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THE NORMAL MESSENGER

New Whatcom, Washington
Quarterly
December, 1899

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NEW WHATCOM, WASH.

THE NORMAL MESSENGER

DECEMBER, 1899

"TRUTH AND LOVE," THE WATCH-WORD OF THE TEACHER

JANE CONNELL

SWEDEN'S profound philosopher and mystic, Emanuel Swedenborg, more than a hundred and fifty years ago enunciated a principle the importance and grandeur of which the world has been very slow to recognize. It does not fall within the province of this paper to set forth that principle in the fullness with which it was elaborated by Swedenborg, in fact the briefest statement of it will be given here, but while we seek to make the application of it in one line we shall hope that the reader will be carried on by interest in the thought to a study for himself of its deep significance in other directions.

The two essential elements of the Divine nature are, according to Swedenborg, Truth and Love. The two eternal principles in human life are Truth and Love. Both principles find their origin in the Divine nature. Each is essential to the other. Without love truth is cold, barren, fruitless. Without truth love is contentless. From the perfect union of the two, perfect justice results. From their separation or the obscuring or diminishing of either injustice and unhappiness result, the degree being proportioned directly to the degree of separation or obscuration.

To become strongly convinced that a far-reaching truth is contained in this thought of the great religious philosopher, one need only begin the application and the truth will reveal

itself, showing an ever increasing depth as the thought is pursued. There is probably no one to whom the interdependence of truth and love in domestic life is not evident, or will not become evident after a moment's thought. The marriage relation depends upon it—is it. The happiness of the home flows from it. The wrecked home is the result of the failure to recognize it. If love exist without truth, intolerable suffering is the result or intolerable sin the unnatural condition. If truth exist without love the same suffering is the result, or fruitless, barren life the condition; for without love there can be no rich development of moral life, no warmth in the soil and atmosphere of the home, a necessary condition for the growth of virtue.

To the true development of the individual nature, love and truth are just as essential. The symmetry, the poise, and the strength of character which make an individual at the same time an unconscious influence by example and an active agent for good are the result of the action of truth and love in his own life. His large, clear vision, broad charity, and strong helpfulness are the result of the union of these forces in his own nature.

In society at large in proportion as truth is perceived and love prevails, just institutions arise, equable conditions exist, and happiness results.

Leaving the reader to test the truth of these assertions for himself, we will turn to the practical application of the principles of truth and love in the schoolroom.

The purpose for which the school exists, it will be conceded, is to fit the child for the life he is to live by giving to him in the most effective form and way his heritage of knowledge,—that is, the truth garnered and transmitted to him by the world out of its wisdom and experience—and by developing in him the power for successful application of this knowledge to his conditions and environment for

his own development and his usefulness to the world. This high office of the school imposes upon the teacher a task unequaled in difficulty by that demanded of its followers by any other profession, and requires for its fulfillment a power which only the spirit of truth and love can produce.

It is only in the hypothesis that evil exists in the world along with good in order that man may by his choice between the two be a responsible moral agent, that we find any justification for the existence of such a thing as evil in the world, and a constant progress toward a final triumph of good is the only logical hypothesis which can reconcile the awful struggle between good and evil with a just God. Of the fact that the struggle goes on we are all witnesses by experience and observation, but no fact points more surely to the power and progress of good than the deep and growing recognition among those in the teaching profession, and out of it, of the true office of the school; the recognition of the fact that foremost among its duties is the development of the child into a responsible moral agent.

Understanding that to fit children for the life before them by effective imparting of knowledge and by developing mental and moral power is the work of the teacher we are now prepared to inquire what things are demanded of her, and we are quick to reply, in the familiar answers to the question—scholarship, honesty, pleasing address, patience, self-control, etc. For the teacher I wish to translate these requirements into two words, just the two simple words to be found at the head of this article, but words which stand for principles divine in their origin and nature, unlimited in their significance, and incalculable in their power and warmth of inspiration.

The world is right in demanding that its teachers should have all the qualities enumerated above, and more too. Every teacher

should have thorough and accurate knowledge of the things she is expected to teach, *should* be honest, patient, self-controlled, *should* be attractive to her pupils in person and spirit, but have we reached the ultimate conditions by which she is to become these things when we place them before her as ends to be attained. We may command an unhappy or fretful child to be happy, may place happiness and happy looks before him as a duty, may convince him that he ought to be happy, but if he have not a *spring* of happiness somewhere within him his attempts to be happy will be pathetic failures. Men and women are only grown up children, and attempts on their part to be patient, honest, self-controlled, are made, nine cases out of ten, only to meet defeat if there be no inner spring furnishing deeper motives for their actions. Such inner spring we do not hesitate to affirm is to be found in the life dominated by the principles of truth and love. Let us give it the test. We will take truth first. Shall we attempt to define it? How shall it be done? We may say that it means fact, reality, conformity to fact, veracity, fidelity, integrity, virtue, honesty—and it does mean all that, but how much more? How shall we reach a just comprehension of what it is? Can we do it and not have attained the infinite? Perhaps we can only “see thro’ a glass darkly” now, and simply know that through all life, physical, mental, and spiritual there runs a principle unchangeable, enduring, and having its source in God. A something which we call truth and know it as it meets the demands of our inner nature and stands opposed to all that is false and evil. Whatever it is, it is what men have sought after from the foundation of the world, and the thing which when found, whether in the physical, mental or spiritual world has been a mighty factor in the development of the race and the progress of civilization. It is the thing which one generation seeks to pre-

serve and hand down to the next. It is the thing for which schools were established and are maintained to teach. The truths of letters, the truths of mathematics, the truths of science are only some of its phases. Can the teacher question his high calling when he considers these things, and can he question that his best preparation is the principle of truth within himself. Will not the principle rightly understood compel him to *know* the truth so far as it is attainable, thereby securing for him good scholarship, one of the things demanded of him? Will it not compel him to be honest? Truth, if it become a part of one's nature will not permit carelessness or indifference in dealing with itself. Full, clear truths, not half truths, must be taught to pupils. No teacher who has set truth before her as a thing to be attained and taught can be dishonest in her work. The nature of truth precludes the possibility of it.

But if the principle of truth in one's life produces good scholarship and honesty, to what shall we trace self-control, patience, attractiveness, and some of the other virtues demanded of teachers? The other term suggested to teachers as part of a watchword is love. Were we to attempt to define this term we should find it fully as difficult of definition as truth, but we may say that it, too, is a principle unchangeable, enduring, and having its source in God. A something which attracts us by its beauty and power of giving happiness, and which stands opposed to all the evil passions of the world. The Christ, the meaning of whose life the world is only beginning to grasp, came to show its power and significance. The effects of love we can trace in the lives around us and the effects of its absence we can trace. Where it is not we find selfishness, dissension, crime, unhappiness. Where it is, and where truth is with it we, find the conditions for the growth of all virtue, justice, and happiness.

Do you ask, teacher, what will best give you patience when a pupil seems slow or willful? It is love; the love that will give you insight into the pupil's needs and make you care too much for his welfare to yield to the possible irritations of the moment. How shall you attain self-control? By having the love in your heart that will master yourself. How shall you make yourself attractive to your pupils? By letting love shine out from your face, flow out through thought, word, and deed.

In suggesting truth and love as the watch-word of the teacher we are not using mere names. We are suggesting to him the possibility of working into his own nature the two most powerful forces in human life. Kept before the eye, treasured in the heart, they work out in the life ripe knowledge, perfect integrity, poise of character, and beauty of personality—all the powers and all the virtues which should be the equipment of those who would be teachers of men.

THE CLASS ROOM

THE following brief comment upon the daily work of the departments is given for those who may be interested in knowing what classes are being conducted during the first half of the school year.

The work of the school is conducted upon the laboratory plan, and an extensive use of reference and parallel works is made. All work is outlined upon the basis that the student has reached the age of the why, as well as of the how, and careful work is done to give every student the ability to study and impart to others that which he has learned.

Doctor Mathes, who enjoys a well-earned reputation as an instructor and lecturer in history, teaches three classes in that subject. One is a course in general history, offered to the third year class, which consists of lectures and recitations. The course in methods in history is taken by the senior class, and in it

investigations and discussions are carried on regarding the best methods of teaching history. Doctor Mathes also has the course in history of education, a subject in which he is perfectly at home and which he presents in an extremely able way.

In room number one the visitor will find the science work. In this department during this term, are conducted classes in biology, geology, physics, and physical geography. In biology the classes have been at work upon fundamental tissues, and have made a thorough study of the following types: Three flowering plants, a fern, a liverwort, a mushroom fungus, diatoms and bacteria. They are now at work upon the grasshopper. In physical geography the text book has been supplemented by work with charts, government reports, maps, excursions to stone quarries to study glacial action, and the dip and strike of rocks. This same line of work has also been followed in the study of geology.

In physics the work has all been done in the laboratory and a full outline of the work will appear in a later issue.

In room two is situated the art department, and as a result of the fall's work the room is already tastefully decorated with much original material. The work in drawing is free-hand and is executed both in crayon and water color. The interest manifested by the students is most commendable and promising. In addition to the elementary classes there is also a class of forty-one in methods of drawing.

In this room also is conducted the reading work. All first year students take reading, and special attention is given to the expression and interpretation of thought. There is also a large class in methods of reading.

The drawing, reading, and physical culture are all under the direction of Miss Avadana Millett.

There are four classes in physical culture.

In room three there are heard three grammar classes and three vocal music classes. In grammar, the time has been spent in mastering the elements of speech, with special reference to analysis and parsing.

The vocal music classes are mastering the science of reading music so well that they have already furnished selections for the general assembly exercises, and the tones wafted over the building are both vigorous and musical. Miss Ida A. Baker, the efficient teacher of these branches, also has charge of the music in the Model school.

Prof. Robert B. Vaile presides over room four and teaches three classes in elementary algebra, and the same number in physiology. This work is hard, dealing as it does with fundamentals, but Mr. Vaile is faithful to his trust, and light is gradually breaking in upon the earnest efforts of the class.

In the southeast corner of the building on the main floor is the mathematical department, presided over by Prof. J. T. Forrest, who has charge of two advanced classes in algebra, and two methods classes in arithmetic. The work in algebra is eminently thorough and gratifying, and the discussion of methods is supplemented by object lessons from the model school. All methods are thoroughly analyzed. In addition to the mathematical work, Professor Forrest teaches state constitution and has created much interest in the subject.

In room seven Miss Jane Connell presides over the English and Latin work. Two classes are conducted in American literature, two in rhetoric and one in an interpretative study of literature. There are also two classes in beginning Latin and one in Caesar. All work in the English department is conducted upon the laboratory plan, and much critical work is done. Miss Connell also teaches a class in methods in English.

Room twelve is the home of the primary grades of the model school. The room is equipped with slate blackboards, work-table, sandboard, and is a very pleasant and well-lighted room. These little people have adopted the name of "Four Leaf Clover," and love their literary work as well as the advanced pupils.

In room thirteen is located the grammar department of the model school. The sixth and seventh grades are represented in this department and the school has developed a thorough organization both in work and discipline. The school also has an active literary society, and possesses some excellent musical talent.

Miss Rogers, supervisor of the training department, has charge of this room, and also teaches a large class in general methods in connection with the training work. The training class numbers sixty-two members. In addition to their regular observation work, practice teaching and recitations on methods, a course of lectures has been arranged specially for this class. These lectures are being given every Friday morning throughout the year, and are being delivered by members of the faculty.

Prof. Epley has given the following: "Ventilation," "Bacteria and Disease," "Nature Study," and "Geography."

Prof. Forrest is at present giving his course, his subject being "The Register," "Duties of Parents," "Duties of the Teacher" and "School Law."

Miss Millett begins the new year with "The Influence of Art," "The Utility of Drawing," "School Room Decoration" and "School Sports."

Miss Connell will follow with "Common School Libraries," "Home Work," "Public Entertainments," "A course of Reading."

Prof. Vaile will discuss "Teachers' Journals" and "Current Events."

Miss Baker's subjects are to be "Music," "Kalevala" and "The Tomb of the Muses."

Some time during the latter part of the year Sup't E. E. White and Sup't W. J. Hughes will each deliver two lectures. Their subjects have not yet been determined.

Every student in the normal school is required to take spelling. The work for the year has been divided by a committee of the faculty, under the following lines: diacritical markings, syllabification, definitions, use of words in sentences, synonyms, rules for spelling and pronunciation. Each member of the normal faculty has a spelling class, and fifteen minutes daily are devoted to the work.

THE NORMAL MESSENGER

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THE NEW WHATCOM STATE NORMAL SCHOOL

NEW WHATCOM, WASHINGTON

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VOL. I.

DECEMBER, 1899

No. 1

To the people of the State of Washington,
Greetings:

Far up in the Northwestern corner of the Evergreen state, on the beautiful shores of Bellingham Bay, has arisen a new institution of learning, the Whatcom State Normal School.

The building is situated upon the side of Sehome Hill, which rises in graceful terraces from the bay. The view thus acquired is inspiring.

The City of Whatcom, with its adjoining country, the Bay, girt by the islands of the Sound, the hills, covered with the evergreen forests, and far away, the snow-capped mountains of the Cascades, spread out before one as a panorama.

The first year of school started September, 1899, with over 200 ambitious, energetic pupils eager for work.

As this, the first number of the paper published by them enters your home, may it also enter your hearts and awaken therein a warm sympathy and a kindly interest in thrie behalf.

Although the Whatcom Normal School may be young in years; that is the only youthful quality which could well be applied to her. Her well-chosen faculty, large enrollment list, carefully regulated class work, three laboratories, and well-stocked library would suggest a greater age than she can boast.

The Whatcom Normal School has started with the good wishes of the Washingtonians and with a firm determination of her own to carve out a name in the Far West, she looks to her friends to secure for her the necessary equipment for this worthy work.

She is attempting the work of only the best grade of normal schools, and offers an opportunity, nowhere excelled in the Pacific Northwest, to young people of both sexes for fitting themselves for the noble profession of teaching.

To the initial contributors to THE NORMAL MESSENGER who have aided so materially the undertaking of presenting a representative and valuable journal to the friends of our school, we are very greatly indebted. Mrs. Ella Higginson, of New Whatcom, kindly permitted us to reproduce her "Lullaby." The poem entitled "Our Colors," is representative of the literary work produced by the student body, since it is from the pen of the youngest student of the school. The article describing the daily class work is prepared from a most intimate knowledge of the actual conditions and we commend it to all who would know more of our school. The thought and work of the faculty is ably represented by the opening article and by the drawing outlines. The accounts of the literary societies and the personal notes are furnished by the associate editors.

Thus have we accomplished the twofold aim of our journal, to furnish a means of communication between our Normal School and those interested in it and to put in a permanent form for general use some of the best work and thought of our institution. We send it forth in the hope that much good may result from it.

To our printers and advertisers we extend our thanks for the appearance and commercial value of our paper. It will be noted that the cover reveals the Normal School colors, blue and white.

For the future we have in store a quantity of excellent material. The successive issues, of which there will be three more this school year, will fully sustain the standard set by this first number and we trust that our regular subscribers will be on the lookout for them.

LULLABY

ELLA HIGGINSON

I WAS was loungin' amongst my pillows,
 Coaxin' sleep with many a sigh,
 An' some one in the room above me
 Was singin' a lullaby;
 An' I could hear the cradle a-rockin'
 Creakety, creakety, to an' fro—
 An' the woman a-singin, "*Hush—thee—
 Go—to—sleep—to—sleep-e-e—go.*"

There wasn't a rag of a carpet
 On the floor of that room, you bet,
 An' the regular swing of the cradle,
 W'y, I can almost hear it yet;
 An' the sleepy coo of the baby
 That was bein' swung to an' fro
 To the wonderful music of "*Hush—thee—
 Go—to—sleep—to—sleep-e-e—go.*"

You wouldn't of thought that a fellow
 That's got down as low as I
 Would of felt kind of queer 'cause a woman
 Was singin' a lullaby;
 An' at first I felt just like swearin',
 That a hotel should treat me so,
 For I couldn't hear nothin' but "*Hush—thee—
 Go—to—sleep—to—sleep-e-e—go.*"

But it seemed to git softer an' lower,
 An' kind of familiar, too,
 With the cradle a-rockin' slower,
 Just like my cradle used to do,
 Till I could almost feel the motion—
 Rock-a-bye—rock-a-bye—to an' fro—
 An' my mother a-singin' "*Hush—thee—
 Go—to—sleep—to—sleep-e-e—go.*"

For she sung it to "I love Jesus,"
 Just as my mother used to do,
 An' it set my heart all to achin',
 An' the tears to comin' too;
 Till I just *wisht* I could slouch back there,
 An' my mother could set there an' sew,
 An' I could hear her—*just once*—singin' "*Hush—
 —thee—
 Go—to—sleep—to—sleep-e-e—go.*"

SUGGESTIONS FOR ART EXPRESSION FOR TRAINING CLASS

AVADANA MILLETT

"You can no more paint what another man sees than you can see with another man's eyes or feel with another man's soul."—Ruskin.

The child must be trained to see and then to express what he sees.

All exercises in expression should grow out of lessons upon other subjects, and so be closely related to the work of each day, particularly to nature study, geography, history and literature.

Concentrated observation of the object will produce a thought image of the same. If on expressing this image it is found to be indefinite or not true, more attentive observation must be given to the object. But practice in execution alone will not give power or skill in expression. The center of action must be developed. This can be done, not by doing one thing repeatedly, until proficient in that doing, but by exercising thought on new impulses of action until it becomes natural for the mind to express through the hand the image that it holds.

Expression will tend to make the image more vivid.

When the image is an original creation more time must be allowed for thought.

If the lesson is in connection with nature study the specimen should be before the child; for this, time should be given for him to do his work well. But if the object is to express the thought-image of which a lesson has been treating, the expression should be rapid and simple, giving no attention to detail. Before calling for expression, study the specimen carefully and give brief instructions for picture making. This should be a general class exercise. The more intense the interest awakened, the more vivid the mental images will be.

Under strong impulse or with strong desire to express, much of the difficulty of handling material is overcome.

Skill will, of course, vary with the individual. Consider effort rather than result.

Encourage individuality and originality in the work. Encourage neatness and proper care of materials.

Aim to develop a correct memory for form, attentive observation and power in doing.

Awaken enthusiasm and a desire for improvement by carefully criticising, encouraging and commending.

Ask pupils to criticise their own work.

Freedom should be allowed the pupils in their expression, but by sympathetic, intelligent training, lead them toward higher stages of appreciation and of creative power to a point where they can, to some extent, enter into the thought and feeling of artists.

Choose that medium for expression that is best suited to the lesson.

Use clay modeling for expression in the round or in

relief; watercolor or colored chalk for illustrations in nature study that require the color element; drawing in pencil or pen and ink for detail work, and blackboard sketching where rapid execution will assist the growing image; use cutting exercises as a means of story-telling.

Pose drawing, begun in the lowest grades, is a means of illustrating human character and action, and strengthened by a study of pictures of artists, will tend to develop an appreciation for the artistic use of the human figure in the masterpieces.

NOVEMBER OUTLINE FOR TRAINING CLASS AND MODEL SCHOOL

HARVEST THOUGHTS—FIRST WEEK

Monday: Charcoal sketch of apples in a group or one on a branch.

Tuesday: Paint three apples in group.

Wednesday: Develop circle. Pencil holding. Draw freehand circlet.

Thursday: Design for a border, using circles.

Friday: Clay modeling of an apple.

Stories: "The Three Golden Apples," (Hawthorne); "Myths of Fruits;" "Autumn" in "Myth and Song;" "The Brownies' Hallowe'en" and "November," by Carey.

SECOND WEEK

Monday: Illustrate "Dear Apple, Wake Up."

Tuesday: Clay modeling of beads or grapes.

Wednesday: Cut "The Story of the Grape."

Thursday: Develop the rosette.

Friday: Charcoal sketch of an onion and beet.

Stories: "Ceres," "Ceres and Persephone," "The Search of Ceres," and "The Fox and the Grapes."

Song: "Merry Autumn Days."

THANKSGIVING THOUGHTS—THIRD WEEK

Monday: Charcoal sketch of a pumpkin.

Tuesday: Marine study—Paint sea, sky and Plymouth Rock.

Wednesday: Sketch stalk of corn.

Thursday: Fold and cut kerchief, cap and apron.

Friday: Draw from a pose a Puritain maiden.

Stories: "How a Pumpkin Helped Johnny to be Thankful," "The First Thanksgiving Day," "The Corn Song" (Whittier), "The Landing of the Pilgrims," (Hemans).

Song: "Our Father we Thank Thee."

FOURTH WEEK

Monday: Charcoal sketch of a deer.

Tuesday: Group of vegetables—Charcoal sketch.

Wednesday: Draw from a pose a Puritan in hat and cape.

Thursday: Repetition of rosette in border—paint.

Friday: Illustrate "Over the river and through the wood, to grandmother's house we go."

Stories: "A Thanksgiving Turkey," the story of Landseer.

Pictures: "Stag at Bay," "Monarch of the Glen," "Challenge," "The Sanctuary," "Odin," "Shepard's Chief Mourner" and others of Landseers.

DECEMBER OUTLINE

CHRISTMAS THOUGHTS—FIRST WEEK

Monday: Illustrate "The Shepards Were Watching Their Flocks."

Tuesday: Fold and cut a five-pointed star.

Wednesday: Cut from pose—shepherd with crook.

Thursday: Illustrate "T'was the Night Before Christmas."

Friday: Whittier Day—Paint the fireplace in his home.

"What matter how the night behaved?

What matter how the north wind raved?

Blow high, blow low, not all its snow

Could quench our heart-fires ruddy glow."

Stories: "The stars and the Child"—Hofer; "Little Gottlieb"—Carey; "O Little Town of Bethlehem"—Brooks.

Songs: "While Shepards Watch Their Flocks By Night," "Bethlehem's Beautiful Star," "The Child and the Star," "Shine Out, O Blessed Star."

SIGNIFICANCE OF SANTA CLAUS—SECOND WEEK

Monday: Pose—"Posting a Letter to Santa."

Tuesday: Draw or paint—"Something I Want for Christmas."

Wednesday: Fold and cut baskets.

Thursday: Scissors story—"Santa and the Mouse."

Friday: Pose—"Hang up the Baby's Stocking."

Stories: "Story of a Grand Old Man," "The Good Little Sister"—Carey, "Santa Claus' Helpers."

Songs: "Jolly Old St. Nicholas," "Hang up the Baby's Stocking," "Santa Claus is Coming."

EMBLEMS—THIRD WEEK

Monday: Paint a fir tree—Decorate it for a Christmas tree.

Tuesday: Paint a spray of holly with berries.

Wednesday: Fold and cut fireplaces and stockings.

Thursday: Illustrate "The Story of the Fir Tree,"—Wiggin.

Friday: Christmas in other lands—illustrate "The Bird's Christmas" or "Piccola" (Thaxter).

Stories: "The Legend of the Christmas Tree," "Where the Christmas Tree Grew," "The Fir Tree" (Andersen), "Legend of the Holly Tree."

Songs: "A Wonderful Tree," "Remember the Birds," and "The Snow Bird."

GIFTS: THE GREAT GIFT—FOURTH WEEK

Monday: Illustrate "The Christ Child" (Andrea Hofer).

Tuesday: Cut "Story of the Wise Men" (Hofer).

Wednesday: Illustrate "The First Christmas Presents"—E. E. Hale (Wiltse).

Thursday: Plan mama's gift, calendar.

Friday: Make calendars—Paint them.

Stories: "The Bird's Christmas Carol" (Wiggins), "Three Truly Wise Men" (Hofer), "St. Anthony and the Christ Child" (Hofer), and "Life of Raphael."

Songs: "Merry Christmas Bells," "Joy to the World," "Merry Christmas Has Come," and "Hark, 'tis the Voice of Music."

Pictures: "Raphael and His Beautiful Madonnas."

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LITERARY NOTES

The Whatcom Normal boasts of six literary societies, the Alcott, Chillick, Utopian, Kulshan, Aurora, and Acorn. Each is in a flourishing condition and has a full membership. The Aurora, which, by her fifty rays, illumines the pathway of the embryo teacher, was organized at the opening of the Normal in September with the following officers: President, Hattie B. Thompson; vice president, Pauline Jacobs; secretary, Frederic Ames; treasurer, Thomas Monnet; sergeant-at-arms, Earnest Hardy. The society color is old gold, which combines well with the Normal colors, blue and white. For a yell, the society is preparing an entirely new composition which is requiring considerable thought. The Aurora has been divided into three sections, under the supervision of Kate Schutt, Pearl Lee, and Lillian Miller. Programs are rendered by the several divisions, successively. In order to systemize the work, the committee has assigned to each section a special topic, which serves as a basis for all literary work in that section, during a period of three months. The topic assigned to Miss Schutt's division is Poets, to Miss Lee's, Peoples and Countries; to Miss Miller's, Periodicals. At regular intervals the productions of the three sections are combined into a more elaborate program, which is rendered in the assembly hall. The Aurora hopes, in time, to attain to all that the name implies, and offers a most cordial invitation to future students of the Normal to join her ranks.

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On September 15, 1899, forty-five students met in the art studio with Miss Millett, and organized the Utopian Literary Club.

The object of the Club is the improvement of its members along literary lines and the development of ability to appear before an audience, with special reference to ease of manner in the classroom. The programs rendered have been of the nature of character sketches, book reviews, dramatic studies and debates. As a motto the Club chose "We have reached the foothills; the mountains are in view." Yellow was decided upon as the Club color to be combined with the Normal colors. The yell selected was

Boom-a-lacky! Boom-a-lacky!
Zip! Boom! Bah!
Utopia! Utopia!
Rah! Rah! Rah!

At a recent election the following officers were elected: President, Ida Pillman; vice-president, Anna Klockstead; secretary, C. H. Bowman; treasurer, Grace Mansfield; sergeant-at-arms, J. R. Rogers; musical director, Verona Millican. The retiring officers were: President, Ben F. Hovies; vice-president, Clara Norman; secretary, Margaret Clark; treasurer, S. C. Bonner; sergeant-at-arms, G. C. Blonden; musical director, Anna Klockstead. Great interest and enthusiasm has been manifested in all the work of the society, and each Friday afternoon a program of merit has been given. One of the late ones, devoted to Lowell, was as follows:

Piano Solo Minta Morgan
Biography of Lowell Anna Stezer

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 Recitation—"Jusuff"..... Pearl Galliher
 Reading—"Because I am not Fair"..... Grace Mansfield
 Review of Sir Launfal. Lucile Fobes
 Recitation—Selection from "Sir Launfal"..... Grace Goodell
 Piano Solo..... Clara Downey
 Lowell's Literary Position Gertrude Bell
 Song Quartette
 Recitation—"The Courtin' "..... Clara Norman
 Recitation C. H. Bauman
 Piano Solo..... Lena Fechenschier
 Critic's Report..... Miss Millett

Three weeks ago the Utopians challenged the Chilic tribe to a debate. The challenge was accepted and the subject chosen was, "Resolved—That women ought to have the right of suffrage." The Chilic tribe chose the affirmative, their debaters being J. C. Kerchen, Gyneth Knight, and Florence Griffith. The Utopian representatives were Gertrude Bell, C. H. Bauman, and Bertha Ross.

The art room was used for the occasion and was crowded with students and visitors.

Both sides presented able arguments, showing that the debaters had studied the subject and were equally anxious that their respective society should be declared the winner.

The judges were F. C. Teck and J. J. Edens, members of the board of trustees, and Mrs. Ella Higginson. After carefully weighing the arguments they decided in favor of the negative.

The last program was the play given Friday evening.

Hic! Hac! Hic!
 Chief Chillick!
 Sahali! Sahali!
 Ric! Rac! Ric!

Behold the Chillick tribe; a band of warriors worthy of their steel.

Each week they gather 'round their council fires and hold their potlatches.

They call their tribe Chillick, in honor of the once great and powerful chief of the Lummi Indians, who has long since been gathered to his fathers in the happy hunting ground.

Years ago he trod the beautiful shores of Bellingham Bay and ruled wisely and well his band of dusky followers. He was a brave chief, and like a true Indian, loved to deck his person with the war-paint and lead his braves to battle with the neighboring tribes, and would, doubtless, have willingly entered the happy hunting ground directly from an earthly fighting ground.

But the Sahali tyee did not permit this. The chief was taken sick while in his wigwam, which was near

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what is now the corner of Seventeenth and C streets, Whatcom. The best medicine men of the tribe waited upon their suffering chief, and the wigwam was filled with devoted followers yelling and groaning to keep away the evil spirits. But the noise was unavailing, and the arts of the medicine men were baffled. Three days the chief lingered, then his spirit, passing away, left the whole tribe in mourning.

But his memory will not be soon forgotten. The Clillick tribe will do honor to his name and tell the tale of the brave young chief around their council fires.

The potlatches of the tribe are interesting as well as instructive, and a hearty invitation is extended to all new pupils of the Normal School to join the tribe and smoke with them the pipe of peace.

Bump ka thud
Bump ka thud
M—m—m—m
Kulshan!
Boom!!!

The Kulshan Literary Klub was organized at the beginning of school in September and selected the Indian name for Mt. Baker for its name.

A motto has not yet been decided upon, but we expect to choose one appropriate to the aims and purposes of the Klub. Our colors are blue, white and pink, and Kulshan Crater is the name of our paper.

The officers at present are: President, Mildred Mackey; vice-president, Pauline Klockstead; secretary, Dot Wallace; treasurer, Myrtle Trott; critics, Prof. F. W. Eply, Ada Shidler, and Miss Belle Asher; sergeant-at-arms, Clinton Stearns; reporter, Dot Wallace; editor for Klub, Emma Rowley.

We now have forty-three active members. It is the aim of the present program committee to make our

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meetings both interesting and instructive. Through our business meetings we are becoming well versed in parliamentary law, and in the rest of the work we are continually seeking to widen our range of usefulness and learn to appear before an audience and read a paper, recite, or take part in a debate with ease and elegance. Our program for December 8th was upon Pacific Coast Literature. Edwin Markham, Joaquin Miller, Mrs. Ella Higginson, and Frank Carleton Teck, the last two of this city, being the authors under discussion. The lives and writings of these western writers will be brought before the society by several short sketches and at least one production from each will be either read or recited.

Before long we wish to present a play for the enjoyment of the Klub, and another afternoon will be spent with American humorists. The Klub is planning a public program to be given in the near future, at which time we intend to defy the adage, "There's nothing new under the sun."

Doctor Matthes, please may I use the phone?

Main 161 please.

Hello, Edith!

So you want to know all about our literary society, the "Alcott"?

Yes, we have a critic. No, she is not a cook but an excellent Baker.

Boys in our society? Why yes, we can boast of five young men and Moore too.

Of course I will tell you the officers.

Miss Carrie Risedorph, president; Miss Marie Ames, vice-president; Miss Bertha Kale, secretary; Miss Mamie Barr, treasurer.

We call our society paper the "Alert." The Misses Shumway and McGinnis are the editors.

Oh yes, there have been some good jokes in the paper.

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What a funny question for you to ask, Edith.

Have we any dudes? Of course not, but we have a Bum(in)stead.

Oh! I am so glad you asked me about our yell.

Wah Hoo Wah!

Zip Boom Bah!

Alcott! Alcott!

Rah! Rah! Rah!

What did you say? Yes, our society is sure to have its place in the front ranks of the Whatcom Normal School.

Oh, dear! they shut me off and I was so anxious to tell more, but as I despondently hang up the phone, I hear the blending of happy voices shouting,

Who are, who are, who are we?

We are the members of the Alcott, see?

On the sixth day of October, the pupils of the sixth and seventh grades in the training school decided to organize a literary society for the mutual good of its members.

The following rules and regulations were adopted.

1. That the society be known as "The Acorns."
2. That the society colors be brown and green, symbols of the acorn and the oak.
3. That the regular meetings of the society be on each Friday afternoon from 2 to 3 o'clock.
4. That the officers consist of president, vice-president, secretary, treasurer, and sergeant-at-arms, to hold their respective offices for five meetings after election.
5. That no visitors be invited to our regular meetings, but be made welcome if they come.
6. That we have at least three public meetings during the year, to which visitors should be invited.
7. That each member pay ten cents membership fee, five cents monthly dues and be assessed ten cents each for colors.
8. That no pupil who fails without excuse on private programs shall appear on public.

The following officers were then elected: President, Warren Beard; vice-president, John Chandler; secretary, Jessie White; treasurer, Dollie Little; sergeant-at-arms, Eugene Dorr.

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And entered the race at last;
May fair winds never fail her,
As she sails along right fast.

She carries a crew, a captain,
Three mates and their helpers five.
Her passenger list is increasing;
Two hundred and forty now thrive.

Blue and white, is her banner.
True blue may it ever be,
And the white shall never be tarnished,
As it floats out full and free.

Then, hurrah! for the good ship Normal,
In the race she is sure to win.
For we 'll stand by our captain bravely,
As over the waves we spin.

Mrs. Ella Higginson, New Whatcom's gifted writer, has donated copies of her works to the Normal School library. Mrs. Higginson lives just across the street from the Normal School and is much interested in the institution.

The Normal School now possesses twenty copies of Webster's dictionaries—one International, seven Collegiate, and twelve Academic. There is also a copy of the Standard dictionary and a set of the Century, in the library.

The library contains at present 1420 volumes. About 250 more volumes have been ordered, and we have over \$400 in the library fund yet unexpended.

On December first a total of 1006 text books had been ordered for use in the Normal School proper, while about 250 copies have also been ordered for the model department.

Mr. J. J. Edens, the senior trustee of the Normal school, captured several first prizes for fruit exhibited at the Northwest Fair, which was held in Fairhaven in September. Mr. Edens' farm is one of the oldest and best in Northwestern Washington.

Hon. Jere Neterer, chairman of the board of trustees of the Normal School, was one of the debaters on the affirmative in a discussion of the Philippine question, which was the first of a course of entertainments to be given by the Aftermath Club of this city.

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Frank Carleton Teck, a trustee of the Normal School has just issued a neat little volume of original poems entitled, "Under Western Skies." The book has received much personal comment, and the impression made on the public bespeaks an enviable future for its author.

Several young ladies attending the Normal, together with two or three residing in New Whatcom, have organized a Shakespearean club which meets every week at the home or boarding place of some member. The club has just completed the reading of Hamlet and at the next meeting will have a debate on the subject: Resolved, that Hamlet was not insane. The next play to be taken up will probably be Julius Cæsar. The members of the club are: Miss Dellinger, president; Misses George, Rogers, and Lee of New Whatcom; Misses Ames, Buckles, Muldoon, Moore, and Risedorph of Seattle; Miss Rawley of Idaho, Miss Bell of Port Townsend, and Miss Pillman of Everett. Miss Risedorph is critic.

A Young Woman's Christian Association has been organized in the Normal School. Many of the young ladies of the school have joined the association and others are daily being added to our list of earnest workers. Although Normal life is a busy life, spiritual development is not neglected. Devotional meetings are held every Friday from 12:30 to 1 p. m. Those outside of the school who are interested in the work are cordially invited to visit us. The officers for the year are as follows: President, Pauline Jacobs; vice-president, Margaret Clark; corresponding secretary, Miss Risedorph; recording secretary, Mildred Mackey; treasurer, Florence Griffith.

The enrollment in the Normal School by classes is as follows: First year, 98; second year, 65; third year, 35; fourth year 32; fifth year, 8. Of these sixteen are special students, but these have been placed in the several years in which the major portion of their work lies. The enrollment of the model school is seventy two.

The formal opening reception of the Normal School was held on the evening of October 28th. The board of trustees, the faculty and the students received their invited guests, who included the citizens of New Whatcom and all those interested in the institution in the building, which was elaborately decorated for the occasion. Among the distinguished guests who were present were Governor and Mrs. John R. Rogers, State Superintendent Frank J. Browne. A short informal program was presented and refreshments were served in three of the recitation rooms.

The Normal School has had the pleasure of placing in the poet's corner in the library a copy of "Under Western Skies," the gift of the author, Frank Carleton Teck.

Miss Alice McNeal has been obliged to leave school on account of her health.

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The students of the normal join in extending to Mr. James Perry their heartfelt sympathy in his grief for the death of his father at Sumas.

Miss Mary Knappe has been very ill with pneumonia, but is now improving.

Miss Olevis and Clara Warriner, and Mr. Claude Jeffrey spent the Thanksgiving vacation at Nooksack. A basket social was given during the vacation by the district school for the benefit of the school library. Forty-five dollars were raised.

The basket-ball teams are thinking of challenging the U. of W's.

Misses Moore, Muldoon, Ring, Kaine, Daerrer, Baker, and Jones, spent Thanksgiving at their homes in Seattle.

Lost—A small note book containing a love letter. Finder please return book without reading letter to Miss S. P_____.

Misses Margaret Clark, Louise Peden, Bertha Ross, Verona Millican and Ada Pillman spent Thanksgiving at Everett.

Messrs Max and George Blonden spent Thanksgiving at Lynden.

Lessons given in yelling by Mr. Kerchin, rates cheap; only pupils with large mouths and good lungs need apply.

Lesson in Pollard's synthetic method.

Teacher (pointing to word NOW)—Don't you know this word Frank? It belongs to the same family as cow, now what is it?

Frank (eagerly)—Calf.

One of the young ladies seems to be thinking seriously of taking the Vaile.

Professor Vaile spent Thanksgiving in Seattle.

Wanted—To find an expressive yell for the Auroras.

Miss Buckels entertained her grandmother, Mrs. G. V. Liley, during Thanksgiving vacation.

Miss Fletcher spent Thanksgiving at Port Townsend.

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The spirit of the Normal school is most commendable. This is specially worthy of comment when it is remembered that the school opened its doors for the first time this fall, and that every student had to be examined or classified, and that many of the students had come from older institutions, such as Ellensburg State Normal School, State University, Puget Sound University, and several of the very best high schools and academies in the state. Not only were the students kind and helpful during the first few days of organization, but what is better, they set about finding work for themselves, and at the end of the second week every student was in his place and hard at work. This spirit of industry and good cheer is manifest everywhere, and the motto, "No Idlers Here" beams from every countenance. The principal of the school has publicly expressed his gratification at the earnestness of the students. This interest is not only shown during the recitation hours, but every room is a workshop until long after dark every afternoon. The passer-by at 5 o'clock in the evening can invariably see a large portion of the building lighted and occupied with busy students and teachers. All recitations are over at 3:30 and the balance of the afternoon is spent in research work. The library is occupied from 8 in the morning to 5 and six in the evening. A teacher passing through the hall one evening at 5:30 o'clock counted twenty-six students still in the building at work. The building is opened at 8 in the morning, and by 8:20 there are one hundred students bustling through the halls. As time passes and the school gets down more and more to its settled life, the spirit of earnestness increases, and everything points to a most happy and prosperous year.

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