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The Farmington Normal

University Archives

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1914

## The Farmington Normal: Commencement, 1914

Farmington State Normal School

University of Maine at Farmington

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# FARMINGTON NORMAL

COMMENCEMENT, 1914



FARMINGTON STATE NORMAL SCHOOL  
FARMINGTON, MAINE



COMPLIMENTS OF  
The First National Bank  
Farmington, Maine

JOS. C. HOLMAN, *President*                      E. E. RICHARDS, *Vice-President*  
J. H. THOMPSON, *Cashier*

*Directors*

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The making of Books for School use, and the printing of School Papers has been a feature of our business so many years that our work has become well and favorably known in all parts of the State of Maine.

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The Knowlton & McLeary Co.

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## Farmington, Maine



## NEW ENGLAND TEACHERS' AGENCY

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W. B. ANDREWS, Manager

SELENA THOMPSON, Assistant Manager

Our calls for Normal School Graduates always exceed the supply. Send for our Special Offer.

Compliments of  
Dr. Mary S. Croswell  
Farmington, Maine

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Special Orders taken and given Prompt Attention.

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Fruits, Confectionery  
Salted Peanuts, Sodas  
and Cigars

FARMINGTON



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AT

E. E. FLOOD'S

G. A. HODGDON

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THE REXALL STORE

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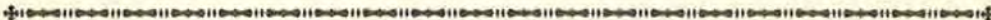
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ESTABLISHED 1890

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6 Beacon Street, BOSTON

E. F. FOSTER, Manager

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Among our registrants we have numbered many graduates of the Farmington Normal School.

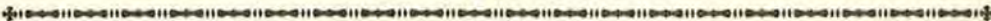
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W. G. MALLET, A. B., PRINCIPAL

# FARMINGTON NORMAL

VOL. I.

FARMINGTON, MAINE, JUNE, 1914.

No. 1.

## EDITORIAL BOARD

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## EDITORIAL

THE FARMINGTON NORMAL makes its first appearance under student management with this number. We trust it is no infringement upon any rights to continue the name of the paper, which under the editorship of the late principal, George C. Purington, attained a degree of excellence which student management may not expect to reach. Yet, we are going to make it as good as we can and trust it may not be an altogether unworthy continuance of the earlier series. The name is dear to hundreds of

men and women throughout Maine, New England and even the whole country. It shall be our purpose of this paper to increase that attachment by keeping our school and its associations fresh in the minds of its graduates and friends. We ask the sympathetic criticism and help of all friends of the old school.

THE editorial board has felt deeply the loss of its chief, Miss Gretchen Mulholland, who early in the preparation of this issue was called to her home by the serious illness of her father. Since that time the whole school has been moved with sympathy by the father's death. It was largely by her initiative and interest that the project was started and her loss from active work with us during the last weeks was all the more felt. We are glad to report that she has returned in time to graduate with the class of 1914.

## LITERARY

### VALUE OF MANUAL TRAINING IN THE NORMAL SCHOOL

THE question is often asked if graduates of this school are prepared to teach Manual Training, and when told that they are not, many immediately ask, then why is the course in wood-working included in the curriculum. A large number of people believe that only those subjects should be taught in a Normal School which the graduates will be required to teach, but the

superintendent and trustees of this school believe such a course is worth while, not only because it will help the teacher to understand what a special teacher of wood-working is doing with her boys, but the training is of value in developing certain important qualities.

Not long ago Mr. Larsson, principal of the Sloyd Training School in Boston, sent out to



manufacturers and business men throughout the country asking what qualities they considered of prime importance in their employees. All demanded the following: Honesty of purpose, concentration of attention, mind open to instruction, willingness to work, enthusiasm, absolute honesty and truthfulness, fearlessness to confess blunders, and resourceful self-reliance or so-called Yankee gumption; and besides these the majority mentioned — capacity to finish things, notwithstanding obstacles, accuracy, energy, and habits of system and order.

It seems to me that these qualities are as essential to a first class school-teacher as a factory employee and that Manual Training tends to their development.

Most of us who have taken the work here have had the need of concentration of attention brought forcibly to our minds. Gauge lines *will* disappear; bits, especially auger bits, *will* break through the ends of the necktie racks where they are supposed to go only half way, when we chat instead of giving entire attention to our work.

A successful teacher must be willing to work, must be enthusiastic about her work, and how can these qualities be better developed than in wood-working which shows so clearly and concretely the results. How many of us have tried to sit down comfortably on our stools when sandpapering or even when working with tools, and been driven off and obliged to prove to ourselves how much we can accomplish when we really work.

No matter what position we may hold, absolute honesty and truthfulness are most essential. If we are told to plane the edge of a board straight and square we either make it straight and square or we don't, and if we don't there is no use pretending we have, because we can't bluff the try-square. It can't and won't lie for us. The thing is right or it is wrong. In jointing boards for the top of the tea-table, in fitting

a mortise and tenon joint in the footstool, either they fit or they don't and the crack is there to prove it. We are told to make the pen tray 2 1-4 inches wide and if we make it more or less than that the rule proves us wrong and there is no appeal, for the rule like the try-square is absolutely honest.

One business man laid great stress on "fearlessness to confess blunders." It is astonishing how many people are unwilling to confess themselves in the wrong even when they are confronted with proof. Take the student who is told to plane to a gauge line and who instead takes a shaving too many, and when asked why she planed over the line or where the line is, insists that she didn't touch it, that she went just to it. Eventually, of course, she is obliged to acknowledge that she is in the wrong and, as a rule, the next time it occurs she promptly admits her blunder. Did you ever place your work in the wrong pigeon hole and then when you couldn't find it insist that some one had taken it and refuse to admit that it was your mistake even after it was proved to be so? A teacher, above all people, needs self-reliance and initiative, dozens of situations will arise which were not discussed in *Methods* or *Psychology*, and which must be met promptly and efficiently and *Manual Training* does its part in preparation for this. Maybe when you made your book ends the groove was too narrow for the upright, what did you do, wait for some one to tell you the trouble and how to remedy it, or find out for yourself and make it fit? Old-fashioned Yankee gumption is an invaluable possession.

Possibly some of you remember your trials and tribulations with the spoke-shave, you couldn't make it work right and knew you couldn't. You hated the old thing any way, and the harder you hated it the tighter you gripped it and *of course* it wouldn't work well. But all of a sudden, almost miraculously, you found that you could cut beauti-

ful smooth edges and it became your favorite tool. You had conquered it and were ready for anything.

What could be better to develop such invaluable qualities as accuracy, carefulness, neatness and orderliness than such work? So few people, especially women, are accurate. Ask what time the afternoon train leaves for Portland and nine out of ten will reply "about half-past two." But there is no "about" when dealing with the try-square and rule. Possibly you remember when you made the coat hanger that your piece of wood had to be 3-4 inch thick, 2 1-2 inches wide, and 15 1-2 inches long. It would have held a coat just as well if it had been 1-16 inch or 1-8 inch larger or smaller, and some of you could not or would not understand why you had to make it over. When you measured wrong on your spoons and the holes were not even or the sides symmetrical you appreciated the necessity of accuracy a little more, and when you made the groove in your book ends 1-32 inch too wide for the upright you had a very definite idea on the subject. As for patience and perseverance what could better develop these qualities than sandpapering the holes in the ink stand.

The models must be carefully finished, smooth and clean before being accepted. In some schools most of the work is stained or even painted but here we learn to appreciate the beauty of the natural wood carefully finished. Did you ever notice the beauty of the end grain of a piece of wood until you sandpapered the end of your necktie rack, pen tray, or edge of your table top and brought out the grain?

We are taught to believe that a thing is beautiful if it is well made, of good proportions and appropriate to its use.

A high standard of work is set and most students soon learn to strive for it and succeed in attaining it. They are ashamed to pass in poor work and frequently ask to be al-

lowed to make it over. In endeavoring to make their own work meet the standard they learn to appreciate good work of others and become very critical.

Work and tools must be put back in their proper places and the benches put in order at the close of the lesson, a place for everything and everything in its place is a hard lesson for some to learn, but valuable.

The physical exercise of sawing and planing is excellent unless a girl overdoes. A few years ago a girl came to this school who had so little control over her muscles that it was utterly impossible for her to plane an edge anywhere near straight and square, but she had great patience and perseverance and several times a day would spend fifteen or twenty minutes planing waste pieces of wood, and finally to the great pride of both herself and teacher she made a mahogany tea-table. Of course that was an unusual case, but every girl who takes even three terms of the work gains much in muscular control.

Not long ago a man was heard to remark that a woman did not know which direction to turn a screw to tighten it, she could not hang a picture straight nor hit a nail square on the head. Those are only three of the many things a home maker with no man in the family, or even *with* certain kinds of men, are often obliged to do, for she can't always have a carpenter on hand to do odd chores. Two girls of high school age, who had taken the work in Manual Training while in the model school, wanted screens for their home and offered to make them if their father would provide the lumber. He did so, and they now have their windows screened. Another girl went home one vacation and found the cream separator out of order, some small part broken. Her brother intended to repair it but didn't just know how so put it off. Without a word to him she went to work and mended it so that it worked well, to his great surprise and chagrin.



Others have hung screen doors, put up shelves, helped shingle, and done many other things besides hang pictures, drive nails and screws; proving that the time spent here learning to use a few of the common tools was decidedly not wasted. Besides learning to use tools they become acquainted with some of the common varieties of wood used in construction, their structure, characteristics, qualities and habitat. It is astonishing how many girls don't know white pine and where it grows, what is meant by quartered oak and why floors are made of quartered or rift-sawed wood. I know of one girl remarking that she always thought white birch bark grew on beech trees.

The wood-working offers many fine opportunities for the practical application of spelling, arithmetic, geography, nature study and drawing. Do you know whether try square is spelled *try* or *tri*, bitstock, stork or stalk? Can you tell me without working it out on paper half of 15 1-2 inches, half of 1 1-4 inches, the difference between 3-8 inches and 3-4 inches, can you find 3-32 inches on the rule? Do you know where mahogany trees grow? And sweet gum? Besides work with wood, weaving and chair caning are taught, subjects that require almost no equipment, and can be taught in the regular schoolroom. The children can make looms at home if there is no Manual Training room, and almost every home can provide a chair that needs caning.

Now you may think I believe that Manual Training is the most valuable part of the work offered in this school, but far be it from me to be so narrow-minded as that. I do firmly believe, however, that it provides valuable training not included in the other courses. As one educator says, "The best values in Manual Training are in the habits, ideals and attitudes it fosters," and another, "Manual Training leads all other school work in the power to develop fidelity to ideals because our work remains as a visual tangible thing just as we have made it."

*Edna M. Havey, '14.*

#### THOUGHTS OF THE SEA

OH, Franklin hills are fair to see,  
And Franklin fields are green!  
The placid river lags along  
Its verdant banks between,  
And Spring has crept across the lands  
To kiss the breast of Earth,---  
Again we see the miracle  
Of a glad world's rebirth.

But I am thinking of the sound  
Of surf along the shore;  
I'm thinking of the dash of spray,  
The mighty ocean's roar;  
I'm thinking of the bracing wind  
A-blowing wild and free,---  
For me no inland beauties lure ---  
I'm longing for the sea.

Oh, nodding doves that preen yourselves  
Upon the village spire,  
The gulls are wheeling o'er the deep  
And never, never tire.  
You murmur gently to your mates,  
With cadence soft and mild,  
They scream above the barren rocks,  
On lonely islands wild.

Just to be there! To see again  
The white-sailed vessels ply  
Along that far, elusive line  
Where ocean meets with sky!  
Oh, Franklin fields are fresh and green,  
The hills are fair to me,  
But still I miss the distant shore,  
I'm longing for the sea!

*M. E. H.*

#### THE SOCIAL CLUB

LAST winter some of the more enterprising members of the E class got together and made plans for a social club which should include the whole school. Fifty or sixty responded and we had four or five meetings. Then the term ended and with the spring term the club was not revived.

Why not make something more of it? We passed some very pleasant winter evenings. I think everyone who went enjoyed the meetings, but about the same crowd went each time. Let's branch out and make a club that will make the girls think that they must belong, that it is something too good to miss.





THE DRAWING ROOM

I have ever so many plans sizzling in my brain and there are others with lots better ones if they would only speak up. Think of all the different high schools we have represented here and all the many kinds of good times these high schools have had!

The social club should not supply entertainment simply for the cold winter evenings. The best time to have a good time is in the fall and spring. There are many walks all around Farmington and it is lots of fun to walk in a crowd. There are ever so many lovely places for picnics too, and the school magazines give novel ideas for the picnics.

The Hare and Hound chase has become an institution at Thornton Academy. Every fall the girls have one. They are divided, by lot, into groups of eight or ten, one group acting as hares, the others, hounds. The hares select a place of meeting which may be reached in several ways. Two hares go in each of the selected trails, marking their path by a certain color, either scattering bits of paper or tying pieces of colored yarn along the way. The hares start fifteen minutes before the hounds, who follow, each group following the trail marked by their chosen color. It is a merry chase and the hounds arrive, one group after another, tired and hungry. Then supper is served around a big fire. Beans taste better than can be imagined, pickles fairly fly. The girls roast bacon on sticks over the fire, toast marshmallows and eat apples. Then after they have quieted down, they have a sing around the fire and tell stories before going home. Doesn't that sound like a social club good time? There are lots of things like that we might do.

Don't you think it would be nice to earn a tennis court? It isn't much work if every one helps, and an object to work for is worth a good deal in an organization of this kind. Don't you think it would be fun to have a social club basketball team that might include the best players from each class?

Let's think all summer and when we come back in the fall we'll all be ready to make school history with an alive social club.

*H. M. Fogg, '15.*

#### HENRY VAN DYKE AS A LOVER OF NATURE

"WHEN tulips bloom in Union Square,  
And timid breaths of vernal air  
Go wandering down the dusty town,  
Like children lost in Vanity Fair."

"Then weary seems the street parade,  
And weary books and weary trade,  
I'm only wishing to go a-fishing  
For this the month of May was made."

If you could choose would you prefer a week on a personally conducted Henry Turner Bailey tour in Europe, or the same length of time on a fishing trip in the Maine woods with Henry Van Dyke?

Neither of these journeys is a matter that even admits of pleas or delineation. They are rather for privileged persons, but for the benefit of those who do not realize what would be theirs if they saw nature things with Henry Van Dyke, let us look in his books and see there what he has put down concerning just such trips.

"This is the carol the robin throws  
Over the edge of the valley;  
Listen how boldly it flows,  
Sally on sally!"

"Tirra — lirra

Early morn

New born!

Day is near,  
Clear, clear.

Down the river

All a-quiver

Fish are breaking;

Time for waking.

Tup, tup, tup!

Do you hear?

All clear —

Wake up!"

Sometimes in prose and sometimes in poetry Van Dyke shows the enthusiasm of



a nature-loving, nature-appreciating heart. There are three books, especially "Days Off," "Little Rivers," and the poem book, which if read once they are read eagerly many times. Other books, such as "The Blue Flower," "The Unknown Quantity," and "The Mansion" deal less directly with out of door life, yet they are stamped with the same fine intense appreciation of the lovely nature wonders.

From the time Henry Van Dyke and his little brother stole away trout fishing and the little brother slid off a brown bank of slippery pine needles into the brook, Van Dyke's pleasure in this particular sport of fishing seems to have grown.

In "Days Off" there is a story called "A Holiday in a Vacation," which tells of a fishing trip in Maine. The party is set down in a "happy remnant of an ancient wilderness." The first camp is on the shore of a lake. Among other good things of the supper served up from the camp-fire, is freshly caught trout. All night the rain patters on the tent, and the next morning, on a lake all "a-glitter" the search is commenced for the outlet. When found it is an "amber river" where the trout answer in "swift golden flashes from the depths of the sleeping pool." Farther down the stream the water flows faster and is full of rocks and rapids. When night comes and the camp is made, this is the prose picture that is really poetry.

"The full moon climbed into the sky as we sat around our camp-fire, and showed her face above the dark, pointed tree-tops. The winding vale was flooded with silver radiance that rested on river and rock and tree trunk and multitudinous leafage like an enchantment of tranquility. The curling currents and the floating foam, up and down the stream, were glistening and sparkling, ever moving, yet never losing their position. The shouting of the water melted to music, in which a thousand strange and secret

voices, near and far away, blending and alternating from rapid to rapid and fall to fall, seemed like hidden choirs, answering one another from place to place."

So the story of the trip goes on, not interesting so much for the sportsman side of it, but because of the artist touch and the flowing, expressive style.

If you want the real, professional side of fishing read "His Other Engagement" and find how Chichester went fishing for a king salmon and caught him, one weighing forty-eight pounds, and how in the splendid struggle to land the fish he forgot to go and get married. It sounds "fishy" but it is really mannish.

In other stories and poems are found sentences like these which suggest nice interpretations of every day wonders.

"Joy of swift running rivers, and glory of sunsets golden  
Secrets that cannot be told in the heart of a flower  
are holden."

If there is such a thing as melody of diction or style, surely these preceding lines are good examples.

It makes no difference whether it be a Maryland yellowthroat or a night beneath the open sky, everything seems to Van Dyke to say something uncommonly nice and appropriate.

"A living sunbeam, tipped with wings,  
A spark of light that shines and sings  
Witchery — witchery — witchery,"

or, "Bed time comes at last, even when you are lodging at the Sign of the Beautiful Star."

One could go on endlessly and point out so many equally delightful passages, but they are all in the books; read them and teach children to love them and don't forget the poem, "America for Me." Just to set your heart throbbing here is part of it:

"T is fine to see the Old World, and travel up  
and down  
Among the famous palaces and cities of renown,

To admire the crumbly castles and the statues of the kings,—  
But now I think I've had enough of antiquated things.

"Oh, London is a man's town, there's power in the air;  
And Paris is a woman's town, with flowers in her hair,  
And it's sweet to dream of Venice, and it's great to study Rome;  
But when it comes to living there is no place like home.

"Oh, it's home again, and home again, America for me!  
I want a ship that's westward bound to plough the rolling sea,  
To the blessed Land of Room Enough beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars."

L. E. S., '14.

#### VALUE OF PRACTICAL POLITICS IN OUR SCHOOLS

HOW many of the children in our schools can give accurate information as to the meaning of the referendum, the tariff, protective tariff, conservation, insurgent, "standpatter?" And how many of them could discuss intelligently such questions as: What are the absolute differences between the Democratic and Republican parties? The reason for the formation of the Progressive party? On what questions do the three leading parties agree? What are the arguments for a protective tariff?

The need of arousing public interest in political matters at the present time is great for the lack of political intelligence is astonishing. The boys and girls are growing up in almost absolute ignorance of our political machinery and its working. Some will ask, "Do they not read the newspapers?" In fact many of them do but what part do we find them reading? Usually the sporting and fashion sections and a few of the startling headlines, but to be required to read the editorial pages of such exceed-

ingly valuable publications as the Outlook, the Literary Digest and the Independent would be considered one of the worst kinds of punishment.

It is becoming a serious question whether we are really educating our children in the things they really need to know. Who is the educated man? The one who can read Homer's Illiad or Virgil's Aeneid, can quote the poets of the past by the page and name all the Greek and Roman deities? Suppose this self-same man were asked to explain the Panama Canal tolls question, the trouble in Mexico, or the income tax, and you should discover that he had no significant conception of these things, would you call him an educated man?

The economic and social welfare of a nation stands in great danger when its citizens are politically uneducated because such people unknowingly allow unjust conditions to arise and continue. What we need to do is to produce such a degree of political intelligence in our citizens that they will be able to recognize political wrong at the very start and detect the intriguing schemes of corrupt politicians.

The most practical and efficient way to produce a nation of citizens politically well informed is through public school instruction. In order to bring about this result thoroughly and effectively it is first necessary for the teacher to be well versed in politics and in all the great questions which are agitating our country to-day. She should get a clear, comprehensive, non-partisan view of political party history, policies and platforms and be able to present them clearly and logically to the students.

There are those who will ask, "Are not the political problems of to-day too intricate and difficult for the comprehension of the average child?" What an absurd misconception this is. As a matter of course these same children are supposed to understand thoroughly the government of the Achean



League, the vicissitudes of the Roman Empire, the changes of French political belief during the period of the Revolution and be able to give several good reasons why Charles I. should or should not have been executed. Does it take any more mental ability to understand the arguments for and against the protective tariff or the reasons why the Progressive party came into existence than it takes to understand the complexity of events which took place before the "Dark Ages?"

It is wholly false to contend that pupils can understand ancient politics but cannot comprehend modern politics. They can not only understand them but will become intensely interested in discussing the various problems confronting our nation to-day when once their interest has been awakened in the subject. This can be brought about by placing in the course of study of our schools a practical study of civil government, practical politics and current problems.

Our country needs a campaign of education and needs to be swept by a great deluge of civic and political information. A free nation demands virtue founded upon intelligence.

*G. K. D., '14.*

#### FIFTIETH ANNIVERSARY

THE Farmington Normal school opened for its first session on August 24, 1864. The fiftieth anniversary of that event will be observed August 24, 1914, with appropriate exercises. It is expected that the new dormitory, to be known as Purington Hall, will be ready for dedication at that time. The bronze medallion, the gift of the alumni, in memory of Mr. Purington, who for twenty-six years was principal of the school, will then be placed in Merrill Hall. It is hoped that a large number of graduates will be able to be present. Applications for board or rooms may be made to Principal W. G. Mallett.







NORMAL SCHOOL ORCHESTRA

THE Social Club, which was so popular during the winter, has been postponed this spring on account of the many activities connected with the school at this season of the year.

The social event of the winter term was the B reception, held February the twenty-seventh, in Merrill Hall. The guests were received in the teachers' room, which was beautifully decorated with potted plants. Those in the receiving line were Mr. Thomas, Mrs. Thomas, Miss Merrill, Miss Lincoln, Miss Porter, Mrs. Mallett, Roland Stockford and Bessie Huckins. During the reception, music was furnished by Hobb's Orchestra, of Lewiston, and at nine o'clock dancing began and continued until midnight.

The entertainments enjoyed by the students have been both musical and dramatic. The Pierces, readers and impersonators, Mrs. Madeline Snowden, presenting "The Melting Pot," and the "Boston Quintet Club" furnished entertainments at Merrill Hall. The Baptist Lecture course proved very interesting also. Miss Marjory Lacey gave a reading of "Everywoman," and Dr. Gabriel Maguire lectured on Africa.

The Normal School Orchestra and a three-part chorus of girls figured in the program of Franklin County Teachers' Convention, in Merrill Hall, April the tenth.

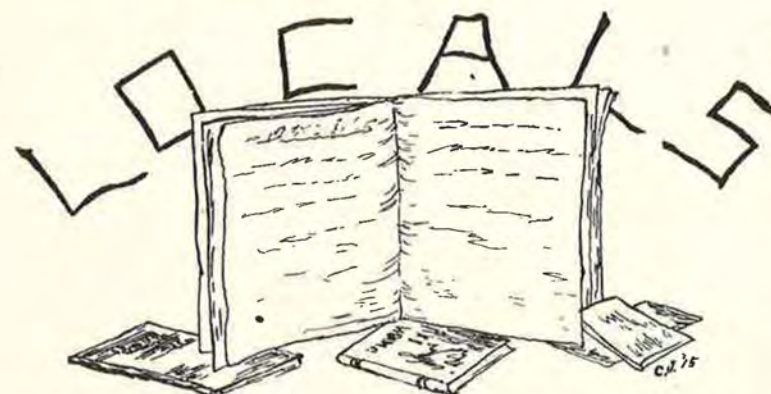
The Arbor Day exercises, conducted by

the Senior Class, were much enjoyed by all. Following is the program :

March  
Reading of the Governor's Proclamation,  
Roland Stockford, Class President  
Music,  
Normal School Orchestra  
Recitation — May is Building Her House,  
Carolyn E. Barker  
Essay — Appreciation of Wild Flowers,  
Lina C. Weeks  
Music — Sweet May (*Barnby*),  
Semi-Chorus  
Recitation { Song of the Open,  
The Green o' Spring,  
Gladys L. Wright  
Essay — Value of Manual Training in the Normal  
School,  
Edna M. Havey  
Music — Maying (*Smith*),  
Frances L. Porter, Roland L. Stockford  
Recitation — The Singing Leaves,  
Elsie Palmer, Edith Ginn, Helen Grover  
March  
Planting the Ivy  
Singing the Ode

Everybody pronounced the D reception a great success. This long-talked-of and much-anticipated affair took place May fifteenth. The Normal School Orchestra furnished excellent music for the dancing, in which more than two hundred joined. Committee: Ruth Austin, chairman, Hilda Goodwin, Marion Black, William Hayden.

The students and members of the faculty were invited to a picnic on Mr. Thomas's estate, Friday afternoon, May 29. A large number was present and games were played until sunset. The party ate their supper in





the orchard, and after a social hour, dispersed with three hearty cheers for Mr. and Mrs. Thomas.

The program for Commencement Week is as follows:

#### SUNDAY, JUNE 14

Sermon before the Graduating Class at 4.00 P. M., in the Old South Church by Prof. James L. Conaughy of Bowdoin College.

#### MONDAY-WEDNESDAY

Regular school exercises in Normal and Training School.

#### WEDNESDAY, JUNE 17

Concert in Music Hall at 8.00 P. M., by the Lotus Quartet of Boston, and Reader.

#### THURSDAY, JUNE 18

Chapel Exercises at 8.30 A. M. 9.00-11.20 A. M., regular school work. 11.30 A. M., presentation of diplomas to graduates of ninth grade, Training School. 3.00 P. M., Alumni Meeting, Merrill Hall. 8.00 P. M., Graduating Exercises, Merrill Hall.

The new dormitory is nearing completion and will be ready for occupancy at the beginning of the fall term. This building was designed by Miller and Mayo, architects, of Portland, and the work has been under the general management of L. E. Bradstreet and Sons of Hallowell. The electric wiring was done by A. T. Thurston of Rockland, the plumbing by Knight Bros., Westbrook, and the steam-fitting by Willey & Calhoun of Portland. It is situated on the corner of Perkins and High Street, and has a frontage of 127 feet, with two wings, each 83 feet in length. It is three-storied, of brick, with artificial stone trimmings, and has a fireproof tar and gravel roof, Barrett Specification. It has every modern convenience, and contains, beside fifty-five sleeping rooms, a kitchen, general dining-room, private dining-room, sewing room, reception rooms, seven baths and a hospital suite.

The students of the Normal school who claim the proud distinction of hailing from Washington county, took supper at "Hillcrest" on April, the twenty-fifth. There

were twenty-one in the party, including three guests, Mr. and Mrs. Mallett and Miss Porter.

The honor parts of the class of 1914: Valedictory, Lucie Preble (excused); salutatory, Mary I. Putnam; history, Lucy E. Sturtevant; prophecy, Bertha Thorne, Mildred Dyer; class will, Myrtle Green, Kathryn Wadsworth; essays, Edna M. Havey, Lina C. Weeks, Doris Rayner, Bessie M. Huckins, Helen Dalzell, Eva Sawtelle, Julia A. Gile; class poet, Gladys Wright; class gifts, Helen Wallingford, Tina Miller.

On the evenings of May 14 and 21, dinners were served at the Annex by the first and second divisions of the A class respectively. At the May 14th dinner the guests were Mr. and Mrs. W. W. Small, Miss Merrill, Miss Camp, Mr. Ingalls and Mr. Storer. Miss Marie Farrar acted as host and Miss Marion Gould as hostess. At the May 21st dinner the guests were Mr. and Mrs. Thomas, Miss Richards, Mrs. Gammon, Miss Newton and Miss Porter, with Miss Elsie Palmer as host and Miss Nellie Walker hostess. The following menu was served:

#### MENU

Tomato Bisque	Canneton of Beef	Croutons
Mashed Potatoes	Escalloped Corn	
	Cucumber Pickles	
	Parker House Rolls	
	Fruit Salad	
	Saltines	
Milk Sherbet		Sponge Cake
Black Coffee		Cheese Straws
Nuts		Mints

#### CHRISTIAN ASSOCIATION

**A**MONG other things in our Normal School in which most of the students are interested is the Christian Association.

The girls who are interested take great pleasure in its advancement. Last fall the Association had, according to custom, a large fair, at which school-pillows, banners, aprons, fancy articles, ice cream, and candy

were sold. In the evening a short farce, "Six Kleptomaniacs," was given. At this fair more proceeds were received than at any previous fair of its kind. During the year, it has had several "recess sales" of candy, apples, or sandwiches, and at the time of the Teacher's Convention in April it had a large candy sale.

So much as to how the Association gets its money, now something as to what has been done with it this year. It entirely supports the reading table on which may be found nearly all of the best magazines. It has bought and kept filled a school "medicine chest." Last winter, it had the pleasure of paying Mr. Mallett's expenses to a convention in Richmond, Va., and every year it pays the expenses of two delegates to Silver Bay Conference, Lake George, N. Y. Its two delegates this year were Agnes Mantor and Mary Day. These girls attended the "Silver Bay banquet" at Bates, as delegates from the Association, May 15.

Every Thursday night after school the Association holds its time honored prayer meeting. As a general thing these meetings are well attended and the girls are very enthusiastic. The topics and leaders for the term are as follows:

Gospel Measure	APRIL 2	Mr. Mallett
Luke 6: 27-38		
Our Choices	APRIL 9	Mr. Thomas
Joshua 24: 14-25		
Choosing Chums	APRIL 16	Kathryn Wadsworth
I Sam. 18: 1-4; II Chron. 10: 10-16; II Cor. 6: 14-18; John 13: 23		
The Minister of Sociability	APRIL 23	Hazel Lathe
Ruth 2: 4; Heb. 13: 2; Rom. 12: 11; Luke 24: 28-32		
Has God a Plan for My Life?	APRIL 30	Fannie Niles
Jer. 29: 11; Isa. 43: 1; 45: 1-5; Acts 9: 15; 13: 2; Matt. 4: 19		

#### MAY 7

How God Uses Fully Prepared Men  
Acts 7: 22; 21: 37; 22: 3; 26: 24-29  
Adelma Choate

#### MAY 14

Mutual Helpfulness  
Rom. 15: 1-13  
Helen Wallingford

#### MAY 21

Lessons by the Way  
Luke 13: 18-35  
Ellen Marshall

#### MAY 28

Problems of Student Life  
Rom. 12: 3-21  
Olive Gotlander

#### JUNE 4

The Need of Christian Teachers  
I Tim. 4: 4-12; II Tim. 2: 1-5  
Helen Pike

#### JUNE 11

Our Work-Day Opportunity to Honor Christ  
II Kings 5: 1-6; Gen. 40: 6-8; Acts 9: 39-41  
Roxa Varney

The officers are, spring term, 1914:

President, Kathryn Wadsworth  
Vice-President, Agnes Mantor  
Secretary, Gretchen Mulholland  
Treasurer, Edith Ginn

#### EXECUTIVE COMMITTEE

Mildred Dyer  
Mabel Pennington  
Edna Bartlett  
Marietta Ingerson  
Mary Day

#### E GEOGRAPHY FIELD LESSON

**O**N Thursday, May 28, the E Geography class had a field lesson under the direction of the teacher, Miss Porter. On the trip the members of the class observed the direction of the streets, the comparative distance between them, the location of important buildings and the trees and flowers they saw in passing. They went up Academy Street, across High, up Middle and along Quebec Street to the gravel pit back of the High School building, where they studied the drumlin and the rocks showing glacial scratches. Then they proceeded to the Bonney Woods, where they observed the trees and wild flowers, and then went to Powderhouse hill. Here they noticed the glacial



scratches on the ledge, the river terraces, the intervals and the winding course of the river which has changed so much in late years.

On Friday morning, May 29, the members of the same class with their teacher, Miss Porter, made a pleasant and instructive trip to the Maine and New Hampshire Granite Corporation at North Jay, Maine. Fred H. Moulton, a member of the class, who is thoroughly familiar with the work connected with the quarry, acted as guide and explained the different processes.

The party first climbed the hill and visited the three sections of the quarry. As they arrived at the blacksmith shop first, they observed the sharpening of the drills and core-cutters for the steam drills by means of machines operated by compressed air. Then they went to the sections of the quarry where they observed the varying thickness of the layers of stone, which range from about three inches to about eighteen feet in thickness; saw the various steam drills, many of which are now run by compressed air, at work making "channels," by first boring lines of holes about two and one-half inches in diameter, about three-fourths of an inch apart, and of about any depth desired, and then cutting out sections or "cores" between the holes by means of "core-cutters;" learned that these channels freed the layers of stone; watched the men cut out of different layers of stone of various dimensions by boring with the "air drills" lines of holes five-eighths of an inch in diameter, three or four inches deep and about four inches apart—with occasionally one of larger diameter and depth—and by splitting the stone open along these lines by inserting "half rounds" and driving a wedge into each hole; and saw a stone thus cut out dragged across the quarry by means of the derrick. They also noticed the large piles of paving blocks and stopped to watch a paving cutter make a few blocks. On their way down the hill from the quarries they saw

how the stones were placed on cars and lowered down the hill, the loaded car pulling the unloaded one up and also turning a switch in proper manner.

They next visited the machine shop, saw the large machines which compress the air, and learned how the air was taken in, compressed, then cooled to condense and take out of it as much of the water vapor it contained as possible, after which it was ready for use.

They now passed through the stone-cutting shed, observing how the rough stone was placed in the shed, and noticing the different tools used and the various stages through which a stone passed before it came out as a finished pedestal for a column, an Ionic capital, a section of a column, or some other part of a building. After this they saw how each stone was boxed to protect the corners and edges during shipment. Last, but not least, they saw the surface-cutting machine at work on four gigantic columns, each of which is five feet, two inches in diameter and about thirty-five feet in length. The class voted the trip profitable and enjoyable.

#### A TRIP TO THE HUB

AS we are the first class to graduate from Farmington Normal school as third year students in Household Arts we thought it would be enjoyable as well as educational to take a trip to Boston this spring, thus broadening our course of study. This trip was planned for and looked ahead to by all through the whole busy year.

Arrangements were made as to places we were to visit and May 9th was set as the date we should start. Our class of six young ladies accompanied by Miss Marion C. Ricker, State Director of Household Arts, assembled at the station on the morning of May 9th in high spirits despite the drizzling rain. Our first visit was to be at the Bates cotton factory in Lewiston. After spending a very enjoyable hour at the mill we went on

to Portland where our party separated, some going on by train, the others, much to their regret later, made the trip by boat.

On Monday morning our whole party assembled at the Berkley Street Y. W. C. A., which was to be our headquarters while in Boston. We first went to the school committee's office to meet Mr. Field, a former graduate of the Farmington Normal, who is director of evening and continuation schools. Here we were directed to the various schools we wished to visit. We first visited the Boston Trade School for girls. It is an institution run by the city and is free to all girls between fourteen and twenty-five years of age resident in Massachusetts. The courses offered here are dressmaking, millinery, machine operating, catering, novelty making, trade design, cutting and fitting. We saw classes doing very dainty and attractive work in all of these branches.

In the afternoon we visited the Walter Baker & Co.'s chocolate factory at Dorchester. We saw the whole process of milling from the time the cocoa beans were turned from the sacks to the finished product. I think what impressed us most here was the almost human machinery which filled, weighed and labeled the cocoa cans. This completed our work for the first day and from the feeling of our aching feet we almost wished it were the last.

On Tuesday morning we visited the Chase & Sanborn's tea and coffee mill. Here as well as in Walter Baker's factory we noticed the sanitary conditions under which the help worked and the conveniences provided for them. We then made a short visit to a school run by the candy factories of the city where girls from those factories were allowed to go two hours out of each week and receive instruction in household management. At the time we visited, they were having a class in home nursing. Our afternoon was given over to shopping and visiting stores.

Tuesday evening we visited the Fox

bakery in Charlestown where thousands of loaves of bread and hundreds of pies, cookies and cakes are turned out daily. After being shown through the bakery we were taken to the barn where one hundred and eighty horses are kept for use on the bakery wagons. We were interested to learn that what bread was not sold by the storekeepers was taken back to the factory and fed to the horses. Before leaving the bakery we were served refreshments of ice cream, cake and hot apple pie. Being true New Englanders something to eat readily appealed to us.

A third day began and our number still seven. To-day as on Tuesday we set out armed with raincoats, umbrellas and rubbers. Our first visit was to the Sunshine laundry in Brookline. The conditions there were much different than one would expect to find in any laundry. On clear days every work room is flooded with fresh air and sunshine. Nearly all the work is done by hand, special care being taken with the torn and stained garments. Only the nicest work is done here as the prices indicated.

A visit to the Walker-Gordon laboratory on Boylston Street in the afternoon was very interesting. Here the milk for invalids and babies is modified according to the doctor's prescription. Every precaution is taken that the milk may be perfectly sterile. After being shown through the laboratory there was a grand dash across the city to catch the train which was to take us to the big milk farm run by the laboratory. Everything about the farm is kept scrupulously clean. The cows are groomed and washed before each milking while the milkers dress in white, one-piece, sterilized suits and white caps. All utensils used about the milking are sterilized even to the milking-stools. The state law allows milk to contain 100,000 harmless bacteriae to the cubic centimeter, while the Walker-Gordon laboratories allow only 10,000 bacteriae, but when the milk was last tested it contained but 3,000



bacteriæ to the cubic centimeter. Milk produced under these conditions is sold at twenty cents a quart. The one aim of the Walker-Gordon laboratories is to save the baby.

The visit to the Nutrition laboratory on Thursday morning was very interesting. Here we saw several experiments in progress. In one room a German doctor was experimenting with a young man to find out how much muscular energy was used up in running five miles in eight minutes on a rotating belt. One of the class remarked that she feared we all would look as fagged out as that runner did before we returned to Farmington. In another room experiments were being performed on several geese.

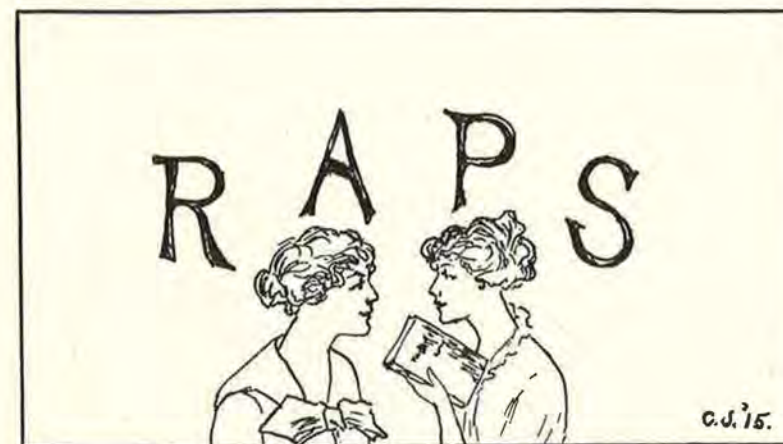
The trip which we girls enjoyed most of all was to the Y. M. C. A. The only fault we found was that we didn't stay long enough. We were shown over the building through the courtesy of Frank P. Spear, Dean of the Association, who recently spoke at our Franklin County Teachers' Convention. It is a magnificent building, finished in dark oak, covering nearly four acres of land and costing very near \$1,700,000. Over 7,000 young men are in regular attendance here at both day and evening schools. Mr. Spear then invited us to take an auto ride to Melrose to visit his dress factory. We arrived at our destination much refreshed after our long ride. At the factory we watched the various steps in the process of making a dress; from the work of the designer, the cutting machines, the making of the garment, and finally to the inspection. Each garment is stamped with the Consumers' League label which means that the garments are produced under sanitary conditions. On leaving the factory we were each presented with one of the "Boston Maid" dresses, a very dainty and attractive house dress.

Friday morning we visited the Practical Arts High school for girls. Here the girls do regular work the first year and specialize the last three years. We visited classes in cooking, sewing and millinery. We were told that there was practically no disciplining in such schools, as each girl was so enthusiastic over her work. Perhaps some of the readers would be interested to know that Mary Antin's two sisters are students here. There is a large dwelling house in connection with the school, which is being fitted up as a modest home. Here the household arts girls are to get practical experience in the running of a home. On Friday afternoon we visited the H. J. Keith Co.'s Egg Powder factory and the Quincy Cold Storage plant. Each was equally interesting. Mr. Keith, as well as his wife, is a graduate of Farmington Normal and showed the class many courtesies and favors.

Our last trip was to the American Sugar Refinery on Saturday morning. At the office we were asked to take off our coats and hats and put on white coats to protect our dresses from the sugary vapor. We saw the complete process of sugar refining. Every step is carefully watched and the solution is tested several times by chemists for its purity, acidity, etc. On returning to the office we found that we were sugar coated. Our hair had turned gray and our faces were all sticky. There was a general cleaning up and we were ready to leave after a most interesting two and one-half hours.

The afternoon was spent in shopping and resting, preparatory to our trip home. Each one declared the trip most interesting and well worth the money and time spent. Our stay at the Y. W. C. A. was very pleasant, and there, as at all places visited, we were given a very warm and cordial welcome.

L. L. I.



MISS Fairbanks: (Illustrating iambic verse) "In this still place remote from men." (Laughter)

Miss Merrill: "This place is not always so still nor so remote from men."

Mary Campbell in B history, describing the mode of Roman living: "They inclined while they feasted on their left elbows."

"Has your washerwoman a large family?"

Miss Hopkins: "O, yes! Six living and three married."

Where was the statue of Minerva on the night of the B reception?

"Music hath charms," particularly on South Street these sultry evenings, when the beautiful strains of a mandolin, conveying to the ear a strange mixture of ragtime and college songs, disturb the peace of mind as well as the study hours of fair Normals.

It is said that Miss B— on her way home from the D hop, ran into one of the trees on South Street. Through close observation one may determine which of the trees is the unfortunate one.

Is your electric bell out of order? Expert repairing done by any member of the D class, F. S. N. S. Work done on Monday mornings only.

#### AN INCIDENT IN D SLOYD

Must I *cane* a chair? Not a *bit* of it! It is *plane* that I must hurry or it will not *auger* well for me. For Miss Walker has said that this frame must be caned before the seventh, if not, I must cane a chair. The fact that caning is tedious work goes against the *grain* and *adse* to my despair. I *saw* some chairs that needed caning and, on the *level*, I'm more firmly convinced than ever that I must *drill* my memory and proceed according to *rule*. This is *awl* straight and square!

What is a hostler?

Miss B—. "A person who drives an automobile."

In F English the following sentence was to be punctuated: Sin said Oliver Wendall Holmes has many tools but a lie is the handle that fits them all.

Miss Howard punctuated as follows: Sin said, "Oliver Wendall Holmes has many tools but a lie is the handle that fits them all." A new insight into Holmes' character!

Miss Merrill: (In D Literature) "Things that are passed along orally are always changed."

Does that account for some of the mottos that are heard in the rear of Merrill Hall every morning?



To smile would be a sin.

EVA GOTLANDER.

Where one is, the other is,  
Where one goes, the other goes,  
What one knows, the other knows,  
And where they both are,  
Nobody knows!

LOVEITT AND SULLIVAN.

Studious and quiet.

BESSIE HUCKINS.

The very flower of dignity.

THEDA HOLMAN.

Divinely tall and most divinely fair.

MARY PUTNAM.

Slender and severe.

MCQUAIDE.

Plug, plug, plug,  
And then plug some more.

LOUISE BARTLETT.

Drink to me only with thine eyes,  
And I will pledge with mine;  
Or leave a kiss within the cup,  
And I'll not ask for wine.

R — to "C —."

Miss Austin in D Drawing: "The pyramids were built by the slaves, taken in war to be used as tombs." Shades of Rameses! !

Mr. Thomas: (In Zoölogy) "What is the larva of the house-fly called?"

Miss C — : "Fly-speck."

Little Boy Blue, come blow your horn  
(not!).

Whither, midst falling dew

While glow the heavens with the last steps of day,  
For through the muddy roads dost thou pursue  
Thy solitary way?

GOODWIN.

Miss H — was heard to remark: "I think those pendulums the girls are wearing are real pretty."

All the world's queer except me and thee,  
and even thee is a little queer at times.

JOHNSON to BLAKE.

"An eye for an eye and a tooth for a tooth."

GRACE THOMAS.

# THE SEVEN WONDERS OF F. N. S.

We wonder —

1. If Rule III will ever be abolished.
2. How one head can carry all she (Lina Weeks) knows.
3. If this institution will ever cease to be co-educational.
4. If Eva Gotlander will ever occupy one of the rear seats in Merrill Hall.
5. If Marion Baker's stock of big words will ever run low.
6. If "Ty" wishes to "see more of Swampscott."
7. If the editorial board has lost any sleep over this paper.

What do the business manager and assistant manager get out of the paper? Blisters on their feet.

Have it ready for you within twenty-four hours?

School for A class night and day.

Dumplings vs. yaller fat.

Two pieces of gingerbread is better than one even if one does belong to the other fellow.

Some of us like dumplings pretty well but we draw the line at yellow fat.

Have the A Class learned to recognize nuts when they see them?

Miss Wright, on being called upon to give a quotation from Macbeth, repeated the following:

"I am one, my liege,  
Whom the vile blows and buffets of the world  
Have so incensed, that I am reckless what  
I do to spite the world."  
(Laughter).

Mr. Nowland — "Charles V. was the son of Queen Ferdinand and King Isabella."

Isabella may have been master of the house but we've never heard it before.

Bang! Miss Thompson appears out in one of the new shades.





THE GYMNASIUM

"He who 'hesitates' is lost."

Yes! we've learned it to our cost!"

(At the D Hop).

"Miss Ricker, how do you make these darned patches?" said Miss M — in the sewing class. Miss M — is a very demure maiden so we infer that reference was made to the darning stitch.

Miss Hinckley's home is evidently near the ocean since she was absent-mindedly heard to remark about the Sandy River, "O, yes! It flows the same way all the time."

Stately and tall, he walks in the hall.

HAYDEN.

Miss Herrick, reading "Woodstock" — "We will slam (shame) them for their tardiness."

A formal complaint has been entered by the Agriculture Class against the destruction of their specimens by the rats in Room 9.

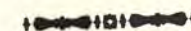
Lost — On Main Street, somewhere between the First National Bank and South Street, a sum of money. Finder please return to Miss Sullivan.

Miss Merrill in Botany Class — "What do you find on the outside of your head, Miss Coffin?" "Miss Brackett."

"What is found around the heads of dandelion, Miss Ginn?" "Brats."

Miss Chase — "Take a double crochet."

Miss L — "Double crochet? I thought it was trouble crochet."



## THE ALUMNI

### MARRIAGES REPORTED SINCE

JUNE 1, 1912

1885. Henry A. Sanders, A. M., Ph. D. — Charlotte I. Paynor, February 12, 1913.

1895. Anna A. Wood — Rev. N. M. Heikes, May 16, 1913.

1896. Katharine E. Russell — Daniel B. Tierney, September 2, 1913.

1900. Chester K. Williams — Gladys M. Williamson, October 30, 1913.

1901. Cleveland E. Giles — Marion L. Perkins, October 28, 1913.

1902. Nellie E. Potter — Ralph J. Patten, May 27, 1911.

1902. Ella B. Russell — Charles A. Magoon, September 3, 1913.

1903. Della M. Bemis — John H. Winchester, January 1, 1913.

1903. Eva M. Farrington — Charles H. Cary, June 30, 1913.

1903. Grace L. Griffith — William Roberts, September 30, 1913.

1903. Susie B. Sherer — Charles H. Morey, September 10, 1913.

1903. Chester E. A. Starrett — Mary H. Thompson, September, 1910.

1904. Ethel W. Fogg — George E. Bell, January 22, 1914.

1904. Mabel G. Holland — Ora W. Hardy, July 15, 1913.

1904. Celia B. Leland — Rev. John E. Hunt, August 27, 1913.

1904. Winthrop H. Stanley — Maude E. Dyer, July 9, 1913.

1904. Clarissa L. Weymouth — Raymond B. Williams, September 2, 1912.

1905. Lizzie F. Gilman — Randall McQuilkin, August 20, 1913.

1905. Maude Oliver — William A. Todd, October 18, 1913.

1906. Linda A. Chase — George E. King, July 2, 1913.

1906. Maude B. Cole — Howard E. Savage, June 24, 1913.

1906. Maude E. Dyer — Winthrop H. Stanley, July 9, 1913.

1906. Fostina Purington — Frank E. Farnham, June 25, 1913.



1906. Rena H. Wiley — Sumner A. Haley, August 26, 1913.
1907. Lena Bragdon — William G. Ferguson, October 15, 1913.
1908. Lida M. Phillips — Harold C. Fletcher, June 27, 1913.
1909. Ethel E. Allard — Wallace E. McQuarrie, June 25, 1913.
1909. Edna R. Benner — Lester J. Libby, December 31, 1912.
1909. Goldie H. Blaisdell — Frederick G. Davis, July 16, 1913.
1909. Gertrude E. Folley — Harry W. Smith, July 23, 1913.
1909. Lura B. Goodwin — Raymond B. Reed, February 26, 1913.
1909. Eva M. Huart — Pearle Nickerson, November 28, 1912.
1909. Ada L. Jeffrey — Rev. John H. Trites, March 25, 1914.
1909. Malo H. Robbins — Donald B. Goldsmith, April 8, 1913.
1909. Helen M. Robinson — Burr F. Jones, August 12, 1913.
1910. Gertrude E. Emerson — Victor H. Hinkley, October 8, 1913.
1910. Effie M. Hanson — Joseph F. Steele, June 25, 1913.
1910. A. Lillian McCormack — Forrest E. McLaughlin, April 9, 1913.
1910. Edith R. Randall — Earle R. Grant, August 28, 1913.
1910. Nathalie S. Withington — Austin T. Hyde, June 30, 1913.
1911. Olive W. Benton — James Kilgour.
1911. Linda E. Beverage — Alvin H. Carver, June 24, 1913.
1911. Leonora M. Clark — Frank E. Brown, June 25, 1913.
1911. Esselle A. Jennings — Harry A. Craig, June 25, 1913.
1912. Grace A. Diffin — Laurance White, August 12, 1912.
1912. L. Jean Foote — Charles E. Clark, July 14, 1913.
1912. George R. Gove — Kathleen H. Fiske, December 26, 1913.
1912. Edith M. Nash — Capt. Grover Cole, March 29, 1913.
1912. Doris Parlin — Carl F. Davis, March 25, 1914.
1912. Ethel Perro — William Chasse.
1913. Charles E. Clark — L. Jean Foote, July 14, 1913.
1913. Malo Plummer — Clyde L. Collins, June 30, 1913.

## NECROLOGY

1869. Hattie F. Stevens-Wing, January 4, 1913.
1869. Josephine L. Tarbox-Bell, March 30, 1914.
1873. Josephine Thompson-Nash, January 31, 1911.
1875. Georgia A. Ellis-Hayford, March 18, 1913.
1877. Manley E. Lowe, August 27, 1913.
1879. Etta M. Reed-Twombly, December 18, 1912.
1888. Inez C. Pickard-Richardson.
1888. Clara L. Scales-Derry, March 2, 1914.
1893. M. Idella Farmer, March 30, 1913.
1894. Lena H. Abbott-Sandford, February 20, 1913.
1896. Flora Shaw-Hitchings, March 4, 1914.
1898. Susan F. Wiley, May 7, 1914.
1899. Abbie Verrill-Davis, July 26, 1913.
1908. Bessie E. Leavitt.
1912. Grace R. Knight, July 31, 1913.
1913. Sara G. Sprague, October 29, 1913.

## CLASS OF 1914

- |                    |                 |
|--------------------|-----------------|
| Vera L. Adams      | Canton          |
| Lois F. Allen      | Sanford         |
| Carolyn E. Barker  | Athens          |
| Sybil G. Barker    | Fryeburg        |
| Edna M. Bartlett   | Locke Mills     |
| Louise F. Bartlett | South Thomaston |





FIRST BASKETBALL TEAM



SECOND BASKETBALL TEAM

# FARMINGTON NORMAL

27

Anna E. Beal  
 Ethel M. Beal, 144 Lenox St., Boston, Mass.  
 Marion E. Beedy  
 Blanche M. Belches  
 Ruth D. Blake  
 Opal Boston  
 Myrtle A. Bradeen  
 Lora J. Bridges  
 Alice M. Briggs  
 Gladys C. Buswell  
 Ruth W. Clifford  
 Frances R. Coffin  
 Harriette E. Crockett  
 Helen T. Dalzell  
 Rena P. Davis  
 Gertrude K. Day  
 Mildred F. Dyer  
 Lottie L. Dunn  
 Clara M. Farrar  
 Pansy M. Felch  
 Ruth M. Gale  
 Julia A. Gile  
 Vira A. Gilmore  
 Edith G. Ginn  
 Enna Gleason  
 F. Esther Goodell  
 Marion Gould  
 Myrtle L. Green  
 Helen M. Grover  
 Mildred M. Hatte  
 Edna M. Havey  
 Nellie D. Hinds  
 Susie B. Holt  
 Bessie M. Huckins  
 Flora M. Hunt  
 Stella S. Hutchins  
 Marietta Ingerson  
 Frances C. Johnson  
 Ruth B. Lander  
 Edith A. Luce  
 Tina M. Miller  
 Gretchen A. Mulholland  
 Ella E. Murphy  
 Hazel D. Norris

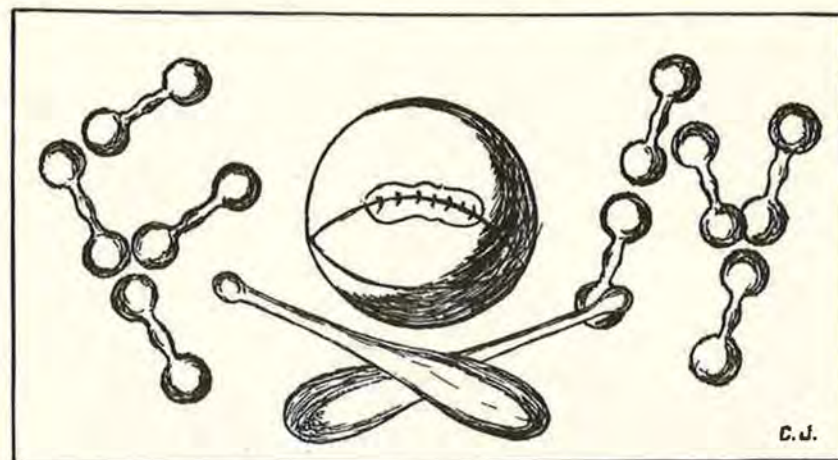
Phillips  
 Livermore  
 Winterport  
 Farmington  
 Athens  
 Mexico  
 Sangerville  
 Turner  
 Exeter  
 N. Edgecomb  
 Harrington  
 Guilford  
 Rockland  
 Auburn  
 Livermore Falls  
 Hanover  
 W. Pembroke  
 Rumford Centre  
 Cornish  
 Jackson, N. H.  
 Buckfield  
 Turner  
 Auburn  
 Mexico  
 Monson  
 Gardiner  
 Skowhegan  
 Gardiner  
 Charleston  
 No. Sullivan  
 Livermore Falls  
 Canaan  
 Eastport  
 Cundy's Harbor  
 Phillips  
 Vinalhaven  
 Auburn  
 Bingham  
 Farmington  
 No. Jay  
 Lubec  
 Bangor  
 Monmouth  
 Ralph W. Nowland  
 Mary E. Packard  
 Helen S. Page  
 Elsie M. Palmer  
 Mabel I. Pennington  
 Frances L. Porter  
 Lucie W. Preble  
 Mary B. Prince  
 Helen M. Purinton  
 Mary I. Putnam  
 Doris Rayner  
 Nellie W. Reed  
 Villa L. Russell  
 Eva L. Sawtelle  
 Clara M. Shaw  
 Alice M. Smalley  
 Alta W. Smith  
 Myron L. Smith  
 Roland L. Stockford  
 Lucy E. Sturtevant  
 Teresa E. Sullivan  
 Emma L. Tabbutt  
 Susie A. Taylor  
 Myrtle E. Thompson  
 Bertha R. Thorne  
 Florence A. Tibbetts  
 Flora S. Titcomb  
 Kathryn Wadsworth  
 Grace D. Walker  
 Nellie G. Walker  
 Sarah H. Wallingford  
 Ruth I. Webster  
 Lina C. Weeks  
 Myra S. Weeks  
 Gladys L. Wright  
 Elgiva B. Luce  
 Elsie G. Means  
 Flora T. Norton  
 Herberta A. Penley  
 Eula M. Skinner  
 Lucy L. Thompson

Gardiner  
 Hartland  
 Milo Junction  
 East Sumner  
 Patten  
 Farmington  
 15 Elm St., Bangor  
 Madison  
 133 College St., Lewiston  
 Winthrop  
 Skowhegan  
 Boothbay  
 New Sharon  
 Augusta  
 Farmington  
 Tenant's Harbor  
 Bethel  
 Pembroke  
 Winthrop  
 Hebron  
 Lubec  
 Columbia  
 Farmington  
 Vanceboro  
 Strickland  
 Boothbay  
 Farmington  
 Gardiner  
 Farmington  
 Farmington  
 Auburn  
 Rangeley  
 Mexico  
 Farmington  
 Monmouth

## ADVANCED CLASS

15 Davis St., Auburn  
 Machias  
 13 Berkley St., Taunton, Mass.  
 Rumford Center  
 Port Clyde  
 Machias





## ATHLETICS

CONSIDERING the number of boys in school, there being only five, two of whom had never played, with the assistance of Eddie Carr of the High School, we had an extra good team, winning three of the six games played. The scores of the games were as follows:

January 30: F. S. N. S., 16—F. H. S., 15.  
 February 6: F. S. N. S., 16—F. H. S., Juniors, 15.  
 February 13: F. S. N. S., 22—F. H. S., 24.  
 February 19: F. S. N. S., 25—F. H. S., 31.  
 March 6: F. S. N. S., 13—F. H. S., Juniors, 12.  
 March 14: F. S. N. S., 11—Invincibles, F. H. S., 13.

The fifth game was especially good. At the end of the first period the score was tied 5-5. At the close of the second period it was also tied 11-11. An extra period was played at the close of which the score stood 13-12 in favor of the Normal School.

Many good plays were made on both sides and the games were clean and well played. The goal shooting of Stockford was especially good. In one game he shot sixteen fouls

out of seventeen trials. The team work of the High School team was extra good and proved very hard for the Normals to work against.

The lineup was as follows:

R. F.,	Stockford
L. G.,	Hayden
L. F.,	Nowland
C.,	Newell
R. G.,	{ Carr Moulton

The B and E girl's basketball teams were organized as usual in the winter term. The B's had three teams and the E's four. The majority of the games were practice games with no spectators. The teams were generally well matched. The important game was played in the Normal gymnasium between a town team and a B team, the Normal team being defeated. It was a good, clean game and aroused much more enthusiasm than the class games. The team work of the town girls was noticeable in contrast with the lack of it in the B's. The E's in general did much better team work than the B's and should have a strong team next year.



## EXCHANGES

SINCE the FARMINGTON NORMAL is making its first appearance in its new series, it has been impossible to introduce into its pages an exchange column such as is desired. Nevertheless, as the publications continue in the future, it is hoped by the editors and by the student body that regular communication will take place between this and many other Normal schools, colleges, and secondary schools. Through our exchange column, we not only hope to offer and receive commendable ideas and plans for the school paper, but also to give and gain an insight into school life which can be gained in no other equally satisfactory way.

To the colleges, year after year, more of our graduates are going, finding there a supplement to their Normal course, which means to them new opportunities and advanced success in later life. Year by year, college students and authorities are recognizing more fully the broadness and value of our Normal training, thereby gradually placing us on a footing parallel to that now occupied by the colleges. Thus, from you,

we solicit your patronage which will bring to us enjoyment, encouragement, and means of further development.

From the high schools, academies, and seminaries, an increasingly large proportion of students are coming to join our ranks. Our warm interest, which we trust is reciprocated, is extended to you. We invite you to enter our Exchange column.

To the other Normal schools we extend a hearty greeting of "Welcome" and a cordial invitation to become better acquainted with us through our school paper. You are our kindred spirits. We especially desire to exchange with you, since we have much in common. Our studies, our methods, our anticipations, our sports, our recreation, our school life in general will, we hope, touch a responsive chord in you which will induce you to return the desired sketch of your own surroundings.

To one and all we come with a sincere "Glad to know you" through the magic word "Exchange!"

*Elizabeth M. Maxwell,  
Exchange Editor.*



THIRD BASKETBALL TEAM



BOYS' BASKETBALL TEAM



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Many flat feet are fitted with high arched footwear, while many arched feet are fitted with low, flat and ungainly looking shoes.

90% of foot trouble is caused from ill fits, and as you are preparing yourselves for teaching, you should not only know it, but it is your duty to be properly fitted. Remember hardwood floors and constant standing as your vocation calls for you to do, means even more trouble to you.

Let us show you what you need, which with our years of practical experience qualifies us to properly fit. It will cost you no more, and if we haven't got what you need, we will get it for you.

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