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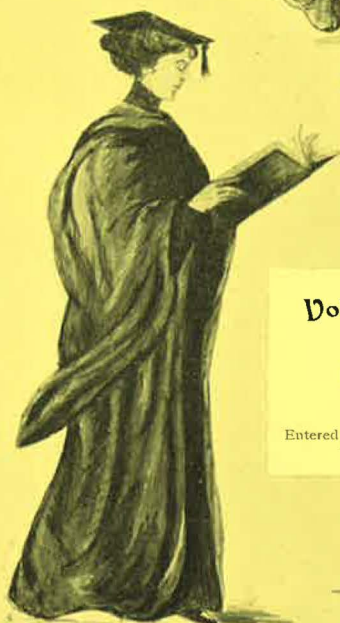
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# THE FARMINGTON NORMAL



Vol. 1   \*   No. 3

FEBRUARY, 1902

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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. MALLET, 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.





JOSEPH W. FAIRBANKS.

# The Farmington Normal.

VOL. I.

FARMINGTON, MAINE, FEBRUARY, 1902.

No. 3.

## THE FARMINGTON NORMAL.

SIX NUMBERS A YEAR.

(October, December, February, March, May and June.)

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PRIN. GEORGE C. PURINGTON.

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### EDITORIAL.

ONE of the pleasantest events during our connection with the school was the meeting of the Massachusetts Alumni Association on the afternoon of February 8. The attendance was large, the spirit of good fellowship was genuine, the greeting of old friends most cordial. Such gatherings are in every way desirable, and it is of the greatest importance for school teachers to cultivate the spirit of friendliness. "There are no friends like the old friends," is true in a very real sense, and the friendships formed in youth when we are prone to invest our friends with all the virtues

and none of the frailties of humanity, and with no thought of self-interest, are among the most delightful of life. And though we may discover afterwards that in our early friend "were faults as thick as dust in vacant chambers," still because of the joy of the old days we are eager to preserve that "Sweet'ner of life, and solder of society." In the next number we shall give a list of those present and a report of the business transacted.

MR. MALLET presents an interesting article in this number on "School Superintendence." His opinions are entitled to great weight since to a liberal education, professional training, and long experience as a teacher, he adds practical experience as a superintendent of schools. There can be no doubt that the poor supervision of a large part of our schools, and an entire lack of supervision in some places, which, by the way, is the less of the two evils, are the most serious faults in our school system.

We have before us, as we write, a letter from one of our graduates whom we congratulated on taking a school in a town that shall be nameless, though it is wealthy, and progressive in other respects, because she would have a chance to do missionary work. She writes that "the superintendent allows nothing new to be introduced, and told me when I began the school that I must teach the alphabet, and *must not* use the phonetic method in teaching reading." If this were an isolated case we might take up a popular subscription to enable that town to engage some one of intelligence to care for its schools.

If the money that is spent for the protection of wild game in the State were spent in protecting our children from the inefficiency and old-fogyism of some superintendents,



we should be richer in men and women, though moose and deer might grow scarce. As it is now the killing of a cow moose is a more serious matter than the "slaughter of the innocents." There are towns now shouting for compulsory vaccination, that look with perfect complacency upon their children whose minds have been forever stunted because of the lack of "expert supervision."

If the stockholders of a woolen mill were looking for a superintendent, they would give scanty consideration to the application of a man whose only recommendation was that he was a good fellow, and had worn woolen clothes. And if his friends were so foolish as to urge that he was old, poor and needed the salary, courtesy would fail with consideration. But just that sort of thing takes place in school supervision, and will just as long as the office is not independent of popular prejudice, caprice, and ignorance.



THE average teacher has, we sometimes fear, an imperfect idea of the real purpose of the public schools, and it cannot be too often or too strongly reiterated that good citizenship is, or should be, the ultimate aim of all the work done in the public schools. To make honest, self-respecting, law-respecting and law-abiding citizens is the task that is set for every teacher, and to that end should all the school work be directed. But that is the work that is often entirely lost sight of, or made merely incidental. It is doubtless true that all faithful work in any of the common school studies contributes to good citizenship, but when any study is taught merely as an end in itself, then the most valuable lessons that might have been obtained from that study are lost. The work in arithmetic and geometry, for instance, ought to be so conducted that the pupil will get a strong impression of the importance of accuracy and honesty.

We once heard a lesson in arithmetic by Principal Page of the Dwight School in Boston, who was recently honored by a reception and banquet upon the completion

of his fiftieth year of teaching, that was worth a score of essays on the value of honesty. It was *thorough*, full of illustrations drawn from practical every day affairs, and enriched with historical incidents bearing on honest dealing, but without any preachment.

Probably France leads the world in the teaching of civics, and since it became a definite part of the school course, and has been systematically taught, statistics show that there has been a marked and constant decrease in juvenile crime. We need something of that sort in our public schools. It is not enough that the instructors of youth shall be directed, as in section 97 of our school laws, "to use their best endeavors to impress on the minds of the children and youths committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence, sobriety, industry, and frugality; chastity, moderation, and temperance;" they need a well-prepared course of instruction in civics as a guide, and an active public sentiment that shall insist on their doing the work prescribed.



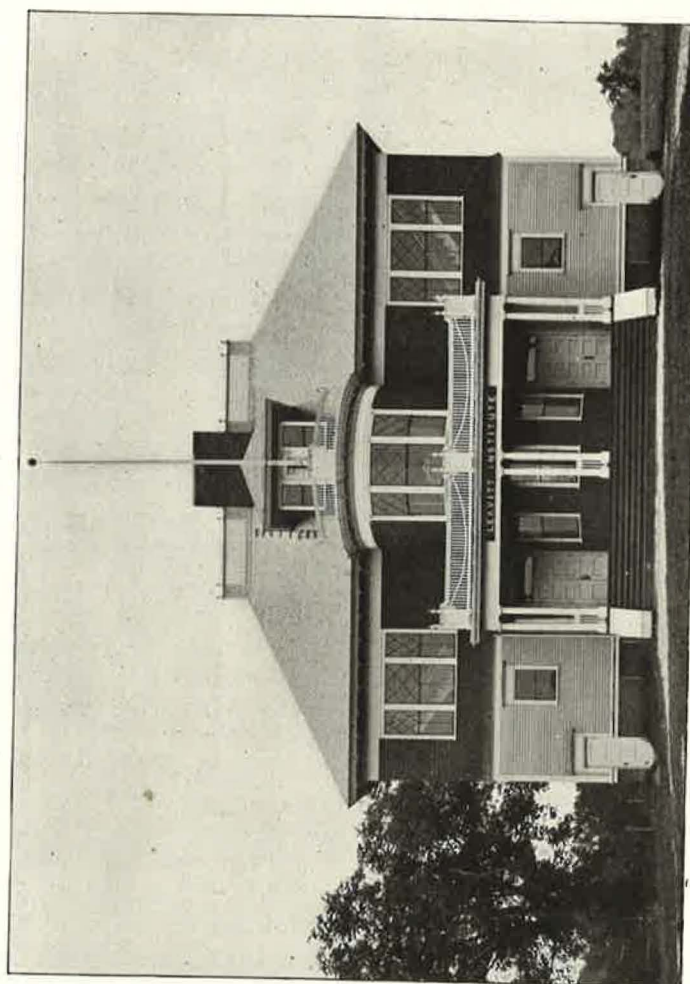
#### LEAVITT INSTITUTE.

THE Leavitt Institute was established in 1896 by the gift of James Madison Leavitt of Brooklyn, N. Y., a native of Turner. The first term was opened in the spring of 1897, though the school was not incorporated till Feb. 15, 1901. The first principal was Lauren M. Sanborn, A. B., now sub-master in the Gardiner High School.

Leavitt Institute is located at Turner Center, a quiet and beautiful little village, with everything to encourage study and nothing to divert the attention of the pupil from his work.

Turner is an ideal rural town, and has an honorable history. It was incorporated the 47th town in the Province of Maine, July 7, 1786, when it had little more than two hundred inhabitants. Among the early citizens were many men of marked influence in the





LEAVITT INSTITUTE,  
Turner Center, Maine.

affairs of the Province, and many of their descendants have been prominent in the State and Nation, among whom may be mentioned the Leavitts, Bradfords, Hales, Drews, Bonneys and Sweets.

To the student of history nothing is more interesting than to trace the influence of the early settlers upon the fortunes of the town they founded. In that respect Turner was exceedingly fortunate, and a high grade of intelligence, thrift and prosperity has marked it from the first. The early settlers were men of affairs, many of them well educated for their times, and some of them descended from distinguished ancestry. The Bradfords can claim Gov. Bradford of Plymouth Colony as their progenitor, and the Drews trace their lineage back to Richard, Duke of Normandy, the grandfather of William the Conqueror.

The town was settled in 1772 by five families from Massachusetts, one a Leavitt, an ancestor of the generous founder of the Institute. The first school was kept by Arthur Bradman in 1788. In that year they voted £12 for schools, and the next year raised £40 to build *three* school-houses. In 1792 the sum of £20 was voted by the town for a school, and the next year £24 to build a school-house on Lower street. As early as 1843 Turner had a high school for six months in a year supported by the school fund. There could have been at that time few, if any, other rural towns that had a high school. It was one of the very first towns in the State to abolish the district system, which step it took in 1873. Thus it has been one of the most progressive towns in Maine in educational matters, and it is this that has enabled the young people of Turner to make such a fine record when they have gone out into the world. It also insures the success of this school planted among its hills. Through the generosity of its founder, Leavitt Institute has a fine school building,—architecturally beautiful, convenient, comfortable and healthful in all its appointments, equipped with electric bells and speaking tubes, and supplied with pure spring water. Perfect

heating and ventilation are secured by the Fuller and Warren system, and surrounding it is a beautiful campus of four acres with fine fields for base-ball, foot-ball and other athletic sports.

The courses of study are the English Course, Latin Scientific, College Preparatory, and Normal Course, which in extent and arrangement are equal to the best; and in order that the grade of the school may be kept high, there is a course preparatory to the work of the High School, where those not prepared to do the work of that course may spend one year reviewing the common English branches. Those taking the Normal course are required to first complete two years of the English course, and then take up a thorough pedagogical course, modeled after the best Normal schools, together with practice. The scientific laboratory is well equipped, and lessons in art, music and elocution are provided.

The board of instruction is composed of Leland A. Ross, A. B., principal, mathematics and sciences; Louise Rounds, A. B., history, French and literature; Georgia M. Knapp, A. B., Latin and Greek; Edith B. Pratt, principal of the training school, pedagogy and English; Ella M. Leonard, drawing, vocal music and elocution; Addie Day, instrumental music.

The first class graduated in 1899, and the total number of the graduates is 45—23 young men, and 22 young women. Of these graduates, fifteen were teaching last fall, eight were in college and one in a conservatory of music—a fine record. The attendance for the fall term was 117—92 of whom were from the town of Turner, and 25 from nine other towns.

The town of Turner is to be highly congratulated upon the establishment of such a school, and the high rank it has at once taken. Its young people can now get a thorough preparation for college while living at home, and it is assured of a constant supply of well-trained teachers for its common schools, which must in one generation place them among the very best in the State.



## A-WHEEL IN EUROPE.

## III.—Edinburgh and Sterling.

THE close of the last number left us in the gloomy old Palace of Holyrood, which was built by James IV., for his bride, "that English princess from whom were to descend the sovereigns of the great British empire," Margaret, the daughter of Henry VII. Hither James V. brought from sunny France his bride, the youthful princess Magdalene, who lived "scarce forty days." Again he brought another bride from France to this gloomy old (new) palace,—Mary of Guise, mother of Mary, Queen of Scots. Hither, too, came back from France the hapless daughter; fatherless at seven days of age; at six years a fugitive exile from her native land; married at sixteen to the Dauphin of France; for little more than a year the queen of Francis II., occupying the most luxurious and brilliant throne in Europe, then coming back a widow to rule over a people hating her religion, and a country cold and stern. Here she found little rest and less happiness; here, in this dark palace, she was married to Darnley; here Riccio, clinging to her for protection, was stabbed to death; here she heard the news of the death of Darnley; here was the scene of her nuptials with one of his murderers, the brutal Bothwell; and thither she was carried a prisoner by her own subjects to the castle of Lochleven, from which she escaped fleeing, not, as she might have done, to France, "the country of her happiest hours and fondest recollections," but into England to throw herself upon the generosity of Elizabeth, there to become the victim of suspicion, hate and vindictiveness, and after a cruel imprisonment of eighteen years, to perish on the block, "the loveliest woman of her time, and the most unfortunate of monarchs."

Of course we were shown into Lord Darnley's rooms, and Queen Mary's apartments, the audience chamber in which she disputed with Knox and heard her royal faults condemned in no uncertain terms by the brave and stern old Covenanter. We also visited her bed chamber, which is said to contain the very bed on which she slept, and two other rooms, in one of which Riccio was murdered.

After two hours amidst such associations we were glad to get out into the light and air, and

make our way back to Princes Street by the Abbey Hill, under a railway viaduct and along the south slope of Calton Hill.

On arriving at my hotel, whom should I see at the clerk's desk but my good friend Mr. Elder! I was overjoyed to see him. We had a long talk, and after planning for the morrow, we separated to meet early in the morning.

On the morrow I was early astir, and after getting off my last letters for home previous to sailing, I found Mr. Elder and together we went over the most interesting part of "Old Edinburgh." Never had a visitor a better guide. He had the history of the city by heart, and having graduated at the University knew all the places of interest. With him I again went through St. Giles', and then into the old Parliament House whose great hall, more than a hundred feet long, has a magnificent roof of carved oak. Its walls are ornamented with statues and paintings of legal celebrities of Scotland, and connected with it is the Advocates Library of over 300,000 volumes.

We visited the new Carnegie Library, and the magnificent new hall recently given to the University of Edinburgh. It is of remarkable beauty.

Greyfriars churchyard is chiefly interesting because it holds the bones of 15,000 Covenanters who perished at the Restoration. (I think I have somewhere seen that number stated.) But after all the most touching thing I saw was a memorial to a faithful dog, who for years never deserted his master's grave except to eat.

At noon I bade good-bye to Edinburgh and went with Mr. Elder to Dunfermline. We crossed the Firth of Forth on the world-famed cantilever bridge completed in 1890, 160 feet above the water. The total length of this bridge is one mile and 1,005 yards. Two of the spans are each 1,710 feet—the longest in the world, and the total cost was about \$15,000,000.

Dunfermline is an interesting old town with an ancient Abbey and the remains of one of the old Scottish Royal Palaces. The remains of Bruce lie under the pulpit, and those of Queen Margaret, wife of Canmore, repose beneath the floor of Lady Chapel.

Two of the pillars in the Abbey are fluted in

a zig-zag fashion, which gives an effect of decrease in size or thickness from top to bottom according to the position from which one sees them. The canny old care-taker of the place tried to fool me by getting the usual expression of assent to his statement of their (apparent) size, but I didn't "bite," and added to his disappointment a little by pointing out that the pillars are not vertical.

There is one very beautiful window in the ruins of the old monastery, quite as beautiful as any I saw at Melrose.

Only one wall of the Palace remains to mark a spot of great historic interest, for Queen Mary resided here for a time, Charles I. was born here, and Charles II. here signed the solemn League and Covenant.

We dined with Mr. Elder's cousin, another Hugh Elder, a prosperous business man living in a delightful home situated in a large old garden surrounded by a high wall. This was the first time for two months that I had sat at a family table, and it was indeed a pleasure. The family consisted of Mr. Elder and wife, and two children, a daughter at home for a vacation from an English college and a son of about fourteen, all charming people.

Mr. Elder very kindly went with me to Sterling, where we arrived in season to go through the old castle. It is built on a precipitous volcanic rock, like that on which the Castle of Edinburgh stands, rising from a beautiful green plain through which the Forth winds its course in a way so crooked that it suggests that its waters would never tire of reflecting such a beautiful scene.

From the ramparts one can see where seven battles have been fought, including those where Wallace and Bruce won their victories, and the fields of Sterling Bridge and Bannockburn (1314).

The mountain view is superb;—Ben Lomond in the west, Ben Ledi, Ben Venue, Ben More and Ben Vorlich. How grateful I felt to Scott that the names were so familiar, and that with each one was the charm of poetic feeling that his lines had inspired.

From Queen Mary's look-out the view is charming. The "hapless Mary" was a semi-prisoner here, and from this point only was she permitted to look out from her prison.

Close by is the parish church, where both Mary and James VI. were crowned. Adjoining it is the old cemetery containing many beautiful marble and granite memorials. The most beautiful and costly is the Virgin Martyr's Memorial, representing an angel hovering over two sisters, Margaret and Agnes MacLachlan, who were tied to a stake and drowned by the rising tide in Wigton Bay for adhering to the Covenanter's cause in the fierce days of Jacobite persecution.

We visited Henry Drummond's grave, which is thickly covered with beautiful ivy, from which I brought home a small spray that has grown to a luxuriant vine nearly two yards in length.

G. C. P.

## GOOD LIVE TRUTH.

THE winsome lady who holds court in her modest schoolroom, her courtiers seldom forgetting that they are little ladies and gentlemen, does this only because she has their hearts; and their hearts she can have only as she can control their thoughts; and their thoughts she controls only through her own fine personality, and by constantly putting into their receptive minds suggestions pleasing and wholesome. She lives out her own beautiful and earnest life with them.

By quiet example, by personal appearance, by song and story she reaches them. She knows the best in literature and in life, and she gives them of her best, and they go out from her with a wealth of treasure in heart and mind that for not a few of her pupils will be cumulative for a lifetime.

She holds with Froebel, that all "education not founded in religion is unproductive;" and with Warner, that "Good literature is as necessary to the growth of the soul as good air to the growth of the body, and that it is just as bad to put weak thoughts into the mind of a child as to shut it up in a room that is unventilated." She does not try to teach so much, but she has many an immortal poem and many a good thing in prose, from the Bible and elsewhere, as familiar in her school as is the old multiplication table. Is such a teacher good to live with?—J. P. McCaskey in *Journal of Education*.

—Nothing but lives of the highest activity and strenuous service can justify higher education for either men or women.—Pres. Charles W. Eliot.



### SUPERINTENDENCE — SOME OBSERVATIONS.

THIS is the day of skilled labor, of trained workmen, of expert superintendence. I am not so sure that the work of this day produces as permanent results as the slower and less specialized labor of an earlier day. I rather think not, but the production is enormously greater, wealth more disseminated and the aggregate of human happiness vastly increased. Organization and combination are the working plan of this generation as competition was of the preceding. Men with breadth of view are everywhere demanded, men who can see ahead several moves on the checker-board, forecast probable results, control and direct. Other men, too, are needed, men who do not think or who think but little, automaton, very like to the machines they operate. The present industrial conditions are working, it seems to me, a more regrettable division of society than what wealth creates, it is the caste of intelligence and creative power and the caste of intellectual indolence and incapacity. But I would not proceed too far with what I mean to use only as a comparison.

The industrial world has a great Captain of Industry, the school world has also and is coming to have more and more its great Captains of Industry. Institutions venerable in service change less rapidly than newer ones. The school and the church must learn from steel and oil the great economic and administrative advantage there is in union and the value of expert superintendence.

The great weakness of the school system of Maine outside the cities and large towns, is the lack of trained intelligence and supervision. What the weakness in the cities may be it hardly becomes my present purpose to say. It may be over-supervision, or supervision of the wrong kind, or it may be politics. I believe our rural towns offer opportunity for a rational system of supervision.

If the danger to a man in running a lathe or a loom is a real one as I have suggested above, then there is as certainly the danger of making the school system a machine and reducing its component parts of nerve and muscle to the low level of non-thinking and so uninterested parts. A "thoroughly graded" school system has never been especially attractive to me. And yet the tendency is all that way on every count. The superintendent wants it, for then he knows the

better just what is going on, he feels reasonably sure of his ground, and feels himself the captain of his forces. The teachers themselves want it, for so they can the better be told just what to do, just how to do it and just when to do it. It is so much easier than an ungraded school that taxes our wits to the utmost with the ever recurring problems of such a school. The community wants it, too, for a less definite reason to be sure, but a neighboring city has it, or it at least presents the appearance of effectiveness, and the superintendent in his annual report says it is the thing to have. There are better things than certain graded schools and there are things a good deal worse. Some worse things are certain ungraded, unsupervised, and I may almost say unattended rural schools. We might say that the happiest solution of the problem they present might begin by having more scholars, but that does not meet the present moment's difficulty and exposes us to the charge of being impractical. They need care and supervision—not the supervision which prescribes exact ways, means and methods, but the supervision which suggests those very things and leaves an intelligent teacher the task of adaptation in the exercise of all the liberty she needs. The grouping of towns for the employment of trained ability in handling this question is the first requisite and consequently the most important. It is a matter to be urged in season and out of season and diligently worked for. The duties of a union superintendent require the learning of a school man, the skill of diplomat and financing ability of a trust organizer. No mean ability is lodged in the man who can successfully supervise the teaching in three or four towns, successfully manipulate as many mutually jealous school boards, meet without flinching the representatives of a dozen rival book publishers, fix the compensation of twice that number of conveyers of pupils who look upon the town treasury as legitimate prey, buy the fuel, supply the text-books, and control all the various details incident to a business of such diverse activities. The task is worthy anybody's mettle.

A superintendent wants to early become acquainted with the *personelle* of his teaching force. He ought to know his teachers well, so much depends upon proper adaptation of teachers to places. Many teachers are found to be grievous misfits and some few others would never fit anywhere. The only way to know oftentimes is to



WILBERT G. MALLET.



try them. I hope I may not seem unappreciative if I mention some things to which my attention has been drawn. Teachers are very likely to lack inventiveness and resource. The daily programme is carried out, but without variation or enthusiasm. Careful preparation is not made by the teacher or insisted upon in the pupil and thoroughness in consequence can not follow. An old idea still lingers that a subject is to be *covered* rather than *mastered*. A new subject is begun, say in Arithmetic, and the book material taken up. The definitions are partially learned, the examples worked with more or less help—perhaps the hardest omitted—and the subject is dropped and another taken up. This is not teaching. Unfortunately it is not confined to the single subject Arithmetic. If the objective case is the subject being taught in Grammar, why not teach the objective case until it is forever known whether as the property of a noun, a pronoun, a clause or whatever it may be. If pupils in advanced Geography are studying Europe, Europe ought not to be abandoned till its outline, its topography, its political divisions and its peoples are vivid elements of the pupils' knowledge. This requires inventiveness and resource, but nothing else pays.

Display teaching is another counterfeit the superintendent soon learns to detect. Parents seem to be more easily deceived, and their wishes must be often grievously offended by the removal of a teacher who has worked up a striking "last day" exercise or a few showy lessons in Geography and History. The law provides that the superintendent shall visit the schools twice each term. Remote rural schools cannot be very well visited oftener, so his visits fall naturally at the beginning and end of the term. What may be going on all those other days when he is not expected he often wonders and always wishes he knew.

The superintendent learns early to set high value upon the social qualities of a teacher. He watches anxiously for the sympathetic spirit toward parent, an attractive dignity toward pupils and still farther, a self-respecting friendliness toward the young people of the opposite sex who may or may not be members of the school. The office of the rural school teacher is not always magnified by those who fill it. The one American classic which I recommend to the rural school teacher is the "Legend of Sleepy Hollow," and while the headless horseman of that inimitable story was to my boyhood a sub-

ject first of fear and then of humor, he has in these later days acquired a new dignity. He deserves to rank with the immortals to forever haunt the neighborhood where rules the indiscreet school teacher to spirit her away to the land whence Ichabod Crane never returned.

But while the mind of the superintendent dwells much amid the details of his office, it should often rise to the consideration of the larger themes of the whole school world. Hence issues his inspiration and whatever may save him from a narrow drudgery or provincialism. To think for one's self upon the problems of to-day and to know what others are thinking, to observe in the experiences of one's own work the elements of the great problems everywhere present and try their solution, to feel through educational journal, or report, or meeting the pulse that beats and flows to the vitalization of our whole system of school thought, to add these things also, is to furnish the school man with the *sine qua non* of a healthy and sane life.

W. G. Mallett.

#### A GLIMPSE INTO PRUSSIAN SCHOOLS.

TO THOSE who may be unfamiliar with the school systems of Germany, let me say that in Prussia the boys and girls are usually in separate schools, and if together it is only in the small country schools, or during the first two or three years of school life. The free schools are intended for the poorer classes and are generally called Volksschulen or Gemeindeschulen, though other terms are also applied. The length of the course varies from seven to eight years and the instruction is wholly in German. Entering as the children do at about six years of age, if they have been regular in attendance, they leave school at fourteen.

The primary instruction is considered by the Germans good in these schools which are free, and many children are sent to them in preference to private schools, until old enough to begin another language, when they are sent either to schools which are wholly private or to those which are partly supported by public money and partly by tuition.

In such schools the girls always have French, or French and English, and the boys Latin, Greek, French, and sometimes English or another language, in addition to the instruction in German.



The schools for the girls are known as Höhere Mädchen or Töchterschulen, and have courses requiring from eight to twelve years. The longer courses fit the students to take the examinations granting a teacher's certificate, and include those subjects especially needed for that work.

In all that I may say I shall refer only to girls' schools which I have visited both in a small city and in Berlin. These schools, with the exception of a private school, have been large, two having about 700 pupils, one over 900 pupils; and having heard more than thirty teachers conduct recitations, many of them day after day, my impressions are more than those of a casual observer, though I may not generalize in regard to German schools.

To a person who has lived in a country with schools open to parents and all other visitors the regulations in Germany seem needless, but if schools are to be seen, regulations must be complied with. In one town a teacher in the Töchterschule said to me, "you may visit my class if you like." Knowing something of what others before me had done in order to get within the walls of a German schoolroom I thanked her most cordially, while I wondered if I knew more about the customs of her country than she did. A few days later I inquired on which days I might go to the school, and she confessed, with sincere regret, that Herr Direktor, as the principal of a higher school is called, had said that no visitors could be admitted without permission from the Prussian Minister of Education.

It sometimes happens that a teacher is admitted through the kindness of a principal, and the principal of a Volksschule in the same town gave one of his assistants a cordial invitation for us to visit that school.

A very distinct line is kept between the teachers in the free schools and those in the higher schools. As one man explained carefully to me, they are very particular to give each teacher his proper title. The principal of the Volksschule is addressed as Herr Rektor, and he may be quite as well educated as Herr Direktor of the Töchterschule, though his social standing is not as high.

This school was fortunate in having a new building, airy and well-lighted, with a fine large play-ground extending on all sides of the building. The rooms were not furnished with what

I called modern furniture, but our standards change, and after comparing this with the school furniture of Berlin, I decided it was modern for Germany. Double seats which could not be adjusted, and which appeared to be very uncomfortable, were in all of the rooms. In addition to the seats for the children were a plain chair and desk for the teacher, a cupboard, a wall blackboard and a movable blackboard, each about five feet square, and a picture of the Emperor. In the library were maps, charts and pictures which were taken to the different rooms as needed.

The primary classes numbered from sixty to eighty pupils, but the upper classes were smaller. On account of the large classes and the fact that they average but about three hours each day in school, the little ones had much concert recitation. Speaking alone they had rather pleasing voices, but I jumped from my chair when the first sentence in concert came. It seemed as if the sounds might be heard in the remotest parts of the town. All recitation in concert in the lowest grades has been unpleasant wherever I have heard it.

The questioning in the different classes was good, and the language of the children was always corrected when a mistake was made.

Most of these pupils came from the poorest families of the town, but as a rule they were clean and the clothing was whole; in addition to that they always seemed polite. As they left the rooms they courtesied and shook hands with us. It was a pleasant sensation in a strange land to have a child stop on the street, courtesy and say, "Log," for outside of school the briefest form of greeting is used. Even the small boys doffed their caps when they saw a girl greet us. We were recognized, possibly, as the only visitors they had ever had aside from the school inspectors.

The greatest honor came when Herr Rektor gave us an invitation to attend the monthly conference of his teachers. At each conference some teacher is expected to give a lesson to his class, and read a paper presenting his plan of work in that subject. This time the lesson was a religious lesson given by a gentleman to his class of girls who averaged about twelve years of age. After a review of some points in the Catechism, a story was read to illustrate the evil

of avarice. It was discussed and quotations from the Bible recalled to emphasize the moral. The teacher then read his paper which was discussed and criticized by the gentlemen present, but the ladies took no part in the discussion, though they were invited to do so. This ended my acquaintance with schools till I went to Berlin.

There I was again told that if I went with a friend of the principal to the school which I wished to visit all would be well. The lady who gave me this information was a German, and kindly offered to go and introduce me to the principal of one of the Höhere Mädchen schools which I wished to see, and where she had prepared to take her teacher's examination. We reached the building at the office hour and confidently walked past a notice at the entrance stating that parents and strangers were forbidden to enter the corridors. She did not belong to either of those classes, though I did. On the first landing was a gate locked! While we deliberated a teacher passed to his recitation and warmly welcomed his former pupil, but told us that Herr Direktor was giving teachers' examinations and that no visitors could be admitted without a letter of permission from the Minister of Education. It was what I had expected, but my kind acquaintance was sadly disappointed.

Next came a visit to the U. S. Embassy to show papers which would prove I was qualified to visit schools, and to file a request to visit certain schools. That was a simple matter, and I left with a promise that in fourteen days I would receive the desired letter. As a matter of fact it was only thirteen days before a pleasant note came from the Embassy enclosing the desired document with the Prussian seal which would prove the open sesame to the schools. One American teacher told me that, after getting her permission to visit some girls' schools, and being told it would be useless to try to see any work in the schools for boys, she wrote directly to the Minister stating that she taught science to classes in which the majority were boys, and humbly entreating him to grant her request. She received a letter from him stating that it was his "sorrowful duty" to write that her request could not be granted. The letter was so charming in its language that she prized it more than the one which had given permission to see some girls' schools.

It seemed better to go to a Gemeindeschule before going to the others, and my first visit was a little before nine o'clock to find the doors locked. From a notice I learned that the sprechstunde or office hour was from 11 to 12 A. M. Returning at 11 o'clock I was admitted by the porter, who inquired if I was an American, a teacher, and several other things, after which he told me that Herr Rektor would come soon, and left me standing in a cold hall in front of a closed office door. When the principal appeared he looked at my letter and greeted me, telling me that I was welcome to all the school could offer. Having been standing fifteen minutes in the cold I began to feel comfortable once more and, after giving him a list of the days and hours I wished to visit, and requesting to hear each subject with several classes, I shook hands with Herr Rektor in response to his "Auf Wiedersehen," and went away pleased with the prospect before me. The next morning, while it was still dark, I returned to the school to receive a programme carefully planned, with the permission to make any change I liked as the days went on. The only change I desired was to hear a class conducted by Herr Rektor, who taught two hours each day, which had modestly been omitted. The school-house was not old, the schoolrooms were well heated and a large court and gymnasium at the rear provided for exercise. About 900 children were in the building, and though some classes were disorderly with the teachers I saw nothing wrong in the corridors or court. The furniture was of the same character as has been described elsewhere, except that the seats were plain benches made for from three to six pupils on each bench. The desks were far enough from the seats to allow the pupils to stand between them to recite, and this was true of the seats in all the schools I saw—with the exception of two rooms—or asked about. The seats cost about \$1.75 apiece, and adjustable seats are too expensive for Berlin, I was told. American pupils in private schools complained bitterly of the discomforts to which they were subjected.

Here the school-house was not lighted by gas, and during the first hour I was seldom able to clearly distinguish the faces of the pupils at the rear of the room. I mentally objected to going to school before daylight, but it seems to be a



custom which cannot be changed. In summer many schools begin at seven o'clock.

Fortunately the lessons are now planned so that the children do not need to strain their eyes as they formerly had to. For instance, religious lessons come the first hour, and these in the younger classes consist of Bible stories, religious poems and songs, with a little catechism. The older children have in addition to this, more catechism and church history.

The time from eight o'clock till one o'clock is divided into five recitation periods with rest periods of five, twenty, ten and fifteen minutes at the end of the recitations in the order named.

The longest rest comes at 10 o'clock, when children and teachers eat a lunch. In fact I believe all Germany lunches at that hour, on the street, in the cars, in the stores, wherever they may be.

The youngest children go home at 11 o'clock, and two lessons are planned for them in some of the long periods during the week, though many times they were kept without change forty-five or fifty minutes on the same subject.

As there are in Berlin six sessions of school each week, with five hours each session for the older pupils, it gives thirty recitation periods, which in the seventh school year were divided as follows in the Gemeindeschule: Reading, 2; Language, 4; Arithmetic, 4; Religion, 4; Sewing, 6; Science, 2; History, 2; Geography, 2; Drawing, 2; Singing, 2. One afternoon in each week two hours are spent by this class in the gymnasium. It is interesting to compare this with the same grade in the Höhere Mädchenschule which had the following programme: German, 4; French, 4; English, 4; Religion, 2; Arithmetic, 2; Science, 2; Geography, 2; History, 2; Drawing, 2; Singing, 2; Sewing, 2; Gymnastics, 2.

In this Gemeindeschule all of the work in history, geography and science was given orally by the teachers, and the pupils were only required to buy reading books, arithmetics and atlases. A part of the work given by the teacher in class is reproduced in writing at home and submitted to the teacher for correction. The pupils may be asked to work an hour and a half out of school, as no study periods are provided for during school hours. Maps may be drawn at home, problems in arithmetic and

all kinds of written work prepared. Each child has a book ruled and dated in which is written, as the teacher dictates each day, all of the work which must be ready on the following day. There is no excuse for forgotten work.

When the home work is examined, if it is not satisfactory it must be done again. Several times I saw it torn from the note-book by the teacher. In one class a child who had a fine note-book was deprived of her blotter which had a blot on it and told that she must get a new blotter and make no blots. However, one teacher said: "There are many excuses for the poor work done outside of school. They have poor ink, poor pens, poor light, and often poor tables on which to work." Practically everything the child uses during her school life is carried home every night. Until about thirteen years old the girls as well as the boys carry the books in a bag strapped across the shoulders. I lifted many bags in different schools and found a large number so heavy that I would not have carried them half the distance the children had to.

The reading which I observed here in the lowest grade, as also in other schools, was not pleasing, because every punctuation mark had to be named as it occurred. Even when a child read expressively leaving out "komma" and "punkt" she had to repeat the paragraph naming them. No attention was given to expression until the second year. Above the second year the reading was with good expression; much better than in our average school.

The arithmetic in the lower grades was chiefly abstract work, and good or poor results were obtained according to the power of the teacher to enliven the work. I pitied the little ones who must count from 1 to 6 and recite,  $5+1=6$ ;  $1+5=6$ ;  $2+4=6$ ;  $4+2=6$ , for forty-five minutes without a change, while I enjoyed the drill in the next class because there was variety enough for the children to enjoy it. With the higher classes the problem work was with small numbers, and the reasoning was good but slow. Five problems was the longest lesson I heard assigned for home work. I heard no quick work in any subject, and though I heard many good lessons presented by the teachers, the recitation periods were so long that there was little concentrated attention at any time, neither did it seem to be required as a rule.

These children were certainly not overworked, and it seemed to an observer that their lives could be made richer by requiring more of them during their school days.

The principal's ideals of conduct were high, and after I had watched his class several days I admired the man for what he was able to accomplish, in spite of the fact that some of his teachers seemed to be working in a very different way from his. He required quiet, ladylike conduct, and neatness of dress, which he secured from those who came in contact with him. It was with much pleasure that he told me of the large sum of money which had been saved by the pupils in the past twenty years through a school bank which he had established. When it is remembered that twenty of the smallest German coins are worth five cents, and that much of this was saved in small coins, the work compared with that required for our school banks is very great. The girls of Herr Rektor's class act as helpers in all the classes below their own, and the younger children respect their authority. One class of little girls were much more orderly with these school girls in charge than with the old gentleman who was their teacher. All materials which are used for lessons are brought and put in place before the lesson by the girls and taken care of at the close of the lesson in the same way. During the rest period the girls opened the windows to air the rooms, watered the plants and cleaned the blackboards. Many of them were very attractive, with bright faces, and one could not help a feeling of sadness at the thought that they are shut off from so much that would be possible to them in our own land. On leaving school, some go into stores, some learn trades and some go into families as servants, after having had training for that in some one of the schools established by philanthropic ladies for that purpose.

In the Höhere Mädchenschule I found no better work in the lowest grades, but saw some very fine work with the pupils above the third grade. The teachers are men and women of culture, though the teaching ideal is different from that in our best schools. At first I did not know how to account for the uniformity in both oral and written work, but I found it came from the careful development of each subject along the same line each day until it could but be repro-

duced as it had been given. Two or three of the best teachers got the opinions of the pupils often before expressing their own, but as a rule the teacher's opinion was given and the child took that. I did not hear in any school a question asked by any pupil on any subject under discussion.

The outlines for history and geography were most carefully taught and reviewed, so that I could not but be impressed with the good foundations in these subjects. The written work must be correct here also before it is left, and correct oral language in every subject required. With so much more time spent on language than in the free schools it is not surprising that the pupils write easily and well.

In the lower grades there are three lessons in arithmetic each week, while above the sixth year there are but two lessons a week in arithmetic, yet the results seemed good. The teaching was clear, and above the third year arithmetic is taught entirely by two of the gentlemen. The work was not rapid, though there was an effort to make it so, but it was exact.

Drawing in all the schools was largely copying and the work much inferior to that given in our schools by special teacher, while the results in music seemed to me much more pleasing in the quality of tone than in most schools I have known.

The schools were well equipped for science work as outlined in the courses of study, and had good libraries for the use of the teachers.

More freedom was apparent during the rest periods than in the Gemeindeschule, but again the lesson periods were long, and concentrated attention during an entire lesson the exception.

The friendly spirit in the school was most pleasing, and Herr Direktor was always cordial and thoughtful for my comfort. When I thanked him for the opportunities he had given me I felt that I had met a teacher in the highest sense of the word, and one who, though his hair was white, had not grown old.

Two days spent in the Pestalozzi-Froebel-haus in Berlin were full of inspiration. The building is new and the plan of work not different from philanthropic houses in the United States. There are children in the house from two weeks to eight years of age, who are brought here by mothers who must work away from home all



day. The babies are brought early in the morning by their mothers and taken away at the close of the day's work. They are cared for by trained nurses and as they grow older placed in the kindergarten. They may even take the first two years of school work here, being cared for till eight years of age. Many children from good homes are also in the school, where they have the best of care for a moderate sum.

The kindergarten rooms are not large, and are furnished with small furniture after the manner of rooms in a well-appointed home. The little kitchen is a real kitchen, and the sitting-room is a true picture of a German room. As I went through the rooms the first day the children were performing their tasks, or, having finished them, quietly playing. In one room was a pan of warm water in which a little maid of five years was cleaning a bird cage for that room. Two little girls in the kitchen were washing and drying some mugs which had just been used at the lunch, while a child of three was brushing up the crumbs in one of the rooms where a lunch had been eaten. Several were working with the short candles, left from the Christmas trees, which were being melted and run into little molds for the new candles. The children are not grouped according to age in the different rooms, but each young lady who is studying here has a group of children of different ages and she must plan the work to keep them all busy, helpful and happy as in an ideal family. The children come together in a large play-room at least once a day, where they have marching, dancing and games.

My enthusiasm over the music resulted in some other teachers accompanying me the second day. At 12 o'clock we went to the hall where the music lessons are given, to find the teacher arranging chairs for about twenty-five children. There were two rows in which they were to sit, and facing these were two other rows of chairs on which the musical instruments were placed. The children, boys and girls from five to seven years of age, came in with an air of expectancy and took their places. One boy had a drum, one cymbals, another chimes, several boys and girls had tambourines and triangles, while the remainder had castanets. It was the second lesson on a march they were learning, and the lady at the piano played the first strain

at the request of the teacher, to give them an idea of the time. It had to be played several times before they counted and accented the right notes, but finally they got it and all played with the piano accompaniment. Then strain after strain was played, the children discussing each and deciding which instruments played at the different points, till more than a page of the music had been played and a grand climax reached. The patient encouragement of the teacher now brought the parts together and the whole was played in perfect time. The lesson lasted thirty-five minutes and only one boy, Hans Sauerhering, had been naughty. Perhaps he felt the effect of his name or aspired to a higher place in the orchestra, as he played castanets near the end and would play out of time till he had to stop. Following this was a singing lesson of twenty minutes with the same class, which was quite as pleasing as the preceding lesson. The voices were soft and clear, and I have never heard sweeter tones. We left the room feeling that we should always remember with pleasure our glimpse into the life of the Pestalozzi-Froebel-haus.

Just a few words in closing about the teachers and their life outside of school. The ladies whom I have met live much more pleasantly than our teachers do who are earning corresponding salaries. They have from two to five rooms and make real homes for themselves, going to some good place for their dinners, and getting their own suppers and breakfasts—dinner being the only meal cooked at home in many families—or where two teachers are together having a maid to do the work. They can and do entertain their friends very often in a charming way, as two Americans have had an opportunity to see. The comfort in which they live is no doubt due to the fact that teachers seldom change from one school to another.

There are many advantages in the permanency of position, and the pension which all teachers in schools supported wholly or partly by public money look forward to, but there are also disadvantages. Poor teachers are kept year after year, and promotions are slow in coming to good teachers. I did not wonder that one young teacher I met openly rebelled at the prospect before her of waiting till someone died or some less probable opening came for her advancement.

The best schools in Germany I may not have seen, neither have I seen the worst. I believe I have seen two or three teachers who may be counted among the best teachers, and I hope there are none poorer than some I have seen, but I leave the schools feeling that we have much to learn from Germany and can give much in return. That the German teachers who visit America may be made as welcome in our schools as I have been made in those of theirs which I have visited, is the kindest wish which I can give them as I leave Deutschland.

J. W. S.

#### MOTHERS.

MOTHERS are the queerest things!  
'Member when John went away,  
All but Mother cried and cried  
When they said good-bye that day,  
She just talked, and seemed to be  
Not the slightest bit upset—  
Was the only one who smiled!  
Others' eyes were streaming wet.  
But when John came back again  
On a furlough, safe and sound,  
With a medal for his deeds,  
And without a single wound,  
While the rest of us hurrahed,  
Laughed and joked and danced about,  
Mother kissed him, then she cried—  
Cried and cried like all git-out!

Edward L. Sabin in *Century*.

#### SCHOOLROOM HINTS.

Write to E. L. Kellogg & Co., New York, asking if they will not send you all the following books for \$1.—Life of Pestalozzi, by Amos M. Kellogg; Art of Questioning, by J. G. Fitch; Life of Horace Mann, by Ossian H. Lang; Object of Teaching, by J. H. Gladstone; Life of David P. Page, by William F. Phelps; How to Keep Order, by James S. Hughes; Securing Attention, by J. G. Fitch; Conducting the Recitation, by Charles McMurray; Life of Comenius, by Ossian H. Lang; School Stimulus, by A. Sedgwick. If you get them and read them carefully, do you not believe you will be a better and happier teacher?

What are you doing in teaching "good manners?" "Etiquette for all Occasions," by Mrs. Burton Kingsland, Doubleday, Page & Co., New York, will convince you of the value of teaching "good manners," and give you valuable hints. Someone has said that although courtesy is not Christianity, it is a very good imitation, since most of the rules of etiquette are based on usefulness and proper regard for the feelings of others. Emerson says, "Good manners are

made up of petty sacrifices," and another has classed manners as "minor morals."

"To be truly polite is to do and say  
The kindest things in the kindest way."

Be truthful, but not too truthful. Mrs. Kingsland, in her book on etiquette tells us that there are people who say "Give us truth before all things," and relates an instance of a very amiable woman who once called upon a friend with a new-born baby. "Isn't she a pretty baby?" asked the fond mother. "Yes," assented the visitor, but the next day she wrote a note saying, "On reflection I have concluded that I was not truthful when I said your baby was pretty. I do not think her a pretty baby, but I doubt not she is a good one, and I hope may prove a great joy to you."

If you are teaching a primary school, how can you get along without a good paper? *The Primary School*, E. L. Kellogg & Co., N. Y., and the *American Primary Teacher*, New England Publishing Co., Boston, are full of helpful suggestions.

Can you sing America? If not, do learn to sing it. In making selections for memorizing be sure to include America, Battle Hymn of the Republic, Hail Columbia, The Star-Spangled Banner, Paul Revere's Ride, Old Ironsides, and Barbara Frietchie.

Do any of your pupils make fun of those poorly dressed? If so, what are you doing about it?

#### NEW BOOKS.

Some of New York's Four Hundred, Our Gold Mine at Hollyhurst. For Pity's Sake, Four Months in New Hampshire, The Strike at Shane's, works after the style of Black Beauty and Beautiful Joe. They continue the work of these books, by presenting in attractive story form many of the current abuses of animals. The sympathy of children is aroused in these directions, and from that sympathy should grow a tendency that must result in the undoing of much of the thoughtless cruelty which has characterized the treatment of animals. Published by the American Humane Ed. Society, Boston.

Handbook of the Trees of New England; Dame and Brooks. Treats all the trees to be found in New England with descriptions based upon their habits in the particular locality. The descriptions are full and the plates excellent.



The book ought to supply a need long felt in nature study work for some work that will give in condensed form the important points to be taught to children, points often difficult to prove absolutely from the specimens within the teacher's reach, so that consultation of many books has been rendered necessary. Teachers remote from libraries and with limited time will find the handbook extremely valuable. Ginn & Co.

Gymnastic Stories and Plays; Stoneroad. Presents the needful physical exercises for the first two or three years in school, in the form of stories and games. Some of the exercises are, Trees in a Storm, Autumn in the Woods, Snow Play, Birds Learning to Fly, etc. In Trees in a Storm, the children represent the blowing of the wind, swaying of tops of trees, quivering of leaves, swaying of limbs, bending of trees. In this way the whole body is exercised and the zest of play is added. The book will appeal to all primary teachers. D. C. Heath.

Picture Study in Elementary Schools; Wilson. Teachers' Manual; Part I, Primary; Part II, Grammar. Each contains about fifty pictures from famous paintings, with a biography of the painter, bibliography of reference books, criticisms by famous men, and suggestions as to method of study. The pictures are well selected and the explanatory material full and helpful. The Macmillan Co.

An Ideal School, by Preston W. Search, New York. D. Appleton & Co., Vol. 52 of the International Educational Series, edited by Wm. T. Harris. Superintendent Search's book will prove an inspiration to that not over large class of teachers who, while keeping a high ideal clearly in view, can at the same time be hopeful and patient under the discouraging limitations of the real, and who, from the limitless world of the ideal, can daily bring something to glorify the barrenness of the real. It is an elaborate argument on the advantages of individualism in education which has been a favorite theme of his for several years, and which he has sought to work out wherever he has had charge of schools. We believe that the greatest advance along educational lines for the first quarter of this century will be in the direction of individual training and instruction, not necessarily to increase the pupils' individuality, but to develop it in the right direction and combine individuals into more har-

monious wholes. In chapter V. he gives the best ideal of a school-building we have ever known, and one that might easily be realized throughout our State if we were willing to put a little more money into our school plants. He would have the class rooms in every building arranged in concentric squares, each room to face a garden. The building should be but one story high, no stairways or basement, lighted from above, each room 28x32 feet, and to contain only 24 pupils, which, by the way, is the maximum number a teacher might have without an assistant according to a decree of Rabbi Ben Gamala in the Talmud, A. D. 64.

Mlle. Lecamp, writing in the *Revue des Revues* upon "Moral Teaching in School and in the Family," says: "If only one rule was required for our true education, I should say: Never put any but beautiful things before the eyes of a child. It is by the worship of the beautiful in all its forms that the child gets a great and generous soul, a free mind, open to all large thoughts."

#### OVERSTUDY AND HEALTH.

It is refreshing to learn that there are people like William Matthews, a writer in the *Saturday Evening Post*, who believe that the danger of pupils of schools and colleges breaking down under the intellectual strain of their studies has been over-estimated. Mr. Matthews holds that nine-tenths of the cases of breaking-down reported are due to the lack of certain things, such as sufficient food, sleep, bodily exercise, and a cheerful temper. The brain, he maintains, is one of the toughest organs of the body, and hard work alone—apart from anxieties and fear, from forced or voluntary stinting of the body's needed supply of food or sleep—does far more to invigorate the brain than to lessen its strength. Unless a man's thoughts run in a monotonous rut, or relate to something painful, irritating, or distressing, it is the rarest of things for a man to think himself to death.

It may be said that thought is to the brain what exercise is to the physical organism, but the want of thought starves the circulation, and causes man to drivel and sleep in age—dead to everything but eating and drowsing in the chimney corner.

So untrue is it that college students break down under the stress of study on the brain that, other things being equal, the hardest students

enjoy the best of health. Where one young man ruins his health by wrestling with mathematical and psychological problems, bad habits, the strain and excitement of athletic contests, cigars, wine drinking, and other forms of dissipation, and heavy eating at late hours, undermine the health of hundreds.

Professor Pierce of Harvard has demonstrated by tables of longevity that the greatest mortality for the first ten years after graduation is found among those who lagged behind in scholarship while at college. The lives of great scholars in ancient and modern times show that a student who gives proper attention to the hygiene of sleep and exercise at regular hours, who takes abundant food, sits down to his meals in a pleasant mood, rests half an hour afterwards, recreates himself by frequent walks and rides, may toil over his books ten or twelve hours a day, and yet live happily until he reaches four-score years or longer.—*The New York School Journal*.

#### IMPRESSION VS. KNOWLEDGE.

THE remark of Mr. Emerson to his daughter has been often quoted. He had been absent from home and on his return she reported to him with enthusiasm that she had taken up the study of history, to which he replied: "It does not matter what you study but with whom you study." This brings up that word "motive," which Col. Parker employs so much. What is your motive?" he asks. The average teacher will say it is to teach arithmetic, geography, etc., but this is contrary to Mr. Emerson's dictum.

The late Dudley Field, a world-renowned lawyer, was recalling college days with an old fellow-student and a remark was made about a certain professor and many pleasant things were said and laughed over. "By the way, Mr. Field," said the other, "what did he teach?" After thinking over this question awhile the reply was, "Well, really now, I cannot tell; chemistry or astronomy, wasn't it?" Both laughed. They were conscious of an impression made on them by a man fifty years before, but not of the knowledge they had gained through him.

A Greek professor in Yale said concerning the study of that language that the knowledge gained was of no consequence whatever, but that it furnished a splendid means of enforcing study, thought and the memorizing and application of rules; they are not obliged to learn "why" a thing is so. And President Eliot said to the writer that he would favor graduating a young

man from Harvard if he had no knowledge of the classic languages—if he had the requisite mental training; but deemed the languages gave the readiest means to that training.

Education is to fit one for life. "You do not know how to live," said Dr. Laidlaw to a patient; "it is not drugs that you need, but to fit yourself properly to your environment." We all need patience; all of us must endure; even long suffering for unpleasant and evil minded-people will surely be met; we need diligence, for the essence of life is work; we need to be orderly, for all nature is built into a system, nothing is wasted; we need cheerfulness and love, a determination to obey the rules of the universal Lord, for this causes us to be members of the Kingdom.

How shall these be wrought into the structure of a human being? These you ought to have done and not have left the other knowledge undone, and yet too often the latter is the total aim.—*The School Journal*.

#### THE HOUSE BY THE SIDE OF THE ROAD.

"He was a friend to man, and lived in a house by the side of the road."—*Homer*.

THERE are hermit souls that live withdrawn  
In the peace of their self-content;  
There are souls, like stars, that dwell apart,  
In a fellowless firmament;  
There are pioneer souls that blaze their paths  
Where highways never ran;—  
But let me live by the side of the road  
And be a friend to man.  
Let me live in a house by the side of the road,  
Where the race of men go by—  
The men who are good and the men who are bad,  
As good and as bad as I.  
I would not sit in the scorner's seat,  
Or hurl the cynic's ban;—  
Let me live in a house by the side of the road  
And be a friend to man.  
I see from my house by the side of the road,  
By the side of the highway of life,  
The men who press with the ardor of hope,  
The men who are faint with the strife.  
But I turn not away from their smiles nor their tears—  
Both parts of an infinite plan;—  
Let me live in my house by the side of the road  
And be a friend to man.  
I know there are brook-gladdened meadows ahead  
And mountains of wearisome height;  
That the road passes on through the long afternoon  
And stretches away to the night.  
But still I rejoice when the travelers rejoice,  
And weep with the strangers that moan,  
Nor live in my house by the side of the road  
Like a man who dwells alone.  
Let me live in my house by the side of the road  
Where the race of men go by—  
They are good, they are bad, they are weak, they are strong,  
Wise, foolish—so am I.  
Then why should I sit in the scorner's seat  
Or hurl the cynic's ban?  
Let me live in my house by the side of the road  
And be a friend to man.

Sam Walter Foss.

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## ❁ ❁ ❁ 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.]

1878.

Flora M. Ham-Frost, who died in 1885, has a daughter, Edna Elizabeth, in the E class.

Joseph W. Perkins, M. D.—visiting and studying in the hospitals in New York.

Annie M. Pinkham-Mason,—recently removed to Portland, 101 North St., which will hereafter be the headquarters of her husband, Rev. E. A. Mason, who has been elected Field Secretary of the Maine Sunday School Association.

1879.

Lizzie A. Greenwood has a niece, Mildred F., in the B class.

1881.

Lavella A. Norton has a son, Parker L., in the entering class.

Hortense M. Merrill has left Berlin and is in Dresden for a short time to visit the art galleries. She and Miss Swift recently made a call upon the painter Hoffman.

1882.

Flora M. Rackliff-Lovejoy has a daughter, Ina M., in the entering class.

Edith A. Willard-Blake,—72 Pinckney Street, Boston.

1884.

Marina A. Everett has been obliged to give up her course at Western Reserve University, on account of ill health, and is now at Dover, Me.

1885.

H. Arthur Sanders, Ph. D., has a nephew, John Sanders, in the entering class.

1886.

Wilbert G. Mallett has a niece, Vernie S. Thomas, in the B class.

Julia W. Swift,—left Berlin, and is now at Dresden for a short stay.

1887.

Jennie L. Oliver,—31 Union St., Auburn, Me.

Nellie Ardelle Skinner, Rev. Frank Herbert Pratt, married Wednesday, January 22, 1902, Port Clyde, Maine. At home, Dover, Me.

1888.

Josephine T. Reed-Curtiss,—7 Gaylord St., Dorchester, Mass.

1889.

Sunie C. Clifford-Day has a niece, Carolyn L. Ryan, in the D class.

Edward A. Crosswell says: "I wish to announce the arrival of my daughter, Susan Gladys, Feb. 1, 1902."

1890.

Carleton P. Merrill,—re-elected chairman of Board of Assessors, Farmington Village Corporation.

1891.

J. Laura North-Sabin has a sister, Martha North-Wentworth, in the D class.

Jennie P. Young-Rhodes,—258 Warren St., Roxbury, Mass.

Inez A. Hunt,—9th grade, Maplewood School, Malden, Mass., 47 Washington St. Music in the six upper classes and Algebra in 9th grade.

1892.

Mabel G. Folsom,—Principal of Grammar School, Franklin, Mass.

Jennie M. Stetson,—principal of public schools, Burlington, Mass.

1893.

F. H. Cowan,—Chairman of Ex. Com. of Kennebec County Teachers' Association, 34 Grove St., Augusta.

Adelia J. Webber,—teaching in Woburn, Mass.

Ethel C. Welch,—149 Union St., Worcester, Mass.

1894.

Lora L. Wight-Austin has a sister, Gertrude M., in the E class.

Bertha I. Poor,—again teaching in her native town, having recovered from a serious illness.

S. Isabel Sewall,—supervisor of drawing in the schools of Augusta, spent the Christmas vacation with her mother, Mrs. E. T. Sewall of the Normal School.

Frances E. Wilson,—in the training school for nurses, McLean Hospital, Waverley, Mass.

Clarence H. Knowlton,—principal of the High School, Chelmsford, Mass., spent the Christmas vacation in Farmington with his parents.

Lora L. Wight-Austin, after spending a week with friends in Farmington and vicinity, has returned to her home in Brooklyn, N. Y.

1895.

Ina M. Will has a sister, Grace M., in the entering class.

Helen A. Sewall, teacher of history in the Everett (Mass.) High School, spent the holidays with her mother, Mrs. E. T. Sewall of the Normal School.

1896.

Edith V. Corliss,—9 North St., Waterville.

Millie A. Weatherbee has a sister, Mary L., in the entering class.

Rebecca M. Potter has a sister, Nellie E., in the entering class.

John S. Milliken, M. D., has a sister, Mary M. H., in the B class.

Marion B. Leland has a niece, Celia B., in the E class.

Elias W. Blanchard,—principal of Grammar School, Winthrop Center.

1897.

Alma Faught,—R. F. D., No. 3, Augusta.

Maud E. Peary-Foss has a sister, Grace M., in the entering class.

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

Geo. C. Purington, Jr.,—one of the speakers in the Sophomore prize declamation at Bowdoin; subject, The True Power of a Nation.

Helen G. Smith,—4th and 5th grades, Brown School, 537 Walnut St., Fall River, Mass.

1898.

Amelia J. Bisbee,—teaching in Arlington, Mass.; 17 Yarmouth St., Boston.

Belle Lurchin-Allen expects to go with her husband to Lexington, Ky., about the first of July, which will be their future home.

Nellie M. McLeary resigned her school at Madison on account of her health. Learning stenography and telegraphy of her brother in the office of the S. R. R. R. at Phillips.

Ralph C. Potter,—removed to 21 Kilton St., Dorchester, Mass.

Alice G. Temple,—teaching in Augusta.

Elizabeth B. Thomas,—7th grade, Gridley Bryant School, Quincy, Mass.; Belcher Circle, E. Milton, Mass.

Susan F. Wiley,—4th grade, Locke School, Arlington, Mass., 17 Yarmouth St., Boston.

Lilla M. Whittier-Potter,—removed to 21 Kilton St., Dorchester, Mass.

Elizabeth M. Williams,—spending the year at home to regain her health. Has occasionally substituted in the schools of Skowhegan for a few days, and is assisting in the office of the Superintendent of Schools.

1899.

Ada M. Stilson has a brother, Harold W., in the D class.

Florence M. Look has a brother, Percy J., in the E class.

Jessie E. Lawrence-Nottage has a sister, Hattie J., in the D class.

Edith A. Kalloch has a sister, Mabel T., in the E class.

Bertha M. Bridges has returned to her school at Presque Isle after spending the vacation at her home in Wilton.

Jean Cragin,—4th, 5th and 6th grades, West Acton, spent the holiday vacation at her home in Farmington.

Josie H. L. Fowle,—married to Arthur B. Fels, Jan. 15, 1902; 9 Sherman St., Everett, Mass.

Roy F. Gammon,—clerk in Peoples National Bank, Farmington.

Mildred S. Gay has returned to her school at Bar Harbor after spending the holiday vacation in Farmington with her parents, Mr. and Mrs. J. T. Gay.

Vila M. Kitchen,—9th grade, Myrtle Street School, Waterville, Me., 88 College Ave.

1900.

Grace M. Goodwin has two sisters in school, Alixe L., in the B class, and Mabel A., in the E class.

Myrtie E. Abbott closes her school at Salisbury Cove, Feb. 21, and will then spend several weeks in Belfast.

Myrtie M. Coombs,—married Dec. 25, 1901, to Charles W. McLaughlin of Madrid, Me.



Bertha M. Stevens,—teaching in East Livermore, Me.

Edith E. Thompson,—Bates '04, spent the holiday vacation in Farmington with her parents, Judge and Mrs. J. H. Thompson.

Nonie A. Turner,—teaching in East Free-town, Mass.

Alice L. Wardwell,—student in the College of Oratory, Berkeley, Calif.

Gertrude A. Williams,—principal of Grammar School, South Acton, Mass., spent the holiday vacation in Farmington with her parents, Mr. and Mrs. Carleton P. Merrill.

1901.

Mattie P. Clark spent a few days at the Normal, visiting her classmate, Miss Richards of the Model Grammar School, and Miss Martin, '02.

David H. Corson,—principal of Grammar School, Island Falls, Me., met with quite a loss recently in the burning of his school-house.

Minnie B. Frost,—103 West Berry St., Fort Wayne, Ind.

Ethel M. Purinton spent several days during her vacation at the Normal, on her return to her school at Berlin, N. H.

#### OFFICERS OF THE ALUMNI ASSOCIATION.

President—Abner A. Badger, '87.  
Vice-President—Carleton P. Merrill, '90.  
Secretary—Mildred S. Gay, '99.  
Treasurer—Mrs. Clara A. Hinckley-Knowlton, '70.

#### EXECUTIVE COMMITTEE.

Rowland S. Howard, '97.  
Mrs. Alice E. Smith-Butler, '90.  
Mrs. Mary V. Jacobs-Jennings, '80.

#### CATALOGUE COMMITTEE.

Carolyn A. Stone, '98.  
Eudora W. Gould, '01.  
Mrs. Clara A. Hinckley-Knowlton, '70.  
Mrs. Lizzie F. Ellis-Gammon, '76.

## Normal Notes.

We register 214.

The skating on the interval was poor, but well patronized.

Winnifred Ladd, '02, was called home by the sudden death of her father.

Mrs. N. A. Eastman of Warren, is spending the winter here with her daughter, Miss Clara Eastman of the E class.

Mr. Mallett, Miss Lincoln and Miss Stone represented the school at the Maine Pedagogical Society at Augusta, Dec. 26-28.

The stereopticon lecture which was to have been given by the Rev. D. L. Yale of Bath, had to be canceled because of his illness.

Principal Purington delivered his lecture on the Passion Play before the students of Greely Institute, (Henry H. Randall, Principal,) and citizens of Cumberland Center, Friday evening, Jan. 31.

The sociable in honor of the F class, Friday evening, Dec. 13, proved very enjoyable. Messrs. Erskine, Burbank, and Misses McMurray, Martin and Tracy provided an excellent literary, musical and festive programme.

Miss Lucy Hayes of the E class, was called home by the death of her cousin, Allen Hayes, a member of the Senior class at Dartmouth.

#### THE CLASS OF 1902.

The first meeting of the class of 1902 was held Friday, Feb. 14, and the following officers were elected:

President—Charles B. Erskine, Jefferson.  
Vice-President—Isabelle A. Woodbury, Waterford.  
Secretary—Jennie M. Hammond, Clifton, P. Q.  
Treasurer—Winnifred Ladd, Mercer.  
Executive Committee—F. Wilbert Bisbee of Sumner, Irene P. Ladd of Farmington, Arthur Ingalls of Farmington, Helen March of Sandy Creek, and Olena Viles of Flagstaff.

The class colors are royal purple and white.

#### A VALUABLE PICTURE.

The school is the fortunate possessor of a very fine picture of President McKinley. It is in sepia, and made from a negative pronounced by Mrs. McKinley as being the most life-like of any of the President in existence, and was taken while he was sitting at his desk in the White House.

It is the gift of Hon. Joseph W. Fairbanks, the local trustee, who personally presented it to the school in a short but cordial and eloquent speech, and was received with unmistakable evidences of gratitude and appreciation by the school.

#### 1902 GLEE CLUB.

Leader—Helen Mildred March.

First Sopranos—May Raymond Carsley, Irene Perham Ladd, Annie Woods McLeary, Olena Vere Viles.

Second Sopranos—May Ellen Gould, Grace Angeline Martin, Beatrice Leone McMurray, Florence Pearle Robinson.

First Altos—Harriet Wyman Buck, Mae Manter Clark, Irene Mae Higgins, Isabel Agnes Woodbury.

Second Altos—Mary Maud Bickford, Georgia Luella Hayden, Helen Mildred March, Ethel Martin Tracy.

Accompanist—Arthur Dinsmore Ingalls.

The music sung by the school chorus so far this year is as follows:

Palm Branches,	Arr. by Carl Bruche
The Lost Chord,	Arthur Sullivan, Arr.
The Miller's Wooing,	Eaton Fanning, Arr.
A Dream of Paradise,	Gray, arr. by J. C. Macy
Soldiers' Chorus ("From Faust"),	Ch. Gounod
The Call to Arms,	G. A. Veazie
The Radiant Morn Hath Passed Away,	H. H. Woodward
To Thee, O Country,	Julius Eichberg
Six O'Clock in the Bay,	Adams, arr. by G. A. Veazie
Sleep, While the Soft Evening Breezes,	H. R. Bishop, Arr.
Praise Ye the Father,	Ch. Gounod, arr. by J. P. Weston
The Miller,	G. A. Macfarren
List the Trumpet's Thrilling Sound (Meyerbeer),	W. H. Birch
The Old Guard,	Paul Rodney, arr. by G. A. Veazie

#### OFFICERS OF THE CHRISTIAN ASSOCIATION.

##### WINTER TERM 1901-2.

President—Harold E. Beane.  
Vice-President—Beatrice B. Millett.  
Sec'y and Treas.—Annie W. McLeary.  
Executive Committee—Mabel T. Kalloch, Daisy E. Holway, Olena V. Viles.

##### TOPICS AND LEADERS.

Dec. 12.	Topic Selected,	Mr. Purington
Dec. 19.	Foundations,	Harold E. Beane
	I. Cor. 3: 10-17.	Matt. 7: 24-27.
Dec. 26.	Our Deliverances—from What and by Whom,	Beatrice B. Millett
	John 8: 31-36.	
Jan. 2.	Resolutions,	Miss Stone
	Ps. 61.	
Jan. 9.	How do I know Christ is Divine?	F. Wilbert Bisbee
	St. John 7: 46-53.	

Jan. 16.	Crumbling Characters,	Irene M. Higgins
	Luke 12: 41-46.	He. 12: 12-13.
Jan. 23.	Be Strong,	Isabel A. Woodbury
	Josh. 1: 1-11.	
Jan. 30.	Light in Dark Places,	Bertha M. Tobey
	Is. 35.	Peter 12: 16-21.
Feb. 6.	Things that are Troubling You,	Charles Erskine
	Matt. 22: 34-40.	
Feb. 13.	Lessons from Heroic Lives,	Miss Merrill
	II Cor. 11: 23-28.	
Feb. 20.	God's Requirements,	Luella Hayden
	Deut. 10: 12-14.	
Feb. 26.	Topic Selected,	Mr. Purington

#### BASKET BALL.

Misses Nina Gardner, Susie Sherer, Ina Silver and Sue Porter, all of the E class, have been elected captains of the basket ball teams of the E class, and Miss Nellie Hillman has been chosen captain of the team of the D class.

At present there are twelve basket ball teams in the school, two composed of members of the B class, two of the C class, two of the D class, four of the E class, and two of boys. Everything points favorably to forming two teams from the F class. Below is a list of the players on the girls' teams and the position of each player:

##### B CLASS.

Team No. 1—Capt., Beatrice McMurray; Homes, Beatrice McMurray, Grace Martin; Centers, Helen March, Lola Durrell, Etta Sawyer; Guards, Helen Adams, Ethel Tracy.

Team No. 2—Capt., Mary Bickford; Homes, Annie McLeary, Margaret Waterhouse; Centers, Olive Titcomb, Irene Higgins, Mary Carsley; Guards, Mary Milliken, Mary Bickford.

##### C CLASS.

Team No. 1—Capt., Ella Irish; Homes, Winnifred Ladd, Ella Irish; Centers, Josephine Oliver, Marion Curtis, Nellie Potter; Guards, Bertha Brown.

Team No. 2—Capt., Leona Fogg; Homes, Helen Tibbetts, Annie Reed; Centers, Hattie Stevens, Miss Frye, Mae Clark; Guards, Isabel Woodbury, Leona Fogg.

##### D CLASS.

Team No. 1—Homes, Carolyn Ryan, Katherine Oldham; Centers, Ella Starrett, Grace Tibbetts, Ethel Sanford; Guards, Bertha Flood, Nellie Hillman.

Team No. 2—Homes, Susie Sherer, Clara Eastman; Centers, Lucy Hayes, Mabel Kalloch, Mabel Moore; Guards, Winnifred Rackliffe, Lillian Greene.

##### E CLASS.

Team No. 1—Homes, Annie Guptill; Maude Oliver; Centers, Mabel Hall, Aurelia Venner, Nellie White; Guards, Ina Silver, Edna Frost.



Team No. 2—Homes, Sue Porter, Miss Lowe; Centers, Amy Goodwin, Annette Cimpher, Emma Demuth; Guards, Miss Calkins, Edna Brown.

The boys have formed the regular teams which will play this term:

Team No. 1—Capt., H. E. Beane; Center, J. W. H. Young; Homes, Percy Look, Ernest Singer; Guards, Chas. B. Erskine, H. E. Beane.

Team No. 2—Capt., Leo J. Irish; Center, John Sanders; Homes, Percy Bruce, Leo Irish; Guards, C. H. Holman, F. W. Bisbee.

The first regular game played resulted in a victory for team No. 1. Score, team No. 1, 18; team No. 2, 9; goals thrown by Singer, 4; Young, 2; Norton, 2; Irish, 1; fouls made by Erskine, 2; Bryant, 1; Saunders 2. Referee and Timer, Ella Merrill. Ten-minute halves.

The members of Mr. Beane's basket ball team have appeared in new uniforms, much to the surprise of all. They are maroon with the letter "U" on the front of the jersey. They christened them by winning the game, score 9 to 3.

#### THE ATHENAEUM.

##### SECRETARY'S REPORT.

A special meeting of the Athenaeum was called Dec. 30, 1901, for the purpose of electing officers and deciding upon date of first meeting. The officers elected were:

President—Mr. Erskine.  
Vice-President—Mr. Bisbee.  
Secretary and Treasurer—Miss Titcomb.  
Executive Committee—Mr. Beane, Mr. Irish, Miss Frye.

Date of first meeting Jan. 11, 1902.

The first meeting of the Athenaeum was Jan. 11, and was called to order by the president, Mr. Erskine. As this was the first meeting of the term, the constitution and by-laws were read. A committee of five were appointed to decide the question on the merits of the argument, consisting of Miss Carolyn Stone, Miss Winnifred Ladd, Mr. Bagley, Miss Woodbury and Miss Abbott.

##### PROGRAMME.

Violin Solo, Miss F. Brown  
Reading, Miss Wing  
Question:

*Resolved*—That the United States should have a uniform divorce law.

*Aff.*—Mr. Stilson, Miss March  
*Neg.*—Miss Martin, Mr. Look

After the question had been discussed by the regular disputants, it was thrown open to the house. Several took part in the discussion and the question was returned to the leading disputants in reverse order.

A recess was declared, during which the committee decided the question, on the merits of the argument, in favor of the negative. After this the house decided, on the merits of the question, in favor of the affirmative.

Duet, Miss Merrill, Mr. Singer  
Paper, Mr. Young  
Solo, Miss Kalloch  
Remarks by the Critic.  
Business.

The term of Mr. Bean having expired, Miss Woodbury was chosen a member of the executive committee.

Adjournment.

*Olive Titcomb, Secretary.*

The second meeting of the Athenaeum was held on the evening of Feb. 8th, at the usual time, and was called to order by the president, Mr. Beane.

##### PROGRAMME.

Reading, Miss March  
Question:

*Resolved*—That suffrage should be granted to women throughout the United States.

*Aff.*—Miss Thomas, Miss Kalloch  
*Neg.*—Mr. Young, Mr. Irish

After being presented by the leading disputants, the question was thrown open to the house and participated in by several members, after which it was returned to the leading disputants in reverse order. The question was decided by the house, upon the merits of the argument, in favor of the affirmative.

Recess.

The term of Miss Frye having expired Miss McLeary was elected as a member of the executive committee.

Medley, Five Girls  
Acting Charade.  
Remarks by the Critic.  
Adjournment.

*Clara A. Eastman, Secretary.*

The entering class for this term is very satisfactory, both in point of numbers and scholarship. Forty-four applied for admission. The average age was 19 years, 3.73 months. Twenty-nine have taught from eight to one hundred forty-one weeks, and an average of



The debaters for Bates were John Arthur Hunnewell, Earl Alfred Childs and Carroll Linwood Beede; for Harvard, H. A. Sage, R. S. Earle and E. E. Smith.

One hundred and fifty students are in attendance at Gorham Normal School. The entering class is the largest in the history of the school for a winter term.—*Lewiston Journal*.

Principal W. M. Marvin of the Deering High school, and several of his assistant teachers, are chaperoning a party of his students of the class of 1902 on a trip to New York, Philadelphia and Washington.

Two of the six associate city superintendents in New York city were formerly Maine teachers—Algernon S. Higgins, at one time the head of the largest grammar school in Portland, and Dr. Albert P. Marble.

Children in the New York public schools are to be enlisted as auxiliaries to the department of street cleaning in an effort to keep the public thoroughfares in as good condition as when Col. Waring was in command.

Boston has celebrated with a banquet and orations the completion of fifty years service of James A. Page of the Dwight School, and Cambridge has done the same for James S. Barrell of the Harvard School.

Sarah Louise Arnold has resigned as one of the supervisors of Boston to become dean of Simmons Woman's College of Boston. This is to be a school of Technology for women and has an endowment of \$3,000,000.

Bowdoin College has the following graduates in the Philippines—Clarence E. Baker, Thomas C. Randall, Albion L. Burnell, David W. Spear, Percy C. Giles, Thomas W. Bowler, John A. Corliss, Arthur L. Small and Roscoe E. Whitling.

The following creed is taught to every child in at least one of the schools of Chicago, and often repeated: "God hath made of one blood all nations of men, and we are his children, brothers and sisters all. We are citizens of these United States, and we believe our flag stands for self-sacrifice for the good of all the people. We want, therefore, to be true citizens of our great city, and will show our love for her by our works. Chicago does not ask us to die

for her welfare. She asks us to live for her and so to live that the government may be pure, the officers honest, and every corner of her territory shall be a place fit to grow the best men and women who shall rule over her."

The new dormitory of Fryeburg Academy, which has been secured largely through the efforts of the Boston Alumni Association, was opened Dec. 30. It will add greatly to the comfort of the students, and the efficiency of the school.

*The Atlanta Constitution* says: "There is no more humiliating fact that an intelligent Southern man has to face than this: That among the white people of the South we have as many illiterate men over twenty-one years of age as we had in 1850."

Annie M. Peaks, A. B., who has taught in Foxcroft Academy for two years with great success, has resigned, much to the regret of all connected with the school. Her successor is Edith H. Reed, a graduate of Mt. Holyoke College, 1901, and a student in the Westfield Normal School.

The honorary parts for the Wilton Academy commencement exercises have been assigned as follows: Valedictory, Miss Maud Ranger of East Wilton; salutatory, Percy M. Brown of Berry's Mills; oration, Frank Derby of Temple. The class have elected Miss Florence Smith of East Dixfield as class historian and prophet.

In the great reading room of the Congressional Library among many statues is one of Religion. The inscription upon the tablet, selected by President Eliot of Harvard, might well be put over every school teacher's desk—"What doth the Lord require of thee but to do justly and to love mercy and to walk humbly with thy God."

Here is something from Schleiermacher which we commend to those teachers who fear that they may be growing old: "I will not look upon the dreaded weakness of age. I pledge myself to supreme contempt of every toil which does not concern the true end of my existence, and I vow to remain forever young. The spirit which impels man forward shall never fail me, and the longing which is never satisfied with what has been, but ever goes forth to meet the new, shall still be mine. I shall never think

myself old until my work is done, and that work will not be done while I know and will what I ought."

Anna H. Carter, writing from Manila to *The School Journal*, speaks very hopefully of educational prospects in the Philippines. She feels that the natives are people of wonderful promise, and that the desire for education among them is general and strong. Wherever an American teacher is sent he is asked to open a night school which is filled at once with adults. The normal school, under the presidency of Dr. Bryan, formerly of the University of Indiana, is already filled to overflowing. The enrollment is two hundred and twenty. Most of the pupils are fine young men and women, intelligent, earnest, courteous, and appreciative of what is being done for them. The plan is to establish six more normal schools next year, and an attendance of from fifteen hundred to two thousand is expected at the summer schools which are held in April and May. There are now in Manila seventy-five or eighty American teachers, one or two in each grammar school with a native principal and several native teachers. The Americans teach one or more classes in English and spend from one to two hours a day in instructing the teachers of the schools. It is the plan to leave the management of the school in the hands of the native principal, though the white teacher is in every case the leading influence. In visiting one of the Jesuit schools she was shown about by one of the priests, "a pleasant man with a fine honest brown eye, who said with pride in broken English, 'We do not change. We have no need to change.'" The sentiment can be duplicated in Maine. She says "the army people as a whole despise the Filipinos, and are very sore because the civil authority has been taken away from them."

The examination and graduating exercises of the first class of 1902, Gorham Normal School, occurred January 29, and was devoted to the examination of classes in the various class-rooms. Remarks were made by Principal Corthell to the graduating class. He stated that six of the graduating class were unable to be present, as they are teaching in remote parts of the State.

State Superintendent of Schools W. W. Stet-

son was then introduced, and after valuable and instructive remarks to the class, awarded diplomas to the following graduates:

Maud L. Clark,	Portland
Gertrude E. Dow,	Springvale
Augusta M. Farmer,	Boothbay Harbor
Eva C. Goddard,	East Vassalboro
Olive E. Goding,	Somersworth, N. H.
Lucena B. Haynes,	Hollis Center
Celia H. Jones,	Cumberland
Margaret I. Kateon,	Bath
Nettie E. Knight,	Rockland
Katherine H. Merrill,	Oldtown
Susan Norton,	Westbrook
Annette G. Peasley,	Jonesport
Bessie N. Rand,	Standish
Florence B. Robbins,	Fort Kent
Mary A. Rosborough,	South Buxton
Agnes W. Rounds,	North Abington, Mass.
Alice M. Rounds,	North Abington, Mass.
Amy E. Rowe,	The Elms
Edna M. Sawyer,	Yarmouthville
Myra D. Sawyer,	Jonesport
John Smith,	South Windham
Julia V. Spear,	Easthampton, Mass.
Ethel Winn,	Ogunquit

A reception was given Wednesday evening at the Robie Hall by the graduating class.—*N. E. Journal of Education*.

#### AN OLD ARITHMETIC.

Perhaps the oldest book for home lessons in Arithmetic was recently unearthed in Egypt. The papyrus, which was in excellent condition, dates from about B. C. 1700—that is about one hundred years before the time of Moses, or almost 3,600 years ago. It proves that the Egyptians had a knowledge of the elementary mathematics almost equal to our own. The papyrus has a long heading which to a great many boys and girls will seem peculiarly appropriate, "Directions How to attain the Knowledge of all Dark Things."

The twenty-second annual meeting of the Maine Pedagogical Society was held in Augusta Dec. 26-27.

The reply to the address of welcome on behalf of the city by Mayor Titcomb, and on behalf of the teachers by Principal Dutton, was



made by Mr. W. G. Mallett, '86. Miss Lillian I. Lincoln, '85, gave a paper on "Geography in Primary Schools."

It was voted to change the name to Maine Teachers' Association, and to change the form of organization, practically eliminating those pedagogical features that had made the society unique among the educational associations of the country, and of especial value to the profession in the State.

Exercises were held in memory of Dr. C. C. Rounds, Mr. Mallett presenting the tribute of the Farmington Normal School. Other speakers were Principal W. J. Corthell of the Gor-

ham Normal School, W. W. Stetson, State Superintendent of Public Schools, and Principal A. F. Richardson of the Castine Normal School.

Resolutions were presented by a committee consisting of Principal Corthell, State Superintendent Stetson, and ex-State Superintendent Luce.

It is a curious coincidence that the same convention that abolished an organization that Dr. Rounds, more than any other man was instrumental in forming, and whose distinctive features were his especial creation, should be the one to adopt resolutions upon the great loss the cause of education has met in his death.

## Pleasantries.

A city young lady was spending her summer vacation in the country. "Uncle Rasmus," she said one day, "is that chicken standing by the gate a Brahmin?" "No," said the old farmer, "that is a Leghorn." "How simple of me," said the city young lady. "I might have known that myself! I can see the horns on his ankles now!"

An amusing anecdote is told by Sir Henry Roscoe of Prof. Bunsen, the German physicist. An English lady who met him during his stay in Great Britain mistook him for his cousin, the Chevalier Bunsen, and at once inquired, "Have you yet finished your great work, 'God in History'?" "No," replied the professor, blandly: "my untimely death prevented me from doing so!"—*The Christian Register*.

Prof. Greenwood recently visited the Attucks school, and talked on adverbs and adjectives. "Does Prof. Bowser use adverbs and adjectives, children?" he asked. "Yes sir," chorused the little negroes. "Well, what does he use when he does not use adverbs and adjectives?" There was a silence. Finally, a very black little fellow waved his hand. "He generally uses a ruler."—*Saturday Evening Gazette*.

When a Scotch schoolmaster, says the *Agnostic Journal*, entered the temple of learning a few mornings ago, he read on the blackboard the touching legend, "Our teacher is a donkey." The pupils expected there would be a combined cyclone and earthquake; but the philosophic pedagogue contented himself with adding the

word "driver" to the legend, and opened the school with prayer as usual.

From the schoolroom: "What do you understand by the expression 'extempore pianist'?" Boy (at wrong end of class): "'Ex,' out of; 'tempus,' time: one who plays out of time." In reply to the question, "What pronoun would you use instead of William?" another youth replies, "Bill, sir." When the teacher said to the new boy who stutters, "Do you always stammer, my lad?" "N—no, sir, o—o—only when I s—s—speak."—*The School Journal*.

A Frenchwoman in New York thought she had a good working knowledge of the language, says *Short Stories*. One day this summer she called a carpenter, and planned with him to do some work for her. After it was done, the bill was considerably in excess of the sum first named. The woman endeavored to remonstrate, but succeeded only in putting her French thought into the following English: "But you are more dear to me than when we were first engaged."

One part of an elevator-boy's duty is to answer questions, but not even an elevator boy can be expected to know everything. A guest at one of the big hotels, while going down in the elevator remarked to the colored elevator man, "I want to go to the wharf where the tea was thrown overboard." "Well," said the man, looking mystified, "you'd better inquire at the office. I reckon that was before I came here: I've only been in Boston about a year."—*Boston Transcript*.

# 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.