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# THE FARMINGTON NORMAL



Vol. 3      \*      No. 4

JUNE, 1904

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# FARMINGTON STATE NORMAL SCHOOL.

## TEACHERS.

### Principal.

GEORGE C. PURINGTON, A. M.

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

### Assistants.

WILBERT G. MALLETT, A. B.

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

HORTENSE M. MERRILL.

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

KATE H. PATTANGALL, A. B.

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

KATHARINE E. ABBOTT.

Algebra, Geometry, Drawing, Book-keeping.

HELEN M. MARCH.

Arithmetic, Calisthenics, Elementary Vocal Music, Geography.

MARY M. BICKFORD.

Algebra.

LOUISE W. RICHARDS,

Penmanship, Arithmetic.

### Principal of the Training School.

LILLIAN I. LINCOLN.

Psychology and Methods.

### Assistants in the Training Schools.

LOUISE W. RICHARDS,—GRAMMAR GRADE

EDITH L. STROUT,—INTERMEDIATE GRADE

SUSAN E. PORTER,—SECOND PRIMARY.

LUCELIA E. CROCKETT,—FIRST PRIMARY.





HERBERT S. WING, '90.

# The Farmington Normal.

VOL. III.

FARMINGTON, MAINE, JUNE, 1904.

No. 4.

## THE FARMINGTON NORMAL.

FOUR NUMBERS A YEAR.

(December, February, April and June.)

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PRIN. GEORGE C. PURINGTON.

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### EDITORIAL.

THERE is a great dearth of competent teachers, as many superintendents find to their discomfort—for which let us be thankful, brethren—and Normal school principals find to their comfort, for it means the dawn of better days. This scarcity is due, we apprehend, to two causes, first, a better appreciation on the part of school officers of the qualifications of a good teacher, and second, to the lack of proper remuneration. There are so many more avenues that pay better wages and give more constant employment, open to young women, that the "bread and butter brigade" and those "in waiting" are

not turning their attention to the hazardous occupation of pedagogical gunnery—"teaching the young idea how to shoot."

As for ourselves, we acknowledge that we look with not a little complacency upon the present condition. Of course, we do what we can to help out our friends, the superintendents, from the thankless task of trying to "make bricks without straw," a duty that a penurious public has placed upon them. But it is far from best to do more than ease the burden a trifle, for they, more than anybody else, can do a great deal to educate the public to make larger appropriations for teachers' salaries, and that they will have to do to lighten their own burdens. We cannot think of any greater service that they can render the State at the present time. All efforts made by the teachers in that direction are likely to be regarded by many as purely selfish, but coming from the superintendents will be considered at the worst only as a mistaken policy. So let us hope that the superintendents of Maine will take some concerted action during the coming year to obtain increased appropriations for schools.

ARDELLE M. TOZIER, '87.

IN the last number of THE NORMAL we presented a picture of Miss Ardelle M. Tozier of the class of 1887.

Miss Tozier was born in Aroostook County, attended Hebron Academy for a time, and graduated, as noted above, from the Farmington Normal School in the regular and advanced courses. She taught in the school six years, then in the Primary schools of Presque Isle, and was for several years a very efficient superintendent of schools in that town. She resigned to accept a position in a Grammar school in Cambridge, Mass.



The work did not prove congenial and she resigned after one year to accept the place of a substitute for a year in this school. She then became superintendent of schools in Old Town, where she served with great credit to herself and profit to the city four years, and then was elected to her present position in the Presque Isle Normal School.

Miss Tozier's varied experience, and her knowledge gained thereby of the needs of our schools, both rural and urban, make her an invaluable teacher in the training of teachers.

#### HERBERT S. WING, '90.

MR. WING was born in Turner, April 2, 1867. His early education was received in the public schools of that town and Madrid, the Phillips Institute and Anson Academy. He entered the Normal April 10, 1888, graduating June 12, 1890. Before entering the Normal he taught one term of ungraded school in Phillips, and after graduation he was the principal of the High School in Stetson, High School in Canton, two years principal of the High School in Kingfield, also for two years was the principal of the High School in Strong.

Though meeting with fine success in teaching, he decided that he could do his best work in another profession, and consequently began the study of the law in the office of Hon. Fremont E. Timberlake, in Phillips. He was admitted to the bar at the February term of the S. J. Court of Franklin County, 1895, and in April following began the practice of his profession in Kingfield. He was Superintendent of Schools for two years, elected Treasurer of Kingfield Savings Bank in 1895, Treasurer of Kingfield Water Co., County Attorney for Franklin County in 1900, 1902, and 1904.

Mr. Wing has been very successful both as a lawyer and financier, and has the respect and confidence of his town and county. He married, in 1887, Miss Alila E. Bacheller of Phillips, and has two children, Earl and Milton J.

#### THE RIVERS AND LAKES OF MAINE.

Oh, the lovely rivers and lakes of Maine!  
I am charmed with their names, as my song will explain.  
Aboriginal muses inspire my strain,  
While I sing the bright rivers and lakes of Maine—  
From Capsuptac to Cheputmaticook,  
From Sagadahoc to Pohenegamook, 'gamook, 'gamook,  
Pohenegamook,  
From Sagadahoc to Pohenegamook.

For light serenading the "Blue Moselle,"  
"Bonnie Doon" and "Sweet Avon" may do very well;  
But the rivers of Maine, in their wild solitudes,  
Bring a thunderous sound from the depth of the woods;  
The Aroostook and Chemmenticook,  
The Chimpasaok and Chinquassabamtook, 'bamtook,  
'bamtook,  
Chinquassabamtook,  
The Chimpasaok and Chinquassabamtook.

Behold! how they sparkle and flash in the sun!  
The Mattawamkeag and the Munsungun;  
The kingly Penobscot, the wild Noolastook,  
Kennebec, Kennebec and Sebasticook,  
The pretty Presumpscoot and Gay Tulambic;  
The Ess'quilsagook and little Schoodic,  
Schoodic, Schoodic,  
The little Schoodic,  
The Ess'quilsagook and little Schoodic.

Yes, yes, I prefer the bright rivers of Maine  
To the Rhine, or the Rhone, or the Saone, or the Seine,  
These may do for the cockney; but give me some nook  
On the Ammonoosuc or the Wytapadlook,  
Or the Umsaskis or the Ripogenis,  
The Ripogenis or the Piscataquis  
'aquis, 'aquis,  
The Piscataquis,  
The Ripogenis or the Piscataquis.

*Boston Transcript.*

#### VENTILATION NEEDED.

DR. GREGORY, the first president of Lake Forest university, used to tell of his first visit to a large village school in Michigan where punishment with the rod was much administered. The effort of the school officers was directed mainly towards getting an able disciplinarian each year, they believing that the older boys were particularly disobedient in that village.

Mr. Gregory was at the time of his visit the state superintendent of schools, and his coming into the room flustered the principal; he began to make excuses concerning the school. The backwardness of the classes, he said, was due to his time being taken up in keeping order. While talking he held a stout ruler in his hand and thumped with it on the desk, commanding one to sit up, another to give attention to his books, and so on.

There was snow on the ground and provision made for heating by keeping a large cast-iron stove filled with blazing wood. There were sixty pupils in the room, not a window was open, and the air was hot and stifling and filled with dust from the blackboards and floor. Being called on to address the pupils Mr. Gregory asked that the windows be opened for fresh air

while he set the pupils to marching combined with some simple gymnastics.

But the teacher said the windows could not be opened, they were nailed down to prevent entrance at night; so the doors were thrown open. Mr. Gregory noticed the expression of relief when the pupils breathed the fresh air. He asked what the temperature was, but there was no thermometer.

Mr. Gregory soon saw that this teacher was too old to be converted, but, in conversing with the school officers, impressed upon them that much of the disorder complained of arose from the ill-ventilation of the schoolroom.

The next year he visited the school again; a graduate of the Normal school had been secured; he was a slender young man, enthusiastic and sympathetic. The windows were all let down from the top, drafts being prevented by a simple device; the room was as full as at the previous visit; it was quiet and orderly; no complaint was made concerning the tendency to wickedness that had been the complaint in the village for years.

Mr. Gregory declared that all the school principally needed was ventilation; the restlessness arising from breathing bad air had been mistaken for rebellion against authority. The school officers said they did not see how the principal got along without flogging the boys.

Very few teachers realize that school life is unnatural for boys at all events. They are in the habit of being in the open air, of moving about freely, of breathing pure air, and thus getting rid of the wastes of the body which rapidly accumulate in the youthful person. A thoughtful teacher plans for fresh air and change of bodily posture as much as for hearing lessons. In city schools this is attended to by the newer class of teachers, but in the rural schools the air is breathed over and over, so that the remark of one man, on opening the door of the old school when paying a visit to the place where he had been a pupil, "It smells just as it used to," was truly recollective and descriptive.—*The School Journal.*

#### THE PRESIDENT'S POVERTY.

THE suggestion that President Roosevelt's salary be raised to \$75,000 a year brings into prominence the fact that he receives the least of any head of a government in the world. The nearest parallel to Mr. Roosevelt's poverty is that of the president of France. He receives \$120,000 a year, with an annual addition of

\$10,000 for table money, \$20,000 for office expenses, and other odd sums that bring his whole income up to \$180,000 a year. King Edward receives \$2,350,000 a year, while his authority is much more limited than that of Mr. Roosevelt. Emperor William receives a salary only as head of the kingdom of Prussia, a trifle of \$3,055,000 a year. Austria-Hungary furnishes a civil list of \$4,650,000. Italy furnishes its king \$3,080,000, while the king of Siam receives \$2,870,000.

The English royal family other than the king and queen have annuities that bring the total payments to over \$2,900,000 a year. Of this the duke of Connaught gets \$100,000, with \$20,000 for his military labors. The sum of \$80,000 a year is divided among the king's daughters, and the prince and princess of Wales between them receive \$150,000 a year.—*School Journal.*

#### COLUMBUS.

BEHIND him lay the gray Azores,  
Behind, the Gates of Hercules,  
Before him not the ghost of shores,  
Before him only shoreless seas.  
The good mate said, "Now must we pray,  
For lo! the very stars are gone;  
Brave Admiral, speak, what shall I say?"  
"Why, say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day,  
My men grow ghastly wan, and weak."  
The stout mate thought of home; a spray  
Of salt wave washed his swarthy cheek.  
"What shall I say, brave Admiral, say,  
If we sight naught but seas at dawn?"  
"Why you may say, at break of day,  
'Sail on! sail on! sail on! and on!'"

They sailed and sailed as winds might blow,  
Until at last the blanched mate said:  
"Why, now not even God would know  
Should I and all my men fall dead.  
These very winds forget their way.  
For God from these dread seas is gone.  
Now speak, brave Admiral, speak and say—"  
He said, "Sail on! sail on! and on!"

They sailed. They sailed. Then spoke the mate:  
"This mad sea shows his teeth to-night:  
He curls his lips, he lies in wait  
With lifted teeth as if to bite;  
Brave Admiral, say but one good word,  
What shall we do when hope is gone?"  
The words leaped like a leaping sword,  
"Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck,  
And peered through darkness. Ah, that night  
Of all dark nights! and then a speck,  
"A light! a light! a light! a light!"  
It grew, a starlit flag unfurled!  
It grew to be Time's burst of dawn.  
He gained a world; he gave that world  
Its grandest lesson: "On! sail on!"

*Joaquin Miller.*



## THE PASSION PLAY, 1900.

Ober Ammergau.

*[Continued from April number].*

ANOTHER splendid prologue, another sweet tenor solo, another grand chorus with their intimations of the Last Supper as a sort of prelude to the seventh and eighth tableaux which foreshadow that event. Both are wonderful displays of artistic skill in grouping as regards proportion and color. The seventh represents the gathering of the manna in the wilderness; the eighth the return of the spies from the Promised Land with a colossal bunch of grapes. More than 400 persons, 150 of whom are children, are included in each of these great living pictures. They are so motionless that it is easy to imagine them to be a group in colored marble.

Scene I. of Act V. is the Last Supper. The scene is so near Da Vinci's famous picture that it needs no further description. It is true to the New Testament story but with more detail. There was a quiet dignity in the washing of the disciples' feet that robbed the act of anything menial, and tenderly touching was the service of passing the bread and wine. During this service a chorus of angels sings:

"Oh! the lowly love and tender!  
See the Saviour kneeling still  
At the feet of His disciples,  
Loving service to fulfill.  
Oh! this love remember ever!  
Love as He has loved, and do  
Unto others loving service  
As your Lord has done to you."

In the Scripture narrative I have always wondered how the other disciples could have allowed Judas to depart unmolested or unrestrained upon his unhallowed errand. In the play it is managed in this way. As Christ finishes the prediction of his betrayal by one of the company, Peter, leaning over to John whispers to him to ask Jesus who it is. Then John whispers to Jesus, saying, "Lord, who is it?" Jesus answers, speaking so low that no one but John hears, "He it is to whom I shall give a sop after I have dipped it." The other disciples, who have not heard this, keep on asking, "Who can it be?" Jesus taking a piece of bread, dips it in the cup, places it in the mouth of Judas, saying, "What thou doest do quickly." Then Judas rises and hurries from the room. The disciples, seeing his departure wonder among themselves, and Thomas

says to Simon, "Why does Judas go away?" Simon replies, "Probably the Master has sent him to buy something," and Thaddeus adds, "or to distribute alms to the poor."

The prologue of Act VI. deals with the betrayal, and the ninth tableau depicts the sale of Joseph to the Midianites for twenty pieces of silver. The first scene of this act is Judas before the Sanhedrim. It is a spirited scene. Caiaphas, with radiant countenance informs the assembled fathers that he has a piece of joyful news—"the supposed prophet of Galilee will soon be in their hands, and Dathan and the Betrayer are near at hand. They are sent for, and while awaiting their coming Caiaphas asks the Council what price shall be given for the betrayal of Jesus. Nathaniel promptly replies, "The law of Moses gives direction for such a case; a slave is valued at thirty pieces of silver." The priests laugh and assent, "Yea, yea, it is just the price of a slave that the false Messiah is worth."

Dathan and Judas are brought in and the infamous bargain is consummated, but not without opposition. Nicodemus stands up and asks the Sanhedrim, "How can you conclude so godless a bargain?" And turning to Judas he says, "And thou, abject wretch, dost thou not blush to sell thy Lord and Master, thou God-forgetting traitor whom the earth shall swallow up?" "For thirty pieces of silver wouldst thou sell that most loving friend and benefactor?" But the money is brought in, and in feverish haste Judas tests as he counts each coin, and stows it away in the bag. When Judas has gone out to await the coming of the Temple guard who are to arrest Jesus, the Sanhedrim discusses what shall be the fate of those who advocate imprisonment, and closes an impassioned speech with the sentence, "Let him die, the foe of our fathers." "Yes, he must die: in his death is our salvation," cry all the priests as they spring from their seats." But Nicodemus asks to speak. Permission being given he charges the Council with injustice and adds, "I have listened to his sublime teachings. I have seen his mighty deeds. They call for belief and admiration, not for contempt and ridicule." A great tumult arises and the priests would drive Nicodemus out. But

on the other side of the hall a voice is heard and Joseph of Arimathea stands forth and declares, "No one has imputed any deed to Jesus which makes him worthy of death; he has done nothing but good." "Envy and malice have misrepresented his words and imputed evil motives to the noblest acts." All join in reviling them and charging them with treason, and declare, "Die he must is our resolve." Then said Nicodemus, "I curse this resolution; I will neither have part nor lot in this shameful condemnation. "And I also," said Joseph of Arimathea, "will quit the place where the innocent are condemned to death." Gathering up their robes both walk slowly out of the Sanhedrim.

The next act—the scene in the Garden of Gethsemane—is preceded by two tableaux, one representing Adam and his family—Eve and eight children—digging in ungrateful soil; the other representing Joab's treacherous assassination of Amasa.

The Garden scene follows so closely the New Testament narrative that it is unnecessary to describe it in detail. How tenderly pathetic was that lonely sufferer when not even his best beloved disciples "could watch one hour;" only a shade of reproach in the voice that asked, "Are your eyes so heavy that ye could not watch?" No despair, only loneliness in the cry, "Oh, how dark it grows around me! The anguish of death encompasses me! The burden of God's judgment lies upon me! Oh, the bitterness of this cup!" Only perfect resignation spoke, "If it is not possible that this hour pass away from me, thy will be done! Thy holiest will! Father! Thy son! Hear him!" Again strong men wept and were thrilled as out of the darkness there descended upon him a bright and shining angel, and out of the silence came these words, "O, Son of Man, sanctify the Father's will! The Father will glorify thee."

And in a little while I saw those same strong men lean forward with clenched hands, and swelling necks, and throbbing temples, as the traders derided him and the soldiers buffeted him. One, who but a few days before had told me that he regarded Christ as an impostor, half rose from his seat as Malchus and Balbus thrust him violently forward.

Thus closes the first division of the play.

It is noon. Four hours have passed, how swiftly. An hour for dinner, and we are back, each one, everyone in his seat when the curtain rises on the twelfth tableau, which shows how Micah, the prophet of the Lord, was smitten by Zedekiah for daring to predict before Ahab and Jehosaphat the approaching death of the King of Israel at the battle of Ramoth Gilead.

It is night and silence before the house of the High Priest. The aged and bitter Annas comes forth. He can find no rest until he knows that the disturber of his peace is safe in fetters. In his impatience he sends a servant to see. He has but a little time to wait, for Sidrach comes running back with joyful news. Closely following are four Pharisees and Judges. "Long live our High Priest," they cry. "The wish of the Council is accomplished," exclaimed Nathaniel. Annas says, "Oh, I must embrace you for joy! So, then, our plan has succeeded! Judas, thy name shall take an honorable place in our annals. Even before the Feast shall the Galilean die." Judas, startled by the word, springs back, repeating incredulously, "Die!" "His death is decreed," responds Annas. "For his life and blood," cries Judas, "I will not be responsible." "That is unnecessary; he is in our power," is the cool reply. "But," persists Judas, passionately, "I have not delivered him over for that." "Thou hast delivered him over," say the Pharisees, "and the rest is our business." Repulsed on every side, Judas, striking his forehead with his hand, cries, "Woe is me! What have I done? Shall he die? No! that I did not wish. That I will not have." As he hurries into the street the Pharisees laugh at him, and shout after him, "Whether thou wilt have it or not, die he must." Hardly is he out of sight when the Temple Watch—a band of Roman soldiers—appear bringing Christ, bound, followed by the rabble. He is questioned by Annas and then led away to the palace of Caiaphas, mocked, scorned and jeered at.

The thirteenth tableau represents the stoning of Naboth by Jezebel's sons, which is followed by the fourteenth, representing Job scoffed at, derided by his friends, his servants, and even by his wife.

The first scene of the ninth act opens with Caiaphas in his bedchamber, surrounded by



Pharisees, and exulting in the arrest of Jesus. Shortly the Divine Prisoner is brought in. The false witnesses are brought forward, the sentence is pronounced, and all separate to meet at break of day, when the sentence shall be confirmed by the whole Council. Christ is led forth, strongly guarded, and Judas comes upon the scene filled with remorse for what he has done, and with dread of what he fears may happen to the Master no longer his. John and Peter come in and mingle timidly with the soldiers in the splendid ante-chamber. Then follow the three denials, and Peter goes out into the street, a gray-haired old man, weeping in bitter anguish of soul. Hear his repentant cry: "Oh, my Master, how deeply have I fallen! Oh, woe unto me, weak and wretched man! I have three times denied my dearest friend and teacher. Hast thou still grace for me? Oh! send it me! Thou wilt not surely cast me off; thou wilt forgive, O thou most loving one! This hope I have from thee, best of teachers, and the whole love of my heart shall be given to thee. I will cling closely to thee, and nothing, nothing shall ever be able to separate me from thee again." And all in the audience forgave him.

In the meantime Christ is taken to the guard-room of Caiaphas' palace, where the soldiers mocked him and despitefully used him till it was day. I am sure that there were many looking on that had to say to themselves, "It is not real," more than once, or they had gone to his rescue, so brutal was the sport, so patient the sufferer.

The tenth act exhibits the despair of Judas, and the fifteenth tableau, which prefaces that despair, represents the despair of Cain;—a strong but terrible tableau. Just as terrible is the despair of Judas, whether he wanders by himself in the street, or when in the presence of the Council, that for the second time condemns the Innocent One, he hurls his maledictions at the unjust judges, or flings the bag with the accursed money at the feet of the High Priest. With splendid scorn he charges them with having entrapped him. But it is in the potter's field, bought by the Sanhedrim with the price of blood, that he reaches the climax of his power, and ends his life hanging from the limbs of a blasted tree. There is a fearsome fascination in his delirium. "Oh! where, where can I go to hide my shame, to escape the torment of conscience? No forest

is dark enough! No rocky cavern deep enough! O earth, open and swallow me up! I can no longer exist. O my dear Master! Him, best of all men, have I sold to a most painful death of torture. I am an outcast, hated and abhorred, branded as a traitor even by those who led me astray. I wander about with this burning fire in my heart. Oh! might I look on the Master's face once more, I would cling to him as my only anchor. But he lies in prison—perhaps is dead, and I—I am his murderer. I can bear it no longer! Not one step further! Here, O life accursed, here will I end thee!" And as he unties his girdle and flings it over a limb of the tree, he exclaims, "Ha, ha, come thou serpent, entwine my neck and strangle the betrayer!"

It was the finest acting I ever saw, intensely dramatic and tragic, but never overdone. Lady Macbeth trying to wash the stains from her hands is tame beside Judas trying to wash the guilt of blood from his conscience. Far deeper his remorse for a Saviour betrayed, than Othello's for a wife murdered by his own hands. The Judas was the genius of the whole play, always dramatic, intense and real. Hearts ached for him. And as a proof of the fine discrimination of the audience and the power of the actors, I may say that there was not a sign of any kind of applause from the beginning of the play to the end. Approval? Yes, the highest—that of spell-bound silence, except a whispered prayer I heard from some one near me, "Poor Judas! God pity and forgive him."

It may be well to speak here of the players as a whole. I think we all—the party to which I belonged, I mean,—came away with one idea, and that is that to all the actors the play is a solemn service. There is not the least appearance of an effort to please the audience. They act like people who feel that they are in the presence of higher than earthly powers, princes or potentates. The stage management cannot be improved. There was not a moment's delay from beginning to end—and no hurry. Scene followed scene, as one tragedy in life follows another. On every hand were abundant evidences of genius, training and discipline. In just two minutes from the time the curtain went down upon a tableau with more than 400 persons, it went up again upon another scene in the same place. And there was nothing in connection with the performance of the play, as far as I could see, that was not good, and wholly

good. I am sure that every member of our party, which was made up of Jews, Catholics and Protestants,—and among the Protestants were those of all shades of belief, and some of no belief,—came away with a stronger faith in the great truths of Christianity, a stronger faith in Christ's humanity. And for myself I may say, though it may seem paradoxical, the strengthening of my faith in his humanity has strongly confirmed my faith in his divinity.

Act eleventh, first scene, brings Christ before Pilate. One will not soon forget the solemn tones of the white-haired Prologue as he recites,—

"When deceitful error has found an entrance  
Into man's heart he knows himself no longer;  
Wrong becomes his virtue,  
Virtue he hates and seeks to destroy."

The sixteenth tableau, which precedes the appearance of Christ before the tribunal of Pilate, is the spirited scene in which Daniel was denounced before Darius, immediately before his consignment to the den of lions.

In this scene one gets a new conception of the vindictive hate of the Sanhedrim, especially of the fawning and hypocritical Caiaphas. Hear him, as Pilate comes out with his attendants upon the balcony of his house:

"Governor and representative of the great Cæsar, health and blessing to thee. We have brought here before thy judgment-seat a man by the name of Jesus, that thou mayest consent to the execution of the death-sentence pronounced against him by the Sanhedrim," and he wishes that consent without any inquiry on Pilate's part into the justice of the case, and when Caiaphas insists, the Roman hotly answers, "What! do you dare suggest to me, the representative of Cæsar, that I should be a blind instrument for the execution of your orders?" The priests offer their evidence. None of it moves Pilate. Then they declare that he forbids the people to pay tribute to Cæsar. Its only effect is to elicit a sarcastic reply, "I admire your suddenly awakened zeal for the authority of Cæsar." The Jews are dismissed, and Pilate himself kindly and considerately questions Jesus. In the midst comes the message from his wife, to whom the governor returns this answer: "Do not disturb thyself. I will have nothing to do with the proposals of the Jews, but do all I can to save him." He sends for the Jews and tells them his righteous decision. But a Rabbi puts two and two together. Christ is from Nazareth. Nazareth is in the jurisdiction of King Herod, and Herod

is in the city. "Away to Herod!" all cry, and thither Christ is dragged.

Jesus before Herod is the subject of the twelfth act, and tableau seventeen, which prefigures the contemptuous mockery of Christ by Herod, represents Samson avenging himself upon the Philistines by pulling down the temple upon their heads.

There is no satisfaction to be had from Herod, for Christ, "like a lamb before his shearers, was dumb," and refused to satisfy the vulgar curiosity of the king. Back to Pilate again.

The eighteenth and nineteenth tableaux represent the bringing of Joseph's coat steeped in blood, and the sacrifice of Isaac.

In the following act Caiaphas again brings Christ before Pilate, and more imperiously demands sentence. As a compromise, Pilate orders Christ to be scourged, saying, "Perhaps that spectacle may soften the blind wrath of his enemies," and furthermore agrees to leave it to the people to choose whom he shall release to them, Christ or Barabbas. "Release Barabbas, and to the cross with the other!" cried all as with one voice. "You are not the people," said Pilate haughtily. "The people will speak for themselves. Meanwhile I will have this one scourged."

Caiaphas and Annas are not slow to seize the opportunity. They send messengers into all the streets of Jerusalem to assemble all their friends, to unite them in masses, and kindle in them the most glowing hatred against Jesus.

I can hardly conceive of any more dreadful scene than the last one in this act. Many could not look at it, and some closed their ears that they might not hear the blows. As commanded by Pilate, the soldiers led Jesus away to the Praetorium, and took off his robe, and tied his hands to a low pillar and scourged him. They knelt to him, and, in mockery, they did homage to him. One went out and brought in a purple robe, a crown of thorns, and a reed. With iron gloves they place the crown upon the head of Jesus, and then laugh aloud for joy. "But," says one, "if it is not to fall off your head then must we set it on firmly. Come, brothers, help me." Then four of the soldiers took staves in their hands, and crossing them over his head heavily and cruelly pressed the crown down upon his brow. He shuddered in agony. "Here," cried the soldiers, "is the scepter!" and taking the reed they placed it in his hands. Then all knelt before him, crying, "Hail to thee, most mighty King of the Jews!" When they were mocking him, a servant entered from Pilate, saying that



the prisoner must be brought immediately into the judgment hall, and they led him away.

The fourteenth act is introduced with a short but burning prologue, and is prefaced by two tableaux. The first, Joseph acclaimed as Grand Ruler of Pharaoh, is vivid, spirited, crowded with life, but I cannot understand why it is used as a preface to the Death Sentence, unless it be to relieve the long strain. The second is the choice of the Scapegoat in the Temple.

There are three short solos and much chorus singing before the opening of this act—Jesus or Barabbas. Then all Jerusalem is in an uproar. The traders and priests are everywhere stirring up the people against Jesus. Everywhere are heard their hoarse cries, "To the cross with him! To the cross with him!" Four mobs meet and mingle in the great space in front of the Temple. "On to Pilate! the Nazarene shall die!" They stop before the house of Pilate and the Roman comes forth. Pointing to the bleeding Saviour he asks if the pitiful sight awakens no compassion in their hearts. "Let him die! To the cross with him!" is their deafening cry. He brings out Barabbas and places him beside Jesus. "Men of Judea! look upon these two. One with mild countenance and dignified demeanor, the ideal of a wise teacher, convicted of no single evil deed, and already humiliated by the severest chastisement. The other, a vicious, savage man, convicted of robbery and murder, a horrible image of a perfect scoundrel. I appeal to your reason, to your human feelings,—choose! Which will ye that I shall release unto you, Barabbas or Jesus, who is called the Christ?" Priests and people cry together, "Barabbas! Barabbas!" It is a long scene. Pilate would save the Christ, but the cry, "Thou art no friend of Cæsar's," frightens him. (It has ever been thus). Caiaphas and Annas shrewdly play upon his fears, his resolution forsakes him, and turning to his servants he says, "Bring water," and to the multitude he sorrowfully adds, "Your violence compels me to yield to your desire. Take him hence and crucify him! But see," he says as he washes his hands in the basin that had been brought at his command, "I wash my hands; I am innocent of the blood of this just man. See ye to it. I have given way to your violent demands in order to avoid a greater evil. But in the blood-guiltiness I will have no share. Let it fall upon you and your children, as you have so loudly cried." Again the priests and people cry, "It is good;

let it fall upon us and our children!" Now are the thieves brought in. Pilate's decree is written out and read. "Triumph!" cries Caiaphas in wild exultation. "Long live the Synagogue!" "Up and away, off to Golgotha!" "Oh, delightful day!" "Oh, happy Passover," These are some of the cries as, with wild and savage clamor, the multitude sweep back to the street of the Sanhedrim.

Two more tableaux bring us to the Crucifixion. The first represents Isaac carrying the wood, with which he was to be burnt, up the slope of Mount Moriah; the second (another scene from the wilderness, full of spirit and life), shows Moses raising the brazen serpent on high so that all who look upon it may live, even though they may have been bitten by the fiery serpents. The stage is crowded with life.

The fifteenth act, "The way to the Cross," has four scenes full of suffering. In the first, Jesus bearing his cross, with the thieves bearing theirs, with a great multitude, comes down the street, Annas on the right of the stage, while Mary, Mary Magdalene, John, and Joseph of Arimathea, come down the street on the left by Pilate's house. In the second scene Jesus faints beneath the cross, and Simon of Cyrene meets the crowd. In the opening of the third scene Mary discovers Jesus, and cries out in piercing tones, "It is he! O God! It is my son!" Jesus staggers along and falls. Then the centurion seizes Simon, who resists until he sees whose cross it is, and then says, "For the love of thee will I carry it." And Christ looking upon him says, "God's blessing be upon thee and thine!"

At the foot of the hill the procession halts, Veronica and the women of Jerusalem approach, and the former gives Jesus a handkerchief with which to wipe his face. In the fourth scene John urges Mary to go back to Bethany. But she gives back the mother's answer for all the ages, "How can a mother leave her child in the last and bitterest need? I will suffer with him, bear scorn and shame with him, die with him. Let us go after them." And they slowly followed the procession to Calvary.

During the prologue preceding the sixteenth act, are heard blows of a hammer, as if nails were being driven. This is one of the touches of genius in the play, for when the curtain rises Christ and the two thieves are already fastened to their crosses. The latter are already raised with their arms tied over the cross by their hands, and their feet tied with a cord to the beam.

But Jesus *seemed* to be nailed to the central cross while yet it lay with the head slightly raised upon the ground. One nail *seemed* to be driven through the palm of each hand, and one through the two feet, which were placed one above the other. (In reality he was fastened to the cross by a strong silk band around his waist and one around his breast with rings in the back). When all was ready the cross was raised by three men. There is but little enlargement upon the Bible story other than the dialogue between the characters around the cross. The scene was not so dreadful as I thought it would be. The prologue and chorus had so prepared us that much that was suggestive of pain was lost in a sense of triumph. "For this came I into the world," kept repeating in my ears like a triumphal refrain. The ghoulis glee of Caiaphas, the senile joy of Annas, the brutal mockery of the priests, the coarse jests of the soldiers, all were softened in the sounds of hymns, and chants, and organ peals, and Sabbath bells, that I seemed to hear coming down through all the centuries. The rough and rugged cross seemed brightened by the light that for ages has shown through cathedral aisles and holy church. Invisible choirs seemed to sing "Nearer my God to Thee," and above the sullen roar of the crowd I thought I heard the chant of litanies and sound of prayers.

But for all this, the twenty minutes during which the Christ was on the cross were painful ones and full of intense feeling. The rain that had been gently falling at intervals all day, came down in a shower, and the gray skies became dark, a fitting prelude to "earthquake, the thunder and the lightning."

One can think many thoughts and feel a great deal in twenty minutes. I thought how *that* death, and *it alone* had been the inspiration of martyrs for nineteen centuries. Little thought the actors in that day's tragedy that they were helping to round out to perfection a life that was destined to reach in the fullness of time the uttermost corners of the earth. But for that death Pilate and Caiaphas and Annas would have been unknown, and the name they expected to forever blot out has been written above all other names.

I thought of the great warriors of the world who have striven to write their names in letters of fire and blood upon the pages of history, and yet how few read those names, compared with those who speak with love and reverence the one

great name. I thought of Alexander, and Cæsar, and Napoleon. It was only a few days before that I had stood and looked down upon the splendid tomb of Napoleon in the Hotel des Invalides. How true of himself what he has said of Alexander and Cæsar.

When he was waiting, in exile, for his rapidly approaching death, he is said to have uttered the following opinions on the earthly virtues and the heavenly, as they have appeared in history:

"I have been accustomed to put before me the examples of Alexander and Cæsar, with the hope of rivaling their exploits and living in the minds of men forever. Yet after all, in what sense do Cæsar and Alexander live? Who knows or cares anything about them? Even their names do but flit up and down the world like ghosts, mentioned only on particular occasions or from accidental associations.

"Their chief home is the schoolroom; they have a foremost place in boys' grammar and exercise books; they are splendid examples for themes; they form writing copies. So low is Alexander fallen, so low is imperial Cæsar.

"But, on the contrary, there is just one name in the whole world that lives. It is the name of One who passed His years in obscurity, and who died a malefactor's death. Eighteen hundred years have gone since that time, but still that name has its hold upon the human mind. It has possessed the world, and it maintains possession.

"Here, then, is One who is not a mere name. He is no empty fiction. He is a substance. He is dead and gone, but still he lives as the energetic thought of successive generations, and as the awful motive power of a thousand great events. Jesus Christ has done without effort what others with lifelong heroic struggles have not done. Can he be less than divine?"

Who, oh great commander, should know better than thou? As I looked at the Saviour on the cross my mind would go back to Napoleon's tomb. When I visited it the place and hour were full of promptings to the imagination. It was late in the afternoon, and a thunder storm was coming up over the city of Paris. Within the splendid marble mausoleum is a dim blue light, save on one side, where a flood of golden light falls upon a crucifix. In a circular tomb of richest marble, sunk below the floor and surrounded by a marble balustrade, repose the ashes of the greatest of modern warriors,—on



the cross, a marble image of the Christ. Darkness down there; light there. As visitors pass around the tomb there flit over the polished surface of the marble sarcophagus dim shadows innumerable, as if the slain of a hundred battles were again in arms, or like avenging spirits had come back to torment their slayer. Above, around the cross, there is a shimmering light as if from the wings of those who have come up out of great tribulation. Somewhere we hear a rustling sound. Are those old tattered flags down there moved by unseen color guards, or is it the rustle of the wings of the redeemed up there? Without the storm comes up apace. A crash of thunder! Down there it is the cannon of Marengo. Up there it dies away into the song the shepherds heard, "Peace on earth, good will toward men." There repose the mortal vestments of the spirit that rode on the wings of war, and left black desolation in his track. There the Prince of Peace, who binds up the wounds of the afflicted, and changes the sound of mourning into joy. Another thunder peal! It is Austerlitz, and dying men down there. From the cross the echo of a Voice that says to the waves, "Peace, be still!" Around that tomb twelve marble sentinels. Around the cross a legion of angels. From one sprang death and destruction. At the birth of the other the herald angels sang, "Peace on earth, good will toward men." When one raised his hand the thrones of Europe trembled. Before the other falls the earth in glad adoration. One for a brief day held certain kingdoms of this earth, the other holds forever the keys of the life eternal.

The minutes creep on. At last the heart-breaking cry, "Eloi, eloi, 'sabac'hani!" and all is over. Pilate grants the prayer of Joseph of Arimathea and Nicodemus, and to them is the dear body given. Tenderly and reverently they take it from the cross with the help of Lazarus and Simon of Bethany, and give it into the hands of Mary the mother, Mary Magdalene, Salome, and John the beloved. And when they had prepared the bruised and bleeding body for burial, when they had shed on it the final tear, and for the last time kissed the hand that had so often been raised above them in blessing, they gave it to Joseph and Nicodemus. Then John said, "We shall see him again!"

"Help me," said Joseph to Nicodemus, "to bear him into the garden." "Blessed am I," said Nicodemus, "that I may lay to rest the

remains of Him who was sent from God." And then they bore the body away.

Act XVII, the Resurrection, is introduced by a tender tenor solo:

"Softly rest now, sacred body,  
Rest in peace from pain and labor,  
In the stillness of the grave."

And then the chorus sings,

"Softly rest within earth's bosom  
Till that Thou art glorified."

The scene is brief. There is a great earthquake, the rock is rolled back from the door, and an angel, resplendent in supernatural light, sits upon it. The four Roman soldiers spring up in terror as Jesus appears at the mouth of the sepulchre radiant in white apparel, and then cast themselves upon the ground. For only a moment the risen Saviour stands at the door of the grotto, and then goes slowly down the garden out of sight.

The concluding scene is the Ascension. The Chorus, that has worn black during the last two scenes, now appears in colored robes, and sings in triumphant measure,

"He is risen! Heavenly ones rejoice!  
He is risen! Mortals raise your voice!"

As the curtain rises, Christ, robed in white, holding a palm branch in his hand, stands in the midst of his disciples. Close by him are his mother and Mary Magdalene, John and Peter. As he blesses them, he slowly and almost imperceptibly begins to ascend, the Apostles and Holy Women following him with looks of intense adoration. During this time the Guardian Angels are singing, with splendid spirit, the magnificent strains of the Hallelujah Chorus. When He reaches the center of a great company of angels, the curtain falls and the Passion Play is over.

As I write these closing words the early dawn is gilding the summits of the mountains round about Ober Ammergau. Soon it will flood the Crucifixion Group on Osterbühl and gleam from the white cross on Kofel. The little village still sleeps in the shadows of its guardian mountains, but from it has gone a light that shall never grow dim. Sleep, quiet Alpine village. Keep pure and deep the springs of thy life. Cherish thy lamp like that on Hilda's tower. Feed it with purest oil, and when the next decennial comes round, may it shine again into a world that needs nothing so much as it needs the light from the Cross.

G. C. P.

## Commencement, 1904.

### COMMENCEMENT, 1904.—GENERAL PROGRAMME.

SUNDAY, JUNE 5.	
4.00 P. M.	Baccalaureate Sermon, Old South Church, Rev. Smith Baker, D. D., Portland, Maine
MONDAY, JUNE 6.	
8.00 P. M.	Class Banquet at Hotel Willows.
WEDNESDAY, JUNE 8.	
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 Brahms Trio:— A. Laura Tolman, Violoncellist, Harry M. Wells, Violinist, Maude Littlefield, Pianist, Percy F. Hunt, Basso Soloist, Charles Williams, Reader.
THURSDAY, JUNE 9.	
8.30 A. M.	Teaching Exercises by the Graduating Class. Alumni Reunion.
12.30 P. M.	Dinner at Methodist Vestry.
2.00	Address at Old South Church, Prof. H. L. Chapman
3.00	Alumni Meeting.
4.00	Class Meetings.
8.45 P. M.	Graduating Exercises and Reception in Normal Hall. Music by Brahms Trio.

### BACCALAUREATE SERMON.

#### ORDER OF SERVICE.

Organ—Triumphal March, <i>Shuey</i> ,	Mrs. Wade
Voluntary—Serenade, <i>Wider</i> —Organ, Cello, Violin, Piano, Mrs. Wade, Mr. Wade, Miss Alden, Miss McLeary.	
Responsive Reading—85th Psalm,	Rev. Mr. Kilborn
Anthem—My Faith Looks Up to Thee, <i>Schnecker</i> ,	Choir
Scripture Reading,	Rev. Mr. Coar
Anthem—In Heavenly Love Abiding, <i>Brown</i> ,	Choir
Prayer,	Rev. Mr. Moore
Hymn—Lord of All Being Throned Afar.	
Sermon,	Rev. Smith Baker, D. D., Portland
Hymn—Worship the Lord in the Beauty of Holiness.	
Benediction,	Rev. Mr. Baker

The Class Banquet at Hotel Willows on Monday evening was a very enjoyable occasion.

The examination of classes and teaching exercises on Wednesday, and Thursday forenoon, were largely attended.

Motto of the Class of 1904—To Heights Beyond.

The Commencement Concert was given at Music Hall, Wednesday evening, June 8, by The Brahms Trio, of Boston—Miss Zella Cole, Pianist, Mr. Harry Wells, Violinist, Miss A. Laura Tolman, Violoncellist, assisted by Mr. Percy Hunt, Basso, and Mr. Charles Williams, Reader.

### PROGRAMME.

1. Allegro con brio.	Brahms Trio.	Arthur Foote
2. Mrs. Wiggs of the Cabbage Patch, "Theatre Party and Mr. Bob,"	Mr. Williams.	Hegan
3. Prologue from "Simon Boccanegra,"	Mr. Hunt.	Verdi
4. A—Serenade,	B—Ungarische Tanze,	Chas. Widor
	Brahms Trio.	Brahms
5. A—Andacht (Devotion of the Forest),	David Popper	
B—Allegro from concerto Op. 65,	Miss Tolman.	Goltermann
6. Love's Coronation—with 'cello obligato,	Mr. Hunt.	Aylward
7. Allegro from concerto,	Mr. Wells.	De Beriot
8. The Real Diary of a Real Boy,	Mr. Williams.	Henry Schute
9. Finale from trio Op. 49,	Brahms Trio.	Mendelssohn

### PROGRAMME—EXAMINATION AND TEACHING EXERCISES.

#### NORMAL SCHOOL—WEDNESDAY A. M.

8.30—9.00	Opening Exercises.	
9.00—9.40	P—School Organization, Advanced Geometry,	Mr. Purington
	D—Reading,	Mr. Mallett
	C—Grammar,	Miss Merrill
	E—Geography,	Miss Pattangall
9.40—10.20	E—Zoology,	Mr. Mallett
	D—Algebra,	Miss Abbott
	F—Geometry,	Miss March
	C—Algebra,	Miss Bickford
10.20—10.40	Recess.	
10.40—11.20	A—Didactics,	Mr. Purington
	C—Chemistry,	Mr. Mallett
	F—Physiology,	Miss Pattangall
	E—Arithmetic,	Miss March
11.20—12.00	A—Ethics,	Mr. Mallett
	F—Geometry,	Miss Abbott
	D—Psychology,	Miss Lincoln

#### GRAMMAR ROOM.

9.00—9.15	Opening Exercises.	
9.15—9.35	8 Arithmetic,	Mr. Holman
9.35—9.55	9 Algebra.	
9.55—10.00	Physical Exercises.	
10.05—10.20	7 Arithmetic.	
10.20—10.40	Recess.	
10.40—11.00	9 Geography,	Miss Wadleigh
11.00—11.20	7 & 8 Language.	
11.20—11.25	Physical Exercises.	
11.25—11.40	7 Drawing,	Mr. Stilson
11.40—12.00	8 & 9 Drawing,	Miss Hooper

#### INTERMEDIATE ROOM.

9.00—9.15	Opening Exercises.	
9.15—9.35	6 Arithmetic,	Miss Clark
9.35—9.55	5 Arithmetic,	Miss Drew
9.55—10.05	Word Study.	
10.05—10.20	6 Drawing,	Miss Patterson
10.20—10.40	Recess.	
10.40—10.55	5 Geography,	Miss Mann
10.55—11.10	6 Language,	Miss Gleason
11.10—11.30	Callisthenics,	Miss Thyng
11.30—11.45	6 Science,	Miss Moore
11.45—12.00	5 Drawing,	Miss Decker



SECOND PRIMARY ROOM.			
9.00- 9.15	Opening Exercises.		
9.15- 9.30	4 Language,	Miss Davis	
9.30- 9.45	3 Arithmetic,	Miss Will	
9.45-10.00	4 Arithmetic,	Miss Hall	
10.00-10.05	Physical Exercises.		
10.05-10.20	3 Drawing,	Miss Manter	
10.20-10.40	Recess.		
10.40-10.55	3 Language,	Miss Fogg	
10.55-11.10	4 Geography.		
11.10-11.20	Phonetics and Spelling.		
11.20-11.35	3 Word Study.		
11.35-11.45	Physical Exercises.		
11.45-12.00	4 Science.	Miss Lawlis	
FIRST PRIMARY ROOM.			
9.00- 9.10	Opening Exercises.		
9.10- 9.25	2 Number,	Miss Madan	
9.25- 9.40	1 Measure.		
9.40- 9.45	Physical Exercises.		
9.45-10.00	2 Reading.	Miss Starrett	
10.00-10.15	1 Form,		
10.15-10.40	Recess.		
10.40-11.00	2 Form,	Miss Tibbetts	
11.45-12.00	3 Science,	Miss Coolidge	
NORMAL SCHOOL—WEDNESDAY P. M.			
2.00- 2.40	E—Physics,	Mr. Mallett	
	A—Literature,	Miss Merrill	
	F—Eng. Composition,	Miss Pattangall	
	C—Methods,	Miss Lincoln	
2.40- 3.20	D—Chemistry,	Mr. Mallett	
	E—Literature,	Miss Merrill	
	A—Botany, 2d Div.,	Miss Pattangall	
3.20- 3.40	Recess.		
3.40- 4.20	C—Geology,	Mr. Mallett	
	A—Botany, 1st Div.,	Miss Pattangall	
	E—Geometry,	Miss Abbott	
	F—Music,	Miss March	
	D—Arithmetic,	Miss Richards	
GRAMMAR ROOM.			
2.00- 2.20	Music.		
2.20- 2.40	8 Geography,	Miss Hupper	
2.40- 3.00	7 History,	Miss Burke	
3.00- 3.20	8 & 9 Science,	Mr. Stanley	
3.20- 3.40	Recess.		
3.40- 4.00	8 Reading,	Miss Thompson	
4.00- 4.20	7 Science,	Mr. Joyce	
INTERMEDIATE ROOM.			
2.00- 2.05	Opening Exercises.		
2.05- 2.20	5 Language,	Miss Guptill	
2.20- 2.35	Singing.		
2.35- 2.40	Physical Exercises.		
2.40- 3.00	6 Geography,	Miss Dunning	
3.00- 3.20	5 Reading,	Miss Hatch	
3.20- 3.40	Recess.		
3.40- 4.00	6 Reading,	Miss Calkins	
4.00- 4.20	5 Science,	Miss Judkins	
SECOND PRIMARY ROOM.			
2.00- 2.05	Opening Exercises.		
2.05- 2.25	4 Reading,	Miss Drummond	
2.25- 2.45	3 Reading,	Miss Bartlett	
2.45- 3.00	4 Drawing,	Miss Higgins	
3.00- 3.05	Physical Exercises.		
3.05- 3.20	Singing.	Miss Kalloch	
FIRST PRIMARY ROOM.			
2.00- 2.15	Opening Ex. and Science,	Miss Venner	
2.15- 2.35	1 Reading,	Miss Gordon	
2.35- 2.50	Physical Exercises,	Miss Spear	
2.50- 3.05	1 Measure,	Miss Snow	
3.05- 3.20	Story,	Miss Maxwell	
NORMAL SCHOOL—THURSDAY A. M.			
8.30- 9.00	Opening Exercises.		
9.00- 9.40	F—School Organization,	Mr. Purington	
	D—Literature,	Miss Merrill	
	C—Grammar,	Miss Pattangall	
	E—Geography,	Miss March	
9.40-10.20	E—Literature,	Miss Merrill	

D—Algebra,	Miss Abbott
F—Geography,	Miss March
C—Algebra,	Miss Bickford
Recess.	
F—Physiology,	Miss Pattangall
C—Drawing,	Miss Abbott
E—Arithmetic,	Miss March
Chorus Singing.	

## GRAMMAR ROOM.

9.00- 9.15	Opening Exercises.	
9.15- 9.35	7 Reading,	Miss Bennett
9.35- 9.55	9 Arithmetic,	Mr. Williamson
10.00-10.20	Calisthenics,	Miss Hussey
10.20-10.40	Recess.	
10.40-11.00	9 History,	Miss Bradbury
11.00-11.20	7 & 8 Language,	Miss Holland

## INTERMEDIATE ROOM.

9.00- 9.15	Opening Exercises.	
9.15- 9.35	6 Arithmetic,	Miss Lewis
9.35- 9.55	5 Science,	Miss Thomas
9.55-10.00	Physical Exercises.	
10.00-10.20	6 Drawing,	Miss Crockett
10.20-10.40	Recess.	
10.40-11.00	5 Geography,	Miss Whittier
11.00-11.20	6 Language,	Miss Leland

## SECOND PRIMARY ROOM.

9.00- 9.10	Opening Exercises.	
9.10- 9.25	4 Science,	Miss Houghton
9.25- 9.40	3 Arithmetic,	Miss Cooke
9.40-10.00	Calisthenics,	Miss Weymouth
10.00-10.20	3 Drawing,	Miss Farwell
10.20-10.40	Recess.	
10.40-11.00	3 Language,	Miss Wilson
11.00-11.20	4 Geography,	Miss Edwards
FIRST PRIMARY ROOM.		
9.00- 9.10	Opening Exercises.	
9.10- 9.30	1 Phon. and Word Study,	Miss Garvin
9.30- 9.45	2 Number,	Miss Brown
9.45- 9.50	Physical Exercises.	
9.50-10.05	1 Measure,	Miss Witham
10.05-10.20	1 Form,	Miss Taylor
10.20-10.40	Recess.	
10.40-11.00	2 Form,	Miss Deane

From 11.30 until noon a pleasing musical programme was carried out by the school. After several choruses the following selections were rendered: A mixed quartette, consisting of Misses Kalloch and Snow, Prin. Purington and Mr. Stilson, sang "Star of Descending Night" and Pinsuti's "Spring Song," and a ladies' quartette—Misses Kalloch, Venner, Bartlett and Fogg—rendered in a pleasing manner "When the Bloom is on the Rye" and "Doan ye Cry, Ma Honey." The rendition by the school of "Unfold, ye Portals," was inspiring. During the period Miss Marian Payne presided at the piano.

## ALUMNI DINNER.

At 12.30 the Alumni marched by classes down to the Methodist Church, where the Alumni banquet was served in the vestry by the ladies of that society.

About ninety took their places at three tables

which extended the length of the vestry, and after the blessing, asked by Prof. W. G. Mallett, '86, the ladies of the Methodist Church served one of the excellent dinners for which they are justly celebrated. Many pleasant associations were renewed. Music was furnished during the hour by Misses Verna Corey and Zilda Brown.

Decorations consisted of bunting hung from the four corners of the room, while pansies were thoughtfully placed at each plate. Members of the Normal School waited on the tables.

## THE ALUMNI ADDRESS.

Prof. Henry L. Chapman, D. D., of Brunswick, delivered an address to the Alumni at the Old South Church, Thursday afternoon at 2 o'clock. The address was preceded by several selections on the organ, played by Miss Annie W. McLeary, '02, and to Gounod's "Marche Pontificale," the A class filed into the church to the front pews reserved for them.

Mr. Mallett then introduced Prof. Chapman, who, in opening, expressed his appreciation of the frequent requests to speak before the Normal School, and said that, as a friend, he would address them on Emerson's "Essay on Friendship." It was, as is everything else that Prof. Chapman does, beautifully expressed and most gracefully delivered.

## THE ALUMNI MEETING.

Following this address was the Alumni meeting. In the absence of Pres. Abner A. Badger, A. B., '87, of Walpole, Mass., Vice-President Carleton P. Merrill, '90, took the chair. He appointed for committee on nominations, Chas. G. Chick, '98, W. G. Mallett, '96, and Mrs. Alice Locke-Wadsworth, '94. After the report of the secretary, Miss Mildred Gay, '99, Prin. Purington brought up the question of a change from triennial to annual alumni reunions, with field-day in August. After discussing the matter a short time, on motion of Mr. Chick a unanimous vote was taken in its favor.

This was followed by the report of the committee on nominations, who presented the following names for officers:

President—Geo. F. Stackpole, '66.

Vice-President—Frank W. Butler, '87.

Secretary—Miss Mildred Gay, '99.

Treasurer—Mrs. Clara Hinckley-Knowlton, '70.

Executive Committee—Arthur Ingalls, '02, Mrs. Mary Jacobs-Jennings, '80, Miss Rose P. Grounder, '95.

Catalogue Committee—Miss Katherine E. Abbott, '92, Miss Helen M. March, '02, Mrs. Eldora Nichols-Hunter, '73, Miss Mary A. Bradbury, '04.

These were elected and Mr. Mallett then presented the names of Frank E. Stanley of Newton, Mass., and Thurston S. Burns of Westbrook for honorary members of the Alumni association in token of the interest which they have taken in the school. This honor was conferred upon them by unanimous vote, after which resolutions of respect were extended to Mrs. Helen Coffin-Beedy, formerly a beloved teacher in the Normal school. A vote of thanks was also extended to the Congregational Society, for use of the church; to the ladies of the Methodist Church for the alumni dinner, and to Prof. Chapman.

After-dinner speeches were then delivered, mostly in reminiscent strain, by Geo. F. Stackpole, '66, of Riverhead, N. Y.; Chas. G. Chick, '68, of Hyde Park, Mass.; James O. Bradbury, '74, of Saco; Dr. F. J. Taylor, '76, of Pittsfield; Prin. Irving O. Bragg, A. B., '93, of Presque Isle; Dr. Donald B. Cragin, '95, and Mrs. Mary Jacobs-Jennings, '80, after which the meeting adjourned.

Meetings of the various classes were held in the Normal building after the regular meeting.

[For the above report we are indebted to F. B. McLeary, the school reporter of the *Chronicle*.]

## GRADUATION EXERCISES.

Commencement week closed with the graduating exercises of a class of sixty-two. The stage was decorated with potted plants. In the teachers' room, where the guests of honor awaited the hour of opening the exercises, tables were laden with a profusion of beautiful flowers, the gifts of relatives and friends to the graduating class, and the flower girls, Misses Gott, Stevens, Simmons and Smith, were kept very busy arranging them.

By 8 o'clock over one thousand people had assembled in the hall, and although it usually



furnishes ample accommodations, on this occasion every seat was taken.

Promptly at 8 o'clock Prin. Geo. C. Purington ushered the guests, Supt. W. W. Stetson, Hon. Joseph W. Fairbanks, Hon. George M. Warren, Prof. Henry L. Chapman, D. D., and Wm. J. Knowlton, Esq., members of the Board of Trustees; Hon. Sylvester J. Walton, of Skowhegan, member of the Governor's Council, (with their ladies), to seats in front of the stage. The faculty also occupied seats near by.

A few minutes later the graduating class marched up the aisle, led by Pres. Winthrop H. Stanley, and took their seats at one side of the stage.

### PROGRAMME.

March,	Orchestra
Prayer,	Rev. Mr. Coar
Music.	
Salutatory—To Heights Beyond,	Harold Wyman Stilson, Augusta
Music.	
Essay*—What Literature is to us,	Nina West Hussey, Norridgewock
Music.	
Essay—Early Occupations in the Colonies,	Pearle Genevra Burke, Lee
Music.	
Essay,—Duty of the School to the Pupil,	Martha Hill Wilson, Cherryfield
Music.	
Valedictory,	Mary Alma Bradbury, Saco
Music.	
Conferring Diplomas.	Class
Singing Class Ode,	Rev Mr. Kilborn
Benediction,	
Reception.	
*Excused.	

The parts were all well written and well delivered.

Following the last number on the programme Prin. Purington spoke in high terms of the class, quoting the beautiful poem of Sam Walter Foss, "The House by the Side of the Road," and commended the class to Supt. W. W. Stetson, who presented the diplomas. Supt. Stetson made a short address, congratulating the class on the completion of the course, and for the high recommendation accorded them by their principal.

After the graduates had sung the class ode, which was composed by Miss Berniece Dunning, of Topsham, Rev. H. S. Kilborn pronounced the benediction, and till after eleven o'clock the members of the class received their friends.

Music was furnished during the evening by the Brahms Trio of Boston.

### USHERS.

Madge E. Weick.  
Mary E. Hall.  
Irene E. Huse.  
Bertha L. Frank.  
Alma N. Kyes.

### STAGE USHER.

F. Elmer Titcomb.

### FLOWER GIRLS.

S. Mertice Gott.  
Bertha M. Stevens.  
Martha M. Simmons.  
Blanche E. Smith.

### CLASS ODE.

We are standing now together,  
In this dear familiar place,  
And the light of happy memories  
Shines upon each classmate's face.  
And though on the eve of parting,  
We, fast-linked by friendship's bond,  
Will, through all the years before us,  
Mount to glorious heights beyond.

Though our days have been so toilsome,  
Yet to us they have been bright,  
And we fain would wish them longer,  
Gladly stay Time's passing flight;  
But the time has come for action,  
And we will, with thoughts so fond,  
Pass through life's broad field of battle  
With our eyes on heights beyond.

Though clouds may overhang the hill-tops,  
And our lives seem far from bright,  
Still at length will come the sunshine,  
Flooding all with radiant light;  
And with roseate hues surrounding,  
By His own great love transformed,  
We will stand proved by our Master,  
Crowned with stars on heights beyond.

Berniece P. Dunning.

### CLASS OFFICERS.

President—Winthrop H. Stanley.  
Vice-President—Edith H. Hatch.  
Secretary—Pearle G. Burke.  
Treasurer—Enoch A. Williamson.  
Executive Committee: Austin Joyce, Celia B. Leland, Grace M. Thompson, Kate A. Manter, Elizabeth L. Moore.

### NAMES OF THE CLASSES OF 1904.

#### ADVANCED CLASS.

Bickford, Mary M. Norway  
Bradbury, M. Alma Saco

#### REGULAR COURSE.

Bartlett, Martha S. Rockland  
Bennet, Mame S. Lubec  
Bradbury, M. Alma Saco  
Brown, Edna I. Norway  
Burke, Pearle G. Lee  
Calkins, Bertha F. West Lubec

Clark, Grace M.  
Cooke, Marion L.  
Coolidge, Florence S.  
Crockett, Carolyn M.  
Davis, Molly M.  
Deane, Flora E.  
Decker, Inez V.  
Drew, Delia A.  
Drummond, Grace E.  
Dunning, Berniece P.  
Edwards, Ethel M.  
Farwell, Edith M.  
Fogg, Ethel W.  
Garvin, Myrtie R.  
Gleason, Olive J.  
Gordon, Marcia A.  
Guptill, Anna A.  
Hall, Mae E.  
Hatch, Edith H.  
Higgins, Inez M.  
Holland, Mabel G.  
Holman, Charles H.  
Hooper, Maude E.  
Houghton, Stella M.  
Hupper, Eva F.  
Hussey, Nina W.  
Joyce, Austin  
Judkins, Bertha W.  
Kalloch, Mabel T.  
Lawlis, Katherine L.  
Leland, Celia B.  
Lewis, Ethel W.  
Madan, Sena M.  
Mann, Millie W.  
Manter, Katherine E.  
Maxwell, Edith A.  
Moore, Lizzie L.  
Patterson, Clara C.  
Snow, Vera M.  
Spear, Mabelle A.  
Stanley, Winthrop H.  
Starrett, Ella A.  
Stilson, Harold W.  
Taylor, Vernie B.  
Thomas, Helen A.  
Thompson, Grace M.  
Thyng, Gertrude B.  
Tibbetts, Grace M.  
Venner, Aurelia G.  
Wadleigh, Angie E.  
Weymouth, Clarissa L.  
Whittier, Addie E.  
Will, Grace M.  
Williamson, Enoch A.  
Wilson, Martha H.  
Witham, Ellen G.

East Troy  
Cherryfield  
Farmington  
North Haven  
Foxcroft  
Farmington  
Mechanic Falls  
Patten  
Winslow  
Topsham  
Brunswick  
South China  
Intervale  
Springvale  
Canaan  
Dexter  
Cherryfield  
Wellington  
New Sharon  
Clinton  
Limerick  
Dixfield  
Oakland  
Phillips  
Martinsville  
Norridgewock  
Atlantic  
Brunswick  
Rockland  
Houlton  
Sangerville  
Wiscasset  
Berlin, N. H.  
Casco  
Sidney  
Canaan  
Dexter  
Everett, Mass.  
Skowhegan  
Warren  
Hull's Cove  
Warren  
Augusta  
Springvale  
West Eden  
North Livermore  
Ross Corners  
Backriver  
Brunswick  
Belgrade  
Saco  
Vienna  
Avon  
New Sharon  
Cherryfield  
Stark

Brunswick High School.  
Cherryfield Academy.  
Dexter High School.  
Edward Little High School.  
Erskine Academy.  
Farmington High School.  
Gorham High School.  
Lee Normal Academy.  
Lincoln High School, Sanford  
Lindsey High School, Shapleigh  
Lubec High School.  
Maine Central Institute.  
Norridgewock High School.  
Norway High School.  
Oak Grove Seminary.  
Oakland High School.  
Patten Academy.  
Pennell Institute.  
Phillips High School.  
Phillips High School, Limerick  
Red Creek Union Seminary, N. Y.  
Ricker Classical Institute.  
Rockland High School.  
Rockport High School.  
Skowhegan High School.  
Springvale High School.  
St. George High School.  
Thornton Academy.  
Topsham High School.  
Wayne High School.  
Wiscasset Academy.

### County representation in graduating class:

Androscoggin,	2
Aroostook,	2
Cumberland,	5
Franklin,	6
Hancock,	3
Kennebec,	7
Knox,	7
Lincoln,	2
Oxford,	3
Penobscot,	3
Piscataquis,	3
Sagadahoc,	1
Somerset,	5
Waldo,	1
Washington,	5
York,	6
Out of State,	2

This is the first class in the history of the school in which every county in the State has had a representative.

### Schools represented by graduates in the class of 1904:

Bates College.  
Bar Harbor High School.  
Biddeford High School.

As noted above, two graduated from the advanced course, and sixty-two from the regular course. The average age was 22 years and 6.6 months. Only six of them had not taught. The average teaching experience of the others was 60.9 weeks, ranging from ten weeks to 220. They came from every county in the



State and two were from out of the State. Among them are graduates of 33 different secondary schools. It is a class characterized by high ideals, hard work and loyalty to all that is best. It has a fine professional spirit, and will be a power for good in the public schools of the State.

#### NOTES.

Miss Margaret L. Mann visited her sister, Miss Millie W. Mann of the A class.

Miss Ethel Houghton of Paris visited her sister, Miss Stella Houghton of the A class.

F. E. Stilson of Brockton, Mass., visited his brother, Harold W. Stilson of the A class.

Miss Pearle G. Burke of the A class entertained her sister, Miss June Burke, during Commencement.

Mrs. Ella Longfellow-Mallett, '86, entertained her cousin, Miss Marcia Crowley of Portland, through Commencement.

Mrs. Catherine Wilson and Miss Carolyn Wilson of Cherryfield visited Miss Martha Wilson of the graduating class.

Miss Edith M. Farwell of the graduating class entertained her sister, Miss Jennie Farwell, of Cross Hill, during Commencement week.

Miss Berniece Dunning of the A class entertained her mother, Mrs. William Dunning of Topsham, and her aunt, Mrs. Henry Dunning of Richmond.

Chas. H. Holman of the A class entertained his mother, Mrs. Susan Holman, and sister, Miss Lila Holman, of Dixfield, through Commencement week.

#### SALUTATORY.

##### HONORED PRINCIPAL:

As we reach the close of our schooldays here our thoughts turn toward you with feelings of gratitude. Your conscientious efforts have promoted the development of sound scholarship and noble character. You have set us a worthy example of energetic work. We hope that in days to come your joys may be deeper and your work even more fruitful than in the past. In behalf of the class of 1904, I salute you.

##### ASSISTANT TEACHERS:

We have spent many pleasant and profitable

hours working with you and under your direction. You have ever encouraged us with your cheerful sympathy, and stimulated us to our best efforts. *More* than these, the high moral standard which you have held before us has inspired us with higher ideals and nobler purposes. So have strong gratitude and love for you been kindled in our hearts, and we would that the remembrance of our appreciation remain with you, a source of encouragement and inspiration. In behalf the class of 1904, I salute you.

##### HON. STATE SUPT. AND TRUSTEES OF THE FARMINGTON STATE NORMAL SCHOOL:

The task of administering the affairs of this school, and wisely expending its funds, is no inconsiderable one. You have secured for us the services of excellent teachers, and your visits have given refreshing variety to the school routine. For the interest that you have taken in the welfare of the school we express our gratitude. In behalf of the class of 1904, I salute you.

##### CITIZENS OF FARMINGTON:

When we came to this school it was the first time that some of us ever left home for any considerable period, but during our stay here we have found you to be most excellent home-makers. In sickness and in health you have ministered to our needs with careful interest. In many ways you have brightened our school life here. We extend to you our heartiest thanks for all these favors, and in behalf of the class of 1904, I salute you.

##### UNDERGRADUATES:

After a little time the places of the graduating class will be filled from your numbers, and we are confident that you will fill them well. Some of you have found the school work far from easy, but "Perseverance conquers all things." The world needs the services of trained minds and honest hearts. There are large places for all who will fit themselves to fill them, and genuine advancement is worth all it costs. In behalf of the class of 1904, I salute you.

##### CLASSMATES:

We assemble on this, our graduation evening, with feelings of joy—joy deepened by a certain exultant satisfaction over having com-

pleted the course which means so much to us. But mingled with our joy are feelings of sadness, for the ties that bind us here must now be broken. Here we have formed many friendships that are dear to us. Now comes the parting. The days we have spent here have been happy ones. Now they must end. But we shall ever look back to them as a bright hour in the morning of life, as a traveler throughout the day remembers the splendors of the rising sun, flooding the dawn with its glow of color and light. The memory of our schoolmates, of our teachers, of these pleasant surroundings, will be a source of pleasure throughout the years, and though distance keep us far apart we shall still be one in spirit, striving for the same end, the education and uplifting of our fellow-men. In token of our mutual friendship, I salute you.

##### To Heights Beyond.

The very words are elevating in their influence. They tend to turn our minds away from misfortune and failure to higher things. But we need all the inspiration we may gain from them in order to fulfil our mission. We might drift through the world in a careless way, as chips float down a river, but what does social driftwood amount to? If we are to make our lives an educating force in the truest sense, we must put our whole selves into our work.

As teachers, we are to prepare the pupil for life, for good citizenship. To accomplish this we must call into action forces that will result in a harmonious development of body, mind and character. Well-regulated discipline and direct instruction may aid greatly in securing these results. The efficiency of such means, however, is determined largely by the personality back of them. The true teacher will inspire his pupils with a thirst for knowledge and a will to obtain it, while the silent, deeper influence of a noble life cannot be measured. We must strive to *be*, then, what we would encourage others to become, and it is manifestly our duty to make the most of our powers.

In all the vast universe there is no greater marvel than the human intellect. By its exercise the scholar has gone back into the past and read the history of the human race. From records in the rocks he has learned of forms of life that existed and events which transpired

ages before the appearance of man. He has constructed a microscope, by the aid of which he has discovered minute living forms, hundreds of times smaller than the tiniest particle visible to the naked eye. He has invented a telescope which has brought phenomena of heavenly bodies, billions of miles distant, into his range of vision. He has devised a spectroscope and by its use has analyzed the sun, finding it to contain the same elements that exist in the earth. Not all men have genius of this order, but through the development of the intellect all may shape, in some measure, the grand truths which superior ability has discovered, and by so doing make their lives broader and richer.

But intellectual power is not to be bought. Mental development comes through mental activity. Great truths can be mastered and problems solved only by persistent effort. The mountain top is ever higher than the valley, and only in opposition to gravitation can we climb "To heights beyond." Edison expressed much truth when he replied, on being asked if genius is inspiration: "No. I think it is rather perspiration." Power is ability to overcome resistance. And it is well that there are obstacles to be overcome, for they are aids in disguise, and no true advancement is possible without them. The powerful ocean steamer is hindered in its progress by the water in which it floats, but without the resistance which the water affords, its mighty propellers would be utterly useless. The bird is impeded in its flight by the air through which it speeds, but remove the air and its wings beat helplessly against nothing. Then hail, Hardship! Thrice welcome, Toil! since by your agency alone we may ascend "To heights beyond."

As the intellect is developed by overcoming obstacles, so the character is made strong by resisting temptations. The enticing power of temptation, however, depends largely on subjective conditions. We do not care to indulge in those things for which we have no appetite, desire or affection. The strongest aids to virtue are developed within, and there, too, are found the greatest moral obstacles. A strong tendency to be ruled by circumstance or appetite, sensuality, insincerity, cowardice, these are aggressive enemies which must be over-



come lest they work havoc within the life, and whoever would win the battle must fight.

The law of struggle seems to be almost universal. Even in the solar system opposing forces are in action. The planets are drawn toward the sun by gravitation, but they oppose to this force their own centrifugal tendency and sail serenely on in their orbits. So in the realm of human activity. "Every life that is worth living must be a struggle—a swimming, not with, but against, the current." But courage and determination should counterbalance every inclination to falter, and the right course be steadily pursued. And the presence of adversity is not wholly an evil. There is something in the sturdy human being that craves hardship and welcomes opposition. The power to endure clamors for exercise, and if there were no odds to contend with life would become dull and monotonous, as does a game that involves no rivalry.

Then why should we not accept what comes and be glad? Nature is happy, though struggling. Even the brooks seem to sing for joy, while the birds are so full of rapture that it wells up and flows forth from many a musical throat in notes of liquid melody. So we should magnify our joys, and from them gain strength to bear our sorrows.

If we would ascend "To heights beyond," we must have clear and high ideals. A traveler without a destination makes little progress. With no guiding star in view he moves in a circle and comes back to his starting point. So in the journey of life we must have a well-defined goal. "Our early visions of hope," as someone has said, "build ideals of excellence toward which we longingly struggle, to which we aspire to conform. If one's ideal be pure and true, then it is his guardian angel, ever leading him to something higher and better. It flies before the real like a shadow, never to be overtaken. Continually receding as we approach, it expands at last to the infinite, to God, for the true, the absolute and the complete is God himself."

Then, with high ideals and a cheerful determination to bring about improvement, we may so check the evil and encourage the good, that noble aspirations that have struggled to assert themselves only to be "bruised and bowed by

the tempest," shall "blossom gently upward in the 'clear shining after rain,'" to shed light and beauty in dark places. So shall this world be made brighter, happier, better, and our labor shall not be lost.

*Harold Wyman Stilson.*

#### EARLY OCCUPATIONS IN THE COLONIES.

FROM the very beginning of the settlement of America many experiments were made upon the youthful hemisphere in husbandry, as well as in religion and government. The country in America was so different from the country from which most of the emigrants had come, that it took years to show them that the conditions of success were different in a new world. By the time the English settlement of the Jerseys had begun the old illusions were dead, and it had become a recognized principle that the colonies could not live by mines or by fur trade, and that tillage was the only sure basis for a plantation. There was a prevailing hue of romance about the agricultural notions, and it was only from men like Capt. John Smith that one heard of breadstuffs as profitable for colonial production.

Efforts were made to secure the success of silk-growing in the thirteen British-American provinces up to the outbreak of the Revolution. Men, at first, who were fed and clothed from England, began silk culture along with other industries. Before the James river plantation was nine years old, Virginia sent to England silk that had, perhaps, cost more than the value of an equal bulk of gold. The silk fever would break out and last a few years, then would wane. At one time a law was passed for the planting of mulberry trees, but was withdrawn as useless. A young lady in England sent word to the colony that if the worms were only let loose upon the tree they would feed themselves. To further the production of silk, rewards of many grades were offered. It was too expensive for other than royal wear, and there is a story that Charles I., at his coronation in 1625, wore a robe made of silk grown in Virginia.

In almost every colony from Georgia to Massachusetts, the same experiments were tried, and they all had about the same apparent success and the same ultimate failure, due not to physical but to economic causes. A governor

of Connecticut, among others, is said to have succeeded in raising silk enough to clothe himself and his family.

The first Virginian to risk the planting of tobacco for the market was John Rolfe. Tobacco was already growing in the Indian fields in Virginia, but when the spade was applied to its culture it soon became much more productive. All natural conditions were favorable to the culture of tobacco in the Chesapeake region. This became the leading occupation in the two Chesapeake colonies, which gained a world-wide reputation for producing the staple at its best. Before the close of the provincial period there were two hundred large vessels in the trade. Tobacco was grown as far north as Quebec, but in the English colonies north of Delaware Bay, climate and social conditions turned the balance slowly but surely in favor of wheat, and the middle colonies favored corn.

Indigo awakened almost as much interest in Virginia as the experiments with silk. In South Carolina, where indigo became a leading staple, its introduction was due to the enterprise and intelligence of a young lady, who was not daunted by the failure of experiments. Her first planting, made in March, was destroyed by frost; the second attempt, in April, was cut down by a worm; but the third succeeded. In the last year of the colonial period more than a million pounds of indigo were sent to England.

In the provincial period the cotton staple held a very insignificant place. Cotton for domestic use was grown successfully from southern New Jersey southward, and a small quantity was exported from South Carolina in 1748. The difficulty which the people had in cleaning the cotton from the seed led to the invention of gins, but it was not until after the separation of the colonies from England that the invention of Whitney's gin gave the cotton plant an ascendancy in the South, driving indigo from the field.

The destiny of South Carolina was changed by a single lucky experiment. When the colony was thirty years old the pioneers were still engaged in buying furs, extracting rosin, tar and turpentine from the pines, cutting timber for shipment, and growing slender harvests of grain. Rice was tried by a man who thought

that a patch of wet land at the back of his garden in Charleston resembled the soil he had seen bearing rice in Madagascar. It grew luxuriantly in the wet corner of the garden, and the seed from this little harvest was widely distributed. The culture of rice spread into Georgia and completed the ruin of the silk business, and it was grown as far northward as New Jersey.

The overproduction and consequent low price of tobacco in 1640, and at later periods, had promoted the culture of wheat and maize in both the Chesapeake colonies, so that before the Revolutionary struggle set in, Maryland was accustomed to send thousands of bushels of wheat to England annually, and Virginia nearly as much. Virginia and North Carolina also exported maize. Oats were early and abundantly sown in Virginia. Rye was sown for bread in New England from the first. The raising of cereals for the market extended from New England to South Carolina. The great bread-growing region lay in New York, New Jersey and Pennsylvania. Of flour and bread New York exported the most. The bread was hard-tack, and there was a bakery attached to almost every mill.

Experiments with almost every agricultural plant of the world were tried in New England in the effort to find some staple commodity other than that which grew in the sea. No one succeeded in finding an important agricultural commodity suited to the New England coasts and rocky hillsides, notwithstanding the hops, licorice, madder and woad roots sent at the beginning, the mulberries so often planted, the coffee-berries sown, the cotton attempted in Connecticut, the hemp and indigo tried, and the English walnut ingrafted. New York, New Jersey and Pennsylvania had wheat; Maryland and Virginia tobacco; the Carolinas rice and indigo; but New England, like a disinherited youth, was forced to take to the sea, from which, by the hard toil of fisheries and foreign trade, was won a fortune as good, certainly, as that gotten by the richest staple commodities of the more genial countries to the southward. The New England colonists cut down trees with which the land was covered, built ships and sailed away to the Grand Banks of Newfoundland for cod, and to the whale fisheries



for oil. It is said that more than a thousand ships were employed in the fisheries and the trade along the coast.

Had it not been for the action of the mother country, manufactures would have flourished greatly. Manufactures in general were forbidden by English law. In New England paper and hats were made in small quantities, leather was tanned, lumber was sawed, and rum was distilled from molasses, but the people depended upon home-made manufactures for family use.

To the end of the colonial epoch efforts were made for wine culture, but no considerable quantity was ever made. It was cheaper at that day to import from Madeira and Portugal. Hemp and flax were tried. Flax was more fortunate than hemp, for its culture was promoted in all the colonies by Irish immigrants, who were accustomed to its culture at home.

The climate and other conditions were less favorable to gardens in New England, but vegetables, vines and orchards were tried from the outset in Massachusetts.

In the genial climate of the South a great variety of garden plants were found to thrive. Orchards, chiefly of seedling fruit, became common in every province at an early period.

Travelers from Europe united with colonial writers in condemning the general badness of the farming in the thirteen provinces. But in every new land a sort of bad husbandry is good husbandry.

After population increased, cities were built, commerce opened markets, land grew valuable, influential men introduced improvements, and we find agriculture very far advanced.

*Pearle Geneva Burke.*



#### THE DUTY OF THE SCHOOL TO THE PUPIL.

THE word *school* is often identified with the work *book*. School life with book life. In taking such a view as this we are considering but one, and that not the most important of the many aims of education. The school which accomplishes its true work does not send its pupils out with minds well stored with book facts alone. It aims to supply conditions and present opportunities for moral and physical, as well as for intellectual, development, and through its training to make self-reliant, capable and energetic young men and women.

When the student enters a school he assumes certain relations with his fellow-pupils and instructors. In both he must have confidence, he must respect the rights of the one, recognize the authority of the other. Only in doing this does he find himself in harmony with the community of which he is a member, and through the relationships thus formed he receives an important part of his education.

During the period of school life the mind is strongly susceptible to surrounding influences. If these influences be right, good habits and good principles of living are formed. To acquire these, constant care and watchfulness are necessary, that the guiding ideals be kept pure and high. The school aims to furnish an environment which shall be a constant source of inspiration for high purposes and the building up of character.

In school the student finds himself one of many, all striving for the same goal, some possessing greater power of high attainment than others. This leads the pupil to a modified idea of his own self-importance. Often follows a determination to excel among his schoolmates. He becomes interested in them; learns their worth and admires their ability, with no thought of personal jealousy. Many chances present themselves for mutual helpfulness.

The position a student holds in his class, the regard others have for him, lie entirely with himself. Through his own efforts he wins praise; by his own actions he incurs blame. The very nature of school-work and spirit demands self-reliance, independence in thought and action. Thrown on his own resources, the student must rely on his own judgment and good sense. This necessitates a confidence in his own powers as compared with those of others.

There are many hard battles to be fought in school-life; many temptations to be overcome. Failure and discouragement seem at times to surround one. But he who works faithfully on is learning lessons of courage and perseverance, which are of far greater value than those found in any book.

A certain standard of honor, a law, unwritten but recognized by all, prevails in the school world. So long as this law is obeyed, common sympathy and trust exist. Does a student prove himself possessed of an even finer sense of

honor, he wins the sincere admiration he deserves. Should he fall below the standard, he is trusted by none. This is a penalty keenly felt even by the most indifferent. But there is always a chance to redeem the past. The school does not assume an accusing attitude toward the offender; judgment is suspended. The wrong-doer has only to make amends and show a determination to pursue a different course, and all do their best to help him. This loyalty to one another is the very essence of school spirit.

In a well-regulated school the value of time is strongly emphasized. The work assigned requires that the moments be well employed. To do this, certain habits must be formed of so great importance that we call them virtues.

Chief among these are order and punctuality. The first includes an orderly method and arrangement of work, as well as order in place. The second requires the pupil to recognize that in failing to keep his appointment he is disarranging the work of others and defrauding them of what is rightfully their own.

Of greater value than the instruction implanted by the teacher is a well-disciplined mind, which enables its possessor to acquire knowledge for himself. The pupil when he leaves school should have the power of attention; he should be able to concentrate his mind upon the subject under consideration, to form judgments and express his thoughts clearly. His school-training is but a small part of the education to be continued throughout life, and is valuable in proportion as it fits him for his own self-development.

The results thus far enumerated, it is the definite aim of the school to secure for its pupils. Certain other advantages incidental to his school-life, are of no less value, and of these the friendships formed hold first place. In school-life, as everywhere, the knowledge that we are not standing alone sweetens the triumphs and lightens the burdens. Friendship is not self-seeking, but the end is self-development. The result is a clearer knowledge of human nature, and this is helpful, for it is a world of people with whom the student must mingle.

As the little circle of self is enlarged to include others, so the character must broaden to meet the demands of friendship.

Thus the school is a factor which develops

and uplifts both mentally and morally, and brings the student not only to a fuller realization of his own powers, but to a greater capacity for good in whatever path of life he may walk.

*Martha Hill Wilson.*



#### VALEDICTORY.

IN 1863 the expression of public sentiment in regard to the establishment of a training institution for teachers, resulted in the foundation of the first Normal School of the State at Farmington. Since that time many classes trained under its care have gone forth to work in the schools of Maine. This evening marks the close of the fortieth year and the departure of the fiftieth class, and opens to each member a different sphere of work. As we stand on the threshold of our new life it is fitting that we pause to take a backward glance over the two years we have spent so happily together.

This school is particularly happy in its beautiful location. The horizon is varied by the outline of the hills which surround the quiet village. Each morning as we have gone to work, Mt. Blue has given us a greeting of inspiration and courage, and at the close of the day the same friend, softened with sunset light, has spoken a blessing. 'The Sandy river, calm in summer, turbulent in spring, has yielded its lesson of patience and energy. We have watched the fields and woods rich in the color of autumn; we have seen them clothed in a mantle of white, and the spring time has unfolded to us its wonders of joyous life. Such pictures hung "on memory's wall" will keep fresh our thoughts of Farmington days.

In addition to the beauty of natural surroundings, we have been favored with most pleasant school environments. Light, attractive rooms in which to work have produced better results for labor expended, while the use of the best books and familiarity with masterpieces of painting and sculpture has afforded opportunities for culture. Those who have studied for two years within the walls of this assembly room, and have worked with the children in their rooms, must desire to create in their own schools somewhat of this cheerful environment which stands in marked contrast with the dreary bareness of the old-time schoolhouse.

But while beautiful surroundings promote



culture, they are for the teacher secondary in importance to the intellectual work which is the essential foundation of her work. For two years, as a class, we have together walked in the path of knowledge. The way has sometimes seemed difficult and the requirements hard, but we have obtained an increase of mental power through our efforts to meet exacting demands. Our mental training has been of a logical nature. The work of each term has been harder than that of the preceding one, and by its gradual increase in difficulty the horizon of our minds has been enlarged.

Most distinctly characteristic of the purpose of a Normal school is the pedagogical training, which gives practical aid to every teacher. We have not only followed this work in theory, but we have had the advantage of practice and individual guidance in model teaching.

Finally, the opportunity for social development merits notice. A spirit of good-fellowship springs from contact with many people engaged in the same work. Through common experiences we have grown to cherish a sentiment of firm friendship and sympathy for one another. We separate with the feeling that this institution is fortunate because its students receive, through the kindness of the people of Farmington, most pleasant social advantages, which endear the beautiful village and its citizens to every graduate.

Beautiful surroundings, intellectual and professional training and social development, are factors of which the influence has been to strengthen our faculties and increase our power. We feel the responsibility of making effective use of our training, and as we enter a broader field of life we aim to express the ideal of duty and loyalty which we have formed here.

The citizens of Farmington have hospitably opened to us their beautiful homes and churches. Your kind attentions and your interest in our welfare have been manifest. We express gratitude to you, and congratulate all future students on the prospective enjoyment of like courtesies. Our memory of Farmington friends and beautiful Farmington Hill will ever be delightful.

The cordial relations between this class and the undergraduates have formed a very pleasant element of the life at Farmington, and we trust

that your course here will be as delightful and beneficial as ours has been.

There has always existed between the principal and faculty of the Normal School and the members of the present graduating class, a feeling of sympathy, which, as the weeks and terms have passed, has deepened into a bond of unity of thought and purpose. We would have you know that we recognize your constant patience and desire to bring forth the best within us, and that the influence of your high standard of excellence is to be expressed in the work of those who so deeply honor and respect you. The class of 1904 leaves with you its assurance of lasting friendship, and takes away the ennobling, animating spirit which you have instilled into the lives of its members. The relations of teacher and pupil terminate with these exercises. We shall tenderly cherish your fidelity and ever-continued painstaking in our behalf, and we bestow upon you our sincere benediction.

To the Governor and Trustees of the Normal Schools of Maine, who have given their kind interest and care for the advancement of this institution, the class of 1904 extends its thanks and hearty appreciation. It is the hope of each one that the results of your efforts will always give satisfaction and gratification to you.

CLASSMATES OF THE GRADUATING CLASS OF 1904:

We entered this school at different times and ignorant of the ways and methods with which we were to become familiar. As we have progressed in our work, through the experience of like pleasures and temporary disappointments, we have grown into a more intimate understanding and a more complete enjoyment of each other. At the close of these exercises we shall have gone from the fostering care of this institution into the broad arena of experience and practical knowledge. In all human probability the entire class will never meet again, but as life progresses may we obtain a full degree of mental breadth, which shall result, at the close of this earthly school, in a fruition of intellectual wealth that shall promise greater possibilities in another sphere of existence.

Fellow-classmates, I bid you a happy farewell and God-speed to your homes.

*Mary Alma Bradbury.*

## ❁ ❁ ❁ 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.]

1885.

Annie M. Stevens-Rundell, M. D.,—made a visit to Farmington with her husband in July. Physician for State School for Deaf, Flint, Mich. Examining physician for Fidelity Ins. Co.

1886.

Blanche M. Harrington-Sampson,—had a class in elocution in Farmington, during the summer.

1887.

Mamie V. Brackett-Bean,—455 Pleasant St., Melrose, Mass.

Minnie L. Rice-Merritt,—has recently lost her father by death.

Ardelle M. Tozier,—re-elected first lady assistant, Aroostook State Normal School, with increase of salary.

Fred C. Nottage,—resigned his clerkship and has gone to farming.

1888.

Mary E. Bickmore,—married June 30, 1904, to Frederick Fowler Tefft, Mt. Vernon, N. Y. 186 S. Columbus Ave.

Grace L. Cowan-Hersum,—visited Farmington at the time of graduation.

Hannah Margaret Harris,—1340 Pacific St., Brooklyn, N. Y.

Elgiva B. Luce,—elected assistant in the Madison High School.

Gertrude L. Stone, A. M.,—has taken Summer School Courses in Harvard and Clark Universities.

Laura H. Williams,—taking courses in stenography and type-writing.

1889.

Carrie B. Norton-Archibald,—spent part of her summer vacation, as usual, in Farmington.

Mary D. Pollard,—has taken courses in wood-carving and drawing in the Friends' School, Providence.

Fred O. Small, A. B.,—has resigned the principalship of the Murdock High School, and will enter the Harvard Law School.

1891.

Grace C. Perkins,—spent a part of her summer vacation in Farmington, and is much improved in health. Address, 336 Lake Ave., Newton Highlands, Mass.

Alma L. Swift-Hart,—recovering from a very severe attack of typhoid fever.

1892.

Katherine E. Abbott,—spending her summer vacation at home and in New Hampshire.

Blanch Heywood-Murray,—died June 9, 1904.

Sadie M. Locke,—has resigned her position as preceptress, Fryeburg Academy.

Margaret Wilson,—Principal of the Training School, Helena, Montana, has been spending her summer vacation in the East.

1893.

Edda C. Locke,—has resigned her position in Newton.

Flora A. Pearson,—has resigned her position in Fall River, and will teach in Everett, Mass., for the coming year.

Irving O. Bragg, A. B.,—taking special work in Harvard in psychology and pedagogy through the summer.

1894.

Naomi E. Stevens,—14 Stickney Ave., Somerville, Mass.

Maude E. Howard,—visited the Exposition at St. Louis.

Jessie Toothaker,—married Charles C. Williams, June 8, 1904, Bath, Me.

John S. Dyer, M. D.,—graduated from the Maine Medical School. Will settle in New Sharon.

Harry L. Small, M. D.,—graduated from the Maine Medical School. Has settled in Burnham.

1895.

May L. Abbott,—visited Colorado during the summer vacation.



Madeline Clark-Cates,—244 Knox St., Rumford Falls.

Alzora Jacobs,—spent the summer in Farmington with her mother.

Elva H. Rackliffe,—moved to Caribou, Me.

Helen A. Sewall,—graduated from the University of Missouri, is spending the summer in Farmington, and will return in the fall to the U. of M. for post-graduate work.

Florence S. Wiley,—has resigned her position in the Normal School in Westfield, Mass., to accept the principalship of a primary school in Arlington, Mass.

Donald B. Cragin, M. D.,—has begun the practice of his profession in Waterville, Maine.

Fred C. Lord, M. D.,—has begun the practice of his profession in Kennebunk.

#### 1896.

Martha B. May,—spent the summer visiting in Massachusetts.

Winifred Pettengill-Millett,—has returned to Leeds.

Clifford D. Holley, M. Sc.,—taking post-graduate work in the University of Michigan, Ann Arbor, Mich.

#### 1897.

Maud Delano-Conant,—Skowhegan, Maine.

Alma G. Faught,—married to Daniel Eaton Foster, June 10, 1904, Augusta, Maine.

Ethel L. Heald-McDonald,—spent the summer vacation, with her husband and little daughter, in Farmington and Sumner.

Isabel Pratt,—clerk to the superintendent in Eastern Maine Insane Hospital, Bangor.

W. Stanwood Field,—took a trip through the West during the summer vacation.

Rowland S. Howard,—Asst. Supt. of the quarries of the American Marble and Onyx Co., Salida, Colo.

Geo. C. Purington, Jr., A. B.,—graduated from Bowdoin College, elected principal of Houlton High School.

#### 1898.

Myrtle A. Bacon,—spent the summer vacation traveling in the West.

Leila A. Barbour,—principal of Primary School, South Brewer.

Harriet F. Springer-Merriman,—has moved

to Presque Isle, where her husband has accepted the principalship of the High School.

Harold D. King,—in Alaska, on work connected with the U. S. Coast and Geodetic Survey.

#### 1899.

Hortense B. Bradford,—will teach in Hingham, Mass.

Edith D. Huff-Renfrew,—Bingham, Me.

Edith A. Kalloch-Pearson and husband spent the summer in Farmington and Rockland.

Rose A. Matthieu,—visited the Exposition at St. Louis.

Olive Richardson,—married to Harry L. Giberson, Groveton, N. H., June 8, 1904.

Fannie L. Taylor,—visited the St. Louis Exposition.

Geo. C. Erskine,—head farmer, Convict Camp, West Rutland, Mass.

John Knowlen,—member of School Board, Westfield, Me.

#### 1900.

Clara M. Bigelow,—teaching Penley's Corner school, Auburn, Me.

Bertha M. Bridges,—assistant in Wilton Academy.

Effie E. Carvill,—teaching Primary School, Kingfield, Me.

Grace M. Goodwin,—teaching Primary School, Vinal Haven, Me.

Edna M. Luce,—principal of Grammar School, Milan, N. H.

Edith E. Thompson, B. S.,—graduate of Bates College, class of 1904, and elected assistant in Brewer High School.

Etta B. Trecartin,—attended the U. of M. Summer School.

Nonie A. Turner,—teaching intermediate grades, New Bedford, Mass., 18 Seventh St.

Ella B. Walton,—married to Chas. Carroll Smith, June 25, 1904, East Dixfield, Me.

Alice L. Wardwell,—in charge of the Model School connected with Lee Normal Academy.

Gertrude A. Williams,—after taking a year's work in household economics in Simmons' College, is passing the summer in Farmington.

Josephine F. Williams,—will spend the coming year in California.

Ivan J. Lenfest,—Secretary and Treasurer of Bangor Steam Laundry Co.

#### 1901.

Clara F. Capen,—married to William Henry Raye, June 8, 1904, Rumford Falls, Me.

Nina L. Davee,—has resigned her position in Presque Isle.

Lillian F. Harlow,—spending the summer in Council City, Alaska, with a family in which she has been teaching the past year.

Mabel E. Hunter,—spending the summer vacation traveling in the West.

Ethel M. Purinton,—has resigned her position in Presque Isle.

Clara A. Purvis,—after closing her year at Patten, finished the school year for Miss Capen, at Eastport, who was recently married.

#### 1902.

Mary M. Bickford,—graduated from the Academic Adv. Course, June, 1904, and will be principal of the Milo Grammar School for the coming year.

Harriet W. Buck,—has removed with her family to Waterville, where she has a position in a primary school.

May E. Gould,—has resigned her position in Aroostook State Normal School, to teach music in the schools of Gardiner.

Angie M. Higgins,—has resigned her position in the Farmington High School.

Irene P. Ladd,—will take Ethel Howard's place in the Intermediate School at Farmington for the ensuing year.

Virginia F. Rowell,—6th grade, Lincoln School, Quincy, Mass.

Ella B. Russell,—has resigned her position in Bridgton, and will teach in New Jersey for the coming year.

Isabel A. Woodbury,—resigned her school on account of a sister's death.

#### 1903.

Della M. Bemis,—has resigned her position at Lubec on account of a sister's illness.

Clara A. Eastman,—graduated from Hebron Academy, class of 1904, receiving the prize in the class for Biblical scholarship.

Maude A. Hickey,—has resigned her position in Winthrop and will teach in Massachusetts the coming year.

Ella H. Irish,—has resigned her position at Norway.

Catherine H. Oldham,—teaching in Presque Isle.

Ethel S. Rowell,—married July 20, 1904, to Perley E. Ward, Dover, Maine.

Percy L. Bruce,—canvassing and reporting, Salida, Colo.

Percy J. Look,—ward-master Maine General Hospital, Portland.

Howard F. Wright,—Principal of Grammar School, Bailey Island.

#### MARRIAGES.

The following marriages have not been previously reported:

1878. Manly E. Rowe—Celia T. Noll, Aug. 25, 1897.

1878. Nellie E. Merry-Stork—Dr. C. W. Roberts, June 11, 1901.

1881. Norman Clifford—Martha Ludwig, 1903.

1883. Emma A. Cutting—David B. Robinson, Sept. 3, 1902.

1886. Carrie M. Douglass—William Briggs, June 23, 1904.

1887. Nellie M. Russell—Victor E. Chapman, April 28, 1904.

1888. Mertland E. Swett—Cora E. Reynolds, July 15, 1895.

1888. Lillian L. Ramsdell, Ph. B.—William E. Leonard, Aug. 18, 1903.

1888. Mary E. Bickmore—Frederick Fowler Tefft, June 30, 1904.

1892. Caro E. Wyman—R. Lester Hanant, Oct. 14, 1903.

1892. Amy C. Wood—Lon Jewett, Oct. 21, 1903.

1892. Ada E. Gerrish—Adna W. Knight, Nov. 26, 1903.

1894. Edith M. Boothby—Samuel R. Giffin, Dec. 25, 1903.

1894. Jessie Toothaker—Charles C. Williams, June 8, 1904.

1895. Edith V. Corliss—Geo. Adams, Feb. 19, 1904.

1895. Orpha N. Lowell—Alpha E. Stewart, Feb. 27, 1904.

1895. George F. Giddings—Elizabeth A. Durfor, June 25, 1902.



1897. Eva M. York—Albertus Jennings, Jan. 19, 1904.  
 1898. Alma G. Faught—Daniel Eaton Foster, June 8, 1904.  
 1898. Chester W. Teel—Leella O. Bennett, Aug. 8, 1903.  
 1898. Alice M. Rose—Pennington E. Craig, Aug. 26, 1903.  
 1899. Edith A. Kalloch—Parker T. Pearson, A. B., July 2, 1903.  
 1899. Vilah M. Kitchen—Carl L. Smith, Aug. 12, 1903.  
 1899. Moses B. Corliss—Blossom Gallehugh, Aug. 20, 1903.  
 1899. Grace E. Williamson—Carleton Rand, Sept 16, 1903.  
 1899.—Olive Richardson—Harry L. Giberon, June 8, 1904.  
 1900. Parker T. Pearson, A. B.—Edith A. Kalloch, July 2, 1903.  
 1900. Ivan J. Lenfest—Cora B. Burns, July 15, 1903.  
 1900. Bertha M. Stevens—Stanley B. Jackman, Nov. 4, 1903.  
 1900. Edith H. Vinal—Ira E. Smith, Nov. 30, 1903.  
 1900. Ella B. Walton—Charles C. Smith, June 25, 1904.  
 1901. Lucy W. Smith—Harry A. Look, Nov. 20, 1903.  
 1901. Clara F. Capen—William Henry Raye, June 8, 1904.  
 1902. Carrie F. Bradstreet—Edgar Hinds, Nov. 11, 1903.  
 1902. Beatrice L. McMurray—Bret H. Dingley, Dec. 30, 1903.  
 1903. Harold E. Beane—Clara H. Hersey, April 20, 1904.

#### DEATHS.

The list of those

"Gone before  
 To that unknown and silent shore,"

is the largest, we think, for any year so far in the history of the school, and it is not a pleasing thought that as the years come and go the roll of the Reaper is to grow longer and longer.

We pay the tribute of our tears to those whose names are recorded below, and wish we could make a just and fair record of their virtues.

Affection and love will follow them to that world where they have found

"Sleep that no pain shall wake,  
 Night that no moon shall break,  
 Till joy shall overtake  
 Their perfect calm."

1867. S. Priscilla Walker-Edwards, Dec. 2, 1903.  
 1874. Lucia A. Turner-Bailey, Jan. 29, 1904.  
 1877. Clara A. Jennings-Richmond, Aug. 28, 1903.  
 1877. Mary L. Thayer-Cole, Oct. 6, 1902.  
 1880. Clara E. House, April 1, 1904.  
 1892. Hattie H. Moore, July 14, 1903.  
 1892. Eva R. Hills-Oxton, July 27, 1903.  
 1892. Blanche Heywood-Murray, June 9, 1904.  
 1895. Cora L. Collins-Hilton, April 21, 1904.  
 1902. Sadie B. Judkins, Oct. 20, 1903.  
 To the list of graduates must be added the name of Mrs. Helen Beatrice Coffin Beedy, who died June 14, 1904. Mrs. Beedy was born in Harrington, Maine, Nov. 9, 1840. She graduated from the Bridgewater Normal School in 1863, receiving her diploma from Massachusetts' famous war governor, John A. Andrew. She came here as a teacher in 1866 and remained till the spring term of 1869, when she was transferred to the Castine Normal School, where she taught until the summer of 1875, when she married Mr. Daniel Beedy of this town, and came back here to live. She was a teacher in the Normal in 1880-2, and again in 1883-85. She was a woman of remarkable energy and devotion to duty. For many years she was a very efficient worker in the temperance cause and kindred reforms. For the last years of her life she was much interested in an effort to procure a monument to Dorothea Dix. A great many pupils will remember her with gratitude for what she did for them, and will join in revering her memory.

THE following graduates were present at a part or all of the exercises of graduation:

- 1866—Mira Q. Vaughan-Thompson.  
 Geo. F. Stackpole, A. M.  
 1867—Ella Leland-Spaulding.  
 Emma Leland-Coolidge.

- 1867—Julia F. Lowell-Atwood.  
 1868—Mahala R. Tufts-Pearson.  
 Chas. G. Chick, Esq.  
 1870—Clara Hinckley-Knowlton.  
 1871—Hattie R. Morrison.  
 1872—Florence Hamlin-Mason.  
 Mariana Bailey-Caswell.  
 1873—Eldora Nichols-Hunter.  
 Lilla M. Scales.  
 1874—James O. Bradbury, Esq.  
 1875—Juliette Haines-Oakes.  
 1876—Martha E. Norcross-Tilton.  
 Lizzie Ellis-Gammon.  
 Floriman J. Taylor, M. D.  
 1877—Alice C. Mansur-Jacobs.  
 1878—Rose Collins-Hopkins.  
 1879—Anna Dixon-Graves.  
 Grace Whittier-Rollins.  
 1880—Nancy Stilson.  
 Elida Wadsworth-Ball.  
 Maria Hunt-Dow.  
 1881—Hortense M. Merrill.  
 Sarah P. Titcomb.  
 1883—Clara A. Johnson.  
 1884—Mary Perkins-Bailey.  
 Ella F. Titcomb.  
 1885—Mary E. Eaton, A. B.  
 Lillian I. Lincoln.  
 1886—Jane M. Cutts.  
 Blanche Harrington-Sampson.  
 Ella Longfellow-Mallett.  
 Nettie M. Sewall.  
 Julia W. Swift.  
 Wilbert G. Mallett, A. B.  
 George H. Winter.  
 1887—Mabel Crowell-Stevens.  
 Minnie Rice-Merritt.  
 Nellie Russell-Chapman.  
 Frank W. Butler, Esq.  
 Fred C. Nottage.  
 1888—Grace Cowan-Hersum.  
 Ida S. Cowan.  
 Clara Pickard-Weathern.  
 Clara Scales-Derry.  
 Lucy Sylvester-Herrick.  
 1889—Lucetta Knowles-Fellows.  
 Carrie Norton-Archibald.  
 1890—Alice E. Smith-Butler.  
 Faustina Trask-Hardy.  
 Carleton P. Merrill.  
 1892—Katherine E. Abbott.  
 1892—Nina Duley-Palmer.  
 Ernest C. Butler, LL. B.  
 1893—Gertrude I. Parker-Metcalf.  
 Irving O. Bragg, A. B.  
 1894—Pearl Jenkins-Whitney.  
 Alice Locke-Wadsworth.  
 Iola Russell-Simpson.  
 1895—Donald B. Cragin, M. D.  
 Rose P. Grounder.  
 Belle G. Sampson.  
 1896—Cora Y. Prince.  
 1897—Olive Green-Keen.  
 Eva York-Jennings.  
 Jennie R. Sawtelle.  
 Martin H. Fowler.  
 1899—Jean Cragin.  
 Mildred Gay.  
 Ella A. Hamlin.  
 Grace T. Jenkins.  
 Roy F. Gammon.  
 Orville C. Voter.  
 1900—Ethel L. Howard.  
 Edith E. Thompson, B. S.  
 Fred L. Varney.  
 Eda Willard.  
 1901—Nina L. Davee.  
 Josie Holman-Norton.  
 Mabel E. Hunter.  
 Edna M. Lovejoy.  
 Ethel L. Purinton.  
 Louise W. Richards.  
 David H. Corson.  
 1902—Mary M. Bickford.  
 Harriet W. Buck.  
 Angie M. Higgins.  
 Irene P. Ladd.  
 Helen M. March.  
 Annie W. McLeary.  
 Florence P. Robinson.  
 Everett M. Burbank.  
 Arthur D. Ingalls.  
 1903—Vera E. Brown.  
 Lucelia E. Crockett.  
 Emma Demuth.  
 Nina Gardner.  
 Grace A. Graves.  
 Nellie Hillman.  
 Ella H. Irish.  
 Ethel M. Matthieu.  
 Susan E. Porter.  
 Edith L. Strout.



Bertha M. Tardy.	Training Schools, Principals,	2
Olive E. Titcomb.	Assistants,	4
Chester E. A. Starrett.	Reform and Industrial Schools, Supt.,	1
	Assistants,	5
<b>RECORD OF CLASSES, 1894-1903.</b>	Academies and Seminaries, Principals,	2
Number graduating for the ten years,	Assistants,	13
Number teaching during the year 1903,	College professors,	5
Ungraded schools,	Critic teachers,	2
Primary schools,	Domestic science,	1
Intermediate grades,	Drawing, Supervisors,	2
Grammar schools, Principals,	Teachers,	3
Grammar schools, Assistants,	Elocution and Physical Culture,	5
High schools, Principals,	Music, director,	1
High schools, Assistants,	Teachers,	3
Normal schools, Assistants,	Supervisors of grades,	2
Training school, Principal,	Superintendents,	20
Training school, Assistant,	Students,	3
Reform schools, Assistants,	Teachers of Sloyd,	2
Academies, Principal,	Private schools, Principals,	2
Academies, Assistants,	Assistants,	5
Critic teachers,	Normal departments, Principals,	3
Drawing supervisor,	Serving on school boards,	12
Drawing teacher,	Graduated from college,	53
Elocution teacher,	Graduated from medical schools,	32
Seminary, Assistant,	In college,	12
Supervisors of grades,	Preparing for college,	2
Superintendents,	In medical schools,	2
Teachers of Sloyd,		
Normal Departments, Principal,		
Private schools, Assistants,		
Teacher of Stenography,		
<b>OCCUPATIONS OF THE GRADUATES.</b>	<b>OTHER OCCUPATIONS.</b>	
From returns made by graduates in April, 1904:	Abstractor,	1
Number of graduates exclusive of the class of 1904, 1,310; women, 1058, men, 252. Marriages, women, 500, men, 175. Deaths, women, 115, men, 30.	Agency work,	2
During the past year 482 have been engaged in teaching and supervising, a net loss of ten as compared with last year.	Apothecaries,	3
Ungraded schools,	Architect,	1
Primary grades,	Artists,	3
Intermediate grades,	Attendant,	1
Grammar grades, Principals,	Book-keepers,	9
Assistants,	Canvassers,	2
High Schools, Principals,	Carpenter,	1
Assistants,	Cashier's assistant,	1
Normal School, Principals,	Civil engineers,	3
Assistants,	Clergymen,	8
	Clerks,	9
	In U. S. coast survey,	1
	Collector,	1
	Conductor on electric cars,	1
	Contractors and builders,	3
	Correspondent,	1
	County attorneys,	2
	County treasurer,	1
	Dairymen,	3
	Dentists,	2

Draughtsmen,	2	Nurses,	10
Dressmakers,	4	Office assistant,	1
Editors,	2	Painter,	1
Electrical engineer,	1	Physicians,	32
Elevator builder,	1	Piano tuner,	1
Farmers,	29	Postmasters,	4
Field Sec. S. S. Association,	1	Private secretary,	1
Farm superintendent,	1	Proof readers,	2
Hair dresser,	1	Publisher of school-books,	1
Horticulturists,	2	Publishers' agents,	2
Inspector,	1	Railroad vice-president,	1
Insurance agents,	4	Real estate dealers,	4
Jailer,	1	Receiver U. S. land office,	1
Judges,	2	Refractionist,	1
Lawyers,	17	Register of probate,	1
Librarians,	1	Reporter,	1
Machinist,	1	Salesmen,	7
Manager life insurance company,	1	Shoemaker,	1
Manager sewing machine company,	1	Stenographers,	9
Manufacturer of automobiles,	1	Treasurers of savings banks,	3
Manufacturers of lumber,	2	Assistant treasurer of savings bank,	1
Market gardeners,	2	Telegraph operator,	1
Matrons,	2	Timekeeper,	1
Mechanic,	1	U. S. Govt. surveyor,	1
Merchants,	5	U. S. Pension examiner,	1
Milliners,	3	Vocalist,	1
Millman,	1	Ward-master,	1
Miners,	2	No occupation reported,	37

## Normal Notes.

### CHANGES.

Every year brings some change, and the past year has been no exception. We miss Miss Stone's hearty, earnest spirit and infectious enthusiasm. Her going was a great loss. She was every pupil's friend. But the same devotion to duty that made her so strong here, bade her go and she went. We are glad to know that what we have lost here, the world is getting elsewhere. New York, that great Moloch that calls each year for the best and wisest in the whole land, reached out and took Miss Ella Merrill from us. She has a fine position in the Brooklyn Training School for teachers, but we are not reconciled to her going. Of her every pupil could say,

"Thou wert my guide, philosopher, and friend."

Indeed she was. She brought to the school a life and spirit all her own, and so bright and

warm and sweet that its going was truly like "the passing of exquisite music."

Miss Hortense Merrill came back from her two years' rest, play and study, with renewed strength and all her former love and interest in the work. How glad we all were to welcome her back you all know who have had the good fortune to be her pupils.

Miss Helen M. March, who had charge of the Model Grammar school for the previous year, was selected to take Miss Stone's work, and Miss Kate H. Pattangall, A. M., a graduate of Mount Holyoke and of Tufts College, came to us in Miss Merrill's place. They have taken up the work earnestly and faithfully and will make their places in the hearts of their fellow-workers and pupils.

It was decided to make the position of teacher of the Model Grammar school a permanent one,



and Miss Louise W. Richards, who had held the position during the year 1901-2, came back to us.

#### ARBOR DAY.

Friday, May 6, 1904. Motto: "To Heights Beyond."

#### PROGRAMME.

Chorus—Six O'clock in the Bay,	School
Oration—The Influence of Nature,	Myrtie R. Garvin
Essay—Trees and their Uses,	Edna I. Brown
Singing,	Class Quartette
Essay—Some Old Holidays,	Eva F. Hupper
Chorus—The Old Guard,	School
Planting the Class Tree and Vine.	
Singing of Ode.	

Committee: Harold W. Stilson, Enoch A. Williamson, Mabel G. Holland, Molly M. Davis, Edith H. Hatch.

#### ODE.

##### THE IVY.

Glossy leaves with hidden silver,  
Slender stems that heavenward twine,  
Telling by their matchless beauty,  
Of the Master's love divine.

Tender plant we give this mandate  
As we leave you 'neath these eaves,  
Richly grow, years hence to greet us  
With a labyrinth of leaves.

##### OUR HARDY MAPLE.

'Twas a seedling of the wildwood,  
Sapling shelt'ring fern and vine,  
Hearing now the rustling hemlock,  
Now the whispering of the pine;  
Yet amid a beauty foreign,  
Grassy turf spread green around,  
Here with tender hand and thoughtful  
We a place for it have found.

Long may it, our hardy maple,  
Breathe the May-day's balmy air,  
Hail the sun so soft returning,  
Budding beauty everywhere.  
May the trills of artless songsters  
Turn our thoughts from memories fond,  
Lure them to the topmost branches,  
Then away "To Heights Beyond."  
*Words and Music by Clara C. Patterson.*

#### MODEL SCHOOLS.

The Model Schools were never in finer condition. If we had room for more pupils we might very largely increase our training facilities. That is one of the dreams that we hope to see realized in the coming years.

The following were promoted from the Grammar to the High School: Misses Cora Presson,

Grace Russell, Lora Jennings, Dora Danforth, Grace Walker, Nellie Walker, Edith Foss, Alice Kelley and Zelia Marsh, Lyde Pratt, Mac Davis and True Makepeace.

The children in the Model Schools, under the inspiration of Miss Lincoln, raised nearly \$50, which has been expended in busts and pictures that add much to the beauty of the rooms, and it is not too much to say that it is difficult to find pleasanter rooms in any school-building in the State. In the Grammar room are the bust of Sappho and the Century Cyclopedia of Names; in the Intermediate room, bust of Diana and Murillo's "The Melon-Eaters;" in the Second Primary, Ruysdael's "The Windmill," and in the First Primary "Head of Christ" from Murillo's Holy Family, and casts of four Cherubs, playing and singing.

#### GIFTS.

The Teachers' room has been the recipient of some beautiful pictures from Miss Hortense Merrill during the past year: Madonna Botticelli, Giotto's Tower, and Cherub's Heads. The class of 1884 is contributing for a memorial to Mary S. Morrill, who gave her life to the mission cause in China at the time of the Boxer uprising. The classes of 1900, 1901, 1902 and 1903 are making subscriptions for class presents.

The class of 1904 has presented a finely framed group picture of the class.

#### STATISTICS.

The attendance for the past year has been as follows: Fall term, 126, winter term, 186, spring term, 164. The total number of different pupils for the year has been 244, distributed as follows: Androscoggin County, 7; Aroostook, 5; Cumberland, 8; Franklin, 37; Hancock, 5; Kennebec, 28; Knox, 24; Lincoln, 7; Oxford, 18; Penobscot, 16; Piscataquis, 7; Sagadahoc, 8; Somerset, 26; Waldo, 10; Washington, 25; York, 8; out of the State, 5.

#### ENTERING CLASSES.

The number entering for the year is 101. The average age of those entering for the fall term was 19 years 6.4 months; for the winter, 20 years 8.3 months; for the spring, 20 years 4.4 months. Fifty-nine of them have taught from six weeks to two hundred ten, averaging 53.6.

The following list embraces all the schools from which we have had graduates during the year 1903-4:

Andover High School.  
Anson Academy.  
Ashland High School.  
Bates College.  
Bar Harbor High School.  
Biddeford High School.  
Brewer High School.  
Bridgton Academy.  
Boothbay Harbor High School.  
Bowdoinham High School.  
B. & S. Com. College, Boston.  
Brunswick High School.  
Chehalis (Wash.) High School.  
Cherryfield Academy.  
Clinton High School.  
Coburn Classical Institute.  
Cony High School, Augusta.  
Dexter High School.  
Edward Little High School.  
Erskine Academy.  
Farmington High School.  
Fort Fairfield High School.  
Foxcroft Academy.  
Frenchville High School.  
Good Will High School.  
Gorham High School.  
Guilford High School.  
Hebron Academy.  
Jay High School.  
Jay (North) High School.  
Jonesport High School.  
Leavitt Institute.  
Lee Normal Academy.  
Lincoln High School, Sanford.  
Lindsey High School, Shapleigh.  
Litchfield Academy.  
Lubec High School.  
Madison High School.  
Maine Central Institute.  
Millinocket High School.  
Monmouth Academy.  
Nichols Latin School.  
Norridgewock High School.  
Norway High School.  
Oak Grove Seminary.  
Oakland High School.  
Patten Academy.  
Pembroke High School.

Pennell Institute, Gray.  
Phillips High School.  
Phillips (Limerick) High School.  
Red Creek Union Seminary, N. Y.  
Richmond High School.  
Ricker Classical Institute.  
Rockland High School.  
Rockport High School.  
Skowhegan High School.  
Springfield High School.  
Springvale High School.  
South Paris High School.  
St. George High School.  
Strong High School.  
Thornton Academy.  
Topsham High School.  
Vanceboro High School.  
Warren High School.  
Washington Academy.  
Wayne High School.  
Westbrook Seminary.  
Wilton Academy.  
Winthrop High School.  
Wiscasset Academy.

Farewell sociable, June 3, 1904.

#### PROGRAMME.

##### Selection—Orchestra.

1. March and Circle.
2. Portland Fancy.  
Singing.
3. Lady of the Lake.  
Lilliputians.
4. Lancers.  
Solo—Mr. Purington.
5. Hull's Victory.
6. New Portland Fancy.  
Singing.
7. Boston Fancy.
8. Extra.
9. March.

Committee: Clarence M. Walker, Edna M. Taylor, Helen A. Whittier, Ethel Gilmore, Irene E. Huse.

#### EXCHANGES.

The Amaracus,	Monmouth Academy
The Aquilo,	Ricker Classical Institute
The Arcturus,	Caribou High School
The Corona,	Bridgton High School
The Chronicle,	S. Paris High School
The Messalonskee Ripple,	Oakland High School



The Norm, Presque Isle High School  
 The Northern Light, Fort Fairfield High School  
 The Orient, Bowdoin College  
 The Phillippian, Phillips High School  
 The Phi-Rhonian, Bath High School  
 The Rostrum, Guilford High School  
 The Scroll, Higgins Classical Institute  
 The Stranger, Bridgton Academy  
 The Tripod, Thornton Academy

#### READING-ROOM PAPERS AND PERIODICALS.

Northwestern Public School.  
 Education.  
 The School Review.  
 Educational Foundations.  
 Popular Educator.  
 N. E. Journal of Education.  
 The American Primary Teacher.  
 The Teachers' Institute.  
 The School Journal.  
 Journal of School Geography.  
 The School World.  
 The Pathfinder.  
 The School Arts Book.  
 The Craftsman.  
 The Sanitary Inspector.  
 The Century Magazine.  
 The Atlantic Monthly.

Harper's Monthly Magazine.  
 The Review of Reviews.  
 Saturday Evening Post.  
 The Outlook.  
 American Education.  
 The Criterion.  
 The Christian Register.  
 Good Will Record.  
 The American Missionary.  
 Woman's Missionary Friend.  
 Maine Temperance Record.  
 Farmington Chronicle.  
 Lewiston Evening Journal.  
 Maine Woods.  
 Youth's Companion.  
 The Somerset Reporter.  
 The Waterville Mail.  
 Scientific American.  
 Our Dumb Animals.  
 N. Y. Independent.  
 World's Work.  
 Ladies' Home Journal.  
 Wisdom.  
 Bowdoin Orient.  
 Oxford Democrat.  
 Rockland Courier-Gazette.  
 Birds and Nature.  
 Sunday School Star.  
 Printer's Ink.

## School News.

#### CASTINE NORMAL SCHOOL.

Examination exercises of the classes of 1904, State Normal School, Castine, Maine, occurred Tuesday, June 14, 1904.

#### PROGRAMME—A. M.

9.00 Devotional Exercises.  
 9.10 F Reading, Room B, Miss Harvey  
 D Physics, Room C, Miss Mudgett

#### Model Room:

Harriet M. Blaisdell, Drawing, Grade A  
 Alice E. Pike, Reading, " D  
 Clara E. Mudgett, Geography, " C  
 Josephine E. Phinney, Reading, " B  
 Mary J. Leonard, Number, " A

#### Teaching Exercises, Room A:

Martha A. Nash, Algebra.  
 Lola A. Murch, Lead.  
 Fannie B. Willey, Cotton.

10.00 Recess.  
 10.05 Calisthenics, Hall, Miss Ridley  
 10.15 E Music, Room D, Dr. Philbrook  
 C Rhetoric, Room C, Miss Russell

#### Model Room:

Effie P. Hatch, Number, Grade B  
 Bernice Patten, Object Lesson, " A  
 Elnora A. Drinkwater, Reading, " C  
 Louise Cox, Geography, " A  
 Ada H. Robinson, Calisthenics.

#### Teaching Exercises, Room A:

Beulah C. Bates, Grammar.  
 Kate M. Tapley, Grammar.  
 Thirza F. Raynes, Limestone.

11.15 A Pedagogy, Hall, Mr. Richardson  
 C Physics, Room C, Miss Mudgett  
 D Bird Study, Room D, Miss Ridley

#### P. M.

2.00 Dumb-Bell Drill, Hall, Miss Ridley  
 2.10 F Arithmetic, Room C, Miss Ridley  
 E Geography, Room D, Miss Hoffman

#### Model Room:

Mattie G. Knight, Number, Grade D  
 Pearle Porter, Number, " C  
 Mary H. Coombs, Reading, " A  
 Louise A. Smith, Music.

#### Teaching Exercises, Room A:

Dora M. Leach, Geometry.  
 Freda L. Head, Geometry.

3.00 Recess.  
 3.10 A Botany, Hall, Miss Harvey  
 E Grammar, Miss Russell

The graduation exercises occurred Tuesday evening, June 14, 1904. Class Mottoes: Advanced Class—"Prisoners of Hope." Regular Class—"The Ropes of the Past Ring the Bells of the Future."

#### ORDER OF EXERCISES.

Prayer.  
 Music.  
 Salutatory, "Influence," Willis N. Hooper, St. George  
 Essay, "A Comparison of Evangeline and Priscilla," Marian W. Woy, Castine  
 Music.  
 History, Alice M. Wescott, Bluehill  
 Music.  
 Essay, "Francis Parkman," Angie N. Hinckley, Bluehill  
 Essay, "Greek Education," Guy V. Sinclair, Columbia Falls  
 Valedictory, "Requital," Mary W. Knight, Deer Isle  
 Singing the Class Ode.  
 Conferring Diplomas.  
 Benediction.

#### CLASS ODE.

Again the flowers bloom,  
 Bright Spring has left her tomb  
 And gladness brings;  
 The birds in bush and tree  
 All happy seem to be,  
 Their hearts from care are free;  
 All Nature sings.

Another class stands here,  
 To greet its schoolmates dear  
 And friends as well;  
 We hope that on life's tide  
 Our bark may smoothly glide,  
 We're launching, but abide  
 To say farewell.

Schoolmates and teachers true,  
 We render thanks to you  
 For kind'y aid;  
 It is our earnest prayer,  
 That all your help and care,  
 In coming days may ne'er  
 From mem'ry fade.

When all our work is done,  
 And toward the setting sun  
 We all have passed;

May bells in heaven be tolled  
 To guide us to the fold,  
 Where streets of shining gold  
 Will always last.

Thirza F. Raynes.

#### NAMES OF GRADUATES—ADVANCED COURSE.

Eleanor I. Stover, Castine

#### REGULAR COURSE.

Lottie M. Andrews, Carmel  
 Winnie B. Andrews, Carmel  
 Beulah C. Bates, Islesboro  
 Harriet M. Blaisdell, Franklin  
 Isie M. Bowden, Orrington  
 Kate C. Brown, Detroit  
 Francis A. Chamberlain, Castine  
 Elizabeth E. Chase, Baring  
 Mary H. Coombs, Lincolnville  
 Louise Cox, Castine  
 Elnora A. Drinkwater, Lincolnville  
 Annie L. Farnsworth, Islesboro  
 Gertrude B. French, Eastbrook  
 Hazel N. Friend, Sedgwick  
 Jesse M. Gilkey, Islesboro  
 George W. Goodrich, Newburg  
 Effie P. Hatch, Islesboro  
 Freda L. Head, Detroit  
 Angie N. Hinckley, Bluehill  
 Willis N. Hooper, St. George  
 Mary W. Knight, Deer Isle  
 Mattie G. Knight, Deer Isle  
 Lou M. Knowlton, Eddington  
 Etta L. Lawry, Searsmont  
 Dora M. Leach, Penobscot  
 Lena E. Leavitt, Belfast  
 Mary J. Leonard, Frankfort  
 Clara E. Mudgett, Stockton Springs  
 Lola A. Murch, Ellsworth  
 Martha A. Nash, Harrington  
 Bernice Patten, Ellsworth  
 Lila A. Perkins, Brooksville  
 Josephine E. Phinney, Camden  
 Alice E. Pike, Princeton  
 Pearle Porter, Detroit  
 Mattie M. Quimby, Bucksport  
 Thirza F. Raynes, Detroit  
 Ada H. Robinson, Dover  
 Jessie Sargent, Alton  
 Claude L. Sidelinger, Washington  
 Guy V. Sinclair, Columbia Falls  
 Louise A. Smith, Winterport



Agnes M. Stevens,	Warren
Kate M. Tapley,	Brooksville
Ellen W. Tobey,	Jefferson
Agnes L. Ward,	Prospect
Alice M. Wescott,	Bluehill
Fannie B. Willey,	Clinton
Chestina R. Williams,	Islesboro
Mollie G. Williams,	Islesboro
Edith C. Wilson,	Searsmont
Marian W. Woy,	Castine

The attendance for 1903-4 has been 133 in the fall, 140 in the winter, and 150 in the spring, an average of 141. The number entering is 102, and graduating, 53, one of whom was from the advanced course. The number of different pupils connected with the school for the year was 264,—23 young men and 241 young women.

## ATTENDANCE BY COUNTIES.

Aroostook,	6
Hancock,	104
Knox,	22
Penobscot,	37
Sagadahoc,	1
Waldo,	46
Cumberland,	1
Kennebec,	2
Lincoln,	12
Piscataquis,	3
Somerset,	5
Washington,	25

## MADAWASKA TRAINING SCHOOL.

Graduating exercises of the Madawaska Training School occurred Thursday evening, June 2, 1904, at 8 o'clock.

## ORDER OF EXERCISES.

Music.	
Salutatory, "The Negro-American,"	Alfred T. Cyr
Theme, "Notre Demure a l'Ecole,"	Denise M. Guimond
Declamation, "Our Country,"	Joseph A. Tardif
Music.	
Declamation, "Maine and Her Jewels,"	Beloni P. Roy
Theme, "Jeane Louis Cheverus,"	Jeannette M. Nadeau
Declamation, "The Labor Question,"	H. Ervin Bradbury
Music.	
Presentation of Gifts,	Melissa Savage
Theme, "Japan,"	Felix T. Chasse
Theme, "The Value of Little Things,"	Valedictory, Mary A. Henderson
Music.	
Conferring of Diplomas,	
Hon. William Wallace Stetson, State Supt.	

## LIST OF GRADUATES.

Bradbury, H. Ervin	Chassé, Félix T.
Cyr, Alfred T.	Guimond, Denise M.
Henderson, Mary A.	Nadeau, Jeanette M.
Roy, Beloni P.	Savage, Melissa
Tardif, Joseph A.	

## GORHAM NORMAL SCHOOL.

The examination of classes and graduation of the second class of 1904, occurred June 12, 16 and 17.

SUNDAY, JUNE 12, 1904.

At the Congregational Church.

A. M.	
10.30	Sermon before the School, Rev. D. E. Miller

THURSDAY, JUNE 16.

A. M.	
8.15	Opening Exercises.
8.30	B Botany, 5; C Reading, 1; D Physics, 4; Teaching by members of the A class, 7 and 9.
9.15	Gymnastics, Short Wands, 1.
9.30	B Psychology, 2; C Arithmetic, 6; D Music, 4. Teaching in 5, 7 and 9.
10.15	Recess.
10.30	Gymnastics, Free-standing Exercises.
10.45	B Birds, 4; C Literature, 2; D History, 8. Teaching in 5, 7 and 9.
11.30	Gymnastics, Dumb-bell Drill.
P. M.	
2.00	Music. a. Practice Schools. b. Glee Club.
2.15	The Knights' Quest, Graduating Class
3.00	Gymnastics, Long Wands.

FRIDAY, JUNE 17.

At the Congregational Church.

A. M.	
9.00	Music.
	Prayer, Rev. J. C. Gregory
	Address, "Culture and Power," Rev. James F. Albion, D. D., Portland, Me.
	Music.
	Conferring Diplomas.
	Benediction, Rev. D. E. Miller
11.00	Exercises in the Assembly Room.
P. M.	
12.40	Alumni Dinner.
8.00	Reception by Graduating Class.

The total attendance for the year has been 128 different pupils, distributed by counties as follows:

Androscoggin,	3
Aroostook,	3

Cumberland,	49	Roberts, Annie Maria	Coos, N. H.
Hancock,	1	Roberts, Annie May	Milton, N. H.
Kennebec,	7	Seabury, Ada B.	Yarmouth
Knox,	2	Sibley, Orrie M.	Freedom
Lincoln,	3	Silsby, Katherine	Lunenburg, Vt.
Oxford,	10	Small, Ethel A.	Gardiner
Piscataquis,	1	Smith, Ella H.	Waterboro
Somerset,	1	Smith, Maude B.	Waterboro
Waldo,	1	Stone, Mabel E.	Brownfield
Washington,	9	Thombs, Susan R.	East Baldwin
York,	30	Tibbetts, M. Alice	Waterboro
Out of the State,	8	Ward, Mildred A.	Westbrook
		Webster, Ulee M.	Goffstown, N. H.
		Weston, Bessie M.	Augusta
		Yeaton, S. Ethel	Portsmouth, N. H.

The graduates for the year are 50, and 59 pupils have entered.

## LIST OF GRADUATES.

Anderson, Ruth O.	Gorham
Bacon, Annie M.	Woodfords
Barker, Marion L.	Fryeburg Center
Berry, Mary W.	Bar Mills
Brown, Jessie E.	South Windham
Burbank, Etta E.	Fryeburg
Chadbourn, Bessie A.	East Baldwin
Chaplin, Herbert L.	Sebago Lake
Cole, Lucy P.	East Raymond
Connellan, Eleanor L.	Portland
Crabtree, Alice E.	Hancock
DeShon, Mary E.	South Limington
Gardiner, Elvira E.	Thomaston
Glendenning, Alice C.	Portland
Hall, Laura B.	Yarmouth
Hamilton, Frances M.	Waterboro
Hodsdon, Florence C.	E. North Yarmouth
Jeffers, Hattie M.	Knightville
Jewell, Mary E.	So. Portland
Johnson, Beryl M.	Biddeford
Knight, Villa M.	North Whitefield
Labbe, Josephine L.	Wallagrass
LaRochelle, Ella M.	Portland
Larrabee, Winifred S.	Portland
Leighton, Emma A.	Pride's Corner
Littlefield, Edna M.	Ogunquit
McKenney, Ora E.	Portland
McKenzie, Belle	West Jonesport
Mealy, Ella G.	*Machias
Murphy, Margarette J.	Friendship
Oram, Alice M.	Bristol
Payne, Ida P.	E. North Yarmouth
Phelps, Roma L.	Robbinston
Prince, Mary K.	Lewiston
Prince, S. Cushing	Lewiston

## PRESQUE ISLE NORMAL SCHOOL.

The attendance for the fall term was 17; winter, 27; spring, 35, making a average for the year of 26. The number entering during the year was 39, which is exactly the number that entered the Normal School at Castine for its first year.

During the coming year a Model School will be established, and several new teachers employed.

## MANIFESTO AGAINST CIGARETTE SMOKING.

THE movement against juvenile cigarette smoking is growing in England. Only recently the London *Times* published the following manifesto, which was signed by various public schoolmasters and prelates of the church:

"In view of the great increase of late years in cigarette smoking among the young, it is felt that a strong expression of opinion may be of use in drawing national attention to a habit which is undoubtedly doing much to undermine the health and ruin the character of many English boys in the various grades of society. Whether to the public school boy or to the boy in the street, the evil is equally harmful, and we cannot too strongly express our hope that every possible attempt may be made to deal with what we believe to be a very serious hindrance to the young life of the nation, and we would specially emphasize the evident duty of parents to control their boys in regard to this habit."



## Pleasantries.

"Children," asked the school committee man, "What is political economy?" "Political economy," answered the precocious son of the district boss, "is getting men to vote for you as cheap as you can."—*Green Bag.*

An orator at one of the university unions bore off the palm of merit, when he declared that "the British lion, whether it is roaming the deserts of India or climbing the forests of Canada, will not draw in its horns or retire into its shell."—*Selected.*

"I see," said Woody Witte's patient wife, "that the Venezuelans have decided to take another tack." "Have they?" was the response, with a self-satisfied titter. "That'll make it harder than ever for Germany to sit down on them, won't it?"—*Exchange.*

Two mothers were visiting school. As they sat waiting for the session to open, one said, "Do you know, my Johnny would like to come to school awful well if it wasn't for 'Evangeline.'" "Evangeline who?" asked the other. "Oh, 'Evangeline' that he has to parse."—*Selected.*

"Miss Flyppe," said the hostess, "permit me to present Mr. Hogg, author of 'An Arctic Courtship.'" "I am glad to meet you Mr. Hogg," said the young woman. "Pardon the question, but is that your real name?" "Certainly," he replied, bristling up. "Did you think it was my pen name?"—*Chicago Tribune.*

Dr. Wines was formerly the principal of a boys' school. One day he had occasion to "trounce" a boy, and the lad took his revenge in a way that the doctor himself could not help laughing at. Dr. Wines' front door bore a plate, on which was the one word "Wines." The boy wrote an addition in big letters, so that the inscription ran, "Wines and Other Lickers."

A teacher tried to give some farmer boys a glimpse of nature in literature. She read to them Bryant's lines "To a Water Fowl," and then said to one who seemed to have listened more intelligently than the others, "Now, John, what would you have thought if you had seen just what Bryant did?" "Thought!" quoth John, "I'd ha' thought, 'Thar goes a duck'!"—*Selected.*

A young medical student at Bowdoin College once asked the late Prof. Parker Cleveland if there were not some more recent works on anatomy than those in the college library. "Young man," said the professor, measuring the entire mental calibre of the youthful scholar at one glance, "there have been very few new bones added to the human body during the last ten years."

An absent-minded German professor was one day observed walking down the street with one foot continually in the gutter, the other on the pavement. A pupil, meeting him, saluted him with: "Good-evening, Herr Professor. How are you?" "I was very well I thought," answered the professor; "but now I don't know what's the matter with me. For the last half hour I have been limping."

From a teacher's Collection of Absentee Excuses.—"Respected Miss, please to excuse Willy for absents. He fell down stairs just before school time and we feared his internal insides was hurt at first, but we find they ain't. The doctor says that no part of his anatomy was hurt but the brewing of the epydermis of the outside hide and also his hipp hurt some. But he narrowly escaped fatal deth. So kindly excuse  
HIS MOTHER."

"Bless me!" said Tommy's great-uncle. "Do you mean to say that your teachers never thrash you?" "Never!" replied Tommy. "We have moral suasion in our school." "What's that?" "Oh, we get kep' in, and stood up in corners, and locked out and locked in, and made to write one word a thousand times, and scowled at and jawed at, and that's all."—*Motherhood.*

A bright girl asked to be absent from school half a day on the plea that company was coming. "It's my father's half-sister and her three boys," said the girl anxiously; "and mother doesn't see how she can do without me, because those boys act dreadfully." The teacher referred her to the printed list of reasons which justified absence, and asked if her case came under any of them. "Oh, yes, Miss Smith," said the girl, eagerly, "it comes under this head;" and she pointed to the words "domestic affliction."

# Farmington State Normal School.

## PURPOSE OF THE SCHOOL.

To give a professional preparation to the teachers of the public schools.

## CONDITIONS OF ADMISSION.

AGE.—Gentlemen must be seventeen years of age, ladies sixteen, before entering.

CHARACTER.—Candidates must bring a certificate of good moral character from some responsible person.

OBLIGATION.—Pupils admitted to the School are required to sign an obligation to faithfully observe all its regulations, and also to teach in the public schools of the State as long a time as they shall have been connected with the school, or pay tuition at the rate of \$10 per term.

SCHOLARSHIP.—To be admitted, candidates must pass a satisfactory examination in Reading, Spelling, Arithmetic, Grammar, Geography, Physiology and Hygiene, and Algebra.

## ADMISSION WITHOUT EXAMINATION.

By vote of the Trustees, the following persons will be admitted without examination upon the presentation of the proper certificates:

1. College graduates.
2. Graduates of high schools, academies, seminaries, and other secondary schools, having courses of study covering four years and fitting for college.
3. All persons holding state certificates of any grade.

## THREE COURSES.

Course of Study for Two Years;

Advanced Course—Academic;

Advanced Course—Professional.

## EXPENSES, ETC.

Each pupil pays an incidental fee of \$1.50 at the beginning of each term.

Tuition is free to pupils of the required age who take the regular course of study and pledge themselves to teach in the public schools of Maine for as long a time as they remain connected with the Normal School. Others pay a tuition of \$10 per term.

TEXT-BOOKS ARE FREE for the first four terms, except those that are purely professional or literary. Each student should bring a Bible and a Dictionary, and for reference, any text-books that he may happen to have.

Board can be obtained from \$2.75 to \$3.00 per week. Table board, \$2.00 to \$2.25 per week. Furnished rooms, without board, at reasonable rates.

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

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

The Principal will gladly make all arrangements for board or rooms.

For catalogue giving names of graduates and the positions they hold, for table showing order and arrangement of studies, or further information of any kind, write to the Principal,

GEO. C. PURINGTON.





## CALENDAR.

### FALL TERM, 1903.

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

### WINTER TERM, 1903-4.

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

### SPRING TERM, 1904.

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

### FALL TERM, 1904.

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