

*L. A. Kibbe*

FIRST ANNUAL COMMENCEMENT

# THE NORMAL MESSENGER

New Whatcom, Washington  
Quarterly  
June, 1900

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# **MONTAGUE & McHUGH**

SENIOR CLASS



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# THE NORMAL MESSENGER

JUNE, 1900

## EVOLUTION OF THE GANGLION

SADIE J. ROGERS

THE wonderful evolution, development, growth of vegetable and animal life, under proper conditions, and their rapid decay under adverse circumstances, are beyond question. This is due to the fact that a watchful eye is ever ready to note the new leaf or tendril, to rejoice over any indications of increased animal power and in the absence of either, to seek and remove the cause.

That brain evolution, or rather mental evolution, through its physical organism is more difficult to study, and therefore less understood by the many, is obvious.

Were it possible to be well equipped with the necessary apparatus for observing the different stages of cell, ganglionic and nervous development, could we see the workings of the brain and the immediate results of certain processes of treatment, possibly many difficulties would be removed.

“Education cannot create anything new: it can only develop and unfold the already existing faculties of the human mind.” In treating this subject therefore, my purpose is not an attempt to introduce the new, but a hope that out of the abundance of the old, I may present a few thoughts in such a simple, logical manner, that those who read, may be led to investigate to an extent that will result in at least one extra convolution of the cerebral cortex of each child under their care.

As far as possible I shall exclude psychological technicalities and take for granted that with the general physiological divisions of the brain, you are so familiar, that I may spare you their enumeration and make use of only such as are necessary as a basis for a discussion of the subject.

By means of experimental investigation, it has been proven that from the jelly-fish upward throughout the animal kingdom is recognizable a peculiar tissue, which psychologists designate, nerve tissue. This nerve tissue, consisting of gray and white matter, made up of minute nerve cells and nerve fibers, imbedded in a substance called nerve cement, constitutes what is known as the cerebro spinal axis or nervous system of mankind, which has the entire supervision of all the actions of the human body, either muscular or mental.

The great nerve centers of the nervous system, are the spinal cord and the brain. The minute nerve cells comprising the gray matter of each of these nerve centers, are collected in aggregates called ganglia, and it is with the evolution of the ganglion that this paper is to deal.

As the ganglion is an aggregation of cells, connected by nerve fibers, so the spinal cord is an aggregation of ganglia. From this organ pass, in pairs, the nerves controlling the muscles of the body. To this organ pass sensory nerves, whose function it is to transmit stimuli to the nerve centers.

The movements of the infant are automatic, pure and simple, until he reaches that stage in development, whereby he begins to direct or control them. The wholly automatic or spontaneous actions have served their purpose. By a sort of dawning will power, he now begins to direct or systemize certain muscular movements, which in time become what we term reflex action. In other words, the nerve centers or ganglia, have

through the direction of the brain, repeated the act so often as to have thoroughly learned their work, and henceforth the controlling power is in the spinal cord. When by means of the sensory nerves the stimulus is carried directly to the ganglia of the spinal cord and the act is performed independently of brain disturbance, we have an example of reflex action. To illustrate: a fly lights upon the face of the sleeping child, the sensory nerve communicates the tactile disturbance to the spinal ganglia, where the direction is changed to a motor nerve which communicates with a muscle of the arm. The hand is raised; the fly disappears, but the child sleeps on. "Reflex action," says Halleck, "so important in human life and education, is the deputy of the brain, and directs myriads of movements, leaving the higher powers to attend to the weightier matters."

As the normal child comes into the world with all the organs in miniature that are to develop into the physical man, so the brain, the physical basis for mind, contains in miniature all the nerve centers or ganglia it will ever have.

As the parent and physician carefully watch the development of the physical body, imagine, if you can, the consternation depicted in their faces, should they become aware, that through some unknown cause, or perhaps inattention on their part, even the most unimportant organ was becoming deformed or showed signs of arrested development. Why? Because every part of the physical organism is essential to every other part and in so much as the physical being is imperfect, in so much is that life robbed of its birthright.

What is true of the physical, is true of the mental. The cortex of the brain is an aggregation of nerve centers, waiting for development, and if neglected will remain in an arrested state and the individual is a cripple.

Localization of brain functions is no longer doubted by students of psychology. By this

we mean that the outer gray rind or cortex has been mapped out, experiments showing that different functions should be assigned to different localities. The motor area is so definitely fixed that the ganglion controlling the movements of a finger may be located. Behind and below the motor area, we find the sensory area, which is proven by the fact that disease or injury of the ganglia of certain portions, will destroy the sense of sight, that of other portions, hearing, etc., etc.

While it is true that certain brain areas are definite, it is also true that general brain action and nourishment will affect the entire cortex and keep alive the centres to a great extent; bear in mind, however, that each of these areas has sub-divisions and each sub-division has its brain centres depending upon the use of environments for their perfect growth.

We have shown that the physical and mental organisms are similarly developed. We hope to show that they are dependent upon each other for their full development. Prof. Gates, of Washington, asks this question: "If destruction of corticle areas produces disease of corresponding organs, may we not expect that strengthening and up-building these areas will produce development and health in the organs?"

The duty then of the teacher is clear. Lead the child to use his environments that all the sensations may be aroused into activity and result in ganglionic development. In the words of Khron, "Educate the entire brain." Educate not one sense, but each sense. If the senses are the windows to the soul, then throw wide each curtain, that in whatever direction the soul may turn, the light upon the pathway may reveal new beauties.

That all sensations come to us through the senses and give rise to motor activity, demonstrates the fact that motor, as well as mental

development, depends upon sense training. One of the greatest truths spoken is that "The highest elevation to man's psychical nature can only be attained by due attention to his physical development." According to Spencer, we must first make a perfect animal. As neither the brain nor the body can be educated separately nor independently, neither the one nor the other can be neglected. Life is growth. The greater the growth the more life. Growth comes through exercise and use.

Before dwelling upon the delicacy of and the possibilities for ganglionic development through the sense organs, let us consider some of the existing conditions, in order that the best may be accomplished. Children come to us in various stages of development. Their inheritances are different; their home influences are different, and their future lives will vary. We must take them as they are, study their needs and help them as best we can, bearing in mind that the proper guidance by the qualified teacher will start each one on the road, not to fame perhaps, but to physical, mental and moral health.

It has already been shown that it is the function of different portions of the brain to respond to and grow through the use of the sense organs. Every sensation carried to the brain excites a corresponding motor activity, therefore note a few illustrations of the advantage to the child, growing out of this development. The sense of smell, which is said to play the smallest part in mental development, is capable of a high degree of cultivation and its perceptions are astonishingly delicate. Prof. Perry, the blind pianist, when asked by his hostess if he were fond of roses, replied, "Yes, very fond of them. I prefer the yellow," said he, reaching toward the yellow rose and avoiding the red one which was held nearer him, being guided by the odor of the roses.

The sweet fragrance of the new mown hay



and the wild flowers of the field, have caused many a child to remain long in action, drinking in the much-needed pure air, bringing to his cheek the tint of health and to his frail body strength and robustness.

Many illustrations might be given to show the extent to which each sense may be trained and the consequent growth of ganglionic centers, thrown into activity by this training, but it is more important that a few thoughts be given to the when and how and the results or ends to be reached.

As the sensory centers or ganglia remain plastic but a comparatively short time, the time to begin the training is in infancy, in the kindergarten; in the primary school. This is the time for the child to learn to use his senses; this is the time to lay the foundation for all future development; this the time to train him to make use of his environments rather than allow his environments to make use of him; this the time when circumstances should be made favorable to the development of a self-directing power, which enables him to form character, rather than have it formed for him. In the words of Halleck, "If the requisite means for training and developing the nervous system are not forthcoming in early life, even the possible genius may never develop a fraction of his earliest possibilities." When we reflect that the sensory brain tracts are modified by the song of a bird, or take into consideration that the slightest muscular movement causes a modification in the motor ganglia, we appreciate to some extent the truth of the assertion that every exertion leaves a certain ineffable trace.

The sense organs can only be fully trained by pleasurable exercise brought about by a necessity for thought and movement. All sense training that combines the two develops energy and force of character. A well developed brain shows itself quite as much in muscular movement as in intellectual activi-

ties, hence the necessity for manual training departments added to our school curriculum. Even feeble-minded children have been trained by the handling of the saw and other tools; to fix their attention by degrees, till their work compared favorably with that of more fortunate children.

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SENIOR CLASS SONG

There is a Normal on a hill, on a hill,  
And there wise teachers show their skill, show  
    their skill,  
In training boys and girls to be  
Wise pedagogues just such as we.

CHORUS:

Fare thee well, for we must leave thee,  
Do not let the parting grieve thee,  
And remember that the best of friends  
    must part, must part.  
Adieu, adieu, kind friends, adieu, adieu,  
    adieu,  
We can no longer stay with you, stay  
    with you.  
From Normal tasks we're now forever  
    free.  
Oh! May the world go well with thee.

In book reviews they do delight, do delight,  
But when you study all the night, all the  
    night,  
They tell you that will never, never do,  
The years of life are all too few.

CHO.—

Oh, you should see those children dear, chil-  
    dren dear,  
The children, who are gathered here, gathered  
    here,  
That those who wish may trials give  
To methods, which they hope will live.

CHO.—

There are many things which we might say,  
    we might say,  
But time for us will not delay, not delay  
His flight, we're sad to leave you. Oh!  
But "parting is such sweet sorrow."

CHO.—

## THE TRUSTEES

The Board of Trustees consists of three members appointed by the governor from the residents of Whatcom county.

Hon. Jere Neterer, the president of the Board, is a prominent attorney with an extensive record of usefulness to the state. He was born in Indiana and has practiced there and in Kansas. For a number of years he has lived in New Whatcom, and has earned a justly deserved reputation of the highest degree of excellence.

Mr. J. J. Edens, who has been a member of the Board continuously from its first organization, is an extensive property owner of New Whatcom. He served throughout the civil war, in a Missouri regiment from his native state, and is a pioneer in the Sound country.

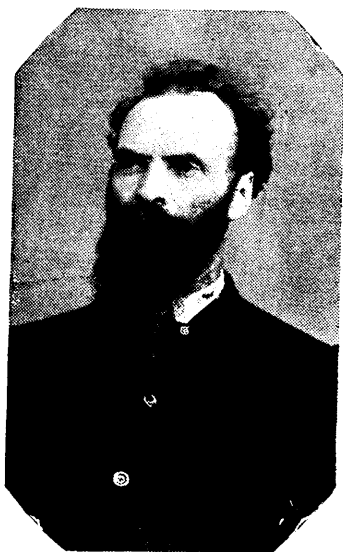
Mr. Frank C. Teck is a journalist by profession, being editor of "The Blade," of New Whatcom. He is also the author of a volume of poems, and is well known by his extensive literary productions.

The Secretary of the Board, who acts solely as clerk, is Mr. L. H. Darwin. He is the Bellingham Bay correspondent of the Associated Press and of the "Seattle Times." His efficient and genial performance of his duties has won much commendation.

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OUR FACULTY

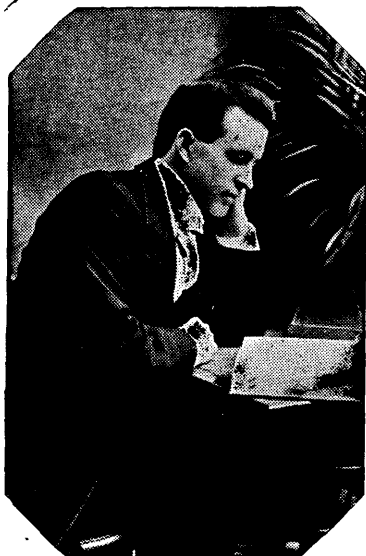
The corps of instructors consists of the principal and eight assistants. This includes the critic teachers and the superintendent of the model school. The stated meetings of the faculty occur every Monday afternoon in the principal's office. As a body the faculty has joined with the trustees in giving two receptions during the year; one at the opening of the school year, and one to the graduating class. It also entertained the senior class the week before commencement. A brief bio-



**J. J. EDENS**



**JERE NETERER**



FRANK C. TECK.



L. H. DARWIN

graphical sketch and a portrait of each of the members is here presented as a leading feature of this issue.

On assuming his duties in May, 1899, Dr. Mathes supervised the finishing of the interior of the building and made everything ready for the reception of students. An important duty was the selection of a faculty. Over seventy letters of application were received and it was only after careful consideration that the corps of teachers was chosen. Besides preparing the circular of information and mailing 1,600 copies, Dr. Mathes, during the summer, visited eight institutes as instructor. The whole year's work for the school had to be planned and then the large attendance made reorganization necessary after the school had been open two weeks. Also the selection of 1,600 books for the library devolved upon him. The principal has arranged all programs for daily class work, planned the work for the reading course and the professional lectures, besides conducting 480 recitations during the year. In addition to this he has himself written 1,800 letters in a year; traveled 4,000 miles in this state and has delivered 35 lectures on various subjects in all parts of Western Washington.

Prof. John T. Forrest is a native of the state of Iowa and is a graduate of the Central University of that state. After coming to this state he edited a newspaper for two years and taught school for fourteen years in the city of Chehalis, Washington. He has charge of the department of mathematics and is acting principal in the absence of the president. He is critic of the Aurora society.

The department of science is in charge of Prof. Francis W. Eply, who came from the Normal School of West Superior, Wisconsin. He was also principal of the High School of Marquette, Michigan, and he has pursued advanced work in various summer schools.

Miss Jane Connell has the work in English and Latin. She is a graduate of Wooster University, Ohio, and also of the School of Pedagogy, of New York City. She taught four and one-half years at Miss Bliss' Preparatory school in Yonkers, N. Y. She also taught one year at Sheridan College, Wyoming. She is critic of the Chilic society.

Miss Avadana Millett, of the art department, is a graduate of the Winona State Normal school, Minnesota. She has also made a special study of art in the art schools of Chicago, and taught very successfully in Minneapolis and in Seattle. This year she has taught drawing, reading and physical culture. Miss Millett has been the critic of the Utopian club for the entire year.

Miss Ida Agnes Baker offers the courses in vocal music and in English grammar. She also supervises the music in the Model school. She came from Iowa to this state some years ago and taught in Lewis county.

Robert B. Vaile has taught physiology, algebra and American history to the first year class. He is a graduate of the pedagogical department of the University of Michigan and has also spent a year in the office of an educational journal published in Chicago, his home city.

Miss Sadie Rogers, superintendent of the model school, has had an extensive experience in her chosen line of work, having recently come from similar labors in Montana. She has accomplished much in her department and the training class owe much of the advancement they have made to her guidance.

Miss Catherine Montgomery, the supervisor of the primary department of the practice school, has been an eminently successful teacher in Seattle and has been principal of a grammar school in Chehalis. She has a happy faculty of imparting her excellent spirit and methods to the prospective teachers who come under her.

## THE CLASS OF 1900.

The eight young ladies who compose the first graduating class of the Normal School have now accomplished, with the aid of all the surrounding influences, the task of completing the course of study as it is laid down. They occupy a unique position, inasmuch as they are pioneers in the history of the graduating classes. Because of the newness of the institution and of the state, their previous history is of some considerable interest, and they well deserve even a more extended biographical article than now follows.

"A daughter of the gods, divinely tall  
And most divinely fair."

Clara Norman was born in Preston, Minn., in 1879. When she was but six months old, her parents moved to Dakota, where she spent her early childhood. In 1892 her family moved to Port Townsend, Washington, and there Clara attended the public schools. Later she spent two years at the Pacific Academy, Parkman, and two and one-half years at the Ellensburg State Normal School. Miss Norman expects to study drawing in Chicago after graduation, as she has already shown much talent in that line.

"She seeks to be good, but aims not to be great  
A woman's noblest station is retreat."

Oregon is the native state of Ruth Pratt, but her early childhood was spent in Seattle, where she expects to reside in the future. Her early education was received in that place. Miss Pratt attended the University of Washington for three years, and expects to complete the course there next year. She was born March 25, 1881, and is thus the youngest member of the graduating class.

"The poet in a golden clime was born  
With golden stars above; no sword  
Of wrath her right arm whirl'd,  
But one poor poet's schrall, and with his word  
She shook the world."

Twenty-four years ago, on Thanksgiving day, Kate Schutt was born in Hornellsville, N. Y. She grew up, as children will, and also went to school. She graduated from the



High School of her native town and spent one year in post-graduate work. She had a scholarship in Cornell University and graduated from there in three years, taking the degree of A. B. with the class of '98. The spring of '99 saw the family on Bellingham Bay, and we are proud to have a Cornell graduate in our class of '00. Miss Schutt has been elected principal of the Aberdeen High School, and the board is certainly fortunate in securing her services, both on account of her marked ability and because she does not expect to leave school to get married, as some members of our faculty do.

"We know thee, Reen ?  
In intellect, with force and skill  
To strive, to fashion, to fulfill."

Emma Mythaler is a native of Waterloo, Iowa. The early years of her life were spent there, and she graduated from the Waterloo High School as valedictorian of her class. Coming west she settled in Tacoma, where she attended the Puget Sound University for some time. She holds a first grade certificate and is a teacher of wide experience. In the teacher's life which lies before her we wish her all possible success.

"Your words have virtue, such as draws  
A faithful answer from the breast  
Thro' light reproaches, half expressed  
And loyal unto kindly laws."

Pauline Jacobs was born in New York City twenty-six years ago. When but a child her parents moved to Kansas, and here she spent several years of her childhood and received her early education. Since coming to the Sound country she has attended the public school at Lynden and the Ellensburg Normal School. She has also taught for several years. Her life work is certainly well chosen, and if her work while here with us was indicative of the future, we may with safety predict a brilliant and successful one for her.

"O sweet, pale Margaret,  
O rare, pale Margaret,  
The very smile before you speak,  
That dimples your transparent cheek,  
Enriches all the heart, and feedeth  
The senses with a still delight."

Margaret J. Clark was born in Oshkosh, Wis., Sept. 7, 1874. She is the first graduate of the Everett High School and is the president of the Alumni association of that institution. She has spent one year at the State University and last year taught successfully in the Everett schools. In her work this year at the Normal she has shown ability and faithfulness. As a member of the Utopian Literary Society she has ever shown her readiness to do her share. In the training department she has been very successful. Her greatest charm is her true womanliness. Unselfish and ever ready to lend a helping hand, she is a favorite with all who know her.

"A life that all the muses deck'd  
With gifts of grace, that might express  
All comprehensive tenderness,  
All subtilizing intellect."

Hattie Thompson, who is the president of the senior class and also librarian of the school, was born in Barnard, Missouri, June 11, 1875. She went to California when four years of age, and from there to Tacoma, Wash., where her early education was received. She attended the Puget Sound University and graduated from the Tacoma Business College. Four years of her life have been spent in teaching, and we know from the work already done that this is where her power lies. She has a happy faculty of "lending a hand" to struggling ones. Her face has been an inspiration throughout the year to the students, and we are glad to know she will be with us again next year.

" 'Tis beauty that dost oft make woman proud;  
'Tis virtue that dost make them most admired;  
'Tis modesty that makes them seem divine."

Miss Florence Griffith was born in Eureka Springs, Ark., Feb. 11, 1880. When Florence was three years old her parents moved to Kansas, and two years were spent there before coming to New Whatcom, where Florence's education was received. She graduated from the High School in the class of '97. One year was spent in teaching; then she went to the University of Washington. She entered the Normal this year and has been a welcome addition to the school.

# THE NORMAL MESSENGER

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**THE NEW WHATCOM STATE NORMAL SCHOOL**

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*VOL. I.*

*JUNE, 1900*

*No. 3*

The closing of the first year of a new institution is an event well worth more than passing moment, and the end of the first school year of the New Whatcom State Normal School is fraught with no small amount of material for reflection. A review and an inventory and a forecast are all pertinent at the present moment.

This first scholastic year has naturally been one of adjustment, of making traditions, of laying foundations. The labor involved in such a task, in which the fortunes of two hundred and sixty young people are directly involved and in which the credit of the commonwealth of Washington is to a degree at stake, is not necessarily evident in external symbols. The influence that has gone forth will become apparent in subtle and unostentatious ways. The substructure built this year will come to the test in the years to come.

The newness has been worn off the building by these ten months of solid work and the novelty of the situation is lessened somewhat. Beneath is found a well-ordered system, a substantial organization, a growing tendency toward higher things. The impetus furnished by the history of the short past, favored by

the interest and commendation of the public, is clearly revealed at the present moment in the various phases of the school's life.

The prospect for the coming year is filled with that which is both good and cheering. Preparations are already made for as large an extension of the facilities of the school as is deemed wise under the existing circumstances. Everything points to an era of increased usefulness of the school to the students and to the state.

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## HISTORY OF THE JUNIORS

Of the many young ladies and few young men who assembled at the Whatcom Normal last September, there were thirty-five of the former who had so far ascended the educational ladder as to be adjudged by that august body, the faculty, eligible to membership in the Junior class.

As a member of said class I take pleasure in giving a brief account of the work we have done, leaving the public to discover for itself what we have left undone.

Under the guidance of the faculty the Juniors have, by diligent toil, reached one more round on the ladder by which they may rise to their chosen profession.

Under the supervision of Professor Eply we have delved into the mysteries of science, and, that we might better understand the mechanism of the human (?) body, our pet, the pussy-cat, has been sacrificed regardless of our tears and protestations.

Furthermore, we have, in the study of psychology, explored the secret chambers of the mind, each principle discussed being forcibly impressed by the use of "homely illustrations" drawn from immediate surroundings. Our professor has stated to the class that, by introspection, he has proved—public opinion to the contrary notwithstanding—that "the pulse does not beat one whit faster when walking on the street with a young

lady than when—gazing upon the sublimity of the Cascades.”

Each day at 2:30 “sharp,” those in the regions of bliss—namely, far from the chemical laboratory—have been appraised that the hour of scientific experiments was at hand. Stifling fumes arose from the lower regions, bringing to mind the picture of thirty aproned figures generating odious gases.

However, the class feel fully recompensed for any discomfort experienced, since, at the close of the year’s work they were ushered into the “dark room” and initiated into the mysteries of photography.

After so exhaustive a course in scientific investigation, the members of the class feel fully competent to dissect the body, explain mental phenomena, and analyze all chemical compounds.

Miss Baker, the instructor in music, has demonstrated the fact that “Music hath charms to soothe the savage breast.” This is evident to all who have observed the present docility of the class.

Under the instruction of Professor Forrest we have become proficient in arithmetical combination, involution and progression. Each of the class has been supplied with a set of geometrical figures designed to assist in the future development of the juvenile mind.

How Miss Connell has contributed to our knowledge of good English will be evident when it is known that many a midnight dream found us with dimmed eyes and throbbing head, still conning Rice’s *Outlines for History and Literature*, or McMurry’s *Special Method*; but we love her and wrote quire upon quire of the “Home Environment Theory,” “The Culture Epoch Theory,” “Correlation of History and Literature,” etc. Even now, at the remembrance, my hand automatically writes the “Essentials for a Good Child Story.”



**EDWARD T. MATHES**



**JOHN T. FORREST**

Although we have a most circumspect faculty, yet, under the guidance of Miss Millett, we have learned an innocent little "skip" with two steps, and another with three, (first step long, last two short). With this we have interspersed numerous juvenile games, that when we shall have blossomed forth into full-fledged teachers we may be enabled to give our small victims such exercises as will "promote growth through the stimulation of breathing and circulation; and also blood formation, which is sadly hindered by forced durance in school."

Under the same instructor the aesthetic side of our natures has been developed to a marvelous degree. Not only have we become versed in the art of making conventional designs, but have also reached that stage of perfection at which we are able to most vividly illustrate such poetical passages as:

"The king is in the parlor counting out his money,  
The queen is in the pantry eating bread and honey," etc.

Certain members of the class are so gratified with their success as to intend to make this line of work their specialty.

It is with the keenest regret we are forced to say that we have never "had" Professor Vaile. Of the reason for this we are not aware; but having heard a rumor which has floated out from Chicago, we are led to believe that in this one instance the charms of the Juniors have failed to attract. However, knowing that the Seniors have had him as an instructor this year, we wait patiently, hoping that when we fill the vacancy made by their departure, we may have the same privileges they have enjoyed.

It is with the deepest remorse that we speak of our work in the training department. Although we have read and reviewed numerous books, written scores of lesson plans, prepared monthly reports, and otherwise taken advantage of the opportunities offered us, yet we feel that we have in no way

done justice either to the pupils under our care, to ourselves, or to our most kind and proficient instructor, Miss Rogers, and her assistant, Miss Montgomery. However, considering the material they have had to work upon, our benefactresses have done wonders. Thirty-five teachers (in embryo) have been added to the ranks of that most worthy profession. And though the class does not hope to attain to that degree of perfection which they see in the nine examples before them, yet it is their earnest desire that in time they may become worthy to (in the words of a Senior) "teach the young ideas how to sprout."

But before closing we would say a word of farewell to the Seniors. There can be no doubt but that this, the class of 1900 is the strongest yet graduated from the Whatcom Normal. It is with sadness that we see them go forth from the protection of the *alma mater*; but we lay aside all those selfish feelings and say with the poet, "To where glory awaits thee," (and give the Juniors a chance).

And above all, in all, and through all has been the guiding hand of our beloved President, Dr. Mathes. With clear, calm eye and gracious smile he has shown us the light, through the clouds which seem to surround us, and with a strong, firm hand has made the rough places smooth. With the most perfect trust shall we place ourselves under his guidance for another year.

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The next issue of the MESSENGER will occur in August. One of its leading features will be the announcements for the Fall Term of the Normal. It will also contain the full calendar for the ensuing school year. Among other important features will be the "Whereabouts of Old Students." If you are not already a subscriber, this issue will be a good one with which to begin. If Normalites will write the MESSENGER stating how they have spent their vacation and where they will be next year, the same will be published in the August issue.



## LITERARY SOCIETIES

## ALCOTT SOCIETY

Now it came to pass in the days of William, of the tribe of McKinley, in the third year of his reign, that a great institution, whose foundations were laid upon the shores of Puget Sound, arose in the land of the pine trees.

Yea, verily it was a temple set upon a hill. And a certain wise man from the East, one Edward, of the tribe of Mathes, went thither to take upon his broad shoulders the arduous duties of Great High Priest in this lofty temple of knowledge.

And moreover, it came to pass in the autumn season of the same year that from all the country round about, the young men and maidens did flock to this temple, bearing with them minds alert and earnest hearts. And on the fifteenth day of the same month, certain young women and likewise certain young men did assemble themselves together for the purpose of uniting in the bonds of literary fellowship and social communion.

And when the band was finally united, it was not without "Ames;" its ideals were high; its aspirations lofty; and at all times and all seasons did it seek to "Carrie" on its work with "Love and Joy." The "House" was never divided against itself, but was held together in harmony and strength by means of "Buckles."

Moreover was the banner borne on high by the fair and mighty host and thereon boldly emblazoned shown forth the name of Alcott.

These same Alcotts did not only aspire to be great literary lights among men, but also to excel in the divinely appointed feminine arts, and under the glorious leadership and able instruction of the most excellent "Baker" they did prosper and were magnified in the sight of all societies from thenceforth. And as the days wore on, the host of the Alcotts waxed strong in members and powerful in in-

fluence. From the day of its organization it has ranked high among the like organizations that flourished round about them and has always maintained that rank even unto this day. Selah!

After these things and the establishment thereof, certain of the brethren, of whom they boasted because they had "Moore," became filled with discontent because they yearned for overmuch power and honor, and when they perceived that they were not receiving parliamentary drill sufficient to satisfy the cravings of their thirsty minds, they did rise up against the fair damsels and did conspire how they might occupy diverse seats of honor.

And after fruitless attempts and ill-fated devices, they did make woeful threats of desertion, did finally withdraw themselves from the feminine ranks and did institute a rank and file all their own, and from thenceforth were screened from the gaze of all beholders by a delicate "Vaile."

And now although the sons had gone out from their borders, there still remained with the Alcotts, the "Masterson" together with a "Williamson" and the maidens fair did continue to their work in "Shumway" and did continue to assemble together on the fifth day of the week as was their custom.

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And at every gathering in their appointed precincts when the scribe did read forth one by one the names of the several Alcott maidens, they did respond with wise and beautiful sayings, one of which given impressively in a "Clar" [clear] voice was, "A 'Tarte' temper never mellows with age." And then would follow one after another, the voice of a sweet singer, a gentle poet, a witty speaker, an earnest debater or the voice of one who read from a scroll. And all these proceedings served for the edifications of the maidens assembled.

And it came to pass at the close of the winter season, it was heralded forth from the general assembly of the temple that the Alcotts would hold a great gathering, and accordingly a great gathering was held. And all the congregation of the Utopians, with the Auroras, and all the host of the Kulshans, together with the tribe of Chilics, even unto the sons of the Philomathians, and yet to the Acorns and Four-Leaf Clovers that came up out of the lower temple, assembled in one body to harken unto the wisdom of their words and the voice of their songs.

So there was great rejoicing in the temple, for since the time of Sappho and Pericles, the like was never known.

And now when all this was finished and many weeks had passed, the Alcotts did proclaim a feast and a time of rejoicing at the temple. Accordingly all Whatcom did come

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up to the temple set upon a hill, and when the multitude drew near, the singer sang, the trumpeters sounded, and as many as were of a free heart did partake of ice-cream and the sweet delicacy of the oven.

And as the year drew to its close, the glory of the Alcotts grew brighter and it came even to pass that the trumpeters and singers were as one to make the sound to be heard in praising their name, and when they lifted up their voices with trumpets and cymbals and instruments of music, and praised their name singing,

“Tra la la la la, Tra la la la la,  
 La la la la la La.  
 Tra la la la la, Tra la la la la, Tra la la la la,  
 La la la la la La.  
 Whoray-Whoray! Whoray! Al cott!!!”

Then the temple was filled with a glory past conceiving and the name and the fame of the Alcott will be there forever. Selah!

AURORA SOCIETY.

As we bid adieu to our first year of school work at the Normal, we do not forget to take a glimpse into the room where the father of the Goddess of Dawn presides. Here not only the minutest details of mathematics have been made plainly visible—and without the aid of the microscope—but here the Auroras assembled. Listen while the walls echo the deeds of the past.

Ah, we would forget how we sat nervously awaiting the awful moment when our turn should come to appear before the society in

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the capacity of a performer, and only remember that our work was done and we are the stronger for the effort.

We would forget that four Seniors subjugated us and dominated imperiously, but only remember that the faculty marked an epoch in our history when they excused the Seniors from literary work.

We would forget that our boys never made eloquent orations, never distinguished themselves in debate, but remember that they have long since departed and now, here and there in the Normal cemetery, a white slab commemorates the mourned.

We would forget that the play we fondly anticipated did not materialize, but remember the participants enjoyed the sublime poetry of the waltz where tetrameter was in evidence.

We would forget that our rays were not always as polished and bright as they should have been under the guidance of Prof. Forrest, but remember that a jewel of a president shown with perpetual brilliancy.

Ah! we delight to bask in the smiles of a first love, but space is forbidden us.

Here's success to the Aurora!  
O, ye rays so bright and true,  
Long may you live and prosper.  
Glorious fame will be your due.

PHILOMATHIAN DEBATING CLUB.

The young men of the school conceived the idea of organizing a literary society of their own only after due discussion and deliberation. The sentiment became openly ex-

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**BICYCLERS, TAKE NOTE!**

Sarah came into our store,  
Ordered soda—liked it—  
Drank it up and had some more  
And then went out and biked it

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GOODS

ENGBERG'S PHARMACY, FAIRHAVEN

---

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pressed by the close of the first term that the male contingent of the Normal could attain better results in the line of debating and parliamentary practice by combining their then much-scattered forces. They also felt they could secure a share of attention and recognition more nearly proportional to their deserts by so uniting. Thus it was that the Philomathian Debating Club was formed on Washington's birthday, 1900, with Mr. Vaile as its faculty critic. The course that the society has since pursued has been filled with vicissitudes, but it has confidently pressed on until it has at last reached clear water. At the beginning its membership was thirty, and the partings of these from their respective societies were in many cases even pathetic. On the other hand, there were scornful acts and words hurled upon their heads, but they did not heed them. When the young ladies protested that some of their number would be unable to go to the student reception unless allowed to invite an escort from outside, the young men offered their services graciously, only to be refused in every instance.

The bright spot in the history of the club is the public entertainment given on April 6. An elaborate program was prepared, but in the very midst of it a specially prepared altercation between two of the members occurred in the audience room, which naturally caused the immediate convening of the Philo-

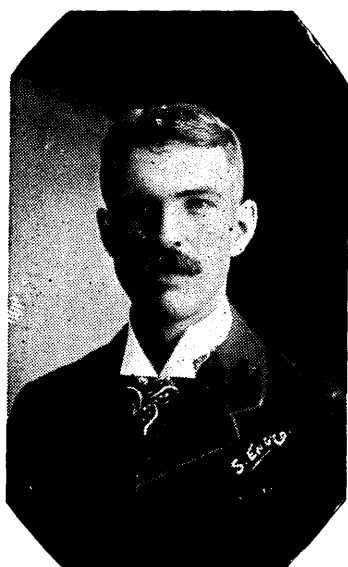
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mathian Court, which meted out justice to the offender. The Chillick Society offered to serve refreshments after the regular program, and the young men gladly availed themselves of the opportunity of accepting a victory that they felt they had fairly earned. Altogether it seemed to be quite successful.

Elections occur every four weeks, and no one is eligible for the same office twice in one year. The four presidents thus far chosen are Messrs. Myers, Geo. Blonden, S. C. Bonner, and Olaf Webb. In the officers of the Normal Senate the club is represented by Mr. Myers.

Next year promises to be a successful one, and every inducement is offered to make it so, especially if the membership is large.

UTOPIAN LITERARY CLUB.

The members of the U. L. C., after tossing for many years upon the changing waves of fortune, have reached at last the haven of safety and are installed as members of the Utopian Republic.

On the 15th of September, A. D. 1899, fifty students convened in the art room of the Nor-

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mal to establish there a republic. A constitution was immediately framed which shall stand as a monument to the wisdom of the republic. The Crescent is the official paper.

The Utopian Republic was established for literary purposes; a very extensive field of work has been covered this year. A number of the poets have been studied, besides many of the topics of the day. But "a little nonsense now and then is relished by the wisest men," so a humorous program has been arranged for every month. The conversational program was a very original plan for spending an afternoon. The Utopians treated the public to an original play written by the young ladies. The assembly hall was taxed to its utmost with an appreciative audience. For one evening they were given a glimpse into a good, old-fashioned Thanksgiving.

Twice the state room of the republic has been thrown open to the public, the first time for a candy sale, the second for a luncheon. On both occasions the room was converted into a bower of loveliness, the decorations being yellow, white and blue, the Utopian colors.

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The republic has always pursued a policy of peace, but circumstances may change the policy of any nation. A challenge was sent to the Chilicks, a tribe of savages whose war cry had stricken terror into the hearts of a poor weak tribe called the Kulshan. The subject of contention, however, was not the Kulshan tribe, but the question, "Resolved, That women should be granted equal suffrage." The eloquence, logical reasoning and consummate skill of the Utopians came out victorious. Great was the rejoicing and loud were the praises raised for the republic and its noble commander-in-chief.

"Boom-a-lacky, boom-a-lacky, zip boom bah!  
Utopian, Utopian, rah, rah, rah!  
Boom-a-lacky, boom-a-lacky, zip boom bah!  
Avadana Millett, rah, rah, rah!"

Not long ago the male population of the republic seceded, but the Utopians, being strict adherents to peace, permitted them to withdraw unmolested into obscurity, "Vailed" from the outside world.

"We hail Thee, our own Utopia,  
With hearts that are loyal and true,  
May those who enter the Normal next fall,  
Choose the yellow, the white and the blue."

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W. H. ELLIS,  
MANAGER

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ASS'T MANAGER

## CHILICK TRIBE

The Chillick Tribe is all right, even if it is a tribe of natives. It boasts of more prominent members than any other society. It has among its members the president of the Senate, two of the best singers, and the best musician in the Normal; the editor-in-chief of the MESSENGER and the only lady drummer. It also has the best critic and the best basket ball player. It has an orator, a satirist and a wit, and before the origin of the Philomatheon Club it had a fine selection of boys. No society in school has a more enviable record, and much is expected from it.

Its ice cream reception proved that besides all other good qualities, this club is not behind in social gifts.

"A tribe there was, and that a goodly tribe  
 That fro the tyme that it first bigan  
 To finden out the truths of better love  
 Loved science much and historie.  
 And evere honoured by the facultie  
 Discreet it was and ful of excellence  
 But thereof nedeth not to speke, men know  
 As well in Christendom as in heathenesse  
 That it has honor for its worthynesse.  
 For lernynge it shows greet charitee  
 Aboven all societies in Normal.  
 Of studie had it moost care and moost heede,  
 And in good felaweshipe is evermore,  
 At sessionns its words weren so wise,  
 So estately was it of governaunce,  
 Its resouns spak it ful solempnely,  
 But natheless, I have not tyme and space,  
 To telle you al of its condicioun,  
 Of this tribe telle I no lenger tale  
 Than it was cleped Chillick."

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Y. W. C. A.

The work of the Y. W. C. A. was brought before the students and friends of the Normal, in a very entertaining and appreciative manner by a public entertainment, May 4, 1900. One number of the program was a short address on "The Object and Growth of Y. W. C. A." by Rev. W. A. Mackey. After the program, games were enjoyed and ice-cream and cake were sold. About ten dollars was cleared. This, added to money raised by subscription, will be used to support a child in India.

Miss Jacobs and Miss Woodin were sent as delegates to the convention held in Seattle, May 4, 5 and 6. They returned with enthusiastic reports, proud of the fact that our association compares very favorably with any in this district. Miss Jacobs went to Capitola, Cal., to attend a convention of all the associations of the Pacific Coast.

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## ALCOTT SOCIETY.

A nice little man in New Whatcom does dwell,  
 His name it is Mathes, we know him quite well,  
 He's president of the State Normal School,  
 And "order in the library" is his chief rule.  
 "No talking aloud—be quiet—be still."  
 "No talking aloud—be quiet—be still."

Prof. Eply the science man's next on the list;  
 One problem in Physics he never has missed.  
 With mirrors and lenses, with steam and with smoke,  
 He was scared half to death for fear something'd be broke.  
 Sing "gravity, focus, electrical shock,"  
 Sing "gravity, focus, electrical shock."

Mister Forrest now added the third of the three  
 A geometry, hard as hardest could be,  
 With theorems difficult, problems like steel,  
 Intended, of course, for the students' good weal.  
 Sing "angle, right angle, perpendicular line,"  
 Sing "angle, right angle, perpendicular line."

Miss Millett, the queen of the gymnasium,  
 She teaches us not to act like a bum,  
 So this is the way, we know it at last  
 And now don't you think that we're learning quite fast?  
 Sing "hands at your sides—in front of you so—  
 Now forward and backward"—till over we go.

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The teacher in language, Miss Jane Connell is,  
She says to say "rise" and never say "riz,"  
Not "your'n" and "our'n," and "we 'uns and we"  
Are improper; and always "I am," not "I be."  
Sing "proper nouns, commas, white paper and ink,"  
Till we all love grammar—we guess we don't think.

Now Vaile is the man who cut up the cat;  
We guess he took pity on the unfortunate rat,  
But the class in physiology ne'er will annoy,  
For Robert B. Vaile is naught but a boy.  
Sing "cerebrum, biceps, peristalsis and mumps,"  
Sing "cerebrum, biceps, peristalsis and mumps."

Miss Baker's the only big singer we've got,  
And she ever tries to lead up the lot,  
Each morning in chapel—Oh this is the way!  
She beats time, and makes us sing over the lay.  
Now "down and left, right, up, now ready, all sing,  
You must go a little faster and notes on time bring."

You think that we haven't got very much to do!  
Well, if we had the time we'd just show you.  
Misses Montgomery and Rogers of the training school,  
Are forever after us with some new rule.  
Sing "Note books—be careful—look out for your plans,"  
I tell you we'll be glad when they're off of our hands.

Now this is an introduction to our faculty,  
A better set of teachers you never will see.  
We'll say this about them, or we'd be afraid  
That on the Alcott Society they'd make a raid.  
The Alcott, the Alcott, oh zip bah boom!  
The Alcott, the Alcott, oh give us more room!



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The program of the first annual commencement exercises begins with Model School day, on Friday, June 8, and concludes with the formal presentation of diplomas, with an address by President F. P. Graves, of the University of Washington, on Thursday evening, June 14.

Rev. W. A. Mackey, of the First Presbyterian church of New Whatcom, preached the baccalaureate sermon on Sunday morning. The address before the literary societies was delivered by President F. B. Gault, of Whitworth College, Tacoma, on Monday evening.

The class day exercises of the graduates took place in the audience room of the building on Wednesday afternoon. Wednesday evening was given up to the reception by the trustees and faculty to the graduating class and the visitors.

This issue of the MESSENGER is commemorative of the passing this first mile stone in its history by our institution. Extra efforts have been made that it might in some degree adequately mark this important period. Its size has been increased, at least, and an interesting and valuable feature been added in the form of pictures. The other number of this volume will appear during the summer.

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## CLASS OF 1900 IN A COAL MINE

The Faculty have the most sincere gratitude of the Seniors, for a most delightful "pleasure excursion."

The steamboat ride from Silver Beach to the head of the lake, was of itself a treat. But the day was so full of joys it is impossible to determine which joy was most enjoyed.

A bountiful lunch well seasoned with jokes and good-natured "hits;" Professor Eply at the coffee urn; a climb to the "hole;" a ride in the coal cars; "heads down or bump!"; a sight of beautiful, soft, white fungi, and farther on of the hard, black coal seam; daylight once more and the discovery that everyone else was black too; more lunch; discovery of some fresh water sponge by,—guess who; a row on the lake and then the ride home, during which two countenances were very cloudy, black with—, not revenge; "Where is my cap?" these are some of the joys.

Do you wonder that the Class of 1900 count May 26th as one of the happiest days of their school year at the N. W. S. N. S?

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1877	20.75	7.51	13.24
1882	20.75	7.72	13.03
1887	20.75	17.27 (Double)	3.48
1892	20.75	9.80	10.75
1897	20.75	10.36	10.39
1900	20.75	10.50	10.25

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