap-a-lac.

In the spring I had a Mothers' Day. There were mothers present who had never been in the school while it was in session.

Later the children and I made a garden and it was necessary to have a fence to keep

our neighbor's chickens and sheep out. The fence we made ourselves of sticks, wire and brush. It was a standing joke in the neighborhood. Nevertheless, it answered its purpose. School closed with a picnic, one hundred and nine being present.

After school closed I went to Normal to attend the first summer term. Here I took the special courses offered for country teachers and returned home, filled with plans and inspirations for the coming school year.

About the middle of August, before school began, we had an ice cream social at the home of one of the patrons. The evening was spent in playing games, singing and instrumental music. The sum cleared was over eight dollars. With this I bought new sash curtains, brass rods, new, dark green window shades, mosquito netting for the windows, some toweling, a looking-glass, comb case and combs, wash basin, soap and soap dish. The curtains and towels were hemmed by the girls.

Everything was ready for the first day. The schoolroom had been thoroughly cleaned and the stove had been blacked; so, when our new green shades and sash curtains were hung at the windows, the pictures put up, and mosquito netting tacked on the windows, the schoolroom looked cozy and cheerful. We held our first Mothers' meeting of this year on the third Friday in September. Seven of the district were present.

They watched the classes the fore part of the afternoon, and after recess school matters and the home training of the children were discussed. Then refreshments of tea and cake were served.

We next held a dime social at the home of the president of the board. The school gave the program, and simple refreshments were served. These were furnished by the district; so, the money taken in was clear, amounting to ten dollars. This was handed over to the board as a little financial help for the future and as an excuse to watchful

tax payers for increased generosity upon the part of the board.

Our next event was a Corn Day, held October 14. Two directors, the elevator man, and nine mothers were present. We gave a corn program and corn exhibit. The schoolroom was decorated by the children. It was the first celebration of its kind held in the district. Did the people enjoy it? Indeed, they did. It was something that interested the entire community. Corn is the staple product of this community as of most others in Illinois, and one way to get the parents to co-operate with the school is through this great connecting link.

We then had two weeks' vacation. During this time improvements were commenced on the schoolhouse. The foundation was raised, a new porch was built, the cistern was cleaned and re-covered, and the roof shingled. At the end of two weeks I entered my school and found it just as the carpenters had left it. It was expected that I should clean the schoolroom. But, for the education of the district, and for the welfare of future country teachers, this I refused to do; so, school was closed until it was done. The children and I cleaned the yard, and with the new pipe fence in front, it presented a neat, homelike appearance.

The next problem that confronted us was the stove. It didn't take long for the directors to decide what was needed in this line, and in November a Smith heating plant was installed. Three of the larger boys and myself stayed while the stove was put up and arranged the seats according to the size of the children.

We continued our Mothers' meetings and

two of the directors actually visited the school and seemed to be interested in the work and anxious for the school to progress.

In December we had another box supper, and gave the "Family Album," getting everyone in the district to take part. We cleared fifteen dollars. This money aided me in getting a new desk and chair.

We needed a walk from the porch to the gate. Boards did not answer the purpose; so, the boys and I made a brick walk, which proved more substantial and helped to keep the porch and room clean.

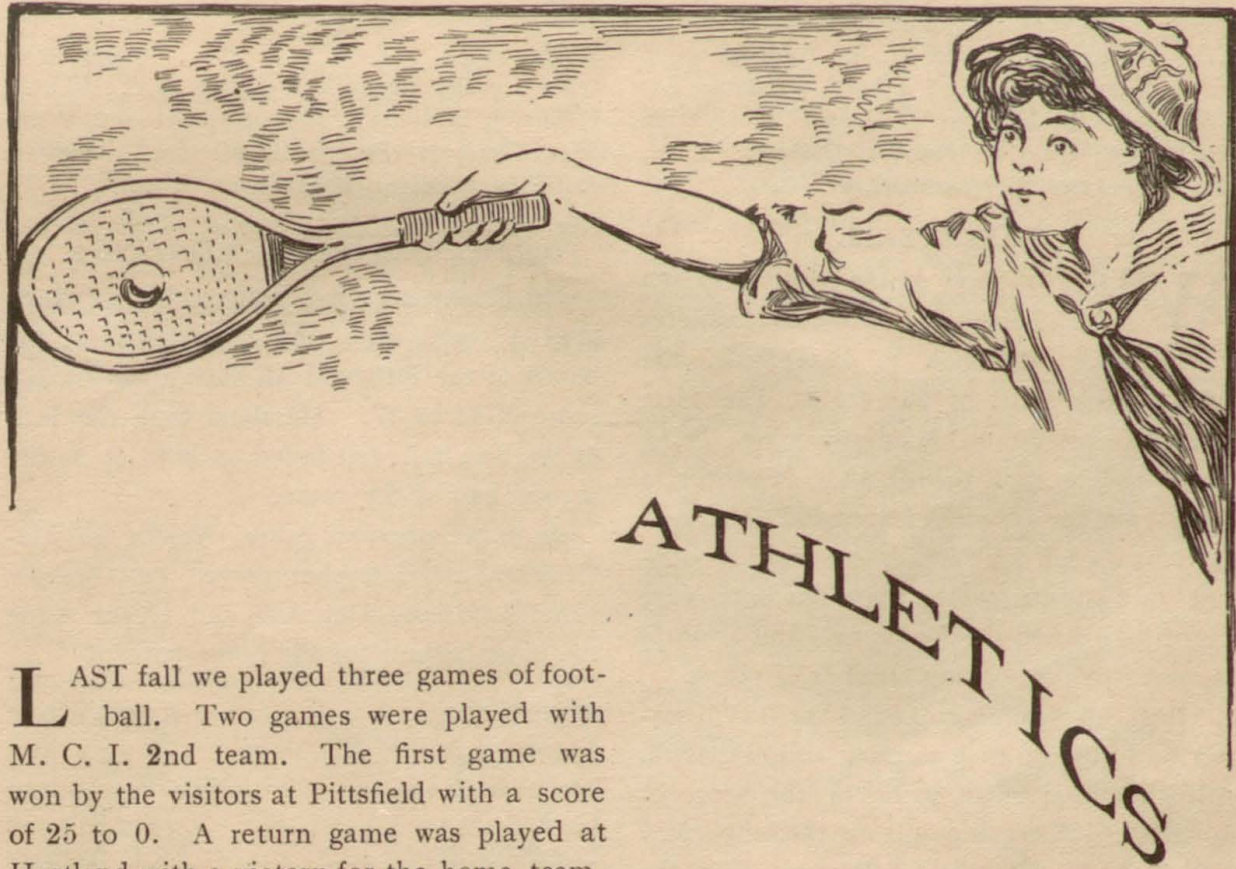
Our school work for the year was completed, and we planned a picnic. But the weather interfered and it was not as successful as that of the year before.

Throughout the district, the people are interested in the school. They are anxious for continued progress; so, I have made a few plans for next year. These are: to make the course of study conform more closely to the needs of the children; to organize boys' and girls' clubs to hold the interest of the young people, and especially to furnish wholesome recreation; and to have a Country Life Club, including everybody in the community. Through this I hope to awaken a great local interest in country life and to advance the social, educational and spiritual welfare of every individual in the district.

Prospective teachers, the greatest problem of the superintendent of schools is to build a staff of loyal, dependable teachers; teachers of enthusiasm, initiative and thorough training. Are you preparing to be that kind of a teacher?

H. E. Fortier.





LAST fall we played three games of football. Two games were played with M. C. I. 2nd team. The first game was won by the visitors at Pittsfield with a score of 25 to 0. A return game was played at Hartland with a victory for the home team. This time the score was 26 to 0 in favor of Hartland Academy. In this game the team showed a big improvement over the previous game, as the score indicates.

We also played a game with Pittsfield town team, which ended with a score of 7 to 0 in favor of the Pittsfield boys.

Although outweighed twenty pounds to the man, Hartland Academy put up a plucky fight from start to finish.

We are looking forward to more games and a stronger team next fall.

M. C. I. 2ND 25.		HARTLAND 0.	
Dale	r h	Whitten	
Tarbell	f b	Goodrich	
Gidden	l h	Buker	
Badger	q b	Waldron	
Jordan	l e	Wilbur	
Brown	l t	Steeves	
Blake	l g	V. Webber	
Buxton	c	Baird	
Gourley	r t	Ward	
Buzzell	r g	Buker	
Moulton	r e	C. Webber	

Touchdowns, Moulton, Tarbell 2, Dale. Goals from touchdown, Buxton. Referee, Donahue. Time, four ten-minute periods.

PITTSFIELD A. A. 7.		HARTLAND A. 0.	
Chorley	r h	Donahue	
Grady	l h	Heavy	
Shepard	f b	Goodrich	
Heseltine	q b	Waldron	
G. Whitten	l e	C. Webber	
G. Badger	l t	Steeves	
Frost	l g	Wilbur	
McCausland	c	Baird	
Young	r g	Buker	
R. Badger	r t	Ward	
Merrill	r e	Whitten	

Touchdown, Shepard. Goals from touchdown, McCausland. Referee, Wyier. Time, four ten-minute periods.

M. C. I. 2ND 0.		HARTLAND A. 26.	
Dale	r h	Donahue	
Tarbell	l h	Heavy	
Gidden	f b	Goodrich	
Badger	q b	Waldron	
Jordan	l e	C. Webber	
Brown	l t	Steeves	
Blake	l g	V. Webber	
Buxton	c	Baird	

Gourley r g
 Buzzell r t
 Moulton r e

Wilbur
 Ward
 Whitten

Grady, l g
 Dobson, r g

l g, Goodrich
 r g, Linn

Touchdowns, Donahue 3, Heavy. Goals from touchdown, Heavy 2. Referee, Oldham. Time, two ten and two twelve-minute periods.

Field goals, Deyer 7, Donahue 3, C. Whitten 1, Linn 4, Lampher 5, Dobson 5, Grover 2, Whitten 1, Grady 1. Foul goals, Whitten 1, Donahue 4. Time of halves, 20 minutes.

BASKETBALL

WITH the close of the football season the Hartland Academy athletes turned their attention to basketball, the great indoor sport of the year. The team was not strictly an Academy team, being made up largely of town boys. However, a large number of men responded to Coach Donahue's call for candidates, and the contest for positions on the team has been very keen. This was the Academy's first attempt in basketball for a long number of years.

Hartland Academy opened the 1916 season by losing its first game to the Pittsfield All Stars in a clean game by the score of 45 to 36. The game was marked by close guarding, as the score indicates. For the visitors Newhouse, Lampher, and McCausland did some clever floor work. Deyer was easily the star of this game, caging eight of the seventeen baskets.

The lineup :

HARTLAND A.
 Linn, r f
 Deyer, l f
 Donahue, c
 Buker, l g
 Goodrich, r g

PITTSFIELD A. S.
 l g, Whitten
 r g, McCausland
 c, Grover
 r f, Lampher
 l f, Newhouse

Field goals, Donahue 7, Deyer 8, Linn 1, Whitten 8, McCausland 4, Lampher 2, Newhouse 7. Goals from fouls, McCausland 3, Donahue 4. Time of halves, 20 minutes.

PITTSFIELD A. A. 29; HARTLAND A. 36.

Hartland A. defeated the Pittsfield A. A. in a hard fought, yet clean game, by the score of 36 to 29. In this game Dobson and Lampher each got five baskets for the visitors. Deyer, Donahue and Linn were the heavy point winners for the home team.

PITTSFIELD A. A.
 Whitten, r f
 Grover, c
 Lampher, l f

HARTLAND A.
 l f, Deyer
 c, Donahue
 r f, C. Whitten

PITTSFIELD ALL STARS 44; HARTLAND A. 37.

On Friday evening, January 14, the Hartland A. again went down to defeat at the hands of the Pittsfield All Stars team by the score of 44 to 37. Hartland took the lead in the first half, but failed to hold it in the second half of the game.

As in the previous game, Newhouse, McCausland and Lampher played best for the visitors. Linn, Donahue and Deyer made the most baskets for the home team.

PITTSFIELD A. S.

HARTLAND A.

Whitten, l g
 McCausland, r g
 Grover, c
 Lampher, r f
 Newhouse, l f

l g, Linn
 r f, Deyer
 c, Donahue
 l f, C. Whitten
 r g, Goodrich

Field goals, Linn 2, Deyer 7, Donahue 7, C. Whitten 1, McCausland 6, Grover 3, Whitten 7, Newhouse 2, Lampher 3. Goals from field, Donahue 3, McCausland 2. Time, 20-minute halves.

NEWPORT 69; HARTLAND A. 10.

On Friday evening, January 28, Hartland A. lost a one-sided game to the fast Newport team by the score of 69 to 10. Hartland's team was in poor condition due to injuries to several of her best players.

Newport's team is one of the fastest aggregations in the State. Bangor A. A. and Bar Harbor Y. M. C. A. have suffered defeat before their hands.

NEWPORT A. A.

HARTLAND A.

Soule, l f
 White, r f
 Soper, c
 Burce, l g
 White, r g

r g, Linn
 r f, C. Whitten
 c, Donahue, Deyer, Goodrich
 l f, Deyer, Donahue
 l g, Goodrich

Field goals, Donahue 3, Goodrich 1, Whitten 1, Soule 6, Soper 12, White 5, Burce 5, White 2. Goals from foul, Soper 5. Time of halves, 20 minutes.

M. C. I. 27; HARTLAND A. 10.

Hartland A. suffered a defeat at the hands of M. C. I. at Pittsfield, Saturday evening, February 12, by a score of 27 to 10. It was a hard fought contest throughout the entire game. The score at the end of the first half was 10 to 6 in favor of Pittsfield. Despite the fact that it was one-sided the last half was nevertheless fast and interesting.

M. C. I.

Wyier, c
Lampher, r f
Young, l f
Grover, l g
Whitten, r g

Goals from field, Deyer 3, Linn 1, C. Whitten 1, Lampher 3, Young 3, Whitten 2, Wyier 2, Grover 1. Foul goals, Whitten 5. Time of halves, 15 minutes.

HARTLAND A.

c, Deyer
l f, Donahue
r f, Whitten
l g, Waldron
r g, Linn

On Saturday evening, February 12, Hartland A. and M. C. I. ran a relay race in Union Hall, Pittsfield, Maine. While the Hartland boys were defeated, they made a very creditable showing against a superior team, considering that it was their first attempt. It is hoped that more games of this nature can be arranged between the two schools.

At a recent meeting of the Athletic Association the following officers were elected to serve out the baseball season: Manager, D. L. Robinson, '17; Captain, V. Webber, '17.

We have been looking forward to that Interscholastic meet announced to be held at Orono, Maine, May 20, 1916. As we have several promising track candidates we hoped they would come back with a large number of points to their credit. Entries were sent in early for this meet.



PERSONALS

The Senior Class is a jolly, good crowd,
Full of fun, work, and knowledge.
We hope next year, if we have our say,
We will see them all in college.

Next in rank the Juniors come.
They are a kind of shadow beside
The Senior Class; but if they work on,
In their place they will next year abide.
Our Sophomores now are a cute little class
I am sure they would make you laugh
So don't be harsh on the little bunch
Because the Sophomore year is just half.

But where are the baby Freshmen green
Ah! out there did you say?
They have worked real hard for an hour or two
So I've sent them out doors to play.

Teacher: "V. Webber, tell all you can
about the Erie Canal."

V. Webber: "The Erie Canal is some-
thing built on land named the Erie; there-
fore, it is called the Erie Canal."

Shocking! ! Mike, our best boy in
school, was seen trying to take a book away
from a little ninth grade girl.

Because some girls in town are so attrac-
tive the rest have decided to be old maids,
since there is nothing else in view at present.

Notes go flying thick and fast,
Most of them unseen,
But the Freshmen all get caught
Because they are so green.

A is for Ardis, so pretty and fair
With a blue ribbon tied on her light curly hair.
B is for Burlock, of course I mean Ray.
He studies quite hard but he knows how to play.
C is for Carroll, a bright little lad
As soon as you know him you'll find he's not bad.
D is for Donald, Dana and Dottie.
They are all quite cute and not very naughty.
E is for Evelyn, a smart scholar at that
A little too short and a little too fat.
F is for Frankie, quite a brilliant young boy
Who, rather than study, would play with some toy.
G is for Gertrude, a dainty young maid
Though Freshman green now she'll get over that
shade.

H is for Hallis, a very small boy
Who greatly delights in innocent joy.
I is for Iva, so slender and fair
Who has Algebra for her only care.
J is for Joseph, whom we all call Joe.
He doesn't need watching because he's so slow.
K is for Kenneth, a small studious youth
Who always is known for telling the truth.
L is for Lida, a girl that is sweet.
Her hair and her dress always look neat.
M is for Marguerite, with beauty so rare
And most of the time you will see Arthur there.
N is for Nichols, a Freshman so green
But sometime he'll rise where he will be seen.
O is for Olney, with his "Morrison" tie
With his violin he is still quite shy.
P is for Packard, of which there are two,
One is quite short but the other one grew.
Q is for questions the Freshmen will ask,
The Seniors try to answer but find it a task.
R is for Richards, the little fat boy
Who plays the piano or any other toy.
S is for Stewart, the red headed lad,
Though generally good he is always Baird.
T is for Teachers, of which we have three.
If we misbehave they are quite sure to see.
U is for us, school, teachers and all.
We close in the spring and begin in the fall.
V is for Vivian, vivacious and witty.
She's not very plain and not very pretty.
W is for Worth, Withee, Wilkins and Wood,
We'd put in the rest if we only could.
Y is for Young, by nature and name.
If she only would study she might gain fame.
X is a letter we rarely see
So we'll close this short rhyme with the last
letter z.

We are very sorry to make a mistake pub-
lic, but it must be done. Five of our best
girls forgot that school did not let out at
recess. Accidents will happen.

Robinson: "If I should propose to you,
Dot, what would be the outcome?"

Dot: "That would largely depend upon
the income."

Miss F., in History: "Who was Jefferson
Davis, Miss M.?"

Miss M.: "President of the United States."

A. H. (Reading current event): "Pittsfield got another basket, which tired the score."

Baker, in History class, talking with pencil in his mouth: "Potash has gone from five to twenty-five cents a pound during the war in Germany."

Miss F.: "Butter has what?"

Mr. Webber: "Excuse me if I walk on your feet."

Miss Packard: "O, that's all right. I walk on them myself."

Teacher: "How should we grow?"

Class: "Up and down."

Lena: "All around."

Teacher: "What is an anecdote?"

Class: "A short tale."

Teacher: "Put anecdote in a sentence."

Small boy: "This morning I saw a dog running down the street with a tin can tied to its anecdote."

Miss Mc.: "Miss Worth, how do you begin a composition?"

Miss W.: "I write down the first thing that comes into my head and never copy it."

Miss Mc.: "That's the way it sounds."

Wilbur: "There has been something trembling on my lips for months and months."

Miss Steeves: "Yes, so I see. Why don't you shave it off?"

One she loved. Two she loved.

Three has gone away.

Four she loved with all her heart

But five she cast away.

And now here 's Jake; he takes the cake,

He sticks there just like glue,

His wonderful grit makes him favorite

And we think she loves him too.

Attention, Wilbur! "He that hath a beard is supposed to be more than a youth."

The most common classroom expression: "I don't know."

You looked at me,

I looked at you,

We looked at one another.

Between us there

Was just one chair,

Held down by your kid brother — Jake.

Miss Mc.: "C. Baird, give me a sentence using the word 'suffrage.'"

C. Baird: "Woman suffrage will soon be in Maine."

Miss Mc.: "Ward, explain the sentence."

Ward: "It means law will not allow women to suffer much longer."

"We are seven."

CLASS OF 1916.

"It is best to be off with the old love before you're on with the new." Remember this, Dottie.

"But still her tongue ran on."

BEATRICE.

"All are not fools that look so."

FRESHMAN CLASS.

"People who talk much say nothing."

? ? ? ?

"Useless each without the other."

EVELYN and FLORENCE.

"Some are born great, some achieve greatness," but some are always small.

ALICE.

ADVICE FOR THE BOYS

"The surest way to hit a woman's heart is to take aim kneeling."

LOST

A back seat? ? ? ?

Two recesses. Finder please return to Olney, Jake, and Donald, and receive reward.

C. W. (remaining after school for a lesson): "It takes me forever to learn my lessons."

Teacher: "You haven't lived forever yet."

C. W.: "I know, but I've never had a lesson yet either."

"I'm a Lonesome Melody."

JOE.

"Along came Ruth."

OLNEY.

"Everybody loves a chicken."

LOIS.

"What's the good of moonlight if you haven't got a girl to spoon?"

FRANK.

"If we can't be the same old Sweethearts we'll be just the same old Friends."

ISABEL.

"Good-bye, good luck, God bless you, is all I have to say."

EVELYN.

"Can you pay for a broken heart?"

DANA.

"If you only had my disposition."

ALICE.

"I've got the finest man."

MARGUERITE.

THINGS WE NEVER SAID

There were no christians among the early Gauls. They were mostly lawyers.

Climate is caused by the emotion of the earth around the sun.

Geometry teaches us how to bisect angels.

The skeleton is what is left after the insides have been taken out and the outsides have been taken off.

A blizzard is the inside of a hen.

A vacuum is a large empty space where the Pope lives.

A circle is a round, straight line with a hole in the middle.

When Cicero delivered his oration he was a prefix.

George Washington married Martha Curtis and in due time became father of his country.

Sixty gallons make one hedgehog.

The stomach is just south of the ribs.

The alimentary canal is located in the northern part of Indiana.

The rosetta stone was a missionary to Turkey.

The government of England is a limited mockery.

Georgia was founded by people who had been executed.

A mountain pass is a pass given by the railroad to its employees so that they can spend their vacation in the mountains.

A mountain range is a large cook stove.

The qualifications of a voter at a school meeting are that he must be the father of a child for eight weeks.

Achilles was dipped in the river Styx to make him immoral.

Gender shows whether a man is feminine, masculine or neuter.

Gravitation is that if there were none we would fly away.

The function of the stomach is to hold up the petticoats.

The first governor of Massachusetts was Mr. Salem Witchcraft.

When the British got up in the morning and saw the Americans on the opposite hill they threw up their breakfast — (breast-works.)

Pompeii was destroyed by an eruption of saliva from the Vatican.

A permanent set of teeth consists of eight canines, eight cuspids, two molars and eight cuspidors.

Weapons of the Indians — bow, arrow, tomahawk and war-hoop.

Typhoid fever is prevented by fascination.

CURRENT OPINION.



SENIOR CLASS STATISTICS

Name	Nick Name	Age	Favorite Expression	Greatest Fault	Disposition	Will be
Wilbur, Olney	Whiskers	Old enough to shave	'Suffering Sauer Kraut''	Sleeping	Undecided	A man in time
Buker, Joseph	Booker	Not as old as we wish	Amen	Likes the Fresh-men girls	Very agreeable	? ? ? ?
Lander, Frank	Goosie	No one knows	Hasn't any	His gait	Best yet	President some day
Manson, Florence	Flossie	Hard telling	I should worry	Independent	Mixed	An actress
Packard, Isabelle	Isa	Youngest in class	Not knowing with any degree of accuracy	Studying too hard	A sweet girl graduate	A teacher
Packard, Alice	Stubby	Just about	I would not be so presuming as to say	Not studying	Fierly	Hard telling
Furber, Evelyn	Evie	Can't you guess	Well, now, I don't know	Hasn't any	Just perfect	Disappearing if the wind blows

LOCALS

THE Seniors gave a social on Friday evening, October 29. Homemade candy was on sale and after a short entertainment everybody joined in playing games.

An alumni association was formed June 11, 1915.

Our school piano has been tuned this winter. It had needed it for some time and we were very glad to have it done.

A three days' Extension school was held at the Grange Hall, March 6, 7, and 8, for the benefit of the farmers. All of the agricultural students attended this.

A course in penmanship was given at this school by the well known teacher, Mr. Nolan. It was held February 18 and 19, and there was a large attendance. The Palmer method was taught. This is the method which is in use in all of the large business houses of to-day. The students were first taught the positions. They then took up the course of study from the Palmer Manual. A noticeable improvement was shown at the end of the two days. A large number of teachers were present, among whom were the following: Mr. Donahue, Miss McCausland, Miss Felton, Mrs. Connelly, Miss Knowles, Miss Williams, Miss Irene Libby, Miss Ella Ray, Miss Alma Berry, Miss Winifred Steeves, Mrs. Bertha Longley, Mrs. Carrie Weeks, Mrs. Flora Libby, Mrs. Effie Picken, Miss Leta Merrick, Miss Faye Johnson, Miss Addie Johnson, Miss Hilton, Ralph Cook.

Several of the agricultural students from

our school went to Orono during Farmers' week.

Mr. Mitchell from the University of Maine visited our school the latter part of the winter term. He gave a very interesting lecture on the corn and canning clubs that have been formed. He formed a Boys' Corn Club with eighteen members, and a Girls' Canning Club with twenty-five members. The officers in the boys' club are: President, Chester Ward; vice-president, Carl Baird; secretary, Donald Robinson. The officers of the girls' club are: President, Ruby Burlock; vice-president, Marguerite Macfadden; secretary, Dorothy Whitehouse.

A very pleasing entertainment was given by George Moulton, March 8, for the benefit of the Senior Class. Although it was stormy there was a large attendance.

Visitors: State Inspector of schools, Principal of Harmony High school, Mr. Noyes, Mr. Bodwell, our former teacher, Mr. A. L. Deering, Mr. Blanchard, Mr. Mathews, Mr. R. S. Furgerson, Maine, '14, Irene Libby, Hope Spaulding, M. C. I., Arthur Moulton, M. C. I., Elmer Burrill, M. C. I., Harold Burrill, M. C. I., James Moore, M. C. I., Stella Salisbury, M. C. I., our former teacher, Mr. C. J. Dunlap, Ella Seekins, G. N. S., Goldie Lander, Annie Fuller, G. N. S., Herbert Seekins, Emma Varney, Merrill Moore, Harold Nevens, Kent's Hill, Leta Merrick, Dick Libby, Erma Nealey, Harry Henderson, U. of M., Mary Packard, H. E. Fortier, Superintendent.



ALUMNI

1900

Eva C. Jordan, *nee* Libby, lives in Waterville, Maine.

1906

Mary Butterfield, *nee* Anderson, lives in Hartland, Maine.

Marion M. Baird, stenographer in Boston, Mass.

Julia M. Libby is at her home in Hartland, Maine.

Adrian T. Ward, druggist, North Conway, N. H.

Ralph F. Cook, a farmer in Palmyra, Maine.

1908

Effie Worth, *nee* Coston, lives in Washburn, Maine.

Ina Coolidge, *nee* Thompson, lives in St. Albans, Maine.

Elmer Burton is at his home in Hartland, Maine.

1909

Ethel Bell, *nee* Baird, lives in Anson, Maine.

Crystal Bowman lives in Augusta, Maine.

Frank Burton, salesman in Boston, Mass.

Arthur Baird lives in Kingsbury, Maine.

Leslie Waldron works in Skowhegan, Maine.

1910

Edna Ames, *nee* Humphrey, lives in Hartland, Maine.

Freda Deering, *nee* Bowman, lives in Augusta, Maine.

Fred Baird is in Lynn, Mass.

Frank Hollister, mail clerk in Portland, Maine.

1911

Mary Packard is at her home in Hartland, Maine.

Mollie Seekins, *nee* Harding, lives in Hartland, Maine.

Marion Buzzell is teaching school in North Hartland, Maine.

Augusta Baker lives in Bangor, Maine.

1912

Harry R. Libby is at his home in Hartland, Maine.

Clifton Steelbrook lives in Lewiston, Maine.

Eva L. Burton is pianist in a motion picture theater at Hartland, Maine.

Elmer L. Baird works on a dairy farm in Iowa.

Horace Packard is at his home in Hartland, Maine.

Leland Gray works in the mill at Pittsfield, Maine.

Mildred L. Webb is teaching music in Hartland, Maine.

Annie M. Fuller is attending Normal school at Gorham, Maine.

Iva Furber is teaching school in Rockport, Maine.

Fred A. Clark is working in Waterville, Maine.

Carroll M. Richardson is at his home in Hartland, Maine.

1914

Goldie M. Lander is at her home in Hartland, Maine.

Ella B. Seekins is attending school at Gorham, Maine.

1915

Harry Henderson is attending University of Maine.

Edward Walker is working in Bridgton, Maine.

Ruth Young is working in Hartland, Maine.

Leta Merrick is teaching school in North Hartland, Maine.

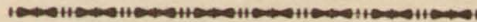
Herbert Seekins is working in Waterville, Maine.

Wilma Wilkins is teaching school in Hartland, Maine.



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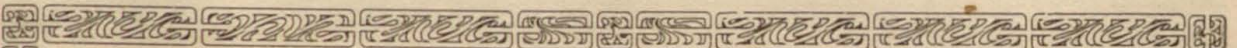
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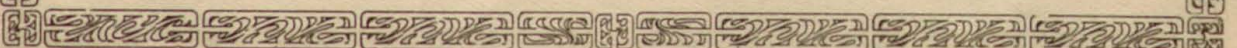
☐ He has developed his character and formed habits of more value than gold.

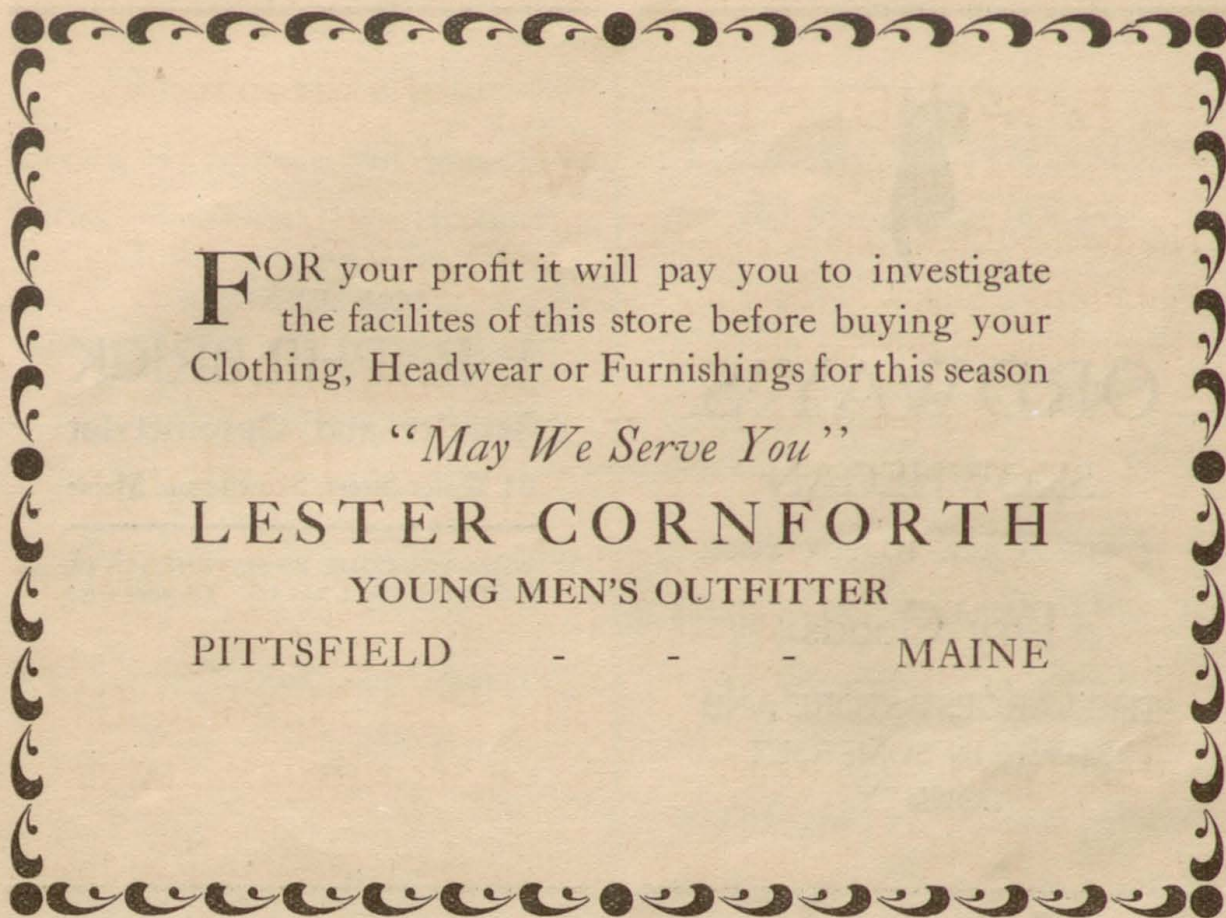
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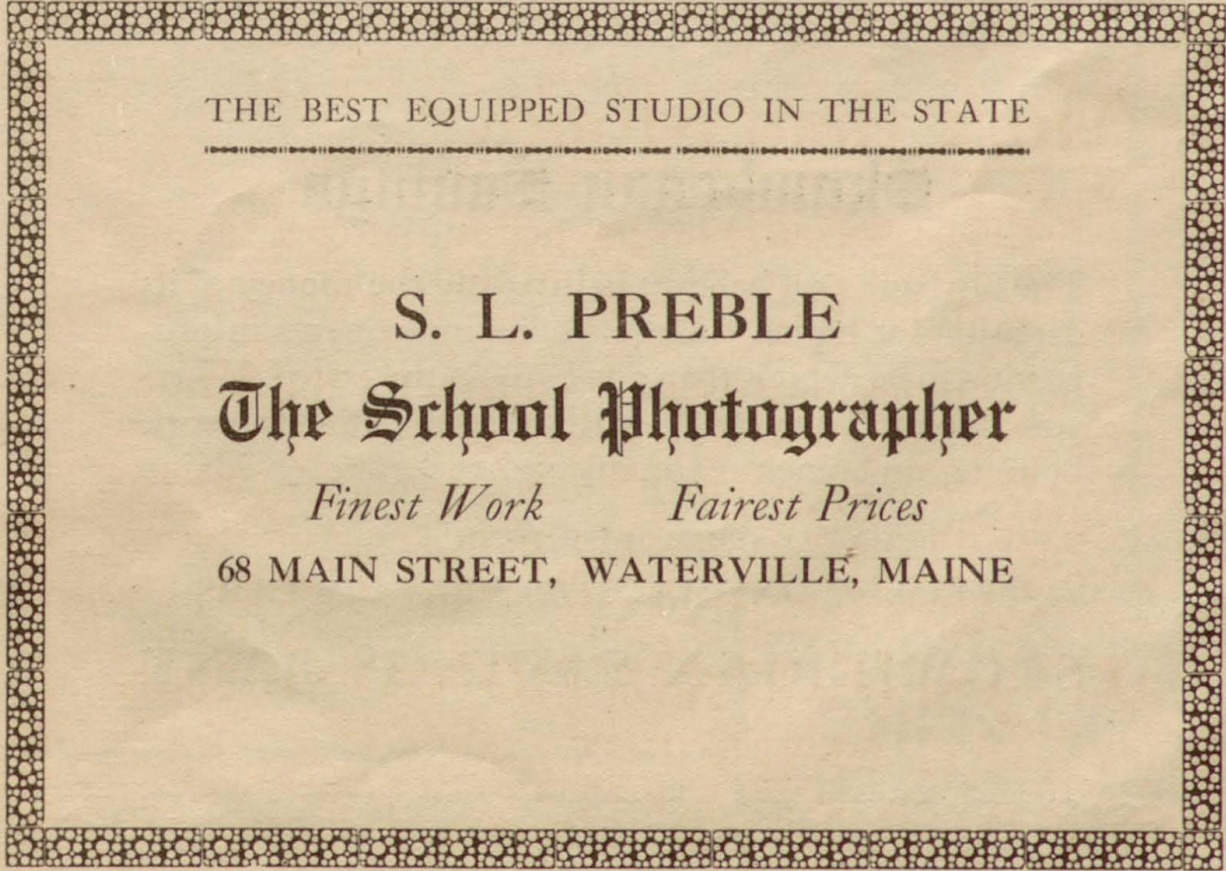
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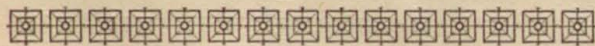
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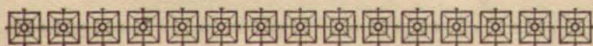
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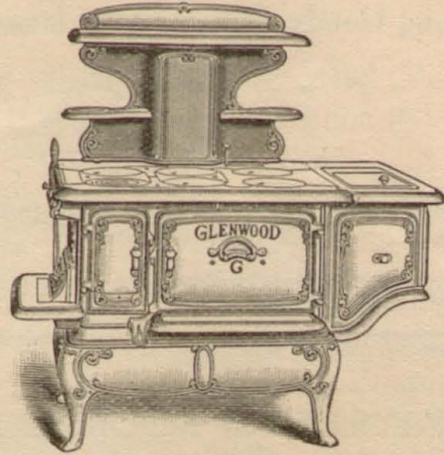
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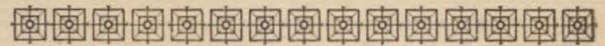
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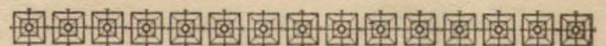
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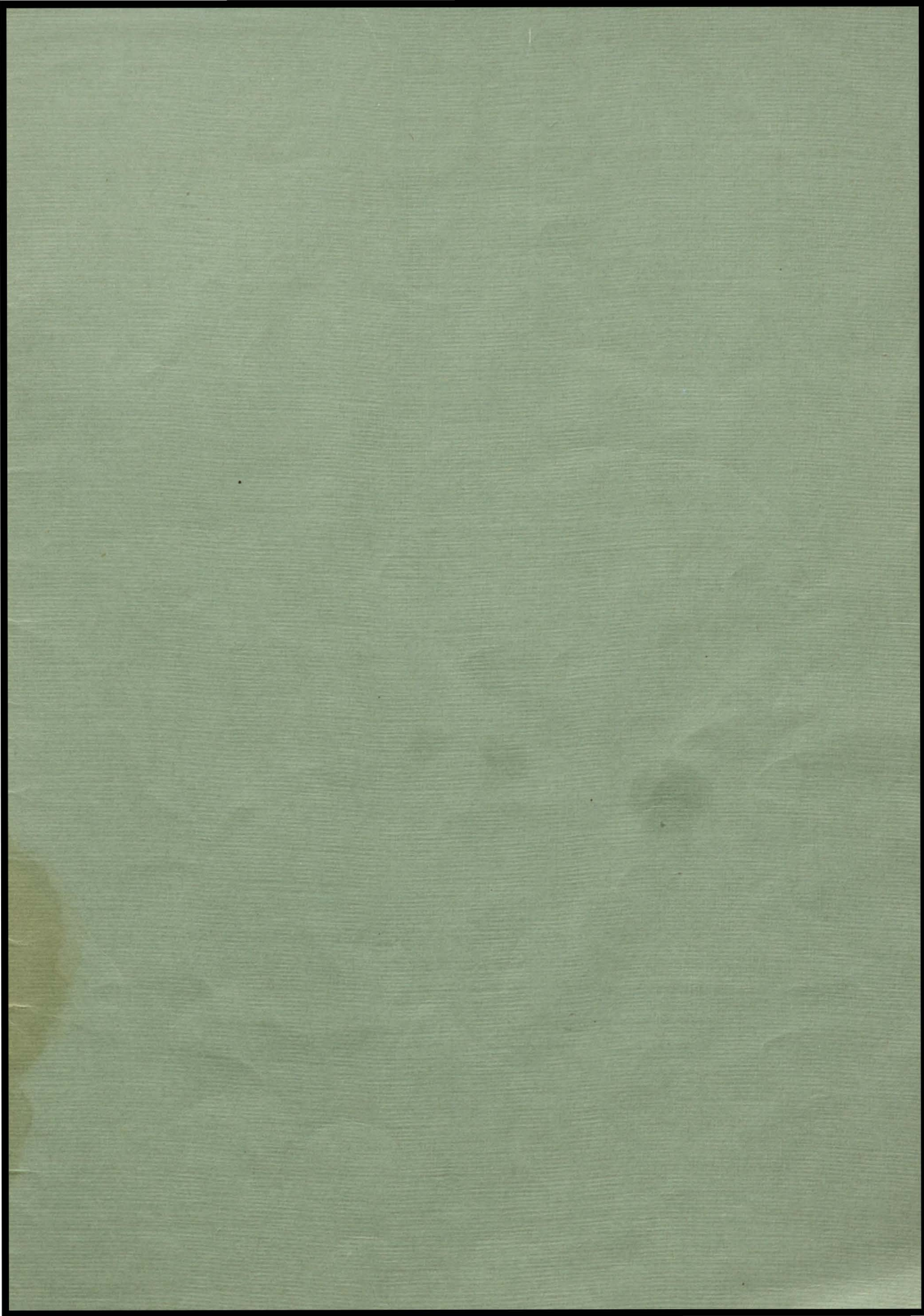
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