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## The Farmington Normal, vol.1 : no.6 : June 1902

Farmington State Normal School

University of Maine at Farmington

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### Recommended Citation

Farmington State Normal School and University of Maine at Farmington, "The Farmington Normal, vol.1 : no.6 : June 1902" (1902). *The Farmington Normal*. 6.

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# THE FARMINGTON NORMAL



Vol. 1    \*    No. 6

JUNE, 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. MALLET, A. B.  
Natural Sciences, Trigonometry, Surveying, Moral Philosophy.

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

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

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

KATHARINE E. ABBOTT.  
Geometry and Drawing.

ELIZA T. SEWALL.  
Algebra, Orthography.

MRS. M. T. WADE.  
Vocal Music.

**Principal of the Training School.**

LILLIAN I. LINCOLN.  
Psychology and Methods.

**Assistants in the Training Schools.**

LOUISE W. RICHARDS,—GRAMMAR GRADE.  
MARTHA J. MCPHAIL,—INTERMEDIATE GRADE.  
EUDORA W. GOULD,—PRIMARY GRADE.



HORTENSE M. MERRILL.

# The Farmington Normal.

VOL. I.

FARMINGTON, MAINE, JUNE, 1902.

No. 6.

## 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.

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Printed by The Knowlton & McLeary Co., Farmington.

### EDITORIAL.

OLD HOME WEEK in Maine comes August 6-13, and we hope to see a great many of its wandering sons and daughters return to the old roof-tree. We miss them sadly as they go from us year by year. It is hard, especially in the smaller country villages, to see our boys and girls go out into the voracious world as soon as they have grown old enough to be a social power in the village life. But we have grown to accept it as our lot and privilege to send our good, and fair, and brave to help in the world's work where the needs and the rewards are greater.

WHEN this number of THE NORMAL reaches its readers the circulars for the Normal reunion for August 6-13 will have been mailed. We hope a goodly number will avail them-

selves of the opportunity to return to the sheltering arms of their *alma mater*. From the expressions of interest in the matter that have come to us we feel sure there will be a large attendance. It cannot but prove a delightful week, and though there are many who would gladly come but cannot, we feel sure that all those who do come will be richly repaid. Of one thing they may be assured, and that is a most cordial welcome.

As the years go by and our conceptions of the teacher's work grow clearer, we are more and more strongly impressed with the importance of carrying into one's work the right spirit. At a flower show in London the first prize was awarded to a little girl who brought a plant grown in a dark court. When asked to explain how a plant reared in so unpromising a place could grow so well, she said that there was one place where the sun shone into the court all day. She set the plant in the spot where the sun fell on it in the morning, and moved it all day as the sunlight changed its resting place.

We hold that the cultivation of the right spirit is of more importance than critical scholarship, or right methods. In fact the right spirit is pretty likely to find the right method. We hold that the coldly critical spirit is like a frost in June, or early September. Criticism has grown to be synonymous with fault-finding, and when freely used is as blighting to moral and intellectual growth as frost is to the tender plants of early summer. A school may teach all righteousness and be a poor school,—a very poor school—if the right spirit be lacking. A school in which there is constant jealousy and irritation among the teachers, as is too often the case, must be a most unhappy place, and exerts a

most unfortunate, not to say vicious, influence. Good will, cheerfulness, and "love without dissimulation" are the sunlight of school life, and we do not for a moment hesitate to say that if our graduates cannot have all that is desirable in their training, we would prefer that they go to their work with the right spirit, lacking somewhat of critical scholarship and knowledge of methods, than to be severely critical and masters of pedagogy without a divine sympathy with childhood

ONE of the incidental advantages of the publication of THE NORMAL is that it gives an opportunity for the teachers to express their appreciation of the graduating class. Only those who have had experience can begin to estimate how strong a power for good, how helpful in maintaining high standards of character, and what an inspiration to good teaching a strong senior class may be. Thomas Arnold was wont to say that if the sixth form boys were all right, Rugby was secure, but if the sixth form boys should go wrong, he could not hold his place for a month. The class of 1902 has been in the highest degree helpful in all manly and womanly ways. It has been remarkably harmonious in its class councils, "in all things preferring others to self," prizing a feeling of genuine friendship and good comradeship far above any momentary feeling of elation arising from having had one's own way. As the years go by the satisfaction arising from the recollection of class unity will increase, and the friendships thus cemented will be among the things of life most cherished.

The class has been faithful in all its school relations, and won a high average of scholarship. In some respects it has been exceptional. We have never had a class that contained so many fine musicians, or more brilliant soloists and pianists. The work of the Glee Club was a surprise and a delight to all the school.

The class goes out of the school with the warmest admiration of both teachers and undergraduates. Its members will be a

great power for good wherever they may go, and all, we are sure, will prove faithful and inspiring teachers, and they leave behind them as a balm for the pain of separation the sweet memory of faithful service, duties well performed, and loyal friendships. To each and every one we bid God speed, with the fervent wish that —

"To thee no star be dark. Both heaven and earth  
Friend thee forever."

#### MARY S. MORRILL.

ON the twelfth of June, 1884, a shy and quiet girl graduated from this school. Her "teaching exercise" had been on "moral training," and her graduating essay was "The Art of Questioning." The figures in the old rank book show that she was among the best scholars in her class, and in four studies had the highest rank. But none of us thought that she was to wear the martyr's crown and do a work that places her so far above the rest of us. We do not always estimate at their true value those quiet, earnest, and intense people.

Mary Morrill was born at Morrill's Corner, Deering, now a part of the city of Portland, March 24, 1863. She graduated from the Deering High School, and was a serious, thoughtful girl. One who knew her well says of her,—"Mary S. Morrill was a young woman of more than ordinary force of character, and also of more than usual breadth of scholarship for one who had not enjoyed the advantages of a well-rounded college education. She was naturally of an active and discriminating cast of mind, and with an energy and devotion which characterized her career as a missionary, she had improved every opportunity at command to cultivate her mind and to inform it with all that is good and true in literature and art."

"It was while at Farmington that she first gave serious thought to foreign mission work. On graduating from the Normal School she engaged in teaching, for which she had special aptitude, and up to the time of her appointment by the American Board of Foreign



MARY S. MORRILL, '84.

Missions to her work in China she was almost continuously engaged in this work."

Her appointment to the China mission field was made by the committee of the A. B. C. F. M. on Oct. 23, 1888, and in March, 1889, "she set sail for the strange country of China with its strange people and stranger problems."

Again her biographer says of her: "From the close of Miss Morrill's first year on the field she gave large promise of the really great work she was afterwards permitted to do; and the almost Apostolic character of her letters to the Board and others, shows how thorough and clear-cut were her conceptions of what constitutes successful work in mission fields."

Patient and persevering, with untiring zeal, she toiled on, but at last broke down, and in June, 1897, she was obliged to take a furlough, and came home. But she was restless, and longed to be at work. Her heart was with the poor women and children in China. The months spent in America were filled with talks and addresses upon the needs of the Chinese missions. Her pastor says of her, in this connection, that "she won all hearts and convinced all sceptics who came within her reach. At the Student Volunteer Convention her address of fifteen minutes was like a wave of power that filled all hearts."

We shall not forget her visit to Farmington,—the same shy, quiet Mary, but so strong of spirit, and so earnest. At times she seemed sad; that was when she feared she could not go back to China. But strength came, and with it joy that she could once more take up her work. In September, 1898, she again started for China, writing back from Vancouver on the eve of sailing, "Tell the people at home who are inclined to pity me, that I do not need their pity. Let them keep it for those who may have no part in helping to save China's millions."

On her return to Paoting-fu she was received with great joy, not only by her fellow-workers, but also by the Chinese who had

known her, and she entered into the work with redoubled earnestness. On returning from one of her tours in the "region beyond," she wrote, "I have seen such opportunities for work as an angel might be glad to use, and I am only one woman."

Thus her work went bravely on till 1900. Dr. Willis C. Noble, writing of her, says: "She was absolutely without fear, and was always ready to brave any danger." As the Boxer raids grew more serious she kept bravely about her work. In her last letter home, May 30, 1900, she says, "Miss Gould and I cannot leave if we would, and we would not if we could." With the same sublime heroism we may be sure they met their fate at the hands of the Boxers on that dreadful July 1st, outside the walls of Paoting-fu.

Through the kindness of an admiring friend, as mentioned elsewhere, her picture will hang on the walls of our assembly room to inspire every student to carry to her work the same earnestness and devotion to duty, the same brave spirit that made Mary Morrill such a power that to the latest day the record of her life and death will be cherished.

G. C. P.

"Of all the addresses," says the Boston Herald, "that have been made, or that are to be made, to university audiences during this commencement season, there can hardly be one of more genuine nobility and eloquence than that of Roscoe Conkling Bruce in Sanders Theatre last Friday. As an academic oration it deserves high rank; but it was much more than that. It was an oration of self-devotion, of consecration. Its theme was education, the education of the colored race in America. He is a descendant of that race, and to its cause he will devote all the knowledge and all the power which he has acquired at the oldest and proudest of American universities. He does not shirk the duty he inculcates. He will go to Booker Washington's Tuskegee institute in Alabama to be a teacher of the ignorant and the poor of his own kind."

**BOOKS FOR TEACHERS.**

Guide to Butterflies; Scudder. The introduction gives a description of the butterfly, egg, caterpillar and chrysalis, with the habits of the insect in the various stages and a list of works on the subject. The body of the book is devoted to keys based on the perfect butterfly, on the caterpillar and on the chrysalis, by means of which it is possible for one to identify all the more common butterflies. The appendix contains directions for collecting, rearing, preserving and studying. Henry Holt & Co.

Insect Life; J. H. Comstock. A course of study of insect life, containing a series of well graded lessons on insects easily obtained in any locality, a chapter on classification of insects and their near relatives, with study in special chapters of the structure and habits of insects living in particular places, such as the pond, brook, orchard, forest and roadside. The book is well illustrated, and gives many directions for teaching, together with excellent suggestions for collecting and preserving insects, making and care of breeding cages and aquaria, with a helpful list of insect books. D. Appleton.

Mistakes in Teaching; Hughes. A little book of less than a hundred pages that sets forth in a clear and forcible manner the mistakes of the ordinary teacher. Breezy, condensed, suggestive, it serves to call attention to many faults, easily remedied, but which the teacher has either not regarded as faults or of which she has been unconscious. The topics touch upon errors in aim, school management, discipline, method, and moral training, and the teacher is left, not discouraged, as is the result from too many books, but really helped. The book is in both size and style suited to summer reading. E. L. Kellogg & Co.

Our Country's Story; Tappan. A history suitable for reading or study in intermediate and lower grammar grades. The author aims to present a connected account of United States history, showing the hinging of events upon one another, their relation in point of time and the reasons of things when possible. The makeup of the book is attractive, the maps and illus-

trations good, the matter brought up to date and presented in a pleasing style. Suggestions for written work given at the end of each chapter will be helpful to some teachers. Houghton, Mifflin & Co.

Nature Study and Life; Hodge. Somewhat of a departure from the usual nature study books. The author seems to aim to develop in the child the power to become an intelligent householder, or home-maker, and to this end the training included much study of the plants and trees of the street and garden, this leading to observation of their pests, and naturally to the enemies of these pests, which become in this way man's friends—to be protected and loved.

A study of the earlier chapters leaves one with the impression that too much stress is laid upon extermination—too much killing to be done by children—but further examination showing the scheme of the book, the problem of destruction seems to settle itself normally, no question being left as to what to kill, and the need of destruction in the one case making practically sure protection in the other. The information concerning the insects of the household is valuable and unknown to most people. Remedies and warnings are abundant. Broadening lines of study are indicated in a way sure to captivate the child. A chapter on bacteria is a mine of suggestion. The book concludes with a grade plan for lessons. All teachers of nature study, all lovers of nature, all who are interested in seeing nature and the child help to improve each other should know the work. Ginn & Co.

**CLASS ODE, 1902.**

O classmates so cherished, our school days are o'er,  
The bright hours we've spent here, we'll bless evermore;  
Through life we will treasure our dear Normal Home  
With thoughts warm and tender where'er we may roam.

Sweet June's rarest blossoms enliven our way,  
Friends, teachers and schoolmates, all greet us this day;  
With courage undaunted, our motto we'll bear,  
Relying on Heaven's protection and care.

The gifts we've received, let us freely impart,  
With lofty ideals inspiring each heart;  
Though ties may be severed, and partings must come,  
We'll hold in remembrance our fair Normal Home.

*Words and Music by Annie Woods McLeary.*

Commencement, 1902.

COMMENCEMENT PROGRAMME.

The graduating exercises of the class of 1902 occurred June 8-12, according to the following general programme :

SUNDAY, JUNE 8.

4.00 P. M. Baccalaureate Sermon, Old South Church, Rev. Alfred Williams Anthony

WEDNESDAY, JUNE 11.

2.00-4.20 P. M. Examination of School by Trustees, and Teaching Exercises by Members of Graduating Class in Model Schools.

8.00 P. M. Concert at Music Hall by Temple Quartette, assisted by Miss Lucile Nelson, Reader, and Miss Beatrice N. Phinney, Harpist.

THURSDAY, JUNE 12.

9.00-11.20 A. M. Examination of School by Trustees, and Teaching Exercises by Members of Graduating Class in Model Schools.

7.30 P. M. Concert by the Orchestra, and Graduating Exercises and Reception in Normal Hall. Music by Payne & Plummer's Orchestra.

Although the rain fell in torrents on the Sunday afternoon of the Baccalaureate sermon, there was a good audience in attendance, whose courage was rewarded by a most eloquent sermon by Prof. Anthony.

The commencement concert was given at Music Hall, Wednesday evening, June 11, by the Temple Quartette Concert Company, consisting of H. S. Tripp, first tenor, E. F. Weber, second tenor, P. F. Baker, Baritone, A. C. Steele, basso, and Miss Lucile Nelson, monologist, Miss Beatrice N. Phinney, harpist.

PROGRAMME.

1. March. "On Gallant Company," Temple Quartette. Becker
2. Reading. "A Bird's Courtship," Miss Nelson. Rev. O. J. Booth
3. Song. "The Mighty Deep," Mr. Steele. Jude
4. Part-Song. "Twilight," Temple Quartette. Dudley Buck
5. Harp Solo. "Autumn," Miss Phinney. Parish Alvars
6. Song. "Spanish Serenade," Mr. Webber. Trotere
7. Reading. Miss Nelson. Selected
8. Song. "Bid Me to Love," Mr. Tripp. Barnard
9. Quartette. "The Phantom Band," Temple Quartette. Thayer

10. Harp Solo. (a) Dance "La Gaiety," Gilberti  
(b) Fantasia of Airs, Arranged for harp by A. F. Libby.
11. Song. "For the King," Mr. Baker. Bonheur
12. Reading. "Custard Pies," Miss Nelson. Anon
13. Quartette. "Waltz," Temple Quartette. Vogel

The hall was well filled and the class realized a handsome return above expenses.

PROGRAMME OF RECITATIONS AND TEACHING EXERCISES.

The examination of the school and the teaching exercises by the graduating class came on Wednesday afternoon and Thursday forenoon. There was a large attendance of graduates and friends, and everything passed off satisfactorily.

WEDNESDAY, JUNE 11, P. M.

- |            |  |   |
|------------|--|---|
| 2.00- 2.40 | E—Zoology,<br>A—Botany (1st Division),<br>C—Methods,             | Mr. Mallett<br>Miss Merrill<br>Miss Lincoln             |
| 2.40- 3.20 | A—Botany (2d Division),<br>E—Geometry,<br>C—Algebra,<br>F—Music, | Miss Merrill<br>Miss Abbott<br>Mrs. Sewall<br>Mrs. Wade |
| 3.20- 3.40 | Recess.  |   |
| 3.40- 4.20 | E—Reading,<br>F—English Composition,<br>D—Arithmetic,            | Mrs. Purington<br>Miss Merrill<br>Miss Stone            |

THURSDAY, JUNE 12, A. M.

- |             |   |  |
|-------------|---|--|
| 8.30- 9.00  | Opening Exercises.  |  |
| 9.00- 9.40  | F—School Organization,<br>D—Chemistry,<br>C—Reading,<br>E—Arithmetic,<br>A—U. S. History, | Mr. Purington<br>Mr. Mallett<br>Mrs. Purington<br>Miss Stone<br>Mrs. Purington |
| 9.40-10.20  | F—Geometry,<br>C—Calisthenics,<br>D—Algebra,  | Miss Abbott<br>Miss Stone<br>Mrs. Sewall                                       |
| 10.20-10.40 | Recess.   |  |
| 10.40-11.20 | E—Physics,<br>C—Grammar,<br>D—Drawing,<br>F—Physiology,                                   | Mr. Mallett<br>Miss Merrill<br>Miss Abbott<br>Miss Stone                       |
| 11.20-12.00 | Chorus Singing,   | Mr. Purington  |

Model Schools.

GRAMMAR ROOM,—WEDNESDAY, P. M.

- |            |                              |                             |
|------------|------------------------------|-----------------------------|
| 2.00- 2.20 | 9 History,                   | Miss Thomas                 |
| 2.20- 2.40 | 8 Language,<br>Calisthenics, | Miss W. Ladd<br>Miss March  |
| 2.40- 3.00 | 9 Language,<br>7 Reading,    | Miss Russell<br>Miss Grover |
| 3.00- 3.20 | Recess.                      |                             |
| 3.20- 3.40 | 6 & 7 Science,               | Mr. Erskine                 |
| 3.40- 4.00 | 8 Reading,                   | Miss Rowell                 |
| 4.00- 4.20 | 9 Reading,                   | Miss A. Higgins             |



OLD SOUTH CHURCH, FARMINGTON.



## THURSDAY, A. M.

|             |                    |              |
|-------------|--------------------|--------------|
| 9.00-9.10   | Opening Exercises, | Miss McLeary |
| 9.10-9.30   | 8 Arithmetic,      | Miss Frye    |
| 9.30-9.50   | 9 Arithmetic,      | Miss Storer  |
| 9.50-10.05  | 7 Language,        | Mr. Burbank  |
| 10.05-10.20 | 8 & 9 Drawing,     | Miss Adams   |
| 10.20-10.40 | Recess.            |              |
| 10.40-11.00 | 7 Geography,       | Miss Smith   |
| 11.00-11.20 | 8 History,         | Mr. Bisbee   |

## INTERMEDIATE ROOM.—WEDNESDAY, P. M.

|           |                 |               |
|-----------|-----------------|---------------|
| 2.00-2.15 | Music,          | Miss Tracy    |
| 2.15-2.35 | 4 Language,     | Miss Sawyer   |
|           | 6 Geography,    | Miss Martin   |
| 2.35-2.50 | 5 & 6 Language, | Miss Robinson |
| 2.50-3.00 | Calisthenics,   | Miss Hackett  |
| 3.00-3.20 | 4 Reading,      | Miss McMurray |
| 3.20-3.40 | Recess.         |               |
| 3.40-4.00 | 5 Geography,    | Miss Holway   |
| 4.00-4.20 | 9 Reading,      |               |
|           | 5 Science,      | Miss Woodbury |

## THURSDAY, A. M.

|             |                    |                |
|-------------|--------------------|----------------|
| 9.00-9.10   | Opening Exercises, | Miss Carsley   |
| 9.10-9.30   | 5 Arithmetic,      | Miss Greenwood |
| 9.30-9.45   | 4 Arithmetic,      | Miss Durrell   |
| 9.45-10.05  | 5 Reading,         | Miss Judkins   |
| 10.05-10.20 | 4 Drawing,         | Miss Hayden    |
| 10.20-10.40 | Recess.            |                |
| 10.40-10.50 | 4 Geography,       | Miss Viles     |
| 10.50-11.05 | 5 Drawing,         | Miss W. Stone  |
| 11.05-11.20 | 4 Science,         | Mr. Ingalls    |

## PRIMARY ROOM.—WEDNESDAY, P. M.

|           |                           |                 |
|-----------|---------------------------|-----------------|
| 2.00-2.10 | Story,                    | Miss Waterhouse |
| 2.10-2.25 | 1 Number,                 | Miss I. Higgins |
| 2.25-2.45 | 3 Reading,                | Miss Buck       |
| 2.45-3.00 | Music,                    | Miss I. Ladd    |
| 3.00-3.15 | 2 Form,                   | Miss Milliken   |
|           | 1 Reading (1st Division), | Miss Clark      |

## THURSDAY, A. M.

|             |                     |                 |
|-------------|---------------------|-----------------|
| 9.00-9.10   | Opening Exercises,  | Miss Bickford   |
| 9.10-9.25   | 2 Arithmetic,       | Miss Hammond    |
| 9.25-9.40   | 1 Word Study,       | Miss Bradstreet |
| 9.40-9.55   | 3 Form,             | Miss Potter     |
| 9.55-10.05  | Physical Exercises, | Miss Tobey      |
| 10.05-10.20 | 1 Form,             | Miss G. Stone   |
| 10.20-10.40 | Recess.             |                 |
| 10.40-10.55 | 3 Language,         | Miss Goding     |
| 10.55-11.10 | 2 Reading,          | Miss Gould      |
| 11.10-11.20 | 3 Science,          | Miss Goodwin    |

The graduating exercises occurred at Normal Hall, Thursday evening.

## PROGRAMME.

|  |                         |
|--|-------------------------|
| Concert by Orchestra.                                |                         |
| March,   | Orchestra               |
| Prayer by Rev. Mr. Kilborn.                          |                         |
| Violin Solo and Orchestra.                           |                         |
| Salutatory,  | Everett Merrill Burbank |
| Solo—Oh for a Day of Spring— <i>Andrews</i> ,        | Mary Raymond Carsley    |
| Essay—New York during the Revolution,                | Sadie Bowman Judkins    |
| Reading—The Death of Minnehaha,— <i>Longfellow</i> , | Beatrice Leone McMurray |
| Piano Solo—L'Africaine.— <i>Meyerbeer</i> ,          | Annie Woods McLeary     |

Essay—When Birds and Flowers and I were Peers,  
Ella Briggs Russell  
Duet—I Heard a Voice in the Tranquil Night.—*Glover*.  
Irene Perham Ladd, Helen Mildred March  
Valedictory,  
Chorus—Abide with Me.—*Macy*, Mary Maud Bickford  
Conferring of Diplomas, The Class Glee Club  
Singing Class Ode, Class  
Benediction, by Rev. Mr. Frost.  
Cornet Solo with Orchestra.  
Reception.

A very large number of the friends of the class remained at the close of the exercises to offer congratulations and enjoy a social hour. The Glee Club sang two of their lighter selections, which were much appreciated. At 12 o'clock the company broke up, and the class of 1902 went out from the hospitable doors of their *alma mater* for the last time as a class. As they went out beneath the starlit skies, we are sure every friend would have asked for them:

"To thee no star be dark; both heaven and earth  
Friend thee forever."

## NAMES OF THE CLASS OF 1902.

|                             |                     |
|-----------------------------|---------------------|
| Helen Weaver Adams,         | Spruce Head         |
| Mary Maud Bickford,         | Norway              |
| Francis Wilbert Bisbee,     | Sumner              |
| Carrie Frances Bradstreet,  | Vinalhaven          |
| Harriet Wyman Buck,         | West Farmington     |
| Everett Merrill Burbank,    | New Portland        |
| Mary Raymond Carsley,       | Farmington          |
| Mae Mantor Clark,           | New Sharon          |
| Lola Hamilton Durrell,      | Kennebunk           |
| Charley Bartlett Erskine,   | Jefferson           |
| Mary Elma Frye,             | Vassalboro          |
| Mabel Jane Goding,          | East Peru           |
| Alix LePearl Goodwin,       | Vanceboro           |
| May Ellen Gould,            | Sprague's Mills     |
| Mildred Frances Greenwood,  | Malden, Mass        |
| Celestia Caroline Grover,   | Pemaquid            |
| Susan Lyon Hackett,         | New Vineyard        |
| Jennie Maria Hammond,       | East Clifton, P. Q. |
| Georgia Luella Hayden,      | Haverhill, Mass.    |
| Angie May Higgins,          | Clinton             |
| Irene Mae Higgins,          | Skowhegan           |
| Daisy Emma Holway,          | Skowhegan           |
| Arthur Dinsmore Ingalls,    | Farmington          |
| Sadie Bowman Judkins,       | Lakeside            |
| Irene Perham Ladd,          | Farmington          |
| Winnifred Ladd,             | Mercer              |
| Helen Mildred March,        | Sandy Creek         |
| Grace Angeline Martin,      | Eastport            |
| Annie Woods McLeary,        | Farmington          |
| Beatrice Leone McMurray,    | Auburn              |
| Mary Maude Hersey Milliken, | Farmington          |
| Nellie Estella Potter,      | Bowdoin Center      |
| Florence Pearle Robinson,   | Farmington          |
| Virginia Fay Rowell,        | Wilton              |
| Ella Briggs Russell,        | Livermore           |
| Etta Maude Sawyer,          | Roxbury, Mass.      |

|                             |                  |
|-----------------------------|------------------|
| Blanche Mae Smith,          | Auburn           |
| Grace Mabel Stone,          | South Vassalboro |
| Winnifred Florence Stone,   | Farmington       |
| Rose Frances Storer,        | West Poland      |
| Vernie Scribner Thomas,     | Topsham          |
| Bertha May Tobey,           | Auburn           |
| Ethel Martin Tracy,         | Mt. Vernon       |
| Olena Vere Viles,           | Flagstaff        |
| Margaret Esther Waterhouse, | Mt. Vernon       |
| Isabel Agnes Woodbury,      | North Waterford  |

The average age of the class is twenty-two years, six months. Thirty-eight of the forty-six have taught from eight to two hundred and sixty weeks, and an average of 66.2 weeks. Among them are graduates of the following secondary schools:

Bridgton High School.  
Eastport High School.  
Edward Little High School.  
Erskine Academy.  
Farmington High School.  
Hebron Academy.  
Kennebunk High School.  
Maine Central Institute.  
Mechanic Falls High School.  
New Vineyard High School.  
Norway High School.  
Oak Grove Seminary.  
Oakland High School.  
Presque Isle High School.  
Richmond High School.  
Skowhegan High School.  
South Paris High School.  
Vanceboro High School.  
Wilton Academy.

The class is distributed as follows by county residence: Androscoggin, 5; Aroostook, 1; Cumberland, 1; Franklin, 12; Kennebec, 6; Knox, 2; Lincoln, 2; Oxford, 4; Sagadahoc, 2; Somerset, 4; Washington, 2; York, 1; Massachusetts, 3; Province of Quebec, 1.

Over a thousand people assembled to witness the graduating exercises, which were among the very best we have ever had. The change in the programme surely met popular approval. Miss Carsley's solo, Miss McMurray's reading, Miss McLeary's piano solo, the duet by Miss Ladd and Miss March, and the chorus by the Glee Club were all of a very high order of merit, and were highly appreciated by the audience. In musical ability we feel sure the class has not had a superior in this school. The essays and oration were excellent and well delivered, and the display of flowers was exceedingly beauti-

ful, almost approaching extravagance. It is difficult to imagine any more beautiful scene than that of the class as they stood on the platform to receive their diplomas.

In presenting the class to the Trustees for their diplomas, Principal Purington spoke in high terms of praise of their work and conduct, and feelingly of the separation. No one could help feeling that the school and the town have been richer because of this class, and that the world is to be richly blessed by their labors.

The diplomas were presented by State Supt. Stetson, who welcomed the class most cordially into the ranks of the profession.

## \* INTO THE MIDST OF THINGS.

[Salutatory.]

There are times in the life of every individual when he pauses amid his usual activities to reflect on the future, when new responsibilities are imposed upon him and he must, with his whole heart, hand and mind, enter "Into the Midst of Things."

We are about to go forth from the quiet routine of school life to our special fields of labor. We feel the great value of education and the dignity of our chosen profession.

The teacher is the first representative of authority and culture with whom the child comes in contact after leaving the home circle. And is it not true that such a representative should be governed by the highest ideals? Should he not by his moral and intellectual power command the honor and respect of his pupils?

He may well pray like an ancient philosopher that nothing may fall from his lips except that which is to the purpose, for the mind with which he is to deal is undying and will stand as a monument to his success or failure.

Not only is it the genuine teacher's duty to watch and guide his pupils, but he should take an active part in the social, political, industrial and religious activities of the day. He should be a living teacher, a leader in society, taking an active interest in the welfare of the community in which he lives.

The teacher's responsibility toward the state is a serious one. It has been said that the schools are the nation's bulwark, for upon them depends the permanence of the republic.

The public school was established in New

York in 1633, and in most of the colonial towns the church and the schoolhouse rose upon some pleasant hill, at the same time that the homes of the settlers were built in the wilderness.

How has this question been regarded in our country, not only by the common people, but by our statesmen?

Educate the people was the first admonition addressed by Penn to the commonwealth he founded. Educate the people was the last legacy of Washington to the republic of the United States. Educate the people was the unceasing exhortation of Jefferson.

And upon the teacher depends largely the future of our boys and girls. What kind of citizens will he encourage them to be? Will he faithfully and conscientiously lead them to become upright, honest and true?

In order to do this it is necessary that he himself should be above criticism. He should be a model of frankness and truthfulness. It is also his duty to make himself a positive force in all moral questions, doing good at every opportunity, at whatever sacrifice of self-interest.

Pompey being commissioned to send grain to Rome in time of dearth, when he came to the sea, found it very tempestuous and dangerous, inasmuch that those about him advised him by no means to embark. But Pompey said, "It is of necessity that I go, not that I live." Thus should we be governed by duty rather than pleasure.

There are many obstacles in all our paths, but we shall be happier if we accept life as a struggle, for this it must always be to the living soul. And he who is ready to enter boldly "Into the Midst of Things" is a blessing to his country and humanity.

When Alexander passed into Asia he gave large donations to his captains, so that Parmenio asked him, "Sir, what do you keep for yourself?" "Hope," he replied. With hope he won his victories, with hope all victories are won.

The secret of training lies in the ability of one to direct, to guide, to overcome evil with good, to suggest ways of right action, which will turn energy out of wrong channels, to hold up ideals which will be attractive, and stimulate the young to realize them in their own conduct.

Among prominent educators our thoughts

at this time turn naturally to Colonel Francis W. Parker, whose recent death has brought to our country a deep sense of loss and a renewed appreciation of his worth.

For more than a quarter of a century Colonel Parker has been a conspicuous personality among the leaders of American educators. He was conscious of having a high mission to perform, and accepted it with his whole soul. He placed the living teacher above all systems, organizations, rules and methods, and declared that true teaching must be free, uncompelled, and inspired. He was a man of spirit and action, a heroic soldier, a diligent student, an enthusiastic teacher, a faithful leader, and a profound thinker, and in every respect a man who stood pre-eminently before his fellowmen, struggling to lift them to higher ideals. Such men cannot be rewarded too generously during life, or honored too greatly after death.

Andrew Carnegie dealing out his millions for the establishment and maintenance of public libraries has accomplished great things in the educational field. The place occupied by libraries and laboratories in the educational work of to-day is one of commanding importance. And in every really modern institution the chief building is the library.

While Mr. Carnegie with his millions is founding libraries, a part of a vast fortune left by the South African diamond king, Cecil Rhodes, provides for the establishment in the University of Oxford of a number of scholarships for the benefit of students from the United States, Germany and the outlying parts of the British Empire. In the selection of the holders of these scholarships, regard must be had first, to scholarship, second, to the qualities of manliness and personal character, third, to the apparent fitness of candidates for public life as shown by their association with fellow students.

It appears that the highest ambition of Mr. Rhodes was to work for the welfare of the English speaking race, hoping that by a closer union there might be extended over all the world the beneficent influence which this race has exercised for liberty, justice and peace.

Although he never came to the United States, he became greatly interested in the working of its constitution, and looked upon the American

federal system as the best the world had ever seen. He believed that a good understanding between England and the United States would secure the peace of the world, and that educational relations form the strongest tie.

Nor need we refer wholly to great educators and founders of educational institutions, but we may turn with pride and admiration to the men and women who are engaged in educational work of every grade.

The night schools established by the Y. M. C. A.; the schools for the negro in the South; the schools for the Indian and for the Filipino are expressions of the faith of our people and of our government in education.

He who stands at the head of this country is a man who has acted up to our motto, "Into the Midst of Things." Although the youngest of our presidents, he yet has had the advantage of a varied and valuable preparatory training. As president of the police board of New York, he acquired a practical knowledge of the municipal government of our largest city. His ranch life gave him an insight into western ideas. As assistant secretary of the navy he mastered the problems of that great department. He acquired a knowledge of our army by active participation in the Cuban war. He is a scholar and a writer, and as a working member of the board of governors of Harvard University, he is in close touch with educational thought.

The twentieth century will be a field for great achievements, and we are happy to feel that we may have some little part in shaping the lives of the boys and girls who are to work out these achievements.

It is not for us to ask what will be our reward, but what can we accomplish for God and humanity! Let us reinforce our motto, "Into the Midst of Things," by the saying of our Great Teacher: "He who loses his life for my sake shall find it."

Everett Merrill Burbank.



#### WHEN BIRDS AND FLOWERS AND I WERE PEERS.

[Graduating Essay.]

In my book of memory there are early pages written in letters of gold, quiet stories, illuminated like ancient missals, with the fair forms of nature. I lived near a brook that flowed through a meadow where bobolinks sang, and buttercups

and clover and daisies bloomed. Beyond the meadow on the hillside was another playground, the maple grove, where the robins built their nests. The birds and flowers were my friends and playmates. Their lives, like mine, were full of gladness, confidence and love.

With more than the joy of childhood the poet of Elmwood sat at his study window and watched his bird neighbors in the garden, and adorned the serious lessons of his verse with those beautiful pictures of nature which the child loves and the man cannot outgrow. The poets with all the wisdom of their later years retain the child-heart. They love nature, and cling to childhood's beautiful friends, and the child, responding to the warm sympathy of the poet, loves the distinct images, the color and rhythm of his songs. Thus through their love of nature children learn to enjoy the best in literature,—the Bible, the Greek myths, the Roman and Mediæval legends, and the stories of many lands. They love Evangeline and Hiawatha, and the New England poems of Whittier, where there are birds and flowers, the pine woods and the birches, the mountains and the sea, and all the interesting people who dwell with these.

Bryant teaches a beautiful lesson of faith in his poem, "To a Waterfowl," and his "Forest Hymn" is the offering of a reverent worshipper in one of "God's ancient sanctuaries," standing beside a mighty oak beneath which smiles the fragrant forest flower, the former a symbol of God's power, the latter a token of his love. He has written for all seasons: for early spring, "The Yellow Violet," and for late autumn, "The Fringed Gentian" and "The Death of the Flowers."

The children learn to love the English poets too—The "Daffodils" of Wordsworth, the "Wise Thrush" of Browning, and the "Throstle" of Tennyson, and not only are the poems made beautiful by our love for nature, but nature receives an additional charm from the songs of the poets.

Beautiful stories and fairy tales are written about the flowers, and in reading these the children forget that they are studying a language lesson, and so learn it all the more quickly. They like the historical associations connected with the flowers, the thistle of Scotland, the rose of England, the lily of France, and the

sweet. Mayflowers that bloomed in Plymouth woods.

Very significant to the children are the flowers of Memorial Day. They love to scatter these beautiful tokens over the resting places of our heroes, and as they smile at us from the fresh green grass we think of these lines:

"A little blue violet looked up to the sky,  
And nodded and smiled—I asked her why;  
'O little blossom, what would you say?  
Why do you nod so glad and gay?'  
'I am telling of soldiers brave and true.  
Come close and I'll whisper it all to you.'  
'O little bird, what is it you say,  
What are you singing all the day?'  
'Oh, the soldiers did so brave a thing,  
And that is why I love to sing.'"

By such little songs as this children learn love for their country and for those who died for it.

Everything that is alive has a great fascination for the little ones. Did you ever watch them through a well-conducted science lesson? How eager and alert they are, never losing a word or motion of the teacher. Not only flowers, but birds and insects never fail to hold their attention. They like to learn their habits and characteristics, and to become acquainted with them. These lessons make them thoughtful and considerate of all living things, and often form the basis for hours of intelligent thought.

Since we find in every child an inborn love for nature, it becomes a pleasant duty to direct this instinct and make it of practical use. The cultivation of flowers has received some attention, and many a little school-yard is made bright and attractive by flower gardens which are cared for by the children. The little garden, by creating a subject of common interest, increases the pleasure and value of the school, and when nature is so charming it gives the children an opportunity to be busy out of doors. In drawing we can leave the models of the schoolroom and draw from nature. The spring-time presents countless beautiful designs, the unfolding life of May and the graceful June flowers. They are prettiest in their natural form, but their parts may be conventionalized to form set designs, and thus the manner of decoration which the ancients used, may be explained and made interesting. In color there is a still greater charm, for nature abounds in delicate tints which the children love to imitate.

It is, however, in the Model Rooms at the

Normal School of Hyannis, Mass., that a school garden is made the basis of much of the school work from April to June. This garden is cared for by the children of from twelve to fourteen years of age. With a surveyor's chain they plan the garden, and then prepare the soil and plant the seeds. While the land is being made ready they write for catalogues, select seeds, and are not only learning what is necessary for the growth of plants, but they are studying seeds indoors. After germination when the seedlings appear with their many wonders, they suggest plant history, drawing, water-color sketches, and science lessons. By this time the care of the growing plants demands work—the weeding, transplanting, hoeing, and raking. Growth is observed, and measured, and careful diaries are kept. During the summer vacation the garden is in the care of the principal of the school and the gardener. When the children return in the fall, the summer vegetables have been harvested, but the cucumbers, squashes, corn, and tomatoes require daily care and suggest new lines of study. The sweet peas and nasturtiums are more and more beautiful till the frost comes. During the season last year thirty-one dollars were realized from the garden. The class went to the bank and learned how to deposit money. They afterward decided to entertain their friends in the gymnasium, and forty children spent a happy evening there in playing games. The class voted to use part of their money to buy twine for making hammocks, and thus they were furnished with another industry.

So when the question comes to us, "What can we do for the little children whose lives it is our happy task to direct," how shall we answer it? Let us share with them their happy realm and their playmates of the field; let us foster their joyousness, guiding and directing it with a wise and gentle hand; let us make their childhood so happy that their whole lives may be gladdened by it; and while we encourage their love for nature let us help them to see that He who cares for the little birds and flowers will much more care for them.

"Your voiceless lips, O flowers! are living preachers,  
Each cup a pulpit, every leaf a book,  
Supplying to my fancy numerous teachers  
From loveliest nook."

*Ella Briggs Russell.*

#### NEW YORK DURING THE REVOLUTION.

[Graduating Essay.]

Though we are glad to see a city grow, we do not like to see it spread over the fields where we played in youth, over streams and over meadows where we gathered berries, and the shady roads of our pleasant drives. It draws in the secluded farmhouses where our ancestors passed their lives, the fruit trees planted by our fathers, the wood where the squirrel dropped its store of nuts, and the blackbird and bluejay took wing at our coming.

All these things and more has New York done in its progress. But let us pause a moment to-night and look far back into the past to see what was the New York of our Revolutionary ancestors.

Here is a well-built provincial city forming a triangle. The better part of the city is a mile long, and half a mile in breadth. Broadway is paved as far as St. Paul's, but few other streets are regularly opened or graded. The churches are the finest buildings, and the stately Trinity, St. George's, St. Paul's, and the Middle Dutch seem costly and remarkable structures for so early a period.

Broadway is a beautiful street; the shade trees are plentiful and the birds sing sweetly from the branches. The houses are a mingling of Dutch and English taste, and on the tops are balconies which command a charming view of the bay and where the families sit in summer evenings.

The men are tall and robust. The ladies are handsome and modest. New York society is famed for its air of easy gaiety; it is more polished than that of any other city in the new world, and hither many provincials come to perfect their manners and taste.

Balls and sleighing expeditions enliven the winter, and in summer there are fishing and sailing parties and excursions to the upper end of the lake. Thirty or forty gentlemen and ladies meet to dine together, drink tea in the afternoon, fish and amuse themselves till evening, and then return home in Italian chaises, a lady and a gentleman in each chaise.

Beyond the city, here and there, are the elegant summer residences of the rich merchants of the city. The houses are embowered in groves of chestnut, oak, beech and hickory

trees, while all kinds of wild berries grow in the meadows in profusion.

Fishermen and hunters find abundant sport. The East and North rivers and the bay swarm with shad, bass, salmon and black-fish, while wild geese, ducks, pigeon, quail, partridges and snipe have their haunts near the quiet city.

Among these pleasant scenes live some of the boldest of the defenders of freedom. When the day comes for action New York speaks out boldly. She pays dearly for it by a captivity of seven years in British hands.

The winter of 1775-76 is a memorable one for New York. A war with England is already begun. Lee, sent by Washington, arrives to fortify the city and the wealthier citizens flee to New Jersey or to their villas on the banks of the Hudson. Many houses are vacant and women are scarcely to be seen on the street. Broadway echoes to the tread of armed men from Connecticut and New Jersey hastening to defend New York.

The guns of the Asia, a British ship anchored in the bay, may at any moment level to the dust the splendid mansions and warehouses.

The poor miss the employment of the rich, the streets are silent, business ceases and gloom hovers over New York.

Washington arrives after his success in Boston, and his noble bearing, his serenity, his active and commanding nature fill the people with a new hope. Washington speaks hopefully to the citizens, but to Congress he writes words of alarm that the city is so poorly defended and so full of Tories. He establishes a stern military rule, and in a fortnight from his arrival the king's ships flee from the powerful earth-works erected on the battery. He collects provisions, gathers in recruits and commences arresting the more active Tories—"those abominable pests of society," as he calls them in those moments of danger.

Vacant houses are broken open and occupied as barracks; the lead from the roofs and windows is melted into bullets, and the bells and knockers are converted into cannon. The ancient beauty of the city is gone. Sentries tread the streets day and night, and peaceful citizens who would take no part are hourly in danger of being arrested as Tories.

On the ninth of July Washington receives the

Declaration of Independence, which he causes to be read to the whole army at six o'clock that evening. When it is concluded three hearty cheers are given, and in the general rejoicing the imprisoned debtors of the city are released.

The people pull down the equestrian statue of George the Third, placed on Bowling Green. It is broken in pieces and sent to be made into bullets that the king's troops may have melted majesty thrown at them.

Ten days later the people assemble at City Hall to hear the Declaration read. Then they take down the British arms from over the seat of Justice in the courtroom, and the arms wrought in stone in front of the building, and the picture of the king in the council chamber, and destroy them all by fire in the street. They also order that all British arms in all the churches shall be destroyed.

The English fleet is collected at Staten Island. The forests of masts can be seen from the city. The Tories from the galleries on their roofs watch with secret delight, while the families of patriots are ready to leave the city at a minute's notice.

On the 27th of August happens the battle of Long Island. The city is filled with confusion and alarm. After the battle there is no hope of resistance. The great question with Washington is, shall he leave the city unharmed or shall he make it the Moscow of America? He finally leaves it unharmed.

Washington orders Putnam to retreat to Harlem Heights, and guided by Aaron Burr he makes a rapid march along the banks of the Hudson. Neither Putnam nor his army know how narrow an escape they are making. As they are creeping along under cover of the woods that skirt the Hudson, General Howe, in pursuit, enters a road exactly opposite them. Near by is the stately mansion of Robert Murray, a Quaker merchant, who is loyal to the crown, but is not able to control the feelings of his wife and daughters, who are ardent patriots. When General Howe arrives at the Murray mansion he finds Mrs. Murray and her beautiful daughters ready to greet him with a warm welcome.

The Quaker lady has met him before and now urges that he refresh himself at her house, but he must be away to catch "that rascally

Putnam." The rascally Putnam is not to be caught that day if Mrs. Murray can prevent it, and at last General Howe is persuaded to dine and forget for several hours the object of his march in a house from whose upper windows the gleam of the bayonets of Putnam's army is plainly visible.

Great is the rejoicing of the loyalists that the British hold undisputed sway of New York. In spite of the depression and loss caused by a fire of a few days ago, all is prepared for a season of pleasure and gayety. A theatre is opened, public balls are arranged and the wealthier merchants throw open their houses with lavish display, but the churches are turned into prisons, and their walls echo the sighs of the patriots.

On a chill February night the sound of music and gayety is heard from the mansion of Governor Tryon. It is the royal birth-night ball, and the officers of army and navy, the loyal dignitaries of the city with the fairest ladies are forgetting the perils of war. The few coaches of New York stand at the door, and within, the stately Clinton, the popular Tryon and Lord Cornwallis receive the guests. The chosen queen of the evening is Baroness Reidesel, the wife of a German officer of high rank. She has followed her husband through all the horrors of Burgoyne's campaign, and now deserves the honor paid her.

The walls of the apartment are draped with silk, the furniture is of costly mahogany, and the mirrors of unusual size. A stately minuet is danced, and gayer dances follow. The military band sounds cheerfully, and it is 2 o'clock before the last of the company has abandoned the scene of pleasure.

Another evening we may go to a theatre to attend a performance given by the royal officers for the benefit of the wives and children of the soldiers who have fallen on the field. After the play is a song and dance, followed by an amusing farce. The house is crowded, a large sum is taken and many a soldier's family will profit well by the entertainment.

In these entertainments, balls and dinner parties, the winter passes away. But finally, even the rich cannot obtain all they desire for the table, and fire-wood cannot be purchased. The beautiful Baroness Reidesel shivers in her apartment, and complains that fifty dollars will

not feed a family two days. Foraging parties are sent out. At sight of the enemy the alarm is given, and the farmers hide their produce in the snow, drive away their cattle and desert their homes, which the enraged foragers burn to the ground.

But the British are driving the Americans before them and hope prevails throughout the winter and spring months. At the end of summer there comes a rumor that Burgoyne has been unfortunate, and in November his fate can be no longer concealed. At last comes a day when New York is to be rid of her foreign foe. The wharves are crowded with the weeping families of Tory exiles. As the British sail away, almost by magic a thousand American flags appear in the windows, and bunting is to be seen everywhere.

The patriots survey with a shade of sadness the beautiful Broadway, a street of ruin, the shattered walls of Trinity, and the other desecrated churches, the fine mansions gone to decay, the silent streets, the vacant warehouses and depopulated quarters.

But from the ashes springs an imperial city, the firm defender of union, liberty and progress. To the eyes of the patriot it assumes new beauty and interest and he feels —

"Still wert thou lovely, whatso'er thy name,  
New Amsterdam, New Orange, or New York;  
Whether in cradle sleep in seaweed laid,  
Or on thy island throne in queenly power arrayed."

*Sadie Bowman Judkins.*

#### TEACHING AS A PROFESSION.

[Valedictory.]

"The beginning of the twentieth century is marked by a distinct revival of public interest in the education of the masses. Never before were there so many agencies whereby the poor as well as the rich may acquire that general culture and that special training which will fit them for good citizenship and real usefulness in life. Schools maintained at public expense are everywhere. Scholarships in the highest and best institutions of learning are easily obtained. Books and apparatus are highly perfected and cheap. There is no caste in the educational world. Faithful work and real talent count for as much and are as highly esteemed when they are the possession of the poor as when found to belong to the world's richest and proudest.

There is a chance for all in the world of scholarship, and in the fields where real knowledge is practically applied. This is one of the things to be proud of at the opening year of the new century."

On account of the advancement of education and improved methods in all parts of our land, the teacher's calling, in whatever grade, has been raised to the dignity of a profession. Never before has there been such a demand for permanent and well-qualified teachers. The profession is a noble one, and attracts to it noble men and women. They deal with the most sacred material in God's wonderful world—the human mind and soul.

It is then necessary for the teacher to master a system of teaching facts and principles suited to the age and advancement of the pupil, and these must be made vital by trained intelligence—soul work.

The true teacher systematizes her school, becomes thoroughly acquainted with her pupils, and devotes her time, strength, and energy to their welfare. Pestalozzi says of his teaching, "I was among the pupils from morning till evening. Everything tending to benefit body and soul I administered with my own hand. Every assistance, every lesson received came from me, my hand was joined to theirs, my smile accompanied theirs. They seemed to be out of the world and away from Stanz; they were with me and I with them." Every teacher should possess this spirit of love.

The true teacher, like the true mother, is constantly caring for the bodily and moral health of the children, and she also teaches them many little conventionalities which may have been neglected at home. In many ways she inspires them with reverence for nature—reverence for God. She helps them to look upon the Christ with love.

It is at school that the boy and girl learn to love the flag of their country; it is at school, by means of the stories of our nation that they learn the meaning of loyalty. Purity and patriotism, humanity and faith, should enter like iron into their blood; and when the children of to-day become the legislators of tomorrow, the laws they enact will uphold faith, humanity, patriotism, and piety.

The fate of our country rests largely in the

hands of its teachers. The influence which they exert is more widespread than that of any other class. The nurse and physician are angels of mercy, but those that are whole need them not; the preacher pleads with men to love righteousness and forsake iniquity, but the unchurched masses do not hear him. It is in the schoolroom that the great mass of the nation's hope is gathered—the impressionable children. They will never forget the teacher who is kind and patient, just and true, or the lessons which she has taught them.

The teacher should possess a lively imagination, and power to view objects from the standpoint of the child, and to give instruction in such a manner that the children will readily comprehend it. There must be sympathy, rare patience, enthusiasm, a never-dying hope, gentle manner, and an unruffled temper.

It is hardly necessary to say that the teacher of the higher schools should represent strong scholarship, wide culture, and the best skill in teaching. Especially is this applicable to the Normal School where the teachers of the State are prepared for their work. If the body of teachers are themselves scholarly there will be a scholarly environment, and by the daily contact with such teachers the students will carry away with them a scholarly, refined spirit, which is one of the very best things a school can impart.

The teacher must constantly broaden her intellectual life; must keep abreast of current events, and be well informed not only in the history of her own country, but also in the history of other countries. She is a worker in the community along with other literary leaders.

Since two of the chief intellectual wants are knowledge and discipline of mind, the teacher must not only impart knowledge, but such knowledge as will be most suitable and of most worth to the child, and recitations must be so conducted as to develop intellectual strength. The child must be taught to think, to ask questions, and to become inquisitive. The teacher owes it to the children to make of them good men and women.

Since our land is governed by the people, lessons in government seem wise and practical. In some schools, methods have been adopted by which misdemeanors are brought before a court formed by the members of the school, and

the discussion of right and wrong is carried on by them. By this the pupils learn self-government. "He who reigns within himself and rules passions, desires, and fears, is more than a king." This ability of self-control may be accepted as a criterion in deciding character, and if education has for its main purpose character-building, the training to self-control should be an important function of school-work.

"The noblest lesson taught by life  
To every great, heroic soul,  
Who seeks to conquer in the strife,  
Is self-control."

At school, also, is taught the sense of honesty. The children are taught to be honest with others, and with themselves; and thus grow up to be honest citizens.

On the playground and in supervising the sports of the children, the teacher exerts a powerful influence in the formation of their character. A kind word now and then, a word here and there to direct their fair play, will increase their sense of honesty and fairness to one another. Then, too, by taking part in plays at recess the teacher acquires fresh energy for her work, and cultivates a spirit of comradeship which is a strong element in discipline.

It is important to teach politeness. Matthew Arnold says, "Politeness is three-fourths of life." Many a boy has lost a good position, and has been hindered in advancement because he had not been taught good manners. Greater attention should be paid to this training. We would have American children as polite as the children of France and Germany. Emerson says: "Give a boy addresses and accomplishments, and you give him the mastery of palaces and fortunes wherever he goes; he has not the trouble to enter and possess them; they solicit him to enter and possess."

Education is shaped more and more in the direction of the wants of the people, more and more in the direction of art and industry. Our systems of education are brought to bear more directly upon our industries, not only as a means of perpetuating and perfecting them, but as a means of educating men for continually enlarging spheres of action. Since education should prepare for all the duties of life, it follows that the profession of teaching is an important one, and the relation which the teacher bears to the country is most intimate.

*Mary Maud Bickford.*

❁ ❁ ❁ **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.]

1867.

Adella C. Parsons-Rich.—Her son, Edwin Gile Rich, graduates *cum laude* from Brown University, class of 1902.

1870.

Alfred H. Lang, the husband of Alice J. Potter, has been nominated for Sheriff by the Democrats of Somerset County.

1878.

Joseph W. Perkins, M. D.,—nominated by the Republicans of the Wilton class as Representative to the Legislature.

Sophia G. Wright.—In appreciation of Miss Sophia Wright's ability as superintendent in a hospital at Providence, R. I., the lady overseers of that institution recently presented her with \$100 in gold. Miss Wright is a resident of Woolwich.

1879.

Jennie M. Thorne-Johnson,—elected superintendent of press work at the recent W. C. T. U. convention in Kennebec County.

1881.

Mary E. Emery,—Principal of Winnicut School, Stratham, N. H.

Hortense M. Merrill arrived in New York on the Kensington, of the Red Star line, June 24th. After a visit with her brother in New York, and another brother in Portland, she will arrive in Farmington about the middle of July.

1884.

Mary D. White has resigned her position in the Shurtleff School, Chelsea, Mass.

1885.

Lillian I. Lincoln will spend the vacation at her home in Brunswick.

Henry A. Sanders, Ph. D.,—promoted to Assistant Professor of Latin, University of Michigan, Ann Arbor, Mich., 620 Forest Avenue.

1886.

Walter E. Plummer, the husband of Grace L. Douglass, has been nominated for Senator by the Republicans of Androscoggin County.

Julia W. Swift has arrived home from her visit to Europe, and reports a most enjoyable year.

Frank E. Russell,—spending the summer with relatives in Franklin County.

1887.

Henrietta H. Johnston,—elected Superintendent of Work among Foreigners at the recent W. C. T. U. convention in Kennebec County.

Frank W. Butler,—re-nominated Register of Probate by the Republicans of Franklin County.

Ardelle M. Tozier,—Superintendent of Schools, Oldtown, will spend part of her summer vacation at Island Pond, Vt.

Mabel A. Crowell-Stevens,—moved to Bath, 829 High St.

Abner A. Badger, Superintendent of Schools, Walpole, will spend the month of July with his family in Industry at his father's home.

1888.

Edwin T. Clifford, Superintendent of Schools, Winthrop, is spending the summer with his family at Owl's Head.

Essie J. Hinkley-Earle has recently lost her father.

Herbert L. Stevens,—moved to Bath, 829 High St.

1889.

Forest H. Badger, M. D., who moved from Winthrop to Pawtucket, R. I., a year ago last March, finds the climate unfavorable to his health as well as his wife's. He has returned to Winthrop and gone into practice in company with Dr. Taggart.

W. Scott Young,—elected a member of the Republican County Committee of Knox County.

Lucetta M. Knowles,—married June 28, 1902, at Medford, Mass., to Auswell F. Fellows of South Chesterville, Me.



HARRIET P. YOUNG-KEITH.

## 1890.

Carleton P. Merrill,—re-nominated by the Republicans of Franklin County for the office of County Treasurer.

Herbert S. Wing,—re-nominated by the Republicans of Franklin County for the office of County Attorney.

Henry H. Randall, A. B.,—re-elected Principal of Greely Institute, Cumberland Center, Me.

## 1891.

Clara E. Doyen,—teaching school in Mercer Village.

Ella P. Merrill, B. L., attended the graduating exercises at the State Normal School, Plymouth, N. H.

Alda A. Noble,—spending the summer in Colorado.

Vira H. Barker,—spending the summer at her home in Athens.

## 1892.

Alice B. Pratt,—married June 18, 1902, to William Bradford of Dexter, Me.

Mabel G. Folsom,—married June 21, 1902, to Roy W. Hutchinson. At home after July 1, at 7 Raymond St., South Framingham, Mass.

Isaac A. Smith,—re-elected Principal of High School, S. Norridgewock.

## 1893.

Hattie E. Achorn-McGlaulin,—62 Trowbridge Street, Cambridge, Mass.

Irving O. Bragg, A. B.,—graduated from Bates College, class of 1902.

Fred H. Cowart,—Sub-master in the Cony High School, Augusta, is taking a summer course at Harvard.

Gertrude H. Oakes,—1218 39th St., Brooklyn, N. Y.

Ethel Welch,—149 Union Ave., Worcester, Mass.

Edda C. Locke,—53 Bowers St., Newtonville, Mass.

Edith M. Dunning has come East to spend the summer at her old home in Whitneyville.

Naomi E. Stevens,—elected teacher of 5th grade, Edgerly School, Somerville, Mass.

Harry L. Small,—at work for the Portland R. R. Co. Address, 58 A St., S. Portland.

Clarence H. Knowlton,—at home for the summer vacation.

## 1895.

Elizabeth W. Crowell has been teaching the Grammar School at N. Chesterville.

Donald B. Cragin, M. D.,—graduated from the Harvard Medical School.

Harry M. Pratt, 61 Lowell St., Somerville, Mass.

Agnes E. Steward,—will spend the summer with friends in Everett, Mass.

Elva H. Rackliffe,—teaching a summer school in Sherman.

Belle G. Sampson has taught a spring term in Topsham.

Helen L. Searles,—returned to her home in Farmington for the summer vacation.

## 1896.

Edith V. Corliss,—resigned her position in the North Grammar School, Waterville.

Maude L. Smith,—giving private lessons in oratory and physical culture, Houlton, Me.

Edith R. Weaver,—elected Principal of the Grammar School, Guilford.

## 1897.

Nelly A. Ford,—an Assistant in the State Reform School, Portland.

Florence M. Harlow-Butts,—will teach the Intermediate grade at Kingfield next year.

Lena M. Pierce,—resigned her position in the State Reform School, Portland.

Lillian M. Scribner, who has been teaching in Augusta, is at her home in Farmington for the summer.

Geo. C. Purington, Jr., is at Windemere, the summer camp for boys at Lake Winnecook, Unity, Me. Some pictures of the lake and camp were in the last issue of THE NORMAL. He is one of the four young men who have organized the camp and will have charge of the boys.

Lena E. Sewall,—spending the summer at home, Barrett, Me.

Guy O. Small,—58 A St., S. Portland. At work for the Portland R. R. Co.

Harriette M. Westcott,—606 Congress St.,

Portland. Graduated from Gray's Business College, June, 1901, and has been a teacher of stenography and typewriting in that school. Is now a stenographer and book-keeper.

Belle N. Pratt,—resigned her position in Oldtown.

## 1898.

Leila A. Barbour has resigned her position in the Brewer High School.

Carrie L. Horr,—visiting in Minnesota, and will attend the N. E. A. at Minneapolis.

Harold D. King has passed in a competitive examination and received an appointment in the Coast and Geodetic Survey, and has been ordered to report at Washington for duty.

Nellie M. McLeary,—elected to 6th grade, Week's St. School, Bath, Me.

Bessie E. Simmons has been spending a short vacation at her home in Kingfield.

Andrew M. Smith has been re-elected Principal of the Webster Grammar School, Auburn, with an increase in salary.

Harriette F. Springer-Merriman,—removed to Patten, Me., her husband, S. Lorenzo Merriman, A. B., having been elected Principal of Patten Academy.

Mildred C. Sproul,—resigned her position in the Second Primary at Farmington, and will take a year of rest.

Carolyn A. Stone,—spending the summer vacation at her home in S. Brewer.

Lottie M. Waterman,—at home at N. Appleton for the summer.

## 1899.

Cassie A. Brehaut,—resigned her position at W. Upton, Mass.

Jean Cragin,—resigned her position at W. Acton, Mass., to spend a year at home.

Mildred S. Gay,—resigned her position at Bar Harbor, and accepted the Second Primary at Farmington.

Florence M. Look,—resigned her position at Rangeley.

Annie L. Manter,—resigned her position at West Farmington.

Flora E. Pennell,—married at Skowhegan, June 19, 1902, to Frank L. Tozier, A. B., M. D., of Washburn, Me.

Flora A. Sterling,—resigned her position in Oldtown.

## 1900.

Mary E. Anderson has been obliged to give up teaching because of ill-health.

Bertha M. Bridges,—elected Principal of Grammar School, S. Acton, Mass.

Ina A. Eldredge,—elected teacher of 5th grade, Manchester, Mass.

Irving Heath,—resigned the principalship of the South Grammar School, Bath, and will take a course in Sloyd in Boston.

Grace M. Goodwin,—re-elected Principal of Bar Harbor Training School.

Alice Lowell,—elected Assistant in Bar Harbor Training School.

Edith E. Thompson, Bates, 1904, will spend the summer at her home in Farmington.

Edith H. Vinal,—elected to a 5th grade position in Nutley, N. J.

Alice L. Wardwell,—student in Caldwell College of Oratory, San Francisco, Cal. Address, 2066 Center St., Berkeley, Cal.

Eda G. Willard,—assistant for the summer in State Reform School, Portland.

Gertrude A. Williams,—recently elected teacher of 5th grade, Locke School, Arlington, Mass., is spending the summer at her home in Farmington.

## 1901.

Genieve R. Barrows,—elected Principal of Primary School, Greenville.

Florria M. Bishop,—re-elected assistant in M. C. Institute. Studying at Harvard Summer School.

Nina L. Davee,—resigned as Principal of Grammar School, Topsham.

Eudora W. Gould,—elected to 1, 2 and 3 grades, Acton, Mass.

Mabel E. Hunter,—re-elected Principal of Farmington Grammar School. Will attend the N. E. A. at Minneapolis, and spend part of the summer vacation in Chicago.

Winifred M. Pearson,—resigned as Principal of Grammar School, S. Norridgewock,

Laura A. Strout,—teacher in State Home and School, Providence, R. I.

David H. Corson,—resigned as Principal of Grammar School, Island Falls.

Dudley B. Purington,—closed his school at Matinicus, and after visiting along the coast, has returned home and will go on with his preparation for college.

1902.

Helen W. Adams,—elected Principal of Grammar School, Jackson, N. H.

Mary M. Bickford,—elected teacher of algebra in the Farmington State Normal School, and will take the advanced professional course.

Harriet W. Buck,—elected teacher of the Primary School, West Farmington.

Mae M. Clark,—elected teacher of Primary School, Kingfield.

Mae E. Gould,—elected special teacher of music and drawing, Oldtown, and will take a course at one of the Silver Summer Schools of Music.

G. Luella Hayden,—elected teacher of Intermediate grades in the Model Schools of the Farmington State Normal School.

Angie M. Higgins,—elected assistant in the Farmington High School.

Irene P. Ladd,—elected teacher of the First Primary grade in the Model Schools of the Farmington State Normal School.

Helen M. March,—elected teacher of the Model Grammar School, and teacher of music in the Farmington State Normal School.

Florence P. Robinson,—elected assistant in the W. Farmington Grammar School.

Bertha M. Tobey,—elected 1st grade teacher, Chamberlain School, Auburn.

Margaret E. Waterhouse,—elected teacher of Second Primary grade in the Model Schools of the Farmington State Normal School.

Isabel A. Woodbury,—elected assistant in Norway Grammar School.

Charles B. Erskine,—elected Principal of Winthrop Center Grammar School.

NECROLOGY.

- 1882. Josephine W. Dunton-Purington, June 20, 1901.
- 1890. Julia C. Trask-Smith, Aug. 6, 1901.
- 1893. Edwin C. Hussey, Oct. 4, 1901.
- 1893. Blanche M. Goodrich, April 9, 1902.
- 1897. Grace G. Rolfe, Dec. 11, 1901.

- 1899. Ora B. Manter, Aug. 3, 1901.
- 1901. Eva M. French, March 15, 1902.



MARRIAGES SINCE JUNE 1, 1901.

- 1868. Laura N. Brackett—George W. Wood, Ph. D., Sept. 28, 1901.
- 1879. Emma Taylor—Cyrus T. Brown, Nov. 13, 1901.
- 1880. Herbert J. Keith—Harriet P. Young, July 31, 1901.
- 1881. Harriet P. Young—Herbert J. Keith, July 31, 1901.
- 1886. Blanche M. Harrington—Arthur L. Sampson, A. B., July 1, 1901.
- 1887. Nellie A. Skinner—Rev. Frank H. Pratt, Jan. 22, 1902.
- 1888. Herman S. Spear, M. D.,—L. Evelyn Conant, Jan. 1, 1902.
- 1889. Merton W. Bessey, M. D.,—Harriet B. Vigue, A. B., July 31, 1901.
- 1889. May L. Macartney—Percy L. Allen, April 14, 1902.
- 1889. Lucetta M. Knowles—Auswell F. Fellows, June 28, 1902.
- 1892. Nina A. Duley—Henry B. Palmer, M. D., Oct. 2, 1901.
- 1892. Wm. H. S. Ellingwood, A. B.,—Lottie G. Jones, Aug. 14, 1901.
- 1892. Alice B. Pratt—William Bradford, June 18, 1902.
- 1892. Mabel G. Folsom—Roy W. Hutchinson, June 21, 1902.
- 1894. Harry E. Dunham, A. B.,—Lottie A. Herrick, June 29, 1901.
- 1895. Cora L. Collins—Ira D. Hilton, Sept. 12, 1901.
- 1895. Ella Howard—Rev. Edwin R. Smith, A. B., Aug. 14, 1901.
- 1895. Frederick N. Staples, M. D.,—Edna M. Savage, Sept. 25, 1901.
- 1896. Eva B. Fairbrother—Eugene A. Stanley, M. D., Aug. 22, 1901.
- 1896. John S. Milliken, M. D.,—Rose Toothaker, July 2, 1901.
- 1897. Olive M. Green—John F. Keen, Sept. 25, 1901.
- 1897. Martin H. Fowler—Abbie P. Le-favour, Dec. 5, 1901.
- 1897. Maud E. Peary—Fred W. Foss, Dec. 11, 1901.
- 1898. H. Mabel Perkins—Lee M. Rowe, Sept. 24, 1901.

- 1898. Harriet F. Springer—S. Lorenzo Merriman, A. B., July 3, 1901.
  - 1898. John W. Adams—C. Elizabeth Smith, Oct. 28, 1901.
  - 1898. Clarence F. Hodgkins—Luna M. Ferguson, June 5, 1901.
  - 1898. L. Evelyn Conant—Herman S. Spear, M. D., Jan. 1, 1902.
  - 1899. Luna M. Ferguson—Clarence F. Hodgkins, June 5, 1901.
  - 1899. Jessie E. Lawrence—George O. Nottage, June 30, 1901.
  - 1899. Mary E. Williams—Charles H. Williams, July 15, 1901.
  - 1899. Ethel M. Tucker—Melville C. Freeman, A. B., Dec. 26, 1901.
  - 1898. Josie H. L. Fowle—Arthur B. Fels, Jan. 15, 1902.
  - 1899. Bertha I. Cushman—John N. Welch, April 14, 1902.
  - 1899. Georgia M. Snow—Walter H. McIntire, May 21, 1902.
  - 1899. Flora E. Pennell—Frank L. Tozier, A. B., M. D., June 19, 1902.
  - 1900. Irving Heath—Mattie Hodgkins, July 2, 1901.
  - 1900. Sara H. Blanchard—Frank A. Hardy, Dec. 25, 1901.
  - 1900. Myrtie M. Coombs—Charles W. McLaughlin, Dec. 25, 1901.
- 
- The following graduates were present at some of the exercises of Commencement week. Others may have been present whose names we failed to get:
- |                             |     |
|-----------------------------|-----|
| Mira Q. Vaughan-Thompson,   | '66 |
| Emma C. Leland-Coolidge,    | '67 |
| Julia E. Lowell-Atwood,     | '67 |
| Mahala R. Tufts-Pearson,    | '68 |
| Daniel Pease,               | '68 |
| Clara A. Hinckley-Knowlton, | '70 |
| Eldora Nichols-Hunter,      | '73 |
| Martha E. Norcross-Tilton,  | '76 |
| Lizzie R. Ellis-Gammon,     | '76 |
| Delphina E. Gordon-Doty,    | '76 |
| Rose B. Collins-Hopkins,    | '76 |
| Annie M. Dixon-Graves,      | '79 |
| Lizzie A. Greenwood,        | '79 |
| Grace E. Whittier-Rollins,  | '79 |
| Mary V. Jacobs-Jennings,    | '80 |
| Sarah P. Titcomb,           | '81 |
| Hortense F. Phinney-Whorff, | '84 |
| Addie F. McLain,            | '84 |
| Ella F. Titcomb,            | '84 |
| Lillian I. Lincoln,         | '85 |
| Jane M. Cutts,              | '86 |
| Ella J. Longfellow-Mallett, | '86 |
| Lillian S. Mallett-Rogers,  | '86 |
| Nettie M. Sewall,           | '86 |
| Wilbert G. Mallett,         | '86 |
| Frank E. Russell,           | '86 |
| M. Nellie Russell,          | '87 |
| Nellie A. Skinner-Pratt,    | '87 |
| Frank W. Butler,            | '87 |
| Fred C. Nottage,            | '87 |
| Ida L. Cowan,               | '88 |
| Nina E. Kinney-Backus,      | '88 |
| Clara Pickard-Weathern,     | '88 |
| Clara L. Scales-Derry,      | '88 |
| E. Etta Holman,             | '89 |
| Edward A. Crosswell,        | '89 |
| Alice E. Smith-Butler,      | '90 |
| Faustina E. Trask-Hardy,    | '90 |
| Carleton P. Merrill,        | '90 |
| Henry H. Randall,           | '90 |
| Gertrude F. Allen,          | '91 |
| Ella P. Merrill,            | '91 |
| Jennie A. Weathern,         | '91 |
| Nina A. Duley-Palmer,       | '92 |
| Katherine E. Abbott,        | '92 |
| Cora B. Cothren,            | '92 |
| Gertrude I. Parker-Metcalf, | '93 |
| Eliza M. Pratt-Compton,     | '93 |
| Lelia H. Hunnewell,         | '93 |
| Elizabeth W. Crowell,       | '95 |
| Rose P. Grounder,           | '95 |
| Mary E. Howe-Nile,          | '95 |
| Ella Howard-Smith,          | '95 |
| Agnes E. Steward,           | '95 |
| Rebecca M. Potter,          | '96 |
| Cora Y. Prince,             | '96 |
| Mamie Bennett,              | '97 |
| Olive M. Green-Keen,        | '97 |
| Maud E. Peary-Foss,         | '97 |
| Belle N. Pratt,             | '97 |
| Eva M. York,                | '97 |
| Martin H. Fowler,           | '97 |
| Nellie M. McLeary,          | '98 |
| Bessie E. Simmons,          | '98 |
| Mildred C. Sproul,          | '98 |
| Carolyn A. Stone,           | '98 |
| John W. Adams,              | '98 |
| Frank Day,                  | '98 |



|                            |     |   |   |
|----------------------------|-----|---|---|
| Harold D. King,            | '98 | Principal of Academy,                           | 1 |
| A. Blanche Calligan,       | '99 | Assistants in Academies,                        | 6 |
| Mildred Gay,               | '99 | Critic Teachers,                                | 2 |
| Ella A. Hamlin,            | '99 | Kindergarten,                                   | 1 |
| Grace T. Jenkins,          | '99 | Teacher of Sloyd,                               | 1 |
| Annie L. Manter,           | '99 | Superintendents of Schools,                     | 8 |
| Rose A. Matthew,           | '99 | Married, women, 102; men, 34. Died, 9;          |   |
| Grace E. Williamson,       | '99 | graduated from colleges and medical schools,    |   |
| Roy F. Gammon,             | '99 | 16; in colleges and medical schools, 14; pre-   |   |
| Bertha M. Bridges,         | '00 | paring for college, 4; "at home," 11;           |   |
| Effie E. Carville,         | '00 | physicians, 8; students, 5; farmers, 4; clerks, |   |
| Grace M. Goodwin,          | '00 | 5; nurses, 7; lawyer, 1; merchants, 2; paper    |   |
| Ethel L. Howard,           | '00 | manufacturers, 2; book-keepers, 5; stenogra-    |   |
| Bernadine Larrabee-Austin, | '00 | phers, 5; machinist, 1; "business," 3; piano-   |   |
| Lottie A. Melcher,         | '00 | tuner, 1.                                       |   |
| Ella B. Walton,            | '00 |   |   |
| Florence E. Watson-Connor, | '00 |   |   |
| Eda G. Willard,            | '00 |   |   |
| Florria M. Bishop,         | '01 |   |   |
| Mattie P. Clark,           | '01 |   |   |
| Minnie B. Frost,           | '01 |   |   |
| Eudora W. Gould,           | '01 |   |   |
| Lubelle M. Hall,           | '01 |   |   |
| Josie M. Holman,           | '01 |   |   |
| Mabel E. Hunter,           | '01 |   |   |
| Edna M. Lovejoy,           | '01 |   |   |
| Jennie A. Manter,          | '01 |   |   |
| Martha J. McPhail,         | '01 |   |   |
| Clara E. Purvis,           | '01 |   |   |
| Louise W. Richards,        | '01 |   |   |
| David H. Corson,           | '01 |   |   |
| Cleveland E. Giles,        | '01 |   |   |
| Winfred W. Pullen,         | '01 |   |   |

OCUPATIONS OF THE GRADUATES.

The catalogue of 1901 tells us that there had graduated from the school at that time 959 women and 240 men. From last year's alumni reports, with the changes noted this year, we gather the following facts, which are very nearly correct, and of much interest. The school opened in August, 1864, and the first class graduated May 25, 1866. Beginning with 1872 two classes were graduated each year to and including 1884, except for the years 1881 and 1882. Hence the class of 1902 is the 48th class to graduate, but for obvious reasons is not included in the list of occupations, and consequently not in the total number given above. Of the 240 men graduated, 169 have married and 28 have died; of the 959 women, 454 have married, and 100 have died. During the past year, 1901-2, 520 have been engaged in educational work as follows:

|  |     |
|--|-----|
| High Schools, Principals,                | 15  |
| Assistants,                              | 20  |
| Grammar Schools, Principals,             | 61  |
| Assistants,                              | 86  |
| Primary Schools,                         | 115 |
| Teaching Ungraded Schools,               | 90  |
| Normal Schools, Assistants,              | 14  |
| Reform and Industrial Schools, Supt.,    | 1   |
| Assistants,                              | 9   |
| Seminaries and Academies, Principals,    | 6   |
| Assistants,                              | 10  |
| Training Schools and Normal Departments, |     |
| Principals,                              | 9   |
| Assistants,                              | 4   |
| Professors in Law Schools,               | 2   |
| College Professor,                       | 1   |
| College Instructor,                      | 1   |
| Teachers of Domestic Science,            | 2   |

The following statistics gathered from the last catalogue cannot fail to prove of interest. The large percentage of those teaching is particularly gratifying:

|   |     |
|---|-----|
| Number graduating 1891-1901,            | 472 |
| Number teaching during the year 1901-2, | 318 |
| In ungraded schools,                    | 64  |
| Primary grades,                         | 80  |
| Intermediate grades,                    | 26  |
| Grammar grades, Principals,             | 42  |
| Grammar grades, Assistants,             | 41  |
| High Schools, Principals,               | 9   |
| High Schools, Assistants,               | 6   |
| Principals of Training Schools and      |     |
| Departments,                            | 5   |
| Assistants in Training Schools,         | 2   |
| Reform Schools, Assistants,             | 8   |
| Assistants in Normal Schools,           | 9   |

|  |    |   |    |
|--|----|---|----|
| Supervisors of Drawing,                    | 2  | Editor's Assistant,                       | 1  |
| Teachers of Drawing,                       | 3  | Evangelist,                               | 1  |
| Teachers of Stenography,                   | 2  | Farmers,                                  | 19 |
| Director of Music,                         | 1  | Farm Superintendent,                      | 1  |
| Teachers of Music,                         | 4  | Florist,                                  | 1  |
| Supervisor of Grades,                      | 1  | Home-Keepers,                             | 21 |
| Kindergartner,                             | 1  | Judges Municipal Court,                   | 2  |
| Principal of Private School,               | 1  | Lawyers,                                  | 17 |
| Teacher of Elocution and Physical Culture, | 1  | Manager Milk Condensing Factory,          | 1  |
| Teacher of Sloyd,                          | 1  | Manager Sewing Machine Co.,               | 1  |
| Students in College and Medical Schools,   | 14 | Manufacturer of Automobiles,              | 1  |
| "Students,"                                | 5  | Manufacturer of Clothing,                 | 1  |
| Preparing for College,                     | 4  | Manufacturers of Lumber,                  | 3  |
| Music Student,                             | 1  | Manufacturers of Paper,                   | 2  |
| Student of Elocution,                      | 1  | Matrons,                                  | 3  |
| Primary Sup't Bible School Association,    | 1  | Machinist,                                | 1  |
| Serving on School Boards,                  | 10 | Merchants,                                | 7  |
| Superintendents of Schools,                | 18 | Market Gardener,                          | 1  |
|  |    | Miners,                                   | 2  |
|  |    | Motormen,                                 | 3  |
|  |    | Nurses,                                   | 10 |
|  |    | Office Assistant,                         | 1  |
|  |    | Photographer,                             | 1  |
|  |    | Physicians,                               | 24 |
|  |    | Piano Tuner,                              | 1  |
|  |    | Postmaster,                               | 1  |
|  |    | Private Secretary,                        | 1  |
|  |    | Proof-Readers,                            | 2  |
|  |    | Publisher of School-Books,                | 1  |
|  |    | Real Estate Dealers,                      | 2  |
|  |    | Reporter—Commercial,                      | 1  |
|  |    | Recorder U. S. Land Office,               | 1  |
|  |    | Salesmen,                                 | 5  |
|  |    | Salesmen—Traveling,                       | 3  |
|  |    | Shoemaker,                                | 1  |
|  |    | Stenographers,                            | 7  |
|  |    | Superintendent of Post-Office,            | 1  |
|  |    | Superintendent (ass't) of Chem. Pulp Co., | 1  |
|  |    | Surveyor, U. S. Govt.,                    | 1  |
|  |    | Treasurers of Savings Banks,              | 3  |
|  |    | Assistant Treasurer of Savings Bank,      | 1  |
|  |    | Telegraph Operators,                      | 2  |
|  |    | Vocalist,                                 | 1  |

Thirty-seven men and ten women have graduated from college.

The following we believe is a complete list of the occupations of those not engaged directly in educational work. All the women who have married and are not reported as doing educational work are assumed to be home-keepers. Nineteen unmarried ladies are thus classified who are caring for homes, and twenty-one are reported without occupation. They are either invalids or taking a year of rest. Only four men are reported without occupation, two at least of whom have retired from business:

|                           |    |
|---------------------------|----|
| Abstractor,               | 1  |
| Apothecary,               | 1  |
| Artist,                   | 1  |
| Bank-Clerk,               | 1  |
| Book-Agents,              | 3  |
| Book-Keepers,             | 10 |
| Carpenter,                | 1  |
| Canvassers,               | 2  |
| Civil Engineers,          | 4  |
| Clergymen,                | 10 |
| Clerks,                   | 7  |
| Contractors and Builders, | 3  |
| Collector,                | 1  |
| Conductor—electric cars,  | 1  |
| County Attorney,          | 1  |
| County Auditor,           | 1  |
| County Treasurer,         | 1  |
| Commercial Correspondent, | 1  |
| Dairymen,                 | 2  |
| Dentist,                  | 1  |
| Dressmakers,              | 6  |
| Editors,                  | 2  |

OFFICERS OF THE ALUMNI ASSOCIATION OF THE FARMINGTON STATE NORMAL SCHOOL.

1901-1904.

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

EXECUTIVE COMMITTEE.

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

## TRIENNIAL CATALOGUE COMMITTEE.

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



## FARMINGTON STATE NORMAL SCHOOL ALUMNI ASSOCIATION OF MASSACHUSETTS.

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

## EXECUTIVE COMMITTEE.

Charles G. Chick, '68; Herbert J. Keith, '80; Clarence H. Knowlton, '94; Inez A. Hunt, '91; Adelia J. Webber, '93.



The graduating exercises were saddened by the death of Mrs. Cornelia Mayhew-Greenleaf, the wife of E. O. Greenleaf, Esq., of Farmington. Mrs. Greenleaf was a student in the school in 1869-70, then a student in Hebron Academy, and afterwards took a course in oratory in Boston. In 1885 she was teacher of elocution in the Normal, and for all the years since has done a great deal of work in preparing the pupils of the Normal School and High School for graduation. She was an earnest student, a lady of

charming personality, successful in teaching, and a fine reader. She will be much missed in the quieter social circles of the town, and sadly so in her new and charming home. She leaves a husband and three sisters, two of whom are graduates of the school, Louise D., '69, and Jillie H., '81, wife of Rev. Walter Russell.



## DR. CHARLES COLLINS ROUNDS.

At a recent meeting of the Massachusetts Alumni of the Plymouth, N. H., State Normal School, the following expressions of esteem and sympathy were adopted:

This Association feels deeply the death of Dr. Rounds, aspiring teacher, progressive educator, and broad-minded man, and realizes that it has lost a friend and the profession a leader. With tireless energy and unflinching zeal he worked for the best interests of the school; he made its influence felt among educators throughout the country.

Confident that the work to which he devoted so many years of his life will be prospered, we reverently and sadly accept the mysterious workings of a divine Providence, and extend heartfelt sympathy to her who shared his work, and to their children.

MARY ESTHER HOUSTON,  
LYDIA F WILLIS,  
MARY A. CONNOR.

✻ ✻ ✻ Normal Notes. ✻ ✻ ✻

The attendance for the year 1901-2 has been as follows: Fall term, 140; Winter term, 214; Spring term, 169; number graduated, 46; number entering, 132. Average age of those entering, 19 years 8.96 months.

The number of different pupils in attendance by counties is as follows: Androscoggin, 11; Aroostook, 9; Cumberland, 12; Franklin, 54; Hancock, 1; Kennebec, 33; Knox, 24; Lincoln, 15; Oxford, 24; Penobscot, 9; Piscataquis, 12; Sagadahoc, 7; Somerset, 30; Waldo, 7; Washington, 17; York, 8; Out of the State, 7; Total, 280.



Among those entering during the year are graduates from the following secondary schools:

Andover High School.  
Bangor High School.  
Bath High School.  
Biddeford High School.  
Boothbay Harbor High School.  
Boynnton High School, Eastport.

Brownville High School.  
Brunswick High School.  
Canton High School.  
Danforth High School.  
Dixfield High School.  
Easton High School.  
Edward Little High School.  
Erskine Academy, China.  
Farmington High School.  
Fogg Memorial Academy, S. Berwick.  
Foxcroft Academy.  
Gorham High School.  
Gould's Academy, Bethel.  
Guilford High School.  
Hebron Academy.  
Kent's Hill Seminary.  
Lee Normal Academy.  
Lincoln High School.  
Lincoln High School, Springvale.  
Lindsay High School, Shapleigh.  
Lisbon High School.  
Lubec High School.  
Maine Central Institute.  
Monmouth Academy.



GLEE CLUB, CLASS OF 1902.

Nichols Latin School.  
 Norway High School.  
 Oak Grove Seminary.  
 Oakland High School.  
 Patten Academy.  
 Pennell Institute, Gray.  
 Pembroke High School.  
 Phillips High School.  
 Portsmouth, N. H., High School.  
 Ricker Classical Institute, Houlton.  
 Rockland High School.  
 Skowhegan High School.  
 South Paris High School.  
 St. Albans High School.  
 Strong High School.  
 Topsham High School.  
 Warren High School.  
 Waterville High School.  
 Winthrop High School.  
 Wiscasset High School.  
 Wilton Academy.

Among the other classes are graduates from the following secondary schools, making a total of seventy-one such schools represented by graduates in the Normal :

Anson Academy, N. Anson.  
 Bridge Academy, Dresden Mills.  
 Bridgton High School.  
 Calais High School.  
 Caribou High School.  
 Cherryfield Academy.  
 Dexter High School.  
 Good Will High School, E. Fairfield.  
 Kennebunk High School.  
 Madison High School.  
 Mechanic Falls High School.  
 Milo High School.  
 New Vineyard High School.  
 Presque Isle High School.  
 Richmond High School.  
 Rockport High School.  
 Sangerville High School.  
 Vanceboro High School.  
 Wayne High School.  
 Weld High School.

#### SOCIAL FUNCTIONS.

The second sociable came off Friday evening, April 4. The committee in charge were Mr. Erskine, Miss March and Miss Thomas.

The third sociable of the term occurred Friday evening, May 9, with the following committee: Erskine, Holman, Williamson, Starrett.

The Farewell Social to the graduating class, given by the undergraduates, came Friday evening, June 6th. The committee in charge were

Mr. Holman, Miss Irish, Miss Burke and Mr. Williamson. Nearly two hundred invited guests were present to pay their respects to the class of 1902 and enjoy the programme. The music was by Priscilla Alden's orchestra.

One of the pleasantest social events of the year was a reception on Tuesday evening, June 3d, tendered by the resident members of the class of 1902 to the rest of the class. With the aid of the furniture from the teachers' room, and the potted plants in the building, the assembly-room was made into a very delightful reception room. Those giving the reception were the receiving committee, Mr. Ingalls, Miss Buck, Miss Carsley, Miss Irene Ladd, Miss McLeary, Miss Milliken, Miss Robinson and Miss Winifred Stone. The teachers and one or two others were invited guests. Dainty refreshments were served, and several vocal and instrumental selections were given.

#### CLASS OF 1902 GLEE CLUB.

The Glee Club had a very delightful trip in spite of bad weather. They left Farmington on the morning train Tuesday, May 27th, and on arriving at Auburn took the electric cars for Lake Grove, where they had a picnic lunch, coming back to Auburn just in season to escape the rain which began to pour as they reached the station. They went to West Minot by the P. & R. F. road, and from there to Hebron in coaches, where they were most delightfully entertained at the Sturtevant Home. The young people of Hebron Academy have every reason to be happy in their magnificent building, beautiful scenery and fine school.

Although it rained, at times poured, during the evening, the Club was greeted by a good-sized and most appreciative audience.

On Wednesday morning they attended chapel exercises, where Principal Purington had an opportunity to express the pleasure he felt in having the opportunity to visit with some of his pupils his old school home, where almost everything is changed, except the skies and hills, and to cordially thank our charming hosts and hostesses. The Club sang two selections, and then visited recitations until 10 o'clock, when carriages were taken for South Paris. It was a most delightful trip over, but the rain began to fall just as we arrived, and kept on through the entire evening. In spite of rain, however, there was a good house, and an appreciative audience.

The Club was charmingly entertained in private families, and came away feeling that they had made some delightful acquaintances.

On Thursday morning they started for home, most of the Club waiting at Danville Junction for the afternoon train. The time was passed in sleeping, in an impromptu concert, and a delightful picnic dinner on top of a big pile of rocks near the M. C. railroad track. They arrived home, tired but happy, and in the evening gave a concert to a fair-sized audience in Normal Hall.

On Saturday evening, June 7th, the Club gave a concert in Lambert Hall, Phillips, to a small audience, due to another rain storm, the usual accompaniment of the Glee Club trips. But the trip was pleasant in spite of the rain, and the only regret of the members of the Club was that they could not go "starring" for a month.

The following is the programme given at the concerts:

|  |                               |            |
|--|-------------------------------|------------|
| The Rustic Dance,                            |                               | Resch      |
| The Dixie Kid,                               |                               | Geibel     |
|  | Glee Club.                    |            |
| Reading,—Selection from Hiawatha,            |                               | Longfellow |
|  | Miss McMurray.                |            |
| Solo,—A May Morning,                         |                               | L. Denza   |
|  | Miss Ladd.                    |            |
| Lullaby from Erminie,                        |                               |            |
|  | Quartette.                    |            |
| Reading,—Selected                            |                               |            |
|  | Miss McMurray.                |            |
| Piano Duet,—Tancred,                         |                               | Rossini    |
|  | Miss McLeary and Mr. Ingalls. |            |
| The Lost Chord,                              |                               | Sullivan   |
| Kentucky Babe,                               |                               | Geibel     |
|  | Glee Club.                    |            |
|  | INTERMISSION.                 |            |
| The Bloom is on the Rye,                     |                               | Bishop     |
| Little Cotton Dolly,                         |                               | Geibel     |
|  | Glee Club.                    |            |
| Reading,—The Grapevine Swing,                |                               | Peck       |
|  | Miss McMurray.                |            |
| Piano Solo,—L'Africaine,                     |                               | Meyerbeer  |
|  | Miss McLeary.                 |            |
| Solo,—Oh for a Day of Spring,                |                               | Andrews    |
|  | Miss Carsley.                 |            |
| Duet,—I heard a Voice in the Tranquil Night, |                               | Glover     |
|  | Miss Ladd and Miss March.     |            |
| Abide With Me,                               |                               | Macy       |
| A Dream of Paradise,                         |                               | Gray-Macy  |
|  | Glee Club.                    |            |

MEMORIAL DAY.

We do not recall that we have ever heard of any of our schools observing the day with formal exercises. We have felt for several years that it is a desirable custom to inaugurate, and determined this year that it should be done. A

committee consisting of Mr. Mallett, Mrs. Sewall and Miss Merrill on the part of the teachers, Miss Martin, Miss Tracy and Miss May Clark, took the matter in charge and arranged the following programme:

- Chorus: To Thee, O Country!
- Prayer, by Mr. Mallett.
- Extracts from Lincoln's Inaugurals, by Miss Merrill.
- Chorus: Call to Arms.
- Selections, by several young ladies.
- Chorus: Soldier's Chorus.
- Exercises by Model Schools.
- Song—Memorial Day.
- Recitation—The People's Song of Peace.
- Recitation—Decoration Day.
- Song—Star-Spangled Banner.
- Lincoln's Gettysburg Speech, read by Mr. Mallett.
- Song and Chorus: Battle Hymn of the Republic.
- Address, Prin. G. C. Purington.
- America, by the audience.

We feel sure that to the pupils of the school, and especially to the children of the Model Schools, it was a most impressive service, and gave them a finer conception of what the day commemorates than they have hitherto received. The part taken by the pupils was excellent in every respect, and we trust that the observance of the day in the same manner will be a permanent thing.

The thanks of the school are again due to the local Trustee, Hon. J. W. Fairbanks, this time for the gift of a fine crayon picture of our missionary martyr, Mary S. Morrill, '84, who was murdered by the Boxers at Paoting-fu, China, July 1, 1900. It is reproduced from her graduating picture, and is a fine likeness and a fine piece of artistic work. It will have a place of honor in the Assembly Room just opposite the picture of President McKinley, presented by the same gentleman.

We take pleasure in acknowledging a very interesting list of exchanges:

|                          |                             |
|--------------------------|-----------------------------|
| Hebron Semester,         | Hebron Academy              |
| Coburn Clarion,          | Coburn Classical Institute  |
| The Aquilo,              | Ricker Classical Institute  |
| The Scroll,              | Higgins Classical Institute |
| Bowdoin Orient,          | Bowdoin College             |
| The Leavitt Angelus,     | The Leavitt Institute       |
| The M. C. I.,            | Maine Central Institute     |
| The Radiator,            | Somerville, Mass., H. S.    |
| The Nautilus,            | Waterville H. S.            |
| The Chronicle,           | South Paris H. S.           |
| The High School Journal, | Dexter H. S.                |
| The Northern Light,      | Fort Fairfield H. S.        |

- The Sigma,
 Brunswick H. S. |- The Phillippian,
 Phillips H. S. |- The Messalonskee Ripple,
 Oakland H. S. |
- The Regina,
 Ashland H. S. |
- The Bouncer,
 Madison H. S. |
- Bridge Academy Items,
 Bridge Academy |
- The Amaracus,
 Monmouth Academy |
- The Wreath,
 Wilton Academy |
- The Aegis,
 Limerick Academy |

GIFTS.

The following gifts have been presented to the school during the past twelve years, for which grateful acknowledgement is made:

CRAYON PORTRAITS.

- Ambrose P. Kelsey, Ph. D., First Principal, by classes of 1866-1867.
- George M. Gage, Second Principal, by class of 1868.
- Chas. C. Rounds, Ph. D., Third Principal, Alumni, 1869-1883.
- George C. Purington, A. M., Fourth Principal, class of 1890.
- Roliston Woodbury, A. M., Assistant, 1867-1879, Alumni Association.
- Dennis M. Cole, A. M., Assistant, 1890-1892, Farmington Athletic Association.

PICTURES.

- St. Cecilia, Frank L. Davis, '85.
- Sistine Madonna, Alumni Association of Massachusetts.
- St. Peter's, class of 1887.
- St. Mark's, class of 1888.
- St. Anthony, class of 1890.
- Aurora, class of 1891.
- Christ and the Young Ruler, class of 1894.
- The Boy Christ in the Temple, class of 1894.
- Highland Solitude, class of 1895.
- Water color—Roses, Mrs. Henrietta W. Fairbanks.
- James T. Fields, Mrs. Belle W. Gilman.
- L. Agassiz, Mrs. Belle W. Gilman.
- James Russell Lowell, Miss Belle W. Gilman.
- The "Old Normal," Alumni.
- President McKinley, Hon. J. W. Fairbanks.
- Mary S. Morrill, Hon. J. W. Fairbanks.

STATUARY.

- The Della Robbia Frieze, classes of 1871 and 1872.
- Relief—Fiamingo's Cupids, class of 1881.
- Relief—Declaration of Independence, July 4, 1776, class of 1885.

- Relief—Treaty of Peace and Independence, 1783, class of 1885.
- Cast of Victory of Samothrace, class of 1886.
- The Flying Mercury, class of 1889.
- Rogers Group, scene from Othello, class of 1890.
- Bust of Clytie, class of 1891.
- Bust of Abraham Lincoln, class of 1891.
- Cast of Pudicitia, class of 1892.
- Rogers Group, scene from Merchant of Venice, class of 1893.
- Bust of Apollo and pedestal, class of 1893.
- Bust of Shakespeare, class of 1894.
- Cast of Niobe, class of 1896.
- Cast of Diana and the Stag, class of 1897.
- Cast of Minerva, class of 1898.
- Cast of Apollo Citharæus, class of 1899.
- Bust of the Greek Slave, Mrs. Belle W. Gilman.
- Cast of Dante, Mrs. Belle W. Gilman.
- Bust of Sumner, Mrs. Belle W. Gilman.

MISCELLANEOUS.

- Flag, Class of 1886.
- Palm, Mrs. Belle W. Gilman.
- Palm, Miss Lillian I. Lincoln.
- Fernery, Mrs. H. B. C. Beedy.

READING-ROOM PAPERS AND PERIODICALS.

- The Pedagogical Seminary.
- The Child-Study Monthly.
- Education.
- The School Review.
- Educational Review.
- Educational Foundations.
- Popular Educator.
- N. E. Journal of Education.
- The American Primary Teacher.
- The Teachers' Institute.
- Review of Education.
- The School Journal.
- Journal of School Geography.
- The School World.
- Elementary School Teacher.
- The Pathfinder.
- Current History.
- Art Education.
- The American Kitchen Magazine.
- Journal of Hygiene.
- The School Physiology Journal.
- The Sanitary Inspector.
- The Century Magazine.
- The Atlantic Monthly.
- Harper's Monthly Magazine.
- The Review of Reviews.
- Applied Arts Book.

The Outlook.  
 The Christian Register.  
 The Christian Endeavor World.  
 Good Will Record.  
 The American Missionary.  
 Woman's Missionary Friend.  
 Maine Temperance Record.  
 Farmington Chronicle.

Lewiston Evening Journal.  
 Maine Woods.  
 Portland Transcript.  
 Youth's Companion.  
 The Somerset Reporter.  
 The Waterville Mail.  
 Scientific American.  
 Our Dumb Animals.

## School News.

Harry E. Pratt, Livermore Falls, Colby, 1902, elected Principal of Anson Academy.

Noah V. Barker, a graduate of Colby, class of 1902, has been selected to take the principalship of the Presque Isle High School, to succeed Principal Roberts, who has resigned.

### MAINE SUMMER SCHOOLS FOR TEACHERS.

The Summer Schools for the present season will open at Fort Kent, July 7th, Foxcroft, July 14th, Canton, July 21st, Saco, July 28th. Each school will commence on Monday at 8.45 A. M. and will continue in session five days.

Arrangements have been made for thirty talks, lectures, addresses or conferences of fifty minutes each. The instructors will be Mr. Will S. Monroe of the Westfield, Mass., Normal School; Mr. Charles H. Albert of the Bloomsburg Normal School, Pa., and Supt. George W. Twitmyer of Wilmington, Del.

Each instructor has attended and taught rural schools. All have superintended village and city schools. They are recognized experts in their special fields of work. The Superintendent is able to offer the teachers of the State a corps of instructors second to none connected with any Summer School in this country.

Certificates will be issued to teachers who attend one of these schools for three-fourths of the time for which it is in session. Diplomas will be granted to those who hold four of these certificates.

For information as to rooms, board, etc., please apply to Miss Mary P. Nowland, Fort

Kent, Supt. H. R. Williams, Foxcroft, Mr. Nathan Reynolds, Canton, Supt. John S. Locke, Saco.

Rev. C. M. Emery of Waterville, financial agent of Hebron Academy, announces that he has been offered \$20,000 for an endowment fund on the condition that a like sum be raised by the friends of the school for the present needs. No time limit is attached to the gift, it being stated that it will be ready when the other \$20,000 has been raised, the name of the donor being withheld for the present. A strong effort will be started at once to raise the money. Hebron is the oldest of the four fitting schools for Colby.

Kent's Hill Seminary and Maine Wesleyan Female College is fortunate in the election to its presidency of Rev. Wilbur F. Berry. He and his charming wife are both graduates of the Seminary, acquainted with its traditions, in full sympathy with its aims and purposes, and they have the full confidence of its constituency. President Berry will bring to his work a wide acquaintance through the State, brought about by his years in the pastorate, and his service as secretary of the Christian Civic League. He has the confidence and respect of that large class of people in the State who believe in civic righteousness, and it will be strange if they do not want their sons and daughters trained under the influence of a man whose splendid work for three years has won their admiration and confidence. His work will appeal to all who believe that the function of a school is not merely academic or professional, but is first, last and always to make honest, high-minded,

Christian citizens. We shall be surprised and disappointed if the school at Kent's Hill does not enter upon an era of great prosperity. In the September number of THE NORMAL we hope to give a sketch of the history of the school and pictures of the buildings.

### CASTINE STATE NORMAL SCHOOL.

The graduating exercises took place on the evening of June 5th, at Emerson Hall.

#### PROGRAMME.

Class Mottoes: Advanced Class—"Step by Step,"  
 Regular Class—"Victory through Labor."  
 Prayer.  
 Violoncello Solo,—Song to the Evening Star, Wagner  
 Mr. Sawyer.  
 Salutatory,—Practical and Liberal Education,  
 Stephen W. Cash, Talmadge.  
 Essay,—Victory through Labor,  
 Esther F. Farnham, Orland.  
 Solo,—Summer, Chaminade  
 Madame Brooks.  
 History, Josie M. Gray, Surry.  
 Solo,—Ava Maria, Gounod  
 Madame Brooks.  
 Obligato, Mr. Sawyer.  
 Essay,—Nineteenth Century Teaching,  
 Sophia H. Coffin, Ashland.  
 Essay,—The Winged Victory of Samothrace,  
 Ethel M. Peabody, Millbridge.  
 Violoncello Solo,—La Veritable Manola, Bourgeois  
 Mr. Sawyer.  
 Valedictory,—Influence of Environment,  
 Beulah M. Sylvester, Castine.  
 Singing the Class Ode.  
 Conferring the Diplomas.  
 Benediction.

#### CLASS ODE.

Dear teachers, friends and schoolmates,  
 We meet to say good-by,  
 As from this field of labor  
 The hour to part draws nigh.  
 Though tasks are sometimes heavy,  
 And failures oft seem near,  
 The prize that's won through learning  
 We ever hold most dear.  
 Our school days now are ended,  
 We're launched on life's great sea;  
 But "Victory through Labor"  
 Our motto still shall be.

Ina Isabelle Coombs.

### GORHAM STATE NORMAL SCHOOL.

From the catalogue we glean the following facts: Whole number of pupils for the year, 172; Number entering, 90; Number graduating, 64.

The attendance distributed by county residence is as follows: Androscoggin, 3; Aroostook, 2; Cumberland, 63; Hancock, 1; Kennebec, 8; Knox, 4; Lincoln, 7; Oxford, 4; Penobscot, 2; Sagadahoc, 2; Waldo, 1; Washington, 22; York, 37; out of the State, 12.

The graduating exercises began on Sunday, June 15, at the Congregational Church, with a "Sermon before the School" by Rev. Dwight F. Faulkner.

#### WEDNESDAY, JUNE 18.

8.15 Opening Exercises.  
 8.30 Recitations and Teaching.  
 A—French.  
 A—Reading.  
 B—Literature.  
 C—Arithmetic.  
 D—Physics.  
 Teaching by Members of the A Class.  
 9.15 A—Literature.  
 B—Psychology.  
 C—Chemistry.  
 D—Music.  
 Teaching.  
 10.00 Gymnastics, short wands.  
 10.10 A—Geography.  
 B—Algebra.  
 C—Reading.  
 D—History.  
 Teaching.  
 10.55 Recess, Gymnastics, Free-standing Exercise.  
 11.15 A—Composition.  
 B—Music.  
 C—Geography.  
 D—Geometry.  
 Teaching.  
 1.45 Gymnastics, long wands.  
 1.55 A—Bird Study.  
 B—Botany.  
 C—Literature.  
 D—Composition.  
 Teaching.  
 2.40 Gymnastics, dumb-bells.  
 2.50 Scenes from American History.  
 3.35 Gymnastics, fancy drill.  
 8.00 Reception by Graduating Class.

#### THURSDAY, JUNE 19TH, AT CONGREGATIONAL CHURCH, 9 A. M.

Singing.  
 Prayer, Rev. J. C. Gregory  
 Singing.  
 Address—Soul Awakening, Rev. W. S. Bovard, Portland  
 Singing.  
 Conferring Diplomas.  
 Singing.  
 Benediction, Rev. D. F. Faulkner

11.45

Alumni Meeting at School Building.

12.30

Alumni Dinner.

The fall term will begin Sept. 9th.

## Pleasantries.

Two eating clubs at Princeton are called appropriately Eta Pi and the Chaucer.—*Exchange*.

Summer Boarder: "I have heard that silk tassels grow on your corn." Farmer: "Yes, miss, regular grosgrain silk it is, too."—*Lowell Citizen*.

Complimentary.—He: "I asked your father's consent by telephone." She: "What was his answer?" He: "He said: 'I don't know who you are, but it's all right.'"

A Dutchman on a witness-stand was asked what ear-marks the pig had that was in dispute. "Vel, dot pig he have no ear-marks except a very short tail," was the reply.—*Green Bag*.

"Alas!" cried the angel of peace. "How can the dream of my life ever be realized, with all Europe against it? And Echo mockingly responded: "You're up against it!"—*Chicago Tribune*.

She: "She comes of a grand old family, I believe." He: "Yes, very! An ancestor of hers was beheaded in the tower during the reign of the fourth Edward." She: "How perfectly lovely!"—*Tit-Bits*.

An old parish clerk was courteously thanking a church dignitary for kindly taking, on emergency, a village service. "A worse preacher would have done us," he said, "if we only knew where to find him!"—*Selected*.

A German, who insisted upon singing one of Ardit's vocal waltzes, in which occurs twice the query, "Is it weal or is it woe?" rendered the line "Ees eet veal or ees eet veau?" much to the amusement of the audience.—*Exchange*.

"George," asked the teacher of a Sunday-school class, "whom, above all others, shall you wish to see when you get to heaven?" With a face brightening up with anticipation, the little fellow shouted, "Gerliah."—*Selected*.

"Next Sunday evening, brethren," announced the minister, "I shall preach a sermon on Mount Ararat." And, after the services were over, Aunt Ann Peebles went forward to say good-by and wish him a pleasant voyage and safe return.—*Chicago Tribune*.

"If one boy can do a piece of work in six days, how long will it take two boys to do it?" Sarah Louise Arnold says every one who understands boys knows that it will take twelve days. The arithmetic deals with ideals, but boys are the real thing.

The *Living Church* makes this quotation from a Connecticut woman's diary, dated 1790: "We had roast pork for dinner, and Dr. S., who carved, held up a rib on his fork, and said, 'Here, ladies, is what mother Eve was made of.' 'Yes,' said Sister Patty, 'and it's from very much the same kind of critter.'"

You have heard the experience the old negro told in meeting: "I prayed night after night for de good Lawd to send me a Thanksgiving turkey, but I prayed in vain. Then at last I prayed de good Lawd to send me where de turkey was, and de berry nex' night de turkey was ready for de oven."—*Selected*.

Johnson: "Do you know young Jones?" O'Kelly: "Yis, sor, I know him." Johnson: "Can a person believe what he says?" Pat: "Faith, an' it's jist this way: when he tells ye the truth, ye can belave every word he says; but, when he lies to yez, ye better have no confidence in him at all."—*Selected*.

Little Tommy Ray quarreled with his sister, and would not kiss and be friends. His aunt said, "Oh, don't you remember what papa read at family prayers this morning, that we were to forgive seventy times seven?" "Yes," replied Tommy, "but I ticklerly noticed it was to your brother, not sister."

The golden text for a certain Sunday-school was, "And the child grew, and waxed strong in spirit. Luke ii, 40. Little Ted's hand went up like a flash when the superintendent asked: "Can any of these bright, smiling little boys or girls repeat the golden text for to-day? Ah! how glad it makes my heart to see so many little hands go up! Teddy, my boy, you may repeat it, and speak good and loud, that all may hear." And they all heard this: "And the child grew, and waxed strong in spirit like 2.40."—*Selected*.

# 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, 1902.

Begins August 26, . . . . . Closes November 20.

## WINTER TERM, 1902-3.

Begins December 9, . . . . . Closes February 26.

## SPRING TERM, 1903.

Begins March 17, . . . . . Closes June 11.

## FALL TERM, 1903.

Begins August 25, . . . . . Closes November 19.