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Farmington State Normal School
University of Maine at Farmington

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FARMINGTON
STATE NORMAL SCHOOL.

TEACHERS.

Principal.

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

Assistant.

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

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

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

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

KATHARINE E. ABBOTT.
Geometry and Drawing.

ELIZA T. SEWALL.
Algebra, Orthography.

MRS. M. T. WADE.
Vocal Music.

Principal of the Training School.

LILLIAN I. LINCOLN.
Psychology and Methods.

Assistant in the Training Schools.

LOUISE W. RICHARDS,—Grammar Grade.

MARTHA J. McPHERAL,—Intermediate Grade.

EUDORA W. GOULD,—Primary Grade.
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 failings 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 "Sweetner 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. Mallett 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 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 preaching.

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
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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. Their 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 “scarcely forty-four 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 widow to rule over a people hating her religion, prisoned by her own subjects to the castle of Lochleven, from which she escaped fleeing, not, perhaps, to make her 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 breakfast, 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 new 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 Carrogie 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 13,000 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 ruins of the old monastery, quite as beautiful as 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, because 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 on 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 prisoner here, and from this point only was she permitted to look out from her prison.

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 “believe,” 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 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.

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GOOD LIFE TRUTH.

The winsome lady who holds court in her modest schoolroom, her couriers 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 their 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. McCashy 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, automatons, 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 intellectual indolence and incapacity. 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 intellectual indolence and incapacity. If the danger to a man in running a lathe or a loom is a real one as I have suggested above, What the weakness in the cities may be it hardly lack of trained intelligence and supervision. I am not so sure that the loom is a real one as I have suggested above, What the weakness in the cities may be it hardly lack of trained intelligence and supervision. 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, 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 personnel 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
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 subject first of fear and then of humor, he has in these later days acquired a new dignity. He now deserves to rank with the immortals to forever haunt the neighborhood where rules the indiscriminate 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 today 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 Tichtherschulen, 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 Tichterschule said to me, "you may visit my class if you like." Knowing something of what others before me had done I set out to visit it. I acquiesced in its language that she prized it more than the one which had given permission to see 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 vary 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 was plain, and 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 guide actually disappointed me.

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 permit to visit 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 superintendent or office hour was from 11 to 12 a.m. Returning at 11 o'clock I was admitted by the porter, who informed me that 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 I looked at my letter and green ticket, informing me that I was welcome to all the school could offer. Having been standing fifteen minutes in the cold I began to feel uncomfortable 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 waited a short time 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 500 children were in the building, and though some classes were disorderly the teachers I saw 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 all 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 anything at all, but in 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 ten 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 Halleische Mädchenschule: Reading, 2; Language, 4; Arithmetic, 4; Religion, 4; Sewing, 6; Science, 2; History, 2; Geography, 2; Drawing, 2; Singing, 2. One afternoon in the gymnasium.

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, arithmetic 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 in the lower grades were 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 were kept without change for forty-five or fifty minutes on the same subject, as they are better able to assimilate the new work than the older pupils.

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 tell the teacher 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, 1-2-3-4-5-6; 1-2-3-4-5-6; 1-2-3-4-5-6, 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 drill in the next class because there was variety enough for the children to enjoy it.

In the Halleische 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 be reproduced 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 was often correct here also before it was left, and correct oral language in every subject required. With so much 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 teachers. 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 the 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 still 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. A 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 school. The children come together in a large play-room at least once a day, where they have the best of care for a moderate sum.

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. Children 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.

THE FARMINGTON NORMAL.

The results of teaching "good manners" are people who say "Give us truth before all things," and who 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 Harriana Frintchle.

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

THE FARMINGTON NORMAL

NEW BOOKS.

Some of New York's Four Hundred, Our Gold Mine at Hollyhust, Fox's Pity's Sale, Four Months in New Hampshire, The Strike at Shaker'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; Dome 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.
prove an inspiration to that not over large class all primary teachers. D. C. Heath.

The garden of the soul and the play of individuality. But to develop it in the right di­
rection and combine individuals into more bar­

monious wholes. In chapter V. he gives the best

idea 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
trees in every building arranged in

concentric squares, each room to face a garden.
The building should be but one story high, no

stairs or basement, lighted from above, each

room 38x32 feet, and to contain only 24 pupils,

which, by the way, the maximum number a

teacher might have without an assistant accord­
ing to a decree of Rabbi Ben Gamla in the Tal­

mud, A. D. 64.

Mlle. Lecamp, writing in the Revue des Re­

trues 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 gen­
terous 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

though and the memorizing and application of

philosophical problems, bad habits, the

strain and excitement of athletic contests, cigarettes, wine drinking, and other forms of dissipation,

and heavy eating to at late hours, undermine the

health of hundreds.

Professor Pierce of Harvard has demonstrated

by tables of longevity that the greatest mortality

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 plea­
sant mood, rests half an hour afterwards, recre­
ates himself by frequent walks and rides, may

toll 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.

IMPERIUM VS. KNOWLEDGE.

Ten remarks of Mr. Emerson to his daughter

have 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

mean that you are to study assumptions in order
to 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.

"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 men of the world go by—
The men who are good and the men who are bad,

As good and as bad as they are.

I would not sit in the scrouner'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.

I owe my house by the side of the road,

By the side of the highway of life,
The men who go by, and the men who do not go by,
The men who are silent and the men who speak,

But I turn not away from their smiles nor their tears—

Nor live in my house by the side of the road

But still I rejoice when the traveller rejoices,

And weep with the strangers that moan,

Where the race of men go by—

Or hurl the cynic's ban?

And be a friend to man.

The House By the Side of the Road.

—The School Journal.
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.

1879.
Mason, who has been elected Field Secretary in the B class.
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.

1885.
Lizzie A. Greenwood has a niece, Mildred F., in the B class.

1886.
Flora M. Rackliff-Lovejoy has a daughter, Isabella M., in the entering class.

1887.
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.

1888.
Josephine T. Reed-Curtiss,—7 Gaylord St., Dorchester, Mass.

1889.

Suzie 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, 1907.”

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.

1892.
Mabel G. Fosom,—Principal of Grammar School, Franklin, Mass.

1893.
F. H. Cowan,—Chairman of Ex. Com. of Kennebec County Teachers’ Association, 34 Grove St., Augusta.

1894.
Lora L. Wight-Austin has a sister, Gertrude M., in the E class.

1895.

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

1896.
Edith V. Corliss,—9 North St., Waterville.

1897.
Alma Faught,—R. F. D., No. 3, Augusta.

1898.
Amelia J. Bissell,—teaching in Arlington, Mass.; 17 Yarmouth St., Boston.

1899.

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

1900.
Grace M. Goodwin has two sisters in school, Alice L., in the B class, and Mabel A., in the E class.

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

1902.
Port Clyde, Maine. At home, Dover, Me.
THE FARMINGTON NORMAL.

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.


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

Miss Lucy Hayes of the E class, was called home by the death of her cousin, Alles 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 E. Erskine, Jefferson.
Vice-President—Isabel A. Woodbury, Waterford.
Secretary—James M. Hammond, Clifton, P. Q.
Treasurer—Winifred Ladd, Mercer.

Executive Committee—P. Wilbert Blakely of Summer, Irene P. Ladd of Farmington, Arthur Ingalls of Farmington, Helen March of Sandy Creek, and Olena Viles of Normal.

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 the President in existence, and was taken while he was sitting at his desk in the White House.

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

Ethel M. Perinton 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—Ahner A. Budge, '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-Burky, '97.
Mrs. Mary V. Jacob-Jennings, '98.

CATALOGUE COMMITTEE.

Carolyn A. Stone, '98.
Endora W. Good, '91.
Mrs. Clara A. Hinckley-Knowlton, '70.
Mrs. Ethel F. Ellis-Gannon, '76.

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.

1901 GLER CLUB.

Leader—Helen Mildred March.

First Superiors—May Raymond Carson, Irene Peterson, Annie Woolf McLeary, Olena Viles.


First Altus—Harriet Wyma Rock, Max Master Clark, Irene M. Higgins, Isabel Agnes Woodbury.

Second Altus—Mary Mand Biddiford, Georgia Luella Hayden, Helen Mildred March, Ethel Martin Tracy.

Accompanist—Arthur E. Simmons, igelshe.

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 Wailing.
Eaton Pasing, Arr.
A Dream of Paradise.
Gray, arr. by J. C. Mary
Saints' Chorus ("From Faust.")
Ch. Goumon

The Call to Arms.
G. A. Venn.

The Radiant Morn Hath Passed Away.
Johann Elsschulz
Six 'O'Clock in the Bay.
Adams, arr. by G. A. Venn.
Sleep, While the Soft Evening Breezes.
H. H. Bishop, Arr.
Prey Ye the Father.
Ch. Goumon, arr. by J. P. Weston

The Miller.
G. A. Magarren.
List the Trumpet's Thrilling Sound (Mayerbeer).
W. J. Birch.

The Old Guard.
Paul Redway, arr. by G. A. Venn.

OFFICERS OF THE CHRISTIAN ASSOCIATION.

WINTER TERM 1902.

President—Harold E. Beane.
Vice-President—Beatrice R. Millett.
Secretary and Treasurer—Annie W. McHenry.

EXECUTIVE COMMITTEE—Mr. B. T. Kelleigh, Daisy E. Melham, Olena Viles.

TOPICS AND LEADERS.

Dec. 12. Topic Selected, Mr. Purington
Dec. 19. Foundations
Harold E. Beane
Dec. 26. Our Deliverances—from What and by Whom
Beatrice R. Millett

Jan. 5. Resolution
Jan. 9. How do I know Christ is Divine
Miss Stone

Jan. 16. Cramming Characters
Jan. 23. Be Strong
Jan. 30. Light is Dark Places
Feb. 6. Things that are Troubling You
Feb. 13. Lessons from Heroic Lives
Feb. 20. God's Requirements
Feb. 26. Topic Selected

THE FARMINGTON NORMAL.
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.

Deb- Miss Merrill, Mr. Singer
Aff-Mr. Young, 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.

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.

Olive Titcomb, 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 Hun- 
nessell, Earl Alfred Childs and Carroll Llewellyn 
Beede; for Harvard, H. A. Sage, R. S. Earle and 
E. E. Smith.

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

Principal W. M. Marvin of the Deerfield 
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, Philadel- 
phia 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 
direct 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 ora- 
tions 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—Cranmer E. Baker, Thomas 
C. Handall, Albro L. Burnell, David W. Spear, 
Percy C. Giles, Thomas W. Bowler, John A. 
Corliss, Arthur L. Small and Roscoe E. Whit- 
ing.

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 ef- 
forts of the Boston Alumni Association, was 
opened Dec. 30. It will add greatly to the com- 
fort of the students, and the efficiency of the 
school.

*The Atlanta Constitution* says: — "There is no more 
humiliating fact that an intelligent South- 
cern 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 suc- 
cess, has resigned, much to the regret of all con- 
ected 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 plan to leave the management of the school in 
the hands of the principal, though the white 
teacher is in every case the leading influ- 
ence. In visiting one of the Jesuit schools 
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."

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 al- 
most 3,000 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 ap- 
propriate, "Directions How to attain the Knowl- 
dge of all Dark Things."
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. Corhell of the Gorham 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 Corhell, State Superintendent Stetson, and ex-State Superintendent Lace.

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 special creation, should be the one to adopt resolutions upon the great loss the cause of education has met in his death.

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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.

$2 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.

$2 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.

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.