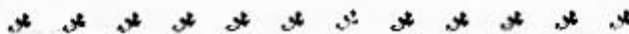


# THE NORM.

Published by the Senior Class of the Presque Isle High School.



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## CONTENTS.



	PAGE
Our Aim . . . . .	13
Our Requirements . . . . .	14
Why do I Study . . . . .	14
The Aroostook War . . . . .	15
A Biography . . . . .	17
Alumni . . . . .	17
Our School and its Teachers . . . . .	18
The Death of Priam . . . . .	20
The Snow Storm . . . . .	21
Locals . . . . .	21
The Boxing Match . . . . .	23
Exchange . . . . .	23
The Spy . . . . .	23
The Editor's Quill . . . . .	24
Retrospection . . . . .	26
Afterthoughts . . . . .	28

PRESS OF THE STAR-HERALD



# THE NORM.

VOL. I. Published by the Senior Class of the Presque Isle High School. NO I.

## Our Aim.



KIND FRIENDS:—We take great pleasure in presenting to you this first edition of our school paper. For some time we have felt the need of just such a magazine as we are now endeavoring to publish. The Senior classes which have preceded us realized the benefit of a school paper, but they, owing to the great amount of work, time and money required to make the paper a success, have never had courage enough for the undertaking. We fully realize that our work is not perfect, but hope that you, kind reader, will overlook our mistakes as far as possible, and find the good points, if such there be, in our work. Our idea in publishing a school paper is to raise the standard of the school; to interest you in the school; to raise money to defray our graduation expenses and, lastly, to let our parents and friends know just what we are doing in school work. As I have just mentioned, our first, and perhaps most important, object is to raise the standard of the school. Our school has been, and is today, one of the best in the State and we desire to keep that record; in fact, not only to keep it, but make our school, if possible, the best in Maine. Our predecessors, the class of '99, with Mr. Perkins' earnest efforts, did much toward making our High School what it is today, but the class of 1900, we can safely say, has more interest in it than any other of the nineteenth century. The future of our school largely depends upon the success of our next object, that of interesting the citizens of Presque Isle in its behalf. We feel grateful for the elegant school building, competent instructors, and all other ways in which you have shown your interest in us. Still we realize that our school could be improved in certain respects, if you would only remember at town meeting that it takes money to buy chemicals and apparatus with

which to perform experiments in Chemistry, Physics and Botany. We need these and other things very badly, and if you will only look into the matter, we feel sure of your assistance and you will then have greater pride than ever in your High School of Presque Isle. Our next object, money. As you well know, it takes money to meet expenses—even of a Senior class. We have many demands to meet in the Spring, and while we don't expect this paper to be a "money maker," yet we have a large receptacle for any surplus of "The Norm." Our last, but not least, desire in publishing our "Norm" is, we are certain, a very commendable one, that of a report to our parents and friends as to the condition of the school. We feel and appreciate, to some degree at least, what you have done for us, and one of the ways in which we desire to show our appreciation is by publishing for your inspection this paper. So we would ask you to read it over carefully and thoughtfully and while we sincerely hope it may please you, yet if it does not, don't condemn us at once. Remember that this is only our first edition, and that, "a poor beginning makes a good ending." We wish to thank our out of town friends who so kindly helped us. While you cannot feel the same interest in our school that the people of Presque Isle do, yet you will be pleased to know that the Presque Isle High School is a credit to the State in which you live. You can all help us in two ways: first, by buying our paper and, secondly, trading with the merchants who advertise in our paper and by mentioning the "Norm" to them. We shall strive to make our next edition, which will be published next term, much better than this. And now, dear reader, having described to you "our aims" and wishing you, one and all, a very happy and prosperous closing year of the Nineteenth Century, we must until our next issue, bid you—good bye.

W. A. S., 1900.



### Our Requirements.



When Hannibal led his band of men, ragged and footsore, to the summit of the Alps, he gathered them around him and said: "Ye are standing upon the Acropolis of Italy; yonder lies Rome." The lesson therein is this: In this speech so famous we see no boasting of past achievements only a rising to meet the present emergency.

Too many times we are content to rest satisfied with a good deed done in the past, living upon the praises ringing in our ears, and too often grand beginnings have fallen short of the promoter's ideal because of the lack of help at the needful moment.

Here in Presque Isle we have a school building which easily ranks among the very finest in the State. We are well equipped in some departments while in others we are deficient. I refer particularly to the department of Physics and Chemistry. These studies have rapidly come into prominence in all school courses and are what are termed popular studies. They are studies from which the student derives the greatest information concerning the practical things of nature. Now then, would you expect a carpenter to build you a house by merely providing him with a design and instructions, but no tools? Yet this is the exact position in which the teachers of Physics and Chemistry are placed. We find before us classes of intelligent, inquiring students. We also have the books, but the apparatus needed is lacking.

We are compelled to admit that we cannot do these subjects justice in school work if we do not have the materials with which to work. A laboratory would greatly raise the standing of the school and make it rank with any school in the State. A few hundred dollars wisely expended in Chemical and Physical apparatus would suffice. The school itself could raise a large amount toward fitting this laboratory, but the matter needs a start by outside help.

First of all we need a room devoted to these uses. We have the whole upper story of the school building from which the room could be made, or, better still, perhaps some arrangement could be made by which the room used by the First Gram-

mar on the second floor, could be used, thus making the entire second floor devoted to High School work. Then the room should be provided with the solid tables, and, for Physics, a few machines for experiments in Electricity, Sound, Dynamics, etc., and, for Chemistry, some of the simple elements and the apparatus necessary for experiments. We must keep abreast of the times.

The question is before us, and the expenditure of a few dollars will mean the opening of new advantages to the students of the school, new opportunities for study and research in these important branches, new interest and impetus to original work and the satisfaction of ranking as one of the best schools in the state.

J. E. R.



### Why Do I Study.



How few of the young people in our schools have really any clear idea of the true object of study. A young boy in whom there arises a dislike for school and study is often merely compelled to go to school, as though it were simply to be obedient to parental authority, when really it is an outcome of their love for him that they are so anxious for him, and this fact should be impressed upon him and the true object of his being sent to school clearly shown him. Why do I daily weary myself in working out problems in Algebra, in translating passages of Latin or Greek, in demonstrating propositions in Geometry?

There are two objects in view to a true student. First, the discipline of the mind and faculties, and second the acquisition of knowledge. The knowledge acquired from some studies may in after life be little used, perhaps never, but the discipline of the mind brought about by the acquiring of the knowledge will be of great use. Mind discipline should hold first rank in the objects of study. For if the mind is keen and under control it may grapple with any subject and may be of immense value, where knowledge would be of no use. There should be a clear distinction made between knowledge and wisdom.

Knowledge comes by studying, wisdom by thinking. Knowledge may be forgotten, may leave us, wisdom never. Of course studying is thinking, but to study is to train the thinking powers, while to gain wisdom is merely the using of the powers of thinking thus trained. The difference between knowledge and wisdom is clearly seen between an educated fool and an unlearned wise man. How many persons there are with an abundance of knowledge yet no judgment, and how many unlearned persons there are with abundance of common sense. These three terms, wisdom, judgment and common sense, are with slightly different shades of usage, synonymous. Cowper very clearly expresses the difference between knowledge and wisdom in verse:

"Knowledge and wisdom far from being one,  
Have oftentimes no connection. Knowledge dwells  
In heads replete with thoughts of other men;  
Wisdom, in minds attentive to their own.  
Knowledge, a rude, unprofitable mass,  
The mere materials with which wisdom builds,  
Till smoothed, and squared, and fitted to its place,  
Does but encumber whom it seems to enrich.  
Knowledge is proud that he has learned so much,  
Wisdom is humble that he knows no more."

But there is yet a higher aim in study and that is the use of knowledge and wisdom for the benefit of others. He has a low aim indeed, who acquires knowledge, disciplines his mind and gains wisdom, merely for his own selfish aggrandizement or that he may be considered accomplished and learned.

The object of bettering ourselves should be to better others, the use of all knowledge and wisdom should be in the service of Him from whence all knowledge and wisdom come.

As we look around us in the busy world we see every one toiling for some definite object, having some motive that impels him continually to perform the daily tasks. Occasionally we see some one that seems to have no object, and we find this one to be invariably the one who is doing the least work in the poorest manner. The world is continually teaching us that some motive is necessary if good results are to be expected in any department in life.

Should we not apply this lesson in our school work, and have some definite object in view and

some good reason to give why we take up any study? How often do we hear the remark "I take it because it is in the course." This reason is all very well as far as it goes, but it should be only a secondary one. If we have no motive except to get through a study with the least possible work that will give us sufficient rank for promotion, the knowledge gained is comparatively worthless, what little we do gain.

Before taking up a study ask yourself what good is to come from it, and all through your work be continually on the lookout for this good. One who has never tried this plan has but a faint idea how interesting it will make a study that otherwise would be dull and void of interest. Have a motive in all work and keep it continually before you, for by so doing you will find in after years that you have gained an education that will be of great practical value; one that you will make some practical application of every day, while without this motive the "knowledge gained of schools" will be forgotten almost as soon as acquired. There is at present a great demand for practically educated men and women; let us of Presque Isle supply this demand instead of decreasing it.

H. H.

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### The Acrostook War.

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When the Acadians were exiled from their native country by the English, a little band, eluding their captors, went up the St. John River and made a settlement at Madawaska, 1756. As they grew in numbers they spread out along both banks of the St. John and in after years the fertile soil and valuable timber within their reach became a desirable prize for both Maine and New Brunswick.

Hoping to obtain this region, Canada took advantage of flaws in the treaty of 1783. That treaty specified that the boundary should begin at the mouth of the St. Croix River, pass up that river to its source, thence due north to the northwest angle of Nova Scotia, and thence along the high-

lands dividing the St. Lawrence Basin from the rivers flowing south into the Atlantic to the source of the Connecticut. As to where this "north-west angle of Nova Scotia was," caused the dispute. Maine claimed it was where the line due north from the source of the St. Croix met the Highlands before mentioned. Canada claimed it was near Mars Hill Mountain, and the line ran westward along the divide separating the St. John Basin from the rivers farther south, thus claiming nearly all of Northern Maine.

In 1829 the dispute was referred to William I, of Holland, as an arbiter. He attempted to settle the matter by dividing the disputed territory equally between the rival claimants. This compromise Maine refused and was sustained by the United States Senate.

In order to sustain their claims the United States established a military post at Houlton and Canada at Fredericton.

As Maine believed that Madawaska was in her territory, it was organized as a plantation and given a representative in the State Legislature. In 1837, a government Commissioner was sent to Madawaska to take a Census of the people, and give them their share of the surplus which had collected in the United States Treasury. Upon hearing of this Gov. Harvey, of New Brunswick, thinking the money was a bribe to induce the French to side with Maine, sent troops there, who imprisoned the Commissioner and broke up all meetings of the French. Later the Commissioner was released.

The Canadians determined to have all the value of doubt, carried on extensive lumbering operations in the disputed territory and floated millions of feet of pine down the St. John to Fredericton and St. John. Land Agent, McIntire, of Maine, endeavored to stop these depredations, but with his men was at last captured and was thrown into jail at Fredericton.

The people of Maine were much excited by this act; the Legislature met and voted 10,000 men and \$800,000 for defence, and Gov. Fairfield called out the militia and sent them to the scene of trouble. Meanwhile Gov. Harvey, under pressure, released the prisoners.

Congress approved Maine's act, voted 50,000 men and \$10,000,000, and sent Gen. Winfield Scott to direct operations. Gen. Scott arrived at Augusta, March 6, 1839, and at once pushed negotiations with Gov. Harvey for arbitrating the difficulty. Meanwhile troops were hurried to and beyond Houlton. Fort Fairfield, named for Gov. Fairfield, was built to guard the Aroostook River, and keep the Canadians from driving lumber from it into the St. John; and Fort Kent, named for Ex. Gov. Kent, to overawe the French should they desire to join the English, and to guard the headwaters of the St. John. A lookout, it is said, was built at Castle Hill, and military roads were made from Forts Kent and Fairfield to Houlton. Yet during the winter the soldiers remained, they saw scarcely an enemy.

In 1842 the national government, putting this dispute with other troubles with England, referred them to Daniel Webster and Lord Ashburton as arbiters. They decided upon the present boundary and thus settled the dispute. Although the nation gained elsewhere, Maine lost, and Congress paid her \$150,000, which it has always been claimed was to pay the expense of the "war" and not for the territory she lost.

At the time of the war Aroostook with the exception of the French settlements, Houlton and a few scattered hamlets, was a wilderness and unknown. But when the troops came they found that the country abounded in undeveloped wealth and many settled at various places, especially at Presque Isle, Fort Fairfield and Caribou. Thus what at one time was a serious war cloud had a silver lining in the form of the development of the "Garden of Maine."

C. A. D., 1900.



Perley Brown was chasing a pig a few days ago, when the pig struck his hand, breaking a bone.



Anyone wanting a girl to do housework may apply to Lottie Collins.