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The Farmington Normal

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Farmington State Normal School

University of Maine at Farmington

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# THE FARMINGTON NORMAL



Vol. 3      &      No. 1

DECEMBER, 1903

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, Civics, School Laws, School Management, Music,  
History and Philosophy of Education.

### Assistants.

WILBERT G. MALLET, A. B.

Chemistry, Physics, Zoology, Geology, Astronomy, Moral Philosophy,  
Solid Geometry, Ethics, Trigonometry and Surveying.

HORTENSE M. MERRILL.

Reading, English Literature, History of the English Language, General  
History, History United States, History of England, French.

ELLA P. MERRILL, B. L.

Physiology, Botany, Geography, English Composition, English Grammar,  
Rhetoric.

KATHARINE E. ABBOTT.

Algebra, Geometry, Drawing, Book-keeping.

HELEN M. MARCH.

Arithmetic, Calisthenics, Elementary Vocal Music.

MARY M. BICKFORD.

Algebra.

LOUISE W. RICHARDS,

Penmanship, Arithmetic.

### Principal of the Training School.

LILLIAN I. LINCOLN.

Psychology and Methods.

### Assistants in the Training Schools.

LOUISE W. RICHARDS,—GRAMMAR GRADE.

EDITH L. STROUT,—INTERMEDIATE GRADE.

SUSAN E. PORTER,—SECOND PRIMARY.

LUCELIA E. CROCKETT,—FIRST PRIMARY.





LILLIAN I. LINCOLN.

# The Farmington Normal.

VOL. III.

FARMINGTON, MAINE, DECEMBER, 1903.

No. 1.

## THE FARMINGTON NORMAL.

FOUR NUMBERS A YEAR.  
(December, February, April and June.)

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State Normal School.

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PRIN. GEORGE C. PURINGTON.

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Printed by The Knowlton & McLeary Co., Farmington.

### EDITORIALS.

FOR various reasons THE NORMAL could not be issued on time again this year. No. 2 will follow this in about a fortnight, No. 3 about the middle of May, and No. 4 the first of July.

THE coming triennial reunion will be one of more than usual interest, marking as it does the completion of forty years of school life. We hope that a large number of the graduates will return to renew the old ties of affection, and live over the days that laid the foundation of their useful lives. An effort is being made to get as many present as possible of those who entered the first term. There were fifty-nine of them, eighteen of whom graduated.

WE present a cut of the new Normal School at Presque Isle loaned us by the courtesy of the Principal, Irving O. Bragg, A. B., of the class of 1893. The number entering for the first term is seventeen. While the school is not as large as many of its friends hoped it would be, we think the number as large as could be reasonably expected. In requirements for admission, in age and teaching experience of the entering class the school is fully up to the standards of the older schools. All but four of the class have taught from 17 to 201 weeks, or an average of 57 weeks for the entire number.

WHEN the change of time for holding the Maine Teachers' Association was made, we were afraid that there would be a large falling off in attendance. We were very agreeably disappointed. We have never been present when there was so large an attendance, and we do not recall so good a programme. William J. Long was an inspiration to all who heard him. His delightful conversational style is exceedingly charming to those who are fortunate enough to get a front seat. In the next number we shall have the programme of the meeting which has been crowded out of this, as well as the programme of the Franklin County Association.

We hope the State Association is entering upon a career of wider usefulness, and that its future presidents will put as much hard work and good sense into its programme as President Mallett did into this. And we further hope that the meetings will be held where hotel accommodations and courtesies will be adequate to the occasion. Those who went to Hallowell were fortunate.



THE complaint of Controller Grout that the New York board of education spends too much money on fancy branches, to the neglect of the more useful and practical ones, has taken this form:

Since little Johnny went to school  
And studied under Maxwell's rule,  
He learned to hem and darn and knit  
And had a pretty sewing kit.

He's learned to paint a yellow rose  
And how to ornament his clothes:  
How to make pretty moonlight scenes  
By splashing ink on little screens.

And Johnny has a little book  
Which tells the dear child how to cook;  
You might not think it, but it's true,  
He graduated in beef stew.

You ought to hear how Johnny sings  
Those lovely, noisy Wagner things.  
He sings all classic music grand,  
Those tuneless things none understand.

When pa comes home from work at night  
He teaches Johnny how to write  
And how to cipher, and to spell,  
But what pa says—I shall not tell.

#### THE GARDEN CITY.

THE Home Gardening Association of Cleveland, Ohio, is doing a great work in teaching children and the citizens of the city in general to love flowers and nature. It is showing how a love for the beautiful may be spread through the cultivation of the desire for gardens.

The association has just held its second annual flower show for the children of the public schools. Prizes were offered to the schools having the best display. Twenty-four schools entered the competition as against eight the previous year. There were thirty other schools which held flower shows but did not compete for the prizes.

Not only were the number of exhibits increased but the quality improved also. They all showed great taste in selection and arrangement. Instead, as was usually the case in the previous year, of displaying simply a bank of flowers, in a large number of cases something more elaborate was attempted. Unique and artistic designs in the shape of flags, harps, or ships were arranged by the children, while in one case a corridor some sixty feet in length, leading up to the flower show, had been decorated with flowers and leaves.

To make the show a success in the schools, there were distributed to the school children of the city last spring, at a penny a package, 135,000 packets of seeds. These seeds went into over 30,000 homes, in Cleveland, and by their agency many yards were made brighter and many a child was given something to do during the summer months. It is safe to say that nowhere in the United States has there been tried any such flower exhibits on such a large scale in the public schools. Moreover the work was not done by a few, but a large proportion of the pupils contributed to the success of the shows.

No sooner was the flower show over and the work of decorating the yards and gardens over for the year than the Gardening Association began to agitate the planting of bulbs during the fall.

Three years ago the association started its bulb crusade by sending to the different public schools 3,000 potted bulbs. In the next year over 7,000 bulbs were distributed and full directions were sent each school as to how the bulbs should be planted. This year the association imported from Holland 35,000 bulbs, and they will be sent to the schools. It is interesting to note that since the association started this work the seed-men in Cleveland have sold four times as many bulbs as before. Thus the yards and windows are made beautiful during the spring. In fact if properly planted one may have a succession of flowers from the time the snow goes until the first of June. Then the same bed may be replanted with annuals, such as asters and the like. Thus the work of the Gardening Association makes toward employing the children throughout the year in their work of beautifying their homes and surroundings.—*The School Journal.*

#### MEMORY GEMS.

To-day is a king in disguise.

*Emerson.*

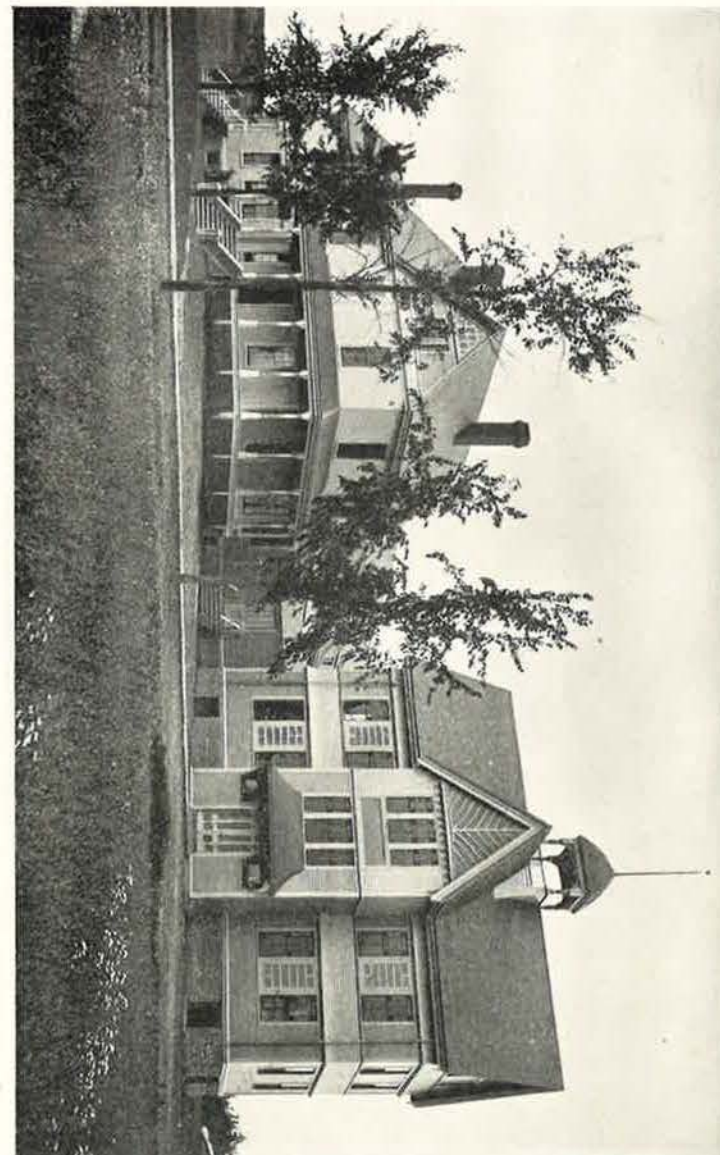
Be true to your work, your word, and your friend.

*John Boyle O'Reilly.*

The latest gospel in the world is, "Man, know thy work and do it."

*Carlyle.*

AROOSTOOK NORMAL SCHOOL, PRESQUE ISLE, ME.





## MARK HANNA'S FIRST CAMPAIGN.

THERE are teachers and teachers, or, rather, there are teachers and drill masters. Under the drill master, plodding mediocrity, with a good verbal memory, wins all the honors; originality of thought is an offense; independence of character and force of personality, an insult, and genius itself a thing to be regarded with suspicion.

In the Prospect street school in Cleveland, in 1851, there was a principal of the pronounced drill master type. "Mind what I have to say and learn it as the book gives it," was the ultimatum—his ideal of the proper method to train character and mind.

But one day there came into the Prospect street school a very young man, "lithe and tall and slender," black-haired and gray-eyed, with a face at once strong and sympathetic. This was Emerson E. White, since one of the most famous teachers of the country, but then at the outset of his career. The Prospect street school was to be divided, and Mr. White was to take charge of the new school on Clinton street as soon as its building should be finished.

Mr. X. courteously invited Mr. White to take charge of the class then in recitation—a class in the ever-memorable Colburn's "Mental Arithmetic."

"The pupils have their numbers; read a problem and call on some number for the solution," he said.

Mr. White took the book, read out a problem, and called on No. 8 to solve it.

"Oh," said Mr. X. in disgust, "don't call on her; she never can do anything."

Mr. White glanced along the line, and at once identified No. 8—the sensitive, shrinking face dropping in an agony of shame and misery. He grasped the situation at once. "I will read it again," he said, gently, "so that you may be sure you understand it." He read it slowly, and clearly, then walked down the line of pupils and stood by No. 8, so that he was between her and Mr. X., the sight of whom, he perceived, filled her with confusion and terror.

"Now you can do it," he said, reassuringly; and to her own delighted astonishment little No. 8, who had never had the courage to speak an audible word to Mr. X., spoke up distinctly and went through the solution without a hitch.

"The child came home from school that day perfectly transfigured," said her mother. "I could not believe my eyes when I looked at her."

Presently the Clinton street building was finished, and Mr. White came into the Prospect street school, and read out the names of the pupils who, by the division of the district, were assigned to him. Happy No. 8 was among them, and several other girls who have since become distinguished women, while the boys included Marcus Hanna, also Sylvester Everett, Albert Tuttle, two distinguished citizens of Cleveland, and, in the lower class, John D. Rockefeller and A. L. Bartholomew of Iowa.

One would suppose even a drill master might have discerned some signs of ability in that collection of young people; but Mr. X., perhaps vexed by their evident pleasure, made the ungracious remark, as he surveyed the line of pupils:

"I don't begrudge you the lot; there isn't a scholar among them."

To the utter amazement and the consternation of the school, timid, silent No. 8 turned in a blaze of indignation and cried:

"How dare you say such a thing? We will be twenty per cent. ahead of your school in two years! Mark it!" and walked out of the door.

The gauntlet had been fairly thrown at Mr. X.'s feet, and the Clinton street school were determined to make good the challenge or perish in the attempt. Perhaps they would have succeeded in any case; but, considering the material of which most boys and girls are made, it is very doubtful whether their indignation would have held them to the mark for two years of strenuous work if the born leader and organizer had not been on the spot.

Marcus Hanna did not content himself with learning his own lessons. It was no individual triumph but a class victory that was needed, and that could only be won by concerted effort. For six months, by his arrangement and under his leadership, the class met out of school hours to drill each other in their lessons and strengthen the defenses. Emerson White did all that any teacher could to help and direct, but it was Marcus Hanna that kept the class all at work. There was a prize for drawing. Marcus agreed with a certain number of the class to go out



early in the morning and sketch from nature. As surely as morning came there was Marcus under their several successive windows, throwing pebbles at the panes to awaken them. In short, he organized victory in 1853 as he organized it on a larger field in 1896. No. 8's "Mark it!" was caught up as a sort of class word, and it was partly owing to the frequency and emphasis of Marcus's use of the phrase that his own name was shortened to the abbreviated form it has ever since retained.

The class won of course. They beat the old school by the stipulated per cent., and Mark Hanna himself took the prize for map drawing.

As for the flaxen-haired John D. Rockefeller, in the lower class, his lessons were no trouble; he could learn them in ten minutes, and had abundant leisure and super-abundant energy and enterprise to devise mischief. Emerson White frequently requested his kind assistance to put work on the blackboard, and so forth; but all the resources of pedagogical ingenuity were taxed in vain to find enough extra work to keep John D. Rockefeller out of mischief. In this dilemma Mr. White said confidentially to some of the girls: "We must all do our best to find things to keep John busy. Now when I send him to help one of you girls with your work, you must always need help. Thereafter, when other employment failed, John Rockefeller was usually occupied in helping some of the girls to solve their problems or draw their maps—to the great advantage of the peace and prosperity of the school. Now, Emerson White, after a long and honored life, thirty years superintendent of the Cincinnati schools, organizer and president of the National Educational association, etc., etc., is spending his declining years in a beautiful home in Columbus, O., the gift of John D. Rockefeller, in grateful recognition of the teacher who knew how to manage a mischievous boy.

(Mr. White died in 1902.—Editor.)—*The Independent.*

#### THE OLD SCHOOL BELL.

Reunion, Aug., 1903.

Ring out a merry peal to-night  
From out the dear old bell,  
And let the iron clapper tell  
Our hearts' deep joy and dear delight,  
Oh, let it gladly ring to-night,  
Ring, ring, ting-a-ling,  
Ring! ring! ring!

Who can forget its urgent call,  
The wings it gave to loitering feet  
Along the pleasant shady street,  
The message that it sent to all,  
"Make haste, oh haste, whate'er befall?"  
Ring, ring, ting-a-ling,  
Ring! ring! ring!

It rang at morn and noon its peal,  
Regardless of our tasks unlearned,  
Our vain excuses all were spurned,  
And soon our stammering tongues reveal  
What we had hoped we might conceal.  
Ring, ring, ting-a-ling,  
Ring! ring! ring!

Its echoes from each wooded hill  
Were voices from the outer world  
That seemed to call us where, unfurled,  
Bright banners with brave music thrill,  
And youthful hearts with ardor fill.  
Ring, ring, ting-a-ling,  
Ring! ring! ring!

And now in life when duty calls,  
And we reluctant hesitate,  
Or, weaker still, procrastinate,  
The dear old bell as sternly calls  
And echoes loud through memory's halls,  
"Make haste, make haste, ere 't is too late!"  
Ring, ring, ting-a-ling,  
Ring! ring! ring!

*Normal.*

#### GLIMPSES IN PARKLAND.

"To him who in the love of Nature holds  
Communion with her visible forms, she speaks  
A various language; for his gayer hours,  
She has a voice of gladness and a smile,  
And eloquence of beauty, and she glides  
Into his darker musings, with a mild  
And healing sympathy that steals away  
Their sharpness ere he is aware."

COME away from the confines of civilization, the busy marts, the crowded cities, to where Nature holds her spell over one in the rushing geyser, the foaming cataract, the snow-capped peak, the charming valley and the beautiful hot spring. Come where Nature is wild and free, where her banners are yet unstained, her powers still unharnessed, and where her many wonders strive to outdo each other in their attempts to entertain and instruct you.

The Yellowstone National Park has very appropriately been termed "Wonderland." No area of the same size in the whole world contains in such variety so many of Nature's marvelous displays. Go through the entire Park, and at each stopping place you will find a new list of wonders, unique and fascinating.

The Park is nearly three times the size of the

State of Rhode Island. It has an average elevation above the sea of between 7,000 and 8,000 feet, and the mountains which are in and about it reach elevations from 11,000 to 14,000 feet. It has been under the control of the National Government for over thirty years, and every effort is made to preserve its natural beauties.

As you leave the train at Gardiner City at the boundary of the Park for the five-mile coach ride to Mammoth Hot Springs you will not fail to be impressed with the magnificent scenery which surrounds you, and as you climb up the two thousand feet elevation in this short ride, tired as you are after your long journey by train, you will be thrilled as you gaze about you. Beside the well-made road, which makes the ascent by easy grades, flows the Gardiner river, a merry, roystering stream, clear and sparkling. It rushes along in beautiful rapids, now crowding in close to overhanging cliffs whose towering walls rise heavenward two thousand feet. Far above you, on an inaccessible turret of rock, is the home of our national bird, stationed here, sentry-like, guarding the entrance to this Parkland. Time enters not into your musings, and you are surprised when a sudden curve of the road reveals to you the Mammoth Hot Springs formation, pushing out from the neighboring mountain so white and spectral that you are reminded of a monstrous glacier.

Standing on the broad veranda of the Mammoth Hot Springs Hotel, make an inventory of what you see as you glance about you. In front of you, across a plaza of green, stand the buildings of Fort Yellowstone where are quartered the soldiers whose duties are so important to the preservation of the Park. Away beyond, across the valley of the Gardiner river, rises Mount Everts, whose furrowed sides tell a wonderful story of erosion. A few miles to the south rises Bunsen Peak, while nearer, the slopes of Terrace Mountain end in a series of terraces which are dazzling in the midday sun. Put on your smoked glasses and make a detour of the springs. Liberty Cap, the cone of an extinct geyser, stands near the base of the formation, a sheeted ghost fifty-two feet high. Within this curiously shaped figure is a tube which extends downward to an unknown depth and which pulsed ages ago with all the vigor and beauty of some of the noted geysers of the

present; but to-day it stands spectral—a monument of the past. Cleopatra Terrace is nearby. Sit down close to it, and study its exquisite coloring, its charming architecture, its steam-clouded waters; watch how the water steals noiselessly over the rim and down the sides of the terrace, depositing day by day a thin layer of calcium carbonate. Such delicate tracery, such delightful tinting, such soft murmuring of waters, such a beautiful background of dark green trees entrance you and hold you enraptured. Except for the glare from the formation and the omnipresent mosquito, you might be content to sit here for the afternoon, but you arise and visit Minerva, Pulpit, Angel and Jupiter terraces. Each has beauties all its own, but Jupiter is celebrated as being the largest of the group, extending along the end of the formation a distance of over two thousand feet. Its two circular craters, each one hundred feet in diameter, are marvels of color, being a beautiful blue changing to green near their centers, which are in constant ebullition. Stand here and see if you can fathom the mystery of these seething caldrons!

Much of the beauty of the coloring on these terraces is due to algæ which flourish in the hot water. When the water abandons its terrace to start a new one nearby, the algæ die and soon fade, and in process of time the terrace, which has been admired by thousands of tourists, loses its color, bleaches to alabastrian whiteness, decays, and is trodden underfoot. Thus through countless ages has Terrace Mountain been built from the calcareous deposits of hot water.

The ride from Mammoth Hot Springs takes you up one thousand feet in altitude in the first three miles, through Silver Gate, the Hoodoos, and Golden Gate Canon. On your left Bunsen Peak rises in all its grandeur, while the sides of Terrace Mountain crowd in so closely on your right that the road itself is a concrete viaduct built up from the bottom of the ravine at a cost of several thousand dollars. Near the head of this gorge are Rustic Falls, a cascade of beautiful silver, shimmering over an incline sixty feet high. These rugged precipitous walls, which almost forbid the construction of a highway, soon give place to a pleasant surprise—a broad plateau called Swan Lake Basin.



Look toward the west, across this level stretch of land, and see the snow-capped Gallatins—Quadrant Peak, Mt. Holmes, and Bell Peak, while eight miles to the north Electric Peak towers imposingly 11,125 feet above sea-level. Oh, these eternal mountains, standing like hoary sentinels guarding the beauties of valley and plain, wholly unconscious of their own grandeur! How picturesque are their white crests against the blue dome of heaven!

Continuing your journey, you soon come to Obsidian Cliff, that wonderful escarpment of volcanic glass standing conspicuously near the road. The road at its base is the only highway in the world built of natural glass. Immense fires were built along the base of this cliff, and cold water was then dashed upon the heated mass, cleaving it asunder and making the construction of the road possible, as Beaver Lake formerly reached the mountain itself. Obsidian is a mineral jet black and nearly opaque and is here prettily arranged in pentagonal columns two hundred fifty feet in height.

You are now nearing Norris Geyser Basin, and your first impression may be that you are entering a small manufacturing town. Steam rises here and there, noises and rumblings reach your ears and unpleasant odors force themselves to your olfactory nerves. Undaunted by these, you put on your colored glasses—for here nearly everything is white, even the trees are ghost-like—and start down across the formation. The heat from underground soon pierces the soles of your shoes, and the seeming shallowness of the earth's crust excites an unnecessary cautiousness and you are glad to get upon the plank walk. Here you are beside Constant Geyser or Minute Man as it is usually called. You will not have to wait long to see it erupt. As this throws its contents forty feet above you in a fan-shaped mass, you will exclaim in superlatives, but you will soon leave it, fascinating as it is, to examine The Black Growler, whose awful rumblings can be heard for miles. This is simply an immense steam vent, and as you peer into its black gullet you wonder if Satan himself has not opened the safety-valve of the main boilers to give poor mortals an inkling of what he is doing in Hades. Such a terrific roar drowns all attempts at conversation, and you may discuss your beliefs regarding the future while you are watching

"The Devil's Inkstand" overflow nearby. The geysers in this basin are much smaller than those of other geyser areas in the Park, and are interesting chiefly because they are the first to be seen in making the tour.

Lower Geyser Basin is reached after a four-hours' ride through Gibbon Canon, justly celebrated for the grandeur of form and beauty of color of its precipitous sides. Here Fountain Geyser is the chief attraction. Its eruptions are quite regular and can be timed with some degree of accuracy. The crater is thirty feet in diameter, and is nearly filled with hot water. Standing on the geyserite rim, with an air of childlike expectancy you await the beginning of the play. The water rises perceptibly in the crater and sends up tiny spurts away in one corner. Be patient, you cannot hurry Nature. The spurts rise higher and higher, and now bursts out a shower of diamonds, sparkling in the sunlight, over fifty feet high and nearly as broad. A fountain indeed! but were you ever so entranced by a fountain? In twenty minutes it has ceased to play, the curtain falls, and you travel one hundred yards toward the eastern woods to The Mammoth Paint Pots. Approach near and watch, with a fascination hard to explain, the ebullition of the fine vari-tinted mass of silicious clay as it hoarsely whispers "plop-plop" in a caldron sixty feet long and forty feet broad. See how large the bubbles are before they burst, and observe that the breaking of some of them reminds you of the opening of a tea rose or a calla lily.

Nearly three miles from Lower Geyser Basin you alight from the coach to hastily view Midway Geyser Basin. "Hell's Half Acre" claims a share of your attention, and you wonder at the enormous force which disrupted the crust of the earth at this point. Stand by the edge and wait for the zephyrs to waft aside the heavy cloud of steam which overhangs this vast crater. If the breeze favors you, you will see twenty or thirty feet below an intensely agitated sheet of hot water of a deep-blue tint. Not until 1881 was this discovered to be a geyser of immense force, the mightiest in the world. To witness this water demon hurl its contents skyward in awful majesty is worth going thousands of miles; but few have enjoyed the privilege, as "Excelsior" has not erupted since 1888.

Turquoise Spring and Prismatic Lake, both appropriately named for their exquisite coloring, are very near this geyser and are always much admired. An hour's ride and you have arrived at geyser's playground, the Upper Geyser Basin. This basin contains four square miles, and is the largest geyser area in the Park. It is a valley, surrounded by evergreen mountains, and contains over four hundred hot springs and twenty-six geysers, the grandest and mightiest known to man.

The coach leaves you at "Old Faithful" lunch station, where you are most cordially greeted by the garrulous Larry. Lawrence Matthews, proprietor of the hotel and station, possesses so much genuine Irish wit you will be sure to remember him. On one occasion when Larry's sleeping accommodations were all engaged, another party tried to persuade him to shelter them for the night. Said Larry, "I tell ye we be all full wid three in a bed; if I take ye, I shall have to put four in a bed or turn the mattresses over and put two on the ither side."

Old Faithful, that most-loved geyser in the whole world, is only a few rods distant, and you can witness its enticing display from the piazza, as it throws its graceful spray one hundred and eighty feet into the air. In sixty-five minutes, you can see it again and then you will not be satisfied. You will be willing to sit out near its arena despite mosquitoes and watch it in the moonlight. Year in, year out, every sixty-five minutes perhaps for centuries, Old Faithful has played regardless of weather, season or audience. It never disappoints; others may be fickle, capricious, and irregular, but Old Faithful is as regular as a clock. It belches forth an enormous quantity of water at each eruption, estimated at 33,000,000 gallons a day, a sufficient supply for a large city.

As you roam about over this formation you will probably be reminded of Dante's Inferno. The air is impregnated with sulphurous vapors, the earth trembles, subterranean rumblings are distinctly heard, vegetation is nearly extinct, and the whole valley has a sepulchral hue and a shroud-like veiling of steam.

The geysers have built up around their craters curious formations, and many are named from their shapes: Castle, Bee-Hive, Sponge, Grotto, and Turban. Each has peculiarities that allure

you on, and you will be fatigued when all of them have been visited.

There are many quiet pools near these geysers whose pellucid waters are set in beautiful urns of unknown depths. Several days may be profitably spent in this enchanted region. If you enjoy angling, try your luck in the Firehole river, which cuts the valley in two. If you are a camera fiend, you will secure several pictures of Bruin, who comes every afternoon to feed on the waste from the kitchen, and who willingly poses for his picture.

Leaving here, the road leads up grade over the Continental Divide, 8350 feet in altitude. As you stop to rest, you will realize that these waters on your right will finally be lost in the far-away Gulf of Mexico, while those on the left, after many devious windings, find a home in the mighty Pacific.

Pass along down Corkscrew Hill. The coniferous trees make a charming display on many a wooded hillside. Suddenly there burst upon your vision through an opening in the trees the emerald waters of the highest large lake in North America, a burnished sheet set in the mountain fastnesses.

Yellowstone Lake is truly a scene of transcendent beauty: the crystal clearness of its waters, the gems of islands, the ruggedness of its shore-line, the forest-crowned hills which combine with snow-clad peaks to bound the vision—all form a picture which memory will retain. Ponder the ages during which these wavelets danced and sparkled in primeval solitude. These waters were never rippled by the canoe of the dark-skinned Indian, for superstition awed him from remaining in such localities; but the enterprise of some Yankee has provided a modern steel steamer in which the tourist may take the highest boat ride available in North America. The boat lands you at the outlet of the lake, where the very best trout-fishing in the world may be enjoyed. You will prolong your stay here, if possible, anxious as you are to see Grand Canon, that culmination of Nature's handiwork.

Put on your wraps and go down by the side of the lake and tell me your impressions as twilight steals away the day and gives it to the silvery moonlight which comes tripping lightly over the waters. Far to the southwest Mt.



Sheridan presses its bold outlines against the vault of heaven; southward the Rockies vie with one another to attract your admiration, while the Sleeping Giant, that masterfully sculptured upturned face is peacefully reposing in the south-east. Imagine the condition of Nature here when the Frost King seizes these inoffensive waters and lays the finger of silence upon their whispering waves! What mighty blasts Old Boreas delivers here 7788 feet above sea-level across a stretch of ice twenty miles long!

The ride from here to Grand Canon follows the Yellowstone river a distance of seventeen miles. The objects of interest en route are the Mud Volcano, whose gurgling crater is filled with a turbulent mass of lead-colored mud; Hayden Valley, famous as a game preserve, and Sulphur Mountain, which emits fumes of brimstone strong enough to make the horses cough as you drive by. You will forget the fatigue of the journey when you realize that around the bend in the road just ahead of you a glimpse of Grand Canon can be seen. The river which has been flowing so placidly suddenly changes to a turbulent stream rushing over a succession of cascades and tearing madly around huge rocks which lie in mid-stream.

Soon the muffled roar of the Upper Falls reaches you and you creep down to a jutting point of rock which gives a good view of the boiling waters as they drop over the one hundred forty-foot precipice. This cataract is pretty, but your mind is bent on seeing the masterpiece of Nature, and you climb up to the road and walk down the trail leading to the brink of the Lower Falls. How is it possible to give you any conception of what is in store for you? You will soon see that which must be seen to be fully comprehended. Make sure of your footing and cling to the railing as you peer into the awful chasm where plunges at one sheer leap the entire volume of Yellowstone River three hundred sixty feet.

The water is compressed from two hundred feet above the falls to seventy-four feet as it takes its awful pitch over a perfectly level shelf of rock. The view possesses a majesty all its own. No waterfall can surpass this in beauty. Niagara is more vast, Yosemite much higher, but they lack the marvelous setting. The canon distracts your vision: the magnificent

coloring electrifies you, the colossal sculpturing inspires you, the appalling depths impress you with a sense of danger, and the sublimity of it all causes you to exclaim, "What hath God wrought!"

Look at the Falls again, as this is the nearest approach; see how the waters seem to hesitate on the brink before they leap with a defiant roar of anger in one enormous flood of dazzling foam into the yawning gorge. Once more follow the river as it courses madly through the canon whose multi-colored walls rise from twelve hundred to fifteen hundred feet. This ribbon of alabaster and emerald is lost as it flows around a bend in the gorge one-half mile below.

Retrace your steps to the highway, go down beside the canon, walk out on one of the many projections called Point Lookout, where you can best comprehend the extent of the canon, the massiveness of its sculpturing, the opulence of its coloring, and the magnificence of the cataract now several hundred feet below where you are standing. Red Rock, that towering pinnacle, red as if drenched in ox-blood, is beneath you. See those lofty minarets hundreds of feet in height dyed in yellow, orange and brown; look at that extensive carpet of beautiful green moss unrolled down by the river, notice the nests of eagles built on the summits of rugged turrets, listen for the roar of the river as it tears along far, far below you, so far indeed that not the faintest sound reaches you. Across the river, white rocks stand spectral, indeed, what shade is lacking? None but the blue and that over-canopies you. The scene bewilders, yet the colors blend in perfect harmony; the immensity of the chasm is overpowering.

In those castellated rocks you see castles grander and more sublime than those of the Rhine; spires twice as high as those of European cathedrals; shrines in one great mass of variegated color; amphitheatres rivaling the Coliseum; battlements perfectly inaccessible—all hundreds of feet below you.

Three miles down the canon you reach Inspiration Point, which by many is considered the best point of view. As you gaze into the gorge fifteen hundred feet below you, that feathery white band separating the giant walls of the canon is the river, those numerous puffs of

steam locate hot springs still at work, and those million furrows show how the rain has done its work during eons of time in sculpturing the volcanic rock into such colossal forms. Looking down stream the form and sculpturing of the canon is especially charming, but the absence of brilliant coloring shows this to be the older part of the gorge.

Can we leave this enchanted region without thinking of the forces which have combined to present to the world such a wonderful masterpiece? Visit some projecting cliff in the solemn stillness of night, when the awful gloom fairly burdens you, and listen to the voices which come from the gentle breeze, the chilly atmosphere and the mighty cataract.

The wind and dash of rain and sleet have wrought havoc with the delicate substance of this volcanic soil: frosts and hot springs have helped like a sculptor's chisel, while the rushing river has toiled ceaselessly for ages in carving the yawning chasm. Looking backward, it seems as if Eternity itself had worked on this stupendous task, and the forward look sees the limestone shelf of rock, over which the river leaps so majestically, worn away and the Falls gradually working their way backward to drain Yellowstone Lake and take away much of the charm of this wonderland.

*Austin W. Greene, '90.*

### A STUDY OF THE INDIANS.

IN connection with the language work of the third and fourth grades in the Model School, use has been made of a series of story lessons on races of people peculiarly interesting to children. The study of the Indian which is here given, has been specially enjoyed by the classes and may be found useful by other teachers who work with lower grades.

The reference work given is from books which happened to be at hand. Material might equally well be taken from United States histories and from any others of the many books that deal with the Indian. A list of the books here referred to is given below with publishers. Those marked with a star are most helpful.

\*Docas, the Indian Boy, Snedden. D. C. Heath.

\*American Indians, Starr. D. C. Heath.

\*Historical Reader, Burton. The Morse Co.

\*Indians and Pioneers, Hazard. Morse Co.  
Stories of Pioneer Life, Bass. D. C. Heath.  
Around the World, Vol. I, Carroll. The Morse Co.

Around the World, Vol. II, Carroll. The Morse Co.

Child Life, Third Reader, Blaisdell. Macmillan Co.

History Reader, Wilson. Macmillan Co.

Normal Fourth Reader, Todd & Powell. Silver, Burdett.

Normal Third Reader, Todd & Powell. Silver, Burdett.

Hiawatha, the Indian, Boomer. Ed. Pub. Co.

Lights to Literature, Bk. I, (a First Reader). Rand, McNally & Co.

Big People and Little People of Other Lands. Am. Book Co.

The teacher is supposed to read the references given and make the results into a story to bring out the points suggested under the lesson topics. Though the lesson is to be given as a story told by the teacher, yet in all cases where the children know the facts or can draw them from what has been already told, they should be allowed to do so.

The reproduction should not be by question and answer, but in the form of a narrative. When a child hesitates in the reproduction he may be questioned, and points omitted may be brought out by questions. The answer should not be in single words, but in sentences or at least in phrases. All mistakes in language should be corrected. As far as possible the story lesson should be made a means of training the child to clear and connected expression in good English.

The object of this study outside of training in English is to acquaint the child in an easy and interesting way with the Indian, his appearance, mode of life, occupations, habits, beliefs, superstitions and all his typical characteristics.

It is to be kept in the form of a simple story that is to center round the recital, in the family circle—to the children, by the father—of the adventures he had when as a boy he lived among the Indians. Part of it may be his own experiences, part the things he heard about. In this way the customs of various groups of



Indians may be brought in naturally in those cases where they differ much from each other.

The references given for a lesson should all be looked over when accessible, and the outlines of all the lessons kept sufficiently in mind so that one may not encroach upon the field of the others, and yet all points may be covered and reviewed. There is no reason why a story should not contain some points already given.

Pictures should be used abundantly. They may be used many times to bring out the different points. They should be employed to show the features the teacher wishes to impress in the particular lesson, without regard to the fact that they may have been used previously to illustrate other things.

All other material obtainable should also be brought in, such as arrow-heads, baskets, bead work. The children are often able to furnish many interesting things.

The teacher should aim to make these Indians real to the class. The story should be kept very simple. Care should be taken to select matter pleasing to children and to arrange it in a pleasing way. The horrible should be omitted.

The topics are not exhaustive. The teacher is expected to teach what she considers important under the main topic.

It is specially helpful to have the class draw characteristics from incidents. The Indian—skilled in woodcraft, brave, capable of great endurance, cunning, treacherous, sullen, cruel.

The work should be accompanied by the coloring for busy work of hektographed copies of many interesting Indian things, such as the canoe, bow and arrow, tomahawk, mortar, cradle, deer, tent, the Indian baby, boy, girl, squaw, warrior. Much may be done in cutting from paper. Simple utensils such as the Indian used and had to make for himself may be constructed.

#### THE INDIAN.—LESSON I.

James Stuart, about ten years old, lived with his parents in a clearing in the forest. One day he started out to pick berries, wandered some distance from home, followed a rabbit, etc. Finally he found himself lost. He spent several days and nights in the forest, lived on berries, followed the course of a stream, coming out at last at an Indian encampment. The In-

dians received him kindly. He was adopted into one of the families, learned the language, lived their life for about five years. Then his parents and home were discovered. He grew to manhood, married, and the following stories were told by him to his children.

#### LESSON II.

This is to describe the different homes, and is to include the winter and summer homes of the family, the village, a moving, with a full description of the wigwam.

Descriptions of other modes of living among Indians may be given by the father telling what he heard the Indians tell of homes among other Indian tribes, such as caves, adobe houses, log houses, houses of Alaskan Indians. He may himself have seen some of these other dwellings.

#### FACTS TO BE TAUGHT THROUGH LESSON II.

- The Indian.
- Winter home.
- Summer home.
- Moving.
- The Wigwam.
- Material.
- Decoration of cover.
- Decoration of inside.
- Care of.
- Beds.
- The house.
- Material.
- Stone.
- Adobe.
- Bark, etc.

#### LESSON II.—REFERENCES.

- Child Life, Vol. 3, P. 44, 47.
- Lights to Literature, Bk. I, P. 64 (and pict.) 66.
- Around the World, Vol I, P. 42-44, 49.
- Docas, the Indian Boy, P. 3 (pict.), 4, 5.
- Wilson's Hist. Reader, P. 8.
- Burton's Hist. Reader, P. 9, 11.
- Starr's Am. Indians, P. 7-14.
- Stories of Pioneer Life, P. 4, 5.
- Indians and Pioneers, P. 64-67.
- Normal Fourth Reader, P. 250-253, 256.
- Normal Third Reader, P. 217-220.
- Big and Little People of Other Lands, P. 103-106.
- St. Nicholas, July, 1903.

#### LESSON III.

The family into which he was adopted—appearance, what things in general the father did, the mother, the young man, the little boys, the girls.

At the time of James's arrival there was a baby in the family. Describe his appearance, dress, cradle, etc. Since James staid five years he of course saw this baby grow into quite a little boy, and the description is to go on to include his life as a little fellow.

Emphasize mode of living, occupations, traits, both natural and cultivated.

#### FACTS TO BE TAUGHT THROUGH LESSON III.

- The Indian.
- Appearance.
- Occupations of men.
- Occupations of women.
- Occupations of children.
- The baby.
- Appearance.
- Dress.
- Cradle.
- Ornamentation.
- Name.
- Care.
- Playthings.
- Mischief.
- To show treatment and utensils.

#### LESSON III.—REFERENCES.

- Child Life, Vol. III, P. 45, 47, 48.
- Lights to Literature, Bk. I, P. 66, 74, 75.
- Around the World, Vol. I, P. 42, 47, 51, 53, 62, 64.
- Docas, the Indian Boy, P. 17, 20.
- Wilson's Hist. Reader, P. 6-9.
- Burton's Hist. Read., P. 8-11, 13, 14, 16, 17.
- Starr's Am. Indians, P. 22-27.
- Stories of Pioneer Life, P. 2-7.
- Indians and Pioneers, P. 58, 62, 69-71, 73-75, 85-87.
- Normal Fourth Reader, P. 257, 259.
- Normal Third Reader, P. 217-220.
- Big and Little People, P. 105-107, 109.
- St. Nicholas, July, 1903.

#### LESSON IV.

When James became a member of the family his dress had to be changed to suit the Indian

fashion. He wore the suit of one of the Indian boys while skins were prepared. He watched their preparation with the other children, helped get the material for sewing. They got some basket material at the same time.

This lesson should also give descriptions of the dress of different members of the family at different seasons.

#### FACTS TO BE TAUGHT THROUGH LESSON IV.

- The Indian.
- Dress.
- Material.
- Preparation of skins.
- Sewing.
- Tools.
- Blankets.
- Baskets.

#### LESSON IV.—REFERENCES.

- Around the World, Vol. I, P. 42, 44, 49, 51, 53, 57, 58.
- Docas, P. 4, 17-22, 24.
- Wilson's Hist. Reader, P. 6, 7.
- Burton's Hist. Reader, P. 13, 16, 23-25.
- Starr's Am. Indians, P. 14-21.
- Indians and Pioneers, P. 58-60, 62, 86.
- Normal Fourth Reader, P. 257, 258.
- Big and Little People, P. 107.

#### LESSON V.

This is to be on fire and food. It is to include the description of the various things eaten, by whom obtained, by whom prepared. In connection with this the rude agricultural work of the Indians may be presented, the cornfields, the implements, etc. The camp fire should also be taken up. Mention may be made of the chief foods—fish and game and their manner of preparation, but notice that hunting and fishing are treated later.

#### FACTS TO BE TAUGHT THROUGH LESSON V.

- The Indian.
- Food.
- Kinds.
- Preparation.
- Fire.
- Dishes.
- Cornfields.
- Implements for farming.
- Fish.
- Game.



## LESSON V.—REFERENCES.

Child Life, Vol. III, P. 44, 45, 47, 48.  
Around the World, Vol. I, P. 46-48, 62, 63,

65.

Docas, P. 3-6, 10-16, 20, 21, 32.  
Wilson's Hist. Reader, P. 8, 9.  
Burton's Hist. Reader, P. 10, 11, 13, 21.  
Starr's Am. Indians, P. 53-59.  
Stories of Pioneer Life, P. 6, 7.  
Indians and Pioneers, P. 78-81, 86, 87.  
Normal Fourth Reader, P. 252, 253.  
Big and Little People, P. 105, 106.

## LESSON VI.

This is to treat of fishing. It may be done by describing various fishing expeditions that the Indians engaged in, their preparations, with a full account of the fishing itself.

## FACTS TO BE TAUGHT THROUGH LESSON VI.

The Indian.

Fishing.

Building canoe.

Birch bark.

Log.

Modes of fishing.

Fish pens.

Implements.

## LESSON VI.—REFERENCES.

Child Life, Vol. III, P. 47.  
Lights to Literature, Bk. I, P. 73-75.  
Around the World, Vol. I, P. 48, 53-55, 60, 61, 66, 67.  
Docas, P. 7-10.  
Wilson's Hist. Reader, P. 23, 24.  
Burton's Hist. Reader, P. 22, 34-47.  
Starr's Am. Indians, P. 50-53.  
Indians and Pioneers, P. 75-78.

## LESSON VII.

Make the children get as much in touch as possible with Indian hunting, the alertness, swiftness, slyness of the Indian in the woods.

A great deal should be made of his skill with the bow and arrow. The moccasin and snow-shoe should be shown to be an excellent equipment for the work. Touch a little on the wild animals of the forest.

## FACTS TO BE TAUGHT THROUGH LESSON VII.

The Indian.

Hunting.

Implements.

Training.

Manner of going through woods.

The game.

Deer.

Buffalo, etc.

## LESSON VII.—REFERENCES.

Child Life, Vol. III, P. 47.  
Around the World, Bk. I, P. 49-53, 57, 58.  
Docas, P. 44, 45.  
Burton's Hist. Reader, P. 22, 34-36, 39, 40, 42-44, 46, 47.  
Starr's Am. Indians, P. 46-50.  
Stories of Pioneer Life, P. 3, 4, 10-12.  
Indians and Pioneers, P. 77, 78, 86.  
Normal Fourth Reader, P. 254.  
Normal Third Reader, P. 218, 219.

## LESSON VIII.

Describe as many games as possible and lead the children to see that these games gave training in the qualities most useful to the Indian and which he particularly desired to possess. He became agile, skilful in diving, swimming, shooting, racing, snow-shoeing, trapping, riding.

## FACTS TO BE TAUGHT THROUGH LESSON VIII.

The Indian.

Learning to ride.

Learning to shoot.

Racing.

Diving and swimming.

Mock fights.

Playing animal killing.

Snow-shoeing.

Setting traps.

"Teekel."

Ball.

Hockey.

La crosse.

Plum stones.

Sugar festival.

Other games as found.

## LESSON VIII.—REFERENCES.

Child Life, Vol. III, P. 48.  
Around the World, Vol. I, P. 50, 56.  
Docas, P. 36-39.  
Wilson's Hist. Reader, P. 6.  
Burton's Hist. Reader, P. 13, 14, 16.  
Starr's Am. Indians, P. 28-30.  
Indians and Pioneers, P. 73, 75, 80-83.  
Normal Third Reader, P. 219.  
Big and Little People, P. 108, 109.

## LESSON IX.

This is to show the dances and sports of men, for amusement only—not to include the war or religious dances. Try to make the children enter into the spirit and see why the Indian enjoyed them.

## FACTS TO BE TAUGHT THROUGH LESSON IX.

The Indian.

Games for older men.

Moccasin.

Ball.

Acorn dance.

Invitation.

The dance.

Fall hunt.

## LESSON IX.—REFERENCES.

Docas, P. 30-32, 34-36.  
Burton's Hist. Reader, P. 46-50.  
Starr's Am. Indians, P. 28-30, 85-87.

## LESSON X.

This treats of the superstitious beliefs of the Indians, their absolute confidence in power of the medicine men, the charms, etc., employed.

The "Feast of the Eagles" should be told to make these notions more clear to the class.

Much of the reference work for this lesson is over the heads of children. The material should be selected with care, the horrible discarded, the work carefully adapted to the class. It should be kept in mind that the aim is to have the children understand Indian life and characteristics.

## FACTS TO BE TAUGHT THROUGH LESSON X.

The Indian.

His beliefs and superstitions.

Use of charms and ceremonies.

Medicine men.

## LESSON X.—REFERENCES.

Docas, P. 27-29.  
Burton's Hist. Reader, P. 115-117.  
Indians and Pioneers, P. 87, 88.  
Starr's Am. Indians, P. 80-85, 88-98, 156, 157.

## LESSON XI.

The class should be given an idea of the manner of making war among the Indians, their use of councils and ceremonies in this connection, their superstitions, their cunning, their knowledge of the woods, their cruelty and revengefulness. Scalping and other horrible

things should not be emphasized, though mention should be made of them.

## FACTS TO BE TAUGHT THROUGH LESSON XI.

The Indian.

War.

The becoming a warrior.

Difference in regard for boy and girl, with reasons.

The change in occupations and the manner of regarding the boy when he reaches manhood.

Preparation for the active life of a warrior.

The sachem.

War councils.

War dances.

Challenges.

Manner of carrying on war.

Cruelty.

Signaling.

## LESSON XI.—REFERENCES.

Wilson's Hist. Reader, P. 123-125.  
Burton's Hist. Reader, P. 22-28, 31, 32.  
Indians and Pioneers, P. 82-84.  
Starr's Am. Indians, P. 39-44, 86, 87.

## LESSON XII.

Miscellaneous.—This lesson is to gather up several things not reached in other ways. In it should be taken up all the interesting things about barter and communication and the records kept in various ways. Explain totem posts rather briefly and tell that they were not used by all tribes. Describe the building of mounds by some tribes, putting in what children can understand and appreciate. Emphasize the characteristics of the Indian here as upon all other occasions.

## FACTS TO BE TAUGHT THROUGH LESSON XII.

The Indian.

Communication.

Fire signals.

Sign language.

Picture language.

Picture writing.

Records of events.

Interchange.

Money.

Peculiar customs.

Totem posts.

Mounds.

Qualities of the Indian.



## LESSON XII.—REFERENCES.

Starr's Am. Indians, P. 58-79, 98-107, 111, 195-200.  
 Around the World, Vol. I, P. 45, 46, 61, 62.  
 Wilson's Hist. Reader, P. 21, 22, 24, 25, 123.  
 Burton's Hist. Reader, P. 31.  
 Stories of Pioneer Life, P. 9, 10.  
 Indians and Pioneers, P. 63.

## LESSON XIII.

James was returned to his family through the tribe going to a Mission to live. Here it was discovered that he was a white child and a successful search for his parents was made. This story is to describe his life while at the Mission.

FACTS TO BE TAUGHT THROUGH LESSON XIII.  
 The Indian.

Life at the Mission.  
 Occupations.  
 Corn-raising.  
 Threshing.  
 Making bricks.  
 Getting timbers.

## LESSON XIII.—REFERENCE.

Docas, P. 65-80.

## LESSON XIV.

This is to be much the same in treatment as Lesson xiii.

FACTS TO BE TAUGHT THROUGH LESSON XIV.

The Indian.

Life at the Mission.  
 Lassoing cattle.  
 Preparing hides.  
 Construction of conveyances.

## LESSON XIV.—REFERENCE.

Docas, P. 93-104.

## LESSON XV.

The Alaskan Indians of the present time.

## LESSON XV.—REFERENCE.

Around the World, Vol. II, P. 9-10.

## LESSON XVI.

An Indian legend. Waukewa's Eagle.

## LESSON XVI.—REFERENCE.

St. Nicholas, December, 1900.

A list of additional stories that may be taken

in connection with the Indian work if the teacher so desires.

Making the Mountains, Docas, P. 40.  
 The Measuring-Worm Rock, Docas, P. 42.  
 Glooskap (an Algonquin story), Starr's Am. Indians, P. 33.  
 Scar-Face (a Blackfoot legend), Starr's Am. Indians, P. 35.  
 Raven Stories, Starr's Am. Indians, P. 189.  
 Osseo, Burton's Hist. Reader, P. 50.  
 The Marshpee Maiden, Burton's Hist. Reader, P. 56.  
 Moshup, Burton, P. 61.  
 The North Wind and the Duck, Child Life, Bk. 3, P. 54.  
 Why the Mole Is Blind, Child Life, Bk. 3, P. 59.  
 Who Became King, Ward Second Reader, P. 114.  
 Glooskap, Burton, P. 17.  
 The Story of Hiawatha, Hiawatha, the Indian.

American Indians, Starr, D. C. Heath. A careful study of the Indian, given in a form interesting to teachers and children. It treats fully their customs and beliefs and also devotes a chapter to each of the more prominent tribes. Many Indian legends are included. The book is well-illustrated and is one of the best of the smaller books on the subject.

Docas, the Indian Boy, Snedden, D. C. Heath. The story of an Indian boy in an Indian village, at a Mission School and in California among the Spaniards. The life of an Indian child is very plainly and interestingly shown, and through this, Indian life in general. The illustrations are good and the book helpful.

Historical Reader (a Story of the Indians of New England), Burton, The Morse Co. This not only gives interesting general work on the Indian, but furnishes much good material in early New England history. It contains many things useful in connection with elementary history study or with history reading.

Indians and Pioneers, Hazard, The Morse Co. An historical reader that begins with the early dwellers in our country, gives a good picture of Indian customs, and presents in an attractive way the story of the early discoverers and settlers.

*Lillian I. Lincoln.*

## ❁ ❁ ❁ 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.

S. Priscilla Walker-Edwards,—died in Rochester, Minn., Dec. 2, 1903. The remains were brought to New Sharon, her old home, for burial.

1868.

Mahala R. Tufts-Pearson,—has a daughter, Edwina L., in the entering class of the fall term.

1877.

Winifred B. Thorndike-Simonds,—member of the School Board, Bedford, Mass.

1879.

Ora K. and Abbie E. Goddard-Packard,—have two daughters, Ora M. and E. Winnifred, in the entering class for the fall term.

1882.

Ella L. Barker-Williams,—elected Cor. Sec. Franklin Co. Y. P. S. C. E.

1884.

Marina A. Everett,—teacher of English Literature and German in Hampden Academy.

Elwood T. Wyman, A. B.,—President of the Maine Schoolmasters' Club.

1885.

Elizabeth N. Coffin-Parker,—Green Lake, Maine.

Nettie G. Dolley,—91 Park St., Portland. Has recently met with a sad bereavement in the death of her mother.

Lillian I. Lincoln,—was President of the Primary section at the October meeting of the Maine Teachers' Association, and gave an address before the Rural School section. She has also addressed the teachers of Rumford Falls.

Carolyn A. Whittier,—attended the Christian Endeavor Convention in Denver in July.

1886.

Annie M. Fellows-Akers,—has removed from Holyoke, Mass., to New Britain, Conn., where her husband has recently become Principal of the High School.

Blanche M. Harrington-Sampson,—25 Dartmouth St., Boston, Mass.

Julia W. Swift,—has accepted a place in the Chatham School, a fine private school in Pittsburg, Pa. Address, 325 South Highland Ave., Pittsburg, E. E., Pa.

Wilbert G. Mallett, A. B.,—President of the Maine Teachers' Association at the meeting in October at Augusta, and presented to the teachers of Maine the finest programme they have ever had at a State meeting.

1887.

Henrietta H. Johnston,—Principal of a Mission School at Friends' Mission, Va.

Minnie L. Rice-Merritt,—has recently lost her mother. Her father has gone to live with her.

Ardelle M. Tozier,—gave a paper on Rural Schools at the October meeting of the Maine Teachers' Association at Augusta.

Nellie F. Springer,—172 Highland Ave., Gardiner, Maine.

1888.

Will H. Atkinson, C. E.,—541 Washington St., Quincy, Mass.

Eula C. Hersom, 91 Danforth St., Portland, Maine.

Elgiva B. Luce,—teaching fifth and sixth grades, Madison. Address: Anson, Maine.

Lillian L. Ramsdell, Ph. B.,—married Aug. 18, 1903, to Prof. William Leonard of Bellevue College, Bellevue, Nebr.

Clara L. Scales-Derry,—has recently lost her mother.

Mabel Sylvester-Gubian,—23 Beacon St., Hyde Park, Mass.

Rosa Winslow-Harding,—recently removed to Lisbon Falls, Maine.

Josephine C. Wyman,—assistant in the Ellis School, Cambridge, Mass., 901 Massachusetts Ave.



## 1889.

Martha O. Andrews,—R. F. D. No. 15, Gardiner.

Fred O. Small, and Margaret F. Knowles-Small,—have a daughter, Margaret Eleanor, born Oct. 12, 1903.

Edward A. Croswell,—has a daughter, born Nov. 6, 1903.

## 1890.

Fannie M. Graves-Grant,—Upper Dam, Maine.

Clara F. Haigh-Ballantyne,—13 Prospect St., Ware, Mass.

Annie M. McKenzie,—teacher in the State Normal School, North Adams, Mass.

Elizabeth L. Haley-Bean,—71 James St., Bangor, Maine.

## 1891.

Gertrude F. Allen,—has the sympathy of all her Normal friends in the recent death of her father, and in the added misfortune of losing her home with nearly all its contents by fire.

Inez A. Hunt,—recently elected an assistant in the Prince School, Boston. Her address remains as before,—47 Washington St., Malden.

Grace C. Perkins,—taking a year to rest, we are informed, and to regain her health which is impaired from overwork.

Everett Peacock,—Principal of the High School, Newport, Maine.

Grace W. Morrison-Young,—owing to the death of her mother has removed to Phillips to keep the home for her father, Judge Morrison.

## 1892.

Cora B. Cothren,—spending the winter with her mother with friends in the West.

Ada E. Gerrish,—married, Nov. 26, 1903, to Abner W. Knight, Peru, Me.

Eva R. Hills-Oxton,—died July 27, 1903.

Isaac A. Smith,—Principal of the Webster Grammar School, Auburn. 5 Goff St.

Jennie M. Stetson,—Principal of Union School and teacher of 7th and 8th grades, Bedford, Mass.

Amy C. Wood,—married, Oct. 21, 1903, to Lon Jewett, Head Tide, Alna, Maine.

Caro E. Wyman,—married, Oct. 14, 1903, to Robert Lester Hannant, Belgrade, Maine.

## 1893.

Charlotte A. Cushing,—had a tour in Europe in the summer of 1903.

Mattie J. Hanscom-Coffin,—2400 Washington Ave., Denver, Colo.

Flora A. Pearson,—teaching in Fall River, Mass.

## 1894.

Edith M. Boothby,—married Dec. 25, 1903, to Samuel R. Giffin, 41 North Carolina Ave., South, Atlantic City, N. J.

John S. Dyer,—teaching the High School in Exeter. Will complete his medical course in June, 1904.

George C. Hawes,—South Union, Maine.

Hortense L. Hersom,—2102 H St., N. W., Washington, D. C.

Clarence H. Knowlton,—elected sub-master in the High School, Lexington, Mass.

Flora E. Lunt,—5th grade, Lincoln School, Auburn, Maine.

Jennie E. Oliver,—has had to give up teaching for a while on account of ill-health.

M. C. Severy,—electrical engineer, 2 E. 57th St., New York City.

Harry L. Small,—Principal of High School, Whitefield. Will complete his medical course in June next. 14 Forest St., Portland, Maine.

Naomi E. Stevens,—5th grade, Somerville, Mass. 116 Pearl St.

Will H. Sturtevant,—teaching the village school at Sebec, Maine.

## 1895.

Maurice O. Brown, M. D.,—in practice at Henderson, Maine.

Donald B. Cragin, M. D.,—has a hospital appointment in the Carney Hospital, South Boston, Mass.

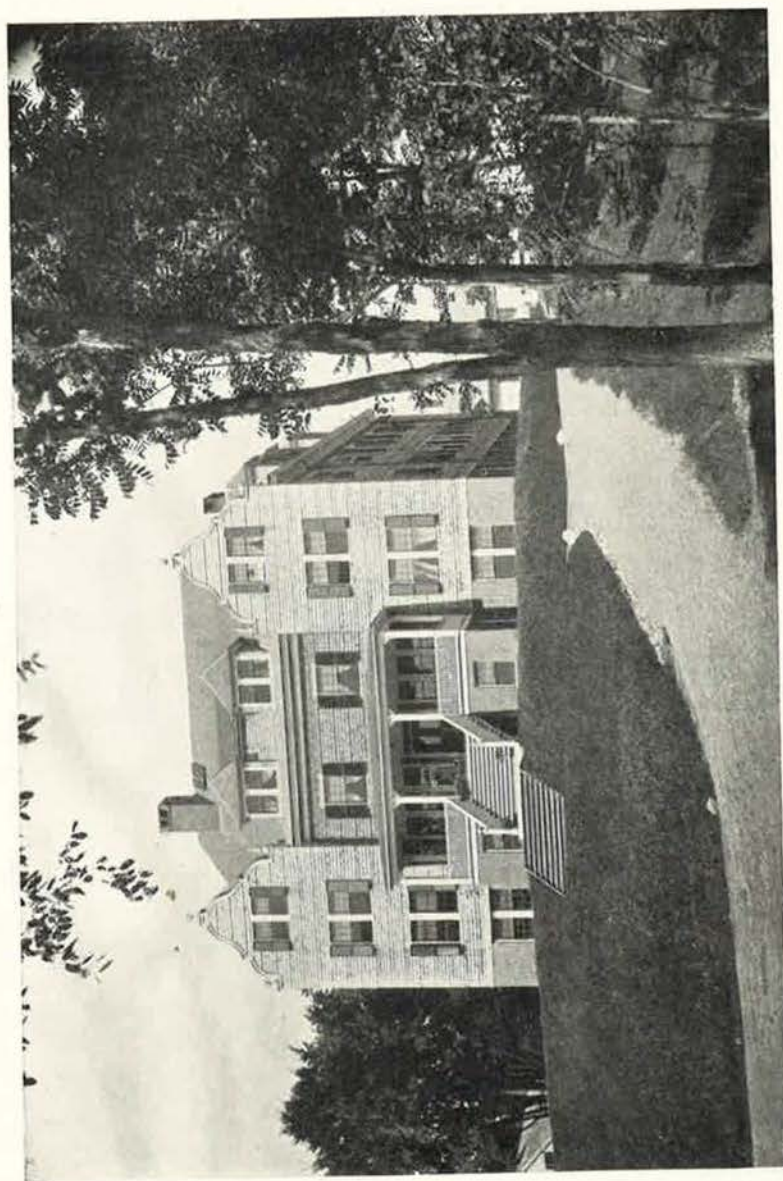
Ella Howard-Smith,—has removed to Lowell, Mass., where her husband has recently been installed pastor of the Pawtucket Church.

Fred C. Lord, M. D.,—has an appointment in the Maine General Hospital, Portland, Maine.

Ruphelle E. Luce,—Principal of the Shattuck School, 679 Washington St., Norwood, Mass.

Granville A. Prock,—student in Bates College, class of 1907. Succeeds Peacock of '91 as Principal of the Newport High School for the winter term.





THE ABBOTT SCHOOL, FARMINGTON, ME.  
The New Home.

Elva H. Rackliffe,—teaching a primary school in Easton, Maine.

Helen L. Searles-Marsh,—“The Parkwood,” Gray St., Portland, Maine.

Fred N. Staples, M. D.,—Amador, Calif.

Agnes E. Steward,—teaching a primary school, Cottage City, Mass.

Ethel W. Wagg,—taught geography in the Summer Institute at Hampton, Va. Has returned to her position in that school for another year.

Anna A. Wood,—teaching primary school in Augusta, Maine.

#### 1896.

Elias W. Blanchard,—Principal of the High School, Sherman Mills, Maine.

Robert A. Brown,—assistant in the High School, Westerly, R. I.

Marion E. Leland,—Principal of Grammar School, Walpole, Mass.

Alice M. Lilly,—117 Portland St., Haverhill, Mass.

Winifred Pettengill-Millett,—43 Rice St., North Cambridge, Mass.

Bernice E. Reed,—teaching an ungraded school in Lincoln, Maine.

Maude L. Smith,—student in the Emerson School of Oratory. 116 West Newton St., Boston.

Ella L. Wells,—R. F. D. No. 42, Clinton, Maine.

#### 1897.

Cora E. Hall,—177 Stevens Ave., Woodfords, Maine.

Ethel L. Heald-McDonald,—499 Walnut St., Meadville, Pa., has a daughter.

Mary L. Hopkins,—teaching a Primary School in New Hampshire.

Rowland S. Howard,—Salida, Col.

Ida B. Jordan-Greene,—Turner Center, Maine.

Helen M. King,—has a sister, Frances, in the entering class for the fall term.

Geo. C. Purington, Jr.,—Foreman of the College Jury, Bowdoin College. Recently elected class Marshal for Class Day.

Lena E. Sewall,—teaching third and fourth grades, Townsend, Mass.

Myrtie E. Sweet-Bump,—172 Newbury St., Portland, Maine.

#### 1898.

Harold D. King,—at work during the summer on the Coast and Geodetic Survey along the Union Pacific Railway. Has been assigned to duty in the Hawaiian Islands for the winter, and next summer is to go to Alaska.

Dora A. Libbey,—Principal of the Grammar School, Howland, Maine.

Ralph G. Potter,—227 Center St., Dorchester, Mass.

Alta M. Reed,—teacher in Mathematics in the Perkins Institution for the Blind, South Boston, Mass.

Myrtie C. Rich,—127 West Goodale St., Columbus, Ohio.

Alice M. Rose,—married, Aug. 26th, 1903, to Pennington E. Craig, Ashland, Maine.

Emma C. Scott,—teaching the village school, Lincoln, Maine.

Lottie M. Smith,—253 High St., Portland. Master's assistant in Grammar School.

Chester W. Teel,—married Leella O. Barter, Aug. 8, 1903.

Alice G. Temple,—25 Bangor St., Augusta, Maine.

Mary E. True,—teaching intermediate grade, Sabattus, Maine.

Lilla M. Whittier-Potter,—227 Center St., Dorchester, Mass.

#### 1899.

Annie V. Brackett,—teaching in Prairie City, Oregon.

Moses B. Corliss,—married, Aug. 20, 1903, to Blossom Gallehugh, Chenoo, Ill.

Jean Cragin,—teaching in Bridgton, Maine.

Alma F. Flagg,—teaching fifth grade, Tilton, N. H.

Josie H. Fowle-Fels,—90 Pitt St., Portland, Maine.

Mildred S. Gay,—has resigned her position temporarily on account of the sickness and death of her mother.

Edith D. Huff-Renfrew,—West's Mills, Maine.

Harold E. Jackman,—Principal of the High School at Milford, Maine.

Ruth L. Jacobson-Richardson,—67 Summer St., Bangor, Maine.

Edith A. Kalloch-Pearson,—Lubec, Maine.

Annie L. Manter,—book-keeper in the woolen mill, Wilton, Maine.



Iva L. McArdle,—Principal of the Grammar School, South Paris, Maine.

Agnes S. Reed,—teaching in Harmony, Maine.

Abbie H. Verrill,—teaching in Foxcroft, Maine.

Grace E. Williamson,—married, Sept. 16, 1903, to Carlton Rand, Stratton, Maine.

## 1900.

Bertha M. Bridges,—teaching in Jay, Maine.  
Effie E. Carvill,—teaching in Freeman, Maine.

Grace M. Goodwin,—teaching Primary School in Caribou, Maine.

Irving Heath,—Instructor in Manual Training in the New York House of Refuge, Randall Island. Address: 438 East 120th St., New York City.

Emily L. Hoyt,—has a sister, Dorcas R., in the entering class, fall term.

Omer A. Jennings,—reporter and proof-reader on the staff of the Kennebec Journal.

Martha C. Marsh,—teaching primary grades in Presque Isle, Maine.

Bertha M. Stevens,—married, Nov. 4, 1903, to Stanley B. Jackman, Fayette, Maine.

Edith H. Vinal,—married, Nov. 30, 1903, to Ira E. Smith, Vinalhaven, Maine.

Alice L. Wardwell,—has returned from California. Address: 44 Fern St., Auburn, Maine.

Florence E. Warren,—teaching in Eden, Maine.

Laura M. Whitney,—teaching in Braintree, Mass. Home address, Oakland, Maine.

Eda G. Willard,—122 N. Railroad St., Kendallville, Ind.

Gertrude A. Williams,—taking a course in Domestic Science in Simmons College, Boston, Mass.

## 1901.

Genieve R. Barrows,—teaching in Melrose, Mass.

Mattie P. Clark,—teaching 8th grade, Myrtle St. School, Waterville, Maine.

D. Herman Corson,—entered Bates College, class of 1907. Principal of the High School in Whitefield for the winter term.

Minnie B. Frost,—2320 S. Calhoun St., Fort Wayne, Ind.

Annie P. Fuller,—Stratton, Maine.

Elizabeth R. Gillette,—Addison St., Chelsea, Mass.

Lubelle M. Hall,—assistant in the High School, Warren. Will return to college during the year.

Lillian F. Harlow,—studying Music in New York. Address: 122 East 23d St., Studio No. 3, New York City.

Jennie A. Manter,—teaching the Sub-Primary School, Rangeley, Maine.

Emily McFadden,—teaching 7th and 8th grades in the Grammar School, Richmond, Maine.

Mary E. Odell,—teaching an ungraded school in Anson, Maine.

Maud W. Parker,—Principal of Grammar School, East Wilton, Maine.

Winifred M. Pearson,—teaching in the Grammar School, Guilford, Maine.

Ethel M. Purinton,—teaching third and fourth grades in Presque Isle, Maine.

Clara E. Purvis,—Principal of Primary School, Patten, Maine.

Louise W. Richards,—Principal of the Model Grammar School, State Normal School, Farmington, Maine.

Mary T. Simmons,—at home for a time at Tenant's Harbor, Maine.

Lucy W. Smith,—married, Nov. 26th, 1903, to Harry Arthur Look, Rangeley, Maine.

## 1902.

Helen M. Adams,—teaching the Intermediate School at Spruce Head, Maine.

Mary M. Bickford,—taking the Academic Advanced Course in the Normal and teacher of Algebra.

F. Wilbert Bisbee,—taught a school in Jay in the fall, and now teaching at Matinicus, Maine.

Carrie F. Bradstreet,—taught in Range 3, No. 2, in the fall. Married, Nov. 11, 1903, to Edgar Hinds, Stratton, Maine.

Everett M. Burbank,—Principal of the Grammar School, Eustis, Maine.

Charles B. Erskine,—assistant in Gould's Academy, Bethel, and preparing for college.

Alix L. Goodwin,—teaching fifth grade, Fort Fairfield, Maine.

May E. Gould,—Salem St., Franklin Park,

Mass. Principal of Grammar School and taking a special course in the N. E. Conservatory of Music.

Mildred F. Greenwood,—18 Upham St., Malden, Mass.

Celestia C. Grover,—teaching Intermediate School, Collinsville, Conn.

Grace Luella Hayden,—teaching first grade in Bowley School, Manchester, Mass.

Irene M. Higgins,—teaching at Fire Lake, Mich.

Daisy E. Holway,—teaching an ungraded school at North Madison, Maine.

Sadie B. Judkins,—died Oct. 20, 1903.

Irene P. Ladd,—substituted for Mildred S. Gay for a time in the third and fourth primary during the fall. Teaching the Primary School at North Jay, Maine.

Helen M. March,—takes the place made vacant by the resignation of Miss Stone in the Normal.

Grace A. Martin,—Principal of the Grammar School, East Machias, Maine.

Annie W. McLeary,—Principal of the Grammar School, Vanceboro, Maine.

Beatrice L. McMurray,—married, Dec. 30, 1903, to Bret Harte Dingley, Auburn, Maine.

Virginia F. Rowell,—Principal of Grammar School, South Acton, Mass.

Ella B. Russell,—teaching first and second grades, Bridgton, Maine.

Grace M. Stone,—teaching fourth, fifth and sixth grades, Amherst, Mass. Address, 6 High St.

Rose F. Storer,—teaching a rural school in Auburn, Maine.

Vernie S. Thomas,—teaching eighth grade in the Williams School, Augusta, Maine.

Ethel M. Tracy,—master's assistant in a Grammar School, Quincy Mass. Address, Wollaston, Mass.

Margaret E. Waterhouse,—teaching the intermediate grades in Fryeburg, Maine.

Isabel A. Woodbury,—teaching in Littleton, N. H.

## 1903.

Annie M. Adams,—taught an ungraded school at Bean's Corner, Jay, in the fall. Is now teaching the Primary School at Milford, Maine.

Fred H. and Ethel P. Bagley,—at home. Have a daughter.

Eda E. Baker,—teaching the Primary School, Caratunk, Maine.

Della M. Bemis,—teaching in Lubec, Maine.

Lucretia L. Brooks,—Principal of Grammar School, Norfolk, Mass.

Emily A. Brown,—teaching the village school at Detroit, Maine.

Vera E. Brown,—taught in the fall the village school at Burnham. Is now teaching at Morrison's Corner, Maine.

Abbie L. Conlogue,—teaching an ungraded school in New Limerick, and home-keeper for her brother.

Lucelia E. Crockett,—teacher of the first and second grades in the Model School of the Farmington Normal.

Marion Curtis,—teaching in Littleton, Mass.

Ada D. Davis,—taught in the fall a rural school in Auburn. Now teaching a Primary School in Oakland, Maine.

Emma H. Day,—Principal of the Grammar School, The Forks. Home address, 4 Howard Ave., Malden, Mass.

Emma Demuth,—assistant in the Grammar School, West Farmington, Maine.

Lena M. Dickinson,—Principal of Ellice School, Rockville, Mass., and teacher of grades 5, 6, 7 and 8.

Henrietta Douglass,—taught an ungraded school in Coplin in the fall. Is now the Principal of the Grammar School, Bryant Pond, Maine.

Clara A. Eastman,—a student in Hebron Academy, class of 1904.

Annie S. Emery,—teaching intermediate grades in Norway, Maine.

Eva M. Farrington,—teaching an ungraded school in Lubec, Maine.

Leona M. Fogg,—assistant in the Grammar School, Sabattus, Maine.

Sada B. Foss,—Principal of Primary School, Lubec, Maine.

Nina A. Gardner,—teaching third grade, Rockland, Maine.

Grace A. Gilkey,—teaching an ungraded school in Winthrop, Maine.

Grace A. Graves,—teaching an ungraded school in Starks. Home address, R. F. D. No. 3, Augusta, Maine.



Grace L. Griffith,—teaching grammar grades, Norway, Maine.

Grace M. Hanscom,—teaching a Primary School, Milo, Maine.

Lucy M. Hayes,—teaching an ungraded school at East Dover, Maine.

Ella M. Hewins,—teaching the Primary School at Winthrop Center, Maine.

Maude A. Hickey,—teacher of the Intermediate School, Winthrop, Maine.

Nellie M. Hillman,—teaching an ungraded school in Troy.

Ella H. Irish,—teaching in the Grammar School, Norway, Maine.

Annie B. Laferriere,—Principal of the Grammar School, Mechanic Falls, Maine.

Hattie J. Lawrence,—teaching an ungraded school in Moscow, Maine.

Ella G. Löwe,—teaching a Primary School in Waterville, Maine.

Mildred M. Mason,—teaching a Primary School, Deer Isle, Maine.

Ethel M. Matthieu,—teaching primary grades, Livermore Falls, Maine.

Ivy E. Morse,—teaching in the grammar grades, Deer Isle. Has a sister, Sadie M., in the entering class for the fall term.

Catherine H. Oldham,—teaching an ungraded school in Auburn.

Josephine H. Oliver,—teaching in an Industrial School, Eden, Bucks Co., Pa.

Susan E. Porter,—teacher of third and fourth grades in the Model School of the Farmington Normal.

Etta B. Pratt,—teaching an ungraded school at Cape Elizabeth.

Annie A. Reed,—Principal of Grammar School, Lubec.

Lucy M. Reynolds,—teaching a Primary School, Vinalhaven.

Carrie I. Richards,—teaching the primary grades in Kingfield.

J. Ardelle Robinson,—teacher of the ninth grade in Lincoln School, Wakefield, Mass.

Ethel S. Rowell,—teaching Primary grades in Presque Isle.

Mary E. Russell,—teaching primary School, Canton.

Ethel H. Sanford,—teaching an ungraded school at East Exeter.

Susie B. Sherer,—teaching primary grades, Rockland.

Edith L. Strout,—teacher of fifth and sixth grades in the Model School of the Farmington Normal.

Sadie A. Sylvester,—teaching an ungraded school in Brunswick.

Bertha M. Tardy,—teaching in the Grammar School, Foxcroft.

Olive E. Titcomb,—at home.

Zerua R. Walker,—teaching an ungraded school in Jay.

Ina D. Wheeler,—teaching the primary grades at North Chesterville.

Katherine M. White,—in the fall taught a Primary School in Jackson, N. H. Is now teaching third and fourth grades, Lawrence, Mass. 57 Milton St.

Nellie M. White,—teaching fourth and fifth grades, Skowhegan.

Charlotte M. Whitney,—in the fall taught an ungraded school on Eustis Ridge. Is now teaching the Primary School in Eustis village.

Fred H. Bagley,—taught in the fall as Principal of the Grammar School, Winthrop.

Harold E. Bean,—Principal of the High School, Pulpit Harbor.

Nelson W. Brown,—Principal of the Grammar School, Winthrop Center.

Percy L. Bruce,—was in a summer hotel in New Hampshire during the summer. On account of his health he spent the fall on a farm, and has now gone to Pasadena, Calif., where he will work in a hotel.

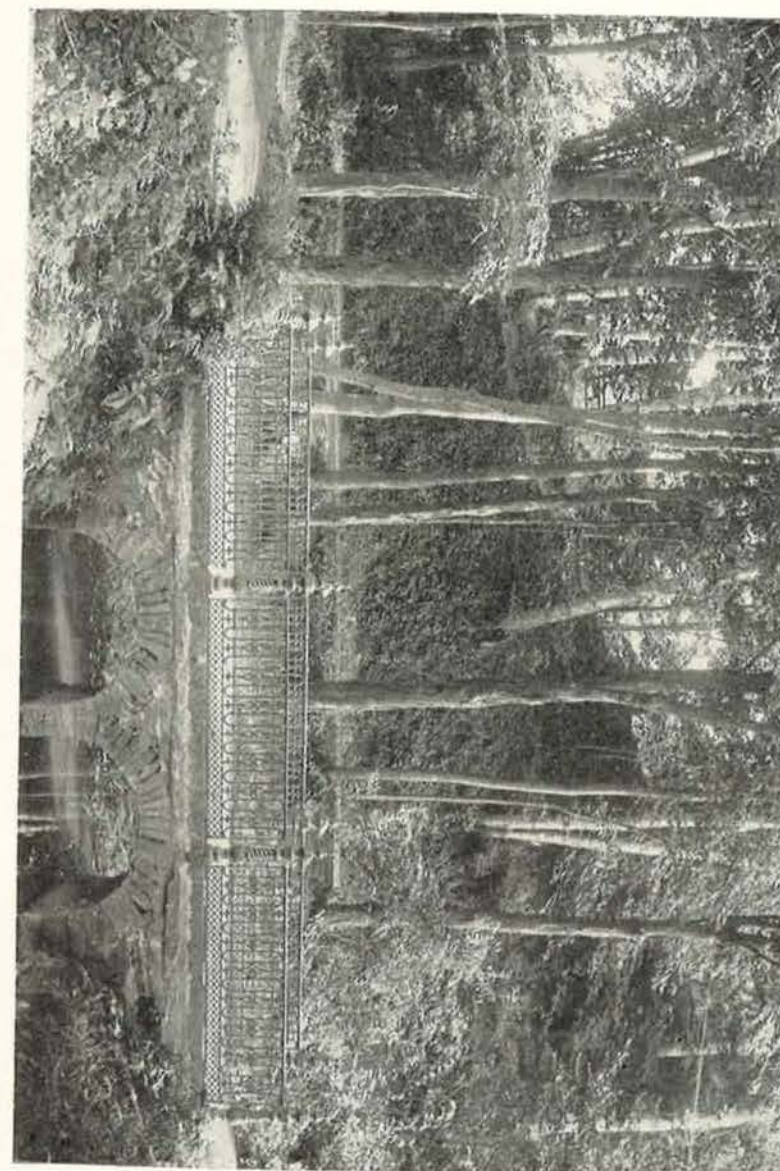
Percy J. Look,—Principal of the Grammar School, Upton.

Chester E. A. Starrett,—Principal of the High School, Eustis.

Howard F. Wright,—teaching an ungraded school at Strickland's Ferry.



The value of a school is very properly measured, especially if it is a Normal school, by the interest its graduates take in educational meetings. We feel that we are justified in a feeling of pride in the attendance of the graduates of this school upon the recent meeting of the Maine Teachers' Association at Augusta, a list of whom we give below. A large share of the praise for the splendid programme, the best we have ever



THE ABBOTT SCHOOL, FARMINGTON, ME.  
Little Blue Mountain.



had at a State meeting within our recollection, should be given to the President, Mr. Mallett, '86. Miss Lincoln, '85, presided with dignity and grace over the Primary section, and gave one of the brightest and most useful talks of the meeting to the Rural School section. Miss Tozier, '87, now an assistant in the Presque Isle Normal School, also gave a very bright and entertaining paper in the same section.

1876.

Halie P. Soule.

1881.

Gusta Davis-Reed.

Hortense M. Merrill.

1884.

Mary E. Eaton, A. B.

Lillian I. Lincoln.

Lew. M. Felch.

Elwood T. Wyman, A. B.

1886.

Wilbert G. Mallett, A. B.

1887.

Katie M. Lynch.

Nellie F. Springer.

Ardelle M. Tozier.

1888.

Annie W. Bean.

Gertrude L. Stone, A. B.

Laura H. Williams.

1889.

Sunie C. Clifford-Day.

1890.

Carrie A. Amback.

Henry H. Randall, A. B.

1891.

Ella P. Merrill.

Everett Peacock.

1892.

Katharine E. Abbott.

M. Emma Gorden.

Wm. H. S. Ellingwood, A. B.

Isaac A. Smith.

1893.

Irving O. Bragg, A. B.

Winfield R. Buker.

Fred H. Cowan, A. B.

1894.

Cora C. Dow.

Sadie B. Long.

Harry L. Small.

1895.

Edith C. Chaney.

Belle G. Sampson.

Alice M. Varney.

Edith R. Weaver.

Anna A. Wood.

George F. Giddings.

1896.

Phila. N. Greene-Hutchins.

Martha B. May.

1897.

Mary E. Maxwell-Martin.

Lena M. Pierce-Cowan.

Lillian M. Scribner.

Harriette M. Wescott.

Robert W. Martin.

1898.

Mabel E. Alden.

Minneola Clough.

Nellie M. McLeary.

Carolyn A. Stone.

Alice G. Temple.

Levina L. Walker-Hutchins.

Florence E. Wilkins.

1899.

May E. Adams.

A. Blanche Calligan.

Grace L. Choate.

Edwina M. Banks.

Ethel L. Howard.

Sadie M. Smith.

Ella B. Walton.

Alma G. Warren.

Omer A. Jennings.

1901.

Mattie P. Clark.

Dora M. Hillman.

Mabel E. Hunter.

Emily McFadden.

Maud A. Parker.

1902.

Beatrice L. McMurray.

Virginia F. Rowell.

Vernie S. Thomas.

Bertha M. Tobey.

Olena V. Viles.

1903.

Ada D. Davis.

Grace A. Gilkey.

Lucy M. Hayes.

Ella M. Hewins.

Maude A. Hickey.

Ella G. Lowe.

Catharine H. Oldham.

Susie B. Sherer.

Bertha M. Tardy.

Nelson W. Brown.



Present at the Reunion August 5, 1903.

1867.  
Emma C. Leland-Coolidge.  
Julia E. Lowell-Atwood.  
John A. Sweet.

1868.  
Mahala R. Tufts-Pearson.

1873.  
Eldora Nichols-Hunter.

1876.  
Martha E. Norcross-Tilton.

1877.  
Alice C. Mansur-Jacobs.

1879.  
Lizzie S. Hodgkins.  
Lizzie A. Greenwood.

1880.  
Mary V. Jacobs-Jennings.  
Mary E. Norton-Lindenburger.

1881.  
Hortense M. Merrill.  
Sarah P. Titcomb.

1884.  
Addie F. McLain.  
Ella F. Titcomb.

1885.  
Mary E. Eaton.  
Alice E. Hodgkins.  
Gussie B. Holley-Felch.  
Lillian I. Lincoln.

1886.  
Jane M. Cutts.  
Blanche M. Harrington-Sampson.  
Nettie M. Sewall.  
Julia W. Swift.  
Wilbert G. Mallett.

1887.  
Mabel A. Crowell-Stevens.  
Abner A. Badger.  
Frank W. Butler.  
Fred C. Nottage.

1888.  
Grace L. Cowan-Hersum.  
Ida L. Cowan.  
Nina E. Kinney-Backus.  
Clara Pickard-Weathern.  
Clara L. Scales-Derry.  
Addie F. Woodman.  
Herbert L. Stevens.

1890.  
Ida J. Harrington-Rowe.  
Alice E. Smith-Butler.  
Myra L. Wells.  
Carleton P. Merrill.  
Henry H. Randall.

1891.  
Gertrude F. Allen.  
Ella P. Merrill.  
Jennie A. Weathern.

1892.  
Nina A. Duley-Palmer.  
Caroline Reed-Badger.

1893.  
Myrtie F. Dascomb.  
Josephine Hunter-McLeary.  
Flora A. Pearson.  
Eliza M. Pratt-Compton.  
Adelia J. Webber.  
Fred H. Cowan.

1894.  
Cora C. Dow.  
Maude E. Howard.  
S. Isabel Sewall.  
Jessie Toothaker.  
Edgar W. Bailey.  
Harry E. Dunham.  
Clarence H. Knowlton.

1895.  
Rose P. Grounder.  
Ruphelle E. Luce.  
Belle G. Sampson.  
Helen L. Searles-Marsh.  
Helen A. Sewall.  
Maurice O. Brown.

1896.  
Nora Butterfield.  
Cora Y. Prince.  
Everett H. Winter.

1897.  
Olive M. Green-Keene.  
Cora E. Hall.  
Lena M. Pierce-Cowan.  
Myrtie E. Sweet-Bump.  
Eva M. York.  
Martin H. Fowler.  
Rowland S. Howard.  
George C. Purington, Jr.

1898.  
Myrtle A. Bacon.  
Nellie M. McLeary.  
Carolyn A. Stone.

1899.  
May E. Adams.  
Jean Cragin.  
Bertha I. Cushman-Welch.  
Alma L. Flagg.  
Mildred Gay.  
Ella A. Hamlin.  
Edith A. Kalloch-Pearson.  
Florence M. Look.  
Annie M. Manter.  
Rose A. Matthieu.  
Roy F. Gammon.

1900.  
Myrtie E. Abbott.  
Bertha M. Bridges.  
Effie E. Carvill.  
Adelaide M. Coffin.  
Ethel L. Howard.

Lottie A. Melcher.  
Sadie M. Smith.  
Edith E. Thompson.  
Edith H. Vinal.  
Ella B. Walton.  
Gertrude A. Williams.  
Parker T. Pearson.

1901.  
Mattie P. Clark.  
Lubelle M. Hall.  
Louise W. Richards.  
Lucy W. Smith.

1902.  
Harriet W. Buck.  
Mary R. Carsley.  
Mildred F. Greenwood.  
Irene P. Ladd.  
Grace A. Martin.  
Annie W. McLeary.  
Beatrice L. McMurray.  
Mary M. H. Milliken.  
Florence P. Robinson.  
F. Wilbert Bisbee.  
Everett M. Burbank.  
Charles B. Erskine.  
Arthur D. Ingalls.

1903.  
Leona M. Fogg.  
Ethel M. Matthieu.  
Olive E. Titcomb.  
Ina D. Wheeler.  
Percy J. Look.  
Chester E. A. Starrett.

Entering Class, Fall term, 1903.

Grace Amelia Adams,  
Louise Wellman Atwood,  
Bessie May Bailey,  
Helen Hayden Bassett,  
Mame S. Bennett, A. B.,  
Mildred Beatrice Brackett,  
Velma Brackett,  
Annie Edwyna Bradford,  
Bertha Larrabee Brown,  
Flora Mattie Danforth,  
Emma Mabelle Dickey,  
Edna Geel Farrin,  
Bertha Leona Frank,  
Sara Mertice Gott,  
Lester C. Greenwood,  
Marion Susan Guptill,  
Mary Emily Hall,  
Grace Landon Harrington,  
Minetta Hayward,  
Bertha May Howe,  
Dorcas Russell Hoyt,  
Annie May Jenne,  
Frances King,  
Alma Nellie Keyes,  
Laura Rae Looke,

Marion Thorne MacKinnon,  
Frank Burnham McLeary,  
Edward Worthley Merrill,  
Beulah Milliken,  
Sadie Mae Morse,  
Esther Winnifred Packard,  
Ora Mabel Packard,  
Marian Pitts Payne,  
Edwina Lowe Pearson,  
Nell Gallison Preble,  
Maude Esther Ranger,  
Sara Leila Rogers,  
Emma Maud Ross,  
Glennie Emma Rowe,  
Ermina Field Sawtelle,  
Lena Schenck,  
Martha Mae Simmons,  
Blanche Edna Smith,  
Maude Alberta Smith,  
Rose Lena Smith,  
Bertha May Stevens,  
Inez May Stevens,  
Nora Frances Stevens,  
Merle A. Sturtevant,  
Mary Alice Swazey,  
Edna Dell Taylor,  
Edith Lowe Tobey,  
Mattie Mae Tobey,  
Agnes Edith Vose,  
Mabel Trefry Wells,  
Alice Elizabeth Weston,  
Helen Abbott Whittier,  
Annie Blanche Woodworth,

Wayne.  
Farmington.  
Farmington.  
York.  
Friendship.  
Mercer.  
Mercer.  
Anson.  
Farmington.  
Bethel.  
Wilton.  
Litchfield.  
Madison.  
St. George.  
Oakland.  
Norway.  
Rockland.  
Rockland.  
Rockland.  
Jonesborough.  
Saco.  
Strong.  
Strong.  
Hebron.  
Lincoln.  
Norridgewock.  
Norridgewock.  
Fairfield.  
Madison.  
Lubec.  
Madison.  
Farmington.  
Bowdoinham.

Among those whose names are given above are graduates from the following secondary schools:

Jay.  
Phillips.  
Benton.  
Winslow.  
Lubec.  
Clinton.  
Auburn.  
Paris.  
East Livermore.  
Gardiner.  
Strong.  
Rockland.  
Gray.  
Rockland.  
Farmington.  
Cherryfield.  
Rockland.  
Rockland.  
Calais.  
Roxbury.  
Fort Fairfield.  
Paris.  
Paris.  
Jay.  
Jonesborough.

Anson Academy.  
Bates College.  
Bowdoinham High School.  
Cherryfield Academy.  
Clinton High School.  
Coburn Classical Institute.  
Edward Little High School.  
Farmington High School.  
Good Will High School.  
Hebron Academy.  
Jay High School.  
Litchfield Academy.  
Lubec High School.  
Madison High School.  
Norridgewock High School.  
Norway High School.  
Oakland High School.  
Paris High School.  
Pennell Institute.  
Phillips High School.  
Rockland High School.  
Strong High School.  
Thornton Academy.  
Wayne High School.  
Wilton Academy.



## Pleasantries.

"That is the third bicyclist who has barked himself against me this morning," mused the wayside tree, "without hurting me a bit. Take it all in all, I am more skinned against than skinning."—*Cincinnati Inquirer*.

When Freddy got back from the mountains last week he was much pleased at the sight of clean, stiff curtains hanging in all the rooms. "O, mamma," he remarked, "the windows have all got clean shirts on!"—*Christian Leader*.

Archie, who had never seen gas-jets, had been away on a little visit. "And were you careful about going near the lamps?" asked his mamma. "They don't have lamps," replied the little fellow. "They just light the end of the towel-rack."—*Exchange*.

Mrs. Hersey was unhappy over the stern severity of her new photographs. "Norah," she said to her pretty waitress, "do you think this photograph looks like me?" Norah's warm Irish heart came to the rescue. "Shure, Mrs. Hersey, dear," she replied quickly, "if you looked like that would I ever have two afternoons a week?"

A guest at one of our big hotels, while going down the elevator, remarked to the colored elevator man, "I want to go down to the wharf where the tea was thrown overboard." "Well," said the man, looking mystified, "You'd better inquire at the office. I reckon that was before I came here. I've only been in Boston about a year!"—*Transcript*.

An old farmer, says the *St. James Budget*, once took tea with a former duke and duchess of Buccleuch, at Drumlanrig Castle, his grace's Dumfriesshire estate. His first cup of tea was gone almost before the duchess poured it out. Again and again his cup was passed along to the head of the table. At the sixteenth cup the duchess became uneasy about the supply on hand. "How many cups do you take, John?" she asked. "How mony do ye gi'e?" John asked cannily.

"Yes, I'll give you a meal of victuals if you'll shovel off these sidewalks." "Would you not prefer, madam, to have me shovel off the snow?" "Poor fellow! Have you tramped all the way from Boston?"—*Chicago Tribune*.

Several little girls were returning home from the park one afternoon, when they were overtaken by a goat that wanted the whole street. They, of course, ran for dear life, the foremost one shouting to her companions: "Run, run, girls! He will kick with his head!"—*Presbyterian*.

A man, walking along a country road, found an Irishman perched upon a sign-post which pointed north, with the inscription, "This will take you to Malvern." "What are you up there for?" asked the man. "Faith," said the other, "I've been sittin' here for two hours, and I'm wondering what time it starts."

A letter from W. W. Story to his daughter appears in the new biography by Henry James, from which the following anecdote is taken: Edward Everett was going down East, a short time before his death, in a crowded train. He took a little girl upon his knee to give her a seat. When she was about to leave the car he said: "Perhaps you would like to know, my little girl, who has been holding you all this time. It's the Hon. Edward Everett," to which the little girl answered interrogatively, "Salem man, sir?"

A lady, known as a celebrity hunter, secured an introduction to Mr. Frank Baum, writer of fairy tales, and asked permission to present her little daughter, "who knows every one of your books by heart." The seven-year-old girl extended her hand, and staring into the author's face, remarked: "Mr. Baum, I think you're a very wonderful man." Somewhat embarrassed, the author patted her head, and asked: "Why do you say that, my dear?" "Because mamma told me to, answered the child complacently, and in the laughter that followed the stricken mother made good her escape.—*Pictorial Review*.

# 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.

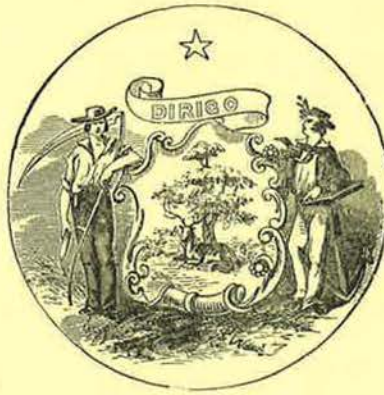
Scholars, by clubbing together, doing their own work and having a part of their food sent from home, can largely reduce their expenses, frequently bringing their *total expenses in connection with the School* below \$25 per term.

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.

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### FALL TERM, 1903.

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

### WINTER TERM, 1903-4.

Begins December 8, . . . . . Closes February 25.

### SPRING TERM, 1904.

Begins March 15, . . . . . Closes June 9.

### FALL TERM, 1904.

Begins August 30, . . . . . Closes November 17.