



Scholar Works

The Farmington Normal

University Archives

3-1902

The Farmington Normal, vol.1 : no.4 : March 1902

Farmington State Normal School

University of Maine at Farmington

Follow this and additional works at: https://scholarworks.umf.maine.edu/the_farmington_normal

THE FARMINGTON NORMAL



Vol. 1 * No. 4

MARCH, 1902

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

FARMINGTON STATE NORMAL SCHOOL.

—•—
TEACHERS.

Principal.

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

Assistants.

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

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

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

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

KATHARINE E. ABBOTT.
Geometry and Drawing.

ELIZA T. SEWALL.
Algebra, Orthography.

MRS. M. T. WADE.
Vocal Music.

Principal of the Training School.

LILLIAN I. LINCOLN.
Psychology and Methods.

Assistants in the Training Schools.

LOUISE W. RICHARDS,—GRAMMAR GRADE.

MARTHA J. MCPHAIL,—INTERMEDIATE GRADE.

EUDORA W. GOULD,—PRIMARY GRADE.



FARMINGTON STATE NORMAL SCHOOL.
Grammar Schoolroom—Assembly Room—Teachers' Room.

The Farmington Normal.

VOL. I.

FARMINGTON, MAINE, MARCH, 1902.

No. 4.

THE FARMINGTON NORMAL.

SIX NUMBERS A YEAR.

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

Published by the Teachers and Pupils of the Farmington State Normal School.

TERMS:

ONE YEAR, \$1.00; SINGLE COPIES, 20 CTS.

Address all communications to

PRIN. GEORGE C. PURINGTON.

CONTENTS.

Editorial,	73
The Old Red School-House,	74
Memory Gems,	74
A-Wheel in Europe,	75
IV.—Stirling to Glasgow.	
In Nuremberg,	77
Influence of Commendation,	79
Good Manners,	82
New Books,	83
Schoolroom Hints,	84
Good Resolutions,	84
Alumni Notes,	85
Normal Notes,	90
School News,	95
Pleasantries,	96

Printed by The Knowlton & McLeary Co., Farmington.

EDITORIAL.

WE republish from the first number of *The Maine Normal* an interesting article on "Commendation and Encouragement" from the pen of Jacob Abbott. The subject is one that is, and probably always will be, timely. We are sure that judicious praise is one of the strongest incentives to study and ought to be used much more liberally than it is. If teachers are alert they can always find something to praise in every pupil. When the achievement falls below their ideal, there still remains the effort, which after all, is often the main thing. It is a pretty generally received pedagogical maxim to-day that only

that which is wholesome, good, beautiful and true should be intentionally placed before pupils. If so, why should not criticism busy itself much more in calling attention to excellences than to defects? Many a pupil feels that his work is a failure because of the lack of a friendly word of appreciation that the teacher might have given as well as not, and perchance the same teacher closes his term with a sense of failure that his superintendent easily and honestly might have removed by judicious commendation.

ANOTHER great educational leader, in many respects the greatest our country has produced, is gone,—Col. Francis Wayland Parker. For more than twenty-five years he has been in the front rank of those who have fought to secure the rights of children, and hundreds of thousands of children in our land are to-day receiving better instruction because he devoted his life to their needs rather than to selfish aims and pursuits.

One cannot read the tributes paid his memory by his fellow-workers in all parts of the country without a deep feeling of pride in the profession that he honored, and a study of his life and these tributes ought to convince young men and women who are choosing their life-work, that no profession pays ampler rewards of the higher kind than the teacher's. If wealth, or place, or power, or the applause of the great crowd of unthinking and indiscriminating be one's desire, then the teacher's profession will be a failure for him, but if the satisfaction of developing immortal minds, of forming life-long friendships of the noblest kind, and of winning the respect and admiration of those whose intelligence and sincerity make their expressions

of respect and admiration of real value, then let him follow in Colonel Parker's footsteps. In the next number of THE NORMAL we shall try to gather something from the many tributes that have appeared that may give inspiration to the graduates and students of this school.

THE OLD RED SCHOOL-HOUSE.

By MELVIN HIX, NEW YORK CITY.

STILL stands the old red school-house by the road;
Still flows the brook as in old days it flowed;
In nearby field still do the cattle browse;
'Neath shady trees in summer days they drowse.

Behind it still the pines cast gloomy shade,
Where once beneath their boughs we children played;
There once we built up many a stone play-house;
And covered them from sun with leafy boughs.

In front far off the mountains lift their heads;
And on their rugged sides the forest spreads.
And nearer still are fields and pastures green,
Where yet the grazing flocks and herds are seen.

To right the road goes winding up the hill;
And up it straining teams creep slowly till
They reach the top, and soon are lost to view.
Ah! I well that road a barefoot urchin knew!

To left abruptly slopes the distant scene,
Adown a narrow valley, hill confined, and green,
Wherein, o'er many a fall a brooklet flows,
And murmuring o'er its rocks and shallows goes.

And near at hand, a strong-built dam doth make,
The perfect semblance of a little lake,
Filled up with crystal water pure and cool,
From many a deep-fed spring and shady pool.

Within the door, the high, bare walls between,
Rude, straight-backed seats and desks may yet be seen
Bedecked by many a deep-engraved name,
In after years not all unknown to fame.

There stands the master's desk well up in front,
Which oft, in old days, bore the ferule's brunt,
Which weapon masters then did often wield
In fashion such that mischief soon did yield.

Behind the desk the marks of nails are seen,
Whereon were hung like limbs of birches green,
The sight of which made many an urchin quake,
And, vigorously applied, his back to ache.

Ah! Memory yet the countenance can trace,
Of masters many who held that honored place:
For in old days the teachers honored were,
And looked upon with reverential fear.

Alas for children who have never seen
The hillside's rocky slope or meadows green;
For whom, in summer's deadly stifling heats,
Exist, 'neath leafy boughs, no cool retreats;

Who never yet have spent a care-free hour,
With babbling brook or incense-breathing flower;
For whom no bobolink or robin sings,
And through the liquid air his music flings.

Ah! blest are they who know the native joys,
Which Mother Nature grants to girls and boys
Whose youth is spent on smiling, fertile farms,
Their plastic memories stamped with Nature's charms.

Not such the scenes which city schools surround,
Near them no inch of native soil is found.
Shut in, oftentimes, by narrow, filthy streets,
No spot of green the aching eyeball greets.

The School Journal.

MEMORY GEMS.

There is great power in quiet, for God is in it.
George MacDonald.

The wealth of a man is the number of things
which he loves and blesses, which he is loved
and blessed by.

Carlyle.

Every act of man inscribes itself on the
memories of his fellows and on his own face.

Hugh Miller.

A word will tame the high spirit, a look
touch the warm heart, a kind act be repaid with
one still kinder.

Louisa M. Alcott.

God's glory lies not out of reach,
The moss we crush beneath our feet,
The pebbles on the wet sea beach
Have solemn meanings strange and sweet.

Owen Meredith.

Our deeds determine us as much as we de-
termine our deeds.

George Eliot.

We'll keep our aims sublime, our eyes erect.

Mrs. Browning.

To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

Wordsworth.

But noble souls, through dust and heat,
Rise from disaster and defeat
The stronger.

Longfellow.

To persevere in one's duty and to be silent
is the best answer to calumny.

Washington.

Where man calls man his brother,
And loves as himself another,
Christ lives.

Richard Watson Gilder.

A-WHEEL IN EUROPE.

IV.—Stirling to Glasgow.

AFTER visiting the old Castle and cemetery at Stirling, Mr. Elder had to return to Dunfermline. It was a most delightful day, and I can think of nothing finer than a tour in Scotland with such a guide and companion. As I went to bed at the Hotel of the Golden Lion, I had forebodings that the morrow was not to be as fine a day as one could wish, and when I arose the next morning my fears were realized, for there was a "gentle Scotch mist" falling. I lingered after breakfast and debated with myself whether to take the train for Glasgow, or push on with my wheel by the way of Loch Katrine, as I had planned. For years the Lady of the Lake had haunted me—delightfully, of course,—and I had dreamed of the time when I might make this very journey. I decided I would risk a wetting, invested five shillings in a rubber blanket, and at 9 o'clock said good-bye to a party at the Golden Lion, who were going to the foot of Loch Katrine by rail and coach, promising them I would be there to take the steamer with them. They assured me they never expected to see me again. Later I thought they were true prophets, for I took the wrong, or longer, road that leads through the Bridge of Allan, Dunblane and Doune to Callander, having the river Teith at my left instead of my right. On a pleasant day it must be a most charming trip. The Bridge of Allan is said to be the favorite inland watering place of all Scotland. As for water, there was an abundance above terra firma, some of which I carried in my boots to Glasgow. Dunblane has an old cathedral seven or eight centuries old. I could not stop to see it, for I was engaged in a race with Time, as if, like the stag in Scott's chase,

"Two dogs of black St. Hubert's breed,
Unmatched for courage, breath and speed,"

were after me.

A mile beyond Callander, at the old Kilmahog Toll, I came near taking the road that leads up to the Pass of Leny, but a tourist put me on the right road, which for a mile or two was such a steady climb that Scott's description of the chase I felt might well apply to me:

"'Twere long to tell what steeds gave o'er,
As swept the hunt through Cambusmore;
What reins were tightened in despair,

When rose Ben Ledi's ridge in air;
Who flagg'd upon Bochastle's heath,
Who shunn'd to stem the flooded Teith."

I had not "shunn'd" the Teith for there was a good bridge. My wheel skimmed along past Bochastle Heath,

"Where Rome, the Empress of the world,
Of yore her eagle wings unfurled,"

but the long rise along the flank of Ben Ledi was a little hard on my rotary steed. When, however, I had conquered the rise, there was a glorious "coast" down to and along the side of Loch Vennachar, past Coilantogle Ford, where Roderick Dhu and Fitz James "tried their quarrel hilt to hilt." As the breeze came down through the passes among the hills and flung hither and thither the bannerets of mist I quite fancied that I heard

"The rebel Chieftain's whistle shrill,"

and that,

"Instant, through copse and heath, arose
Bonnets and spears and bended bows.

* * * * *
And every tuft of broom gives life
To plaided warrior armed for strife."

The ride of four miles along Loch Vennachar, the "Lake of the Fair Valley," is charming. The clouds rose so that I got one glimpse of the Menteith hills to the south, and I thought I could almost see the summit of Ben Venue.

Now I cross the Brig of Turk, where

"The headmost horseman rode alone,"

and soon Loch Achray, a most beautiful sheet of water, is in full view on my left. From the Trossachs Hotel, situated near the head of this lake, it is only a little more than a mile to the foot of Loch Katrine, which I reached at 11.40, just twenty minutes too late to catch the boat, having wheeled nearly thirty miles. The prophecy of the party at the Golden Lion seemed to be true, and the four ladies that I was supposed to have charge of, and who had come up from Edinburgh that morning to Callander by train and from there by coach, had gone on to Glasgow and left me, "a stranger in a foreign land!"

But I found that there was another boat across the Lake that would connect with a train that would take me to Glasgow that night, and I was content, especially as it had ceased to rain and the clouds were growing lighter. I went back through the Trossachs—the "bristly country"—to the foot of the Lake to see the

sluices, then down to Loch Achray farm at the entrance of the Pass of Achray on the Aberfoyle road. Back to the Trossachs and up the "old Trossach's track" along the side of Ben A'n, where the "gallant gray" of Fitz-James "exhausted fell." I did not dare to leave my wheel behind, and after climbing for a mile I began to fear I could not reach the Lake in season for the afternoon steamer if I kept on, so I turned about, and for part of the way back I had the satisfaction of riding my wheel where I feel sure no one else ever rode a wheel. After getting thrown twice I too "gave o'er."

The hills were covered with purple heather in full bloom, and nothing could have been more beautiful. I gathered a big handful to bring home, and reached the foot of the Lake in season to go aboard the steamer with my friends from the Golden Lion, who could hardly believe me when I told them I had been there more than two hours *waiting for them*.

Loch Katrine is eight miles long, and is most beautiful at the lower part where the crags, purple with heather, rise out of the water, and the trees grow close down to the waves. We pass so close to Ellen's Isle that, had she been at home, we surely would have paid her homage, and had old Allan-Bane but tuned his harp, I am sure Glasgow had been forgotten. Just opposite we pass the "Silvery Strand," and catch a glimpse of the "Goblin's Cave."

The breaking up of the clouds proved delusive, and we had not sailed a mile before they shut down, hiding the hills almost completely, and it began to rain in fitful gusts.

The steamer stops at Stronachlachar, two miles short of the head of the lake, where there are coaches waiting to take passengers through Glen Arklet to Inversnaid on Loch Lomond, five miles away. Though it was raining furiously and a fierce wind "right dead ahead," like Tam O'Shanter, I "maun ride," so I did. But the mud! and how I slid down the 450 feet descent from the highest part of Glen Arklet to Loch Lomond, which is only 23 feet above sea level! Just before reaching the Lake there is a sharp descent and turn in the road which the cyclist's guide says "no cyclist will venture to ride." I had also been warned at Dunfermline that I must not attempt to ride it. But the road was so muddy, and the hill looked so much

like some of those I had ridden near Mount Blue, I decided I would put my faith in my two brakes, and try it. It was just as easy as could be, and I rode down the hill and onto the steamer wharf without the least trouble. A Scotchman of the Golden Lion party, who had warned me not to ride the hill, inquired, when we met on the Loch Lomond steamer, if I had heeded his advice, and when I told him that in America we thought nothing of coasting such hills, he replied, "Mon, mon, I am amazed to see you alive."

The sail down the lake was without incident, and owing to the rain we saw but little of the far-famed beauty of this "Queen of the Scottish Lakes," which I regretted very much, for I wished to compare its charms with those of some of our own Maine lakes.

At Balloch I took the train for Glasgow, where I arrived at 8 o'clock, with twenty-four hours to get ready to sail on the "Rolling Polly" for home. At St. Enoch's hotel I found the ladies that I had been supposed to conduct, but, because they were Yankees, had got along just as well without being conducted, and had had all the pleasures of exploring a strange land.

The next morning, I was out by seven o'clock to find some one to crate my wheel, but not a store or shop was open before nine, and I was assured that my wheel could not be crated in season to go on any steamer that night. I got a bicycle dealer to lend me a hammer, and saw, and some old crates, and I went to work. Finding I was bound to do it, he took hold and helped me. Then he could not warrant its delivery at the steamer, so I found a carter and rode the two miles over the cobble stones to the Allan Line wharf, and had the satisfaction of seeing my "faithful, silent steed" put aboard, and at eight o'clock on the evening of Sept. 6, we were sailing down the Clyde, aboard the *Laurentian* on our long and stormy voyage home.

G. C. P.

A good conscience is to the soul what health is to the body.

Addison.

Our intellectual and active powers increase with our affections.

Emerson.

IN NUREMBERG.

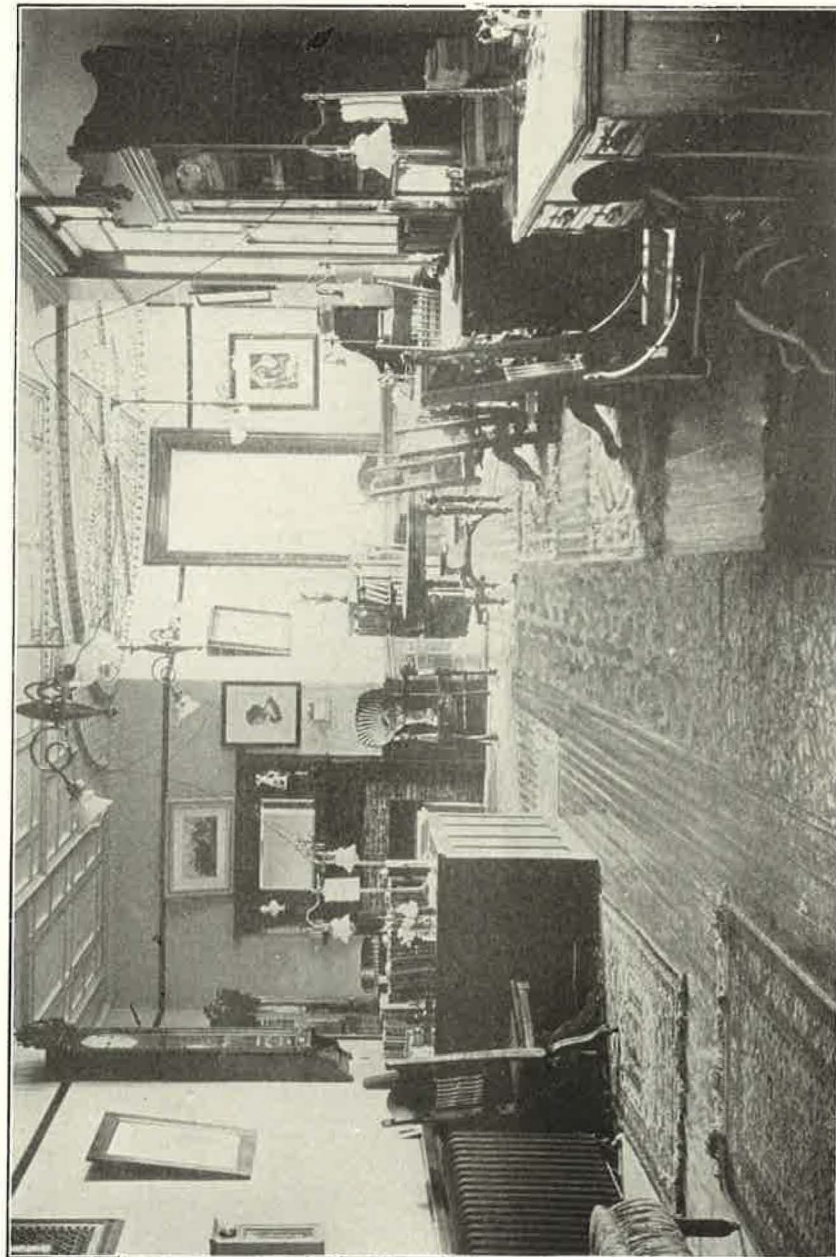
WE reached Nuremberg in the latter part of a rainy February afternoon, and only once during our stay did the sun shine for a few hours upon the tiled roofs and into the open squares. But even gray skies and chilly air could not dispel the charm of a town about which cluster so many associations of mediæval life and history. Though Nuremberg must now be reckoned as the most important commercial town in Southern Germany, and electric cars and modern shops are altering the appearance of its principal streets, it still retains enough of its ancient characteristics to delight the heart of the tourist who seeks for the old and picturesque.

I believe no other German city possesses such extensive and well-preserved fortifications. The town now spreads far beyond them, but the greater part of the inner wall remains with massive square, and round towers, and the deep, dry moat, now laid out in pleasure grounds, or planted with little vegetable gardens. Tall houses of gray stucco, with the lower windows barred or protected by heavy wooden shutters, give a sombre appearance to the narrow, winding street, but this is relieved by the numerous oriel windows, some of them beautifully carved, and by the quaint signs and figures which embellish the houses, for stone-carving and sculpture were arts in which the Nurembergers of the 15th and 16th centuries excelled. On the corner of a building opposite the church which bears his name, stands St. Lawrence, his gridiron in his hand. Here upon the corner of a little shop, the figure of a beggar, with bundle upon his back, and staff in hand, recalls the days when such wanderers were often housed and fed in Nuremberg. St. George in shield and armor, treading a grotesque dragon triumphantly under foot, was a favorite subject, but most numerous are the figures of the Virgin, often gaily colored, sometimes simply carved in stone, protected by little canopies, and frequently executed with much grace and delicacy. Large sun-dials adorn many of the houses, testifying that, if the sun did not shine for us, it is no stranger in Nuremberg.

In the northern part of the city rises the hill on which the castle stands, a group of grim, massive buildings with high, irregular towers and arched gateways. It belonged at one time

to the proud Hohenstaufen dynasty and the paved courts were often filled with the mail-clad soldiers of Conrad III., and Frederick Barbarossa. Before going through the castle a small fee admitted us to a little building near the entrance where we looked down into the "deep well," cut through the solid rock, and the girl in attendance let lighted candles slowly down to show us its great depth. Remains of subterranean passages still exist which connected it with the Rathaus below, that the prisoners there confined might draw water from the well without ever seeing the light of day. One of the towers formerly used as a torture chamber, in which some of the instruments are still preserved, also points to dark and cruel chapters in the history of the Middle Ages and even down to the last century, too painful to be recalled. We like better to think of Nuremberg as the center of the art and industry of that time when all kinds of handicraft were brought to such perfection, and as the home of Hans Sachs and the Meistersingers.

On the corner of a street running along at the foot of the castle rock is the house in which Albrecht Dürer, Nuremberg's greatest painter, lived and worked. The interior is now a museum, containing antique furniture and copies of Dürer's paintings, and the custodian must always be the best artist residing in Nuremberg. The low rooms with paneled ceilings, and windows filled with small panes of leaded glass, have remained unchanged since Dürer's time. The little closets, with doors of carved or inlaid wood-work, built into the walls, were used by him, as well as several pieces of antique furniture. In the corner of the living-room is a green porcelain stove with a wooden seat built around it, so that on cold days one could sit in comfort with one's back against the stove. We have tested this arrangement many times this winter and pronounce it good. The dining-table with movable top belonged to him, and close at hand, over a little shelf in a niche in the wall, hung a small kettle, from which water could be drawn for the convenience of guests at the table, before forks took the place of fingers. But most interesting of all was the dingy little kitchen, so dimly lighted by the one high window that we could barely distinguish the rows of plates that stood against the wall.



FARMINGTON STATE NORMAL SCHOOL.
Teachers' Room.

The hearth was built high like the tiled stoves used in Germany, and over it was the large, open chimney through which we could see the sky. Wood was plenty and cheap in Nuremberg in those days and an immense fire must have been kept burning to furnish the light and warmth necessary. I believe I would rather have seen Frau Dürer preparing the celebrated Nuremberg "Lebkuchen" in this primitive kitchen, than to have seen the great artist among his pupils in his workshop.

Of course the memory of Hans Sachs, cobbler and poet, is everywhere preserved. The house in which he was born is one of a continuous row of tenements in a narrow side street, and has no distinguishing characteristics. We gazed with deep interest at a little Hans Sachs beer shop on the corner, till a small boy discovered our mistake and directed our attention to the inscription on the less pretentious building adjoining. The church of St. Catherine, which the Meistersingers used as their school, is no longer in a state of repair, but we were interested in visiting the interior and in peopling it in imagination with dignified burghers and mischievous apprentices.

There are several interesting old churches in Nuremberg, that of St. Lawrence being the largest and finest and containing the beautiful ciborium or receptacle for the host, a tall structure of stone with the top curving under the roof of the church like a bishop's crozier. The icy temperature of the interior chilled us so thoroughly that we did not dare to linger, yet the most of these churches are never heated and the people gather from week to week and sit through the long service while the breath congeals in frosty clouds.

The river Pegnitz, at this season a brown, muddy stream, but with many picturesque views of quaint buildings along its banks, divides the city into two parts, named according to the principal churches—or patron saints—the Lawrence and Sebald sides. In the latter are the large open squares where the market women sit, summer and winter, under large umbrellas, surrounded by baskets of fruit and vegetables. Every market-place has its fountain, often of quaint or grotesque design. One of the best known is the "Goose-man" in the fruit market, a little figure in bronze of a peasant carrying a

goose under each arm. The goose is the favorite fowl in Germany, and is not only sold by hundreds in the markets, but is often represented in fountains and monuments. I find myself much interested in these old fountains, as I think of their importance and usefulness in mediæval life. Unless a river was near, the neighborhood must have been dependent upon them for the water supply. Here the children came, as they come to-day, to draw water for household purposes and the women met to chatter and gossip over the family washing.

We hope sometime to return to Nuremberg before the markets disappear and the automobile has the right of way in the narrow streets. But in the meantime the limit of our stay was reached and a few hours' ride brought us to the banks of the Danube and the town of Ratisbon, whose history dates far back to the days of Roman occupation. A few Roman towers and arches still exist, and some of the old patrician houses retain the square towers of defence, a relic of early German civic life. The population in the streets seemed largely of market people, and here as elsewhere in Southern Germany we saw the women doing the hardest kinds of work, shoveling coal, sawing wood, sweeping the streets, drawing heavy carts or carrying immense loads upon their backs. They looked old and worn, and bore the traces of hard, unending toil. In the little village of Donaustauf, where we spent a part of the day, we saw the typical homes of the peasants, low, plastered houses, bare and comfortless indeed, compared with those of the most remote New England village. In many of the houses the floor was below the level of the street and the hens went freely in and out. We climbed part way up the hill to explore a little Catholic church, and in a corner of the burial ground set apart for the children, we counted twenty-seven tiny graves, each marked with a simple wooden cross, and all bearing the date of a single year, a pathetic commentary upon the hardships and privations of the peasant's life.

The day grew chilly as the sun went down, and we were glad to return to Ratisbon and our room at the "Green Wreath." A night's rest proved a welcome preparation for the remainder of our journey, and the next noon found us at Munich, where we were soon pleasantly located for a ten days' stay in the Bavarian capital.

H. M. M.

INFLUENCE OF COMMENDATION.

BY JACOB ABBOTT.

From The Maine Normal, December, 1866.

SUCH is the constitution of the human mind that, setting certain exceptional cases out of view, no one can go forward with order and alacrity in any work or enterprise, without the feeling that he is advancing successfully in it; while on the other hand nothing takes the heart out of a man so effectually, and so chills and deadens his energies, in prosecuting any undertaking, as the idea that he is not doing his work well, or even that it is thought by others that he is not doing it well.

This principle, so strong and of such universal application among grown persons, is perhaps still stronger and more controlling among children; and the importance of recognizing it, and shaping one's modes of management in accordance with it, is not often fully appreciated by parents and teachers.

There are two arts which children have to learn, in the process of their mental and physical development, in which their faults, errors and deficiencies are never pointed out, but in the dealings of their parents with them all is commendation and encouragement. They are the arts of walking and talking.

The first time that a child attempts to walk alone what a feeble, staggering and awkward exhibition it makes. And yet its mother shows by the excitement of her countenance and the delight expressed by her exclamations how pleased she is with the performance, and she perhaps even calls in persons from the next room to see how well the baby can walk. Not a word about imperfections and failings, not a word about the tottering, the awkward reaching out of arms to preserve the balance, the crookedness of the way, the anxious expression of the countenance, or any other faults. These are left to correct themselves by the continued practice which encouragement is sure to lead to. The child, seeing the pleasure which its efforts give to the spectators, is made proud and happy by its success, and goes on making efforts to improve, with alacrity and delight.

It is the same with learning to talk. The mistakes, deficiencies and errors of the first rude attempts are seldom noticed, and still more seldom pointed out by the parent. On the con-

trary the child takes the impression, from the readiness with which its words are understood, and the delight it evidently gives its mother to hear them, that it is going on triumphantly in its work of learning to talk, instead of feeling that its attempts are only tolerable because they are made by such a little child, and that they require a vast amount of correction, alteration and improvement before they will be at all satisfactory. Indeed so far from criticising and pointing out the errors and faults the mother very frequently meets the child half way in its progress, by actually adopting the faults and errors herself in her replies. So that when the little beginner in the use of language, as he wakes up in his crib, and stretching out his hands to his mother says, "I want to det up," she comes to take him and replies, her face beaming with delight, "My little darling! you shall det up." Thus filling his mind with happiness at the idea that his mother is not only pleased that he attempts to speak, but is fully satisfied and more than satisfied with his success.

The result is that in learning to walk and to talk children always go forward with alacrity and ardor. They practice continually and spontaneously, requiring no promises of reward to allure them to effort, and no threats of punishment to overcome repugnance or aversion. It might be too much to say that the rapidity of their progress and the pleasure they experience in making it, are owing wholly to the commendation and encouragement they receive, for other causes may co-operate with these. But it is certain that these influences contribute very essentially to the result. There can be no doubt at all that if it were possible for a mother to stop her child in its efforts to learn to walk and to talk, and explain to it, no matter how kindly, all its short comings, failures and mistakes, and were to make this her daily and habitual practice, the consequence would be not only a great diminution of the ardor and animation of the little pupil in pressing forward in its work, but also a great retardation in its progress.

Let us now, for the more full understanding of the subject go to the other extreme, and consider a case in which the management is as far as possible removed from that above referred to. We cannot have a better example than the

method often adopted in schools and seminaries for teaching composition—in other words the art of expressing one's thoughts in written language—an art which one would suppose to be so analogous to that of learning to talk, that is to express one's thoughts in oral language, that the method which was found so eminently successful in the one would be naturally resorted to in the other. Instead of that the method often pursued is exactly the reverse. The pupil, having with infinite difficulty, and with many forebodings and anxious fears, made his first attempt, brings it to his teacher. The teacher, if he is a kind and considerate man, perhaps briefly commends the effort with some such dubious and equivocal praise as it is "very well for a beginner," or "as good a composition as could be expected at the first attempt,"—and then proceeds to go over the exercise in a cool and deliberate manner, with a view of discovering and bringing out clearly and conspicuously to the view not only of the author himself, but often of all his classmates and friends, every imperfection, failure, mistake, omission or other fault which a rigid scrutiny can detect in the performance. However kindly he may do this, and however gentle the tones of his voice, still the work is criticism and fault-finding from beginning to end. The boy sits on thorns and nettles while submitting to the operation, and when he takes his marked and corrected manuscript to his seat, feels mortified and considers his attempt a hopeless failure.

Is it surprising that young persons should "hate to write compositions," when as is very frequently the case, the instruction which they receive on the subject consists almost altogether of fault finding?

Many of the readers of this article may perhaps be young ladies, and they can aid themselves to form an idea of the effect of such a process as this by supposing themselves to be subjected to an analogous operation in a case which they can easily appreciate. Let them suppose a young lady recently married, and just introduced to her husband's home and thus just entering upon the duties of wife and housekeeper, with little knowledge and no practical experience of the duties which devolve upon her, and of course having everything to learn. Her husband wishes to aid her as much as possible

in the task, and let us suppose that in order to do so he takes the same course that is so frequently adopted by teachers to aid their pupils in learning to express their thoughts in writing. When he comes home at night he surveys with a critical eye all that his young wife has done through the day, and scrutinizes all her arrangements with a view to finding out and calling her attention to every short-coming, or failure or mistake, or act of forgetfulness that he can discover. We will suppose he does this in the kindest and gentlest manner possible, and then by way of preventing her from becoming vexed and disheartened tells her in conclusion that she must not be discouraged—that she has done very well for a beginner—that the art of presiding well in a household, even though it be small, is one that requires practice and experience, and that she has succeeded on the whole as well as could be expected in one just entering upon married life, and of course with everything to learn. It is not at all difficult to foretell what the effect of such a course of procedure as this would be, on the part of a husband in aiding his wife to acquire a knowledge of her duties, and in making her a successful and happy wife and housekeeper.

Some of my readers will doubtless say that this is entirely a different case from that of pupils in school, who go there expressly to receive instruction in a formal and didactic manner. I admit that this is true. The cases are in many respects extremely different from each other. Still there is a certain analogy between them, and the analogy, so far as it goes, helps us decidedly in understanding what the depressing and disheartening influence must be, to some extent at least, of the *fault-finding* system of training.

It may also be said that pointing out the errors and faults of pupils is absolutely essential to their progress, inasmuch as unless they are made to see what their faults are, they cannot be expected to correct them. I admit that this is true to a certain extent, but by no means to so great an extent as is often supposed. There are a great many ways of teaching pupils to do better what they are going to do, besides showing them the faults in what they have already done.

For example let me take again the case of the class in composition and describe a mode of

managing it which does not consist of finding and pointing out individual faults and errors. When the compositions are brought in for the first time the teacher reads them aloud in the hearing of the whole class, in a manner to make the best of them all, instead of making the worst of them. He takes no notice of faults, makes corrections of his own in reading them, where necessary, to complete imperfect sentences and smooth over rough places; and makes comments from time to time as he goes on of a commendatory character, such as—"That sentence is very well expressed;" "That is very true;" "The handwriting of this composition is excellent. It is a pleasure to read such writing." "Here is a word, 'until,' which is often spelled with two l's which is wrong; it is spelled right here;" "The new paragraphs in this composition are all properly indented, which is a point often neglected by young writers,"—and the like.

While he thus avoids calling the attention of the pupils to the faults that they have fallen into in their work, he carefully notes them himself, with a view to shaping his general instructions to the class, on a future occasion, so as to meet them. Perhaps he observes what words are most frequently misspelled, and makes a list of them, more or less complete. He takes note also of any inaccuracies of expression, vulgarisms, instances of repetition, tautology, false grammar or false syntax, so as to have the materials for shaping a general address to the class at the time when, on the following week perhaps, a new subject for composition shall be assigned. This address, which takes the form of a general lecture on the art of expressing one's thoughts in writing, and contains no allusions to the faults observed in the exercises of the preceding week—does not have at all upon their minds the effect of a disparagement of what they have already done, but of aid and encouragement to them in regard to doing what they are next to do. In following the instructions thus given them the pupils will, as it were, leave the faults previously committed behind them—being even, in many instances, actually unconscious of having ever committed them.

Thus we see that there are modes of drawing pupils away from their faults and errors without specially pointing them out to their notice;

thus avoiding everything tending to wound their sensibilities, or to dishearten and discourage them.

In the above example I have supposed that the pupils are reasonably diligent and painstaking in their desires and efforts to improve, and that their faults are those of ignorance and inexperience, not of wilful carelessness or neglect. Doubtless there are cases of this latter class where faults must be specially pointed out to the attention of the delinquent and a degree of discredit attached to the commission of them, and perhaps in special cases some kind of punishment imposed, as the most proper correction of the evil. In the remarks made above I have intended to refer to the ordinary course of instruction with classes of pupils well disposed, and taking reasonable pains to do the work to the best of their ability.

But even in cases of carelessness and neglect of duty, I have usually found it much more easy to awaken ambition and a desire to improve in a pupil, by finding, if possible, something good in his work, and commending that, as an encouragement to him to make greater exertion the next time, than to attempt to cure him of his negligence by calling his attention to the faults which he has committed, as subjects of censure, however obvious the faults may be, and however deserving of blame.

In fact we find that the influence of this principle is in full operation in the minds of all men, everywhere, and acting upon it will lead to the same results in all the relations of society. The way to awaken a penurious man to the performance of generous deeds is not by remonstrating with him, however kindly, on his penuriousness, but by watching his conduct until we find some act that bears some semblance of liberality and commending him for that. If you have a neighbor who is surly and troublesome—tell him that he is so and you make him worse than ever. But watch for some occasion in which he shows you some little kindness, and thank him cordially for such a good neighborly act, and he will feel a strong desire to repeat it.

The application of principles above illustrated in the particular cases referred to might easily be extended to other branches of instruction, as taught in schools, and the modifications necessary to be made of the usual modes of manage-

ment in order to substitute a system of alluring the pupil to what is good in the place of driving him from what is bad, could be shown in detail if time and space would allow. But the intelligent and thoughtful parent or teacher can easily make the application for himself. I say parent or teacher, for the principle applies to the home work of the training of a child to habits of quiet gentleness, kindness and docility, with quite as much force as it does to the more strictly intellectual branches of instruction under the charge of the teacher at school.

GOOD MANNERS.

THE West Point cadet is said to bear this contrast to boys from other institutions of learning on the ball field: that, when asked if ready, he replies, "We are, sir," while others respond, "Yep." It is not necessary to confirm this statement concerning other institutions of learning. We are confident that there are exceptions; but as a rule, the habit of abbreviating the forms of courtesy is too common. Educators insist that it is a growing evil, not all confined to the ball field. They argue that it is hard to deal with, seeming to have its roots somewhere in modern thought and life. Try it yourself, by doing a favor to some young person, and the chances are you will get as a response, not "Thank you, sir!" but an abbreviated "Thanks!" A college president says, "With this slackness of words and stinginess of speech, I am convinced there is coming in a lessening of those sentiments of manly gratitude and appreciation which make up the soul of good manners. The conviction is growing in the minds of our young people that about all there is to life is to do something, and to do it quick." Debating clubs and reading clubs have passed under the shadow of sporting clubs. Sporting clubs do not exist for amusement, but for victory. Precisely what the merchant is after, his boy is after—as soon as he can wear padded suits and ball masks. He is in a hurry all the time to beat somebody, and to come out ahead. It seems to him a waste of time to be mannerly. Courtesy admits, as he conceives it, of a conversation that skips refinement and hinges on slang.

Commercialism must, however, not bear the

whole responsibility. We have grown into a love of the practical, as opposed to culture. "The humanities" were well named. There was in the study of the finest literature, apart from its uses for bread-winning, another sort of winningness. To-day we hear the problem stated, not, Does college-training refine the boy, and fit him to be a gentleman; but, Does college-training help the boy to a place in the counting-room? Does it give him a job? The problem that is thrust upon him is, Can you take hold here and help us to accumulate wealth? If polished manners and refined bearing are not the end of education, is the end to be sought for business tact? A better definition tells us that education should bring our faculties to their full development, and makes us creatures of evolution. The end is ourselves, and not outside ourselves. That is not education which makes us slaves of acquisitiveness. "The mischief in France," says a recent writer, "is that everything leads to politics." In this country the misfortune is that everything is leading more and more to business. Rushing is the law that governs college customs, and equally the new school of trade. Moderation is not tolerable. The steam age set the gauge. The unit of wealth is no longer the dollar. The mere millionaire is a failure. With this fierce heat of getting, there is little room for polishing.

We are not engaged in an attack on the young people of America; we are discussing a drift of our times. Minister Wu Ting Fang says: "I should especially regret to see the manners of Chinese society exchanged for the abruptness of your country. Everybody seems to be in too great a hurry to be polite." The Old World gentleman was one of the best growths of its civilization. It grew into the conviction of English life during Shakespeare's time that brute-force manners were about as mischievous as brute-force behavior; that the ideal man was the gentleman. So Sir Walter Raleigh and Sir Henry Vane come down to us as great achievements of English civilization. This line of evolution was not left in England. The Puritans were prim, but they were always mannerly. Harsh theology never made them untrue to social obligations. The New England farmer, however isolated among rocks and hills, was a gentleman. He had his oddities and his pro-

vincialism; but he remained true to the general spirit of English courtesy. The colonial training of New England colleges was not scholarship alone, but refined bearing. The reign of the Mathers covered a period of specially fine manners. Washington was punctilious; Adams was more so; and, whatever may be said to the contrary, Thomas Jefferson was the ideal gentleman. Cosmopolitanism has gone far in the Old Dominion, as well as in Massachusetts; but the boast is still that "the Virginia gentleman is the highest type in the world."

Is it possible that the clipping of form can go on with thoroughness? The aim is to accomplish as much as possible in a given time. It implies a desire to throw aside all but the central thought,—the single purpose. It secures intentness, point, single-mindedness: no doubt some things are accomplished that would otherwise not be done. But, when this becomes a trait, a general social habit, it fails to carry with it the best results. The old saying is, "It is a short downhill road from errors in words to errors in things." This is a law that we may read backward. If one wishes to achieve well, let him learn to define well,—to speak clearly and accurately; let him cultivate the fine art of expression. The value of words must not be overlooked. They are mind tools. They are containers of thought, of feeling, of experience, of culture; slang and abbreviated ejaculations are a distinctive reversion to barbarous life.—*Christian Register*.

NEW BOOKS.

Commercial Geography; Adams; D. Appleton & Co. This is an exceedingly interesting book on an increasingly important subject, and ought to find a place in the library of every Grammar school in the land, and used as a text-book in all High and Normal schools.

Motion Songs for Public Schools; Pray; D. C. Heath & Co. An attractive collection of nearly fifty songs suited to various seasons and occasions. Each song is followed by directions for appropriate motions and the book also contains several plates which illustrate the positions most frequently used. The songs are intended mainly for primary grades, though a few are adapted to older classes.

The Teaching of Ornament; Daniels; The J. C. Witter Co., 123 Fifth Ave., New York City. This book is a storehouse of treasures for the teacher of Historic Ornament, containing practically all the material needed for ordinary school work in this line, material culled with great care from many sources. The illustrations are well chosen and abundant. Besides the work on the various styles of ornament, much is given regarding rules of design and plans for work in various grades. Based as it is on practical experience, the book day by day makes stronger its claim to be a part of the common school teacher's equipment.

School Gymnastics—Free Hand; Bancroft; D. C. Heath & Co. Contains a complete set of free hand exercises for each school year, arranged by lessons. The lessons are carefully graded, and an admirable feature of the book is an explanation, accompanying each exercise, of the exact effect of the movements upon the body. The teacher must find this very helpful as a guide in selection to fit the needs of her class. Nearly every exercise is illustrated. The introduction is full and clear, and one using the book need be in no doubt as to the aims of the author and the means of securing these aims.

Leavitt's Outlines of Botany. The book was prepared at the request of the Botanical Department of Harvard University, and is based on Gray's Lessons in Botany. It is divided into two parts treating of Phanerogams and Cryptogams. In the first section chapters are devoted to Seeds and Seedlings, Buds, The Root, The Stem, The Leaf, The Flower, The Fruit. Laboratory studies precede the text on each subject, a most desirable arrangement. The simple, practical treatment of each subject and the illustrations accompanying the text make it an excellent book for class use. The principal physiological processes are briefly explained in a separate chapter. The inexperienced teacher will be grateful for the appendix at the end of the book which gives directions for obtaining and preparing material for the laboratory studies, together with the almost indispensable information of the time necessary to bring the material to the proper stage of development for the work. American Book Company.

SCHOOLROOM HINTS.

THE basis of the following outline was a plan prepared by a former student in the school:

FIELD LESSON IN GEOGRAPHY.

Subject: The Brook as Compared to a River and the Relation of its Different Features to Navigation.

STAGE OF APPERCEPTION.

Preparation: A talk with the children, in which they tell what they already know about the features of the brook which they are going to see, the little valley through which it flows, its bed, where the water runs most swiftly and where most slowly, where rocks in the bed make the passage of the water rough, where tributaries flow in, where the water is deepest, where are found the pools, bays, gulfs, waterfalls.

The teacher notes the mistakes of the children and the points upon which they know little or nothing, that she may direct their attention especially to these during the walk.

Presentation: (1) In open air. The children are all provided with little boats or chips. They observe for confirmation or correction of the various points discussed in class, and sail their boats to discover the helps and hindrances to navigation. They notice the effects of the different currents upon their movements, find good harbors in coves and bays, smooth places for sailing in more or less sheltered parts of the brook, swift but comparatively safe sailing in the deep, swift channels. They carry their boats around a waterfall and perhaps wreck them in the rapids.

(2) Study in School: The pupils describe their walk and tell what they learned from sailing their boats. The teacher corrects wrong impressions and calls attention to the more important points. A map of the brook may be drawn on the board, showing some of the things that the children have noticed.

STAGE OF ELABORATION.

Comparisons of brook with other brooks known to children, or with any other bodies of water with which they are familiar, together with a more or less extended study of these. Also a formulation of certain general truths concerning brooks and rivers and their navigation.

STAGE OF APPLICATION — DRILL.

Brooks or rivers laid out as far as possible in sand or clay. Study of pictures of various rivers, with attempt to explain their value for navigation. Reading of descriptions in readers, geographies and books of travel. Writing of descriptions.



GOOD RESOLUTIONS.

1. I resolve to take one leisurely jaunt this season on foot into the fields or woods without gun or line.

2. I resolve to read one book on nature, on some subject connected with out-of-doors.

3. I resolve to make the acquaintance of some animal,—bird, mammal, fish, or insect—in its native place. I will try to discover how it lives, and what are the vicissitudes with which it is obliged to contend. I will take the life of one less creature in wantonness or thoughtlessness, than I have taken before.

4. I resolve to grow one plant this year. I will sow the seed myself, and will attend to the plant until I see the flowers or fruit.

5. I resolve to make my premises more attractive than they have been before, in order that every passer-by may find pleasure in them.

6. I resolve to give my encouragement to every public enterprise that promises to enhance the beauty and healthfulness of the town in which I live. I will take a personal interest in the street trees, to see that they are protected from mutilation, and from insects and disease.

7. I resolve to lend my influence for the introduction of efficient nature studies into the schools. I will encourage children to learn the animals and flowers, and to know the spirit of the fields.—*Country Life in America*.



Has not the time come when it is desirable for the schools to spend half of Memorial Day in services that are in harmony with the purpose for which it was set apart? We cannot think of any way in which patriotism can be more effectually taught than to have the schools observe the day with appropriate services. The custom is to be inaugurated in the F. S. N. S. this year, and a full report will appear in the next number of THE NORMAL.



Alumni Notes.



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

1868.

Rice Brown,—elected Superintendent of Schools, Vienna, Me.

1872.

Aldana C. Hatch-Roberts,—candidate for school board on the Prohibition ticket at the late municipal election in Auburn.

1873.

Lilla M. Scales,—re-elected Superintendent of Schools, Temple, Me.

1878.

Joseph W. Perkins, M. D.,—elected Superintendent of Schools, Wilton, Me.

1879.

Jennie M. Thorne-Johnson,—contributed a paper on "Some of the Needs of Our Rural Schools" at Leeds, Feb. 22.

1880.

R. Mae Porter-Simmons,—soon to remove from Kingfield. Her husband, Dr. O. W. Simmons, is taking a post-graduate course in New York.

Lavella A. Norton,—elected Superintendent of Schools, Kingfield, Me.

1884.

J. Albert Tyler, C. E.,—260 Lexington St., E. Boston, Mass.

1886.

Wilbert G. Mallett,—elected president of the Christian Civic League of Farmington.

1888.

Mattie H. Swift-Ripley,—introduces her daughter Priscilla, born Jan. 21, 1902.

1889.

Edward A. Crowell,—elected a member of the school committee, Vienna, Me.

Lucetta M. Knowles,—7th grade, Forster School, Somerville, Mass.,—35 College Ave., Medford.

Samuel C. Wheeler,—elected Superintendent of Schools, Chesterville, Me.

W. Scott Young,—elected first selectman of Matinicus, Me.

1890.

Carleton P. Merrill,—re-elected member of the school committee and treasurer of the town of Farmington.

1892.

Andrew J. Churchill,—elected a member of the school committee, Mexico, Me.

1894.

Hortense L. Hersom,—1230 Amsterdam Ave., N. Y., student in Teachers' College.

Bertha I. Poor,—elected Superintendent of Schools, Andover, Me.

1895.

Fred N. Staples, M. D., after taking a post-graduate course in surgery in San Francisco, has settled in the practice of his profession in Stockton, Calif.

1896.

Clifford D. Holley,—manager of Dr. Hinds' milk condensing factory, Ubly, Mich.

1897.

Dr. Angus G. Hebb,—husband of Jane G. Simpson,—elected Superintendent of Schools, Bridgton, Me.

Annette G. Wescott,—12 Pine St., Portland, Me.

1898.

Mabel H. Perkins-Rowe,—elected Superintendent of Schools, Woodstock, Me.

1899.

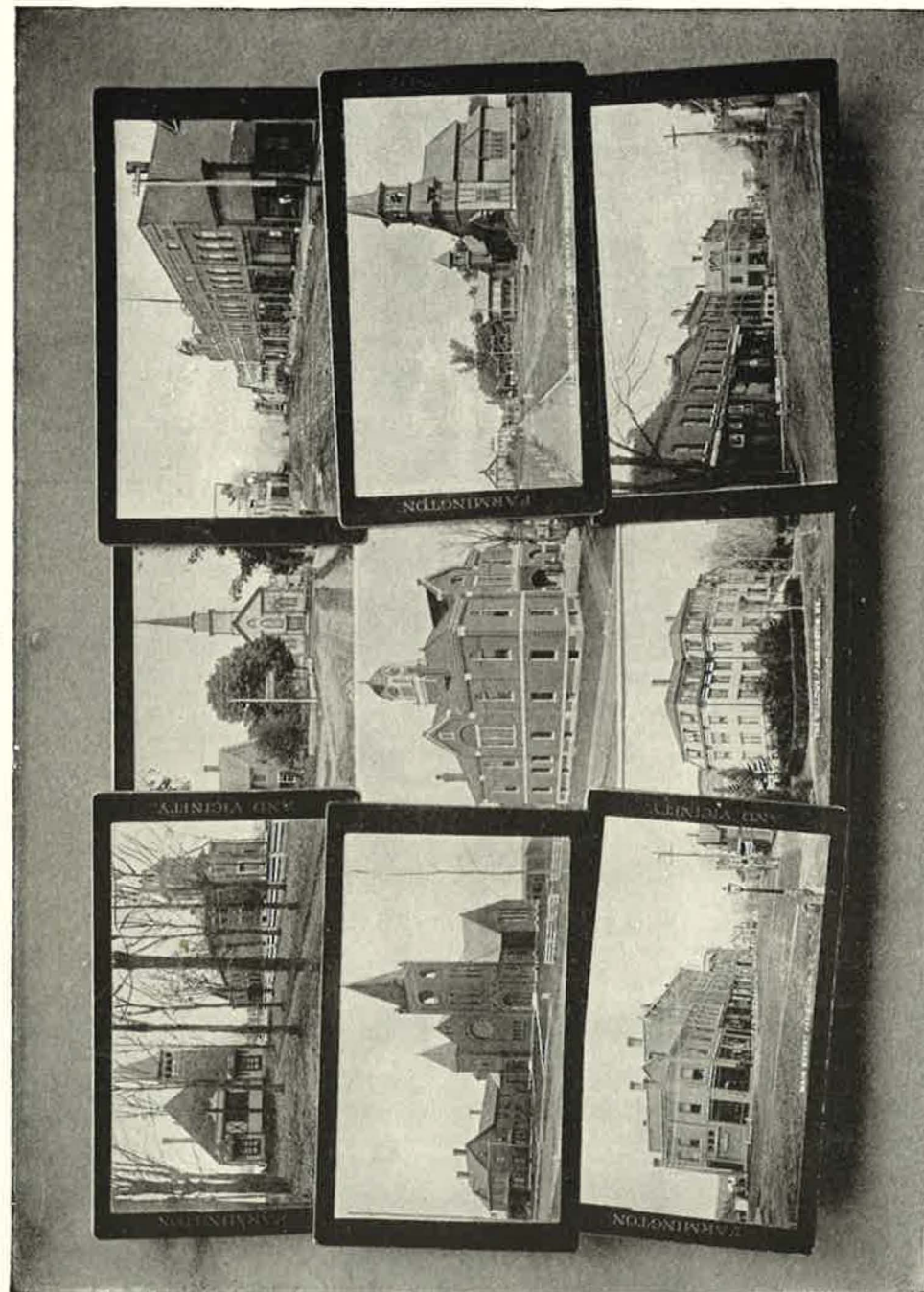
A. Blanche Calligan,—323 Main St., Bangor, Me.

H. E. Jackman,—principal of Grammar School, Sherman, Me.

1900.

Irving Heath,—principal of South Grammar School, Bath, Me., 21 Russell St.

Sarah C. Lothrop read a paper on "Some of the Advantages of the Country Schools" at a teacher's meeting at Leeds, Feb. 22.



VIEWS OF FARMINGTON.

Orion A. Morton,—re-elected Superintendent of Schools, Bar Harbor, Me.

Bertha M. Stevens has organized a School Improvement League in her school, the first in the town of East Livermore.

Chester K. Williams,—elected Superintendent of Schools, Embden, Me.

ALUMNI REUNION.

The eleventh annual meeting and dinner of the Massachusetts Alumni Association of the Farmington State Normal School was held at Young's Hotel, Boston, from 2 to 9.30 P. M., Feb. 8. Owing to the death of the President, Mr. Philip E. Stanley, '86, and by the wish of the Vice-President, Mrs. Jennie P. Young-Rhodes, '91, Mr. Freelan O. Stanley, '71, was chosen to preside. The following graduates, visitors and invited guests were present:

1867.	Mary O. Lord-Bailey,	Pittsfield, Mass.
	Anna De W. Pierce,	Worcester, Mass.
	Ruth G. Rich,	Roxbury, Mass.
1868.	Charles G. Chick,	Hyde Park, Mass.
1869.	Louise D. Mayhew,	Mt. Vernon, Me.
1870.	Nellie F. Reed-Randlette,	Lawrence, Mass.
1871.	Elizabeth G. Melcher,	Boston, Mass.
	Alvin E. Prince,	Worcester, Mass.
	Freelan O. Stanley,	Newton, Mass.
1876.	Charlotte Lyde-McCleery,	Lowell, Mass.
1879.	Charles Lord,	Malden, Mass.
1880.	Ellen A. Winslow,	Springfield, Mass.
	Herbert J. Keith,	Somerville, Mass.
1881.	Ruth A. Norton-Toward,	Jamaica Plain, Mass.
	Rose M. Tarbox-Robinson,	Everett, Mass.
	Harriet P. Young-Keith,	Somerville, Mass.
1882.	May E. Fales-Gilbert,	Cambridge, Mass.
	Edith A. Willard-Blake,	Boston, Mass.
	Maud C. Conant,	Waltham, Mass.
1885.	Mary E. Eaton,	N. Attleboro, Mass.
	Carolyn A. Whittier,	N. Attleboro, Mass.

1887.

Minnie L. Rice-Merritt, Bridgewater, Mass.
Abner A. Badger, Walpole, Mass.

1888.

Grace L. Cowan-Hersum, Kendal Green, Mass.
Essie J. Hinkley-Earle, Brookline, Mass.
Josephine T. Reed-Curtiss, Dorchester, Mass.
Carrie H. Stevens, Cambridge, Mass.
Laura M. Sylvester, Arlington, Mass.

1889.

Margaret F. Knowles-Small, Winchendon, Mass.
Lucetta M. Knowles, Medford, Mass.
Fred O. Small, Winchendon, Mass.

1890.

Annie A. Longfellow-Leach, Campello, Mass.
Sadie J. Wood-Jenkins, Lexington, Mass.

1891.

Ada M. Ackley-Rich, N. Truro, Mass.
Inez A. Hunt, Malden, Mass.
Olive A. Swift, Chelsea, Mass.
Jennie P. Young-Rhodes, Roxbury, Mass.

1892.

Caroline Reed-Badger, Walpole, Mass.
Jennie M. Stetson, Burlington, Mass.
Daniel A. Maloney, Watertown, Mass.

1893.

Bertha E. Gibson, Pawtucket, R. I.
Blanche E. Goodrich, Woburn, Mass.
Edda C. Locke, Framingham, Mass.
Lida E. Merrill-Waterhouse, Wollaston, Mass.
Blanche Minot, Waverley, Mass.
Fannie T. Tolman-Fogler, Cambridge, Mass.

1894.

Naomi E. Stevens, Melrose, Mass.
Clarence H. Knowlton, Chelmsford, Mass.

1895.

Josephine Day, Cambridge, Mass.
Helen L. Searles, Dorchester, Mass.

1896.

Alice M. Lilly, Haverhill, Mass.
Mary H. Nichols, Haverhill, Mass.
Katherine E. Russell, Arlington, Mass.

1897.

Ethel L. Heald-McDonald, Whitman, Mass.
Hattie M. Woodbury, Whitman, Mass.
W. Stanwood Field, Brookline, Mass.

1898.

Amelia J. Bisbee, Arlington, Mass.
Cora S. Burleigh, Melrose, Mass.
Annie B. Case, Haverhill, Mass.

Sara L. Gile,
Alta M. Reed,
Bessie E. Simmons,
Elizabeth B. Thomas,
Lottie M. Waterman,
Mabelle S. Welsh,
Lilla M. Whittier-Potter,
Susan F. Wiley,
Ralph C. Potter,

Hyde Park, Mass.
Providence, R. I.
Boston, Mass.
E. Milton, Mass.
Hyde Park, Mass.
Cambridge, Mass.
Allston, Mass.
Arlington, Mass.
Allston, Mass.

1899.

Florence E. Barbour,
Maud I. Carter,
Sarah A. Collier,
Jean Cragin,
Grace W. Lilly,
Iva L. McArdle,
Laura B. Sanborn,
George C. Erskine,

Boston, Mass.
Braintree, Mass.
Acton, Mass.
S. Acton, Mass.
Cochituate, Mass.
Chelsea, Mass.
Winchester, Mass.
S. Boston, Mass.

1900.

Sadie M. Knight.
H. Roberta Stubbs,
Edith H. Vinal,
Gertrude A. Williams,

Westfield, Mass.
Lancaster, Mass.
S. Acton, Mass.
S. Acton, Mass.

1901.

Harriet M. Davis,

Everett, Mass.

VISITORS.

Lora J. Davee,
Nellie D. Clark,
Alice Barbour,
Emily F. Carpenter,
C. Bennett Fogler,
Mrs. Austin W. Greene,
Mrs. Charles G. Chick,
Mrs. Charles Lord,
Walter Lyde,
Theresa D. Lewis,
Minnie A. Perry,
Eva E. Sprague,
Alice W. Swett,
Isabelle L. Wight,
Mrs. F. O. Stanley,

Ashland, Mass.
Chelsea, Mass.
Brewer, Me.
Boston, Mass.
Cambridge, Mass.
E. Milton, Mass.
Hyde Park, Mass.
Malden, Mass.
Lowell, Mass.
Boston, Mass.
Arlington, Mass.
Boston, Mass.
Melrose, Mass.
Natick, Mass.
Newton, Mass.

INVITED GUESTS.

W. S. Parker, Supervisor of Schools, Boston.
Mrs. W. S. Parker.
A. L. Rafter, Principal Martin School, Boston.
Mrs. A. L. Rafter.
Prin. Geo. C. Purington.
Mrs. Sarah Bailey-Purington.

After an hour of greetings and social intercourse the Association proceeded to the transaction of business.

The following officers were elected for the ensuing year:

President—Abner A. Badger, '87.
Vice-President—Louise D. Mayhew, '69.
Treasurer—Ruth G. Rich, '67.
Secretary—Elizabeth G. Melcher, '71.

EXECUTIVE COMMITTEE.

Chas. G. Chick, '68.
Herbert J. Keith, '81.
Clarence H. Knowlton, '94.
Inez A. Hunt, '91.
Adelia J. Webber, '93.

Tributes to the memory of Dr. C. C. Rounds were paid by Mr. F. O. Stanley, '71, and Principal Purington, and to the memory of Mr. Philip E. Stanley by Mr. A. A. Badger, '87, and the following resolutions were adopted:

Whereas, on the ninth day of November last, there occurred at Farmington the death of Charles Collins Rounds, who for fifteen years was principal of the Farmington Normal School, and whose earnest, intelligent work has won for him a national reputation as an educator:

Resolved—That we recognize the inestimable value of his work in raising the standard of the Normal School by improvement in its course of study and methods of instruction. Also in his death we recognize to ourselves the loss of a true friend, to the State a valuable educator, and to society a noble, honest man.

Resolved—That the Secretary be instructed to place this preamble and resolution on the records of this Association, and send a copy of the same to Mrs. Rounds.

COMMITTEE.

Clarence H. Knowlton, '94.
Louise D. Mayhew, '69.
Harriet P. Young-Keith, '81.

Whereas, Divine Providence has removed from our midst our President, Mr. Philip E. Stanley of the class of 1886, it is hereby

Resolved—That the Massachusetts Alumni Association of the Farmington State Normal School has lost a valuable president, and a loyal and devoted member.

Resolved—That the sympathy and respect of the Association be extended to his family.

Resolved—That the cause of education in the newspaper world has lost an interested and enthusiastic friend who always maintained high ideals.

Resolved—That a copy of these resolutions be sent to Mrs. Stanley, and a copy of the same be placed in the records of this Association.

COMMITTEE.

Essie Hinkley-Earle, '88.
Laura M. Sylvester, '88.
Abner A. Badger, '87.

A very bright and interesting history of the Association was read by the Secretary, Miss Melcher, '71. The following menu served as an accompaniment to two hours of sociability :

Bluepoints.		
Tomato.	Consomme Rice.	
	Filet of Beef, Bordelaise.	
	Roast Stuffed Chicken.	
	Bouches, a la Reine, Margot.	
Banana Fritters.	Fruit Sauce.	
	Oysters, a la Poulette.	
	Bombe Glace.	
Bavarois Cream.	Pineapple Sauce.	
Ice Cream.	Sherbet.	
	Assorted Cake.	
Apples.	Bananas.	Oranges.
	Coffee.	

After the close of the banquet, President Stanley in his usual happy way introduced the speakers. Mr. Walter G. Parker, supervisor of schools in Boston, spoke on "Maine Teachers in the Teaching Force of Massachusetts." Mr. A. L. Rafter, principal of the Martin School, responded to the sentiment, "Massachusetts for the Maine Teachers." Principal Purington brought the greetings of the school to the graduates, and Mrs. Purington the "greetings of the things that do not change."



IN MEMORIAM.

THE New York Schoolmasters' Club, at a recent meeting, adopted the report of a committee consisting of B. C. Gregory, superintendent of schools, Trenton, N. J., and A. W. Edson, assistant superintendent of New York city, upon the death of Dr. C. C. Rounds :

"Your committee, to whom was assigned the duty of expressing the sense of the Club, in view of the loss of our colleague, Dr. Rounds, submit the following minutes and recommendations :

"Dr. Charles Collins Rounds was born at South Waterford, Me., August 15, 1831. From 1849 to 1853 he was a printer in Portland, Boston and Cambridge. He graduated from Dartmouth College in 1857, and was principal of the academy at South Paris, Me., from 1857 to 1859. From 1859 to 1865 he was principal of a public school in Cleveland, Ohio. From 1865 to 1868 he was a teacher in the Edward Little Institute, Auburn, Me., succeeding to the principalship the last year of his stay there. In 1868 he became principal of the Farmington

State Normal School, where he remained till 1883, when he resigned to accept the principalship of the State Normal School at Plymouth, N. H. He was at the head of that school thirteen years, that is to say, until 1896, resigning to devote his whole time to lecturing and institute work. He was a life member of the National Educational Association ; State Commissioner from New Hampshire to the Paris Exposition of 1889 ; member of the National Council of Education from its organization, its president in 1895, and member of its Committee of Twelve on rural schools.

"His successor in the principalship of the Farmington Normal School of Maine says : 'As a teacher, Dr. Rounds was distinguished by energy, enthusiasm, and accuracy. He strongly impressed his personality upon his pupils. He created and sustained a healthy moral tone in every class that entered the school while he was principal. He could not endure pretense or sham, and dishonest work of any kind he would not tolerate. He was always sincere and honest, positive and aggressive in his work, and strong in his friendships. There was a tender side to his nature, deep and earnest, that was not revealed to every chance acquaintance.'

"He was an intense and untiring worker, studying in a comprehensive way, going to unusual sources of information. This gave his lectures a peculiar character. It removed them entirely from the realm of the platitude, or even the common-place. They were often characterized by sudden and surprising statements, which, unlike many other sudden and surprising statements, carried conviction. His addresses were characterized to a peculiar degree by common sense. He often worked out an intricate moral problem, but he stated it with such felicity of expression, and such an appeal to the common understanding of humanity, that the conclusion seemed a very simple one after it was stated. Perhaps the most striking characteristics of his addresses was the moral tone that pervaded them. No matter what was the subject, it came to you through a moral atmosphere, and thus it may be said to be founded on the profoundest psychology. He was not far from Froebel as respects this cast of his mind. Often in his addresses he touched very deep springs in human nature,—springs of moral life ; indeed,

it was characteristic of him that he did not so much discuss questions of casuistry as determine principles of action, and these principles were illuminated with a wealth of illustration and happy epigram. His anecdotes were always appropriate, clean, and characterized not so much by wit as a genial humor. Back of all this lay the character of the man,—kindly, lovable, unostentatious, viewing life seriously as a time in which effective work for humanity must be done, straight as a die in regulating his own actions, accurate in his moral judgment, and permeated throughout with a religious atmosphere, broad as humanity.

"Of him it is said by one who knew him best : 'His soul is diamond—the sunlight and the rock ; not of perfect water—it took a tinge from the earth on which he dwelt ; there were tints, but no streak.'

"Your committee recommend that the foregoing minute be entered on the records of the club, and that a copy of the same be transmitted to his family."

[Maine Pedagogical Society.]

The memorial exercises for Dr. C. C. Rounds were held at the beginning of the afternoon, Thursday, Dec. 27, and were presided over by Superintendent Stetson. Principal W. J. Corthell of Gorham presented the following resolutions :

Whereas, Our Heavenly Father in His infinite wisdom and love has seen good to call from service here to service in the higher life, Charles Collins Rounds of Farmington, one of the founders and original members of this Society, for fifteen years principal of Farmington State Normal School, and an educator of national reputation and influence :

Resolved—That the death of Mr. Rounds brings to this Society the loss of one of its most efficient and influential members, whose wise words and work have been potent factors in making it what it has been and is as an educational force for good ; to the educational interests of the State and country the loss of an efficient and wise worker for educational advance ; and to society the loss of a good man of highest type—a Christian gentleman.

Resolved—That the Secretary be instructed to transmit to Mrs. Rounds a copy of the foregoing preamble and resolution, and to spread the same upon a special page of his record.

Dr. Corthell followed in a most eloquent and touching tribute to the memory of the late Prof. Rounds. Hon. J. O. Bradbury of Saco, A. F. Richardson of Castine, W. G. Mallett of Farmington, and Mr. Stetson also spoke of the high

character of the deceased educator. Letters were received of the same tenor as the speeches from Mrs. Grace Whittier Rollins, Helen Coffin Beedy, F. E. C. Robbins, and W. A. Pidgin of the *Lewiston Journal*.

The resolutions were adopted by a rising vote. A memorial volume containing the speeches made and the letters received will shortly be published.

Extracts from the Remarks of Ex-Mayor James O. Bradbury of Saco, at the Memorial Services Relative to Dr. C. C. Rounds, held in the House of Representatives at Augusta, Me., Dec. 27, 1901.

MR. PRESIDENT : It seems most fitting and opportune that we bestow upon the life and memory of the lamented Professor Rounds such contributions of respect and love as we may be able, and that we garland his memory with our tributes as the falling flakes of snow are, this very afternoon, weaving the mantle of winter over his burial spot on beautiful Farmington Hill.

I first became acquainted with Prof. Rounds thirty years ago, while actively engaged as a teacher in the public schools of Maine, and also as a student under his charge in the professional training school at Farmington. He was then in the full physical and intellectual strength and vigor of his manhood, thoroughly engrossed in his profession, alive to its capabilities and to the responsibility resting upon him as a pioneer in his branch of educational service. Like all pioneers, he never wearied of his task, or doubted of its final success.

Somewhat crude was his educational plant, as compared with the beautiful modern structure and its equipment that now so gracefully crowns Normal Hill at Farmington.

He was strong in his likes, firm in his belief and unwavering in whatever course he finally decided to pursue. He weighed the relative questions that would arise, on one side and another, with a judicial mind, and when his conclusions became crystallized into a judgment, it seemed tenacious.

He admired a ready and thorough student, and entered into the tasks with such an one with the enthusiasm of a classmate. To the student whose mental processes were slow, but who was persistent and honest in his efforts, he was more like a father than an instructor. In

his very soul he abhorred deceit and hypocrisy in his associates and pupils. His disapproval of superficial work was indelibly stamped wherever that condition was called to his attention.

His conception of matters and things was far-reaching and he often found himself alone, relatively speaking, for the reason that he had out-thought his associates, friends and pupils in intellectual research and work. He was impulsive and yet kind-hearted in the extreme.

His students believed in him as an instructor and a man, and nearly every day some disappointed, home-sick or discouraged boy or girl would go to the old teacher's room to talk over their troubles with Prof. Rounds as with a father, and all such honest pupils met with a cordial welcome, and found a strong heart beating in sympathy with them.

Prof. Rounds believed that the teaching in our public schools should be a distinctively professional work, and that it should constitute an actual, honorable profession. He lived in the day-break of that idea. The present generation of boys and girls will reap much of the fruition of his purpose in the labors of his life.

Nearly twenty-eight years ago, Dr. Rounds in addressing his graduating class, said substantially: "Young Ladies and Gentlemen: As a unit, we shall no longer exist. Providence permitting, I shall continue my work here for a time; you will scatter and assume the serious responsibilities of life, and undertake to solve its intricate problems. I hope you will each succeed in whatever occupation in life the trend of circumstances places you. Many of you will

teach, some may not. I can only say in our parting, whatever your vocation may be, do all as well as you possibly can. The creature can do no more, the Creator requires no less. When the brief span of life is over, I trust we shall all gather, intuitively, in a better clime, and with greater possibilities for intellectual investigation."

And now Mr. President, in these eventful years comprising more than a quarter of a century, instructors and many of the instructed have departed the terrestrial for the celestial, so that we hardly know whether we have a greater interest here, than there.

I heartily support the resolutions of the learned committee, and endorse the remarks of the able gentleman whom I follow. Prof. Rounds was a Christian gentleman.

On a beautiful autumnal day just passed, Prof. Rounds ceased his intellectual work, and the mysterious veil betwixt the known and the unknown was slightly parted by heavenly hands, and our friend saw the reality of his hopes, received the fruitage of his labor of love, and feeling his release from the bonds of flesh, thrilling in the enjoyment of a full and complete activity, opened the door of eternity, through which all humanity must pass, and ever

"Rising, rising, rising through the splendor of the sunset,
through the quiet mists of twilight,
Found his welcome and his harvest, found his home
with all its sweetness, all its comfort, all its glory,
All the darkness turned to daylight, all his devious
paths made certain,
All his doubts and all his sorrows turned to mist,
Like the dew of morning in the kingdom of Ponemah,
In the Islands of the Blessed, in the land of the
Hereafter."



Normal Notes.



The B class basket ball team have had their team group photographed.

Miss Lincoln gave an address before the grange at Leeds Center, on Reading, Feb. 22.

Wilfred C. Brown of Jay was called home before the close of the term by the illness of his father.

Miss Abbie Burgess of Vassalboro, of the E class, was called home by the serious illness of her father.

Principal Purington gave an address before Norland Grange at East Livermore, Feb. 22, on the New Education.

Mrs. Wentworth of the D class, who was obliged to give up her work, is much better, and will be able to return.

Melvina Delano of Canton, of the E class, who had to give up the work because of illness, will be able to return next term.

The "Thistledown" sociable, under the direction of Messrs. Erskine and Ingalls, and the Misses March, Irene Ladd, and Mae Clark, was much enjoyed.

No exercises were held in observance of McKinley Day, but all were given a chance to contribute toward the monument which is to be erected at Canton, Ohio, and a good-sized contribution was received.

Of the thirty-two teachers employed in the Farmington schools the past year, fifteen are graduates of the Normal School, fifteen have been, or are connected with the school, and only two have not been students in the school.

We forgot to mention in the last number of THE NORMAL the very delightful entertainment given by Harry Raymond Pierce and Zulette Spencer Pierce, Friday evening, December 27. They understand how to amuse and entertain.

Alice E. Wing, of the D class, sails May 10 for a three months' trip abroad, visiting Naples, Rome, Florence, Venice, The Hague, Paris and London. She is one of four young ladies whom Annie Louise Cary-Raymond has invited to go with her.

Miss Bessie Moore, a student secretary of the Young Woman's Christian Association, spoke before the members of the Normal Christian Association Saturday evening, February 22, giving very many interesting facts about the work being done in the colleges and Normal schools throughout the world by the Y. W. C. A. and Y. M. C. A.

THE CLASS OF 1902.

The following have been elected to represent the class at graduation:

Valedictory — Mary M. Bickford, Norway.
Salutatory — Everett M. Burbank, New Portland.
Essays — Sadie B. Judkins, Belgrade; Ella B. Russell, Livermore.

Ode — Annie W. McLeary, Farmington.

FOR ARBOR DAY.

Orator — Vernie S. Thomas, Topsham.
Essays — May E. Gould, Sprague's Mills; Alixe L. Goodwin, Vanceboro.
Ode — Arthur D. Ingalls, Farmington.

For the Commencement Concert the Class has engaged the Temple Quartette of Boston, Mr. Frank Raia of Providence, and Miss Nelson of Boston, reader. Payne & Plummer's orchestra will furnish music for graduation.

The committee to select a motto consists of

Helen M. March, Sandy Creek; Bertha M. Tobey, Auburn; Sadie B. Judkins, Belgrade. They have selected "Into the Midst of Things" to inscribe on the banner of 1902.

The Athenaeum met on the evening of Jan. 25, at the usual time, and was called to order by the President, Mr. Erskine.

The minutes of the last meeting were read and approved. The following programme was carried out:

Business.

The terms of the officers having expired, the following were elected:

President — Mr. Beane.
Vice-President — Mr. Look.
Secretary and Treasurer — Miss Eastman.
One on the Ex. Committee — Mr. Bagley.

Five judges were appointed to decide the question on the merits of the argument.

Miss Merrill.
Mr. Stilson.
Miss Calkins.
Miss Judkins.
Miss Goodwin.

Piano Solo, Miss McLeary
Duet, Miss Merrill and Mr. Singer
Question:

Resolved — That canteens for selling beer and other liquors should be continued at the soldiers' homes.

Aff. — Mr. Bisbee, Miss Buck.
Neg. — Mr. Beane, Miss Brown.

The question was opened to the house after the discussion by the leading disputants, and several took part. The question was then returned to the leading disputants in reverse order.

Recess.

After recess the judges reported their decision in favor of the affirmative. The house then decided upon the merits of the question in favor of the negative, by a large majority.

In the absence of Mr. Mallett, Miss Merrill was chosen Critic.

Vocal Solo, Miss Ladd
Paper, Mr. Young
Report of Critic.

Olive E. Titcomb, Secretary.

The "Mullein-Stalk" sociable, Jan. 18, proved one of the most unique and enjoyable of the year. It was gotten up very largely by the E class, with Messrs. Irish, Look, and Bagley for a committee. The following programme may

not be intelligible to one who was not there, but none who were present lost a point:

PROGRAMME.

Promenade, led by E Class.

Music,

Miss Ethel Fogg

Songs of Seven.

1. Exultation.
2. Romance.
3. Love.
4. Maternity.
5. Widowhood.
6. Giving in Marriage.
7. Longing for Home.

Solo,

Reading,

Solo,

Recess.

Mr. Purington

Miss Guptill

Miss Kalloch

Library,
Chemical Laboratory.
Botanical Laboratory.

PART. II.

Representations of the Seven Stages of a Normal's Life.

1. Entrance.
2. Homesickness.
3. Fully Launched.
4. Friday Morning.
5. Model Lessons.
6. Graduation.
7. Successful Teacher.

Grand March.

ATHLETIC EXHIBITION.

The first athletic entertainment by the students of this school took place at Music Hall Friday evening, Feb. 21, with the following programme:

Chorus,—Call to Arms,	School
Hoop Drill,	B Class
Basket-Ball,	Model Grammar School Teams
Basket-Ball,	Normal Girls, 1st half
Dumb-Bell Drill,	E Class
Basket-Ball,	Normal Girls, 2d half

INTERMISSION.

March,	C Class
Basket-Ball,	Normal Boys, 1st half
Singing—Rustic Dance,	1902 Glee Club
Wand Drill,	D Class
Basket-Ball,	Normal Boys, 2d half

We append an excellent account of the event by our special reporter:

As has been demonstrated by this school in past years, when the scholars once make up their minds to give an entertainment they are sure to come out with flying colors.

No exception to the rule was the entertainment and athletic exhibition held in Music Hall,

Friday evening, Feb. 21. At 8 o'clock nearly every seat was taken by an eager audience.

During the fall the gymnasium was fitted up for basket-ball practice, and the scholars have taken hold and made it a favorite game. The fine results of the game are due to Miss Ella P. Merrill, who kindly consented to coach both the boys and the girls, and has done wonders with them. Spectators have been many during the term, to see how the "popular sport" is played, and they have become as enthusiastic over the game as have the pupils. Not all the gymnasium work has been devoted to basket-ball, but calisthenics has had its share of the time, and there is nothing which can better show what great results have been accomplished than the drills which were given at the exhibition. Miss Stone has worked faithfully and "without a murmur" with the classes, and has obtained wonderful results.

Chorus singing was the first number on the programme, and many praises have been heard of the fine singing which is done by the Normals, thanks to our Principal for his careful and efficient instruction in this line.

After the singing came a hoop drill by the young ladies of the B class, numbering about forty. Every movement in the drill was perfect and in time. The hoops were wound with red and white, and the young ladies, who were all dressed in dark skirts and white waists, together with black ties, made a very pretty sight to look upon.

After a few words of explanation by Prof. Purington as to the way the boys' basket-ball is played, the boys of the Model Grammar School gave an exhibition game. The Normal boys have coached these little boys, and have done very well with them. Much enthusiasm and amusement was displayed by the spectators during the game. Basket-ball is a game that requires a "cool and level head," and that is what the boys had. Earle Higgins was the star player of the evening, making some very pretty throws.

Below is a list of players and their positions:

REDS—Colby Merrill, Center; Guy Withee, Home; Ralph Morton, Guard; Carroll Jones, Guard; Clifford Barrett, Home.

WHITES—Guy Campbell, Home; Earle Higgins, Home; Fred Moulton, Guard; Archie Blake, Center; Harold Prescott, Guard.

Score—Reds, 3; Whites, 18; goals thrown by Guy Campbell, 2; by Earle Higgins, 4; by Colby Merrill, 1; fouls made by Earle Higgins, 1; Colby Merrill, 1; Carroll Jones, 1; Ralph Morton, 1; Archie Blake, 1. Referee and umpire, Leo J. Irish; timer and scorer, John W. H. Young.

The girls' game being somewhat different from the one played by the boys, a few words explaining wherein they differ were given. After the whistle was blown by the umpire, the girls, fourteen in number, came trotting in, and got ready for work. The playing of Miss Adams for the Reds, and of Misses McLeary and Bickford for the Whites, was especially commendable, although every member played a good game and made fine team work.

REDS—Susie Sherer, Home; Annie Reed, Home; Helen March, Center and Captain; Lola Durrell, Center; Etta Sawyer, Center; Helen Adams, Guard; Winnie Rackliff, Guard.

WHITES—Annie McLeary, Home; Margaret Waterhouse, Home; Mary Carsley, Center; Olive Titcomb, Center; Irene Higgins, Center; Mary Bickford, Guard and Captain; Hattie Reed, Guard.

Score—1st half, Reds, 6; Whites, 14; goals thrown by Miss Sherer, 1; by Miss A. Reed, 2; by Miss McLeary, 4; by Miss Waterhouse, 3. Fouls made by Miss Durrell, 1; by Miss Rackliff, 2.

While the young ladies were getting rested for the last half, the members of the E class gave a dumb-bell drill. Due to the fact that the pianist lost two counts, many of the class got slightly mixed, but after being stopped by Miss Stone, so that all might get the count, the drill was finished without a flaw, thus giving much more credit to the class. The drill was very pretty, and required considerable practice.

Next came the second half of the girls' game of basket-ball. In this half the Whites proved too strong for the Reds, who, although they had a great many loyal supporters, had to succumb to the Whites.

Score—2d half, Reds, 6; Whites, 10; total score, Reds, 12; Whites, 24; goals thrown by Miss Sherer, 1; by Miss A. Reed, 2; by Miss McLeary, 4; by Miss Waterhouse, 1. Fouls made by Miss Rackliff, 2; by Miss Titcomb, 1. Ten-minute halves. Umpire, Miss Ella Merrill; referees, Leo Irish and Henry Holman; scorer, Percy L. Bruce; timer, Chas. Erskine.

This concluded Part I of the programme, and after a short intermission, came a march by the young ladies of the C class, led by Miss Hall and Miss Higgins. Some very pretty figures were made, and not a mistake throughout the entire march.

More or less talk has been made about the roughness of the boys' game of basket-ball as played by the Normals, but to demonstrate the fact that roughness is absolutely unnecessary and out of place, the boys played the finest game they have played since they began their practice. Bruce for the Wapanagoes, and Erskine for the Unions made some fine throws, and won much applause. [The high jumping and quickness of Young were marvelous.—ED.]

WAPANAGOE—Percy Bruce, Home; Wilbert Bisbee, Home; Herbert Bryant, Center; Leo Irish, Guard and Captain; Chas. Holman, Guard.

UNIONS—Ernest Singer, Home; Chas. Erskine, Home; Harold Stilson, Center; John Young, Guard; Harold Beane, Guard and Captain.

Score—Wapanagoes, 9; Unions, 12; goals made by Bruce, 1; by Bisbee, 2; by Singer, 1; by Erskine, 3. Fouls made by Stilson, 1; Young, 1. The boys were loudly cheered as they left the floor at the end of the first half.

The Girls' Glee Club made their debut before the public, and made a great hit. The club is composed of sixteen young ladies of the B class, and have been under the instruction of Principal Purington. So much pleased with the Club was the public, that a second piece was insisted upon.

Then came the wand drill by the young ladies of the D class. Each young lady was dressed in a dark skirt with white waist and red tie. The drill went off very smoothly, and was a success. About twenty-five participated in this drill.

And now come the "gladiators" to finish their game. Every fellow comes out for blood, but no blood is spilled. In this half there was more individual playing than team work, and some hair-raising plays were made. With but three or four seconds over a minute left, and the score a tie, Bruce made a very pretty throw, partly by luck and partly by good judgment, and won the game for the Wapanagoes.

Score—2d half, Wapanagoes, 6; Unions, 0; final score, Wapanagoes, 15; Unions, 12. Referee, Everett Burbank; umpires, Miss Ella

Merrill, Roland Howard; scorer and timer, Percy Look.

About twenty dollars was realized from the exhibition. This is surely a good start, and it is hoped that these exhibitions may occur annually.

J. W. H. Y.

THE STUDENT VOLUNTEER MOVEMENT CONVENTION AT TORONTO.

As a result of the visit to the Normal of Miss Bessie Moore, traveling secretary of the Y. W. C. A., in the interest of the Student Volunteer movement, the Normal Christian Association decided to send a delegate to the fourth Quadrennial Convention held at Toronto, Feb. 26, March 2, and elected Annie Woods McLeary as that delegate.

The following extract from Miss McLeary's report of her trip will, we are sure, prove of interest to the readers of THE NORMAL:

"The city which so kindly opened its doors to receive the three thousand delegates, was Toronto, Canada. Well may its citizens be proud of their splendid English-American city, with its well-laid streets, its fine public buildings, and its unexcelled municipal government.

"Perhaps it may be of interest to have a few of the beautiful public buildings described.

"Leaving the car at University Avenue we entered the spacious grounds of the Provincial Parliament Building, on which were seen statues of Sir John A. MacDonald and Hon. George Brown. Parliament happened to be in session. All the members live in the Parliament Buildings. Just above these buildings is the University of Toronto, with a very fine museum. But to me the most interesting part of sight-seeing, was a trip to the Normal School. It has large, well-kept grounds on which is a bronze statue of Egerton Ryerson, the founder of the school system of Ontario. It contains the finest museum in the Dominion of Canada. Busts of famous men line the main entrance, and to the right is a very large library of educational books and magazines. The day we visited the school the pupils were having a half-holiday to attend the convention. The new city building, which cost over three million dollars, is a very good ex-

ample of modern architecture. Nearly opposite is the Temple of the Order of Foresters, and close by are several large department stores which rival ours in the United States.

"Of the many churches, St. James' Cathedral (Episcopal) has the tallest spire in America, and a beautiful chime of bells. The Metropolitan Methodist church near by is the largest church in the city.

"The convention, which lasted from Feb. 26 to March 2, held its most important sessions in Massey Hall, the largest auditorium in the city. The motto of this movement, stretched across the front of the organ, was 'The evangelization of the world in this generation.'

"One of the most impressive hours of the Convention was that of the opening. The speakers were Mr. Robert E. Speer of New York and Mrs. Howard Taylor of China. The general theme was personal religion.

"Rev. Dr. Jones, for twenty-three years a missionary in South India, said: 'There are now over 3000 schools in South India, in which 170,000 pupils have been trained.'

"Rev. J. M. Thoburn, Methodist Episcopal Bishop of India, said: 'Few people appreciate the extent of opportunities of the field in Southern Asia, with its population of 350,000,000. Life is safer in Calcutta than in London, Cork or Chicago. India has Christian law, and the best code of laws in existence at the present time. China is going to be opened as effectually as the Philippines, so is Africa. The greatest need to-day is the gift of helping one another.'

Miss McLeary gives an interesting synopsis of the addresses of several other speakers, but lack of space will not permit us to quote more.

Of the attendance, she says: "There were registered 2955 delegates from twenty-two countries, of whom 212 were professors, and 2296 students from 465 institutions. About 150 took the missionary pledge, and intend to sail for their chosen fields during the next twelve months."

Miss McLeary returned by the way of Niagara Falls, and had a very interesting and enjoyable trip.

School News.

The N. E. A. meets at Minneapolis July 7-11.

The American Institute of Instruction meets at Burlington, Vt., July 1-3.

Martha's Vineyard Summer Institute will begin its 25th annual session July 8th.

W. W. Walton of Wayne has been elected principal of Washburn High School.

Good Will Farm lacks only \$3000 to secure the required \$50,000 for the Manual Training School.

A. E. Linscott, for the last two years principal of Lisbon High School, has accepted the principalship of Freedom Academy.

James Hardy Ropes, associate professor in the Harvard Divinity School, has been elected principal of Phillips Academy, to succeed the late Dr. C. F. P. Bancroft.

The next meeting of the Maine Teachers' Association is to be held in Waterville sometime in October instead of December as formerly, and the executive committee hope to secure Booker T. Washington for an address.

Leander H. Moulton, A. M., principal of the High School at Lisbon Falls since August, 1891, died March 16. He was a graduate of Bates College, and was principal of Lee Normal Academy for twelve years. In all his positions he has been a successful teacher, loved and respected by his pupils and the community. He built up the Academy at Lee from a very small school to one of the most flourishing in Eastern Maine.

Miss Susan M. Hallowell, professor of botany in Wellesley College for twenty-seven years, has resigned, to take effect at the close of the present year. Miss Hallowell was made professor of natural history when the college was opened, and the chair was soon after changed to botany. She has placed her department in the front rank among the colleges. She is the last of the original faculty to retire, and it is hoped that she will continue as professor emeritus. If we are not mistaken, Miss Hallowell is a Maine

woman, and was an assistant for several years in the Bangor High School.

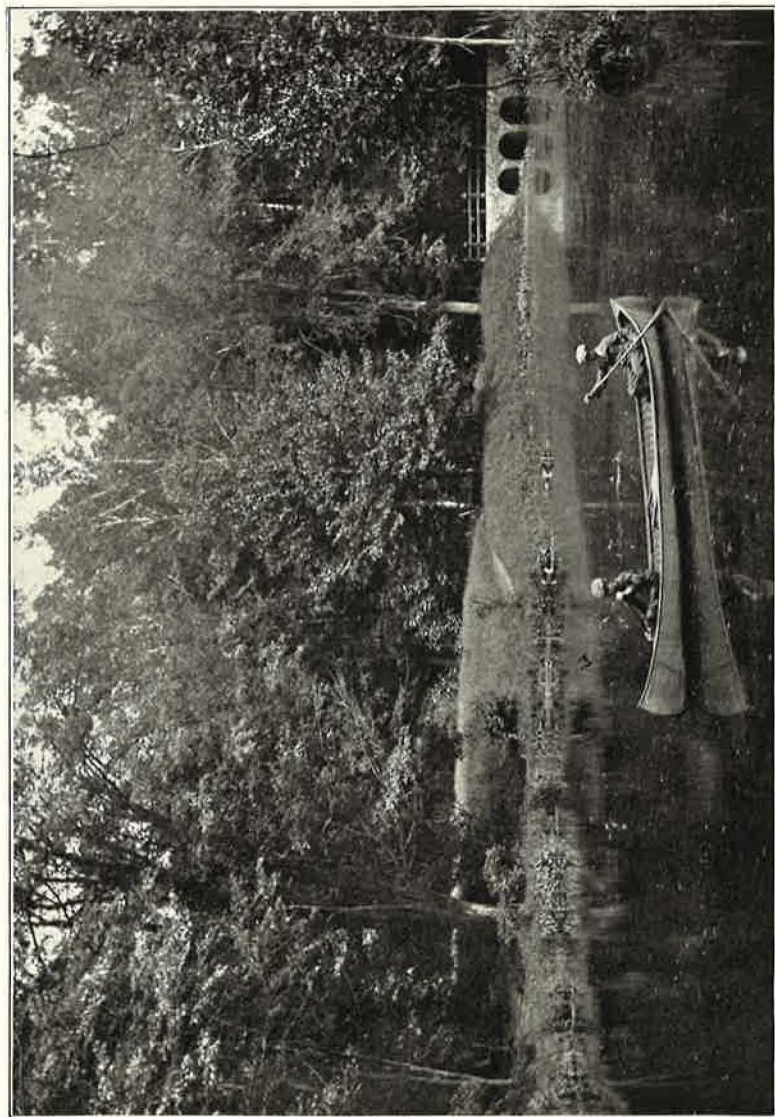
REUBEN A. RIDEOUT.

By the death of Mr. Rideout another of those quiet, scholarly gentlemen who have done much to make Maine famous, has passed away. Forty years ago he was, though a young man, one of the most promising and useful members of the profession in our State.

He was the son of Mary and Luther Rideout, and was born in Garland, Me., Nov. 30, 1834. After completing his early education in the schools of his native town, he entered Bowdoin College and graduated in the class of 1861.

During his early career he was principal of Monson Academy and the East Pittston (Me.) Academy, and was mathematical editor of the *Maine Journal of Education*. In 1865 and 1866 he was principal of the Milford, Mass., Grammar School, leaving that institution of learning to become principal of the South Malden Grammar School in 1866, a position he filled until 1871. When the incorporation of the town went into effect he was elected principal of the High School, which position he held until 1891. He then relinquished the principalship and devoted his time to special studies with the pupils in Greek and Latin.

The *New England Journal of Education* says of him: "In the death of Reuben A. Rideout, the city of Everett loses one of its most influential citizens, as well as one of the teachers of longest service. There has been no funeral in the history of the city in which there was such universal recognition of the city's loss. There were upwards of forty beautiful floral emblems in the church. Mr. Rideout was not only an eminently successful and greatly beloved teacher of the High School, but he was also one of the leaders in the church life of the city, in the Sunday-School organizations, and was prominent in fraternal organizations. Mr. Rideout was a rare man of noble Christian character, and a teacher of special gifts."



BOATING ON ROLLO LAKE.

By courtesy of the Principal, George Dudley Church.

Little Blue School, Farmington, Maine.

Pleasantries.

She (at the piano): "Listen. How do you enjoy this refrain?" He: "Very much. The more you refrain, the better I like it."—*Tid-Bits*.

General (haughtily): "I went to the war, and defended my country." Statesman (wearily): "That's nothing. I stayed at home, and defended the war."—*Christian Register*.

"I understand," said the customer, "that you keep photygrafts of all the prominent men."

"Yes, sir; we do," replied the dealer.

"Well, my name's Hon. Jabez Perkins, mayor of Pettyville, Illinoy, Lemme have one o' mine."—*Philadelphia Press*.

Miss Pretty: "I don't see how you whistle through your fingers that way. I could never do it in the world." Mr. Goodheart (wishing to compliment her delicate little hands): "No, Miss Pretty, if you should try it, your whole hand would slip into your mouth."—*Christian Register*.

Children's Queer Sayings.—Tom was present when his aunt, speaking of Tennyson's death, said: "After all, he was an old man: It was time for him to be in Abraham's bosom." "Abraham's bosom must be nearly full now," said Tom. "Perhaps he will have to go into Isaac's."—*Christian Register*.

Mrs. Housekeep: "Bridget, what do you mean by all that disturbance down in the kitchen?" Bridget: "Sure it isn't me, ma'am. It's Miss Ethel." Mrs. Housekeep: "Oh, has she got back from the cooking school?" Bridget: "Yes, ma'am, and she's gettin' ready to try to boil an egg, ma'am."

Lady Customer: "Have you any Sunday toys that I could give to my little grandson?" Shopman: "Yes. Here is our sixpenny box of soldiers." Lady Customer: "But I couldn't think of letting the child play at soldiers on a Sunday!" Shopman: "Of course not, madam. But these are Salvation Army soldiers."—*Christian Life*.

An amusing incident, says the *Mail and Ex-*

press, is told of a Buffalo woman's interview with a driver of a fiacre on her first visit to Paris. Realizing that she was not understood, she sighed, and said, "Oh, dear, what shall I do?" Immediately the coachman answered in English, with a decided touch of the brogue, "Sure the best thing you can do is to spake English, ma'am."

A noted lawyer used to say that an ounce of wit is worth a pound of logic. A young wag was badgering a simple-minded old man who expressed a firm belief in the story of Balaam's ass. "How is it possible," asked the scoffer, "for an ass to talk like a man?" "Well," answered the old man, shrewdly, "you're proving that it's true enough the other way 'round."

Tommy had attended a good many baseball games, and had visited a restaurant once or twice before. On this occasion he had been sitting at a table several minutes before the head waiter saw him. "Have you given your order yet, little boy?" he asked. "No, sir," said Tommy, with dignity, looking over the table, on which there happened to be no bill of fare. "I haven't any score-card."—*Christian Register*.

WHILE CYNTHIA SOT.

As people came and people went,
The greetings and the partings blent;
But flight of time moved Cynthia not,
She sot and sot.

She talked until the set of sun
As fresh as if she'd just begun.
Her tea grew cold that once was hot,
But still she sot.

Dear Mabel listened, even smiled,
Although her anguished heart was wild.
Heaven will forgive her what she thought
As Cynthia sot.

And though my face was full of cheer,
I felt within a gruesome fear:
"She may be rooted to the spot,
She is so sot."

The people came, the people went;
But what they said, and what they meant,
And what we answered them, Heaven wot,
While Cynthia sot.

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.

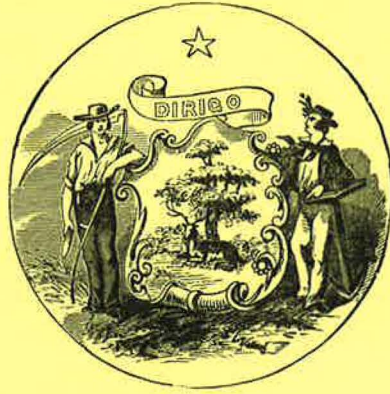
Rooms for self-boarding, each accommodating two persons, furnished with table, chairs, wash-stand, stove, bedstead, mattress, students furnishing other articles needed, can be obtained for \$1.00 per week.

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.