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Farmington State Normal School

University of Maine at Farmington

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THE FARMINGTON NORMAL

Vol. 1 * No. 2

DECEMBER, 1901

Entered at Post-Office at Farmington, Maine, as Second-Class Mail Matter

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, Physiology, Calisthenics.

KATHARINE E. ABBOTT.
Geometry and Drawing.

ELIZA T. SEWALL.
Algebra, Orthography.

MRS. M. T. WADE.
Vocal Music.

Principal of the Training School.

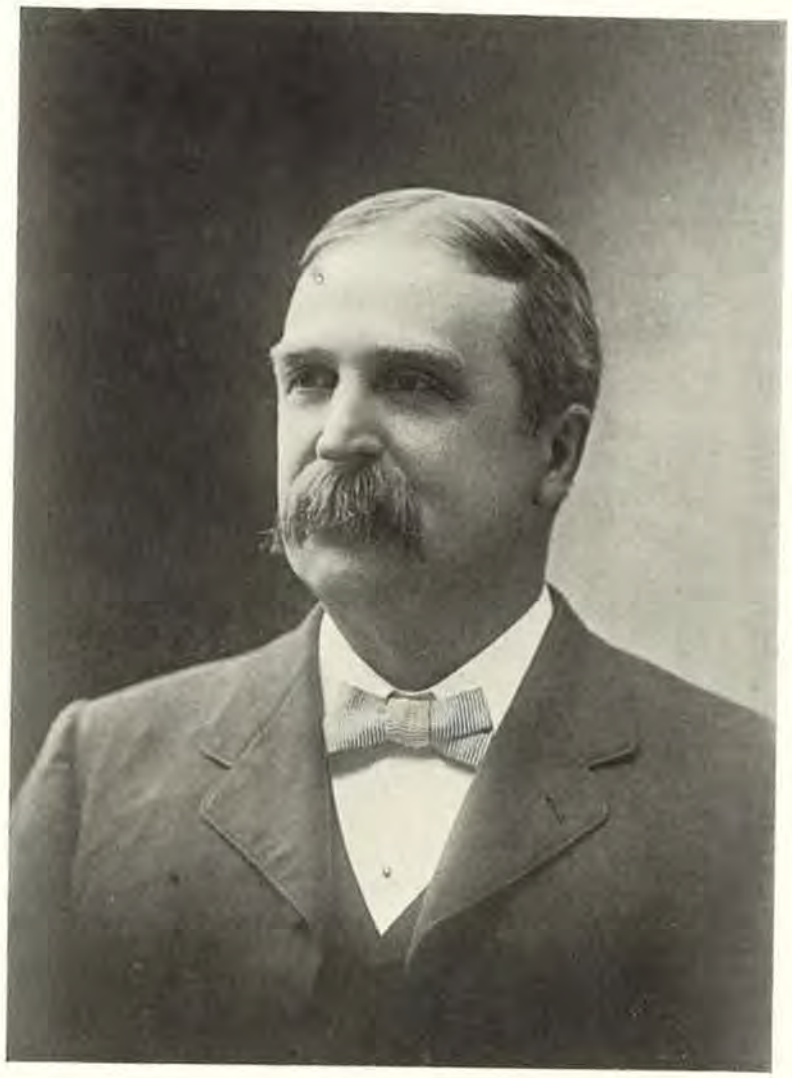
LILLIAN I. LINCOLN.
Psychology and Methods.

Assistants in the Training Schools.

LOUISE W. RICHARDS,—GRAMMAR GRADE.

MARTHA J. MCPHAIL,—INTERMEDIATE GRADE.

EUDORA W. GOULD,—PRIMARY GRADE.



W. W. STETSON,

State Superintendent of Public Schools.

The Farmington Normal.

VOL. I. FARMINGTON, MAINE, DECEMBER, 1901. NO. 2.

THE FARMINGTON NORMAL.

SIX NUMBERS A YEAR.

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PRIN. GEORGE C. PURINGTON.

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EDITORIAL.

IT seems unfortunate in one respect that the Normal graduation comes so early in the summer, for many of the graduates, who would naturally be among those most eager to attend, cannot do so because of work incident to the close of the year in the schools in which they are teaching. Miss King of '97, and Miss Bacon of '98, have made a joint suggestion that is worthy of serious consideration, which is, that a general reunion be held in Farmington during "Old Home Week." It would be of material assistance in determining the feasibility of this scheme if the readers of THE NORMAL would write to the Principal expressing their opinions. In case a goodly number approved, he would gladly take upon himself the task of ascertaining the opinions of the entire graduate body, and if the replies were of such a nature as to warrant the expectation of a good attendance, he will make all the necessary arrangements for board, excursions and literary exercises. It would seem that a reunion at such a time and of such sort ought to bring together a large number of the graduates. The time of year is eminently favorable. Those who have been teaching will have recovered from the fatigue of the year's work, those who have been in attendance at summer schools will have finished their work, and those who are engaged in business will be ready for a vacation.

There are many reasons independent of school associations why the graduates should come back to Farmington for a vacation. It has already become quite a favorite place in which to spend a few quiet weeks, and were its advantages as a summer resort better known it would soon attract a large number of visitors. So far almost the only effort made has been to advertise its fish and game. But the sporting class is ephemeral, and not for a moment to be compared with the solid and substantial class of people who want a place where they may find beautiful scenery, and can get good water, and good air in abundance with pleasant social and religious surroundings. Farmington is pre-eminently that sort of place. Delightful excursions that the older graduates never dreamed of can be planned for many days, and with the Normal for a casino mornings and evenings, a week would pass like a pleasant dream. The new

railroad to Waterville will be completed next summer, bringing several attractive places into easy reach. A day each at Belgrade ponds, Varnum's, Clear Water, Old Blue, and at Rangeley, would satisfy the most tireless pleasure-seeker. We earnestly hope that the suggestion that the Misses King and Bacon have made will receive a favorable and ready response from the graduates.

WE hope our readers will pardon us for the delay in getting out this second number. The vacation, when the copy should have been prepared, was so crowded with unexpected work that it was impossible to prepare it, and the extra work entailed by the largely increased attendance this winter has made progress so slow that one cannot help being reminded of Pope's characterization of "a needless Alexandrine,"—

"That, like a wounded snake, drags its slow length along."

We can promise, and trust our promises will prove

"like Adonis' gardens,
That one day bloomed, and fruitful were the next,"

that numbers three and four will follow closely after this number. In number three we shall present pictures of Hon. J. W. Fairbanks, the local trustee of the Normal School, Mr. W. G. Mallett, the entering class for this term—winter of 1901-2—and of Leavitt Institute, Turner, Me.

IN pursuance of the purpose we announced in the first number of THE NORMAL to devote considerable space to the educational history of the State, we give in the present number an extended sketch of Hebron Academy. For most of the facts regarding the early history of that school we are indebted to an admirable and exhaustive sketch prepared by the Hon. Percival Bonney, Judge of the Superior Court in Portland. The list of eminent men and women who obtained their academic training in that ancient and honorable institution is a very long one, and ought sometime to be published in full. It is unfortunate, deplorably so, that the early records of most educational institutions are so meager. Fortunate is that school that has a faithful chronicler, who shall be to all its deeds what Boswell was to Johnson's words.

HEBRON ACADEMY.

THE first settlements in Hebron were made in 1780 by colonists from Massachusetts, most of whom had served in the army of the Revolution, and one of whom at least, Gideon Cushman, was at the battle of Bunker Hill. In 1801, "the establishment of an academy was agitated, and two years later a building was erected for such a school through the efforts of Deacon William Barrows, whose zeal in behalf of his favorite project would not permit a delay until a charter could be secured."

In January, 1804, at his own expense, Deacon Barrows made a journey to Boston to petition the General Court for a charter, and a grant of land for an endowment. The charter was obtained at once—Feb. 10, 1804—and a grant of 11,500 acres of land in what is now the town of Monson was given in 1807.

It speaks volumes for the character of the early inhabitants of that hill-top town that its academy was the tenth to be chartered in the State, those ante-dating it being Hallowell, Berwick, Fryeburg, Washington, Portland, Lincoln, Gorham, Bluehill and Hampden academies, all located in towns much older and wealthier, and three of which were not yet in operation.

It is worth while to preserve the names of the first incorporators: Rev. James Hooper, pastor of the Baptist church at Paris; Ezekiel Whitman, an attorney at New Gloucester, who afterwards became Chief Justice of the Supreme Court of Maine; Dr. Cyrus Hamlin of Paris, the father of Hannibal Hamlin; Samuel Parris of Hebron, the father of Governor Albion K. Parris; John Greenwood of Hebron; Dr. Luther Cary of Turner, afterwards Judge of Court of Common Pleas, State Senator and Representative in the State Legislature for many years; Dr. Jesse Rice of Minot; Rev. John Tripp, the pastor at

HEBRON ACADEMY.
Sturtevant Hall.

Hebron, and his deacon, William Barrows. All who are conversant with the history of Maine know that those men and their descendants have exerted a wide and beneficent influence in the State.

On June 6, 1804, the corporators met for organization and accepted the charter. John Greenwood was elected president; Rev. John Tripp, clerk, serving forty-three years, and William Barrows, treasurer, holding that office nineteen years, and serving as trustee till his death in 1837.

July 1, 1805, rules and regulations were adopted, and it was voted (unanimously without doubt), "that Deacon William Barrows set up the school the first of September next upon his own risk with the help of the interest of the fund for one year if it be necessary."

The "rules and regulations" are of much more than passing interest. In these days of advancing requirements for admission, and examinations in a multiplicity of subjects, we may be excused for envying our ancestors when we learn that "candidates for admission to Hebron Academy must be ten years old at least, have practiced 'joiner hand,' and be able to read English correctly, and be of a good moral character." This examination must also be conducted by the preceptor in the presence of the standing committee.

Rule 8 presents a meager list of books compared with our modern curricula—meager, but who shall say that ours is in all respects superior?

RULE 8.—The following books are to be used in the course of education, viz., in the morning and evening before prayers the Holy Bible; at other times the Beauties of the Bible, Columbian Orator, Webster's 3rd part, Welch's Arithmetic, Morse's Geography, Murray's or Alexander's English Grammar, and such Greek and Latin authors as students are usually examined in to obtain admission at the Universities.

The real purpose of education has not been stated any better by Horace Mann than "Ezekiel Whitman and others" expressed it in another rule which we will quote entire:

RULE 12. It shall particularly be the duty of the Preceptor to endeavor to impress upon the minds of his pupils a sense of the being and attributes of God, and of His superintending and all-wise Providence, and of their constant dependence upon and obligation to Him, and their duty at all times to love, serve and obey Him, and to pray to Him. And to inculcate the doctrine of the Christian religion regularly and at stated times at least as often as once a week. And also instill into their minds the whole circle of social duties, love, respect and obedience to parents, esteem and respect to superiors, and politeness and condescension to all men. And also the beauty and excellency of truth, justice, honesty, fidelity and every principle of morality, and the superior advantages of regulating and governing their conduct thereby. And also to caution and warn them against the vices of Sabbath breaking, profane swearing, lying, stealing, quarreling, gaming, cruelty to the brute creation, and all manner of indecency and wickedness, whether in word or behavior.

It is only within ten years that the State, by requiring kindness to animals to be taught in the public schools, has reached the ground taken by Hebron Academy in 1805.

On Monday, Sept. 2, 1805, the building which had been erected in 1803, and which, with the land on which it was built, was valued at $1400, was dedicated in the presence of a "numerous audience." The sermon was preached by Rev. John Tripp. Zachariah Soule, a graduate of Brown in 1800 and a brilliant young lawyer of Paris, who two years later moved to Farmington, delivered the oration.

The school opened on Sept. 3, 1805, with between sixty and seventy students of both sexes in attendance. William Barrows, Jr., a Senior in Dartmouth college, son of the Deacon, and father of the distinguished jurist, William Griswold Barrows, was the Preceptor. His assistant was Bezaleel Cushman, a native of the town and afterwards for many years the Preceptor of Portland Academy.

In 1819 the building was destroyed by fire, and in 1820 another "of brick, two stories high, one room on each floor," was built, which lasted until 1845, when because of faulty construction and poor foundation it was taken down and a new one built, using the brick in the old one. "It was of brick, 20x30, two stories in height with a tower and belfry rising in front. On the first floor were three rooms; two small ones, 8x12, and a large (?) one for the assistant teacher. The upper floor had but one room, which was occupied by the Principal as a schoolroom,

and as a general assembly and lecture room for the students." This served the school until 1891, when the elegant new building, Sturtevant Hall, was completed and dedicated on June 23.

How inadequate those old buildings seem to us now! But in them was given the early training of some of the greatest men Maine has produced. As an alumnus, himself an honored and distinguished judge, has said: "Hebron Academy deserves to live. It bears upon its rolls the names of distinguished men, who have rendered valuable service in all the walks of life, and of teachers who have left their impress upon generations of students. Let the roll be called: Seba Smith, John B. Russworm, Henry Bond, Adam Wilson, Elijah Hamlin, John B. Brown, St. John Smith, Zenas Thompson, Zenas Caldwell, Merritt C. Caldwell, Henry B. Smith, William Pitt Fessenden, Hannibal Hamlin, Thomas Davee, George Knox, Stephen Dennen, John D. Long, Eugene Hale, George S. Merrill, S. G. Hilborn, G. M. P. King, S. A. True, Seth M. Milliken, Franklin M. Drew, Ozias Whitman, Silas H. Burnham, Ethan A. Chase, M. V. B. Chase, J. Sampson Reed, Zenas P. Hanson, Alanson C. Herrick, John P. Swasey, Fred A. Allen, Edward L. Parris, Hannah E. M. Allen, Dr. M. J. Bray, G. F. Tewksbury, Louise Humphrey Smith, Rose McKenney Heywood, Fred H. Eveleth, F. M. Whitman, John F. Moody, Oscar D. Allen, M. W. Chase, J. Fred Elliott, E. E. Holt, Charles C. Hutchins, George A. Wilson, Henry M. Bearce, Prentiss Cummings, H. S. French, E. B. Hutchinson, J. K. Richardson, Josiah H. Millett, and hosts of others who have done and are doing the work of life nobly in every part of the land."

As it is rounding out its first century it has come into the "golden age" of its history. No other academy in the State has such a splendid equipment—a large fund, nearly $70,000, a well-equipped gymnasium, beautiful grounds, a fine school-house, and a superb dormitory for girls, the Sturtevant Home, a gift of Hebron's good angel, Mrs. B. F. Sturtevant of Jamaica Plain, Mass., and said to be the finest girls' dormitory in New England. It is steam heated, electric lighted, fire proof, in perfect sanitary condition, spacious and elegant in all its appointments.

The present board of instructors is composed of William E. Sargent, A. M., Principal, Latin, Moral Science and English Literature; Clara P. Morrill, A. M., Preceptress, English History, Greek and French; Edwin C. Teague, A. B., Sciences and Ancient History; A. L. Laferriere, A. B., French, Mathematics and Sciences; Nellie L. Whitman, Mathematics and Book-keeping; Rev. A. R. Crane, D. D., Biblical Literature; Josephine H. Hodsdon, Elocution and History; Lavina S. Morgan, Assistant in Latin and English; Carrie L. Chase, Music; Harry M. Barrows, Vocal Music; Mrs. H. K. Stearns, Painting; Charles E. Fogg, A. B., Instructor in Gymnasium; Ernest Rawley, Librarian.

Hebron Academy offers three courses of study: College Preparatory, Classical and English.

The social side of Hebron school life is shown by the number and kind of school organizations: Young Men's Christian Association, Young Women's Christian Association, Tyrocinic Adelphi Society, Bellevue Debating Society, Alpha Literary Society, Base-Ball Association, Foot-Ball Association, Tennis Association.

Prizes are given for highest rank in Greek for each year, highest rank in Latin, highest rank in Mathematics, and highest rank in all studies, for excellence in declamation and recitation, for excellence in extemporaneous debate, and for excellence in composition in the department of Biblical Literature.

The school publication — *The Hebron Semester* — is a finely edited publication of from sixty to eighty pages, issued twice a year as its name indicates, and gives a complete picture of the life of the school.

The present principal has been at the head of the school sixteen years, and during that time it has grown steadily in numbers from an average in 1885–6 of 80 pupils for

HEBRON ACADEMY.
Sturtevant Home.

the three terms to an average of 163 in 1899–00.

In 1900–01 the total number of different pupils was 152, distributed as follows: Androscoggin County, 21; Aroostook, 1; Cumberland, 13; Franklin, 3; Hancock, 7; Knox, 19; Lincoln, 5; Oxford, 48; Penobscot, 1; Sagadahoc, 2; Washington, 1; York, 9; from other New England states, 13; other states, 3; from outside of the United States, 6. All of which shows how widespread are its reputation and the loyalty of its friends.

We have given a long list of distinguished persons who laid at Hebron the foundations of their usefulness. It cannot be doubted that those who have graduated in the last two decades will act their parts as well. In the last sixteen years 313 have been graduated, and are engaged, according to the last alumni report, in the following occupations:

Teaching, 47; in high schools and academies as principals, 4; as assistants, 5; college professors, 3; in common schools, 35.

Home-keepers, 40.

Occupations not given, 116.

Lawyers, 5; law students, 3; medical students, 5; doctors, 5; clerks, 6; in business, 12; clergymen, 3; theological students, 2; school superintendents, 2; college students, 55; music students, 4; normal students, 2.

One each in the following occupations: Farmer, missionary, book-keeper, stenographer, student of pharmacy, dental student.

All the women who are married are put down as "home-keepers," which is probably very nearly correct.

Of the 116 whose occupations are not given, 54 are men, and judging from the addresses given probably fully two-thirds of them are farmers. Of the 62 women reported as at home, doubtless the larger part are teachers who were having a vacation when the list was made up, and the remainder are assistant home-keepers. And one of the most pleasing features of all is that 253 out of the 313 *are living in Maine*, some of them no doubt remaining only to complete their education in our colleges with the expectation of leaving the State thereafter. But making all due allowances, it seems as if it would be difficult for any other school to duplicate that record.

The usefulness of the school has fully kept pace with its increase in numbers during these sixteen years, and in material equipment its progress has been wonderful, a very large part of which is due we think to the energy and hard work of the present principal. The history of this school ought to be an inspiration to all who hear it, for the story that it tells is that the humblest beginnings, if consecrated to the good of humanity, will surely prosper. It has ever been a light set upon a hill.

It was the good fortune of the writer to spend seven terms there as a teacher, meanwhile preparing for college. They were seven happy terms. He will never forget that stormy February day in 1872 when he arrived to begin his work. It seemed the dreariest place he had ever seen, and he wondered what the town was good for. He learned soon that it was consecrated to high ideals. If he, and Principal Moody to whom the school owes a great debt for eight years of earnest, efficient work, could have foreseen the present broad campus, and electric lighted and steam heated palaces that adorn it, they would have built the fires (with green wood) that first term in the humble chapel and the old Academy with much more patience. The annoyances and limitations of those days, that seemed so real, were after all of little account compared with the splendid opportunities and the pleasure of being associated with bright minds and eager souls who have demonstrated their worth by the noble work they are doing for the world to-day.

Long live Hebron! As long as it shall stand encircled by its rugged hills, and jewel-crowned by friendly stars, so long shall hearts be stirred by memories of inspiration received and friendships formed within its walls both old and new.

KATHERINE E. ABBOTT.

To "welcome the coming" and to "speed the parting guest" at the same moment, is not the easiest thing in the world, especially if both are one's friends and one is to take the other's place. It serves, however, a useful purpose in helping secure that "stable equilibrium" of the emotions which psychologists insist is of great importance since it soothes the sorrow of parting on the one hand, and on the other hand tones down the exuberance of joy over a fortunate acquisition.

The school has met with rare good fortune in securing the services of Miss Abbott to fill the vacancy caused by Miss Skinner's resignation as teacher of Drawing and Geometry. She is a native of Fryeburg, a graduate of Fryeburg Academy, class of 1888, and of this school, class of 1892. She taught a year in New Gloucester, two and one-half years as assistant in the High School at Mechanic Falls, and two years as teacher of a ninth grade in Amherst, Mass.

Last June she graduated from the Boston Normal Art School, and thus comes to us fitted by experience, by sympathy with the school and its traditions, and by special training, to do most efficient work.

NELLIE A. SKINNER.

We are sure that every classmate and schoolmate of Miss Skinner, and every student who has ever been under her instruction, will be glad to see the fine likeness which we present in this number of The Normal. And we are equally sure that all who are acquainted with the work she has done here for the last eight years and one term will be sorry for the school that she has resigned. The fact that she is soon to assume new and higher duties, while a proper subject for congratulation, will not wholly reconcile us to our loss.

Miss Skinner entered the school August 25, 1885, and graduated from the regular course June 16, 1887. Her work was remarkable for thoroughness and accuracy. She never undertook a piece of work that she did not finish, and finish well. She was particularly proficient in language, and it was a proud evening for her friends when she won the Webster's Unabridged Dictionary at a spelling match at the North church, where she spelled down the champion of the county, a college student who had made a special study of orthography, and had never before been beaten.

For five years she taught in the common schools of our State with fine success, and then came back and took the advanced course, graduating June 15, 1893. Her work was characterized by the same thoroughness she had shown in the regular course, with an added strength and breadth which came from her five years of experience in teaching, and was especially brilliant in French and Latin.

Immediately upon graduation she was elected a teacher in the school, and for more than eight years has given it most faithful and intelligent service. She has taught Latin, Algebra, Reading, Geometry and Drawing, having been especially successful in the last two studies.

But she has been more than a teacher. She has done a great deal for the social and religious life of the village. She has contributed not a little to the interest and success of the Every Monday Club, and in the church has been a faithful worker and a wise counsellor. Upon the students of the school she has left a lasting impress of honesty and thoroughness, and will be gratefully remembered with deep affection. The community where she is to make her future home is to be most heartily congratulated.

For several days Miss Skinner was kept in a constant state of surprise as one after another the classes sent her the following gifts,—the C class presenting a beautiful clock, the D and E classes a cut-glass fruit-dish, and the F class an elegant quartered-oak rocker upholstered in leather.

Guard well thy thoughts ; our thoughts are heard in Heaven. *Young*.

NELLIE A. SKINNER.

A-WHEEL IN EUROPE.

II.—In Edinburgh.

AFTER removing the mud of travel and partaking of a good Scotch supper at the Clarendon Hotel, I felt the need of attending church, and started out to find one, clad in my best bicycle suit! Princes street, that had been so quiet in the afternoon, was full of people, nearly all apparently going to church. They were very sociable and seemed made up of small parties of friends. I felt sure I was the loneliest one there, and in fact I do not recall that there was another walking all alone. But it was pleasant to hear the quiet Scotch voices, and also to be able to understand what was being said around me. Six weeks on the continent and able to understand but a little one hears will make one appreciate his native tongue as never before. In looking over the list of Sunday services before leaving the hotel, I had noticed that a Prof. Badenoch of Dunfermline, was to preach at one of the churches, and I decided to go there because I wished to inquire after our good Mr. Elder, who for eight years was my pastor in Farmington, and to whom I had written when in London of my intended visit to Scotland. After some difficulty I found St. Andrews Free church, but the services had begun and I hardly dared to venture in. There were no ushers in the vestibule, and I felt sure they were not expecting strangers in bicycle suits, but I slipped in very quietly, into the audience room, and sat down in "a seat way back." The service was very interesting, the sermon earnest, the organ fine and the singing good. At the close I asked an usher to introduce me to the minister. The good man received me somewhat hesitatingly I thought, evidently noting that I hadn't on a church-going garment, but the mention of Mr. Elder's name was a passport to his immediate interest and attention. He told me that Mr. Elder was preaching at Forres, in the northern part of Scotland—two hundred miles away, and I then and there gave up all hope of seeing him, and felt greatly disappointed.

Monday morning I was up and out early to see the city. A long ride on top of the tram cars gave me a good general idea of Edinburgh geography.

The dwellers in the "Modern Athens," unlike those of Ancient Athens, are neither "too superstitious," or "too religious," as the new version has it, nor do they spend their time wholly in hearing or telling some new thing. No, it is the old story of how fine a city they live in. I doubt not it is the finest city in the kingdom. It is a city of bold and striking contrasts,—smiling plain and rugged cliffs, broad, beautiful streets with stately granite buildings, and narrow lanes hardly more than a stone's throw away that seem to be burrowing in the earth as if to hide the shame that wantonly sports along them, or the squalor and wretchedness that cannot be hidden from eye or nostril. Princes street is the most beautiful—fine buildings on one side, on the other the beautiful gardens in what was once the old "Nor' Loch," and beyond, the frowning old castle crowning a steep bluff. Because of the fact that this famous street has buildings on only one side, an "envious Glasca chiel" once described it as "no but half a street."

A visit to Calton Hill, about twice the height of Powder House Hill in Farmington, with sides much more abrupt, took a large part of the forenoon. The views of the city are superb, and the buildings are of interest as efforts to imitate the acropolis of ancient Athens, especially the National Monument erected to commemorate the heroes of Waterloo, and in imitation of the Parthenon. To the north one can trace windings of the Forth till lost in the Lomond Hills, and in the northwest I was sure I could dimly see the outlines of Ben Lomond and Ben Ledi, which I hoped to see more nearly in two days.

The Scott Monument is of modern Gothic, 200 feet high, richly ornamented. Beneath the four buttressed arches which support the tower is a fine statue of the great novelist, and in niches are busts and statues of many of the creations of his fancy.

Before noon the rest of the party, which had spent the Sunday at Melrose, arrived, and after dinner we set forth to visit the castle, going across the gardens and up the steep sides of the cliff rather than across the Waverley Bridge and up High street. We enter the Castle grounds by crossing a drawbridge over the moat and passing through a port cullis-gate, around by the Argyl Battery, the Governor's House and the Barracks to the summit. Here we are on

truly historic ground, 443 feet above sea-level, the whole city at our feet and glorious views of the sea and the Scottish Highlands. Its history is shrouded in obscurity, but it is known that as early as the seventh century Edwin, a Northumbrian prince, from whom Edinburgh (Edwin's-burgh) derived its name, captured it from the Picts and strengthened the fortifications. Of course we visit the Crown room, which contains the regalia of Scotland, and Queen Mary's room, where James VI. of Scotland and I. of England was born, and from the window of which she could see the field where the body of Darnley was found after his murder. Close by this room is St. Margaret's chapel, named after Margaret, the Saxon princess, who became the wife of Malcolm III.—Can More, "of the big Head"—the successor of Macbeth. Her character was so beautiful that she was canonized by Innocent IV. in 1251. This chapel is only 16½ feet by 10½—the smallest in the world. There is much of interest that there is not space to relate. A Highland regiment is stationed there, and we were fortunate to be present at the time of guard-mounting, which was done with wonderful precision.

From the castle we pass along down High street and Cannongate to Holyrood palace. These streets, once the abodes of the rich and the nobility, now swarm with the poorest of the poor. Such sad-looking children I never saw.

We pass a house where Hume wrote part of his History of England, another where Johnson was entertained, and Baxter's Close, where Robert Burns lodged, St. Giles' Cathedral church, where John Knox preached for many years. It is of great interest, as it was the original parish church of Edinburgh. Its history can be traced back to the early part of the twelfth century, and appears to have superseded a church of a much earlier date. Its chief interest, however, lies in the fact that it is identified with many stirring events in Scottish history, particularly those of the Reformation and of the Solemn League and Covenant.

On the pavement at the northeast corner of St. Giles' is the figure of a heart which marks the site of the Old Tolbooth, or Heart of Midlothian, which was once the Parliament House of Scotland and then for nearly two centuries was a prison.

Holyrood Abbey and Palace are attractive mainly because within their walls have been enacted many of the most thrilling and mysterious acts in Scottish history. The Abbey was founded in the 12th century by David I. in gratitude for his miraculous escape from an enraged stag on the rocks near by, through the sudden appearing of a cross. In this Abbey Mary and Darnley were married, and Charles I. was crowned King of Scotland.

MEMORY GEMS.

The habit of looking at the bright side of things is worth more than a thousand a year.
Samuel Johnson.

Wondrous is the strength of cheerfulness.
Carlyle.

How much lies in laughter, the cipher key, wherewith we decipher the whole man!
Carlyle.

Life is not so short but that there is time enough for courtesy. *Emerson.*

One of the sublimest things in the world is plain truth. *Bulwer.*

The riches of the commonwealth,
Are free, strong minds, and hearts of health;
And more to her than gold or grain,
The cunning hand and cultured brain.
Whittier.

He is worthy of honor who willeth the good of every man. *Cicero.*

There is no misfortune comparable to a youth without a sense of nobility. Better have been born blind than not see the glory of life.
T. T. Munger.

We are never more like God than when we are doing good. *Calvin.*

To develop in each individual all the perfection of which he is susceptible, is the object of education. *Kant.*

There is no fountain so small but that heaven may be imaged in its bosom. *Hawthorne.*

Concentration is the secret of strength.
Emerson.

Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.
Tennyson.

Real glory springs from the silent conquest of ourselves. *Thomson.*

NEW BOOKS.

Nature Study and the Child; Scott; D. C. Heath & Co. A book of 618 pages, containing an elaborate discussion of Nature Study, its scope, aims, limitations and methods, with its relation to other subjects, giving also a careful study of the dandelion as a plant type, and of the rabbit as an animal type. Nearly half the book is occupied by detailed outlines for a year's work in the subject, for primary grades. Particularly helpful to the teacher who has had little special preparation.

American Inventions and Inventors; Mowry; Silver, Burdett & Co. Under the heads of Heat, Light, Food, Clothing, Travel and Letters, this book gives in story form an interesting history of man's development in these directions. The volume furnishes much valuable information and would be helpful either as a reader or as a general reference book for teachers and pupils. The chapters under the topic Heat, from which the scope of the book may be judged, are as follows: Fire, Indian Homes, Colonial Homes, Chimneys, Fuel, Coal, Matches.

Mother Nature's Children; Gould; Ginn & Co. In this book the author aims to trace "the love and care and mutual dependence of living things from human beings down to plants." In an imaginative setting of family life, many interesting facts are furnished regarding the cradling and care of young, clothing, manner of feeding and storing food, with other habits, etc. The teacher of young children ought to find the book helpful, especially in a general information line.

Plans for Busy Work; Silver, Burdett & Co. Edited by Sarah Louise Arnold, made up of contributions secured by members of Boston Primary Teachers' Association — exercises they or their friends have found useful. This book contains chapters on the purpose, kind, distribution and care of material. It gives abundant exercise for Sense Training, Language, Spelling, Reading, Phonics, Number Work and Drawing. A helpful feature is the stating of the grades for which each kind of work is best fitted. The number and variety of exercises given would seem to cover all the needs of the primary teacher in this direction.

ENGLISH COMPOSITION.

THE composition exercise has at different periods been over-estimated and under-estimated in value, yet it justly demands a considerable share of the time devoted to language work. In order that the writing may take logical shape, an outline of some sort must be furnished. This at first must be very complete, the child's work being little more than transposition or the filling in of blanks. Later it should grow less full and may finally be thought out by the pupil himself, who by long practice in correct arrangement has gained power to prepare one that is logical and clear in order, and well-balanced.

If the exercise is to reach its fullest value, oral discussion of the outline must precede the writing, and the written paper must be carefully corrected by the teacher, and afterwards looked through and perhaps re-written by the child, who will otherwise continue in the same mistakes and so fail to grow as he might do through the writing.

The following is an outline (taken from the language book in use in the Model Schools), with an uncorrected exercise prepared by a child in the second week's work of the seventh school year:

FROM THE LIFE OF A MOLE.

(Related by Himself).

1. Strange fellow, tunneler, an enemy to the light. 2. Is hunted, lonely life, shyness. 3. Body with respect to size, color, ears, eyes, feet, fur, etc. 4. Dwelling-place, arrangement, run-ways. 5. Appetite, food. 6. Defense against accusers, not a plant eater, has teeth only for animal food, more useful than injurious to man. 7. Petition for protection.

The Mole.

I am a strange little fellow that tunnels through the ground. As I live in the ground where the rays of the light never come, I am not used to the light, therefore I never come out until dark.

Some curious people hunt me but I generally hear them coming and run away. I live a lonely life way down in the dark earth, but you know I like the dark just the same as you like the light. As those people hunt me I have become rather shy, so please excuse me.

I am about five inches long, with kind of a grayish brown fur. I have very tiny eyes and

ears. I haven't much of any feet because they are covered with sharp claws. When I want a new home I dig a hole with my pointed nose and then dig little roads going in different directions.

I will own that I have a large appetite and eat numberless insects that would destroy the plants if I didn't eat them. Some people accuse me of eating plants, but my teeth are those that can only eat meat. I am much more useful than injurious to man.

Now you have heard my story will you please try and protect me?

I am a little afraid that you might tell someone where I live if I should tell you, so I guess I hadn't better.

My name, for I have one, is

Rena E. Fowler.

THE JOLLY OLD PEDAGOGUE.

'Twas a jolly old pedagogue, long ago,
Tall and slender, and sallow and dry;
His form was bent and his gait was slow,
His long thin hair was as white as snow,
But a wonderful twinkle shone in his eye;
And he sang every night as he went to bed,
"Let us be happy down here below;
The living should live, though the dead be dead,"
Said the jolly old pedagogue, long ago.

He taught his scholars the rule of three,
Writing, and reading, and history too;
He took the little ones up on his knee,
For a kind old heart in his breast had he,
And the wants of the littlest child he knew:
"Learn while you're young," he often said,
"There's much to enjoy down here below;
Life for the living and rest for the dead!"
Said the jolly old pedagogue, long ago.

With the stupidest boys he was kind and cool,
Speaking only in gentlest tones;
The rod was hardly known in his school,—
Whipping to him, was a barbarous rule,
And too hard work for his poor old bones;
"Besides, it is painful," he sometimes said;
"We should make life pleasant down here below,
The living need charity more than the dead,"
Said the jolly old pedagogue, long ago.

He lived in the house by the hawthorn lane,
With roses and woodbine over the door;
His rooms were quiet and neat and plain,
But a spirit of comfort there held reign,
And made him forget he was old and poor;
"I need so little," he often said;
"And my friends and relatives here below
Won't litigate over me when I am dead,"
Said the jolly old pedagogue, long ago.

But the pleasantest times, that he had, of all,
Were the social hours he used to pass,
With his chair tipped back to a neighbor's wall,
Making an unceremonious call,
Over a pipe and a friendly glass:
This was the finest pleasure, he said,
Of the many he tasted here below;
"Who has no cronies, had better be dead,"
Said the jolly old pedagogue, long ago.

Then the jolly old pedagogue's wrinkled face
Melted all over in sunshiny smiles;
He stirred his glass with an old-school grace,
Chuckled and sipped, and prattled apace,
Till the house grew merry from cellar to tiles.
"I'm a pretty old man," he gently said;
"I have lingered a long while here below;
But my heart is fresh, if my youth is fled,"
Said the jolly old pedagogue, long ago.

He smoked his pipe in the balmy air
Every night when the sun went down,
While the soft wind played in his silvery hair,
Leaving his tenderest kisses there,
On the jolly old pedagogue's jolly old crown;
And feeling the kisses he smiled and said,
'Twas a glorious world, down here below;
"Why wait for happiness 'till we are dead?"
Said the jolly old pedagogue, long ago.

He sat at his door, one midsummer night,
After the sun had sunk in the west,
And the lingering beams of golden light
Made his kindly old face look warm and bright,
While the odorous night-wind whispered, "Rest!"
Gently, gently, he bowed his head,—
There were angels waiting for him, I know;
He was sure of happiness, living or dead,—
This jolly old pedagogue, long ago!

George Arnold.

THE STUDY OF HISTORY.

Paper read before the Franklin County Teachers' Association.

HISTORY study should start with the story. At first this should be read or told by the teacher, preferably told, since so she may better adapt, explain and give life to the incidents.

During the first few years of school, the child's interest seems to center so much more strongly in animal and child life, I think it better to make the story work largely in that direction, leaving history till a little later period, when taste for it seems to be in the ascendant. Even in the third year I confine the history work to the simplest and most interesting phases, such as a study of peoples, which study serves later for both history and geography, some attractive stories of child life at different periods, or those suited to special occasions

like Christmas, Thanksgiving, Washington's or Lincoln's birthday, or Fourth of July.

When the child gets to be nine or ten there usually develops a marked liking for historical stories. This taste may of course arise earlier with some children or wait till later with others, but it is safe to assume that the history reader will find favor during the fourth, fifth and sixth years of school. This fondness for the subject is often extreme — one small boy told me the other day that he never expected to find any books he should like as well as his U. S. history stories, and I found a little girl recently fairly howling with grief because banishment to the corridor, which punishment usually makes her subdued, but not despairing, had in this case deprived her of her history reading lesson. Another child wrote: "If I should go to a place where there were no history stories, I think I should have to come back." The liking will last if properly fostered, and between its arising and the time for history proper a great deal of history reading should be given.

Together with this, so much should be taught in one way and another that the child at the end of the sixth grade will seem to himself to have always known certain historical facts, so that they will be so much a part of himself that doubt or a question of where he learned them will be a surprise to him. This condition comes with some children pretty early. Said a student teacher lately to a fifth grade child: "When the colonists made up their minds that they would settle things for themselves and be free from the oppression of the king, what did the king do?" "The king sent over soldiers to make them mind," promptly responded the child. "Oh, no," said the teacher, with thoughts headed in another direction: "Think for a minute, what would the king do?" "I should *fink* he would send over soldiers, and I *always fought* he did," and there he stood and no persuasions would induce him to abandon his ground. He didn't know where he got it, he had "*always fought*" so. It was as settled a part of him as the knowledge that snow falls in winter, or any fact of his daily life.

In these reading lessons, free and informal discussion should be prominent. The child's questions prepared over the lesson as a part of the study, open fields of thought to the whole class and give the teacher a chance to see whither thoughts are tending and how they need direction. The pupil should ask what he himself knows or what he wants to know. Usually in our classes questions are supposed to be given to the members of the class, but in times of excitement they are freely thrown at the teacher. Any day you may hear questions like these: "Do you know anything more about those Boston boys?" "Weren't the soldiers (in the Boston Massacre) all right to shoot when the people sauced them? I would." A discussion follows to find out if the soldiers were doing their duty. Up jumps another: "Well, what were they *there* for, anyway?" One child — not in this class — calmly suggested that if the Boston people didn't want the soldiers around they might have poisoned them and gotten rid of them in that way. She had been reading stories from Roman history, and every one whose presence had been obnoxious, had been quietly disposed of in some such manner. "I wish we could find out the day of the week Paul Revere took this ride." "Look and see if you can't," suggests the teacher. "There are other histories, some in the Grammar room, some upstairs, a lot in the Public Library." A hand is raised: "I have to go up to my aunt's after school, and I will go to the library and find out." Interested faces, and not a smile around the class at the ease with which it is to be settled. "Or," goes on the child, "if I don't find it there, I'll look in the cyclopedia at home and that will be sure to have it." "All right, look; if you don't find that, you will find a lot of interesting things, and so have something to tell us about it." "Shall I reckon it from the tables and tell you?" asked the teacher a few days after. "Oh, don't tell us now. Give us a while longer!" They were on the hunt for some time, but one day the child who agreed to bring the information appeared with a newspaper clipping, which contained a long letter from Paul Revere in which he gave a full account of his ride. The teacher was asked to read the letter aloud. The children listened attentively, and when quite unexpectedly they heard the words "On Tuesday evening the 18th," they burst into a laugh of delight.

Just at this stage the child, properly guided,

greatly desires to own books of history — of course not wholly those of the United States. Judicious suggestions by the teacher are helpful in getting the right ones into his hands. We try to get them to read outside as a matter of course. Repeatedly they bring their books to school. The reading of Paul Revere brought a very interesting scrap-book. "I can bring a New England Primer." "I can bring a sampler." "I've a book at home that tells about this." It is surprising to see the things they are allowed to bring.

Many books may be named that are suitable for class use. Mara Pratt's American History Stories, in four volumes, cover the field excellently. They have faults and some quite serious ones, but taken all in all I have not found their like elsewhere. The new series by her, in five volumes, promises to be equally good and in some respects better. Then we have Colonial Children, Great Americans for Little Americans, Pilgrims and Puritans, From Colony to Commonwealth, Heroes of the Middle West, Stories of American Life and Adventure, and many others. I favor Pratt's because they cover the whole ground and furnish a skeleton that may be thickly clothed as time goes on. There are many elementary histories arranged in story form, like Eggleston's First, Mowry's, Blaisdell's, Montgomery's, Guerber's and Higginson's, but I prefer to have those to use with harder grammar school histories, to serve as sources from which the slower child may get the main points in simple form, while the more developed ones may find interesting material to lighten what they get from harder books.

Whatever book is selected for class reading at this period, should be supplemented by others of equal advancement, which may be kept on the teacher's desk and used by the children when the reading lesson is learned, or which may be taken home. Such books are not expensive, would probably be furnished by the school officials if they saw the need, and at any rate might be owned by the teacher, who should surely be able and willing to spend two or three dollars in that way.

Much interesting information may be gotten from St. Nicholas and other magazines, and the children's attention should early be turned to the story, which will give them, in a most attractive manner, a familiarity with times, people and conditions that will be gained in no other way. A great deal that seems over their heads will be gone through and culled from with pleasure. I know a boy of eleven — not an exceptionally brilliant one — who gravely came to borrow the first of the large volumes of Marshall's Life of Washington. He was led thereto by his admiration for a person whom he knew to have read them. At last accounts he had somewhat given out as sole beneficiary, but was enjoying it very much with his mother.

We teach the class and read to them many poems which bear upon the history. That they fix facts and develop tendencies I am sure, and that they add enjoyment is evident. The children ask for them: "May we learn Marion's Men? The last class did." "May we try to say that poem we learned last year? There's something in it about this." "Isn't there a poem about this lesson? It would make a good one." I've no doubt they would cheerfully write it if we asked them to.

We make use of pictures, as many as we can possibly obtain. This is the age when the children will ask to stay in at recess or to come early at noon to look at pictures of *anything*. They repeatedly call for them — a picture of "that man," "that building," "that place." One day when a child asked for a picture of a certain event, I was a bit disturbed. I feared she was depending upon them and unable to get mental images without. Questioning brought out that she had a clear picture in her mind and wanted the idea of someone else to compare.

They sing songs, too, when they fit the case; and I've often wanted to go out and bring in people to see the children's faces during the process.

Care should be taken to keep the history on the earth. There is great need of geography all along with the history, and of history all along with the geography. The child is ripe for both.

This takes us to history for more advanced grades, — not simply reading, but systematic study.

When I took charge of the Model schools I found one class ready for the study of history proper. In the confusion of getting settled and following out an old theory, I put them into

Montgomery's with Sheldon-Barnes as supplementary, together with such outside work as might readily be found. They hated it and had no scruples about saying so. I didn't much wonder, since I had once disliked United States history myself. I thought out the causes for my own feelings — I studied a single history which contained only bald facts, I learned it word for word, accepted it as law and gospel and most wearisome stuff, never for one instant *thought*, really *thought* about anything presented, and somehow failed of inspiration. But history had taken on a different guise for me, and I couldn't bear that the children should so cordially dislike it, so as soon as I had my bearings I turned my attention that way. They had read the American History Stories, and spoke of them always as "those lovely history books." If the subject had been interesting to them once it still might be. The question was how to get at it. I sent for some books, choosing the most readable ones and taking care that simple ones should be quite prominent. These, with what we already had, gave us access for each lesson to MacMaster, Johnston, Gordy, Eggleston, elementary and advanced, Guerber's Thirteen Colonies and the Great Republic, Fiske, Mowry, Montgomery, elementary and advanced, Higginson, Sheldon-Barnes, with numerous volumes for particular periods, such as Starr's American Indians, and the Irving-Fiske Life of Washington. There were always enough of one kind to go around, and enough single books to go around again.

Then I made ready to prepare topics over the lessons. What was the point of contact? What would take them from the "lovely history stories" to history interesting, and not let the feeling "I don't like it" creep in? We would begin — yes, we would begin with the Indians. Children always like to study the Indians. They do not believe the only good Indian is a dead one — not they. So with the Indians we started, and felt the children's pulse day by day. "Oh, yes, I like it so far," they would say. We studied the red men in detail, lesson after lesson. I made out full topics, including many unimportant, but interesting things. I adapted them to *that* class. The teacher hektographed them. A day or so was spent with the books and the topics, showing how they should be used. The class were carefully told about the references — that on the *given pages* of the histories named they would find something about the topics. They might read as many or as few of the pages given as they chose, but they would be expected to know about the things named in the topic sheets. They nearly always read all the references, and in case of different statements argued as to which might reasonably be correct.

Following the Indians we took the boy Columbus. *We* don't care greatly about Columbus as a boy, but the children did. Having got interested in him in his childhood they didn't desert him because he grew up. Any gulf over previous explorations we bridged when we were learning of Columbus' knowledge of the world and when we began to send him forth on his voyages. We kept to men, not events, in this earlier work. Indeed, we emphasize them all along. We studied the Virginia colony through John Smith, the Plymouth through Miles Standish, Bradford, etc., and lo, we were well established in history and found it as interesting quite, as the stories. I feel thankful to the Indians so many times. One boy who came in at one of those places where the work was perforce a bit duller, hardly roused or contributed to the lesson at all till we got to a place where Indian troubles arose. He, each day, could tell some Indian part and nothing else. So we kept it along, relying on him for those facts. He never failed us, and directly had expanded to cover the rest.

I don't say that this is the only way to treat the subject. I don't know at all that topics are necessary. We have found them helpful. I am not convinced that holding the children responsible for one book with additional reference matter furnished might not be equally good, but I do believe that history from a *single* book is a hard thing to teach successfully to children. If the teacher loves it enough, knows it enough, and has the power to rouse the children and start them to sources outside of school, she *may* get along all right with the one book for class use, but the average teacher is safer if she has more books in the schoolroom. The putting of several different histories into the hands of the children trains them not to accept a fact because the book says so, but to investigate and find the grounds for belief on either side. There

is nothing like it to start discussion, and that is the life of a history class.

One child in our school said the other day that she would like better to learn her history out of one book, because then she wouldn't get confused but would know things more surely. She refuted her own argument a moment later, when I told her she might do so, choosing any history she pleased, by saying in a horrified tone, "Oh no, the others would know so much more than I should! I guess I didn't think." It seemed conclusive, unless perhaps it might come under the Josh Billings head of being better not to know so much than to know so many things that aren't so. Yet there is something in her point of view in favor of the single book for a starting place.

But I believe that if histories were to be furnished to a class of forty it would be better to get ten of four kinds than forty of one. If a single history is in use and no more can be had from the school authorities, the teacher would be amply rewarded by a decrease of nerve strain if she should get eight or ten, or even five or six, of her own, and put them out to be used daily by the class in preparation for the lesson. I should always include some elementary histories, giving information in the form of stories and containing certain details left out of the larger books or added in notes. Our children pass the books about quietly and learn to consult them intelligently, though till the very last of our work, in which reviews of subjects or great questions are given, we always give the references by pages.

We take few set reviews, yet we review frequently. Often the same pages are read for five or six days as we look for one particular phase or another. We review men when we meet them again, events, when we reach the events to which they led.

In connection with language work I asked the children the other day to write something in regard to their work in history. I insert one of the papers, and wish there were room for others:

ABOUT MY HISTORY.

I like to have more than one book to study from, because if I had only one I should get sick of history. The histories which I like are Guerber's Thirteen Colonies, Guerber's Great Republic, Eggleston's First, Eggleston's Second, Montgomery's Elementary, Mowry. As nearly all of Kellogg's books tell of adventures I like them very much. "Blue and the Gray," "Our Famous Women," "Daughters of America," "The Spy of the Rebellion," and another book about the Seminole Indians and their war with United States (I have forgotten the name of it) are all very interesting.

I like to study about the Indians and the colonists, and the slaves and the lives of men and women. The Revolutionary War is very interesting to me, although I did not like the French and Indian War, as it seemed dry. I enjoy reading of what men did and why they did it, and the arguments made between two or more persons.

Why I like the Indians is because they lived in so different a way from what we do, and they were so queer and superstitious.

"A Colonial Sunday" would be about as interesting a subject as could be found.

Why I like wars I don't know. I like sea-fights a little better than land-fights, but land-fights are not very dry to study about.

I should like to have been Squanto, if I had lived then, because he was so good to the colonists. I should like to have been in Benjamin Franklin's place a part of the time, — that is, when he went to France. I should like to have been Thomas Jefferson, because he was so much like the people that he often surprised them by their not knowing who he was. On the whole, I had rather live now, for if I had lived then I shouldn't be here to even wish I was those people.

No matter what the equipment in a book line, the success or failure of the work depends upon the teacher. As *she is*, so is the class. What are some of the necessary qualifications?

The teacher of history, even in a Grammar school, needs a broad knowledge of the subject, together with a clear understanding of the relation of the parts and their value — a sense of perspective we may call it, which shows her what to dwell upon, what to hurry over, what to leave out entirely. As far as my observation goes, the main trouble with the young teacher seems to be that though to-day's lesson is well prepared there's not enough knowledge back of it: the relation of to-day's work to past work and that to come, the things outside of to-day's lesson that the children will surely reach out for if they are awake. Preparation for teaching history should have begun long before the teaching begins, and should go on as long as the teaching lasts. A twelve-years-old live child will often start a train that a rather wise person will be several minutes in getting to the end of.

A good fund of knowledge being present, the teacher is furnished with the next necessity — a lack of fear of the children's questions; then if she is able to start them talking, the lesson will go along.

The value to a class of a questioning child can hardly be over-estimated. She it is who gets the explanations given that all need, who puts into words the troubles of all the more diffident ones of the class, who starts the sluggish and unthinking to getting questions of their own. Failure to ask questions may arise from a clear understanding of the subject, or more usually from a tendency to accept what one is told unquestioningly. The doubter, or the one who really doesn't see things easily, will make a class go when the brightest child in the class will let it stagnate in a certain sense.

Discussion of the questioner and the question brings us naturally to another necessary thing for the teacher — patience, with a clear understanding of the value of repetition. They ask about the same things so many times. They go over and over them and up and down. Often a lesson, though studied, has to be practically learned in class, and apparently learned in class to-day must be learned again to-morrow. In important places they appear to stand still so long. The child himself says: "We are not getting along very fast in our history now." In studying the causes of the Revolution or the Civil War, for example, the classes sometimes stay for weeks almost in one spot. At these places I have in my mental history almanac, "About this time look out for squalls." One day I go in to hear something like this: "I don't see why the colonists wouldn't use the taxed tea if they could get it cheaper or almost as cheap as before." "What were the colonists working for?" the teacher asks, "Was it to save a little money?" So they work it over; the children seem to see the point and to be satisfied. The next lesson, perhaps, or even before the close of this, having thought it over and gone back to old convictions, practically the same questions will come, or "The colonies belonged to the king: I think he had a right to tax them if he wanted to." Then all that ground must be gone through again. The next day perhaps it will be: "I should think the people would expect to pay a tax to meet the expenses of that old war and provide for the soldiers. I don't see why they should make such a fuss over that. We didn't in the Spanish war." The Spanish war is a great boon to the present teacher of history.

The Navigation Laws and Writs of Assistance produced a great commotion in one class. "I should think the colonies would be better off without these laws," said one. "That is just what the colonists thought." "Well, I should think the king would want them to prosper if they belonged to him."

The children seem to *live* it. There could hardly have been greater excitement in Massachusetts in the days of the Tea Party and the Port Bill than I found in a class discussing it a short time ago. One child didn't permit herself to sit for fear she would lose an opportunity to get in a question. When the teacher suggested it, she dropped for an instant but all unconsciously got up again. Their faces were red, hands clinched, heads wagging. The other classes suspended study to smile. "Where were the Tories when they voted to throw the tea overboard?" demanded one, excitedly. "Why did the king abuse Boston so? Boston wasn't any worse than the rest. They destroyed the tea in other places." "Yes," said another, "Boston *did* do more. Boston had the smartest men," and then they proceeded to name them. Said a judicial boy: "Patrick Henry was from Virginia, but I think the smartest ones *were* in Massachusetts." "The other colonies should have been punished *too*, if Boston was to be," said one, as if that settled it. The teacher with difficulty got in a word, "If you had five or six unruly boys in school, and—" "I should punish them all at once and all alike." "But if some of them did worse things?" "Well, no, but the Port Bill, shutting Boston up all by itself. 'Twas mean." The teacher got in another word: "England considered Boston her most unruly boy at that time. It was like giving Boston a seat in the dressing-room for a while." The children saw the point of that much. There's nothing like recent experience.

The time was up, the lesson closed. A class can't cover ground while working in this way, but it can grow in thought and power of expression, and the teacher has abundant opportunity to grow in grace, especially if she is a little unprepared.

The teacher's last qualification must be love and enthusiasm for history. She may be weak in subject matter, not a Job for patience, unskilful in many ways, and yet get along; but if she have not this saving quality she had better set herself to get it or give up the effort to teach the subject successfully.

A sketch of one's ideas about history teaching would hardly be complete without a statement of one's aim in the subject. Be it understood that we all must ever fall far short of our aims, yet they should exist clear and well defined. I have several, but far above everything else stands one. I want the children to grow to love it, to want to study it, to have a strong desire to find everything they can about it. I don't much care whether they really learn so many things perfectly just now. I can bear it if they fail to know to-day very well what we taught them last week or at all what we taught them last year, but if we don't succeed in making them love it, I feel that we are a dismal failure. I rejoice when they want to take home a certain book, to read way over beyond where we are studying on some phase that has peculiar attraction for them, when they ask why we don't bring big histories so they can find out more, when they want a war with Spain because it will make more history to read, when they rise day after day to tell the class of a book in the library that is interesting and is about the period being studied.

I want it to train their reasoning powers,—I believe no subject exists that can do it better. The why and how run through it all the time. "How would you have sided? What would you have done? What would have resulted if it had been done such a way? Why did this man succeed, this colony, this part of the nation?" We press for their personal opinions justified by argument. "What do you think of Braddock?" brings forth all opinions, from "He was brave, and fought as he thought a soldier should and died that way," to "I think he was a fool," with reasons.

History should train to look for the connecting thread which runs through subjects, upon which we may place the parts like beads upon a string. "Why," I heard someone say not long ago, "did no one teach me to find the connection and reason of things in history? Why did they permit me to learn verbatim and give no sign that it was not the best way? They smiled approvingly upon a recitation of that sort." Let us be charitable, and assume that they knew no better themselves.

History should train to judge of right and wrong under varying conditions. It should furnish practice in looking at both sides of a question, which should later bring the calm, reasonable decision, and following that the steady, sure conviction, holding to its own in the face of all obstacles, which belongs to well-balanced manhood.

It should train to patriotism, and to recognize, admire and emulate great deeds, not only those of courage and prowess, but of patience, which waits, goes slowly, hammers away at things and never gives up. It should foster truth, honor, gentleness,—*all* the virtues.

It should ring the note of freedom clear and strong, freedom to think, speak and act, freedom for self and for others. History in the schools of our country should make strong in our country's children the spirit that led our ancestors to leave their native land and go into exile that they might worship God in their own way, that later caused them to fight against large odds rather than lose their rights political, that in the stormy sixties shed much of their best blood in the belief that all men are created free and equal, that during the very memory of the children we are now teaching, has impelled them to every effort to uplift toward freedom the dwellers of lands outside their own. May we succeed in accomplishing the mission. We can best do it by remembering the aim first stated. Teach the children to love history, and the history will do the rest.

Lillian I. Lincoln.

A heart unspotted is not easily daunted.

Shakespeare.

A higher morality, like a higher intelligence, must be reached by a slow growth.

Herbert Spencer.

SOME PRACTICAL PSYCHOLOGY.

"I BELIEVE that if it were practicable it would be the best possible thing for our young men and women to give them a short course in psychology in the high school."

This statement was made this week by an influential Lewiston teacher in the course of a casual conversation that developed from the discussion of Edwin Osgood Grover's "The School Teacher's Creed." This is so good that we reproduce it here, as printed in a fall number of the *Cornhill:*

I believe in the boys and girls, the men and women of a great to-morrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught not so much by precept as by example, in ability to work with the hands as well as the head, in everything that makes life large and lovely. I believe in beauty in the schoolroom, in the home, in daily life and in out-of-doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living.

"These words and other words by Edwin Grover I can appreciate," remarked the teacher, "because I have known the man and I believe him to possess one of those rare combinations of character that it is delightful and hopeful to find. He is a publisher of school books in Chicago now, and was formerly with Ginn & Co., and has all the enterprise necessary to a successfnl career. But, on the other hand, he has a culture and refinement and esthetic tastes and beautiful ideas, which he expresses in verse and prose, that stamp him as different from the average man."

So, in speaking of Grover and ideals, the teacher chanced to say that she had found the necessity of a philosophy in life and had worked out the problem for herself. As her story developed it proved most interesting, although generally admitted psychological truths were at the foundation of her ideas. But these had a new weight for the listener as they were borne out by the testimony of a personal experience.

The young woman first told how she had felt the effect of heredity in rather a peculiar way. "Upon one side of my family," said she, "I have had several relatives who were eccentric, even to the verge of insanity. An aunt, in whom this trait was most marked, had a crooked little finger—and so have I," whereupon the speaker held out a noticeable crooked little finger. "I never saw that aunt until I was twenty-three years old," she continued, "and yet day after day as I grew up some one in the family was always remarking, 'you are just like Aunt J—.' I came to have a horror of this eccentric aunt. No one had ever told me her peculiarities, but people said I was the image of her in the face, walked like her, sat down peculiarly as she did and had a strange, nervous gesture, a tapping of the table with the forefinger when I talked, which were all characteristics of this aunt.

"Thus warned I was always on the guard to keep myself from extremes, and early in my work it was my good fortune to live in the family of a physician who was a specialist in physiological pathology and who was at the head of a sanitarium for people who were not really insane, but on that dangerous borderland between ugliness and insanity, eccentricities and insanity, disease and insanity, or idleness and insanity.

"I heard him speak much of his cases, owing to my interest in this line from previous psychological studies. He often said that none of the people he was then treating need ever have been in the condition they were if they had but understood themselves in early life and adopted the right course. He took an interest in me and noted my tendencies enough to warn me.

"So I began to think out my little philosophy, and as the result of a ten years' trial I am sure I have quite changed my disposition. I am busy and happy and trials do not worry me. I am sure I am always calm mentally, although the physical poise is not always sure. People always ask why I am rushing along so fast, but that is a part of my nature to move quickly.

"You ask what has done this for me? It is only a firm conviction that I could and would hold in mind no worries and cares, and by the knowledge that I could accomplish this only by

substituting healthy thoughts and active work for morbid thinking and worrying. It is a truth that but one thing can claim the attention at a time. We rid ourselves of the obnoxious only by displacing it with the desirable.

"For nearly ten years I have slept soundly every night, save for not more than half a dozen times when physically exhausted, simply by putting out of mind every thought of the day's work and giving myself up to fancies. I lay out a plot, imagine myself in various situations and go over conversations with all kinds of people, and this soon puts me to sleep. I can sleep at any time of day by using this simple prescription. It has meant much in the way of health to me.

"So I believe that young people should be taught this practical psychology and understand the use and power of their own minds. There are a great many young people who fall into bad habits, who would really be glad to know how to break themselves of them. So I think a short course in psychology would be valuable in any high school—not the theoretical work but the practical side."—*Lewiston Journal.*

SCHOOLS IN PORTO RICO.

SCHOOL after school is being opened by Dr. M. G. Brumbaug, commissioner of education for the Island of Porto Rico. Over 50,000 scholars are now attending the 1000 schools. Each school morning the American flag is saluted, and American national hymns sung in English. Several large school buildings, including a normal school, are in process of erection. The $100,000 public library, secured by Dr. Brumbaugh from Mr. Carnegie will soon be built. American education is hailed in Porto Rico as a great blessing.

The following telegrams to the *San Juan News* are only two of the many cases in point:

"Aguadilla, October 23.—The new four-room schoolhouse is now completed, and occupied by over 200 children. The little fellows did not know just what to do about occupying the new desks, but were easily persuaded to sit down and adapt themselves to them.

"The morning the flag, the largest in the town, was raised, the children assembled on the balcony, and as the flag ascended, sang 'America.'

"The schools are progressing very nicely. Much attention has been given to the order and classification, and good results can only be the outcome."

"Mayaguez, October 21.—The schoolhouse is to be named 'McKinley school.' The street on which it stands has been named 'McKinley avenue,' and is a fitting tribute to the great statesman, who proved so true a friend to Porto Rico."

And all this in a country where, in 400 years, Spain did not build a single schoolhouse.—*New England Journal of Education.*

LEARNING, EARNING, AND ACQUIRING.

Is the prospective earning power of the pupil a matter that ought to concern the teacher? Unhesitatingly, yes. It concerns the parent. It concerns the state. It concerns the church. It has a vital relation to good homes, good citizenship, good morals, and good religion. It ought to be the paramount concern of the teacher of boys at "the restless age." It is, comparatively, of little account how much the boy knows, how many facts he has memorized, how much he can recite from the books. The important question is,—How much can he do? do with his hands, do with his mind, do with his voice, do with his heart,—that will contribute to the general good and therefore to his own good.

And shall the teacher give this subject no thought? or make this matter subordinate to what some one may wrongfully call "the higher life?" This is the higher life; a life devoted to earning—to service. The children and their teacher, like the Master, have come to earth "not to be ministered unto, but to minister."

But we must distinguish sharply between earning and acquiring. One may acquire that which he does not earn. One may earn that which he does not acquire. One's acquisition may be measured in dollars or in knowledge. One's earning can be measured only in units of service. The service may pertain to the physical, to the intellectual, or to the spiritual needs of one's fellows. But to earn, one must serve—give of his time, of his effort, of his life, to the good of others.

The value of the services of a teacher bears a close relation to the prospective earning power of his pupils. "No man," says Phillips Brooks, "becomes independent of his fellowmen except in serving his fellowmen."—*School News.*

Alumni Notes.

[It is very desirable that the graduates keep THE NORMAL informed of changes in address and occupation. A full and accurate record of the work of the graduates will add very much to the interest and value of the paper.]

1868.

Mr. Joel Maddocks, husband of E. Vodisa Whittier, died at their home in Foxboro, Mass., Dec. 4, 1901.

1879.

Rev. S. C. Graves and wife, neé Annie W. Dixon, and sons, have come to Farmington to live.

Emma Taylor,—married Nov. 13, 1901, at Calais, Me., to Cyrus T. Brown of Troy, Ohio.

1884.

Alice H. Hodgkins,—principal of Grammar School, Whitneyville, Me.

Etta Parks-Richards,—teaching in Roxbury, Me.

1887.

Myrtie G. Robbins-Ames is doing some effective work in W. C. T. U. lines in her county—Aroostook.

1888.

Essie Hinkley-Earle,—Chestnut Hill, Brookline, Mass.

Elgiva B. Luce,—recently called home by the sudden death of her father. Her mother has gone back to live with her in Everett, Mass., 61 School St.

Laura H. Williams,—principal of Grammar School, West Auburn.

Herman S. Spear, M. D.—married Jan. 1, 1902, L. Evelyn Conant, Strong, Me., class of 1898.

1889.

Annie A. Hartford has been obliged to resign her position at N. Attleboro, Mass., on account of her mother's ill-health.

1891.

Cora J. Buker-Tarr,—201 School St., Winter Hill, Mass.

Dora T. Hersom-Lambert,—moved to Hanover, N. H., where her husband is assistant in Biology, Dartmouth College.

Vira H. Barker, after spending a year for her health on the Pacific coast, has returned much improved, and has her former position, second grade, Malden, Mass., 598 Main St.

Effie E. Lord has resigned her position, which she has held for five years at Danforth, Me., and is now teacher of Lancey St. Primary School, Pittsfield, Me.

1892.

Katherine E. Abbott,—teacher of Drawing and Geometry, Farmington State Normal School.

Ernest G. Butler is practicing law in partnership with his brother, Amos K., '90, in Skowhegan.

Hattie H. Moore,—teacher of School No. 1, Raymond, Me.

Alice B. Pratt has resigned the principalship of the Training Department of Leavitt Institute, Turner Center, Me.

1893.

Mildred A. Clark-Cole, who for a long time has been very seriously sick, is much improved in health.

Ethel C. Welch,—160 Grand St., Lowell, Mass.

Winfield R. Buker is now General Agent for Maine for Silver, Burdett & Co.

Irving O. Bragg has taken examinations over a sufficient amount of work in the course at Bates College to enable him to graduate in 1902, completing the course in three years.

1894.

Edith M. Dunning spent a large part of the summer at her old home in Whitneyville, Me.

Edith B. Pratt succeeds her sister as principal of the Training Department, Leavitt Institute, Turner Center, Me.

Arthur J. Chick, Bates 1901, who is now principal of Monmouth Academy, has received an appointment as a teacher of English in the Philippine Islands at a salary of $1200 and traveling expenses to Manila. Mr. Chick has not yet accepted the position.—*Lewiston Journal.*

John S. Dyer is continuing his studies in the Maine Medical School.

1895.

May L. Abbott,—Hosmer St., Everett, Mass.

Elva Rackliff,—teaching second and third grades, Presque Isle, Me.

Maurice O. Brown,—Interne in Maryland General Hospital, Baltimore, and student, class of 1902, in the Medical College of Baltimore.

Donald B. Cragin,—72 Pinckney St., Boston. In charge of Dr. Baker's Hospital (private), Mt. Vernon St., assistant in Women's Free Hospital, Brookline, and member of class of 1902, Harvard Medical School.

Harry M. Pratt,—recently elected substitute teacher in Lewiston Manual Training School, but was unable to accept.

Emma L. Brightman,—private secretary, 11 Claybourne St., Dorchester, Mass.

Granville A. Prock—resigned at the close of the fall term the principalship of the Strong High School, and is teaching the village school in his own town, Lincolnville, Me.

Sandy B. Nile, M. D.,—sold out his practice in Pennsylvania, and is now in practice with his brother, Joseph A., '96, at Rumford Falls, Me.

1896.

Edith B. Burdin,—teaching the Intermediate School, Brownville, Me.

Robert A. Brown,—Bates, 1903, has been elected principal of High School, Strong, Me.

Isa L. Jackson,—teaching in Willimantic.

Maude L. Smith has resigned her school at Henderson, Me., and is now at home, Haywood, Me.

T. Herbert Williams,—manager of the "Unique Farm," Southington, Conn.

1897.

Alma G. Faught,—teaching in New Gloucester.

W. Stanwood Field,—64 Chestnut Hill Ave., Brookline, Mass.

Rowland S. Howard,—salesman in the furniture department of Houghton & Dutton, Boston. Boards 64 Chestnut Hill Ave., Brookline, Mass.

Martin H. Fowler.—At 8 o'clock Thursday evening in the Washington Street Congregational church, Beverly, Mass., occurred the wedding of Martin H. Fowler of this place and Miss Abbie P., daughter of Robert Lefavour of Beverly. The pastor, Rev. Edward F. Sanderson of Beverly, officiated, Rev. E. R. Smith of this place assisting in "plighting the troth." Fred Deane of Lynn acted as best man, and Miss Mary Bartlett of Clifton was bridesmaid. Six lady teachers of the Hardy school (in which Mrs. Fowler taught until Thanksgiving Day) were ushers. Mrs. Fowler is a graduate of the Salem Normal School, and for about six years past she has been a very successful teacher in Beverly, winning for herself many friends both among pupils and parents. A reception was tendered the newly married couple in the chapel of the Congregational church of Beverly after the ceremony, Profs. Geo. C. Purington and Wilbert G. Mallett assisting Mr. and Mrs. Fowler in receiving the guests. The presents were both numerous and beautiful. Mr. and Mrs. Fowler will make their home in town, and are now "at home."—*Farmington Chronicle.*

Geo. C. Purington Jr., at the close of his school at Kingfield spent a week at home and then returned to his studies at Bowdoin College. He is a member of the College Glee Club, and one of the editors of the Bowdoin Orient.

Cora R. Parsons,—first and second grades, Mexico, Me.

Maud E. Peary,—married Dec. 11, 1901, to Fred W. Foss, Mt. Vernon, Me.

Grace G. Rolfe,—died at Clinton, Me., Dec. 11, 1901.

1898.

John W. Adams,—principal of High School, Windsor, Me.

L. Evelyn Conant,—married Jan. 1, 1902, to Herman S. Spear, M. D., class of 1888, New Portland, Me.

Fannie D. J. Fowle-Jewett,—45 Fessenden St., Portland, Me.

Harold D. King, Dartmouth, 1903, is spending his vacation at Hanover, tutoring.

Elida M. Osier,—nurse at Maine General Hospital, Portland, Me.

Stephen H. Pinkham has been elected president of his class, Bowdoin, 1905.

Nellie F. Rockwood has resigned her position in the Primary School at Winthrop Center, Me.

Lillian M. Scribner,—assistant in the office of Register of Deeds, Farmington, Me.

Lottie M. Smith, teacher in the Girls' Industrial School, Lancaster, Mass., is taking a vacation of two months.

1899.

Hortense B. Bradford,—spending the winter in Jersey City, and taking lessons in voice culture of a famous New York teacher.

Jean Cragin,—fourth, fifth and sixth grades, West Acton, Mass.

Grace T. Jenkins,—teaching Primary School, Rangeley, Me.

Vilah M. Kitchen,—seventh grade, Myrtle St. School, Waterville, Me.

John Knowlen, principal of Foxcroft Grammar School, took an outing recently with six of his boys. They were away for two days, stopping over night at an old logging camp, and succeeded in bagging a number of rabbits and a 100-pound deer. Prin. Knowlen with two of the boys pursued the deer, and when the instructor started the game, Frank Weston did the shooting act while the deer was in full flight. Teacher and pupils are proud of the fourteen-years-old sportsman. —*Farmington Chronicle.*

Florence M. Look has resigned her position in the Primary School at Rangeley and will spend the winter at home.

Annie L. Manter,—assistant in the Grammar School, West Farmington.

Iva L. McArdle,—seventh grade, Center School, Chelsea, Mass., 26 Carmel St.

Maude E. Monroe,—sixth grade, Florence, Mass.

Lillian T. Peaslee has resigned her position in the Boys' Industrial School, Westboro, Mass., on account of ill-health. She will spend the winter at home, Richmond, Me.

Fannie L. Taylor,—studying stenography and typewriting in Shaw's Business College, Portland, Me., 108 Forest Ave.

Isabelle M. Towle,—teaching at Vinalhaven.

Ethel M. Tucker,—married Dec. 26, 1901, to Melville Chase Freeman, A. B., principal of Kennebunk, Me., High School.

1900.

Myrtie E. Abbott,—teaching at Salisbury Cove, Me.

Edwina Banks,—teaching at Union Common, Me.

Winnifred M. Beck has resigned the principalship of the Grammar School at Winthrop Center.

Sara H. Blanchard,—married Dec. 25, 1901, to Frank A. Hardy, E. Wilton, Me.

Sadie M. Knight,—teaching in Boys' Industrial School, Westboro, Mass.

Alice Lowell has resigned the principalship of the Farmington Grammar School on account of ill-health.

Etta B. Trecartin has resigned her school in Lubec on account of ill-health.

Florence E. Warren,—teaching in Brownville, Me.

1901.

Vesta E. Chadwick,—sixth grade, Winchester, Mass,

Mattie P. Clark,—11 Ash St., Waterville, Me.

Minnie B. Frost,—49 Ripley Place, Buffalo, N. Y., teaching third grade in Training School, Fort Wayne, Ind.

Annie P. Fuller,—teaching in Greene, Me.

Josie M. Holman,—teaching Primary School, West Farmington, Me.

Mabel E. Hunter,—principal of Grammar School, Farmington, Me.

Edna M. Lovejoy,—teaching at West Mt. Vernon, Me.

Edna M. Luce,—teaching at West New Vineyard, Me.

Jennie A. Manter,—student in Gray's Business College, Portland, Me.

MARRIAGES.

1879. Emma Taylor—Cyrus T. Brown, Nov. 13, 1901.

1888. Herman S. Spear, M. D.—L. Evelyn Conant, Jan. 1, 1902.

1897. Martin H. Fowler—Abbie P. Lefavour, Dec. 5, 1901.

1897. Maud E. Peary—Fred W. Foss, Dec. 11, 1901.

1898. L. Evelyn Conant—Herman S. Spear, M. D., Jan. 1, 1902.

1899. Ethel M. Tucker—Melville C. Freeman, A. B., Dec. 26, 1901.

1900. Sara H. Blanchard—Frank A. Hardy, Dec. 25, 1901.

DEATHS.

1897. Grace G. Rolfe, Dec. 11, 1901.

Normal Notes.

Trustees Fairbanks and Robertson visited the school just before the close of the term.

Mr. Purington and Mr. Mallett both attended Mr. Fowler's wedding and reception at Beverly, Mass.

Rev. Mr. Pratt of Dover made the school a pleasant visit for several days and was present at the reception tendered to Miss Skinner.

We are sorry to hear that Wright is laid up by a serious injury caused by cutting the knee cap of one of his legs while cutting wood.

Mr. Purington gave the Passion Play address before the North Chesterville Grange, Nov. 8, and in the Farmington Falls lecture course, Dec. 3.

Principal and Mrs. Purington had the pleasure of having the following young ladies with them for Thanksgiving dinner: Alixe Goodwin, Amy Goodwin, Grace Stone, Etta Sawyer, Irene Higgins, Helen Thomas and Elmeda Thompson.

On Thursday evening, Nov. 14, the school tendered a farewell reception to Miss Skinner, which proved as pleasant as it is possible for a social gathering to be under the shadow of the coming separation from a much loved teacher and highly prized friend.

The health of the pupils has never been better than through the fall term, only two of them being obliged to leave because of ill-health — Sada B. Foss of the C class and Myrta M. Folsom of the F class. Helen C. Thomas of the D class was obliged to leave on account of her mother's health. We miss her beautiful voice very much.

The following pupils of the fall term are teaching:

Miss Atwood in New Sharon; Miss Baker, Dresden; Miss Blanchard, Clinton; Miss Deane, Farmington; Miss Farrington, China; Miss Farwell, Vassalboro; Miss Hickey, New Sharon; Miss Houdlette, Dresden; Miss Houghton, Phillips; Miss Hupper, St. George; Miss Kane, Eastport; Miss Manter, Farmington; Miss Nelson, Branch Mills, China; Miss Partridge, Whitefield; Miss Pratt, Wilton; Miss Edith Smith, Jonesboro; Mr. Starrett, Warren; Mr. Williamson, Temple; Miss White, Chapman Plantation.

The following, in addition to those mentioned above, will not attend the winter term: Miss Akers, Miss Bean, Miss Francis, Miss Harlow, Miss Holbrook, Miss Hunnewell, Miss Learned, Miss Littlehale, Miss Marden, Mr. McCully, Mrs. McEachern, Miss Norcross, Miss Richards, and Mr. Wright.

The Franklin County Educational Association met at the Normal, Nov. 15 and 16, 1901. The following teachers and students were in evidence as officers or on the program:

Principal Purington,	President.
M. H. Fowler, '97.	Ch. Ex. Com.
Address of Welcome,	Supt. W. G. Mallett, '86.
Response by the President.	
Arithmetic in the First Three Years,	Addie F. McLain, '84.
How to Teach Grammar,	G. A. Prock, '95.
Discussion opened by	Jane M. Cutts, '86.
Discussion by	Lilla M. Scales, '73.
How to Teach History,	Lillian I. Lincoln, '85.
Teaching Exercise in History,	Louise W. Richards, '01.
Some Experiences of a Teacher with Parents,	Mrs. E. V. Sewall.
Reading,	Mrs. G. C. Purington.
Methods in Geography.	A. Blanche Calligan, '99.
Present Status of Vertical Penmanship,	John L. Hunt, '00.

The closing sociable, Thursday evening, Nov. 21, was under the direction of the C class, with a committee consisting of Miss McMurray, Miss Bickford, Miss Russell, Miss Robinson, Mr. Burbank.

PROGRAMME.

March and Circle.	
Wax Modeling.	
Solo,	Miss Carsley.
Plain Quadrille.	
Boston Fancy.	
Reading,	Miss Hunnewell.
Parlor Croquet.	
Solo,	Mr. Purington.
Good-Night March.	

FARMINGTON STATE NORMAL SCHOOL.
Entering Class,—Fall Term, 1901.

School News.

Fryeburg Academy has over sixty students in attendance this winter.

Limington Academy reports the largest attendance at a winter term for many years.

Foxcroft Academy has received a generous gift of maps and books of reference from Edwin Ginn, Boston.

The fall term of Anson Academy closed November 8. A large number of students will enter the winter term.

San Francisco joins Chicago in requiring all applicants for teaching positions to pass a physical examination. Let the good work go on.

Ricker Classical Institute had an attendance of one hundred and twelve in the fall, and is prospering under the new principal, Mr. Wellman.

E. R. Drummond, treasurer of the seminary and college at Kent's Hill, is busy now investing twenty-five thousand dollars lately received by the institution from the estate of the late Hon. Joseph S. Ricker, late of Portland. Congratulations!

San Francisco is said to have reverted to slates. It was not to have been expected of any city of a third of a million people, least of all of a city like San Francisco. The war on slates should be universal. There is nothing equally filthy in school life.

A movement is on foot to have a State basket ball league, composed of the leading preparatory schools and colleges in Maine. The schools which will compose the league are Bangor High, Portland High, Coburn Classical Institute, Rockland High, Kent's Hill, Hebron, Westbrook Seminary, Colby, and the University of Maine.

President Henry S. Pritchard says that a candidate for admission to "Tech" this year had this question: "What was the cause of 'Silas Marner's' unpopularity?" The embryo Tech man replied: "'Silas Marner' was a poem written by Coleridge. The cause of Silas Marner's unpopularity was because he shot the albatross and caused the wind to blow."

Congratulations again to Principal Frank E. Russell (F. S. N. S., '86) of East Corinth Academy! John P. Webber, Brookline, Mass., has sent a check of five thousand dollars to add to the endowment fund.

In two years Cuban schools have increased from 312 to 3,313. There are 3,583 teachers and 172,273 pupils. The cost of the schools is already $4,000,000, and may soon reach $6,000,000. Of the teachers, 1,456 are men and 2,127 women.

Tyna Helma, a Russian girl, entered the Wells School, Boston, in September, 1900, without ability to speak a word of English. In June, 1901, a year later, she graduated, having taken four years' work in one, and learned to speak the language also.

Boston has broken all records at home and abroad by dedicating three large, beautiful, costly high school buildings in East Boston, in South Boston, and in Dorchester on three successive weeks. They are noble structures, unsurpassed in beauty, in appointments, and in equipment.—*N. E. Journal of Education.*

Bath Academy was incorporated in 1805, the eleventh in the State. From an exchange we learn that inquiries have lately been made as to the exact time when the old academy (now used by the first grammar school) was built. The erection of this building was commenced in the year 1804, and the same was completed in 1806, and dedicated on the 8th day of September of that year. The first preceptor was Mr. Reuben Nason, who delivered an appropriate address at the dedication of the building. In 1832 the well-known Amos Brown was elected preceptor. He was succeeded in 1847 by Hon. Edward P. Weston, who continued at the head of the school until 1860. After that time Josiah B. Webb and Joel Wilson were the efficient principals for some years. It is now expected to re-establish this old and famous institution of learning at a not far distant day. The Seminary was built in 1836, dedicated September 13, 1837, and was destroyed by fire October 1, 1894.

Pleasantries.

"I wonder how so many forest fires catch," said Mrs. McBride. "Perhaps they catch accidentally from the mountain ranges," suggested Mr. McBride.

The Sunday school class was singing, "I want to be an Angel." "Why don't you sing louder, Bobby?" "I'm singing as loud as I feel," exclaimed Bobby.

"Uncle," said the scientific youth, "don't you know that you ought to have your drinking water boiled, so as to kill the microbes?" "Well," answered the old gentleman, thoughtfully, "I believe I would as lief be an aquarium as a cemetery."

When the day came for taking the collection in the Sunday school, the children were asked if they remembered any texts appropriate to the occasion. A little boy held up his hand, and repeated, "The fool and his money are soon parted."—*Christian Register*.

During a fierce tornado at Burlington, Vt., a year or two ago, little Bertha climbed into her papa's arms for safety. When her mother, who had that day expressed a wish for rain, entered the room, Bertha exclaimed, "You prayed for rain, *now see what you've done!*"—*The Christian Register*.

The discouragements of some public school teachers in Newark are beyond ordinary conception. A hygiene instructor recently received from the mother of one of her most promising pupils the following note: "Please don't learn our Jonny any moar about his insides as it makes him sassy."—*New York Sun*.

"Mummy, dear, I do wish I might give some money for poor children's dinners." "Well, darling, if you like to go without sugar, I will give you the money instead, and then you can." The small child considered solemnly for a moment, and then said, "Must it be sugar, mummy?" "Why, no, darling. What would you like to do without?" "How would soap do, mummy, then?" exclaimed the small maiden in triumph.—*Philadelphia Ledger*.

Have you heard the story of three eggs? Too bad.

A Sunday school teacher recently told her class about the cruelty involved in docking horses. "Can any little girl tell me," she said, "of an appropriate verse of Scripture referring to such treatment?" There was a pause, and then a small girl arose and said solemnly, "What God hath joined together let no man put asunder."—*Christian Register*.

A correspondent in Galesburg, Ill., sends to the *Woman's Journal* the following actual medical diagnosis by the laity: During the excitement caused by some cases of suspected smallpox in a Rock River village, a son of Erin rather contemptuously remarked to a group of the frightened ones, "They hain't got smallpox: it's only celluloid." Whereupon a Johnny Bull further encouraged the timid by asserting, "There hain't any danger, anyhow, if you don't get them microscopes in you." The disease did not spread.

TOO HARD NIGHT WORK FOR A PUPIL.

A teacher in the Dallas county public school received the following letter:

Sir—Will you in the future give my son easier some to do at nites? This is what he's brought hoam two or three nites back: "If fore gallins of bere will fill thirty to pint bottles, how many pints and half bottles will nine gallins of bere fil?"

Well, we tried and could make nothin of it at all, and my boy cried and laughed and sed he didn't dare to go bak in the mornin without doin it. So I had to go and buy a nine gallin keg of bere, which I could ill afford to do, and then he went and borrowed a lot of wine and brandy bottles. We filled them, and my boy put the number down fer an answer. I don't know whether it is right or not, as we spilt some while doin it.

P. S.—Please let the next some be in water, as I am not able to buy more bere.—*Mobile Register*.

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.

☞ Rooms for self-boarding, each accommodating two persons, furnished with table, chairs, wash-stand, stove, bedstead, mattress, students furnishing other articles needed, 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.