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The Farmington Normal

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Farmington State Normal School

University of Maine at Farmington

Lincoln -

# THE FARMINGTON NORMAL



Vol. 2 \* No. 6

JUNE, 1903

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# FARMINGTON STATE NORMAL SCHOOL.

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TEACHERS.

**Principal.**

GEORGE C. PURINGTON, A. M.  
Psychology, Didactics, Civics, School Laws.

**Assistants.**

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

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

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

CAROLYN A. STONE.  
Arithmetic, Penmanship, Physiology, Calisthenics.

KATHARINE E. ABBOTT.  
Geometry, Drawing, Book-keeping.

MARY M. BICKFORD.  
Algebra.

HELEN M. MARCH.  
Vocal Music.

**Principal of the Training School.**

LILLIAN I. LINCOLN.  
Psychology and Methods.

**Assistants in the Training Schools.**

HELEN M. MARCH,—GRAMMAR GRADE.

G. LUELLA HAYDEN,—INTERMEDIATE GRADE.

MARGARET E. WATERHOUSE,—SECOND PRIMARY.

IRENE P. LADD,—FIRST PRIMARY.



ISAAC A. SMITH, '92.



AUSTIN W. GREENE, '90.



FRANK W. BUTLER, '87.

# The Farmington Normal.

VOL. II.

FARMINGTON, MAINE, JUNE, 1903.

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.

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PRIN. GEORGE C. PURINGTON.

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### EDITORIALS.

THROUGH the liberality of the last legislature we are able to make some much needed improvements upon the Normal building and grounds. We have never had anything approaching an adequate chemical laboratory. Workmen are now transforming the attic of the ell into a large, light, and altogether satisfactory room for chemistry. Five large dormer windows have been put in, and every convenience will be added. The room we have been using for sixteen years will be fitted up for a physical and biological laboratory and general lecture room. The seats will rise in tiers to the rear of the room, and the windows will be provided with shutters so that we can make our stereopticon available for work during school hours.

We also shall have \$1000 after January first for much needed furniture. We hope to completely furnish the Assembly Room with single desks such as we now have there, and put single desks in the third and fourth Primary.

We also have \$500 for grading. When that is expended we shall have beautiful grounds.



FRANK W. BUTLER, '87.

FRANK W. BUTLER was born in Phillips Oct. 4, 1864. He was educated in the public schools of that town and in the Farmington State Normal School, which he entered March 17, 1885, graduating June 16, 1887. He taught school in Phillips before he entered the Normal, and for one year after graduation.

Mr. Butler studied law with P. A. Sawyer, Esq., of Phillips, completed his studies with the Hon. J. C. Holman of Farmington, and was admitted to the bar at the March term of court, 1890. He was appointed Register of Probate in December, 1889, and still holds the office through four successive elections. He has served three years on the School Board of Farmington, and is the member of the Republican State Committee for Franklin County.

Mr. Butler has won an enviable reputation at the bar as a shrewd and successful attorney. He is one of Farmington's most public spirited citizens, and can always be depended upon to aid in anything that pertains to civic righteousness.

He married, October 21, 1891, Alice E. Smith of Marshfield, Maine, a member of the class of 1890, and they have one child, Frances Alice, born August 11, 1900.

AUSTIN W. GREENE, '90.

MR. GREENE was born in Byron, Me., Feb. 11, 1868, and is a direct descendant of a brother of General Nathaniel Greene of Revolutionary fame. His early schooling consisted of a few weeks a year in ungraded country schools, and as soon as he was old enough to be of service on the farm he could attend only the winter terms.

He entered the Normal March 22, 1887, and graduated June 12, 1890, teaching during his course in Temple, Carthage and Madrid. He was married, Oct. 1, 1889, to Laura E. Pettingill of Carthage, and has one daughter nine years of age.

Since graduating Mr. Greene has been principal of the Lancey St. Grammar School, Pittsfield, Me., for three years; Athens Grammar School, North Weymouth, Mass., for over three years; and since January, 1897, has held his present position as principal of the Gridley Bryant Grammar School, Quincy, Mass. We know from his superintendents that Mr. Greene has done superior work in the schools of which he has had charge, and it is a high compliment to his character and his ability that, with his early limited advantages, when less than thirty years of age he was selected to take charge of one of the important schools made famous by the work and methods of the late Colonel Francis W. Parker.

ISAAC A. SMITH, '92.

MR. SMITH was born at Phillips, Maine, Oct. 28, 1872. He graduated from the Phillips High School, class of 1889, entered the Farmington Normal School March 18, 1890, and graduated June 9, 1892. He has taught in the rural schools of Greenvale, Phillips, Madrid, Weld, Rumford Falls, and Hiram. He has also been an assistant in Wilton Academy, and for three years was an assistant in the Phillips High and Grammar Schools.

From 1901 to 1903 he was principal of the Norridgewock High School, resigning this summer to accept the principalship of

the Webster Grammar School, Auburn, one of the largest grammar schools in the State.

Mr. Smith has had fine success in all his work, and carries to his new position the reputation of being a strong and wise disciplinarian, as well as a fine instructor. He will well sustain the high reputation of the school in Auburn, and keep it at the head, we are sure.

CAROLYN A. STONE.

WE are sure that the news of Miss Stone's resignation will bring sadness to many graduates and pupils of the school. It is a great loss to have such a teacher leave the work for which she was so admirably equipped, and in which she had won the highest success. But the death of her mother makes it necessary for her to preside over and cheer the home, and hence she leaves us. She will, at the same time, perform the duties of supervisor of the grammar grades in the Brewer schools, which we predict will be a most admirable arrangement for the city.

#### THE CUTLER MEMORIAL BUILDING.

SEPTEMBER 9TH will always be a memorable day in the history of Farmington, for it marked a new era in the intellectual life of the town in the dedication of the Cutler Memorial Library Building. The day was all that could be desired, and an audience that completely filled the hall of the Normal School building assembled to hear the addresses and pay their respects to the donors. The address of the Rev. Mr. Cutler, a nephew of the donors, was so eloquent and instructive, and in such perfect good taste, as all who knew him knew it would be, that we feel sure that all who heard it will go to work to make the Library what the donors desire it to be,—free to every man, woman and child of Farmington. It was a rare treat to hear Dr. Abbott, for he always has something to say, and says it in the best possible way. Mrs. Merrill and Miss Starbird both sang beautifully, and Dr. Cutler presented the building in a very gracious and happy manner.



THE CUTLER MEMORIAL BUILDING.

We give below the programme for the occasion, and a description of the building which cannot fail to be of interest to the subscribers of THE NORMAL :

Prayer,	Rev. A. H. Coar
Address,	Rev. Charles Herrick Cutler
Solo,—Happy Days,	Mrs. C. P. Merrill
Address,	Rev. Lyman Abbott
Solo,—Abide with Me,	Miss Mabel A. Starbird
Presentation of the Building,	Dr. Elbridge G. Cutler
Acceptance for the Trustees,	Geo. C. Purington

The Cutler Memorial Library Building is situated in the centre of the town on the corner of Academy and High Streets, and has a beautiful setting on a slight elevation, surrounded with fine shade trees. The plan of the building is unique, having one wing extending along High Street and another wing extending along Academy Street. These wings converge at the corner in a circular motif which forms the Delivery Room inside. Although the building is unconventional in its general form, the general treatment is classic.

The body of the building is bold quarry face North Jay granite, and all the trimmings are cut granite. The roof is of Vermont green slate with copper finials and ridge rolls. The entrance is marked by a broad flight of granite steps and is emphasized by heavy projecting Ionic columns and pilasters.

Through an outer vestibule one enters a large hall in the centre of the building, from which the various rooms open. At the left of this hall is the general Delivery Room, circular in shape and occupying the corner of the building. It is treated with heavy Corinthian pilasters with elaborate carved capitals and a heavy cornice of quartered oak, has a domed ceiling and is lighted from the top. The general Reading Room has a large corner fireplace constructed of gray brick and terra cotta. The Stack Room is circular in shape, is fitted with two tiers of steel book stacks with adjustable shelves, and has convenient tables and seats for reference. Next comes the Librarian's Room, which has a convenient lavatory. The Children's Room is at the right of the hall, and is connected

with it by a fine archway. Both the General Reading Room and the Children's have oak beam ceilings and oak dados. The building contains a fireproof safe for historical records, etc., and is finished throughout in dark quartered oak. It is heated with steam and well ventilated. The building is thoroughly furnished with modern library fittings, and lighted by electricity.

The architect is William R. Miller of Lewiston, Me. Horace Purinton & Co. of Waterville were the contractors for the mason work, and Joseph W. Matthew of Farmington contracted for the wood work. The stone was furnished by the Maine & New Hampshire Granite Company, from their quarries at North Jay. The heating plant was installed by H. I. Spinney, the plumbing by Wilfred McLeary, and the electric lighting by W. H. Cook, all of Farmington. The furniture was made and installed by the Library Bureau of Boston.

The building is the gift of John L. and Isaac M. Cutler in memory of their father, Hon. Nathan Cutler, who was a resident of the town from 1803 to the time of his death, June 8, 1861. Mr. John L. Cutler died while the plans for the building were in preparation, but his heirs have generously carried out his wishes in regard to his gift. It is presented to the Farmington Public Library Association to be held in trust for the purpose of maintaining a Free Public Library for the town of Farmington.

In architectural beauty, in perfection of construction, and in the completeness of its equipment it ranks among the finest library buildings of New England. To the generous donors, the town of their birth and early professional and business life owes a debt of deep gratitude that can only be paid by being as generous in the support, as they have been in the founding, of an institution that is to be a source of life and inspiration to untold generations. We are sure that Farmington will be generous in the support of the library which now numbers over 8000 volumes.

## PRESQUE ISLE NORMAL SCHOOL.

By the election of teachers the new Normal school at Presque Isle is fairly launched. The principal, Irving O. Bragg, A. B., is a Somerset County young man. He graduated from the Farmington State Normal School in 1893. He taught for five years, in the meantime pursuing college preparatory studies, and entered Bates College in 1898 and was graduated in 1902. For the past year he has been Professor of Chemistry in Fargo College, Fargo, N. Dak.

Mr. Knowlton, the first assistant, is a Waldo County man and was graduated from the Castine State Normal School in 1892, and, if we are not mistaken, has pursued post-graduate work in the Bridgewater Normal School and other institutions. He has been a teacher in the New Hampshire State Normal School for several years.

Miss Ardelle M. Tozier, the second assistant, is an Aroostook County woman. She was educated in Hebron Academy and the Farmington State Normal School, graduating from the regular course in 1887, and from the advanced course in 1890. She was a valuable teacher in this school for six years, and has taught in a Grammar school in Cambridge, Mass., in the Primary grades of Presque Isle, and then succeeded to the superintendency in that town. For the last two or three years she has been a very efficient superintendent at Old Town, Me.

The school will open the fifteenth of September, and we trust that it will have a large attendance. The Farmington school opened Aug. 24, 1864, with thirty-one pupils, this number being increased to fifty-nine during the term. One hundred and thirty were registered for the year.

The school at Castine opened Sept. 4, 1867. In his report the principal said: "Eleven young women and one young man presented themselves for examination. About half the number present sustained a creditable examination, but it was deemed advisable to admit the others on trial." The second term had twenty-five students, and

the third thirty-three, with thirty-nine different pupils for the year.

The Gorham school opened Jan. 29, 1879. Eighty-five pupils were admitted the first term, and the entire number of different pupils for the year was ninety-three.

We are sure that all the friends of professional training in the State will wish the new school abundant success, in numbers, in the quality of its work, and in the high character of its students.



## AFTER THE STORM.

THE winds are stilled, hushed every sound,  
Nor stirs a leaf; the trees around,  
Whose branches writhed with every blast  
All through the night that now is past,  
Like sentient beings racked with pain,  
The tempest o'er, now rest again.

Each blade of grass last night storm-tossed,  
With morning dew is pearl-embossed,  
And every pearl, though born of night,  
With iridescent gleams of light,  
Gives welcome to the rising sun  
By whose bright rays its life begun.

Th' unruffled surface of the lake  
Bids earth and cloud and tree to make  
Their home upon its bosom fair.  
So perfect is their picture there,  
So still, serene, one scarce may know  
The heaven above from that below,

Or even guess, so well they blend,  
Where heaven begins or earth may end.  
The myriad sounds of insect life  
Hushed by the storm's wild rage and strife,  
Begin again, now here, now there,  
To pour their notes upon the air.

The bright-hued leaves that sweetly sing  
Their summer song, now rudely flung  
From their dainty homes in upper air,  
Spread o'er the earth a carpet fair,  
Such as Titania's fairy throng  
Might grace with dance and elfin song.

After each storm of life comes peace,  
Rest, when the tides of passion cease.  
Hope springs to life in the human heart  
As soon as the clouds of grief depart.  
Heaven comes again with the blessed light  
That follows the pain of a storm-tossed night.

And though our hopes that were fair and sweet  
As the fallen leaves beneath our feet,  
May fade and wither and pass away,  
There will come again, some fair spring day,  
A robe of green on each shining hill,  
And strong new hopes our hearts to thrill.

Norma.

## LONGFELLOW ENTERTAINMENT.

Arranged by the Model School Teachers, and given by Children of Grammar and Intermediate Model Schools.

[Two little girls in school-girl costume playing dolls on stage].

*Nellie*.—How I wish I could have lived in olden times, and been present at that first Thanksgiving dinner!

*Ruth*.—What happiness to have spoken with dear Priscilla and shaken hands with John Alden, the faithful!

*Nellie*.—How quaint they must have looked in their queer dress and powdered hair!

*Fairy*.—(Stepping out from behind screen; dressed in gauzy material and crown, carrying wand). Thy wishes shall be granted, my little maidens; I will bring back to thee some of the people of those times and they shall talk with thee.

[Girls clap their hands softly. Fairy waves her wand. The following, dressed in costume of the seventeenth century, enter: Priscilla, Hopestill, John Alden, Miles Standish, Governor Bradford, Elder Brewster and other Pilgrims. The women courtesy, the men salute as the girls rise to meet them].

*Nellie*.—O, Priscilla! We are so glad to see you! Do tell us about your days in Plymouth.

*Priscilla*.—Of the Starving Time I do not like to speak, so many of our friends died and we suffered many hardships. At one time there were but seven persons in the colony to care for those who were ill.

*Hopestill*.—Nearly half our little band died!

*Ruth*.—But I should like to hear of the time when John Alden came to ask you to marry Miles Standish.

*Priscilla*.—(Smiling and turning to John). "Why don't you speak for yourself, John?"

*Standish*.—(Stepping forward and laying his hand on John's shoulder). I will speak for John. He was true and faithful, though for a time I believed it not. I saw that the match was well made, and came to the wedding without invitation, to give them my blessing.

*Nellie*.—But about the first Thanksgiving—

*Hopestill*.—(Interrupting). We call it Harvest Home; but our good Governor Bradford can tell us about that.

*Governor*.—Our first harvest was abundant, and after the Starving Time, you may be sure we were very thankful; so we appointed a day for solemn service of thanks to God, who had poured out upon us such rich blessings.

*John*.—Some of the men went out with guns and brought back plenty of wild turkey and other game. Others caught fish and brought corn, pumpkins and other vegetables to the women to cook.

*Priscilla*.—Such a time as we had preparing that dinner! There were but four women and a few serving maids in the colony!

*Hopestill*.—And we had to get dinner for more than one hundred and twenty men, including ninety Indian braves.

*Ruth*.—But were you not afraid of the Indians?

*Elder Brewster*.—No, they were peaceable and we thought to strengthen their friendship by inviting them to the feast.

*Priscilla*.—They must have appreciated the invitation, for they came at sunrise; and they enjoyed the English cooking so much that they stayed with us three whole days.

*John*.—After the dinner, they entertained us with their wild fantastic dances, swinging clubs and leaping.

*Standish*.—They showed us their wonderful skill in shooting arrows, and the young braves ran races and pitched quoits with the colonists, and seemed as happy as children.

*Ruth*.—I suppose the squaws came also; what did they do?

*Hopestill*.—Oh, they seemed very curious about our manner of cooking, and they and many of the old braves followed us about watching us while we worked.

*Elder Brewster*.—But the Indians did not spend all their time in eating and dancing. They went out into the forest and killed deer which they brought and presented to the Governor, the captains and others.

*Nellie*.—Why did not the good Massasoit come to-day, dear Godmother?

*Fairy*.—I summoned him, but he hath not appeared. (Goes to entrance and waves wand. Enter Massasoit in Indian costume, walking slowly).

*Massasoit*.—It is a long, long way! Massasoit is not fleet of limb as when a young warrior.

*Ruth*.—Why did you not bring some of your braves with you?

*Massasoit*.—Does not the white maiden know? We were once in numbers as the leaves of the forests. But the pale face had no

room for the Indian and he has been hunted down till his tribes may be counted on the fingers.

*John.*—But surely, Massasoit, we were your friends and paid for all the land we took from you.

*Massasoit.*—You were ever kind. Other men were false and treacherous, but you were true. You taught the poor Indian about the Great Spirit.

*Nellie.*—We ought to honor the Pilgrims; they not only taught the red men, but established our grand Thanksgiving festival when we all gathered with right good cheer.

*Ruth.*—There is a much greater reason for remembering them with gratitude. I know a song about it; why can we not all sing it?

*Fairy.*—It is well; sing and let the Pilgrims join. (Waves wand and they sing:)

TUNE—"Marching Thro' Georgia."

Through hardships great and sorrows sad,  
Our fathers came to found  
A home where people might be free  
To live God's truth profound;  
The spirit of our laws did  
In their heart's belief abound;  
And thus they built up our Union.

FIRST CHORUS.

Hurrah! Hurrah! the Pilgrims we revere;  
Hurrah! Hurrah! their praises you shall hear;  
For in all this land of ours  
We think they have no peer,  
For they established our Union.  
Colonial wars and stolen rights  
And unjust tax to pay,  
Boston tea and mutiny  
And many an affray,  
Led to justice which they claimed  
On Independence day,  
And freedom gave to our Union.

SECOND CHORUS.

Hurrah! Hurrah! the Pilgrims we respect,  
Hurrah! Hurrah! good laws they did erect  
Of refuge for oppressed;  
Equal rights for every sect,  
So they established our Union.

By May R. Collins, in Normal Instructor.

SPINNING SONG.

REINECKE.

[By four girls in Puritan costume, standing; a fifth seated at a flax wheel].

Spin, lassie, spin; the thread goes out and in;  
Growing like your yellow hair, sense will grow from year to year;

Spin, lassie, spin; spin, lassie, spin.

Sing, lassie, sing, a merry heart to bring;  
As your spinning you begin, keep a cheerful heart within;  
Sing, lassie, sing; sing, lassie, sing.

Learn, lassie, learn, your daily bread to earn;  
Learn to work and learn to pray, spinning on from day to day;  
Learn, lassie, learn; learn lassie, learn.  
From Intermediate Plan Book for Autumn.—A. Flanagan.

DIALOGUE.

SELECTED FROM MILES STANDISH.

[Two boys dressed in Puritan costume, seated on stage, Alden is busy writing, Standish reading].

*Standish.*—A wonderful man was this Cæsar! You are a writer, and I am a fighter, but here is a fellow Who could both write and fight and in both was equally skillful!

*Alden.*—Yes, he was equally skilled, as you say, with his pen and his weapons. Somewhere have I read, but where I forget, he could dictate Seven letters at once, at the same time writing his memoirs.

*Standish.*—Truly a wonderful man was Caius Julius Cæsar! Better be first, he said, in a little Iberian village, Than be second in Rome, and I think he was right when he said it.

Twice was he married before he was twenty, and many times after;  
Battles five hundred he fought, and a thousand cities he conquered;

Now, do you know what he did on a certain occasion in Flanders,  
When the rear-guard of his army retreated, the front giving way too,  
And the immortal Twelfth Legion was crowded so closely together

There was no room for their swords? Why, he seized a shield from a soldier,  
Put himself straight at the head of his troops, and commanded the captains,

Calling on each by his name, to order forward the ensigns;  
Then to widen the ranks, and give more room for their weapons;

So he won the day, the battle of something-or-other.  
That's what I always say; if you wish a thing to be well done,  
You must do it yourself, you must not leave it to others.

\* \* \* \* \*

When you have finished your work, I have something important to tell you.  
Be not however in haste; I can wait; I shall not be impatient!

*Alden.*—Speak for whenever you speak, I am always ready to listen,  
Always ready to hear whatever pertains to Miles Standish.

*Standish.*—"Tis not good for a man to be alone, say the Scriptures.

This I have said before, and again and again I repeat it;  
Oft in my lonely hours have I thought of the maiden Priscilla.

Long have I cherished the thought, but never dared to reveal it,

Being a coward in this, though valiant enough for the most part.

Go to the damsel Priscilla, the loveliest maiden of Plymouth,

Say that a blunt old captain, a man not of words but of actions,

Offers his hand and his heart, the hand and heart of a soldier.

Not in these words, you know, but this in short is my meaning;  
I am a maker of war, and not a maker of phrases,  
You, who are bred as a scholar, can say it in elegant language,  
Such as you read in your books of the pleadings and wooings of lovers,  
Such as you think best adapted to win the heart of a maiden.

*Alden.*—Such a message as that, I am sure I should mangle and mar it;  
If you would have it well done, — I am only repeating your maxim,—  
You must do it yourself, you must not leave it to others!

*Standish.*—Truly the maxim is good, and I do not mean to gainsay it;  
But we must use it discreetly, and not waste powder for nothing.

I can march up to a fortress and summon the place to surrender,  
But march up to a woman with such a proposal, I dare not. I'm not afraid of bullets, nor shot from the mouth of a cannon,  
But of a thundering "No!" point-blank from the mouth of a woman,  
That I confess I'm afraid of, nor am I ashamed to confess it!  
So you must grant my request.  
Though I have spoken thus lightly, yet deep is the feeling that prompts me,  
Surely you cannot refuse what I ask in the name of our friendship!

*Alden.*—The name of our friendship is sacred;  
What you demand in that name, I have not the power to deny you!

[The children wear their ordinary suits, with the addition of tin-foil buckles at knees and on tennis shoes, a belt, collars and cuffs of white paper, and a Puritan hat].

SONG.—Why Don't You Speak For Yourself, John?

WORDS AND MUSIC BY FRANK KENT.

Priscilla, so fair at her spinning-wheel,  
Sits humming a dreamy old tune,  
Of whom is she thinking, that Puritan maid?  
While spinning this bright afternoon;  
Young Alden appears with his hat in his hand,  
Love's messenger pleading the cause  
Of Standish, the captain, who sent him to woo  
This fair girl, but now John doth pause:

CHORUS.

Why don't you speak for yourself, John?  
Smilingly asked the maid,  
Why don't you speak for yourself, John?  
Is it because you're afraid?  
Speak it right out like a man, John,  
I know you've something to say,  
Why don't you speak for yourself, John?  
Where there's a will there's a way.

But Alden is true to his captain brave,  
"He likes you, Priscilla," says he.  
"He wants you to marry him, so he has said,  
To ask you, the captain sent me;"  
Priscilla jumped up from her spinning-wheel then,  
Ran out of the room in dismay,  
Poor John is left waiting, an answer must have,  
Returning, Priscilla doth say:

CHORUS.

Now what happened then, we shall have to guess,  
Priscilla ne'er told, nor did John,  
But Standish the captain, was left in the cold,  
Priscilla and John were made one!  
Young ladies a lesson may learn by this tale,  
If lovers are bashful and slow;  
Just tell them this tale of Priscilla and John,  
And sing to them softly and low:

CHORUS.

[This song was sung by a girl at one end of stage, and acted by a boy and girl dressed to represent John and Priscilla. Curtain fell at end of second verse and rose again during third on a tableau—John and Priscilla winding yarn].

SONG.—Village Bells.

[By Grammar School].

Tableau—Evangeline on the way to church.  
Quotation.

Down the long street she passed, with her chaplet of beads and her missal,  
Wearing her Norman cap and her kirtle of blue, and the ear-rings  
Brought in the olden time from France, and since as an heirloom,  
Handed down from mother to child, through long generations.  
But a celestial brightness—a more ethereal beauty—  
Shone on her face and encircled her form, when, after confession,  
Homeward serenely she walked with God's benediction upon her.  
When she had passed, it seemed like the ceasing of exquisite music.

Tableau—Kitchen scene from Evangeline.

[Benedict and Basil at one side of stage playing checkers. Evangeline and Gabriel at other side talking to each other].

Quotation.

Then Evangeline lighted the brazen lamp on the table,  
And brought the draught board out of its corner.  
Soon was the game begun. In friendly contention the old men  
Laughed at each lucky hit, or unsuccessful manœuvre,  
Laughed when a man was crowned, or a breach was made in the king-row.  
Meanwhile, apart, in the twilight gloom of a window's embrasure,  
Sat the lovers and whispered together, beholding the moon rise  
Over the pallid sea and the silvery mist of the meadows.

SONG.—Evening Bells.

[By Grammar School, behind scenes].

Hark! the pealing, softly stealing  
Evening bell,  
Sweetly echoed down the dell, down the dell.  
Welcome, welcome is thy music,  
Silvery bell,  
Sweetly telling, sweetly telling day's farewell.  
Day is sleeping, flowers are weeping  
Tears of dew;  
Stars are peeping, ever true, ever true.  
Happy hour, may thy power  
Fill thy breast,  
Each wild passion, each wild passion soothe to rest.



[Normal Music Course, First Reader.—*Silver, Burdett & Co.* A picture for this tableau we found in the *Evangeline Plan Book*, Oct., 1898.—*A. Flanagan*, Chicago].

Tableau—The Priest, from *Evangeline*.

Quotation.

Solemnly down the street came the parish priest.  
Anon from the belfry  
Softly the Angelus sounded.

SONG.—Ring On, Sweet Angelus.

[By one of the teachers].

Recitation—The Three Kings.

Scene from *Elizabeth*.

[A little kitchen scene. For help in arranging we used the poem].

*Elizabeth*.—Ah, how short are the days! How soon the night overtakes us!

In the old country the twilight is longer; but here in the forest

Suddenly comes the dark, with hardly a pause in its coming,

Hardly a moment between the two lights, the day and the lamplight;

Yet how grand is the winter! How spotless the snow is, and perfect!

*Hannah*.—Beautiful winter! yea, the winter is beautiful, surely,

If one could walk like a fly with one's feet on the ceiling. Here there is nothing but pines, with patches of snow on their branches.

There is snow in the air, and see! It is falling already; All the roads will be blocked, and I pity Joseph to-morrow; Breaking his way through the drifts, with his sled and oxen; and then, too,

How in all the world shall we get to meeting on First-Day?

*Elizabeth*.—Surely the Lord will provide; for unto the snow he sayeth,

Be thou on the earth, the good Lord sayeth; he is it Giveth snow like wool, like ashes scatters the hoar-frost. Lo! Joseph is long on his errand.

I have sent him away with a hamper of food and of clothing

For the poor in the village. A good lad and cheerful is Joseph;

In the right place is his heart, and his hand is ready and willing.

The house is far from the village; We should be lonely here, were it not for Friends that in passing

Sometimes tarry o'ernight, and make us glad by their coming.

*Hannah*.—Yea, they come and they tarry, as if thy house were a tavern;

Open to all are its doors, and they come and go like the pigeons

In and out of the holes of the pigeon-house over the hay loft,

Cooing and smoothing their feathers and basking themselves in the sunshine.

*Elizabeth*.—All I have is the Lord's, not mine to give or withhold it;

I but distribute his gifts to the poor, and to those of his people

Who in journeying often surrender their lives to his service.

We must not grudge, then, to others Ever the cup of cold water, or crumbs that fall from our table.

Dost thou remember, Hannah, the great May-Meeting in London,

When I was still a child, how we sat in the silent assembly, No one spake, till at length a young man, a stranger, John

Estaugh, Moved by the Spirit, rose.

Thoughts of him to-day have been oft borne inward upon me,

Wherefore I do not know; but strong is the feeling within me,

That once more I shall see a face I have never forgotten.

[Bells are heard].

*Hannah*.—It is Joseph come back, and I wonder what stranger is with him.

[*Hannah* lights the lantern and goes out. Returns directly with a young man, whom *Elizabeth* greets].

*Elizabeth*.—Thou art welcome, John Estaugh.

*John*.—Dost thou remember me still, *Elizabeth*? After so many

Years have passed, it seemeth a wonderful thing that I find thee.

Surely the hand of the Lord conducted me here to thy threshold.

For as I journeyed along, and pondered alone and in silence On his ways, that are past finding out, I saw in the snow-mist,

Seemingly weary with travel, a wayfarer, who by the way-side

Paused and waited.

So I greeted the man, and he mounted the sledge beside me,

And as we talked on the way he told me of thee and thy homestead,

And I remembered thy name, and thy father and mother in England,

And on my journey have stopped to see thee, *Elizabeth* Haddon,

Wishing to strengthen thy hand in the labors of love thou art doing.

*Elizabeth*.—Surely the Spirit hath led thee

Out of the darkness and storm to the light and peace of my fireside.

[They sit. Joseph comes in, stamps feet, blows out lantern, brushes off snow. Hannah finishes setting the table and speaks to Elizabeth who announces that supper is ready. During Hannah's movements Elizabeth says to John: "The maiden hath a light heart in her breast, but her feet are heavy and awkward."]

[They draw up to the table, Hannah a little behind the others, having dropped and broken a dish and swept up the fragments. Joseph sits back to the audience and eats rather awkwardly].

[*Elizabeth* wore a gray dress with white mits, kerchief and cap; *Hannah*, a black dress with white apron, kerchief and cap. *John Estaugh* in boy's ordinary suit, low shoes, white collar and cuffs, black wig (made of ravelled rope and dyed), wide rimmed black hat with high crown. He carried a cape over his arm, which *Hannah* snatched and put away. Joseph wore overalls, cowhide boots, fur cap and big handkerchief for muffler].

Tableau—The Village Blacksmith.

Quotation.

His hair is crisp, and black, and long,  
His face is like the tan;  
His brow is wet with honest sweat,  
He earns what'er he can,  
And looks the whole world in the face,  
For he owes not any man.

Toiling, rejoicing, sorrowing,  
Onward through life he goes;  
Each morning sees some task begun,  
Each evening sees it close;  
Something attempted, something done  
Has earned a night's repose.

Tableau—The Children's Hour.

Quotation.

Between the dark and the daylight,  
When the night is beginning to lower,  
Comes a pause in the day's occupations,  
That is known as the Children's Hour.

From my study I see in the lamplight,  
Descending the broad hall stair,  
Grave Alice and laughing Allegra,  
And Edith with golden hair.

A whisper and then a silence;  
Yet I know by their merry eyes  
They are plotting and planning together  
To take me by surprise.

Tableau—The Children.

Quotation.

What the leaves are to the forest,  
With light and air for food,  
Ere their sweet and tender juices  
Have been hardened into wood.

That to the world are children:  
Through them it feels the glow  
Of a brighter and sunnier climate  
Than reaches the trunks below.

Come to me, O ye children!  
And whisper in my ear  
What the birds and the winds are singing  
In your sunny atmosphere.

Tableau—Maidenhood.

Quotation.

Standing with reluctant feet,  
Where the brook and river meet,  
Womanhood and childhood fleet!

Bear a lily in thy hand,  
Gates of brass cannot withstand  
One touch of that magic wand.

Bear through sorrow, wrong and ruth,  
In thy heart the dew of youth,  
On thy lips the smile of truth.

Tableau—Nokomis at doorway of wigwam rocking pappoose.

[Doll strapped to board in Indian fashion. During last verse Nokomis rises and hangs the cradle on a tree. She sings Indian Cradle Song.]

Swing thee low, in thy cradle soft,  
Deep in the dusky wood;

Swing thee low and swing aloft:

Sleep as a pappoose should,  
Sleep as a pappoose should;  
For safe in your little nest,  
Quiet will come, and peace and rest,  
If the little pappoose is good.

The coyote howls on the prairies cold;  
The owl hoots in the tree;  
The big moon shines on the little child,  
Slumbering peacefully,  
Slumbering peacefully.  
So swing in thy little nest;  
Swing thee low and take thy rest  
That the night wind brings to thee.

The father lies on the fragrant ground  
Dreaming of hunt and fight;  
The pine leaves rustle with mournful sound.  
All thro' the solemn night,  
All thro' the solemn night;  
The pappoose in his birchen nest  
Swinging low will take his rest,  
Till the sun brings the morning light.

Tableau—The little Hiawatha seated at door of wigwam.

Quotation.

At the door on summer evenings  
Sat the little Hiawatha;  
Heard the whispering of the pine-trees,  
Heard the lapping of the water.

Saw the fire-fly, Wah-wah-taysee,  
Flitting through the dusk of evening,  
With the twinkle of its candle  
Lighting up the brakes and bushes,  
And he sang the song of children,  
Sang the song Nokomis taught him;  
Wah-wah-taysee, little fire-fly,  
Little, flitting, white-fire insect,  
Little, dancing, white-fire creature,  
Light me with your little candle,  
Ere upon my bed I lay me,  
Ere in sleep I close my eyelids!

Hiawatha sings the Firefly Song.

Firefly, firefly, bright little thing,  
Light me to bed and my song I will sing;  
Give me your light as you fly o'er my head,  
That I may merrily go to my bed;  
Give me your light o'er the grass as you creep,  
That I may joyfully go to my sleep.

Come, little firefly, almost the least,  
Come, and to-morrow I'll make you a feast;  
Come, little candle that flies as I sing,  
Bright little fairy bug, night's little king;  
Come, and I'll dance as you guide me along,  
Come, and I'll pay you, wee one, with a song.

["Songs in Season," by Mary S. Conrade and M. M. George].

Quotation.

When he heard the owls at midnight,  
Hooting, laughing in the forest,  
"What is that?" he cried in terror;  
"What is that?" he said, "Nokomis?"  
And the good Nokomis answered:  
"That is but the owl and owl,  
Talking in their native language,  
Talking, scolding at each other."

## THE OWLET SONG.

[ By Pupil].

E-wa-yea! my little owlet!  
Who is this that lights the wigwam?  
With his great eyes lights the wigwam?  
E-wa-yea! my little owlet!

*Hiawatha Primer.—Houghton, Mifflin & Co.*

Tableau—Hiawatha, a little larger grown, kneeling, with bow and arrow, in the pathway.

## Quotation.

Then Iago, the great boaster,  
He the marvellous story-teller,  
He the traveler and the talker,  
He the friend of old Nokomis,  
Made a bow for Hiawatha;  
From a branch of ash he made it,  
From an oak bough made the arrows,  
Tipped with flint, and winged with feathers,  
And the cord he made of deer-skin.

Then he said to Hiawatha:

"Go, my son, into the forest,  
Where the red deer herd together,  
Kill for us a famous roebuck,  
Kill for us a deer with antlers!"

Hidden in the alder-bushes,  
There he waited till the deer came,  
Till he saw two antlers lifted,  
Saw two nostrils point to windward,  
And a deer came down the pathway,  
Flecked with leafy light and shadow.  
And his heart within him fluttered,  
Trembled like the leaves above him,  
Like the birch-leaf palpitated,  
As the deer came down the pathway.

## SONG—The Red Deer.

[ By six little girls].

Thro' the grove the red deer darted,  
With his antlers spreading wide;  
All the forest tribes glad hearted,  
Watched his grace with honest pride.  
But behind a linden, waited,  
With his dog, a huntsman bold;  
Ah! the poor red deer was fated!  
Rifle echoes scared the world!  
No more goes the red deer leaping,  
Thro' the grove with graceful spring;  
All the flow'rs for him are weeping,  
All the birds their dirges sing.

*Autumn Primary Plan Book.—A. Flanagan, Chicago.*

Tableau—Hiawatha standing.

## Quotation.

Out of childhood into manhood  
Now has grown my Hiawatha,  
Skilled in all the craft of hunters,  
Learned in all the lore of old men,  
In all youthful sports and pastimes,  
In all manly arts and labors.

Swift of foot was Hiawatha;  
He could shoot an arrow from him,  
And run forward with such fleetness,  
That the arrow fell behind him!  
Strong of arm was Hiawatha;  
He could shoot ten arrows upward,  
Shoot them with such strength and swiftness,

That the tenth had left the bow-string  
Ere the first to earth had fallen!

Tableau—The Arrow-Maker and Minnehaha seated near wigwam, Minnehaha braiding a mat.

## Quotation.

At the doorway of his wigwam  
Sat the ancient arrow-maker,  
In the land of the Dakotahs,  
Making arrow-heads of jasper,  
Arrow-heads of chalcidony.  
At his side, in all her beauty,  
Sat the lovely Minnehaha,  
Plaiting mats of flags and rushes.

[Enter Hiawatha].

## Quotation.

Through their thoughts they heard a footstep,  
Heard a rustling in the branches,  
And with glowing cheek and forehead,  
Suddenly from out the woodlands  
Hiawatha stood before them.  
Straight the ancient arrow-maker  
Looked up gravely from his labor,  
Laid aside the unfinished arrow,  
Bade him enter at the doorway,  
Saying, as he rose to meet him,  
"Hiawatha, you are welcome!"  
And the maiden looked up at him,  
Looked up from her mat of rushes,  
Said with gentle look and accent,  
"You are welcome, Hiawatha!"

## LOVE SONG.

[By two teachers].

Fades the star of morning,  
West winds gently blow,  
Gently blow, gently blow,  
Soft the pine trees murmur,  
Soft the waters flow,  
Soft the waters flow,  
Soft the waters flow,  
Lift thine eyes, my maiden,  
To the hill-top high.  
Night and gloom will vanish,  
When the pale stars die,  
When the pale stars die,  
When the pale stars die;  
Lift thine eyes, my maiden,  
Hear thy lover's cry.

*Song of Hiawatha. J. C. Filmore.—A. Flanagan, Chicago.*

Tableau.

[Minnehaha in wigwam, Hiawatha at side of stage, a little behind wigwam].

## SONG—Stars of the Summer Night.

[By two boys and two girls].

*Silver Song Series, No. 7.—Silver, Burdett & Co.*

Tableau.

[Group of Indians seated on stage, five or six squaws at rear of one side, five or six younger braves at rear of other side, seven or eight braves in groups near front, chief in center. They sing, assisted by children behind the scenes].

## THE BLUE JUNIATA.

Wild roved an Indian girl,  
Bright Alfarata,  
Where sweep the waters of the blue Juniata.  
Swift as an antelope,  
Thro' the forest going,  
Loose were her jetty locks,  
In wavy tresses flowing.

Gay was the mountain song  
Of bright Alfarata,  
Where sweep the waters of the blue Juniata.  
"Strong and true my arrows are,  
In my painted quiver,  
Swift goes my light canoe  
Adown the rapid river.

"Bold is my warrior good,  
The love of Alfarata,  
Proud waves his snowy plume along the Juniata.  
Soft and low he speaks to me  
And then his war-cry sounding  
Rings his voice in thunder loud,  
From height to height resounding."

So sang the Indian girl,  
Bright Alfarata  
Where sweep the waters of the blue Juniata.  
Fleeting years have borne away  
The voice of Alfarata,  
Still sweeps the river on,  
The blue Juniata.

[Hiawatha leads in Minnehaha and they sit in center of stage at rear. Chief rises, goes to them and salutes each in turn, placing one hand on the chest of the guest and with the other raising guest's hand and placing on his own head. The braves all follow him and make the same salutation. The squaws sit still. An occasional grunt is heard. They all return to their places. The chief remains standing. He waves his hands in a circle about his head. The squaws rising at the signal pass to the extreme left and front of stage and sit there closely together. He waves hands again. The younger braves pass to extreme right in same way. He waves again. The braves gather in a ring with considerable space between. Chief sits. A brave arises, goes out and brings in food on a piece of birch bark. He passes this to Hiawatha and Minnehaha and returns to his place. They sing, first taking the piece through softly, then with more force and a light comb accompaniment, then with all their force of comb and voice].

## WAR DANCE SONG.

IROQUOIS.

Ki yo ya we ho hi yo ya we ho hi,  
Ye wi ye ye ya;  
Hi ya we ho hi ye hya we ho  
O ki ya hya we ho wi ya ya.

*Silver Song Series, No. 8.—Silver, Burdett & Co.*

[Chief raps once with his tomahawk. The Indians in the ring arise and begin to move around him from left to right with a slow stalking movement. He raps again. They go faster and faster with at first an occasional grunt or laugh, at last with a wild whoop. He raps a third time. They reverse instantly and

go through the movement from right to left. He raps once more. They drop to their seats. The chief arises, passes in and out among them in a sort of dance that grows faster and faster. He jumps over heads of several braves. They grunt approval. He turns two or three handsprings, then takes his seat].

## GOOD-NIGHT SONG.

[ By four girls].

Gently sighs the breeze,  
Like a whisper through the trees;  
Like a voice of angel bright,  
Singing to the world, good night,  
Soft and low in its flight  
Sighing, sighing, good night! Good night!  
*Normal Music Course, First Reader.—Silver, Burdett & Co.*

The children got up their Indian costumes to suit themselves. Some wore of denim or cambric, adorned with bright fringes. Some wore dark sweaters, overalls, blankets, shawls, etc. Beads, shells, feathers, quivers, bows and arrows abounded. All times and degrees of civilization were represented, but the whole effect was decidedly Indian and the picture a pleasing one.

The entertainment lasted an hour and forty minutes.

During the progress of the Longfellow entertainment given by the Model school I found my attention turned to the idea of such entertainments in general; noting the points of advantage and disadvantage connected with them. In my observation the advantages were so far in excess, I found myself considering them alone. These are the results of my thoughts in the matter.

The entertainment creates in the children a greater school interest, arouses loyalty, and welds the school into a compact mass. Having worked together for a common end, they continue to feel their aims in common and the school has a greater impulse in all its individual parts to push toward further achievements.

It brings teacher and children into a different and closer connection. The teacher and pupil who have strung beads, made tinfoil buckles, discussed the relative merits of various feathers and blankets, the value of different styles of tomahawks and arrows, and the workings of flax wheels, are in much closer sympathy than they can possibly be through class discussion of Puritan utensils or of the French and Indian war. Counting the cost of necessary materials

and gloating together over sale of tickets, if the entertainment be a paying one, mean more than many days of doing profit and loss examples as far as mutual understanding is concerned.

It arouses the interest of the parents in the school. People loaned us everything from bean poles and fur rugs for the "wigwam of Nokomis" to dishes for Hannah to break in the little scene from Elizabeth. Cheerful labor was given in the construction of different costumes, parents getting together and sewing, and the work not being always confined to the benefit of one's own household.

It does much in encouraging reading and study by the children. Our Elder Brewster was perfect in his equipment, the priest in Evangeline equally good, our Quakers excellent specimens of their kind. To my certain knowledge much research was carried on in connection with the costume work. One boy was asked to look up the things the Indians might have done in the imaginary little entertainment furnished by the village to Hiawatha and Minnehaha. The number he found was surprising. His knowledge of Indian ways was greatly enlarged while we worked. True, during the entertainment there were some rather startling anachronisms, but much was learned of the life of the different people of whom Longfellow wrote. In addition to the knowledge gained in this way the children's ideas grew more vivid through the very seeing and hearing.

It produces directly better results in music, reading, language, in obedience to directions.

It trains manually. The children sewed, strung beads and shells, made buckles, wigs, bows, arrows, tomahawks and hatchets, prepared little trees for the stage, constructed a wigwam and adapted means to ends in many ways.

It shows to teacher and children what drill will do. It is not difficult for the child to compare the ways in which these things were done the first time and the last, and make the needed connection in arithmetic and grammar.

It gives the teacher a wonderful opportunity for study of the children. Here come prominently into view the helplessness or resourcefulness, the hidden talents, all the out-of-school tendencies that explain so many things in

school. It adds often to the teacher's appreciation of the child's powers.

It makes the child feel his powers and that is, in my mind, a very important thing, not to give conceit, but that natural and necessary poise for success in any undertaking.

It furnishes a natural and legitimate outlet for the child's activities. The amount of activity and enjoyment that went into the rehearsals was surprising even to one who knows children well. The dress rehearsal was popular and was encouraged, though somewhat detrimental to the paper collars and cuffs of the Puritans and to the nerves of the teachers—applause being generous and hearty.

It is a source of extreme satisfaction to the teacher in many ways. We marked no jealousies, each seemed to rejoice in the success of the other. The children were generous. Each might use of the other's best, almost without exception. All were there, all on time. Nothing important was forgotten. They were orderly and quiet behind the scenes and very helpful to each other. They made very few mistakes, had their parts well learned and showed remarkable foresight in regard to the things for which they had to make ready. Each one brought what he needed, selected a place to deposit his belongings, and when it was over they "folded their tents like the Arabs and silently stole away." There was positively almost nothing to pick up after them.

We got fifty-seven dollars from the entertainment. It was planned to spend the profits for pictures. I was much pleased to hear the boys say if there was more than enough for a picture for each room, they wished we might have a new, large dictionary as some words were gone from the present one. Later, they said some of the histories were wearing a little and perhaps it would be well to have them renewed. No soaring—just the things for their daily needs.

The teachers were tired, the children a little relaxed. School Monday morning seemed a bit like bread and butter after cake, certain little careless things came out, but on the whole we settled down to work again pretty easily. I shouldn't favor so elaborate a show often, but on the whole I say, "Long live the school entertainment. It pays." *L. I. L.*

Commencement, 1903.



FARMINGTON STATE NORMAL SCHOOL.—MAIN STAIRWAY.

COMMENCEMENT PROGRAMME.

The graduating exercises of the class of 1903 occurred June 7-11, according to the following general programme :

- SUNDAY, JUNE 7.  
 4.00 P. M. Baccalaureate Sermon, Old South Church, Pres. Charles L. White, Colby College.
- MONDAY, JUNE 8.  
 8.00 P. M. Class Banquet at Hotel Willows.
- TUESDAY, JUNE 9.  
 7.45 P. M. Informal Reception to the Graduating Class at Normal Hall, by Resident Students.
- WEDNESDAY, JUNE 10.  
 8.00 A. M. Examination of the School by the Trustees. Teaching Exercises by the Graduating Class.  
 8.15 P. M. Concert at Music Hall by White's Concert Orchestra, Miss M. Blanche Townsend, Whistler, and Miss Alida Donnell, Reader.
- THURSDAY, JUNE 11.  
 8.30 A. M. Teaching Exercises by the Graduating Class.  
 7.45 P. M. Graduating Exercises and Reception in Normal Hall.  
 Music by Ladies' String Orchestra.

BACCALAUREATE SERMON.

ORDER OF SERVICE.

- Organ—March.  
 Call to Worship.  
 The Lord's Prayer.  
 Anthem—Abide with Me.  
 Responsive Reading.  
 Scripture Reading—Matt. 17: 1-21, Rev. Mr. Coar  
 Anthem—In Heavenly Love Abiding.  
 Prayer, Rev. Mr. Corey  
 Hymn—Lord of All Being Throned Afar.  
 Sermon,—Text, Ps. 72: 30, President C. L. White, D. D.  
 Prayer, President White  
 Hymn—O Master, Let Me Walk with Thee.  
 Benediction, Rev. Mr. Kilborn

Monday evening the class had a banquet at Hotel Willows. It was a very delightful occasion.

On Tuesday evening the resident graduates gave an informal reception to the graduating class at Normal Hall.

Examination of classes and teaching exercises of the class of 1903 occurred Wednesday and Thursday, June 10 and 11. Class Motto: "Onward, though we see not the end."

PROGRAMME.

NORMAL SCHOOL—WEDNESDAY A. M.

- |             |                        |                |
|-------------|------------------------|----------------|
| 8.30- 9.00  | Morning Exercises.     |                |
| 9.00- 9.40  | D—Physics,             | Mr. Mallett    |
|             | A—U. S. History,       | Mrs. Purington |
|             | E—Geography,           | Miss Merrill   |
|             | F—Physiology,          | Miss Stone     |
| 9.40-10.20  | E—Physics,             | Mr. Mallett    |
|             | F—English Composition, | Miss Merrill   |
|             | A—Book-Keeping,        | Miss Abbott    |
|             | C—Algebra,             | Miss Bickford  |
| 10.20-10.40 | Recess.                |                |
| 10.40-11.20 | A—Didactics,           | Mr. Purington  |
|             | C—Geology,             | Mr. Mallett    |
|             | F—Geography,           | Miss Merrill   |
|             | D—Arithmetic,          | Miss Stone     |
| 11.20-12.00 | F—School Organization, | Mr. Purington  |
|             | C—Grammar,             | Miss Merrill   |
|             | E—Geometry,            | Miss Abbott    |
|             | D—Psychology,          | Miss Lincoln   |

GRAMMAR ROOM.

- |             |                    |                 |
|-------------|--------------------|-----------------|
| 9.00- 9.10  | Opening Exercises. |                 |
| 9.10 9.30   | 8 Arithmetic,      | Mr. Young       |
|             | 9 Arithmetic,      | Miss Oldham     |
|             | 7 Arithmetic,      | Mr. Brown       |
| 9.30- 9.50  | 9 Language,        | Miss Sylvester  |
| 9.55-10.15  | Recess.            |                 |
| 10.20-10.40 | 8 Geography,       | Miss Vera Brown |
| 10.40-11.00 | 8 & 9 Drawing,     | Mr. Starrett    |
| 11.00-11.20 | 7 Language,        | Miss Adams      |
|             | 7 Drawing,         | Mr. Beane       |
| 11.20-11.35 | 7 Calisthenics,    | Miss Gardner    |
| 11.40-12.00 |                    |                 |

INTERMEDIATE ROOM.

- |             |                     |              |
|-------------|---------------------|--------------|
| 9.00- 9.15  | Opening Exercises.  |              |
| 9.15- 9.35  | 6 Arithmetic,       | Miss Davis   |
| 9.35- 9.55  | 5 Arithmetic,       | Mrs. Bagley  |
| 9.55-10.05  | Word Study.         |              |
| 10.05-10.20 | 6 Drawing,          | Mr. Wright   |
| 10.20-10.40 | Recess.             |              |
| 10.40-10.55 | 5 Geography,        | Miss Douglas |
| 10.55-11.10 | 6 Language,         | Miss Walker  |
| 11.10-11.20 | Physical Exercises. |              |
| 11.20-11.40 | 6 Science,          | Miss Mason   |
| 11.40-12.00 | 5 Drawing,          | Miss Eastman |

SECOND PRIMARY ROOM.

- |             |                     |               |
|-------------|---------------------|---------------|
| 9.00- 9.10  | Opening Exercises.  |               |
| 9.10- 9.15  | 4 Word Study.       |               |
| 9.15- 9.30  | 4 Language,         | Miss Hayes    |
| 9.30- 9.45  | 3 Arithmetic,       | Miss Sanford  |
| 9.45-10.00  | 4 Arithmetic,       | Miss Lawrence |
| 10.00-10.05 | Physical Exercises. |               |
| 10.05-10.20 | 3 Drawing,          | Miss Oliver   |
| 10.20-10.40 | Recess.             |               |
| 10.40-10.55 | 3 Language,         | Miss Brooks   |
| 10.55-11.10 | 4 Geography.        |               |
| 11.15-11.35 | Calisthenics,       | Miss Hillman  |
| 11.35-11.45 | 3 Word Study.       |               |
| 11.45-12.00 | 4 Science,          | Miss Lowe     |

FIRST PRIMARY ROOM.

- |             |                           |                      |
|-------------|---------------------------|----------------------|
| 9.00- 9.15  | Opening Exercises.        |                      |
| 9.15- 9.35  | 1 Reading.                |                      |
| 9.35- 9.50  | 2 Form,                   | Miss Wheeler         |
| 9.50-10.00  | Physical Exercises.       |                      |
| 10.00-10.15 | 1 Form,                   | Miss Katherine White |
| 10.20-10.40 | Recess.                   |                      |
| 10.40-11.00 | 2 Word Study and Reading, | Miss Irish           |

NORMAL SCHOOL—WEDNESDAY P. M.

2.00- 2.40	D—Chemistry, Adv. French, A—Botany, 1 Div., E—Arithmetic, F—Geometry, C—Methods,	Mr. Mallett Mrs. Purington Miss Merrill Miss Stone Miss Abbott Miss Lincoln
2.40- 3.20	E—Zoology, A—Botany, 2 Div.,	Mr. Mallett Miss Merrill
3.20- 3.40	Recess.	
3.40- 4.20	A—Moral Philosophy, D—Algebra, F—Music,	Mr. Mallett Miss Bickford Miss March

GRAMMAR ROOM.

2.00- 2.20	Opening Exercises and Music.	
2.20- 2.40	History,	Miss Emery
2.40- 3.00	Language,	Miss Conlogue
3.00- 3.20	Reading,	Mr. Bruce
3.20- 3.40	Recess.	
3.40- 4.00	8 Reading,	
4.00- 4.20	9 Geography, 7 Science,	Miss Hickey Miss Curtis

INTERMEDIATE ROOM.

2.00- 2.15	5 Language,	Miss Richards
2.15- 2.35	6 Geography,	Miss Baker
2.40- 3.00	Calisthenics,	Miss Bemis
3.00- 3.20	5 Reading,	Miss Demuth
3.20- 3.40	Recess.	
3.40- 4.00	6 Reading,	Miss Emily Brown
4.00- 4.20	5 Science,	Miss Griffith

SECOND PRIMARY ROOM.

2.00- 2.15	3 Science,	Miss Sherer
2.15- 2.35	4 Reading,	Miss Matthieu
2.35- 2.55	3 Reading,	Miss Pratt
2.55- 3.00	Physical Exercises.	
3.00- 3.20	4 Drawing,	Miss Robinson
3.20- 3.25	Story.	

FIRST PRIMARY ROOM.

2.00- 2.05	Opening Exercises.	
2.05- 2.20	2 Science,	Miss Gilkey
2.20- 2.40	1 Number.	
2.40- 3.00	Music.	
3.00- 3.05	1 Reading, 1 Div.,	Miss Crockett
	Story.	

NORMAL SCHOOL—THURSDAY A. M.

8.30- 9.00	Opening Exercises.	
9.00- 9.40	D—Physics, A—U. S. History, E—Geography, F—Physiology,	Mr. Mallett Mrs. Purington Miss Merrill Miss Stone
9.40-10.20	E—Physics, F—English Composition, D—Calisthenics, A—Book-Keeping, C—Algebra,	Mr. Mallett Miss Merrill Miss Stone Miss Abbott Miss Bickford
10.20-10.40	Recess.	
10.40-11.20	C—Geology, F—Geography, A—Calisthenics, D—Drawing,	Mr. Mallett Miss Merrill Miss Stone Miss Abbott
11.20-12.00	Chorus Singing.	

GRAMMAR ROOM.

9.00- 9.10	Opening Exercises.	
9.10- 9.30	8 Arithmetic,	Mr. Look
	9 Algebra,	Miss Dickinson
9.30- 9.50	7 Arithmetic.	Miss Hanscom
9.50- 9.55	Physical Exercises.	
9.55-10.15	9 Language,	Miss Whitney
10.20-10.40	Recess.	
10.40-11.00	8 History,	Miss Strout
11.00-11.20	8 & 9 Science,	Miss Reed
	7 Language,	Miss Fogg

INTERMEDIATE ROOM.

9.00- 9.15	Opening Exercises.	
9.15- 9.35	6 Arithmetic,	Miss Graves
9.35- 9.55	5 Arithmetic,	Miss Hewins
9.55-10.05	Physical Exercises.	
10.05-10.20	6 Science,	Mr. Bagley
10.20-10.40	Recess.	
10.40-10.55	5 Geography,	Miss Laferriere
10.55-11.15	6 Language,	Miss Reynolds

SECOND PRIMARY ROOM.

9.00- 9.10	Opening Exercises.	
9.10- 9.25	4 Language,	Miss Porter
9.25- 9.40	3 Arithmetic.	
9.40- 9.55	4 Arithmetic,	Miss Day
9.55-10.00	Physical Exercises.	
10.00-10.15	3 Science,	Miss Morse
10.20-10.40	Recess.	
10.40-10.55	3 Language,	Miss Titcomb
10.55-11.10	4 Geography,	Miss Rowell
11.10-11.20	4 Music.	

FIRST PRIMARY ROOM.

9.00- 9.15	Opening Exercises.	
9.15- 9.30	1 Word Study,	Miss Russell
9.35- 9.50	1 Number,	Miss Nellie White
9.50-10.00	Physical Exercises,	Miss Farrington
10.00-10.15	1 Form,	Miss Tardy
10.15-10.40	Recess.	
10.40-10.55	2 Form.	Miss Foss

The commencement concert was given at Music Hall, Wednesday evening, June 10, 1903, by White's Orchestral Club, consisting of Anna B. Eichhorn, violin, Helen Grant, cello, Isabel Hawley, clarinet, May Parker, flute and piccolo, Ethel Edgecomb, cornet, Marion L. Sherman, piano, and Alida Donnell, reader, M. Blanche Townsend, whistler.

PROGRAMME.

1	Coronation March,	Meyerbeer
	Orchestral Club.	
2	Reading—"A Young Girl Graduate,"	Pauline Phelps
	Miss Donnell.	
3	Trio—Second and Third Movement—"Janson."	Misses Eichhorn, Grant and Sherman.
4	"Nightingale's Trio,"	Ganz
	Miss Townsend.	
5	{ a "Yester Thoughts,"	Herbert
	{ b "Polish Dance,"	Scharwenka
	Orchestral Club.	
6	Reading—"Character Sketch."	Miss Donnell.
7	Waltz Song,	Denza
	Miss Townsend.	
8	"Hiawatha."	
	Orchestral Club.	
9	Cornet Solo,	Selected
	Miss Edgecomb.	
10	Reading—"A Lullaby."	Miss Donnell.
11	"Bobolink,"	Bischoff
	Miss Townsend.	
12	Ballet Music—"Faust,"	Gounod
	Orchestral Club.	

The graduating exercises occurred at Normal Hall, Thursday, June 11, 1903, 8 P. M.

PROGRAMME.

March,	Orchestra
Prayer,	Rev. Mr. Coar
Music.	
Salutatory—Onward, though we see not the end,	Fred Herbert Bagley, Troy
Music.	

Essay—Crossing the Alps,	Abbie Louise Conlogue, Houlton
Music.	
Essay—Darkness brings out the stars,	Lucelia Evangeline Crockett, South Paris
Music.	
Essay—Education in Switzerland,	Emma Demuth, Farmington
Music.	
Valedictory—School Ethics,	Susan Emma Porter, South Paris
Music.	
Conferring Diplomas.	
Singing Class Ode,	Class
Benediction,	Rev. Mr. Smith
Music.	
Reception.	

CLASS ODE.

Good-bye, dear schooldays of the past,  
When hearts beat high and bold,  
When things of earth were full of mirth,  
And skies were tinged with gold.  
Classmates, our work is ended here,  
Sadness it brings each heart;  
'Tis like the end of a sweet dream,  
We hoped might ne'er depart.

In life's hard school we enter now,  
Bravely each task to meet,  
What know we now of grief to be  
In years we soon must greet?  
Our lessons teach us, schoolmates all,  
No storm can long abide;  
Beyond the darkness covering us,  
The sun will ever hide.

Upward our Class of Nineteen Three,  
Climb to the mountain's crest!  
"Onward, tho' not the end we see,"—  
We know the end is best.  
We go at wisdom's higher call,—  
Classmates, a fond adieu!  
Now we will prove by noble deeds,  
That every heart is true.  
*Music and Words by Lucretia Loring Brooks.*

USHERS.

Martha S. Bartlett.	
Mary A. Bradbury.	
Marion L. Cooke.	
Mabel G. Holland.	
Katharine L. Lawlis.	
Olive C. Swett.	
Edith M. Talcott.	
Aurelia G. Venner.	

FLOWER GIRL.

Carolyn L. Ryan.

STAGE USHER.

John Sanders.

NAMES OF THE CLASSES OF 1903.

ADVANCED.

Mary Maud Bickford,	Norway
Flora Alice Pearson,	Farmington

REGULAR COURSE.

Annie Mae Adams,	North Edgecomb
Ethel Pierce Bagley,	Troy
Fred Herbert Bagley,	Troy
Eda Ellen Baker,	Caratunk
Della May Bemis,	Dexter

Harold Edward Beane,	Norway
Lucretia Loring Brooks.	Portland
Emily Abbott Brown,	Jackson
Nelson Willard Brown,	Weeks Mills
Vera Emma Brown,	Clinton
Percy Leverett Bruce,	Brunswick
Abbie Louise Conlogue,	Houlton
Lucelia Evangeline Crockett,	South Paris
Marion Curtis,	Dennysville
Ada Deette Davis,	Madison
Emma Hayden Day,	Skowhegan
Emma Demuth.	Farmington
Lena Mae Dickinson,	Wiscasset
Henrietta Douglas,	Bethel
Clara Augustine Eastman,	Warren
Annie Stickney Emery,	Athens
Eva Mae Farrington,	South China
Leona Marion Fogg,	Strong
Sada Bunnie Foss,	Danforth
Nina Alice Gardner,	Rockland
Grace Amelia Gilkey,	Farmington
Grace Amelia Graves,	Sidney
Grace Louise Griffith,	Brownville
Grace May Hanscom,	Milo
Lucy Myra Hayes,	North Berwick
Ella Mabel Hewins.	East Winthrop
Maude Azuba Hickey,	Somerville
Nellie Maude Hillman,	East Troy
Ella Hancock Irish,	Buckfield
Annie Belle Laferriere,	Norway
Hattie Jane Lawrence,	Kingsbury
Ella Gertrude Lowe,	Waterville
Percy Jonathan Look,	Farmington
Mildred Maud Mason,	Belfast
Ethel Matilda Matthieu,	Farmington
Ivy E. Morse,	Friendship
Catherine Huldah Oldham,	Caribou
Josephine Holman Oliver,	Georgetown
Susan Emma Porter,	South Paris
Etta Belle Pratt,	Wilton
Annie Adams Reed,	Boothbay Harbor
Lucy Mabel Reynolds,	Vinalhaven
Carrie Irene Richards,	Freeman
Jennie Ardelle Robinson,	St. George
Ethel Sophia Rowell,	Athens
Mary Elizabeth Russell,	Avon
Ethel Helene Sanford,	Palmyra
Susie Belle Sherer,	Rockland
Chester E. A. Starrett,	Warren
Edith Lovejoy Strout,	Belfast
Sadie Alice Sylvester,	Freeport
Bertha May Tardy,	Foxcroft
Olive Emery Titcomb,	Farmington
Zerua Rose Walker,	Wilton
Delle I. Wheeler,	Farmington
Katherine May White,	Skowhegan

Nellie Maria White,  
Charlotte May Whitney,  
Howard Fuller Wright,

Skowhegan  
Brunswick  
Wilton

## CLASS OFFICERS.

President—Percy J. Look.  
Vice-President—Edith L. Strout.  
Secretary—Ethel P. Bagley.  
Treasurer—Fred H. Bagley.  
Executive Committee: John W. H. Young,  
Ella H. Irish, Ada D. Davis, J. Ardelle Robinson,  
Lucy M. Reynolds, Harold E. Beane,  
Nelson W. Brown.

The following secondary schools are represented by graduates in this class:

Anson Academy.  
Bangor High School.  
Berwick Academy.  
Boothbay Harbor High School.  
Brownville High School.  
Brunswick High School.  
Erskine Academy.  
Farmington High School.  
Gould's Academy.  
Hallowell High School.  
Madison High School.  
Milo High School.  
Norway High School.  
Ricker Classical Institute.  
Rockland High School.  
South Paris High School.  
Skowhegan High School.  
Somerset Academy.  
Somerville (Mass.) Latin School.  
Strong High School.  
Thomaston High School.  
Warren High School.  
Waterville High School.  
Weld High School.  
Wilton Academy.  
Wiscasset High School.  
Winthrop High School.

Two graduated from the Advanced Course and sixty-four from the Regular Course. The average age of the latter was 23.07 years. The number who have had experience in teaching outside the Normal is fifty-four, having taught an average of 77.53 weeks, ranging from eight weeks to four hundred. Thirty-seven of them already have fine positions for next year. Among them are representatives of fourteen counties and twenty-seven different secondary schools.

The class is distributed by counties as follows:

Aroostook,	2
Cumberland,	4
Franklin,	12
Kennebec,	5
Knox,	7
Lincoln,	4
Oxford,	6
Penobscot,	1
Piscataquis,	4
Sagadahoc,	1
Somerset,	8
Waldo,	7
Washington,	2
York,	1

There were over twelve hundred people present at the graduating exercises,—more than could be seated in the assembly room. The oration and essays were of a high order, and well delivered. It will be remembered, we are sure, as one of the most successful graduations in all respects for the past twenty years.

A large number of parents and friends of the class was present from different parts of the State, and all went home with pleasant impressions, we are sure, of the school, and proud of the class.

Surely, no finer sight could be seen than the class, as it stood on the platform to receive the diplomas, which were presented by State Supt. Stetson.

## "ONWARD, THOUGH WE SEE NOT THE END."

[Salutatory.]

WHEN I read the history of the discovery and early explorations of our continent, I find accounts of the lives and deeds of men whose motto might well have been "Onward, though I see not the end."

As a foremost example I may take the discoverer of our continent, Columbus, whose life from the beginning of those eighteen long, weary years of labor, struggle and importunity, during which he tried to secure ships and men for his westward voyage, to the time when he died, in poverty and distress, neglected by his king and his fellow-countrymen, seems to have been the acting of this motto.

Typical among the Spanish explorers whose adventures so well illustrate my subject, stands

Cortes, who as he lands on the coast of Mexico, with comparatively a handful of men to oppose unknown powers in front, burns his ships, thereby cutting off all hope of retreat, and showing his men that the only course for him is Onward.

Of the enthusiastic French explorers, who, with different aims, exhibited the same onward spirit, we have a noble example in La Salle, who, patient, invincible, after two disastrous failures attended by many personal dangers, still made a third attempt to descend the Mississippi, and on this third attempt his efforts were crowned with success. Even then he made no pause. Leaving the fleur-de-lis to wave where the River meets the Gulf, onward he marched to further conquest till death overtook him in the forest.

"Onward, though we see not the end." Only a majority vote of our class was required to decide that this should be our motto, but what shall be required of each one of us in the life-long acting of this motto? Courage, perseverance, faith! It seems to me that without these qualities, though it may still be our motto in theory, it never can be in practice.

Do you think Cortes would have burned his ships under those perilous conditions if he had lacked this courage?

Would La Salle have continued a work beset by so many dangers, a work wherein he had met with repeated failure, and which at last led to a lonely death in the wilderness, if he had not possessed this perseverance?

Would Columbus have pushed on toward the consummation of his desire, through deceit, opprobrium, and disdain, if he had not had this faith? Without this faith would he have continued his journey when his mutinous crew were clamoring to return and his very life was in danger, when he was coming into a region where even the established laws of nature seemed to be changed?

Heroic deeds have ever had their roots in courage, perseverance and faith.

It is only through the possession of these qualities that we, in our lives, can act the motto which we have chosen.

"Onward, though we see not the end." It is true that the end may be very different from anything that we have anticipated. Columbus

saw not the end when he started on his great voyage. He had in view the discovery of a western route to Asia. How marvelously great was the end which he attained! Yet he was right in theory, and the only thing which prevented him from accomplishing the end which he foresaw was the fact that the American continent lay in his pathway.

Like him we all have aims, objects, ends, in view, but some obstacle which will bring about greater and better results may be in the way to prevent the accomplishment of our plans. Let us believe that the ends thus brought about are as much greater in after results as was the discovery of America greater than the discovery of a western route to Asia.

We are now at a particular juncture of our lives. We have worked hard for our preparation, and have had our discouragements with much of joy and happiness. We are now about to set sail upon an unknown ocean. Whether we shall meet with success or failure depends most of all upon ourselves. Upon what did the success of the voyage of Columbus depend? Did it depend upon the people whom he had left behind in Spain? Did it depend upon his sailors? To a certain extent it did, but most of all it depended upon the one man who had the courage to persevere in his onward course, and the faith to believe that by following it he would accomplish something which would be a blessing to his fellowmen.

Our success also depends upon our preparation and previous experience. Columbus was a thorough sailor, but he had received another training which was of still greater value; he had met with many discouragements and disappointments, and it was this experience which enabled him to remain hopeful and undismayed amid the trials of that long voyage.

So our little discouragements which we have all met with in our work of preparation have strengthened us for the greater ones which we are sure to encounter in our future work.

Let us go forth then, my classmates,—go forth as teachers of our noble state and glorious country, always and everywhere proud of our calling, and proud of the fact that we can number among our associates in the noble profession of teaching so many wise and influential men,—men who have done so much to place that

profession where it should be, among the noblest of all professions.

If we go forth with this pride in our work and with the right idea of what it means to be a teacher, we shall possess that courage, perseverance and faith which will enable us to go "Onward, though we see not the end."

*Fred Herbert Bagley.*

#### CROSSING THE ALPS.

IN the year 218 B. C., Hannibal with a million men, left Spain, crossed the Pyrenees and the Rhone and reached the foothills of the Alps, thus far on his march to conquer the Romans. Nature and man joined to oppose his passage. It was October and snow was fast falling upon the higher portions of the trail. The narrow way often had to be cut wider and frequent showers of stones were hurled upon the trains by the hostile bands that held possession of the heights above.

At last the summit was gained and the shivering army looked down into the warm haze of the Italian plains. Finally the army, headed by its heroic leader, began the descent, and after toils, hardships and losses, equalled only by those of the ascent, his shattered battalions marched upon the plains of the Po. Thus he crossed the Alps in face of the greatest perils that ever beset the paths of a great general. The final defeat of the great Carthaginian general proves nothing against his brilliant success. With a grateful pride and national patriotism at home, Hannibal might have been to Rome what Scipio Africanus was to Carthage. Hannibal's success lay in the most splendid achievements in face of difficulties that seemed insurmountable.

There is a sense in which the life of every successful person is like the march of Hannibal; it is a struggle with difficulty. All great things are accomplished in face of opposition. It is often necessary for us to march over frozen mountains, through blinding storms and trackless wildernesses to our success in the sunny valleys beyond.

But the great question is, "How shall I cross the Alps?" In the solution of this serious problem, the most important thing is to decide upon a fixed and noble aim. "Not failure, but

low aim, is crime." It is only when we work with a definite purpose in view that we accomplish the best results. Perhaps there is no more frequent cause of failure than groping blindly first at one thing and then at another. We should strive early in life to become conscious of our own powers, and fit ourselves for some special pursuit to which our utmost energies may be directed. With few exceptions, the men whose names are historic, are identified with some one achievement, upon which all their life force was spent. We think of Watts, and the steam engine is suggested; of Morse, and the electric spark suddenly flashes before the mind.

The state of New York, which leads the Union in commerce, has but one port upon the ocean, and yet the universal sea is whitened with her sails. So with our talents. One, well directed and cultivated, is worth many under partial cultivation. To-day more than ever before, people are preparing themselves for special work. Teachers make a specialty of two or three branches, doctors are becoming proficient along certain lines, and in fact, every business has its particular departments. The time spent by many in profitless reading if concentrated upon a particular line of study would make them masters of an entire literature or science.

But more than a destined end in view is needed to get us across the cliffs that so often confront us. What was the characteristic of Hannibal that determined his success in this undertaking? Among the oft-quoted maxims of our language there is none which contains more truth than this: "Where there's a will there's a way." Nearly all great men have been remarkable for their energy of will. Of Julius Cæsar it was said, that it was his resoluteness and determination rather than his military skill which won his battles.

There never was a time in the world's history when success demanded harder or more incessant labor than now—the beginning of the twentieth century. There are so many competing applicants in each field of labor, that to attain success in any profession requires a great deal of energy and persistency in those who would achieve great ends. It is our perseverance and tenacity of purpose more than any-

thing else which determine our final triumphs. It is the resolute will that achieves success. Even though the mountains tower before us to the skies, and the way be narrow, let us march on, saying, "There shall be no Alps!"

There are times, indeed, when even a strong will well directed, will not carry us through difficulties. But is there not a tendency to over-estimate difficulties? And if our earnest efforts are attended with failure, shall we not learn wisdom and gain strength for renewed effort? "Failures are to heroic minds the stepping-stones to success."

Sometimes we are prone to believe that success depends almost wholly upon extraordinary talents or favorable opportunities. While these *do* figure, yet the most important factor in a well-spent life, rests within ourselves. Now what seems to be superior talent and genius is, in the majority of cases, simply talent for hard work. As we look around among the pupils in the various schools, whom do we find standing at the head of the classes? Whom do we find making the best use of time and the greatest advancement? Who are they that

"Pluck bright glory from the pale-faced moon,  
Or dive into the bottom of the deep,  
Where fathom-line could never touch the ground,  
And drag up drowned glory by the locks?"

It is those who have trodden under foot the seeming obstacles, who labor with an ardor that cannot be quenched, and who work out their distinction by honest efforts.

Of all the elements of success, self-reliance is to be considered as one of the most important, the determination to be one's own helper, and not to look to others for support. The man who is to get up in life must get up by his own unaided efforts and not by asking or expecting others to help him up. Is there not altogether too great a tendency to seek and receive assistance? As the native in some parts of the world carries the traveler in a chair on his back across the mountains, so we, relying on others, make them carry us across the Alpine peaks of life. How shall we gain strength to climb alone? Help from within always strengthens, but help from without always weakens its recipient. Then, let us not like parasites depend too much upon others, but rather let us live independent, vigorous, strength-inspiring lives!

There are some people who are always telling what they might have done under "happier circumstances." Generally speaking are we not masters of our own circumstances? And do we find as a rule the people of the "happiest circumstances" doing the most for the world? What often becomes of the rich man's son? Did Milton labor under favorable circumstances? Was not Pope Gregory VII. a carpenter's son, and Copernicus the son of a baker? History teems with such examples, showing how much may be accomplished under ordinary circumstances, and that if engaged in a noble cause there is no one who may not in the moral sense of the word mount the Alps.

Of all the things that retard progress, none is more retrogressive than the disposition to be too easily satisfied. We are contented with too little. We rather rest satisfied with what we can obtain easily, than strive after the higher, worthier things, spending too much of our time in ease and in the pleasures of life. Are *we* going to rest satisfied with less than the best that is within us?

The world needs those who have high and noble ideals impelling them to earnest action, those who are ever ready to grapple with hardships and difficulties, who are satisfied only when the summit of the mount has been reached, and who firmly believe in the principle—"Act well your part, there all the honor lies."

"The path of Duty is the way to glory:  
He that ever following her commands,  
On with toil of heart, and knees, and hands,  
Thro' the long gorge to the far light has won  
His path upward, and prevailed,  
Shall find the toppling crags of Duty scaled  
Are close upon the shining table-lands  
To which our God Himself is moon and sun."

*Abbie Louise Conlogue.*

#### EDUCATION IN SWITZERLAND.

RELIGION and education are necessary to happiness and prosperity. For many years has Switzerland recognized this, and the result is a fine system of schools and entire religious freedom.

Ever since the Reformation, and especially during the last century, the people have made such marvelous progress in learning, in the improvement of schools and the methods of teaching, that now Switzerland is one of the foremost countries of Europe in her educational

system. Her people early recognized the value of the precept, "Education alone makes free," and her school system is such that it reaches down to the poorest child and penetrates into the remotest valley.

One of her earliest reformers was Pestalozzi, a wise, benevolent man, who spent his life in doing good. The school which he attempted to establish at Lenzburg was given up, through lack of funds.

For a time he devoted his energies to politics, but soon wearying of this, he resumed his noble work of education at Stanz. For the protection of those children who had been deprived of parents through the war, the minister Stauffer founded an educational establishment, and here it was that Pestalozzi ruled, not only as a teacher, but as a veritable father to the fatherless children.

It was he who laid the foundation of a simpler and better method of teaching in the elementary schools, and this method has in turn been improved and enlarged from time to time.

The school year commences with the first day of May, and, unless private instruction is received, all children who have passed their sixth birthday must enter at that time, and continue their school-life until they are fourteen. Children under six years of age may be sent to the kindergarten.

Besides the Primary, Secondary and High schools which are to be found in each canton, Switzerland stands out conspicuously in the large number of its excellent technical and trade schools. The great Polytechnikum at Zurich is the pride of the country. It is situated on a height commanding a glorious view of the city and the lake. Behind it is the canton hospital and the observatory; at the left is the institution for the deaf and blind, and beside it, the art museum.

At Neuchatel and Lausanne academies have been established, while Bern, Basel, Geneva and Zurich have universities.

The students of these universities and also the pupils of the lower schools, together with their professors and teachers, make a tour through the country when the weather is suitable, thus getting health, recreation and knowledge. Places of historical interest are especially visited, the older pupils being absent from their homes

sometimes for a week or two. Even the smallest school makes at least one tour during the year. Thus the pleasures and advantages of travel are added to the courses of study in the schools.

The teachers are highly esteemed, especially in the villages, and throughout the whole country school and home work together.

Switzerland owes her high position not only to her educational system, but also to the religious freedom which she has enjoyed since the Reformation. Who has not heard of Ulrich Zwingli, scholar and reformer, who loved his family, his country and his Christ! Fearless in the support of his principles he died on the field of battle, whither he had accompanied the Protestant cantons of his country. His headstone is inscribed with the words, "They may kill the body but not the soul." So spoke on this spot Ulrich Zwingli, who for truth and the freedom of the Christian church died a hero's death, October 11, 1531."

The religious influence of Switzerland in the sixteenth and seventeenth centuries was very great, not only in the old world, but beyond the ocean in the Puritan spirit of far-away New England. Great also has been her influence in the nineteenth century through her educators. There are many Swiss professors in the colleges of the United States; and among modern teachers of science Agassiz has had a wide influence. He popularized pure science and lifted high in public esteem the whole body of investigators who were royally engaged in its service. Through his influence private capitalists, state legislatures and Congress have given aid to many scientific enterprises. In his will he describes himself as "Louis Agassiz, Teacher." He thought the profession of the teacher the noblest of all professions, and preferred the title of schoolmaster to that of professor.

Many times during the world's history, Switzerland has been an asylum to the exiled apostles of truth and freedom, and has continually sheltered foreign soldiers and fugitives in time of war, while she herself was neutral. In the French and German struggle, the soldiers who had to leave France made their way through Switzerland, where they were received with the utmost hospitality. And when they heard of the siege of Strasburg, the Swiss invited the weak and helpless to make a temporary home

with them. Not by self-interest were they prompted to do this, but by motives of humanity.

Intelligence, a reverent religious spirit, and the utmost devoted patriotism are combined in the Swiss citizen and soldier. During their struggle for liberty, the armies never commenced a battle until they had knelt down and extended their hands in prayer. After the fight was over, as in the battle of Laupen, with thankful hearts the victors sank on their knees at nightfall and thanked God for his mercy.

How can the people of such a land forget freedom and duty! To live in this beautiful country, to see its mountains with their everlasting snows, its valleys full of vineyards, its lakes and fields, its many silvery streams and happy villages, how can they forget God, who has given them to read so sublime a page of his own writing, the mountain hieroglyphics on the page of the green meadows? St. Gothard is a point only in this giant script. The voice of God is heard everywhere in this beautiful, beautiful land, and the people listen to it.

Strange to say, Switzerland has no poets of her own, of world-wide fame, like Schiller and Goethe, but she is the mother of many noble sons and has been a source of inspiration to many men of genius from other lands.

"Eternal pyramids, built not with hands,  
From linked foundations that deep hidden lie,  
Ye rise apart, and each a wonder stands!  
Your marble peaks, that pierce the clouds so high,  
Seem holding up the curtains of the sky,  
And there, sublime and solemn, have ye stood  
While crumbling Time, o'erawed passed reverent by,  
Since Nature's resurrection from the flood,  
Since earth, new born, again received God's plaudit,  
'Good!'"

"Vast as mysterious, beautiful as grand!  
Forever looking into Heaven's clear face,  
Types of sublimest Faith, unmoved ye stand,  
While tortured torrents rave along your base,  
Silent yourselves, while loosed from its high place,  
Headlong the avalanche loud thundering leaps!"

I do not speak of Switzerland as a perfect country. Like other nations, she has made her mistakes, and civil war has left its red mark on the leaves of her history, but from her struggles, she has come forth proud as her mountains, and pure as the snow that crowns their heads.

*Emma Demuth.*

#### SCHOOL ETHICS.

[Valedictory.]

AMONG the great educational problems of today, school ethics holds a prominent place, and there is increasing interest in this question,

"Should morals be taught in the public schools?"

Since the school is the most potent factor in any community for inculcating morals among children, should not there be systematic moral training in all our public schools and colleges, a training provided by the state for all the children of the state, beginning when a child enters school and continuing through all the school years?

In many homes there is very little moral training, and the church does not adequately reach the majority of children.

Although moral instruction has always been taught indirectly, is it not criminal to let children grow up without developing the idea of duty and ethical obligations?

There is need, great need of such instruction, and should not so powerful an agent as the public school be used in spiritual as well as intellectual advancement?

In Anderson, Indiana, for some years moral education has formed an essential part in the course of study with very satisfactory results.

The course is not elaborate, no new branches being introduced, but it consists of simple suggestions relating to different subjects taught and to school discipline, suggestions which are designed to develop moral character.

The French, whose school system ranks first among all systems, have realized the value of systematic moral training in the schools, and not many years ago a regular course in ethics was established throughout the country.

In these French schools text-books on morals are used as a part of their working course as regularly as books of arithmetic or geography. The books are of different grades, beginning with those for little children and passing up to discussions of moral science for the high schools.

As a result of such training it is said that juvenile criminality has been decreased by one-half. Surely such a course as this if carried out in American schools would be worth all the time and cost required and would in the end bring great results.

But until such a course as this is established shall we let morals hold a secondary place in our schools? No. This subject should take precedence of all others, because it is the most important of all, the highest end to be sought.



For the aim of education is something more than the attainment of power and knowledge. It is the development of character. That should be its chief end and aim.

In speaking of character and education President Roosevelt said: "Education must be education of the heart and conscience no less than of the mind. It is an admirable thing, a most necessary thing to have a sound body. It is even a better thing to have a sound mind. But infinitely better than either is it to have that for the lack of which neither sound mind nor body can atone, character. Character is in the long run the decisive factor in the life of individuals and of nations alike."

When a child enters the school-room he demands a two-fold training, the one, intellectual; the other, moral. And to properly develop this moral nature, to train the child to habits of right living, to make his ideal a heart, pure and true, and to cultivate within him sympathy and generosity of spirit, this is a part of a true teacher's work.

For ethical teaching to be systematic there need not be a certain time set apart for it. It is for every day and every hour, the one purpose for which the school exists. Let it begin at the entrance of the child in the morning, when he is greeted by a smile or a cheery good morning by the teacher. There is a happy moral influence in a smile.

The teacher who is thoroughly consecrated to her work will seek to shape every act of discipline and all school surroundings to this great end. And through the lessons in reading, literature, history or music, she will develop moral power. Carefully observing any evil tendencies, she will endeavor to uproot them and plant in their stead habits of honesty, and truthfulness. In these senses should moral instruction be systematic.

What better place than the school-room could there be for teaching the moral attributes of regularity, punctuality, neatness, accuracy, industry and obedience?

The atmosphere of the school-room is very important. It can be made a proof of the virtues taught and practiced. Absence of loud talking where some are busy, and noiseless moving around tells better than words that others have rights which must be respected, that a

noise where some are busy would not be polite, and to be impolite is to be unkind.

From the school-room movements may be given many moral lessons. When a child is made to stand or sit erect, when he is required to do his work neatly and accurately, when any movement is performed which requires a regular step and erect carriage of the body, some of these attributes are taught. And obedience, the essential spirit of all good order, is unconsciously instilled into the mind of the child. These lessons must be insisted upon, for if they are neglected, habits are formed that are in themselves immoral and the whole standard of the school is lowered.

The recess, too, is a time when some of the best and soundest moral instruction may be given. Here the children show their own true nature. They are free, all are on equality, each must stand for his own rights and respect those of others. The teacher's wise supervision of the children's sports carries with it a healthful influence. A word, now and then, to direct fair play, a glance of approval, a gentle rebuke, some share in the play, all these little things help the children.

They see the significance of little incidents which are constantly occurring in their school life, and correct examples more often fix a moral truth than anything else.

Beautiful surroundings have much to do in creating a love for the beautiful. Well arranged and well kept grounds, planted with trees and decorated with flowers, not only awaken pride and cultivate æsthetic tastes, but also elevate the moral tone. For whatever, through its beauty, raises the thoughts, correspondingly elevates the moral sense.

The same is true of interior decorations. "The best instruction," says Goethe, "comes from the most complete surroundings." A beautiful school-room possesses a subtle charm for the children. They love pictures on the wall and plants in the window. To love the out-of-doors world and to live in it is a law of childhood. The flowers are their companions, "The most beautiful things God ever made and forgot to put a soul into."

From biography, history and literature many beautiful and effective lessons may be drawn. Indeed, to the earnest teacher these subjects

furnish a limitless fund of material and the children become enthusiastic in studying the lives of the noble men who have shaped our nation's history.

Guided by the wise teacher the characters of business men, of men of science, of invention and literary pursuits form valuable and instructive study.

History and biography teach the best lessons of perseverance and self-reliance, self-culture and resolute determination, patriotism, courage and gentleness. And the American boy learns here that wealth alone does not bring success, that many of our best and wisest men have risen from obscurity to honor and distinction. He finds here patience battling against failure, knowledge against ignorance, right against wrong, and in fact, everything that points him to nobler and higher aspirations.

Legends, myths and fairy tales open up a new world of delight to children. They are a never ending source of pleasure and instruction. Character sketches found in modern literature and tales of adventure and of exploration always please. A spirit of chivalry is awakened by the knightly ideals of the Round Table and the Crusades.

When the boy reads of the perils and privations of the early settlers of our country and the Revolution, he becomes a patriot.

Children are imaginative, they live and suffer and rejoice with all these characters who are so real to them. Thus from treasures of the past the skillful teacher brings to the children lessons that become part of their own lives, lessons that foster ambition, lessons of sympathy, truth, kindness and a pure life.

But the strong force acting through all other agencies and directing them, is the personality, the living soul of the teacher. The hope of the school in character building lies not in lessons, not in following a code, but in the controlling and inspiring power of the cultured, noble, competent teacher.

*Susan Emma Porter.*



#### DARKNESS BRINGS OUT THE STARS.

It is the close of day; the sun in its aerial journey sinks behind yonder western hills in a flood of golden light and the heavens are robed in all the gorgeous colors of an autumn sunset.

A hazy light creeps over the earth and sky, the purple shadows are stealing on, the distant hills grow dark and shadowy. The dusk deepens and all the world seems sinking to rest and quietness.

"The curfew tolls the knell of parting day,  
The lowing herds wind slowly o'er the lea,  
The plowman homeward plods his weary way  
And leaves the world to darkness and to me.  
Now fades the glim'ring landscape on the sight,  
And all the air a solemn stillness holds,  
Save when the beetle wheels his droning flight  
And drowsy tinklings lull the distant folds."

Night with all its silentness has come.  
Through the gathering darkness I gaze toward  
the heavens, and

"Silently, one by one, in the infinite meadows of heaven,  
Blossom the lovely stars, the forget-me-nots of the  
angels."

How beautiful, how majestic is the firmament studded with myriads of shining stars! How wonderful is the hand and mind that framed and now controls these orbs! Each star moves swiftly in its course. There is no conflict, no interference. What poetry of motion! Little wonder that one of the ancient philosophers believed in the "Music of the Spheres," the songs of the stars in their courses which united in one grand, celestial symphony, too beautiful to be heard by any but immortal ears. What would be the night were it not for these guiding and hope-inspiring stars!

As they cheer and lighten our pathway in the darksome night, so in periods of political and religious darkness when the Guiding Sun of life seemed obscured, God has raised up those who like stars have been used by him to lead and direct the destinies of nations.

When ancient Israel was ground down by slavery in Egypt under the cruel heel of Pharaoh and unknown perils threatened from all sides, the leader Moses appeared, who as a star led a nation forth into a land of freedom. How many, many times did God in his infinite love and tenderness send his prophets as guiding stars to lead his people forth from the darkness of their sins into a truer life.

Long years ago this beautiful world was enshrouded in superstition. The Jews, God's chosen people, were scattered over the face of the world a despised and downtrodden race. Little light shone in their darkness, only a faint hope was in their hearts. On the lovely hills of ancient lands rose the marble temples of the

ancient gods. The cruel Romans were masters of the world. Had all the people forgotten God, and had he in his jealous anger forgotten his people and the works of his hands? Ah, no!

One beautiful winter night when all the world seemed wrapped in slumber, three wise men, each incited by a prophetic dream, were traveling over a sandy desert and telling in low tones of their wonderful visions, when suddenly a brighter light seemed to shine about them and looking up they beheld far in the east, a beautiful star. Following its direction they arrived at the lowly manger where lay the Prince, the promised Messiah, the Savior of the world.

During the fifteenth century England and France were at war. The French king and his army were shut up in the city of Orleans, and France in the darkness of threatened conquest seemed already defeated. Then a star appeared. Now it was the slight figure of a girl who appeared on the smoky horizon of war. Joan of Arc, the modest, dignified daughter of a peasant, left her father's house on the Meuse and came to Orleans declaring she was sent by God to deliver her suffering country from the oppression of the English invaders. At the head of the army, her face glowing with the knowledge of a heaven-sent mission, speaking words of encouragement and cheer to the disheartened soldiers, she led them on to victory after victory and gained for France her freedom from English rule.

A century later the Hollanders, who had wrung their fatherland out of the grasp of the ocean, were threatened and oppressed by a Spanish king. At the accession of Philip the Second they were a prosperous nation, a happy, liberty-loving, God-fearing people, but after it—how changed! He entered upon a course of proscription and bloodshed which has never been surpassed in the annals of history. Holland was straightway plunged into the gloom of religious persecution and threatened extermination, and already the ground was red with the blood of thousands when there shone forth the brightest star of her history, the Washington of the Netherlands, William, Prince of Orange. He determined to draw the avenging sword in behalf of his country. Placing himself at the head of the army he devoted his time, strength and property to the cause of freedom. By him

Holland was led into the independence that she enjoys to-day.

Another century passed and again the foremost nations of Europe were held in the grasp of religious and political oppression. So gloomy and sorrowful were the times that they have since been known as the Dark Ages. Suddenly this gloom was illumined by the glorious constellation of the renaissance, and never will be forgotten the names of Martin Luther, John Calvin, John Knox, and those of many others to whom we largely owe our personal hope in Christ and our ideas and principles of liberty.

These are stars of the first magnitude. But as there are countless stars of lesser magnitude in the sky which are equally necessary to its full beauty, so we find the world beautified and enriched by millions of unknown lives. We behold them on all sides. A divine radiance is especially shed upon the ordinary walks of life by those who strictly and cheerfully adhere to duty, and who are true to kindred, friends, and country. What a feeling of trust we have on taking a journey in the thought of the engineer who we know will remain at his post, with hand on throttle and eyes piercing the darkness ahead, ready to give his life for those in his care. The sleepless pilot standing at the wheel, guiding the ship through the angry and troubled waters into the safe home harbor, is like a beacon light to the anxious and weary souls aboard. How brightly shine the lives of the missionaries who toil under the burning suns of tropic lands or through the long nights of Arctic winters giving the living bread to the hungry and perishing. Who can measure the influence of the faithful teacher who directs the thoughts and energies of the little ones entrusted to her care toward a truer and larger manhood and womanhood. God has used the periods of adversity in the lives of individuals to bring out that which is highest and best in their character. As gold is refined in the furnace so the best points in character are strengthened and refined in poverty and obscurity. From the humblest homes have come forth men whose lives shine as the brightest stars in the national heavens.

Since the rising of that brilliant constellation of prophets and teachers that clustered of old around the Star of Bethlehem, the heavens have become more and more beautiful with the bright galaxies of good and wise men that have risen above the horizon from age to age. Surely "They that be wise shall shine as the brightness of the firmament, and they that turn many to righteousness as the stars forever and ever." *Lucelia Evangeline Crockett.*

## ❁ ❁ ❁ 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.]

1873.

Lewis H. Reed,—died June 12, 1903.

1881.

Mary E. Emery,—5th grade, Fitzgerald, Ga.  
Harriet P. Young-Keith,—47 Greenville St., Somerville, Mass.

1885.

Annie M. Stevens-Rundell,—709 Kingsley St., Flint, Mich.

Lydia Wait-Blake,—moved to Sutton, Vt.

1886.

Frank E. Russell,—gone into the hardware business at Rangeley with his brother.

1887.

A. A. Badger and family are passing the summer at his father's home in Industry.

Fannie Carr-Marshall,—Topsham, R. F. D.

Mabel A. Crowell-Stevens,—Farmington, Me.

Ardelle M. Tozier,—elected Assistant in the Presque Isle Normal School.

Myra K. Verrill-Bridgham,—54 Derby St., Somerville, Mass.

1888.

Herbert L. Stevens has rented a farm in Farmington, and finds his health much improved.

1890.

Amos K. Butler met with a serious loss by fire. He lives in a double tenement house, and the other side caught fire and he got smoked and wet down.

Ida Harrington-Rowe,—Primary School at Five Islands.

Henry H. Randall,—elected Superintendent of Schools, Rockland, Me.

1891.

Everett Peacock,—14 Pine St., Gardiner, Me.

W. H. Young, M. D.,—removed to Camden, Me.

1892.

Hattie H. Moore,—died July 14, 1903.

Isaac A. Smith,—elected Principal of the Webster Grammar School, Auburn, to succeed A. M. Smith, '98.

1893.

Irving O. Bragg, A. B.,—elected Principal of the Presque Isle Normal School.

1894.

Lora L. Wight-Austin,—539 Delamere Place, Brooklyn.

1895.

Ida E. Beane,—married April 29, 1903, to Franz E. Whitman. At home, Worcester, Mass.

Emma L. Brightman,—12 High St., Everett, Mass.

Mildred Clark-Cates,—Mechanic Falls, Me.

Elizabeth W. Crowell,—will teach grades 5th and 6th, East Saugus, Mass., for the coming year.

Harry M. Pratt,—teacher of Sloyd at the new Manual Training School, Good Will Farm.

E. Estelle Russell-Staples,—Rangeley, Me.

Agnes E. Steward,—will have a 1st grade in Cottage City, Mass., for the coming year.

Ina M. Will,—married, Jan. 28, 1903, Wilbur W. Greaton. At home, Starks, Me.

1896.

E. W. Blanchard,—teaching at Portage Lake, Me.

Hattie J. Foster,—married, April 21, 1903, to Forrest L. Furbush. At home, 73 Cony St., Augusta, Me.

1897.

Guy O. Small,—86 Mall St., Lynn, Mass., in the drafting department of the General Electric Co.

1898.

Belle C. Lurchin-Allen, 351 East Third St., Lexington, Ky.

Nellie M. McLeary,—after the close of her school took a trip through the White Mountains to Montreal, Quebec and Ottawa.

Elida M. Osier,—graduated from Maine General Hospital School for Nurses, August 9th. Address, 24 Arsenal St., Portland.

Alta M. Reed,—to teach algebra, arithmetic and geometry in the Perkins Institute for the Blind, S. Boston.

Myrtie C. Rich,—married, June 9, 1903, Newell Parker. Will live in New York.

Bessie E. Simmons,—graduated from the Boston City Hospital School for Nurses, July 24. Address, Boston City Hospital, Relief Station, Haymarket Square.

Andrew M. Smith,—elected Principal of the Warren Grammar School, Everett, Mass.

Lottie M. Smith,—taking voice lessons at Bacheller Summer School of Music, Wilton.

Carolyn A. Stone,—resigned her place in the Normal on account of the death of her mother, and accepted the position of Supervisor of Grammar Grades in her home city, Brewer.

## 1899.

Cassie A. Brehaut,—teaching in Middleboro, Mass.

Grace L. Choate,—Oakland, R. F. D. No. 5.

Sarah A. Collier,—married, June 25, 1903, to Walter A. Skinner. At home, 103 Cedar St., Roxbury, Mass.

Moses B. Corliss,—since finishing his term has been working for a mining company at Kokomo, Colo. Will spend the summer at Mendota, Ill.

Mildred S. Gay,—taking piano lessons at the Bacheller Summer School of Music, Wilton.

Edith D. Huff,—married, June 10, 1903, to Rev. James Renfrew, Sayersville, R. I.

Edith A. Kalloch,—married, July 2, 1903, to Parker T. Pearson, A. B., class of 1900. At home at Eastport, Me.

Vila Mae Kitchen,—married, Aug. 12 1903, to Carl Lester Smith. At home after October 1, at 450 Cumberland Ave., Portland, Me.

Maud E. Monroe,—62 Sprague St., Malden, Mass.

## 1900.

Clara M. Bigelow,—will teach in the State Industrial School, Lancaster, Mass., the coming year.

Ivan J. Lenfest,—married Cora B. Burns, July 15; 1903. 327 Essex St., Bangor, Me.

Martha C. Marsh,—to teach in Presque Isle the coming year.

Parker T. Pearson, A. B.,—married Edith A. Kalloch, class of 1899, July 2, 1903.

Sadie M. Smith,—teaching, East Madison.

F. L. Varney,—will teach at Enfield in the fall and then enter the Maine Medical School in December.

## 1901.

Vesta E. Chadwick,—7th grade, Everett, Mass.

Evelyn Eldredge,—to teach next year in Belmont, Mass., 7th grade at \$500.

Eudora W. Gould,—to teach the Primary at Bridgton.

Laura A. Strout,—Industrial School, Lancaster, Mass.

## 1902.

Mae M. Clark,—married, May 13, 1903, to Owen B. Head, M. D., New Sharon, Me.

Charles B. Erskine,—will be a teacher in Gould's Academy the coming year, and at the same time take a college preparatory course.

May E. Gould,—studying in a summer school of music in Boston.

Ethel M. Tracy,—Quincy, Mass.

## 1903.

At the present writing the members of the class have secured situations for next year as follows:

Éda E. Baker, Primary,	Caratunk
Della M. Bemis, Grammar,	Lubec
Lucretia L. Brooks, Primary,	Norfolk, Mass.
Abbie L. Conlogue, ungraded,	New Limerick
Lucelia E. Crockett,	

First Primary, F. S. N. S., Model	
Emma H. Day, Grammar,	The Forks
Emma Demuth,	

Assistant in Grammar School, W. Farmington	
Annie S. Emery, Intermediate,	Norway
Sada B. Foss, Principal of Primary,	Lubec

Nina A. Gardner, 3d grade,	Rockland
Grace A. Gilkey, ungraded,	Winthrop
Grace L. Griffith, Grammar,	Norway

Grace M. Hanscom, Primary,	Milo
Ella M. Hewins, Primary,	Winthrop Center
Maude A. Hickey, Intermediate,	Winthrop
Ella H. Irish, Grammar,	Norway

Annie B. Laferrère,	
Prin. of Grammar School, Mechanic Falls	

Hattie J. Lawrence, ungraded,	Moscow
Ella G. Lowe, Primary,	Waterville

Susan E. Porter,	
Intermediate, F. S. N. S., Model	

Etta B. Pratt, ungraded,	Cape Elizabeth
Annie A. Reed, Grammar,	Lubec

Lucy M. Reynolds, Primary,	Vinalhaven
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CAROLYN A. STONE.

Carrie I. Richards, Primary,	Kingfield	Clara A. Hinckley-Knowlton,	'70
J. Ardelle Robinson, 9th Grade,	Wakefield, Mass.	Charles W. Purington,	'70
Mary E. Russell, Primary,	Canton	Emma L. Day-Hutchins,	'73
Ethel H. Sanford, ungraded,	E. Exeter	Eldora Nichols-Hunter,	'73
Susie B. Sherer, Primary,	Rockland	Martha E. Norcross-Tilton,	'76
Edith L. Strout, Grammar, F. S. N. S.,	Model	Lizzie R. Ellis-Gammon,	'76
Bertha M. Tardy, Grammar,	Foxcroft	Alice C. Mansur-Jacobs,	'77
Katherine M. White, Primary,	Jackson, N. H.	Rose B. Collins-Hopkins,	'78
Nellie M. White, 4th and 5th grades,	Skowhegan	Annie M. Dixon-Graves,	'79
Fred H. Bagley, Prin. Grammar,	Winthrop	Grace E. Whittier-Rollins,	'78
Harold E. Beane, Prin. High School,	N. Haven	Nancy Stilson,	'80
Nelson W. Brown, Prin. Grammar,	Winthrop Center	Sarah P. Titcomb,	'81
Percy J. Look, Prin. Grammar,	Upton	Mae E. Fales-Gilbert,	'82
Chester E. A. Starrett, Village School,	Eustis	Hortense F. Phinney-Whorff,	'84
		Addie F. McLain,	'84
		Ella F. Titcomb,	'84
		Mary E. Eaton,	'85
		Lillian I. Lincoln,	'85
		Jane M. Cutts,	'86
		Ella G. Longfellow-Mallett,	'86
		Nettie M. Sewall,	'86
		Wilbert G. Mallett,	'86
		George H. Winter,	'86
		Mabel A. Crowell-Stevens,	'87
		M. Nellie Russell,	'87
		Ardelle M. Tozier,	'87
		Frank W. Butler,	'87
		Fred C. Nottage,	'87
		Ida L. Cowan,	'88
		Clara Pickard-Weathern,	'88
		Clara L. Scales-Derry,	'88
		Lucetta M. Knowles-Fellows,	'89
		Forest H. Badger,	'89
		Alice E. Smith-Butler,	'90
		Carleton P. Merrill,	'90
		Gertrude F. Allen,	'91
		Ella P. Merrill,	'91
		Alma L. Swift-Hart,	'91
		Katherine E. Abbott,	'92
		Maggie B. Cashman,	'92
		Cora B. Cothren,	'92
		Nina A. Duley-Palmer,	'92
		Carrie M. Gordon-Davis,	'92
		Mary A. Manter-Lewis,	'93
		Flora A. Pearson,	'93
		Eliza M. Pratt-Compton,	'93
		Winfield R. Buker,	'93
		Rose P. Grounder,	'95
		Ella Howard-Smith,	'95
		Marion E. Leland,	'96
		Mamie Bennett,	'97

MARRIAGES.

1895. Ida E. Beane—Franz E. Whitman,  
April 29, 1903.
1895. Ina M. Will—Wilbur W. Greaton,  
Jan. 28, 1903.
1896. Hattie J. Foster—Forrest L. Fur-  
bush, April 11, 1903.
1898. Myrtie C. Rich—Newell Parker, June  
9, 1903.
1899. Sarah A. Collier—Walter H. Skin-  
ner, June 25, 1903.
1899. Edith D. Huff—Rev. James Renfrew,  
June 10, 1903.
1899. Edith A. Kalloch—Parker T. Pear-  
son, A. B., July 2, 1903.
1899. Vila Mae Kitchen—Carl L. Smith,  
Aug. 12, 1903.
1900. Ivan J. Lenfest—Cora B. Burns,  
July 15, 1903.
1900. Parker T. Pearson, A. B., Edith A.  
Kalloch, July 2, 1903.
1902. Mae M. Clark—Owen B. Head, M.  
D., May 13, 1903.

DEATHS.

1873. Lewis H. Reed, B. S., June 12, '03.
1892. Hattie H. Moore, July 14, '03.

The following graduates were present at some  
of the exercises Commencement week :

Mira Vaughan-Thompson,	'66
Emma C. Leland-Coolidge,	'67
Mahala Tufts-Pearson	'68
Mellen Hayes,	'68

Lillian M. Scribner,	'97	In Grammar grades, Principals,	50
Martin H. Fowler,	'97	Grammar grades, Assistants,	59
Rowland S. Howard,	'97	High Schools, Principals,	8
Leila A. Barbour,	'98	High Schools, Assistants,	16
Carolyn A. Stone,	'98	Principals of Training Schools	
Frank Day,	'98	and departments,	3
Clarence F. Hodgkins,	'98	Assistants in Training Schools,	3
A. Blanche Calligan,	'99	Reform Schools, Assistants,	7
Jean Cragin,	'99	Normal Schools, Assistants,	7
Luna M. Ferguson-Hodgkins,	'99	Principal of Academy,	1
Edith G. Frederic,	'99	Assistants in Academy,	3
Mildred Gay,	'99	Assistants in Seminary,	4
Ella A. Hamlin,	'99	Teacher of Music and Drawing.	1
Grace T. Jenkins,	'99	Teacher of Stenography,	1
Jessie E. Lawrence-Nottage,	'99	Teacher of Oratory,	1
Annie L. Manter,	'99	Supervisor of Drawing,	1
Rose A. Matthieu,	'99	Supervisors of Grades,	2
Grace E. Williamson,	'99	Teacher of Sloyd,	1
Roy F. Gammon,	'99	Professor in College,	1
Effie E. Carvill,	'00	Superintendents of Schools,	5
Ethel L. Howard,	'00	Married, women, 122; men, 33. Died, 24;	
Anna M. Phillips-Butterfield,	'00	graduated from colleges and medical schools,	
Eda G. Willard,	'00	19; in colleges and medical schools, 14; "at	
Gertrude A. Williams,	'00	home," 14; physicians, 9; students, 7;	
Mabel E. Hunter,	'01	farmers, 3; stenographers, 5; paper manufac-	
Edna M. Lovejoy,	'01	turers, 2; nurses, 7; clerks, 3; "business,"	
Jennie A. Manter,	'01	2; book-keepers, 2; jailor, 1; lawyer, 1; mer-	
Mary E. Odell,	'01	chant, 1; attendant, 1; housekeeper, 1; mar-	
Mary M. Bickford,	'02	ket gardener, 1; electrical engineer, 1; piano	
Harriet W. Buck,	'02	tuner, 1; solicitor, 1; machinist, 1; time-	
Mae M. Clark-Head,	'02	keeper, 1; manager, 1; office assistant, 1;	
Mildred F. Greenwood,	'02	assistant treasurer of Savings Bank, 1; coast	
Susan L. Hackett,	'02	survey, 1.	
G. Luella Hayden,	'02		
Angie M. Higgins,	'02		
Irene P. Ladd,	'02		
Helen M. March,	'02		
Annie W. McLeary,	'02		
Florence P. Robinson,	'02		
Grace M. Stone,	'02		
Ethel M. Tracy,	'02		
Margaret E. Waterhouse,	'02		
Everett M. Burbank,	'02		
Arthur D. Ingalls,	'02		
		* OCCUPATIONS OF THE GRADUATES.	
		Number of graduates, exclusive of class of	
		1903, 1,245; women, 1,001; men, 244.	
		Marriages, women, 458; men, 171. Deaths,	
		134.	
		During the past year 492 have been engaged	
		in educational work as follows:	
		High Schools, Principals,	15
		Assistants,	27
		Grammar Schools, Principals,	67
		Assistants,	89
		Intermediate Schools,	13
		Primary Schools, Principals,	5
		Assistants,	97
		Teaching ungraded schools,	60
		Normal Schools, Assistants,	14
Statistics of classes 1892-1902.			
Number graduating 1892-1902,	518		
Number teaching during the year 1902-3,	317		
In ungraded schools,	40		
Primary grades, Principals,	3		
Primary grades, Assistants,	80		
Intermediate grades,	11		

Reform and Industrial Schools, Supt.,	1	Dairyman,	3
Assistants,	7	Dentist,	1
Seminaries and Academies, Principals,	3	Dressmakers,	5
Assistants,	10	Editors,	2
Training Schools and Normal Departments,		Editor's assistant,	1
Principals,	5	Electrical engineer,	1
Assistants,	5	Evangelist,	1
College Professors,	5	Farmers,	21
Teachers of Domestic Science,	2	Farm superintendent,	1
Supervisors of Drawing,	2	Home-keepers,	45
Teachers of Drawing,	3	Jailer,	1
Teacher of Stenography,	1	Judge Municipal Court,	1
Director of Music,	1	Lawyers,	18
Teachers of Music,	2	Machinist,	1
Supervisors of Grades,	2	Manager,	1
Principals of Private Schools,	2	Manager milk condensing factory,	1
Teachers of Elocution and Physical Culture,	3	Manager sewing machine company,	1
Teacher of Sloyd,	1	Manager, store,	1
Students in College and Medical Schools,	15	Manufacturer of automobiles,	1
"Students,"	7	Manufacturer of clothing,	1
Submaster,	1	Manufacturers of lumber,	3
Primary Sup't Bible School Association,	1	Manufacturers of paper,	3
Serving on School Boards,	6	Market gardener,	1
Superintendents of Schools,	20	Matrons,	2
Sixty of the Alumni have graduated from		Merchants,	5
college.		Miner,	1
List of occupations of those not directly en-		Motorman,	1
gaged in educational work:		Nurseryman,	1
Abstracter,	1	Nurses,	10
Agency work,	1	Office assistant,	1
Apothecary,	1	Physicians,	27
Artist,	1	Piano tuner,	1
Attendant,	1	Postmaster,	1
Bank clerk,	1	Private secretary,	1
Book agent,	1	Proof readers,	2
Book-keepers,	7	Publisher of school-books;	1
"Business,"	2	Publisher's agent,	1
Carpenter,	1	Real estate dealers,	3
Civil engineers,	4	Recorder in U. S. land office,	1
Clergymen,	10	Register of Probate,	1
Clerks,	7	Salesmen,	5
Coast survey,	1	Salesmen, traveling,	2
Collector,	1	Shoemaker,	1
Conductor, electric car,	1	Solicitor,	1
Conductor, Pullman car,	1	Stenographers,	9
Contractors and builders,	3	Superintendent of post-office,	1
Copyist,	1	Surveyor, U. S. gov't,	1
Correspondent,	1	Treasurers of savings banks,	3
County Attorney,	1	Treasurer (assistant) of savings bank,	1
County Auditor,	1	Telegraph operator,	1
County Treasurer,	1	Timekeeper,	1

U. S. pension examiner,	1	Ardelle M. Tozier,	'87
Vocalist,	1	Abner A. Badger,	'87
		Gertrude L. Stone,	'88
		Harriet A. Seavey,	'89
		Fred O. Small,	'89
		Edith M. Maxwell,	'90
		Annie M. McKenzie,	'90
		Carrie S. Varney,	'90
		A. W. Greene,	'90
		Effie E. Lord,	'91
		Ella P. Merrill,	'91
		Caroline Reed-Badger,	'92
	'84	Myrtie F. Dascomb,	'93
	'85	Blanche S. Minot,	'93
	'86	Adelia J. Webber,	'93
	'87	Irving O. Bragg,	'93
	'88	Winfield R. Buker,	'93
	'88	Fred H. Cowan,	'93
	'90	Cora C. Dow,	'94
	'90	Jessie M. Lockwood,	'94
	'93	Flora E. Lunt,	'94
	'94	Bertha I. Poor,	'94
	'97	Edith B. Pratt-Russell,	'94
	'98	Harry E. Dunham,	'94
	'98	May L. Abbott,	'95
	'99	Elizabeth W. Crowell,	'95
	'99	M. Ella McCann,	'95
	'99	Susan E. Pickard,	'95
	'01	Agnes E. Steward,	'95
	'02	Florence S. Wiley,	'95
	'02	Viola J. Brock,	'96
	'03	Augusta A. Jackson,	'96
	'03	Martha B. May,	'96
		Cora E. Hall,	'97
		Helen M. King,	'97
		Cora R. Parsons,	'97
	'67	Lena M. Pierce-Cowan,	'97
	'67	Ella M. Pinkham,	'97
	'73	W. Stanwood Field,	'97
	'76	Grace D. Bradley,	'97
	'78	Cora S. Burleigh,	'98
	'79	Gertrude B. Higgins,	'98
	'80	Alta M. Reed,	'98
	'81	Myrtie C. Rich-Parker,	'98
	'81	Susan F. Wiley,	'98
	'83	Florence E. Wilkins,	'98
	'84	Rose A. Matthieu,	'99
	'85	Lillian T. Peaslee,	'99
	'86	Laura B. Sanborn,	'99
	'86	Florence E. Sparks,	'99
	'86	Flora A. Sterling,	'99
	'87		

Our graduates can be counted on to make the most of all their opportunities for professional improvement, and we are proud of the large number that have attended the summer schools. We hoped to be able to give the list of all who have attended the several schools, but can give only the attendance at Winthrop.

F. S. N. S. graduates attending Summer School at Winthrop:

Addie F. McLain,	'84
Alice H. Hodgkins,	'85
Nettie M. Sewall,	'86
Henrietta Johnston,	'87
E. T. Clifford,	'88
Addie F. Woodman,	'88
Henry H. Randall,	'90
Myra L. Wells,	'90
Flora A. Pearson,	'93
Arthur J. Chick,	'94
Alma G. Faught,	'97
Mabel E. Alden,	'98
Mary E. True,	'98
Grace E. Choate,	'99
Abbie H. Verrill,	'99
Myrtie B. Whitehouse-Weston,	'99
Edna M. Lovejoy,	'01
Grace M. Stone,	'02
Ethel M. Gray,	'02
Grace A. Gilkey,	'03
Ella M. Hewins,	'03

Graduates of the F. S. N. S. attending the N. E. A. in Boston, July 6-11, 1903:

Anna De W. Pearce,	'67
Ruth G. Rich,	'67
Eldora Nichols-Hunter,	'73
Holmes H. Bailey,	'76
Lillian M. Munger,	'78
Addie M. Swain,	'79
Ellen A. Winslow,	'80
Lucy F. Luques,	'81
Hortense M. Merrill,	'81
Marion A. Luce-Warner,	'83
Elwood T. Wyman,	'84
Mary E. Eaton,	'85
Jane M. Cutts,	'86
Julia W. Swift,	'86
W. G. Mallett,	'86
Alice M. Haley-Kelley,	'87

Geo. C. Erskine,	'99	Olena V. Viles,	'02
Ina Eldredge,	'00	Isabel A. Woodbury,	'02
Sadie M. Knight,	'00	Lena M. Dickinson,	'03
Lottie A. Melcher,	'00	Ethel M. Matthieu,	'03
Eda G. Willard,	'00		
Orion A. Morton,	'00		
Genieve R. Barrows,	'01		
C. Evelyn Eldredge,	'01		
Emily McFadden,	'01		
Ethel L. Morrill,	'01		
Laura A. Strout,	'01		
Mary E. Frye,	'02		
May E. Gould,	'02		
Grace A. Martin,	'02		
Ethel M. Tracy,	'02		

OFFICERS OF THE ALUMNI ASSOCIATION.

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.

Normal Notes.

STATISTICS.

The attendance for the year has been 113 for the fall term, 219 for the winter, and 177 for the spring. Average attendance, 170. Number graduated: regular course 64, advanced course 2. The total number of pupils for the year has been 275, distributed as follows: Androscoggin County, 6; Aroostook, 8; Cumberland, 12; Franklin, 51; Hancock, 4; Kennebec, 31; Knox, 25; Lincoln, 10; Oxford, 23; Penobscot, 10; Piscataquis, 12; Sagadahoc, 7; Somerset, 31; Waldo, 16; Washington, 12; York, 12; out of the State, 5.

ENTERING CLASSES.

The number entering for the year is 109, twenty-three less than last year. The average age of those entering for the fall term was 20 years 1.51 months; for the winter, 18 years 8.65 months; for the spring, 22 years 8 months. Of these 72 have taught an average of 53.2 weeks, ranging from six to two hundred fifty weeks.

Secondary schools who have had graduates here during year:

- Alfred High School.
- Andover High School.
- Anson Academy.
- Ashland High School.
- Bangor High School.

- Bar Harbor High School.
- Berwick Academy.
- Biddeford High School.
- Boothbay Harbor High School.
- Brownville High School.
- Bryant & Stratton Commercial College.
- Brunswick High School.
- Caratunk High School.
- Caribou High School.
- Chehalis (Wash.) High School.
- Cherryfield High School.
- Cony High School (Augusta).
- Dexter High School.
- Edward Little High School.
- Erskine Academy.
- Farmington High School.
- Foxcroft Academy.
- Freeport High School.
- Frenchville High School.
- Good Will High School.
- Gould Academy.
- Greenville High School.
- Guilford High School.
- Hallowell High School.
- Hebron Academy.
- Jay High School.
- Leavitt Institute.
- Lee Normal Academy.
- Lewiston High School.
- Lincoln High School (Springvale).
- Lindsey High School.

Lisbon High School.  
Litchfield Academy.  
Madison High School.  
Maine Central Institute.  
Mattanawcook Academy.  
Milo High School.  
New Portland High School.  
New Vineyard High School.  
Norridgewock High School.  
Norway High School.  
Oak Grove Seminary.  
Oakland High School.  
Parsonsfield Seminary.  
Pennell Institute.  
Phillips Limerick Academy.  
Portsmouth (N. H.) High School.  
Red Creek Union Seminary.  
Ricker Classical Institute.  
Rockland High School.  
Rockport High School.  
Sabattus High School.  
St. Albans High School.  
St. George High School.  
Sangerville High School.  
Skowhegan High School.  
Somerset Academy.  
Somerville (Mass.) Latin School.  
South Paris High School.  
Springfield High School.  
Strong High School.  
Thomaston High School.  
Thornton Academy.  
Vanceboro High School.  
Warren High School.  
Waterville High School.  
Wayne High School.  
Weld High School.  
Westbrook Seminary.  
Wilton Academy.  
Winthrop High School.  
Wiscasset Academy.

#### SOCIAL FUNCTIONS.

Sociable, May 15, 1903.

1. March and Circle.
2. Boston Fancy.
3. Plain Quadrille.
4. Solo, Miss March
5. New Portland Fancy.
6. Lady of the Lake.
7. Piano Solo, Miss Andrews
8. Lancers' Quadrille.
9. Portland Fancy.
10. March.

Committee: Ella H. Irish, C. H. Holman, H. Eleanor Robinson.

#### A Social, June 5, 1903.

Overture.

1. March and Circle.
2. Boston Fancy.
3. Reading, Miss Maxwell
4. Answering Echoes.
5. Lancers' Quadrille.
6. Duet, Misses Ladd and March
7. Plain Quadrille.
8. Piano Solo, Miss Glover
9. Lady of the Lake.
10. Extra.

Committee: Miss Higgins, Miss Bartlett, Miss Maxwell, Miss Manter, Miss Green, Mr. Stanley.

#### NORMAL CHRISTIAN ASSOCIATION.

##### SPRING TERM, 1903.

President—Harold W. Stilson.  
Vice-President—Eva M. Farrington.  
Sec. and Treas.—Celia B. Leland.  
Executive Committee—Chas. H. Holman, Carolyn L. Ryan, Edna E. Lamson, Della M. Bemis, Chester E. A. Starrett.

##### TOPICS AND LEADERS.

Mar. 19.	Topic Selected.	Mr. Purington
Mar. 26.	How to Get a Fresh Start. Eph. 4: 22-32.	Miss Madan
Apr. 2.	Trust. Phil. 4: 4-13.	Miss Whitney
Apr. 9.	How Can I Get Daniel's Courage to do Right? Dan. 6: 10-23.	Mr. Stilson
Apr. 16.	The Idols We are Likely to Worship. Exod. 20: 1-6; Luke 12: 13-21.	Miss Merrill
Apr. 23.	How to get Sweet Tempers. Col. 3: 8-15.	Miss Gilmore
Apr. 30.	What is Your Favorite Bible Promise and Why? 1 Kings 8: 54, 56; Ps. 37: 3.	Mr. Beane
May 7.	Our Father's Care. Matt. 6: 24-34.	Miss Bartlett
May 14.	Warning and Invitation. Matt. 11: 20-30.	Miss Reed
May 21.	Christian Love. 1 Cor. 13.	Mr. Craig
May 28.	God's Voice in Nature. Ps. 104: 148.	Mrs. Purington
June 4.	Christ's Teaching About Personal Responsibility. Luke 19: 12-28.	Miss Farrington
June 7.	Topic Selected.	Mr. Purington

#### ARBOR DAY.

Friday, May 1, 1903. Exercises by the class of 1903. We give the programme and ode for

Arbor Day which were inadvertently omitted in the last number of THE NORMAL.

#### PROGRAMME.

Chorus—To Thee, O Country. *Eichberg*  
Oration—Fruit-Growing in the U. S.  
Percy Leverett Bruce, Brunswick  
Essay—The College of Forestry.  
Jennie Ardelle Robinson, St. George  
Chorus—Soldiers' Chorus. *Gounod*  
Poem—Flowers of Spring.  
Annie Adams Reed, Boothbay Harbor  
Essay—Our Class Tree.  
Grace Louise Griffith, Brownville  
Singing—Oh Golden Days of Summer. *F. Schubert*  
1903 Glee Club.  
Planting of Class Tree.  
Singing of Ode.

Committee: Lena Mae Dickinson, Nina Alice Gardner, Chester E. A. Starrett.

#### EXCHANGES.

The Amaracus, Monmouth Academy  
The Aquilo, Ricker Classical Institute  
The Arcturus, Caribou High School  
The Corona, Bridgton High School  
The Messalonskee Ripple, Oakland High School  
The Murdock, Murdock School, Winchendon, Mass.  
The Normal Enterprise, Clarion (Pa.) State Normal School  
The Northern Light, Fort Fairfield High School  
The Orient, Bowdoin College  
The Penn Charter Magazine, Wm. Penn Charter School, Philadelphia  
The Phillippian, Phillips High School  
The Phi-Rhonian, Bath High School  
The Scroll, Higgins Classical Institute  
The Stranger, Bridgton Academy

#### GIFTS.

The gifts for the year consist of a fine portrait in sepia of Wilbert G. Mallett of the class of 1886, and teacher in the school since 1891, presented by the class of 1903; and a class group of the class of 1902, presented by that class. The Grammar Model School gave an entertainment during the winter by which they realized over fifty dollars, which will be expended in adorning the Model rooms.

#### ARBOR-DAY ODE, 1903.

AIR—"When the Mists Have Rolled in Splendor."

FROM among the tangled briars,  
From the forest wild and free,  
We have brought a slender sapling  
Which shall grow a noble tree;  
And we hold it as a treasure,  
So we plant it here to-day,  
That our mem'ry you may cherish  
When we wander far away.

We have searched for it with laughter,  
We will water it with tears,  
For our school days soon are ended,  
And we part perhaps for years.  
With its leaves so green and shining,  
And its branches straight and tall,  
It shall be a living emblem  
Of our love for each and all.

When the Spring in radiant splendor  
Flings her mantle o'er the scene,  
And the buds so young and tender  
Show a touch of deeper green,  
May their promise of the future  
And of blossoms that shall be,  
Bring you happy recollections  
Of the Class of Nineteen-Three.

#### CHORUS:

We must bid farewell to friends and teachers,  
But our motto shall forever be  
Pressing onward, ever onward to the sunshine  
Though the end we cannot see;  
Pressing onward, ever onward,  
Though the end we cannot see.  
*Words by Susie Belle Sherer.*

#### READING-ROOM PAPERS AND PERIODICALS.

The Pedagogical Seminary.  
Education.  
The School 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.  
The Pathfinder.  
Current History.  
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.  
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.  
N. Y. Independent.  
World's Work.  
Country Life.  
Wisdom.  
Bowdoin Orient.  
Oxford Democrat.  
Rockland Courier-Gazette.  
Birds and Nature.

## Pleasantries.

Judge (sarcastically): "Did you ever earn a dollar in your life?" Vagrant: "Oh, yes. I voted for your Honor once!"—*Puck*.

A sentinel, reciting his instructions, said, "I must not let any children go outside the post alone, unless accompanied by their mothers or nurses."

Teacher: "What is an Indian's wife called?" Pupil: "A squaw." Teacher: "Correct: now what is an Indian's baby called?" Pupil: "A squawker."

A man to whom illness was chronic,  
When told that he needed a tonic  
Said, "Oh, Doctor, dear,  
Won't you please make it beer?"  
"No, no," said the Doc, "that's Teutonic."

—*Princeton Tiger*.

Miss Bookley: "You are from Boston, I believe, Mr. Staples?" Mr. Staples: "Yes: I have lived there several years." "Then you must know all about Browning and Emerson?" "N—no, I can't say that I do. Clothing firm, isn't it?"—*Kansas City Journal*.

"How noble and good is Lady Exeter!" a guest of the house had exclaimed, when some kind act of the hostess had been accidentally revealed. "Yes," assented the retainer, with enthusiasm, "I never look at her ladyship without saying to myself, 'That is a fallen angel!'"—*Christian Register*.

A New York lawyer tells the following story of a darkey preacher in North Carolina, who prefaced the passing of the collection plate with "Salvation's free, brethren, salvation's free! It don't cost nothin'! But we have to pay the freight on it. We will now pass aroun' the hat, an' collect the freight charges."—*Christian Register*.

The London *Globe* prints some very fair specimens of "Howlers" perpetrated by school-children and collected by a school-master. On the nature of gases: "An oxygen has eight sides." In natural history: "A cuckoo is a bird which does not lay its own eggs"; "a mosquito is a child of black and white parents"; and "a blizzard is the inside of a fowl."

"This is a bust of *papier-mache*." Visitor: "I declare, if it don't look enough like George Washington to be his brother."—*Town and Country*.

"Your uncle, the bishop," remarked the caller, is becoming famous, isn't he?" "Yes," said Mrs. Lapsling, affably. "He's getting to be quite a celibacy."—*Chicago Tribune*.

A professor reproved a youth for exercising his fists, and said, "We fight with our heads at this college." The youth replied, "Ah, I see: that's how you've butted all your hair off."

"Is my daughter familiar with the great composers?" asked Mrs. Cumrox. "Madame," said the music teacher, with a look of desperation, "she is not merely familiar with them, she is impertinent."—*Washington Star*.

Choice extracts from examinations in geography: "The equator is a menagerie lion running round the earth and through Africa"; "a meridian is the place where they keep the time"; and "the inhabitants of Paris are called Parisites."

An amusing verdict was perpetrated recently by a jury at Pittsburg. "Have you agreed upon a verdict?" asked the judge. "We have," responded the foreman, passing it over. "The clerk will read," said the judge. And the clerk read: "We, your jury, agreed to disagree!"—*Exchange*.

When Col. Muchmoney built his palace, he had "Salve" carved on the marble arch. Some country cousins, passing one day, noticed this word. One said: "Law, Bill, look thar, thar's whar they make that intment!" "How'd you know, Sam?" "'Cause don't you see over the door, S-a-l-v-e?"

Samuel Johnson would never speak good of anything Scotch. "What do you think of the pudding?" asked an old Scotch lady, seeing that he was eating heartily of it. "H'm," replied Johnson, with his mouth full, "it's very good food for pigs." "Then let me gi' y' some mair o' it," said the lady, helping him again bountifully.

# 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, 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.