FARMINGTON

STATE NORMAL SCHOOL.

TEACHERS.

Principal.

GEORGE C. PURINGTON, A. M.
Psychology, Didactics, Civil Government, School Laws.

Assistants.

WILBERT G. MALLETT, A. B.
Natural Sciences, Trigonometry, Surveying, Moral Philosophy.

SARAH BAILEY PURINGTON.
History, French, German, English Literature, Botany, Reading.

ELLA P. MERRILL, B. L.
Geography, Rhetoric, Grammar, English Composition.

CAROLYN A. STONE.
Arithmetic, Book keeping, Penmanship, Calisthenics.

NELLIE A. SKINNER.
Geometry, Drawing, Latin.

ELIZA T. SEWALL.
Algebra, Orthography.

MRS. M. T. WADE.
Vocal Music.

Principal of the Training School.

LILLIAN I. LINCOLN.
Psychology and Methods.

Assistants in the Training Schools.

LOUISE W. RICHARDS,—Grammar Grade.
MARTHA J. McPHAIL,—Intermediate Grade.
EUDORA W. GOULD,—Primary Grade.
EDITORIAL.

The publication of The Farmington Normal has been undertaken in response to a very general desire expressed by the graduates for some medium by which they can more fully keep in touch with one another and the school. Any effort to keep alive the delightful friendships of school life, and to foster the spirit of loyalty and love for one's alma mater needs no apology. Such a spirit does not spend itself in mere sentiment, but is a strong incentive to noble living. The undergraduate feels it the moment he enters the school, and it acts as a constant spur to good conduct and earnest effort. The graduate goes out determined to act well his part, often quite as much from love of the school as from any desire for personal advancement. But it needs careful nurture lest it degenerate into mere clannishness. A generous feeling towards other schools, a sincere desire to see and acknowledge the best in others, is the basis of the highest type of school loyalty, and it is only by encouraging that spirit that a school can achieve the best results.

There is also a field not covered by current pedagogical publications in which The Normal may be made to serve a useful purpose, and that is in the treatment of practical educational subjects in a brief and suggestive manner. It can also serve a useful purpose in presenting a summary of the past and present educational history of the State. The educational work of Maine is better correlated than ever before. The relations of high schools, academies, colleges, and professional schools are closer and better adjusted. But there is need of further advance in that direction, and possibly The Normal may help in the work. But its main purpose will be to keep the graduates in touch with the school, with one another, with other schools, and with the best educational thought and practice. To this end it asks the co-operation of the graduates, friends of the school, and all interested in educational progress.

THE MAINE NORMAL.

We have before us as we write, Vol. I, No. 1, of The Maine Normal, December, 1866. The editor was Mr. George M. Gage, the second principal of the school. It is a well-edited, well-printed, and interesting monthly magazine of forty-six pages, "devoted," as
the editor says in the prospectus, "to the family and the school." The name was appropriate, as at that time this was the only Normal School in Maine, and there was no other educational publication in the State. In a measure it was designed to take the place of The Maine Teacher which had been started in 1858 by Hon. Mark H. Dunell, State Superintendent of Public Schools, but it was mainly devoted to the advancement of the Normal School which was then regarded as an experiment.

When Mr. Gage resigned in the summer of 1868 to become the principal of the Normal School at Mankato, Minn., its name was changed to The Maine Journal of Education, and was published in Portland for several years under the editorial supervision of Mr. A. P. Stone, principal of the Portland High School, assisted by a corps of monthly editors. When Mr. Stone removed from the State, his successor, Mr. Albro E. Chase, conducted it successfully until it was merged into The New England Journal of Education.

The "normal idea" is no longer an experiment. Normal schools have demonstrated their usefulness, if not absolute necessity, in popular education. Their proper place in the educational system of the State is generally recognized and respected. There is no need of a magazine to-day to defend the idea of professional training for teachers. In the great progress made in education during the last thirty-five years in Maine, the Normal Schools have been a very important factor.

The Farmington Normal has no need to enter the field so well filled by its predecessor. In December, 1866, there were but one graduate of the school; now the number is 199, of which 283 are teaching in Maine, 128 in other New England States, and 43 outside of New England. Too much praise cannot be given to the pioneers in educational movements, and those of us who follow and reap the rewards of their labors and sacrifices ought not to withhold a generous appreciation of their services. The Farmington Normal School owes much to Mr. Gage and The Maine Normal.

It will be, we presume, of no little interest to our readers to see the table of contents of the first number of The Maine Normal:

The Educational Influences of Home, Rev. W. Warren
Hints to Young Men, A. P. Wright
A Fragment, By a friend
The Chambered Nautilus. Dr. Oliver Wendell Holmes
Reading, L. P. Fortsch, Principal Florence Grammar School, Roxbury, Mass.
Hints to Young Teachers, F. P. Holmes
Communication (in relation to Normal Schools), Amicus
Cheerfulness. Extract from Shakespeare.
English Grammar.-Normal.
Living without Purpose.—Normal.
Poem.—"Murmur Not."

Then there are two and one-half pages of the "editorial department," four and one-half pages of "editorial miscellany," three pages of book notices, and nine pages devoted to a catalogue and circular of the school.

WILTON ACADEMY.

Of the schools that in a quiet way has been and is doing a noble work in the State is Wilton Academy. Shortly after the old Farmington Academy gave its fund, grounds and building for the establishment of a Normal School, a few public-spirited men of Wilton, in 1866, secured a charter and established the school. It was opened in the fall of that year under the instruction of E. H. Cook, A. B., Bowdoin College, '66, assisted by Miss Clara W. Coburn, and Miss Sarah E. Dow, A. B.

In a letter written by Mr. Cook during that term he says: "Although the Trustees did not decide to have a term this fall until two weeks previous to its commencement, yet there are above ninety names on the register already, and it is more than probable that this number will be increased to one hundred before the first half is completed. . . .

This academy is the result of the strenuous efforts of a few men who desire to advance the cause of education in this State, and they deserve the thanks of the county for under-taking and carrying out such a plan. A few have carried the burden thus far, and though they have found it to be a heavy one, yet they have stood up bravely under it, and not one of them regrets to-day the undertaking."

Many of those same men are still living, and with others are handsomely supporting the academy. It ought to be a source of much satisfaction to them to reflect that they have had something to do in educating such a fine body of young men and women as compose the graduates of Wilton Academy.

The present board of teachers consists of Principal Drew T. Harthorne, A. B., Greek, Sciences and Geometry; Miss Edna F. Dascombe, A. B., Latin and French; Miss Lizzie E. Bass, English Literature, Rhetoric, and Commercial branches; Miss Emily C.
THE FARMINGTON NORMAL.

Vaughan, Algebra, History, and English Composition.

The present term closes November 15, and has been in every respect successful. The attendance is seventy. The work in the Lyceum has been of a high order, the base-ball team one of the best for years; the Christian Association has held its meetings regularly, with good interest and attendance.

Principal Harthorne and his skillful assistants are doing a fine work. This we know from visits to the school, and our acquaintance with the graduates.

SCIENTIFIC TEMPERANCE INSTRUCTION.

The friends of temperance instruction in the public schools have not lost courage because of recent attacks upon the soundness of the law requiring such instruction and the quality of the work being done in conformity to it. The experiments of Prof. Atwater, which were hailed with so much delight by the enemies of temperance instruction and of temperance, have been shown to be far from conclusive. And even if he had demonstrated that alcohol is a food, its value, even by his own showing, is so infinitesimal, and the dangers in its use so great, that the position of the advocates of the law has been strengthened rather than weakened. Their cause has also been strengthened by the fact that many of the attacks were so evidently inspired by ignorance and prejudice. The opinions of self-confessed and boastful nullifiers of the law will not go far with sober thinking people.

Whatever teachers may think of the wisdom of the law, it is their plain duty to conform to its requirements as long as it is in force. A teacher, whose success in his profession depends so largely upon his ability to secure obedience to the rules and regulations of school, and the sum of whose duty is to make law-respecting and law-abiding citizens, is the last person in the world to advocate the nullification of the plain requirements of any law, especially of one that aims to secure "sobriety, moderation and temperance."

That the law has not accomplished all that its friends and promoters hoped and prophesied is due, we believe, more to a divine optimism on their part than in any defect in the law.

It is a source of satisfaction that the Farmington State Normal School has faithfully taught "physiology and hygiene with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system," and has striven to send out its graduates strongly impressed with the importance of the faithful performance of every duty imposed upon them by the laws of the State.

AN ALUMNI ASSOCIATION FOR FRANKLIN COUNTY.

Why not a Alumni Association for Franklin County? The value of the alumni of any institution to their "cherishing mother" is greatly increased by organization. Graduates should feel themselves still a very vital part of their school. To be sure they no longer continue, as do the undergraduates, with the exercises of the class-room, but they may be none the less doing the real work of the institution in their own way and place. No institution is wholly localized by building, books, apparatus, or corps of teachers. A part of it goes out whenever a graduate goes to his or her work. It is the spiritual life of a school which must be—and ever be—its chief glory. And the spirit knows no limits of time or place. The graduate is still a part of his school. This sentiment needs to be cherished and encouraged. One person working out alone the ideals of his profession may grow indifferent or discouraged, but an organization which collects many into its membership may revivify their spirit and purpose.

The advantages to school and graduate will be mutual. While the graduate through his Alumni Association comes into a more vitalized life, that life will find expression in a way that will not fail to exalt the school. And further, an organization can do a work...
which no individual can do. Organizations have personality and therefore influence by virtue of their being.

The value of the Massachusetts Alumni Association to the Farmington Normal abundantly illustrates one side of the question. Their loyalty, expressed in the interest they show in the pupils, in their adornment of the school building, in their cordial support given to the teachers, is of the utmost value to the school.

Franklin County has furnished a large number of pupils to the Normal School. It has availed itself well of its peculiar privilege. A moment's reflection reveals the great good fortune of this region in having the school here. It might have been located at Lewiston, or Waterville, or Augusta, or many another place more accessible than Farmington and the center of a larger constituency. The wisdom of locating it here can only be demonstrated by the measure of its support from this section. That support has been liberal in the past, but how much more liberal it might be appears when we discover how many of the teachers now teaching in our county have had no special training whatever.

An Alumni Association might exert a good deal of influence throughout the county for better training and more liberal appropriations for schools. Loyalty to the School and to schools may be fostered to everyone's advantage.

The practical difficulties to such a plan are few. Someone to take hold of it is the first requisite. A county teachers' meeting or Normal reunion, or a specially called meeting would bring together enough to set the ball a-rolling.

The membership should include all resident graduates, who now number no less than 114, and in addition there are 43 others whose homes are here but who are for a part of the year away teaching.

May not so large a number profit by organization? What do the Franklin County Alumni think about it? W. G. M.
New England Normal Association; twice President of the Normal Department of the National Educational Association; State Commissioner from New Hampshire to the Paris Exposition of 1889; member of the National Council of Education from its organization, its President in 1893, and member of its Committee of Twelve on Rural Schools. As he was never in the slightest degree a seeker for place, the holding of these positions may justly be regarded as indicating the respect felt for him by the great educators of the country, who have also testified in other ways to his worth and ability.

Hon. W. T. Harris, U.S. Commissioner of Education, says of him: "Professor Rounds is one of the best-known and ablest of Normal School instructors and lecturers on pedagogy. He is a deep thinker and of a singularly well-balanced mind—full of practical good sense in all that he says and does."

Dr. Emerson E. White, Superintendent of Schools, Columbus, Ohio, says: "There are few educators in the United States who understand school education as well as Dr. C. C. Rounds."

Hon. Henry Sabin, Ex-State Superintendent of Public Instruction of Iowa, speaks thus of Dr. Rounds' institute work: "Dr. Rounds was distinguished as a teacher Dr. Rounds was distinguished by energy, enthusiasm and accuracy. He strongly impressed his personality upon his pupils. He created and sustained a healthy moral tone in every class that entered the school while he was Principal. He could not endure pretence or sham, and dishonest work of any kind he would not tolerate. He never posed for effect, though he very properly 'magnified his calling,' and he was always sincere and honest. He was always positive and aggressive in his work, as all really strong men are, and ought to be. He was strong in his friendships and loyal to his friends, particularly those in his own profession. There was a tender side to his nature, deep and earnest, that was not revealed to every chance acquaintance. Of him we may say as he once said felicitously and beautifully of his long-time friend and fellow-worker, Mr. Woodbury, 'To him belonged the beatitude, 'Blessed are the pure in heart, for they shall see God.' His soul was diamond—the sunlight and the rock; not of perfect water—it took a tinge from the earth on which he dwelt; there were tints but no streaks.' To his graduates we know that he was more than a teacher. From many we have heard expressions of gratitude for his acts of loving thoughtfulness. Many a heart will treasure "That last portion of a good man's life, His little, nameless, unremembered acts of kindness and of love."

There was much rejoicing among his friends when it was known that he had come back to Farmington to live and enjoy the rest so well earned. His pleasant visits to the Normal and encouraging words will be gratefully remembered. We all were looking forward to many years of pleasant companionship, but it was not to be. He has fallen asleep—a good man never dies. All who remember his quick, alert step, his bright eye and earnest speech will feel that for him.

"There is no death! What seems so is transition; This life of mortal breath Is but a prelude to the next, Whose portal we call Death."
conducted by Rev. E. R. Smith, the pastor of the church. The bearers were Dea. J. P. Thwing, Mr. John M. S. Hunter, Mr. E. H. Rice, and Principal Purington. Music was furnished by a male quartet consisting of Capt. Geo. McL. Presson, Mr. Chas. F. Smith, Principal C. M. Pennell of the High School, and Principal Purington.

Changes

This year the unusual has happened. For eight years changes in the regular teaching force of the school have come singly except once, when two teachers resigned at the end of a year. But when school assembled this fall there were three new faces on the platform besides those of the three new model teachers.

Miss Merrill has been connected with the school since the winter term of 1884-5, a longer period than any other teacher except the principal. She spent the school year of 1891-2 in Europe, traveling and studying French and German. After nine more years of faithful and brilliant work she wisely takes another year for rest, travel and study. All those whose privilege it has been to come under her instruction will rejoice that she can give us the benefit for one year of her experience in teaching arithmetic and geography, and of her wide knowledge of the best methods I learned in those studies. She is spending the year with Miss Merrill abroad, and is now in Berlin.

Mrs. Purington takes Miss Merrill's place during her absence. As she is so well known to most of the graduates who will be likely to read the Normal, we may be permitted to omit any formal introduction.

Miss Ella P. Merrill, who succeeds Miss Young, is a graduate of this school, class of 1891, and taught in the model school for a term, and also a year in the public schools of Skowhegan. She taught one year in Charleston Acadany (now the Higgis Classical Institute), where she continued her preparation for college in connection with her teaching. She completed her college fit with her sister, Miss Hortense M., entering Smith College in 1895, and graduating in 1899 with the degree of B. L. For two years past she has been a teacher in the State Normal School, Plymouth, N. H.

Miss Carolyn L. Stone, who takes Miss Swift's place, is a graduate of the Brewer High School, of this school, class of 1898, was principal of the model grammar school for one year, and for two years past an assistant in the State Normal School, New Britain, Conn.

A-Wheel in Europe

I.—From Melrose to Edinburgh.

Our party went from Worksop to Melrose by train, where we arrived at dusk, just a little too late to "see Melrose by pale moonlight," for the little slip of a new moon had disappeared beyond the Eildon Hills; or had Michael Scott's familiar spirit grown rebellious at making ropes of sand and spirited away our fair Luna that we had hoped would give her poetic charm to the ruined Abbey? Full of the witchery of Scott's description, we were prepared for wonders.

After a nice supper, particularly nice after London fare, we sauntered out to see the old Abbey by starlight. It was a fitting hour, in harmony with our knowledge of the history of the ruin, and the long list of dark deeds that led to its destruction. It was indeed grand and gloomy in the dim light. We were glad we could not see clearly the full extent of the ruin. No other abbey in the country has been so well as I was kept, in riding the whole length of the city, which contains about 18,000 people, I do not think I saw a dozen persons that seemed to be loosing. Almost everyone I saw on the streets seemed to be going to church. And this was true of all the country through which I rode.

I did not see a person at work, and not one that seemed riding for pleasure until I reached Edinburgh. I met a great many going to church, most of them walking. There were many beautiful country estates along the way, and all the farms were neatly tilled. I never saw finer fields of oats, many of them over-ripe because a long period of rainy weather had prevented harvesting. A very large part of the farms are tilled by tenants, and it is said that it is very difficult for a man to rent a farm in Southern Scotland unless he is a graduate of an agricultural school, or has served a long apprenticeship with an approved farmer.

Two or three times I got off from my wheel and talked with pedestrians whom I overtook. They were all "canny Scots," willing to talk about America, but not much inclined to give information about themselves. I surprised them to see how many of their friends and acquaintances are in America, of which they spoke with a sort of awe.

All the farms behind me were neat and in good repair, but in some of the small villages there were signs of poverty that it would be quite impossible to duplicate in Maine. The road was excellent, even over the hills south of Edinburgh. I shall not forget the magnificent view that burst upon my sight as I reached the crest of the last hill. To the east the sea and the broad Firth of Forth; ten or fifteen miles away
to the north the spires of the Modern Athens, and far to the north the massive outlines of the Ochil Hills; to the north-west the peaks of Ben Lomond and Ben Ledi just appearing above the green Pentland range. At five o'clock I was in the Modern Athens and realizing my dreams for many years. My route into the city led me by the noble pile of buildings composing the University of Edinburgh, in which I felt a special interest and of which I had read much, across the Waverley Bridge and up the world-famous Princes Street, to my hotel, where I was assigned a room that gave me a fine view of the Gardens, the Scott monument, and the frowning walls of the historic old Castle.

**G. C. P.**

**BOOKS.**

The following books we feel sure will prove helpful to teachers:

New Education Readers, Books 1, 2, 3 and 4; American Book Co., Boston. Very helpful for teachers of primary reading.

The Gullford Speller, Ginn & Co., Boston. Contains valuable matter for word studies and dictionary work.


Ways of Wood Folk, Wilderness Ways, Secrets of the Woods; Wm. J. Long; Ginn & Co., Boston. The following books we feel sure will prove helpful to teachers: 4; American Book Co., Boston. Very helpful for teachers of primary reading.

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C. H. Foster.

So when a great man dies.

For years beyond our ken,

The light he leaves behind him lies

Upon the paths of men.

Longfellow.

To educate a child perfectly, requires profound thought, greater wisdom, than to govern a State.

Channing.

A brave, able, self-respecting manhood is a fair profit for any man's first thirty years of life.

Theodore Winthrop.

The reward of one duty is the power to fulfil another.

George Eliot.

Nothing great was ever achieved without enthusiasm.

Emerson.

Whatever is worth doing at all is worth doing well.

Lord Chesterfield.

Make thy life one brave endeavor, one grand, sweet song.

 Kingsley.

The first virtue is to temper well thy tongue.

Chaucer.

Honest work for the day, honest hope for the morrow.

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Self-conquest is the greatest of victories.

Plato.

Charity—gently to hear, kindly to judge.

Shakespeare.

The blue of heaven is larger than the cloud.

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The duties of life are more than life.

Charles Summer.

After-wits are dully sought.

Let the fore-wit guide thy thought.

Swinburne.

My strength is as the strength of ten,

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Tennyson.

Education is a better safeguard than a standing army.

Edmond Everett.

As one lamp lights another, no grows less,

So goodness kindleth nobleness.

Lowell.

To be trusted is to be saved.

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Kind words do not cost much.

Pascal.

The greatest and sublimest power is often simple patience.

Bushnell.

**ORTH OF THE FARMINGTON NORMAL.**

**LOVE, HOPE, AND PATIENCE IN EDUCATION.**

Our war-yared childhood wouldst thou hold firm rule, and sun shine in the light of happy faces; Love, Hope, and Patience, these must be thy graces, and in these three last let them first leap school. For as old Atlas on his broad neck places Heaven's starry globe, and there sustains it, so Do those sphere the little world below Of Education—Patience, Love, and Hope.

Mcbeth's, I see thee grooped, in solemn show; The strewed reared arms spreaded, the palms acrope, and those raising, that as dawn they flow, Distinctly blend, like snow embossed in snow.

O part them never! If Hope peacethé lie,

Love too will sink and die.

But Love is subtle, and death proof derive

From her own life that Hope is yet alive; And language with soul transmogrifying eyes, And the soft murmurs of the mother dove,

Woo back the fleeting spirit and half-supplies;—

Then Love repays to Hope what Hope first gave to Love.

Yet plainly there will come a weary day,

When overtasked at length

Both Love and Hope beneath the load give way.

Then with a statesman's smile, a statesman's strength, Stands the mister sister, Patience, nothing loth, And both supporting does the work of both.

N. C. Coleridge.

**AN OLD GERMAN TOWN.**

Outside the ordinary route of the tourist in northern Germany lie many small towns that present great attractions to the traveler who has the good-fortune to make their acquaintance. Of these, one of the most ancient and interesting is Goslar, the town on the Gose, as the name indicates, situated at the foot of the Ram- melsberg, on the north side of the Harz Moun-

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**THE FARMINGTON NORMAL.**

In 1206 Goslar was captured and overturned by Otho IV., but gradually recovered from this misfortune, and when later it joined the Hanseatic league, a period of great prosperity began that reached its zenith at the beginning of the 16th century. The mines in the mountains yielded rich supplies of silver and copper and brought much wealth to the city, which became a center of trade for the surrounding country, while its fortifications were enlarged and strengthened, making it an almost impregnable fortress. The bustling, stirring life of the old town at this period must have been full of interest. Heavily loaded freight waggons, guarded by bands of soldiers for protection against highway robbery, carried wares from town to town, while the inns, which were the halting-places for travel through the country, brought together people of all conditions, and were often the scenes of rough encounters and riotous amusement. Goslar suffered much from the thirty years' war and from that time its importance declined. But evidences of its old prosperity are still preserved in its medieval architecture, and its popularity as a place of residence is steadily increasing because of its beautiful and healthful location. To us, fresh from the life and surroundings of a New England town, the long-established customs and quaint buildings are a constant source of interest and delight, and we are glad to have a part for a few weeks in the free and quiet life that seems so far withdrawn from that which we have left behind.

The center of the town is the market-place, a large, open square, roughly-paved, surrounded by stately buildings. Here, each Friday morning, the country people drive in with large, covered wagons, loaded with fruit and vegetables, which are piled in baskets or spread upon the pavement, while the German housewives, followed by maid's carrying baskets and bags, bargain for the week's supply. In earlier times, when the watchmen in the towers gave warning of the approach of an enemy, and the great "storm-bell" had sounded the alarm, this square was the meeting-place for the burghers, who assembled, hastily armed, for the defence of the city. On one side stands an old guild-house of

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the 15th century, now an inn, adorned on the
front with roughly-carved statues of the early Ger­
man emperors. From its porch, irregular roof,
covered with slate, project numerous windows,
surrounded by little towers. Close by stands
the old market church with two tall towers rising
over the roofs of the city. It was formerly sur­
sounded by a burial ground, long since removed
so make room for the narrow streets and build­
ings that crowd about it, of which one relic still
remains. In the front wall of the church is
embossed a single stone, placed there, perhaps,
by some wealthy citizen, whose name is in­
scribed upon it, on which may still be faintly
traced the nameless record of a short life :

A GOOD DAUGHTER,
Anton Heinrich Meyer.
8, 1806.–d. 1826.
Root here in hope of the resurrection.

Following one of the narrow streets which
diverge from the market-place, we come to an
old, stone building, with arched entrance and
irregular windows, the Great Holy Cross, for­
merly a cloister and now used as an almshouse
for old women. The large, dimly-lighted hall,
which we enter directly from the street, is paved
with rough, uneven stones, while above and be­
tween them are vigorous tree trunks, and from
the lower narrow gallery that runs along the sides,
are the cells of the monks, now used as sleeping­
rooms by the old women. Each is lighted by a
small window, built deep into the wall, and can­
not be heated. The stone walls seem cold and
bare, but the furnishings, though simple, are
comfortable, and we are glad to see that each
bed is supplied for its outer covering with a
fluffy feather-bed, so essential to the German
idea of warmth and comfort. A large living­
room, which is warmed in winter, adjoins the
hall, and in the kitchen stewpans of various sizes
are served the same purpose to-day. It is little won­
ter that the streets were regarded only as thor­
oughfares and that the attractive side of the
streets to and from the large pastures upon the
mountain-sides. As these are not separated by
fences of any kind, the herdsmen must remain
with their herds during the day, and bring
them back to the city at night, following after
them with their long whips and faithful dogs.
As the cows find their way from the streets to
their separate sheds, they sometimes pass
through the front door of the house, as affording
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kind, and as the hour grows late the few pedes­
trians disappear. We can easily believe that
the town is taking a Rip Van Winkle nap, and
will never wholly awaken from that past, whose
grandeur of the city, but it has been so well
preserved that only the old chapel at the end,
where the heart of Henry III. is buried, bears
evidence of its age. The large hall of the pal­
cince has been recently adorned with beautiful
fringes, representing scenes in German legend
and history.

The houses which line the narrow, winding
streets are good examples of the timber archi­
tecture that prevailed in Germany from the 15th
to the 17th century. The framework of heavy
beams is filled in with plaster or brick, and is
often made conspicuous by being painted a
darker color than the plaster. The upper stories
frequently project over the lower and wood­
carving is freely used in quaint and grotesque
designs with inscriptions of a religious character.
On the better buildings the carving is often
painted in bright colors and the inscriptions are
in gilt. Slate, which abounds in the mountains,
is frequently used for the walls of buildings, as
well as for the steep, irregular roofs, which have
many small, projecting windows. In the oldest
houses the front door often opens directly into
the living-room, the floor of which is frequently
lower than the level of the street, and the passer­
by gets many glimpses of the quaint interiors.
In former times the street door was usually left
open, while in the passage within was another,
so divided that the upper half could be opened
to admit light and air to the interior, while the
lower half was closed to prevent the entrance of
the cows, sheep and swine that wandered freely
about the streets. Channels for drainage ran
down the middle of the streets, and serve the same purpose to-day. It is little won­
ter that the streets were regarded only as thor­
oughfares and that the attractive side of the
house looked into the little court in the rear,
shut in by the walls of surrounding buildings;
but too troublesome occupants of the neighborhood.

Among the most interesting features of the
town are the remnants of the old fortifications,
dating from the time when Goslar was defended
by rams and moats and surrounded by
strong inner and outer walls, strengthened by
massive towers. Fine promenades, sheltered
by large trees, are built along the top of the
parts of the outer wall which still stand, and
the height and width of these walls give one
idea of the solidity of the structure below.

The 180 towers, large and small, that once
surrounded the city, seven round ones still remain,
strong and impregnable, built while four semi-circular
towers, or "holf-towers," are attached to the
inner wall. These towers still serve various
purposes. One of them has been converted
into one of the finest hotels in the city, while
others have been made into restaurants or inns
or are used for storehouses. In old times when
some rebellions prince deserved punishment, he
was often compelled to build such a tower,—a
heavy penalty, requiring the expenditure of large
sums of money and a vast amount of time.

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The daily life in the streets of the town, in
its most familiar aspects, is new and interesting
to us. Everywhere we meet working women,
bareheaded, with immense baskets strapped to
their shoulders, carrying merchandise, vegeta­
tables, fagots, or long loaves of "black bread."5
Some carry large milk-cans suspended from the
shoulders by a heavy wooden yoke. Years of
heavy toil have stunted their growth, and they
are often wrinkled and bent, but walk with
a strong, sturdy gait.

Small carts, drawn by men or women, and
often with the assistance of a dog, are used
largely for carrying merchandise. If it is Sat­
urday, or "wood-day," small wagons, loaded
with wood, may be seen coming down from the
mountains, for on this day the poor people are
allowed to gather the waste wood in the forests,
and thus lay in their winter supply.

As soon as school is dismissed, at eleven o'clock,
the streets are thronged with children, all,
even the youngest, carrying their books in
knapsacks strapped on their backs. We have
seen some of them in the school, and every now
and then some little maiden drops us a sudden
little courtesy. There is a fine gymnasium here
in which are several hundred boys, who wear
some distinguishing dress is always noticeable
in a foreign town. Soldiers, young men who
are serving their turn in the army, are to be met
at every turn, and all of them wear striking uni­
forms. Foresters may be distinguished by their
suits of a soft, peculiar green, and the little
feather worn in the felt hat. The Sisters of the
Sick go quietly through the streets in long black
chokes and white caps, and a pastor may some­
times be seen hurrying along in his black gown
and starched ruff. On Sundays the peasant­
women come to church from the surrounding
farms, with large kerchiefs of spotless white,
or of black embroidered with bright flowers, tied
over their heads.

At seven in the morning and about the same
hour in the evening the continuous tinkling of a
great number of cowbells may be heard. The
herds of cows are passing through the narrow
streets to and from the large pastures upon the
mountain-sides. As these are not separated by
fences of any kind, the herdsmen must remain
with their herds during the day, and bring
them back to the city at night, following after
them with their long whips and faithful dogs.
As the cows find their way from the streets to
their separate sheds, they sometimes pass
through the front door of the house, as affording
the most convenient access. Flocks of sheep
and goats are also pastured in great numbers
upon the mountains, but frequently remain there
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will never wholly waken from that past, whose
associations it has so long and so well preserved.

M.

THE FARMINGTON NORMAL.

FAITH, HOPE AND LOVE.

FAITH.
O teacher, wedded with the noise
And feet of careless girls and boys,
Have Faith; thy task would lighten grow
Couldst thou but feel and surely know
The strength Faith will on thee bestow.
Of sturdy manhood, woman's grace,
Their bosom ways may uncurse or trace.
Of autumn tints and the light that lies
On all our hills Blue sunset skies,
Lost spring gave but faint prophecies.
BASKET BALL.

In these days when physical training is recognized as an essential accompaniment of mental and moral training, a well-equipped gymnasium is necessary a part of a Normal School building as recreation rooms.

The necessity of having some room where effective physical training could be given has long been felt, but has only recently been satisfied. When the new building was erected, a large pleasant room in the basement was fitted up as a gymnasium. It is neither more than sixty by thirty feet, contains a piano, and is supplied with dumb-bells, wands, and hoops. Each class is required to devote two periods a week to gymnastics. The work consists of various exercises and simple games.

In addition to this class work we have to have, this year, basket ball teams which will play outside of school hours.

Basket ball was invented about January, 1892, for the Y. M. C. A. Training School at Springfield, Massachusetts, and was intended primarily to be an indoor game for men. It has gained steadily in popularity and is now played in nearly all colleges for men as well as in various athletic associations all over the country.

But directors of gymnasias for women were quick to see how admirably it was adapted to their work, and it was at once introduced into many physical training schools and colleges for women. Experience soon showed, however, that the game as played by men had one objectionable element, its tendency to roughness, and certain modifications have been made, which have not in the last impaired the interest of the game.

It may be interesting to those unacquainted with basket ball to know the principal points of the play. The ball used resembles a foot-ball, but is round, and about thirty-two inches in circumference. Any ground containing not more than 3000 square feet may be used. This is divided into three sections, no player being allowed to cross the lines of her section. In the middle of each end of a basket is placed ten feet from the ground. The object in the game is to throw the ball into one's own basket as many times as possible, and at the same time to prevent the opposing team from scoring in a similar manner. There are from five to nine players on each team. Those in the middle section are called centers; those in the section containing the home-basket, guards; those in the section containing the opponents' basket, forwards.

The ball is thrown by the referee to the centers, passed by them to the homes, and so into the basket. No player may hold or push an opponent; the ball must not be snatched or batted from the hands of an opponent; it must not be kicked, nor struck with the fist, nor can it be held more than three seconds. No player may run with the ball. It must, then, be thrown, and that quickly, and while it is in the air an opposing player may, by her superior quickness or skill, succeed in getting it and passing it to her own basket. A violation of any of these rules constitutes a foul, and entitles the opposing team to a throw for the basket, without interference, from a distance of fifteen feet.

It is impossible to give, by any description of the game, an adequate idea of the interest excited by it, or of the training which it gives. It gives to women the vigorous exercise which men get from their foot-ball, base-ball, and field and track athletics. It requires quickness and alertness of body and mind, ready judgment, coolness, endurance, and self-control. And it has been demonstrated again and again that a rapid, vigorous, exciting game can be played without roughness, and without loss of dignity, or courtesy, or any of those qualities which the womanly woman desires to possess. 

E. P. M.
1888, Eliga B. Luce, 61 School St., Everett, Mass. Mabel Sylvester-Gubian visited her old home in Farmington in August. Alice M. Me. Lively Institute, Cumberland Center, Me.


1890, Elizabeth L. Haley-Bean, 22 Church St., Calais, Me. John W. Adams, married Oct. 28, 1901, C. Elizabeth Smith, N. Chatham, N. H.


1897, Mamie Bennett,—teaching ungraded school, Bar Harbor. Alma G. Faught,—teaching in Wellington.

1898, Martha T. Bailey-Leeman, Woolwich. Leila A. Barbour, after a year’s rest, has accepted her old position as an assistant in the Brewer High School. Minnieola Cloos,—assistant in Oak Grove Seminary, Vassalboro.

1899, Grace S. Beals-Kimball, Wayne, Me., visited the Normal in September.

1900, Edith V. Corliss,—8th grade North School, Waterville. H. Mabel Perkins, married Sept. 24, 1901, to Lee M. Rowe, Bryant Pond.
1900.
Myrtie E. Abbott,—teaching at home. Recently visited the Normal.
Edwina M. Banks,—teaching at home. Visited the Normal.
Winifred M. Beck,—principal of Grammar school, East Winthrop.
Bertha M. Bridges,—second Grammar grade, Presque Isle.
Grace M. Goodwin,—principal of grades 1, 2, and 3, Bar Harbor Training School.
Ethel Jenks,—principal of grades 4, 5, and 6, Bar Harbor Training School.
Martha C. Marsh,—Primary school, Orono.
H. Roberta Stubbs recently visited the Normal.
Edith H. Vinal,—Primary school, S. Acton, Mass.
Alice L. Wardwell,—visiting in California.
Alma G. Warren,—Primary school, Fairfield.
Gertrude A. Williams,—Grammar school, S. Acton, Mass.
Irving Heath, married, July 2, 1901, Mrs Mattie Hodgkins of Farmington.
Omer A. Jennings,—attendant at insane asylum, Augusta, Me.
Ivan J. Leonot visited the Normal recently.
Fred L. Varney,—principal of Grammar school, Montague, Me.

1901.
Genieve R. Barrows,—Primary school, Milan, N. H.
Florilla M. Bishop,—assistant M. C. I., Pittsfield, Me.
Clara F. Capen,—Primary school, Eastport, Me.
Vesta E. Chadwick,—5th grade, Winchen dow, Me.
Mattie P. Clark,—Primary school, Waterville, Me.
Nina L. Davee,—principal of Grammar school, Topsham, Me.
C. Evelyn Eldredge,—principal of Grammar school, Bowdoinham, Me.
Della L. Foss,—7th grade, Garfield School, Skowhegan, Me.
Eva M. French,—at home. Will go South this winter.
Minnie B. Frost,—3rd grade, Fort Wayne, Ind.
Annie P. Fuller,—teaching in Smithfield, Me.
Elizabeth R. Gillette,—7th grade, Quincy, Mass.
Bertha L. Goggin,—ungraded school, Oldtown, Me.
Endora W. Gould,—primary model school in Farmington State Normal School.
Lubelle M. Hall,—assistant in Lee Normal Academy, Lee, Me.
Lillian F. Harlow,—1st, 2nd, and 3rd grades, Bar Harbor, Me.
Mabel E. Harlow,—4th, 5th, and 6th grades, Bar Harbor, Me.
Dora M. Hillman,—Primary school, N. Lubeec, Me.
Josie M. Holman,—taking lessons in painting.
Mabel E. Hunter,—at home.
Edna M. Lovejoy,—teaching in New Sharon, Me.
Jennie A. Manter,—teaching in Madison, Me.
Emily McFadden,—teaching in Flagstaff, Me.
Ethel L. Morrill,—4th grade, Academy Street School, Skowhegan, Me.
Mary E. Odell,—teaching in Bigelow Pt., Me.
Maud W. Parker,—1st, 2nd, and 3rd grades, Yarmouthville, Me.
Winifred M. Pearson,—principal of Grammar school, South Norridgewock, Me.
Ethel M. Purinton,—2nd grade, Berlin, N. H.
Clara E. Purvis,—primary grade, Presque Isle, Me.
Louise W. Richards,—grammar model school, Farmington State Normal School.
Mary T. Simons,—ungraded school, St. George, Me.
Lucy W. Smith,—primary school, Vinalhaven, Me.
Laura W. Street,—teaching in Ferris Industrial School, Marshallton, Del.
### Normal Notes

The Model Schools number 108. Leap-frog is becoming popular. Ask the F boys.

Miss Nelson was called home last week by the death of her grandmother.

Scene—basket ball game. An echo: "She lugged it, Miss M., she lugged it."

The Hallowe'en ghosts were few but substantial. They failed to find "the Professor."

The F class has elected class officers: Pres., E. A. Williamson; Sec'y, Clara A. Eastman.

One says that when H. and S. meet there is "Not much talk—a great, sweet silence."

Miss Irene Higgins is back in school. It has been a sad vacation, as her mother passed away there is "Not much talk—a great, sweet silence."

The autumn foliage was never finer.

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### TEAMS

#### No. 1

Captain—Mary M. Bickford.

Forwards—Annie W. McLeary, Ella B. Russell.

Backs—Mary B. Bickford, Mary M. H. Milliken.

Center—Bertha M. Tobey, Olive E. Titcomb, Mary R. Carsley.

#### No. 2

Captain—Beatrice L. McMurray.

Forwards—Beatrice L. McMurray, Grace A. Martin.

Backs—Helen A. Adams, Ethel M. Tracy.

Center—Helen M. March, Etta M. Sawyer, Lola H. Durrell.

#### No. 3

Captain—Harold E. Beane.

Forwards—Percy J. Look, John W. H. Young.

Backs—Harold E. Beane, F. Wilbert Bibeau.

Center—Chas. H. Holman.

The school had the privilege of listening to a fine concert by the Blanche M. Harrington Concert Company, at Normal Hall, on the evening of September 5. Mrs. Sampson was assisted by her husband, Mr. A. L. Sampson, clarinettist; Miss Priscilla Alden, violinist; Miss Althlane Sampson, soprano soloist; and Miss Florence Wade, pianist and accompanist. Mrs. Sampson—Blanche M. Harrington, '86,—read as charmingly as ever, and was particularly happy in her rendering of "The Other Wise Man."

Mr. Sampson is one of the finest clarinet players we have ever heard, and was particularly fine in Rubenstein's Melody in F. Miss Sampson has a sweet voice which she uses well. Miss Alden's playing was very fine, showing the effect her recent study in Boston, and Miss Wade's accompaniments and solos were light and graceful. All the members of the company, except one, have been students in the Normal.

In the afternoon the school marched in a body to the Old South church to attend public memorial services. Other organizations participating were Pilgrim Commandery, No. 19, K. T., E. C., Levi G. Brown; Hoyt Cadets, Co. K, M. V. M.; Capt. Geo. McIl. Presson; and John F. Appleton Post, G. A. R., Maj. S. Clifford Belcher in command. A fine eulogy on the life and character of Mr. McKinley was delivered by Mr. Mallett.

The fall term has opened very pleasantly. The musical note for admission—seventy-six—is gratifyingly large, and of high average ability. Only one class larger has ever applied for admission. Their work so far has been highly satisfactory. Below are their names and the schools from which those who are graduates have received diplomas.

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<th>Name</th>
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The Fall term of Castine State Normal School opened under very encouraging conditions. There is a total membership of 130, and the entering class numbers 44 pupils. In 1900 the total attendance at the school was 125. There are two new teachers in the corps of instructors, one of whom, Miss Hoffman, is a graduate of the Boston Normal School, and also of Boston University. The other, Miss Mudget, is a graduate of the New Hampshire Normal School, and has had two years' experience in Wellesley College.—N. E. Journal of Education.

Leavitt Institute is one of the younger schools of the State that is rapidly coming to the front. It was established in 1896 by the gift ofJames Madison Leavitt of Brooklyn, N. Y., a native of Turner. Its first term was opened in the spring of 1897, and the school was incorporated Feb. 15, 1901. It has a fine building, a high school preparatory course, English course, Latin Scientific course, College-preparatory course, and Normal course. Its teachers are Leland A. Ross, A. B., principal; Louise Rounds, A. B., Georgia M. Knapp, A. B., Alice Bonney Pratt, Ella M. Leonard, Addie Day, assistants. Miss Pratt, F. S. N., '93, has charge of the Normal department. The attendance for the present term, which closes November 27, is

School News.

Bridgton Academy has an attendance of about 90.

The Maine Pedagogical Society will meet at Augusta.

The Farmington High School numbers 108, with 13 in the graduating class.

The University of Maine has one of the largest entering classes in its history.

Franklin County Educational Association will meet at Farmington November 15 and 16.

President White, the new head of Colby College, is creating a very favorable impression wherever he speaks.

Principal Frank E. Russell (F. S. N. S., '96), of East Corinth Academy, is rejoicing in a fine new building, and the prospect of an endowment.

Anson Academy closes a prosperous term with an attendance of 65 students.

Bar Harbor was fortunate in securing Principal A. M. Thomas for the vacancy caused by the resignation of Principal Keyes.

Fryeburg Academy has 62 pupils in attendance. Miss Mabel Winn resigned at the end of last year and her place has been filled by the election of Miss Louise Williams. The new dormitory will supply a long felt want.

The Penobscot Valley Alumni Association of the University of Maine will tender a farewell banquet to President A. W. Harris, November 22. The departure of Dr. Harris will be a loss to the State as well as to the university. Through his efforts the equipment and attendance of the institution have been largely increased.

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Bath High School has over 200 pupils this year. The city has just established a manual training school. It is expected that about 300 pupils will receive instruction in it.

Coburn Classical Institute opens prosperously with an attendance of 126. They have two new teachers: David S. Wheeler, in the department of science, and Elvin L. Allen in the department of mathematics. Mr. Wheeler is a graduate of Boston University, and has taken science courses at the Institute of Technology and Harvard University. Mr. Allen is a graduate of Colby College.

Higgins Classical Institute has an attendance of 112. Great interest is felt in the erection of the new buildings. The dormitory will accommodate one hundred students. The new institute building is of brick, 110 feet by 60 feet, three and one-half stories high. It contains a library, a chemical laboratory, a physical laboratory, and an assembly hall, in addition to the class-rooms. When the buildings are completed the total value of the school property will be $40,000.

Herborn Academy reports an attendance of 152. The teaching force has been increased by the addition of A. L. LaPerriere, A. B., Bowdoin, 1901. His specialty is French, and the school is now able to give a two years' course to those who wish to enter college without Greek.

With the magnificent new dormitory and fine school buildings it would seem as if art had combined with nature to make the ideal environment for a school. Long live Herborn, the home of pleasant memories.

The second annual meeting of the Maine Association of Colleges and Preparatory Schools was held in Augusta October 25 and 26. President Wm. DeWitt Hyde of Bowdoin College is president of the association. Prof. H. E. Estabrook of the University of Maine made a report for the committee on legislation which was discussed by President Chas. L. White of Colby College. Prof. Leonard of Bates College reported the organization of the Maine Modern Language Association. Other prominent educators present were Principals Chase of Portland, Perry of Westbrook, and White of Hanger; Professors Woodruff of Bowdoin, and Harrington of University of Maine.

The Edward Little High School is now the second in size in the State, and so crowded that a large addition is to be made to the building. Principal Moody is doing a fine work, and well he may, for he has the very best of material to work with. No better young people can be found in any city in Maine than Auburn boasts of. We spent two delightful days in that school and know whereof we speak.

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Pleasantries.

How much wood would a woodchuck chuck, if a woodchuck could chuck wood? He would chuck as much as a woodchuck could, if a woodchuck could chuck wood.

When Longfellow was presented to Mr. Longworth of Cincinnati, the latter remarked, "There is no great difference in our names." "Yes," replied Mr. Longfellow; "but worth makes the man, the want of it the fellow."

One day a number of children in the parlor were talking over the difficulty Adam must have had in finding names for all the animals. The littlest girl did not speak for some time, but when she did she said, "Except with the hog. Anybody would know what to call that."

Here are some examples in which the child, has been asked to define the meanings of words with such results as: "Alias, a good man in the Bible; ammonia, the food of the gods; emolument, a headstone to a grave; eschatist, one who plays chess; iperac, a man who likes a good dinner."

This is a story told by Bishop Clarke of Rhode Island. Bishop Doane is a man of great dignity. A brother clergyman once said to him, "William, it's too bad your official seat is not at Buffalo." "How so?" queried the bishop. "Why, then people could call you Buffalo Bill."

—Boston Home Journal.

Mrs. O'Hara: "Faith, 'tis an ilegait job me man has now, Mrs. McClune. "Tis a night-watchman he is." Mrs. McClune: "And how in the wurld do you call that an ilegait job, Mrs. O'Hara?" Mrs. O'Hara: "'Why, sure, he sleeps all day, an' that saves his board; and he works all night and that saves his lodgin'."

A Yorkshire M. P., noted for love of punctuality and lack of humor, is superintendent of a local Sunday-school. A few Sundays back he had the pleasure of making the following announcement: "Dear fellow-workers and children, out of the entire school only one person is absent to-day, little Maggie. Let us hope that she is ill."—Christian Life.

Examination answers: "Boadicea was a lady who had trouble with the Pope." "The Author of the Breakfast Table!" was written by R. W. Emerson, and its general plan is to produce perfect etiquette at table." "Persiphone was the gardess of the gates of Tartarus. She is said to have been girded with a mantle gored with blood."

"Spell ferment and give its definition," requested the teacher. "F-e-r-m-e-n-t, to work," responded a diminutive maiden. "Now place it is a sentence, so that I may be sure you understand its meaning," said the teacher. "In the summer I would rather play out-of-doors than ferment in the schoolhouse," returned the small scholar.—Wisconsin Journal of Education.

Enough for One Day.—"O mother," cried a youngster who had been visiting an elder brother in school, "I learned lots to-day." "What was the thing you learned?" asked the parent. "I learned in the 'rithmetic class," was the reply, "that the square of the base and perpendicular of a right-handled triangle is equal to the sum of the hippopotamus."—Chicago Tribune.

A correspondent says: "In a line with the many definitions by the 'little folks' found in the column of Pleasantries, here is one of drawing by a six-year-old. Little Dorothy had been intently watching her brother, an amateur artist, blocking out a landscape in his sketch-book. Suddenly she exclaimed, 'I know what drawing is.' 'Well, Dot, what is it?' 'Drawing is thinking, and then marking round the think.'"

Bret Harte is so frequently complimented as the author of "Little Breeches" that he is almost as sorry it was ever written as is Col. John Hay. A gushing lady said to him once, "My dear Mr. Harte, I am so delighted to meet you. I have read everything you ever wrote; but of all your dialect verses there is none that compares with your 'Little Breeches.'" "I quite agree with you, madam," said Mr. Harte, "but you have put the little breeches on the wrong man."—Argonaut.

Farmington State Normal School.

PURPOSE OF THE SCHOOL.
To give a professional preparation to the teachers of the public schools.

CONDITIONS OF ADMISSION.
Age.—Gentlemen must be seventeen years of age, ladies sixteen, before entering.
Character.—Candidates must bring a certificate of good moral character from some responsible person.
Obligation.—Pupils admitted to the School are required to sign an obligation to faithfully observe all its regulations, and also to teach in the public schools of the State as long a time as they shall have been connected with the school, or pay tuition at the rate of $10 per term.
Scholarship.—To be admitted, candidates must pass a satisfactory examination in Reading, Spelling, Arithmetic, Grammar, Geography, Physiology and Hygiene, and Algebra.

ADMISSION WITHOUT EXAMINATION.
By vote of the Trustees, the following persons will be admitted without examination upon the presentation of the proper certificates:
1. College graduates.
2. Graduates of high schools, academies, seminaries, and other secondary schools, having courses of study covering four years and fitting for college.
3. All persons holding state certificates of any grade.

THREE COURSES.
Course of Study for Two Years:
Advanced Course — Academic.
Advanced Course — Professional.

EXPENSES, ETC.
Each pupil pays an incidental fee of $1.50 at the beginning of each term.
Tuition is free to pupils of the required age who take the regular course of study and pledge themselves to teach in the public schools of Maine for as long a time as they remain connected with the Normal School. Others pay a tuition of $10 per term.
Text-books are free for the first four terms, except those that are purely professional or literary. Each student should bring a Bible and a Dictionary, and for reference, any text-books that he may happen to have.
Board can be obtained from $2.75 to $3.00 per week. Table board, $2.00 to $2.25 per week.
Furnished rooms, without board, at reasonable rates.
Ex Rooms for self-boarding, each accommodating two persons, furnished with table, chairs, wash-stand, stove, bedstead, mattress, students furnishing other articles necessary, can be obtained for $1.00 per week.
Scholars, by clubbing together, doing their own work and having a part of their food sent from home, can largely reduce their expenses, frequently bringing their total expenses in connection with the School below $25 per term.
The Principal will gladly make all arrangements for board or rooms.
For catalogue giving names of graduates and the positions they hold, for table showing order and arrangement of studies, or further information of any kind, write to the Principal,
GEO. C. PURINGTON.
CALENDAR.

FALL TERM, 1901.
Begins August 27, Closes November 21.

WINTER TERM, 1901–2.
Begins December 10, Closes February 27.

SPRING TERM, 1902.
Begins March 18, Closes June 12.

FALL TERM, 1902.
Begins August 26, Closes November 20.