

V. 6 2012

THE MESSENGER



Bellingham,
Washington

NOVEMBER, 1906

MARIE ODEGAARD-'06

State Normal School

BELLINGHAM, WASHINGTON

**Second Semester will
open Jan. 28, '07**

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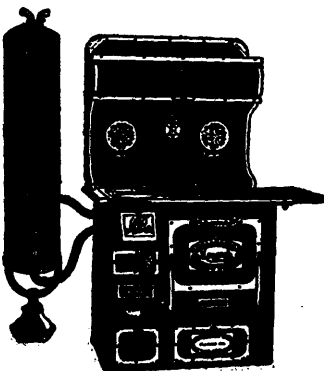
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THE NORMAL MESSENGER

NOVEMBER, 1906

A MOTLEY CROWD.

'Tis a motley crowd, that teaching corps
Of men and women, almost a score,
Whom mother state hath gleaned from out
The dedagogues that roam about,
To teach us facts, and theories, too,
Wherewith to fight a battle true
Against Dame Ignorance's crew.

This teaching corps, we said before,
Is motley, though we them adore.
'Tis true there are some who once were young,
Were giddy, loud and gay;
But time has changed their silly tongue,
And now they never think of play.

There are some from whom a smile ne'er
comes,

There are some who are always gay;
There are some who never get to know
The student's little joy or woe.

There are some who are worked with ease by
some.

There are some who work some, too;
There are some who are neither worked nor
work,

But the sum of them all are true.

There are a few who are so stout—
Far more than a span about;
And some so lean, with eyes so keen,
We sometimes think them mean.

There are some—one or two—'tis true,
Who stand six feet or more;
And some so short that their forms distort,
When to speak they take the floor.

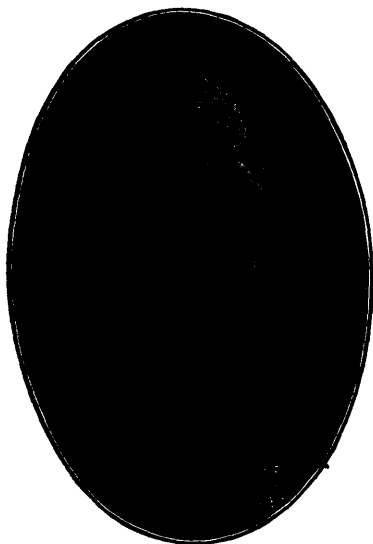
There are some whose eyes are deepest brown,
There are some whose eyes are gray;
There are some who wear the rimless
"specks,"
And have for many a day.

We forgot to say that there are some
 So beautiful, young, aglow,
 But true there are—we mean to say—
 There were—in the distant, long ago.

Oh, strange to tell, these teachers, too,
 Are human, not divine;
 There are sometimes streaks, that show
 they're freaks,
 As any common kind.

But, taking one and all we say,
 From each some truth we learn,
 We love that motley crowd, we do,
 E'en tho their gaze in class we spurn.

AS ONE PUPIL SEES THEM.

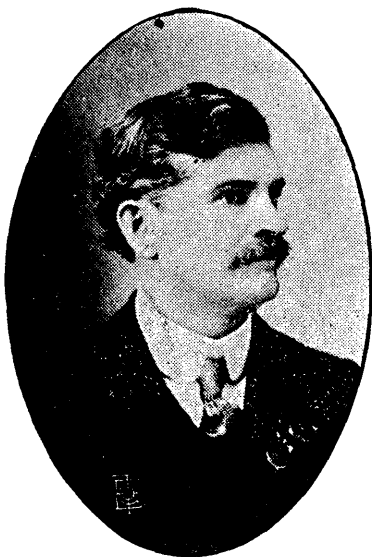


EDWARD T. MATHES. ..

Early life was spent on a farm in Kalamazoo County, Michigan. Comes of German parentage. Early education was received in rural schools; was prepared for college by special teacher. Graduated from Heidelberg University, Ohio, in 1889, with degree B. Sc. Was awarded special science honor and annual oratorical prize at graduation. Received degree M. S. in 1892. Completed non-resident post graduate course with Bellevue College of Univ. of Omaha, in 1897, receiving degree Ph. D.

Was superintendent of graded schools

in Kansas four years; President of Denominational schools, two years; was teacher of history and physical science four years in the Idaho State Normal School at Lewiston. Has been Principal of the Bellingham State Normal School since its organization seven years ago. During the past fifteen years he has delivered more than two hundred evening lectures and given instruction in more than eighty teachers' institutes.



WASHINGTON WILSON.

English parentage; reared on farm in Illinois; attended common and High School; graduate of Illinois State Normal University, Normal, Ill.; University of California, B. L. degree. Taught five years in public schools as principal; seven years in Normal at Chico, Cal., and has held chair of pedagogy in this school since 1900.

JAMES T. O'SULLIVAN.

Irish parents; born and raised at Port Huron, Mich.; early schooling in public and High Schools of Port Huron; spent two years in law office; Michigan University, '98-'02, A. B. degree; spent two years in studying history, political science and law in this university; admitted to Michigan State bar in '04; taught in Port Huron High school, '04-'06; this school in beginning of fall term of '06.

FRANCIS W. EPLEY.

A doctor's son; reared in Polo, a small town in Michigan; attended graded schools, and four years at High School in Ionia, Mich.; four years at Alma College, Mich., a Presbyterian school; graduate of Normal, West Superior, Wis.; principal of High School, Marquette, Mich., for three years; taught three years in West Superior Normal. Took courses in biology at Normal Laboratory, Wood's Hall, Mass.; physics and chemistry at University of Wisconsin, and botany at Michigan Agricultural College, Lansing, Mich. Teacher of science in Bellingham Normal since '99.

**JOHN T. FORREST.**

Early life spent on farm in Iowa; taught in county schools one year at Parson's College, Fairfield, Ia.; six years in Central University, Pella, Ia.; graduated with degree of Ph. B. in 1883; one year in State Normal at Los Ange-

les, Cal.; superintendent of Chehalis schools, '85-'99; editor and proprietor of "Chehalis Bee" two years; teacher of mathematics in Normal since beginning in '99.



IDA A. BAKER.

English and Pennsylvania Quaker; early life spent in Iowa; attended private school in early life; post graduate of Central University at Pella, Ia.; received degree of A. M.; taught ten years in graded and High Schools of Iowa and Washington; teacher of mathematics in Normal since '99.

E. N. STONE.

New England ancestry; born in Vermont; early life spent in Vermont, New Hampshire, and Massachusetts; early schooling in public schools of Montpelier, N. H.; attended Montpelier Academy, Vt., 1883-'85; Olivet College, Mich., '87-'91; post graduate in same, '91-'92; recorder in U. S. river and harbor survey, '93-'95; taught in Oliver Academy and Olivet College, '96-1900; student at University of

Grenoble, France, and University of Freisburg, Germany, '01-'02; teacher of Latin and German in Normal since '02; degrees, B. A. and M. A.

CATHERINE MONTGOMERY.

Scotch; born on Prince Edward Island; attended rural school, and later city schools; attended San Francisco Normal, and School of Education, Chicago; teacher in public schools of Seattle and Chehalis; first primary critic in this school since '99.



M. BELLE SPERRY.

German and English; native of State of Michigan; early training in public and High Schools of Ann Arbor, Mich; graduate of University of Michigan.; Ph. B.; taught nine years in High Schools of Michigan and Illinois; two years graduate in Wesleyan University, Middleton, Conn.; A. M.; associate professor of English in Cornell College two years; English department in this Normal since '05-'01.

LULU DAWSON.

Kansas; attended schools in Emporia, Kan.; graduate Kansas State Normal College; special work in manual training; assistant in manual training in this school '06.



A. P. ROMINE.

Of English, Scotch and Irish descent; early life and schooling in public schools of West Virginia; graduate of West Virginia University, A. B. 1899; Johns Hopkins University, 1899-1900; taught in rural schools of West Virginia 1890-'92; principal Clarksburg, Va., H. S., 1894-'96; teacher of science in this Normal since 1900, biology and geology.



FRANCES HAYS.

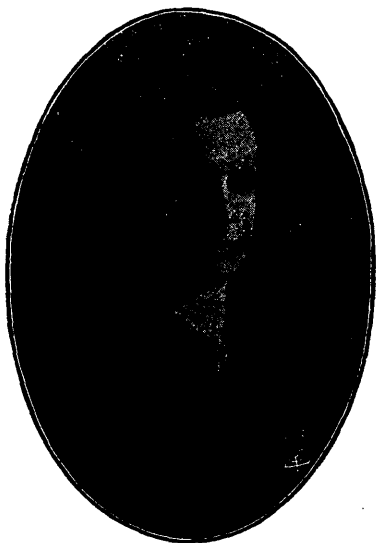
English and Scotch; early life in New York

and Kansas; early schooling in public schools and primary department of University; Kansas State Normal College; University of Chicago, and Columbia School of Oratory; department of Oral expression and art.



MABEL MOORE.

Educated in city schools, Ironwood, Mich.; studied music in Detroit, Mich., and in Boston; supervisor of music Stevens Point, Wis., and Menominee, Mich.; teacher of vocal music her since '02.



H. G. LULL.

Early life spent in the country, Atrim Co.,

Mich.; early schooling in rural schools; Northern Indiana Normal School, '92-'93; teacher in rural school, '93-'94; State Normal College, '98; graduate University of Michigan, '04; A. B.; superintendent of schools Carson City, Mich., '98-'02; superintendent of schools, Mt. Clemens, Mich., '04-'05; supervisor of training school in this Normal since '05.



E. BELLE MILLER.

German descent; early life in Michigan; attended public schools; teacher of English and history two years in Belvue, Mich High School; attended Olivet College University, graduating in '05; A. B.; in this Normal since '05.

ISABEL CLARK.

Mixed stock; Chicago public schools and Normal; special student in penmanship under Prof. Palmer, of Cedar Rapids, Ia.; teacher eight years; penmanship here since '05.

MARY CARPENTER.

Scotch—German descent; born in Indiana; public schools and Amity College, Amity, Ia.; B. S.; taught in grades in city schools eight years; principal of Sehome school six years; critic teacher upper grades; county school superintendent-elect.



NELLIE GRAY.

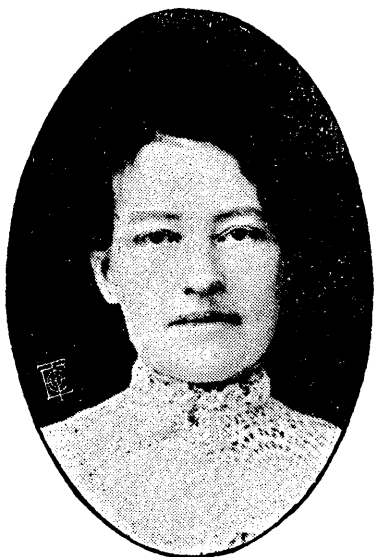
Pennsylvania-German-English; born in Illinois; attended public schools; Chicago University student; twelve years in Lewis-Chaplin; four years in Chicago Normal as critic teacher; since '05 has been critic teacher in second intermediate grades in this school.



TALLULAH LE CONTE.

Native state, California; French descent; attended private school at Berkeley; University

of California, 1900-'04; A. B.; student assistant in physical training department of N. of C. in summer school of '03, and years of '03-'04; department of physical training in this school since '04.



ADA HOGLE.

Scotch-English; born in Illinois; early training in Emporia, Kan.; public schools and Kansas State Normal College; B. P.; attended Massachusetts Normal Art School at Boston, and Columbia University, New York city; degree; art department of this school since '02.

ELENA BATEMAN.

Lived in this city, but attended school at Mill's College, Cal.; studied music under such musicians as Julius R. Weber, San Francisco; Miss Alberta Munro and John J. Blackmore; teacher of the piano department in this school.

MRS. ADDA WILSON SMITH.

Scotch-Irish; early life and training in Paxter, Ills.; attended Illinois State Normal University, Normal, Ills., and Colorado State Normal; diploma and degree of Ph. B.; taught in Illinois and Los Angeles, Cal.; critic teacher in first intermediate grades in this school since '05.

THE NORMAL MESSENGER

Published Monthly by the Students of

THE STATE NORMAL SCHOOL

BELLINGHAM, WASHINGTON

Press of EDSON & IRISH, 1311 Railroad Ave.

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AMIE HALL	-	-	-	-	Class of '12
ADA HOGLE	-	-	-	-	Art Editor
WALTER NICHOLS	-	-	-	-	Business Manager

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Vol. VI.

NOVEMBER, 1906

No. 2

EDITORIAL.

The Messenger has a circulation at this time of 500, a few of which are sent to the coast of Connecticut, and from the Gulf to Minnesota, and even finding its way into far-off Alaska. It enters into fifteen or twenty High Schools. From its pages other students and people judge this school; so what enters into it determines our standing as a school. As we are interested in our school we would have others of like opinion, and in order to obtain this condition we must make our paper represent the best talent there is in school. This can only be done by the student body giving its support in materials. There are those in school who have traveled in distant lands. Can't you write an interesting article upon those travels? There are those whose imaginations can give a beautiful story. Won't you write it? There are those whose minds see and feel the poetic things of life; can't you contribute a poem? There are those who actually see humor in school life. Won't you use your talent to help others see it?

It is the earnest desire of the editorial staff that anyone who has something which will be of interest to the school will give us such material in the news box, or hand it to one of the editors.

AS SOME PEOPLE SEE TODAY.

Today? Yes today is but the allowance
Times gives to sun and moon
To run their certain courses thru
The limitless expanse of the heavens;
Just a stitch which Father Time
Taken in weaving Eternity;
Just a few hours for sun to shine,
Just a few hours to weep,
Just a few hours for man to toil,
Idle awhile, and then to sleep.

AS OTHER PEOPLE SEE TODAY.

Today—a rich and sparkling gem
From God's storehouse of time,
Set full with four and twenty hours,
Mere specks, so infinitely fine;
So rich, so grand, so full perchance,
That I have caught but just one glance;
Improved so few of moments true,
And scarce begun, yes, left undone
A thousand things that would have brot
Me nearer God—the Perfect Thot.
Today—which from Eternity wrung
Recognition for all of its worth.
Worth—What worth a day in Eternity's sight
When ceaseless aeons are not a mite,
Nay, less a lightning flash at night?
“What claim has Today,” the ages ask,
“For praying old Father Time to check
The speeding hours of its day?
“Is it more rich, endowed, more gay,
That man might wish it to delay?
Do its few hours bring greater dowers
Than other passed days?
Does its sun shine at ev'n decline
With shades more manifold?
Or, are its hours like those of ours,
And those which yet shall be?”
Oh, mournful past, why dost thou grasp
My unused, fair Today?
Its opportunities are at my command,
While yours are far from touch of hand,
So I love today, for from it I may
Glean truth and helpfulness.
But you have gone, ne'er to return,
So you, I must, I will e'er spurn.
Oh, grant to me thou Infinite One,
True meaning of today,
Oh, from the hours which are so few,
Which flee, and ne'er return;
Wilt Thou but hear my feeble prayer
And grant me just this boon,

To see, to act, to consummate,
Some noble deed or word?

LAROC ARLOC

THE STUDENT'S PROBLEM.

In these days of rush and hurry men are asking themselves, "How may I utilize my time in order that I may receive the greatest returns for the time and effort put forth? It is this spirit that has sunken into oblivion the congenial life of the earlier days; it is this spirit that has robbed the home and individual of that essence which makes them grand and noble—time for unconcealed and free intercourse—real altruism.

Into every phase of life this condition of affairs has entered. The laborer rushes home at night, retires, arises and rushes to work again; the busy merchant is up and off with the sun, with scarcely time to eat; the merchant, the farmer, the politician; in fact, everyone, seems to be rushing as if their all depended upon that day's effort. As a consequence, men become narrow and selfish, and thus, unhappy, leaving the world no better by their having lived in it.

In college life, which is so short, time is precious, and each one feels that he must get all the knowledge he can in those four or six years, consequently he lives to himself, studying till late at night, arising early to study, rushing to school, reciting, he returns to his room to study again, and thus the weeks go by. Soon he graduates and goes out into his field of work without having been known except in schoolroom, making few friends, and robbing himself of much pleasure that he owes to himself.

Does such a student really get the most out of his college training? No. Man is a social creature and hence loves to mingle with people. As teachers, this is of more importance, for they must have the power of adaptation, if they are to be real teachers. Where is this power to be developed? In college life. How? By meeting and mingling with fellow-students. This comes not from the classroom, for there they interchange ideas for the mere sake of knowledge. Then, where? By meeting other outside of the study room, and in other interests than those of books. In social gatherings, in class functions, on the athletic field, or in friendly rivalry.

To the extent, then, that each student gives his share of time and interest to a common cause—class spirit, to that extent will he grow out of his own selfish life into a broader and more complete altruism. Nor will he be the worse for it. Observation and experience have shown that the students who accomplish most when they leave school are those who have been most active in the different interests of their "Alma Mater."

In closing, ask yourself this question: "Am I giving my share of time and talent to make school life attractive? If so, well and good; If not, then do not wonder that the student body is uncongenial and selfish, for remember, 'Men who carry away the riches of India must carry into India some riches.'"

DEATH OF MISS VAN REYPEN.

The students and faculty of the Normal were grieved to hear of the death of Miss Sarah Van Reypen, class of '06, who went to California last July for her health. Miss Van Reypen, a year ago, was in school, hard at work—too hard for her strength. Her health began to fail and after the holidays she stopped school to take up teaching, which she found to be too much for her failing health. So she remained at home until July, when, accompanied by Miss Mildred Wilson, she went to California, where she seemed better for a time, but gradually declined until death at last claimed her. Miss Van Reypen was held in high esteem by faculty and students, as was shown by the responsible positions she held. She was editor-in-chief of the Messenger, also president of the Athletic Association, which offices she filled ably, besides accomplishing best results in her other school work.

LITERARY SOCIETIES.

A good, pure, intellectual woman is a power for good in any community. Her influence will continue long after she has ceased to act her part in the tragedy of life. Give her the crown and scepter of a rural school teacher, and her power will be greatly increased, and the fruits of her toil will be rich beyond compare. Among the many opportunities of usefulness there is one which seems to be much neglected. The fashions have changed and

more time is now devoted to the modern fads, which, let me say, are sometimes useful as well as ornamental. The old time literary society was productive of much value, and is yet capable of good results.

It caused the people to meet on common ground. The older ones discussed subjects important and unimportant. The vital questions of "immortality" down to those of little importance such as "pursuit and possession, as causes of happiness." Here, also, national and international problems were discussed along with the one as to ownership in the case where the pumpkin vine grew thru the neighbor's fence and bore fruit as well as "deriding the motherhood of a chicken hatched by a hen other than the one that laid the egg." I suppose that that question would now be much more complicated on account of the incubator.

Many who remember the days of literary societies in the old school house, can point to ministers, lawyers, doctors and successful business men, as timid, awkward, performers of long ago. Many a man can date his intellectual awakening from one of those societies. They were the preparatory school in which a large per cent, of our successful men received their first inspiration and training.

The teacher who has ability and inclination to revive the old custom, will be able to sow intellectual seed that will, as the years go by, yield rich harvests to civilization. The literary societies in the Normal are provided for the purpose of giving you students the training that will prepare you for the work in rural communities. If you find some one has started this good work, take hold with a will and help it along. If no one has made a beginning, then it is your duty to start the good work. Long after you have gone and are forgotten, the good work will continue as a monument to a faithful worker.

JOHN T. FORREST.

A BANQUET.

The faculty sat around the ruins of what was once a Thanksgiving turkey, and its accompaniments, but, alas, what a wreck! Suddenly there arose one upon whose face intelligence actually glowed. Lifting high in the air the banquet cup, he cried:

"Here's to the student who mistakes the hall for a boulevard. Here's to the one that

daily flunks, even tho' I glare. Here's to them all—may they sometime in the glorious future learn the meaning of silence."

Straightway from the opposite side of the table arose one who cried:

"Here's to the one that is ever coming after the roll is called. May she be on time when Gabriel calls the last roll."

"Ha, ha," laughed another, "Here's to the one who bluffeth not, nor laugheth loud in the work room, but her delight is in her subject plan on which she meditates many days and nights."

"Confound it," was heard from behind a cream pitcher. "What a mess of idiots—Here's to the student who, altho she can't follow me, still gets much from the class—who bring to class neither knitting nor sewing; to whom the individual——"

"Here—here—here's to the one from the farm, even if they think the gas comes in on a wire. Here's to the one whose lecture course ticket and rebate fund are clear."

From behind a wreck of bones came a voice: "Here's to the girl whose note book is a thing of beauty—yea, the one who gets honorable mention."

"Here's to the one whose music note book is very excellent—whose joy is classical selections, and who can go up the ladder with pa without laughing."

Yet another arose:

"Here's to the once that never mentions 'Reed and Kellogg,' and to whom Browning is——"

At this point our reporter was called away to a fudge party, and we failed to get a report of the other toasts in time for this issue. We hope that we may obtain them some time in the future, and our readers may have the edification of hearing the rest of those gems of tho't promulgated by this august assembly.

KLONDIKE REVERIE.

The Yukon hills lie buried
Beneath the winter's snows,
All signs of life seem vanished,
All trace of worldly woes.

The trees keep silent vigil
With branches bent down low,
The north wind passes by them
Unheard, they do not know.

But when the full moon rises
 In sky that's clear and blue,
 The old white hills awaken
 And seem a gorgeous hue.

The snow is no more sleeping,
 But sparkling with delight
 At moonbeams gaily passing
 Changing darkness into light.

A rabbit leaves his burrow,
 Darts o'er the frozen snow
 Amazed by light and splendor
 He wonders where to go.

The quietude is broken
 By some wild shrieking tune,
 A malamute is sadly
 Lamenting to the moon.

The Northern lights flash wildly
 Across from sky to sky,
 Their white trail seems to tell us
 The frost king reigns on high.

But soon the vision's ended
 As dawn breaks on the scene,
 The old moon's slowly sinking
 Show's 'twas but a winter's dream.

All told, we have a picture
 Composed of life and light,
 The harmony of nature
 Shows our great Creator's might.

MARIE ODEGAARD.

SCHOOL CALENDAR FOR NOVEMBER.

- 1—Everybody sleepy—after Hallowe'en.
- 2—3—4—Y. W. C. A. State Convention, during which time Mr. Smith meets the Cheney delegate.
- 5—Lemach called Dr. Mather down for chasing through the hall.
- 6—Gov. Mead entertained general assembly.
- 7—Pres. Turner, of Freshman class, passed an Exclusion Act.
- 8.—Watch the side-burns grow!
- 9—First basketball game of the season.
- 10—The Third Years entertained the down-town friends.
- 11—On whom has Mr. Allison a case now?

- 12—Pres. Turner called a class meeting.
- 13—Pres. Turner called a class meeting
- 14—The First Year basketball manager wept over his team.
- 15—Have those side-burns grown any?
- 16—The Normal boys gave a dance, and there was havoc at the Dormitory, and the Fourth Years gave Miss Hogle a "kitchen shower."
- 17—Senator La Follette didn't come.
- 18—Excursion to Ft. Bellingham and Prof. Forrest went to church.
- 19—Third Years sell pies to pay for those ribbons that their naughty players bought to wear at the basketball game.
- 20—Mr. Romine told a joke in assembly.
- 21—Mr. Romine made another speech.
- 22—Leon Cory, the star actor in "Shenandoah," made his first appearance in Anacortes.
- 23—There was another basketball game.
- 24—First Lecture—John Kendricks Bangs.
- 25—Mr. Stone outlined his sarcasm for the following Monday.
- 26—Room 26 called down by Miss Wilson—Who could do it better?
- 27—Miller and Rev. Petheram called down in Latin.
- 28—All students wore a "turkey" smile.
- 29—Thanksgiving day.
- 30—Normal deserted by all save the firemen and the rats.

IMPERSONATION.

By an Eighth Grader.

I can't describe him very well, but a girl once said, "His little goatee tickles me so all the time," and a great man once described him after something from the Chemistry room, scented the building as "Prof. _____, with his nose screwed up and a string tied around it."

Some people say that it is a relic of barbarism to tack your grades upon the door, but as a rule he is considered rather gentle (?) Indeed he looked so fatherly or something that when he went to go in the music room one day the whole class yelled out, "Pa."

I guess that's all I know about him except that he has used up one bottle of red ink already this year, and the second is going fast.

ANNOUNCEMENT.

Attention, ye Practice Teachers!

Do the critics tell you that your questions were not definite? If so, the following questions from the Normal teachers may help you:

"Was he a religious man? He was, wasn't he?"

"Have the children a musical vocabulary when they enter school? Now, those who don't know answer."

"What did Columbus study mainly in school; geography, wasn't it?"

"Was there a famine in Ireland in 1845?"

"Are potatoes the national food of the Irish?"

"How many understand?"

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"Mrs. Wiggs of the Cabbage Patch".....	
.....	Miss Le Conte
"Everybody's".....	Miss Hays
"The Outlook".....	Discipline Com.
"Literary Digest".....	Miss Sperry
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"Little Minister".....	Jones
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"Smart Set"	Juniors
"The Problem".....	Mrs. Pope
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