

THE MESSENGER

Let us have faith that right makes might and in that faith, let us to the end, dare to do our duty as we understand it.—A. LINCOLN.

SCHOOL PAPER OF THE
BELLINGHAM STATE NORMAL SCHOOL
BELLINGHAM, WASHINGTON

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TERMS—FIFTY CENTS A YEAR

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The State of Washington is to be congratulated upon its educational policy. From the beginning of statehood it has consistently supported and developed a number of higher institutions of learning until today these schools take honorable rank among similar institutions in any part of the country. We believe our state has wisely included normal schools in its educational system. Sixty years ago there were less than a half dozen of these schools in the United States, while today more than one hundred and fifty of them are regularly supported by state appropriations.

The only state on this coast to refuse or even halt in the matter of establishing and supporting normal schools is our sister state of Oregon, and that a large number of people do not approve of her recent act in abolishing all of her normal schools, is clearly shown in the number of persons from all part of the state making application for admission into our normal schools next September.

The entrance of these young people into our schools means that a large number of them will later teach in our

state and eventually become citizens of our commonwealth. And this is not all, for many parties moving into this western country will be drawn toward Washington on account of her liberal educational policy. No western state can afford to lose prospective citizens, much less actual residents, and the fairness of Washington in the treatment of her normal schools through the last legislature will prove in a peculiar way a wise and a permanent investment.

E. T. MATHES.

As we sit in our easy chair and contemplate the last issue of *The Messenger* we cannot forbear a big, broad smile of self complacency. Picking a number at random from the back files of the paper, we happen upon an issue of 1907. Turning through the pages we find fifteen of advertising and fourteen of literary matter. In the last issue, the issue of March, 1909, we find twenty-seven pages of advertising and twenty-four pages of literary matter. A paper's life and prosperity depend upon advertising. Look at the growth of one short year! Through the tireless efforts of the business manager and the kind responsiveness of the business men of the city *The Messenger* has reached its present growth in advertising. Compare the reading matter both as to quality and quantity and we find a paper of twice the volume of the former year. The cover designs, especially the present one, have been highly artistic. A great deal of the credit for this is due to Miss Chelnesha Olson, who is certainly a school artist to be proud of. Last, but not least, is the quality of press work and spirit of kind helpfulness which the printers, S. B. Irish & Co., have shown all along. Mr. Irish has been a faithful friend for many years and we hope for a longer term of friendship in the future. Now, if you are a friend of *The Messenger*, can't you forgive us a little pride in the result of our efforts?

On Wednesday morning, March 31, at 10 o'clock, the trustees met with the faculty and students of the Normal school in the Assembly Hall to read the findings in the case against Dr. Mathes. Mr. Edens, as chairman of the Board, presided; Mr. Clark, the clerk, read the statement which had been prepared by the Board for the Governor, after which Mr. Donovan spoke to the school. He said in part that the grave charges which had come against the Normal school since January 6th had culminated in a trial

of which these findings were the result; that the Board was a non-political body of men who gave their services for the best interest of the school—a body of men who were at all times ready to listen to and to adjust any complaint. After careful contemplation they had reached this decision which the Governor had also approved—a decision which was due Dr. Mathes, who, in the ten years of service had proved himself an educator of the highest merit. It was his executive ability which had brought the Normal school to its present status as the best Normal west of the Mississippi and north of the Union Pacific—the Normal school which is to lead all the Northwest to sounder and better methods of education. The trouble, then, which has hung like a cloud over all of us, trustees, principal, teachers and students, has lifted and it remains for everyone to consider the trouble at an end and to advance the cause of the school by so reporting it to our friends.

Many friends of the school and of Dr. Mathes were present at this exercise and the hearty clapping and good will shown by all prove conclusively that the trouble is at an end, that Dr Mathes is what we had always thought him to be, an honest, loyal friend of the Normal school, and of every student in it, and an educator of whom the Bellingham Normal and the State of Washington are proud.

A speaker from our platform a short time ago made the statement that if the heart is right, no one need have any fear of making a bad break of manners. From that same platform was announced a few weeks later, a short vacation in honor of a great state's governor who was to be buried that afternoon. How was this intelligence received? Was it with the solemnity and sadness due it? Let those persons who participated in the disgraceful clapping of hands answer that question. Are there still people living in this age who cannot differentiate between occasions of sorrow and rejoicing? Can't they tell the difference between mourning for a martyred president and the celebration of the Fourth of July?

Three important changes were made by the last legislature in the school code which materially affect the interests of all Normal students and especially all future Normal students. Hereafter, graduates of the State's

Normal schools must teach successfully three years out of five instead of two years (as formerly), before receiving a life diploma. No tuition fee will be required of students entering the Normal schools, nor will students be required to sign a promise that they intend to teach.

The secondary certificate granted on the completion of the secondary course and at the end of Junior Year will authorize the holder to teach three years instead of five years as heretofore.

While we are at press, the most important meeting of the Students' Association for the entire year will have been held. This meeting elects the president, vice president, secretary, two members at large, a sergeant-at-arms, and one faculty member. The offices are so important that great care will be necessary in the choice of the officials.

It is now time for the Alumni to plan their return to Bellingham for commencement week. Many reports come from over the state that our graduates are coming back for the tenth anniversary. Plans are being made for a program worthy of the occasion. All of the members of the first class may be here. Also a fine senior class is to be graduated. There will be both pleasure and profit to all who attend.

Indications of improvements on our campus already noticed are only preliminary to many and more elaborate ones. We are going to have cement sidewalks leading to the main approaches, a beautiful driveway to the main walk, a well arranged lawn, as well as many lesser improvements. When these are completed beyond a doubt we will have the most beautiful school from an aesthetic as well as from an intellectual standpoint in the Northwest—a school which everyone will be proud to speak of as his Alma Mater, the B. S. N. S.

At the Muehlenbruch recital a plan was instituted of having a young man stationed at each door of the Assembly Hall, entrance being gained only at the close of a division in the program. Perhaps this will solve the question of the unnecessary passing to and from the hall which is so discouraging to our performers and speakers.

SONG OF LIFE.

(By Florence Louise Hoag.)

Jolly songs the minutes sing
In the merry months of spring.
Young life joins their chorus gay—
All our work is naught but play,

Tick tick,
Tickety, tick!

Boy and girl build castles grand
With shells and shining sand.
Study, play the whole day long,
All your world is one glad song.

In the perfect summer days,
Witching music, tender lays
Float upon the fragrant air,
Minutes sing and banish care

Tickety, tick,
Tickety, tick!

Youth and maiden, hand in hand,
Build no longer in the sand.
Castles now are in the air,
Oh, your world is bright and fair!

In the autumn days of life
Then the goodman and his wife
Teach their wee ones, wrong shall fail,
Right shall triumph. Hear the tale,

Tickety, tock,
Tickety, tock!

On the rock, the castles stand;
Bad men hide their sins in sand,
And the world just laughs in glee,
For their hidden lives she'll see.

When forth wintry shadows creep,
By the hearth the old folks keep.
'Round them dying embers furl
Memories of a boy and girl.

Tick—tock,
Tickety—tock!

Sings the clock. While runs life's sand
Ling'ring watch they for the land
Promised filled with good to be
As the waters fill the sea.

AS OTHERS SEE US.

“O would some power the giftie gie us
To see ourselves as others see us!”

—Burns.

While in a sense the guests of the English teachers and as such, treated with universal kindness and courtesy, yet here and there I caught glimpses of ourselves as others see us.

“Of course you have no history for as yet you are a very young nation.”

“It is very natural that you should be interested in the homes and haunts of British authors, as you have no literature of your own.”

“We look upon you as a wild people, owing, we suppose, to the no mean part played by the Indian in the education of your race.”

Even a note of pity was evident in the tone of the policeman by whom I purposely stood for information, while watching the royal procession when the king and queen of Sweden were the guests of King Edward and the queen. “You have nothing like this in America,” said the policeman. “Oh, yes; I’ve seen Ringling’s several times.” “This is nothing,” continued he, “but I was glad to have seen the coronation procession. There were many American women here then, and how they did talk. They asked twenty questions where one would have answered the purpose.”

After these comments I heard with pride that the Americans are not ahead of us but in one respect, and that is their system of public schools.

Our expenditure for buildings and equipments was constantly commented upon, as: that Philadelphia had a high school that cost over a million and a half; that vast sums were given by millionaires to colleges and universities; that nothing shoddy or mean was found inside the New York schools; that whatever is best, is best for the school. “One of the results that stare you in the face wherever you go is the fact that the school buildings form one of the notable features of architecture in American cities,” remarks a member of the Mosely Commission. But of the teachers the comment was not so favorable. “When we turn from the material endowments of educational institutions to the personnel of the teaching profession there is another and a sorrier tale to tell. Even the Harvard

professors are not too well paid. The case is worse in secondary education.

The teachers are so poorly paid by the state that the teaching profession has ceased to be a career at all. Not more than 7 per cent of the men stay in the profession five years and not more than 5 per cent make it their life's work. There is a demand for more reasonable good teachers, but other avenues offer more compensation and less physical tax.

The teaching force is, outside of the largest and best paid city schools, constantly changing. The rural schools are too often taught by the inexperienced, untrained teacher. They are a continuous practice school for the eighth-grade graduates, who may be able to pass the required examination, yet are uneducated in the true meaning of the word.

Experienced teachers are constantly passing out to fill more lucrative positions. Many of the clerks in the big department stores in the east were teachers. As one said, "I get thirty-five dollars and a half holiday per week in Wanamaker's store with half the mental and physical strain of teaching. I've tried both."

This does not compare with the recognition given teachers in the British Islands. The National Union of Teachers has a member in Parliament who voices the teachers of the nation. Under the same organization is a Provident Society that allows as high as ten dollars per week for disability. The same organization has a benefit insurance, beside minor, but important features, as the publication of bulletins, books, etc. How often are teachers represented in state or nation here?

Our attitude toward education is much better than in England, but not better than that of Scotland. Owing to this Scotchmen are filling many of the superior positions that depend on civil service examinations. In commenting on this attitude they say it is not the method but spirit which animates both teacher and pupil in American schools. Nervous, impatient of restraint, independent in discipline as the American boy is, his deficiencies are more than compensated by his desire for education. And what is true of the American boy is true also (only that it can be affirmed with still greater emphasis) of the American girl. This attitude is partly due to the fact that large manufacturing concerns and railroads are looking to trained men more than ever before and are choosing the college man or the high school graduate

rather than the boy of indifferent scholarship. No wonder the American parent so willingly practices self denial that the children may have the advantages of education.

Of the 118 engineers in the employ of the Rapid Transit Board, New York City, 84 per cent are college men; of the axemen and rodmen 58 per cent are college men. There are not fat offices given to persons through title or family, as in England, where the sons of the "best families" take the best places in the army, the navy, the church, without respect to ability. "If fit for nothing else put him into the church," is a common saying. This being born into a position would naturally put a damper on "spirit" in education. It is said, that but one man in the British Parliament received his education in the free public schools of England.

As to methods they make the following well founded criticism: "Quantity is not always quality or novelty necessarily improvement." You know teachers are on the alert for the novel,—all varieties of schemes, seat work methods, follow each other with amazing rapidity. They were introducing the sound method into the infants' classes in England. "Are you familiar with it?" said the shy pupil teacher as she drilled on "a-y says oy." Ben can play (play). I did not tell her that in my own teaching life three distinct and far reaching sound waves had crossed the continent from the east to the west, only to leave us ignorant of many of the sounds of the vowels.

We scarcely test a new method until it is discarded for the newer, until the old through necessity becomes the new. Some may remember the nature study wave of recent years, when children in New England were taken to the hills and turned over to Mother Nature for instruction—where nothing was told, but all things discovered. That is no more absurd than what is seen at any time—the teaching of nature with little or no material. In a Scottish school visited requisition is made on the previous day for material, and the bird, its nest, tabulated information, etc., are at the building at the required time.

While they compliment us on the arrangements made for the foreign child and his absorption into Americanism, yet they see that there is grave danger in taking him in faster than he can be assimilated. Of the 7,447 children taken before the Juvenile Court of New York City, the greater part were Russian Jew and Italians.

Why incur the expense and contamination of the more ignorant races lured hither by transportation com-

panies? By helping all it threatens its power to help any. According to the physician who examines these people at Castle Garden, "It will take this nation a hundred years to expel this vice and scrofula from its blood."

The great weaknesses in our own education are:

First—Lack of individual attention. We attempt to train nearly sixteen million for the race track in groups of fifties. Did ever colt develop speed in a drove with one driver? Our system of education is set for the pupil's average ability and the quick lose valuable time.

Second—The lack of valuable industrial work is apparent in all grades. Sewing, knitting, lace making, embroidery, cooking, house wifery are, in the British schools, considered as important as numbers. Our girls have no occupations and so fall to street walking to fill vacant hours.

Third—The lack of organization and professional spirit which places teachers with the grand army of tramps who wander from county schools to city schools; from state to state eventually leaving the work to become a sawfiler or a real estate agent. Make it possible for the schools to have a Roosevelt or a Heney, a Hillis or a Shaw at the head, and the citizenship of the nation has been leavened for higher and better standards.

Luther Burbank says that we are the most crossed nation in the world and so contain material for the best or the worst that the world has yet produced. It rests with the homes and the schools to decide. Which do you want?
C. MONTGOMERY.

"THE COUNTERFEIT"

By

GOLDIE WRESTON BROWN.

In Three Parts.

PART III.

"A wife—is God's remedy for loneliness, and God's reward for all the toils of life."
VAN DYKE.

Bud was nonplussed. That anyone could quarrel with his infallible Aunt Dorothy was beyond his comprehensive. That one could be his Uncle Richard seemed an entire impossibility. He gave his shoestrings a violent jerk. He knew he was going to be late to breakfast. He wondered if Aunt Dorothy felt as bad as he did because Uncle Richard was going away. He would give her half

of the firecrackers which he had left from yesterday. He wished she would smile when she said "Good morning," to Uncle Richard, in the diningroom. To him Aunt Dorothy's smile was irresistible.

Everyone was at the table when he entered the dining-room. Aunt Dorothy's fresh blue dress matched the blue of her eyes, and Bud knew that Uncle Richard thought it the prettiest of all her pretty dresses.

Bud took his place at the table quietly, wondering how grown up folks felt when they were "mad" and having a "quarrel." He always felt like fighting. He did not think that this could be much of a "fuss" anyhow. Everyone was talking as usual; everyone but Uncle Richard. Aunt Dorothy was laughing and seemed as happy as ever Bud ate in silence.

An hour later two motor cars chugged merrily down the wide driveway for the old homestead house was sending forth its usual annual crowd of merrymakers to the dells of the St. Croix, ten miles away. Every year they visited this nature's park, which was ever new with its wierd rock walled underground rooms and caverns.

In the leading car a girl with taffy colored hair smiled as she guided her machine and talked to the boy at her side. A woman's smile often covers a multitude of tears.

The second car was driven in silence by Richard Russel. A man's silence is the impregnable wall of his soul.

A ten-mile spin; a dinner at the countryside cafe, which drew its maintenance from the summer visitors at the dells; an exploration of the underground world, dedicated to his satanic majesty, each underground room being designated as the Devil's Kitchen, the Devil's Diningroom; a quiet ride home at twilight, and the day was done.

* * * * *

When the evening train came to a standstill at the great station in the flour city of the north, a few hours later, a rising young lawyer of the city issued from its rear coach and was greeted effusively by his senior partner. On the door of the office which he entered in an uptown block was written:

"RUSSEL AND COHEN,"

Attorneys.

An hour later he went to the Arlington clubhouse. Just eight weeks, to a day, had passed since he had

gone for a vacation to the old Wisconsin homestead, to care for it during his uncle's absence abroad. He had been a generous host to its happy party of summer guests. He wondered vaguely as he adjusted his coat carefully on its hanger, if the merry group which was gathered in the living room of the old homestead even noted his absence.

His apartments at the club, though furnace heated, boasted of a great colonial fireplace. Its fitful blaze sent a thrill of boyish homesickness over him, and as he sat gazing moodily past his paper into the coals, a girl's face framed with hair of burnished gold smiled back at him.

* * * * *

Heat, indescribable, had reigned all day. Everything was perfectly motionless. The dust of the road settled quietly back to its bed as the grey car passed noiselessly over it. The sky was without a cloud. The sun hung, a ball of flame, midway between zenith and horizon. The car, with its solitary driver, was the only moving object on the prairie. The girl did not feel the intense heat, the top of the car shaded her, while its movement created a cooling breeze.

An hour later she steered her machine along the broad, tree bordered streets of New Richmond. She looked at her watch. It was just five-thirty. She had left the homestead house which was twenty miles away, at three.

It was near the dinner hour and men were leaving their offices. The girl drove the car slowly through the main thoroughfare of the town. Girls from stores and offices hurried past her. They, who knew nothing but toil and meager existence, seemed happier than she. They had a goal to be reached, a purpose in life. A sudden loathing of the aimless life which she was leading came over her. She turned the car abruptly, nearly colliding with a little brown-eyed tot that was crossing the street. Reversing the wheel she leaned forward and swung the tot into the car beside her.

"Baby, we will take a long spin, you and I. The great car sped smoothly along; the baby's prattle and laughter brought smiles to the face of her captor. Dorothy loved children.

Crowds were collecting in the streets. A sudden stillness fell upon the city. The sky which had been so clear all day was suddenly darkened by rapidly moving clouds. To the southeast it had taken on a greenish hue.

The girl stopped the car, a low rumbling, rushing, seething sound came from the distance. She had heard that sound once before and its awful significance stunned her for a moment.

"Baby," she sobbed, "there is but one chance for us. We must race with death and get out of its path. Her athletic prowess stood the test. The heavy machine shot obediently to the right. She packed it with women and children at the next corner. Her heart throbbed with pity for the wildly rushing throngs, which she passed so quickly. If she but knew where the safety line lay she could return and save others.

The bable of discordant cries of despair, insane cursing and earnest praying, was left behind. The great black funnel shaped cloud was whirling its way toward the heart of the city.

The occupants of her car were pathetically silent. The great trees at the roadside were creaking and swaying in the wind. The roar of the storm increased. Rain began to fall. A flash of lightning blinded her and a mighty peal of thunder shook the earth. Then came the crash. The cyclone had struck.

The air was full of flying objects. The black monster whirled past. Its strength was nearly spent.

Silence fell.

The gray car had won. It had passed out of the path of destruction. She turned it slowly around. She would go back to the scene of horror which she knew lay behind her.

The buildings on either side of the road were undisturbed. The path of the cyclone lay through the business portion of the town. The way was soon barred with uprooted and falling telegraph poles. To the right one whole side of a house was torn away, leaving the furniture of the rooms, untouched. The girl shivered. The cruel humor of it all was horrible. She left the car with the women and children who had sought safety with her.

Death and destruction lay on all sides. People, in awed silence, went about seeking loved ones in the debris.

She clasped the golden-haired baby more tightly as she stumbled over the fallen timbers. A moment later a woman was blessing her and weeping over her child.

Together they began the work of rescue. Childish hands were folded in the last sleep. Baby eyes were closed for ever. Heavy beams were lifted and pinioned limbs

were freed. The sobs of the living were mingled with the moans of the dying.

Hours passed.

A path was made through the ruins and the gray car with its pallid driver made trip after trip to the hastily impoverished hospital carrying the wounded and dying to rest and relief.

Darkness began to hide the scenes of horror.

In a city fifty miles away a man was staring in horror at a telegram which read:

"Dorothy was in New Richmond." Two hours later he had reached the city. But one name was on his lips and one face with its girlish blue eyes was before him.

The first great burst of horror had subsided. All were working quietly and systematically. A girl with taffy colored hair still guided her car on its missions of mercy.

The man with his gridiron muscles swung the heavy barriers out of the paths of the workers with mechanical swiftness.

A distant clock was striking four. The rays from the lamps of a motionless car fell upon the figure of a woman in a tan motoring coat kneeling beside a dying child. The man knelt beside her. He wondered if it were a sin to be happy in the midst of sorrow and death. She covered the tiny form, then turned to him.

"I knew you would come," she said simply.

"I have come to take you home. The relief trains have arrived. We can rest." He took her trembling hands in his.

"Dorothy, we are going back to the old homestead fireside and to happiness, in which the Counterfeit will have no part."

She smiled assent.

He lifted her tenderly into the car. The gray harshness of the later night had passed.

THE END.

THE BAD BOY.

(E. Moy.)

It seems almost necessary in the study of the Bad Boy or the so-called incorrigible child to divide the subject into three parts—first the nature of the bad boy; second, the cause, and third, the remedy.

And it is from the papers of Miss Julia Richman, District Superintendent of Schools, New York City, and W. C. Martindale, Superintendent of Detroit, Mich., that I am greatly indebted for many useful and helpful suggestions.

It seems useless to define the incorrigible child. His home conditions are often of poverty and degradation, or of indulgence and bad judgment, which even send the little child to us, morally, if not intellectually handicapped. We all know him as the child that hates school, torments the teacher, demoralizes the class, disobeys the rules, defies authority—even the laws of the state. He is present in every school and, if reports may be relied upon, in ever-increasing numbers. He it is who is responsible for the nervousness and breakdown of many a teacher who succumbs to his torments. He it is who burdens and weighs down the best of teachers by his presence in the class. He it is who robs the rest of the class of time and instruction by his drafts upon the energy of the teacher.

In consequence of better administrative methods in our large cities, hundreds of children, mainly boys, have been brought into the schools, lawless, undisciplined, untutored, fitted by age and size for the middle and upper grades, unfitted in book learning for any but the lowest primary classes; ignorant as new born babes of all that the course of study demands; wise as veterans in all street shrewdness and knowledge of the seamy side of life. Add to these internal burdens the additional one of the boy paroled by the children's court; the boy known to be a thief; the boy known by his classmates to have been arrested; the boy whose answer to the question, "What did they do to you in court," is, "Oh, nuttin; de judge jest talked soft ter mæ," and the result is disheartening.

The chronic truant also gives much trouble. There are many causes which lead to truancy. Scientific treatment will eradicate much of the evil.

Mr. Martindale believes that one of the first causes for the bad boy is that "the maximum number of children to a teacher in the ordinary schoolroom is at present too large. The maximum number of seats in an elementary room should not exceed forty, if the average teacher is to know something about the individual pupils." He says further: "With forty pupils established as the maximum number, I can see the teacher with time for an occasional long breath with time to regain her elasticity, with an

opportunity to retain her poise. The incorrigibles and insubordinates—these being but relative terms—have already begun to disappear.”

I will add another cause which has not yet been intimated which helps to make the bad boy—that is, requiring the child to sit still in furniture often physically uncomfortable. This is the root of many of our discipline problems.

It is found that the boy is a bad boy from causes which a little investigation can remove. Mrs. Martindale cites this illustration: “A boy fourteen years old in the eighth grade of an elementary school had long been the trial to his teachers. One day when the boy had been sent to the principal for disorderly conduct, it came out in the course of questioning that being a late riser he frequently left home without breakfast. The result showed that the boy’s nervous irritability and tendency to sulks and tantrums were largely due to this cause. For some time he was allowed to go home to relieve his hunger when a recurrence of his trouble seemed imminent, but he himself was anxious to overcome the difficulty, and with the aid of teachers and parents he finally succeeded. Certainly such treatment of the case was preferable to expulsion.”

This case is merely cited as a type of insubordination. Eye strain and slight difficulty in hearing are also prolific sources of irritability, and teachers should be observant and considerate in discovering and allowing for such slight physical defects in pupils. Sometimes arrested mental development tends to make the bad boy.

Mr. Martindale says: “This probably seems a tame old story to many of you, but I claim that when those pupils with the physical defects have been sifted out, the greater part of the old-time incorrigibles disappear. The teacher now has opportunity to look more carefully after the needs of the remaining pupils and is able to supply the bright ones, mischievous because of lack of proper employment, with work suited to their needs and abilities.”

There still remains another class—those who for various reasons are dissatisfied and ready to avail themselves of the first opportunity which offers relief from restraint of the schoolroom. This last class includes boys who have left private schools either before or after completing courses there; boys who have gone to work, but have not found it so attractive as they had pictured it and have no

alternative but school; boys whose "occupation in the streets" has been terminated by law and who are compelled to return to school.

To all these boys the regular school routine is dull and uninteresting. They create a problem difficult of solution. They like action and physical activity. Being older than their fellows in regular classes, they rebel against prevailing methods. Their very natures seem to cry for emancipation from the grind. For this class ungraded schools or special have been established in many of our large cities. The average number of pupils to the teacher in the ungraded school is nineteen. Thus the teacher of the ungraded school "has more opportunity to study her pupils and also more opportunity to work out his individual ideas in assignment work."

In the ungraded school organized games and manual training are special features, and much is done to hold the boys and girls in school through interest and through appeal to their own felt needs.

In describing such a school, Public School No. 120, Miss Richman says: "Every incentive was offered to make the school attractive. Academic requirements were kept in the back ground, until respect for the teacher, respect for authority, and self-respect had been in part at least developed. The school was a boon to those boys: boys who had been the disturbing influence in their classes; boys who had been beaten by their parents with or without cause; boys who had been run down by the police. Have you any idea what it means to such a boy suddenly to find himself under an influence so directed that he discovers that he is of interest to somebody; that someone cares for him; that when he tries, someone is pleased; that when he backslides, someone is grieved? This is what many of those boys found for the first time, and, under the sunshine of friendly interest and thoughtful care, some of the hardness that had grown about the tender spot which can be found in almost every boy's heart began to soften and to melt; as the soft spot showed its presence, the skillful teacher tenderly, carefully, prayerfully, kept on melting the hard outer crust and giving the warm spot encouragement to develop; and as the heart grew warm, something in the face changed. The hard, sullen, rebellious look disappears at times, occasionally there is light of hope on the face; in a few cases the old look has disappeared entirely."

Miss Richman gives the following table as a fair,

accurate statement of the condition of the special school on February 1, 1906:

Total number admitted to date.....	140
Sent back to regular school cured.....	5
Received employment certificate (3 more go soon)...	4
Went to work at sixteenth birthday.....	6
Mentally not responsible.....	*12
Mentally lacking (not so pronounced as former).....	*6
Arrested and committed by court since admitted to P. S. No. 120.....	6
Arrested and paroled by court since admitted to P. S. No. 120	7
Chronic truants before attending P. S. No. 120.....	118
Number of these absolutely cured of truancy.....	100
(Those not yet reformed are mainly pupils lately entered.)	
Number thoroughly reformed on all charges.....	33
(Of these five will always need special care.)	
Number improving steadily.....	42
Number improving spasmodically.....	32
Number improving but very slightly.....	10
Number showing no improvement at all.....	20
(Includes six arrested and committed, and six not yet at- tending a month.)	

Surely no further evidence is needed to convince even the most skeptical mind that a school of this kind would be a benefit to any community.

Perhaps some one will ask, "Is a happy and a useful manhood or womanhood possible for the incorrigible child? Yes, but on one condition only: all traces of incorrigibility must be removed from his character before the influence of the school is taken out of his life. This can be done; this must be done. If it were done when 'tis done then 'twere well it were done quickly."

Those in official position and those who help to dictate in school matters and those who guide and direct teachers must assume the large share of the responsibility and the special teacher must be the one fill with yearning and eager activity to save and redeem. The teacher must give the chance for hope, admiration and love to work their wonders. Teacher must look for and nourish the untainted part of the soul of a child. Na labor of love in wasted.

"Talk not of wasted affection, affection never was wasted; It it enrich not the heart of another, its waters, returning Back of their springs, like the rain, shall fill them full of refreshment."

It is refreshment that will be the salvation of the teacher and the incorrigible child.

Let me quote further: "Some day perhaps every teacher may learn that his or her truest mission lies in giving to the child inspiration and stimulus for right living and for the formation of true character; some day, perhaps, every child may learn that no success, that no achievement can be compared in worth to true character. When *THAT* day comes, there will be few or no discipline problems; when *THAT* day comes, pessimism will give way to optimism; when that day *COMES*, the teacher's heaviest burden will disappear; *WHEN* that day comes there will be no incorrigible child."

Let me sum up briefly the means which seem most effective in reducing the number of incorrigible and in-subordinates in our public schools and in retaining as many as possible through the elementary grades:

1. The number of seats in any one class room should not exceed forty.

2. Thorough, physical examination of all pupils should be made as to sight, hearing, adenoid growth and other physical defects.

3. The defects discovered should be remedied as far as possible through treatment.

4. Backward pupils, deaf pupils and others who need special methods of instruction should be temporarily or permanently segregated in special rooms of the regular elementary schools.

5. Ungraded schools or special schools should be established.

6. Manual training and other subjects more profitable and interesting than some of those now pursued should be introduced into the elementary grades.

7. For every new subject introduced some subject, now taught, should be curtailed or omitted.

8. The earnest, enthusiastic teacher full of love, sympathy skill can do much to eradicate the evils of the present day school.

AN EASTER PRAYER.

The stone before the tomb is roll'd away
By Hands not human, and the crypt is bare,
And on the dawn of this first Easter day
A nameless triumph seems to thrill the air;

The world's great tragedy is ended, where
Were grief and tears, in wonder, rapture, awe,
For love hath conquered Death and dull Despair,
Love and Thy Law.

Dear Lord who triumph'd over Death and Pain,
Be near us as with falt'ring feet we fare
Along the way. Thro' darkness, storm, and rain
We stretch tired hands and call to Thee in pray'r.
Forgive us, if, forgetting Thou are there
When days are dark, our faith seem to have died,
And give us strength to hope, to do, to dare,
This Easter-tide.

JACK O'CONNOR.

Bellingham, April, 1909.

THE LILY'S MESSAGE.

It was Easter morning and little Agnes was very happy flitting about her grandmother's beautiful garden. Orange blossoms, violets, roses, and pure, white Easter lilies lifted up their sweet flower faces to the warm April sunshine. Everything was so bright and wonderful that Agnes thought the garden must be enchanted, like the gardens in fairy tales, and she kept peeping into corners and behind rose bushes hoping to see a fairy appear. But no fairy appeared, so she pretended that the Easter lilies were fairies. She hovered about them and touched their petals caressingly with her little white fingers. Tripping lightly about the garden little Agnes was one of the fairest flowers herself. She was slender, and fragile, and dainty. Her face was as pure and white as the lily's petals, her shining curls as golden as its center, and the love and sweetness that shone in her great blue eyes were like the perfume of the lily.

At last, growing tired of her play, she walked up to the tallest lily in the garden, folded her hands, and looking up longingly at the topmost flower, said, "I wish they could talk to me."

"I will tell you a story," said a voice that seemed to come from the tall lily. "A long time ago," went on the voice, "when Jesus was on earth, He plucked a lily and gave it to the little children, and told them to be pure and simple as the lilies of the field all their lives. Every year I come at Easter time to remind you. My petals stand for

purity, my golden center for love, and my perfume is my beautiful soul."

"Oh," cried the child, "tell me another story."

"Another time," said the voice, and grandma stepped out from behind a large rose bush.

"Grandma, grandma," said Agnes, "that tall lily told me such a beautiful story."

Smiling and looking down into the childish face filled with wonder, grandma uttered a fervent story deep down in her heart, that God would always keep her little granddaughter as pure and holy as the Easter lily.

BEULAH McCUTCHEON.

HOW EASTER IS DETERMINED.

Easter besides commemorating the resurrection of our Savior, Jesus Christ, is also a memorial of the Christian passover—of the atonement wrought by the death of Christ upon the cross. The proper time for the celebration of Easter has occasioned no little controversy. At first the Christian passover was celebrated on the 14th of the month of Nisan or March. But in the second century a dispute arose between the Eastern and Western churches as to when the day should be celebrated. The Jews in the East preferred the 14th of Nisan, and the Western churches, the Sunday following the 14th, holding the view that Easter was the commemoration of the resurrection. The Council at Nice, in 325 A. D., decided in favor of the Western customs. This only settled the point that Easter was to be solemnized on a Sunday and not on some particular day of the month. The proper astronomical cycle for calculating the occurrence of the Easter was not yet determined.

The time of Easter being the most important movable feast of the Christian Church, it determined all the rest. It was, therefore, much debated at the time of the introduction of the Gregorian calendar whether Easter should continue to be a movable date or whether a fixed Sunday. It was deference to ancient custom that led the ecclesiastical authorities to adhere to the determination by the moon. Easter now falls on the first Sunday after the paschal full moon i. e. the full moon which happens upon or next after the 21st of March (the beginning of the ecclesiastical year) and if the full moon happens upon a Sunday, Easter Day is the Sunday after.

In 1761 and 1818, Easter fell on the 22nd of March, but this will not be the case in any year of the twentieth century. The latest Easter in this century will occur on the 25th of April in 1943.

M. L. F., '10.

LANGUAGE.

As developed in the seventh A class in the training school.—Goldie W. Brown.

Longfellow said, "The thoughts of youth are long, long thoughts." It is the duty and the privilege of the teacher of language to teach children how to express those thoughts.

In language, as in other studies, the "how," or in other words, the technic of the subject must be taught to the children before they can express their thoughts in original stories and poems, worthy of the name.

When the child reaches the seventh grade he has his previous work in language, his knowledge of books and stories through his reading, his vocabulary and his thoughts with which to work. It is the work of the language teacher now, to help him to increase his vocabulary and to systematize his thoughts.

The "how" of writing can be learned through the study of the stories and poems of standard writers, which are suitable to the age of the child.

Let the children study the titles of the stories they read and deduce at least these three rules: first, the title should be short; second, it should sound interesting; third, it may suggest but should not tell the story.

Call the attention of the children to the sort of words used, as to length, long or short; as to kind, common or uncommon; plain or picturesque. They will be on the lookout for these words when they begin their original story work.

Let selections from Irving be studied to show the use of the long sentence, in beautiful descriptions, then study Victor Hugo, to show the use of short sentences in presenting clear pictures, leaving the descriptive details to the intelligence and imagination of the reader.

Have the children pick out the principal parts of the stories, which they read, showing them that the "introduction" should include the place or setting of the story, the time and the principal characters; that the "body" of the

story is an arrangement of incidents in an interesting order, to lead up to the "climax," which is the highest point of interest in the story. Show them that the conclusion of the story is the situation after the climax and should be brief.

After a thorough study of these details in the stories which they have read, the children are ready to begin their writing. They have four sources from which to obtain material for their work: the reproduction of stories read by the teacher, biographies and diaries, stories founded on fact, and stories founded on imagination only.

To teach the "how" of writing poetry, let the children study and memorize poems from Eugene Field, R. L. Stevenson and others.

In developing the poems below the first two stanzas of R. L. Stevenson's "The Land of Counterpane," were used for a model. It was noted that the first two lines or verses of the stanzas, rhymed, or that the words ending them sounded alike and that the last two lines did the same. The children then scanned the lines, noting the number of feet in a line, the number of syllables in a foot and the accented syllables. They next considered the different meter and rhythm of verses in other poems. From this study they deducted the following rules for the poetry which they were to write:

The stanzas of the poems were to have the same number of verses.

The same verses were to rhyme in each stanza.

Corresponding verses in each stanza were to have the same number of feet.

Corresponding feet were to have the same number of syllables.

The accented syllables in corresponding feet were to be the same.

The children tested their own work by these rules and poetry in good form was the result.

In language the teacher has the greatest opportunity to create a realization and appreciation of the beauty which surrounds us in every day life; the brightness of the land of the imagination which lies so close to their play-a-day world.

Kenneth Grahame says: "There is a sort of a garden—nay, perhaps we may call it a kingdom, albeit, a noman's land and an every man's land—which lies so close to the frontier of our work-a-day world that a step will take us therein. Indeed—if we did but know the trick—we might

find ourselves trotting along its pleasant valleys without once quitting our arm chair.

Note—The three poems which follow show the results obtained:

THE RAINBOW.

My picture books were all so old
And grandma's stories had all been told;
Now what should I do but watch it rain
And look for the sunshine all in vain.

But as I saw that it had ceased,
A ribbon afar appeared in the east;
I told grandma after the showers,
And she said, 'twas a rainbow made made of flowers.

L. M. IRENE WOLFORD.

FATHER'S PIPE.

Last night while father was away
I thought I'd smoke his pipe of clay.
At first it seemed so very nice,
I filled again and smoked it twice.

Now smoking may be good for men,
Perhaps some boys take heart against;
But, as for me, I've had my fill,
Touch father's pipe; I never will.

EUGENE M. BEACH.

SUNRISE.

One beautiful morning in Spring,
When the birds were beginning to sing,
The sun rose over the hilltops
And melted the little dew drops.

It would take an artist of wonderful skill
To paint this picture o'er Sehome hill;
To paint a picture with colors gay
So true to Nature at dawn of day.

DOROTHY GOOCH.

Mr. Bowens—What makes the roof of a full-blood Jersey's mouth black?

Mr. Epley—The same thing that makes the negro's face black.

THE SUMMER SCHOOL SESSION OF 1909.

The summer school will open June 14th and close July 23rd. The session promises to be an interesting one. A course in cooking will be offered for the first time in the summer—a course that is proving very popular in the regular session. The work in botany will be so arranged that one may earn a full semester's credit, but it is necessary to say that not very much other work may be carried.

The courses that surely will be given are outlined in the Summer School Bulletin that may be obtained by sending name and address to the principal of the school. Two noteworthy lectures are to be heard this summer: Mr. Puffer of Massachusetts will lecture upon boy problems that are much before the public today. Mr. Kern of Illinois will speak on the improvement of rural schools. Both gentlemen have national reputations in their respective lines.

It must not be forgotten that Bellingham is an attractive city in industries, amusements and environment, and that it is one of the coolest places on the Sound.

WHAT THE Y. W. C. A. HAS DONE THIS YEAR.

On March 15th, 1909, the Y. W. C. A. brought its year's work to a very successful close. This has been a most encouraging year in many ways in association work. As ever, the social functions of the Association have added to the social life of the school.

The first Friday afternoon of the year the Association gave a very pleasant "At home," followed a week later by a formal reception to the faculty and students.

In the early part of October, the Association sent eighteen delegates, three of whom were Faculty members, to the Student Conference at Tacoma. Thursday night, after these delegates had gone, the members who stayed at home held an indoor picnic in the form of a mock banquet. Later, in the fall, 110 members were present at a banquet at Edens Hall for the new Association girls. This has been followed at intervals through the year by teas and birthday parties.

January 14th 17th we held a Bible Institute, bringing two speakers from Seattle—Dr. Dunstan and Mrs. J. A. Campbell. They were assisted in the Institute by two of

our local pastors, Rev. Cornish and Rev. McCartney.

During the year we have held weekly, two Normal classes for the Bible class leaders, conducted by Rev. Wilson; ten Bible classes, having an enrollment of more than eighty girls, with student leaders; two mission study classes, led by Dr. Mathes and Mrs. Jones; and Thursday afternoon devotional services, led by the student members with an occasional leader from outside the student body; Mrs. Jones, Mrs. J. A. Campbell, Miss Minerva Lawrence, Miss Gage and Miss Sperry. At nearly every meeting there has been special music. We are especially indebted to Miss Warena Thayer, Miss Belle Crews, Miss Mayme Te Roller and Miss Mildred Marston for their service in solo work.

Perhaps through no other means has the Association been of more material service to the school than through the cafeteria. Beginning with the Monday after Thanksgiving, we have served until the spring vacation, with a break of perhaps five or six days, on an average thirty people daily, making a total of some three thousand persons. Miss Esther Moy, as head of the cafeteria, with her corps of able assistants, should receive a vote of thanks for the delicious soups, appetizing salads, and other good things which they have served.

The work of the Association has been announced from week to week through posters made by members of the Association. Last summer, at the Northwest Conference at Seaside, Oregon, our posters and clippings won the banner. We are proud to say that our posters this year are in every way superior to those which won the banner.

With the election in March the new year's work begins. The following are the cabinet officers for 1909-10:

President, Abbie Johnson; Vice President, Clara Junk; Treasurer, Edna Lawrence; Secretary, Martha Brown; Religious Meetings, Florence Newton; Bible Study, Kate Davis; Missionary, Clara Jones; Finance, Amelia Fiske; Social, Hilda Musgrove; Intercollegiate, Harriet Clouston; Cafeteria, Lucy Fowler; Extension, Cora Kennedy.

Generosity.

"Why, John," exclaimed his mother, "didn't you give Tom part of your apple?"

"Yes'm, I gave him the seeds. He can plant them and get a whole orchard full."—Ex.



There is good material for baseball at the Normal this spring. A good team can be developed if the boys only do some practicing. Petheram and Goodall make an effective battery. Umbarger can also twist the ball. His good work was displayed in the game with the South Side.

On March 25th the B S. N. S. baseball team won their first game from the South Side High School in a score 11 to 8. The game was interesting throughout overlooking the numerous errors caused by the extreme roughness of the ground. The boys showed up well for the short time they have been practicing, and it is hoped they will continue with their good work. The line-up was as follows:

Catcher, Petheram; First Base, MacCoubery; Second Base, Meyer; Third Base, Becker; Shortstop, Umbarger; Pitcher, Goodell; Left Field, Krause; Center Field, McWilliams; Right Field, Copenhaver.

THE JAPANESE OPERETTA.

March 5th a most unique entertainment was given by the Choral Club of the school and was received with the hearty applause by the public. With the raising of the curtain the audience was transported to the land of cherry blossoms and placed in a Japanese garden, the home of O'Hanu San, a girl of position, who, with her friends, was celebrating her eighteenth birthday.

The operetta began with the entrance of eighteen girls dressed in costume and taking the mincing steps of the Japanese girls. At the close of the opening chorus all were delighted with the entrance of Miss Mayme Te Roller as "O Hanu San," and her cousins, Miss Warren Thayer and Miss Ina Landen, "O Kito San" and "O Kayo San."

Miss Van Kleek, as Chaya, the servant, who seemed

overburdened with work, was also well received.

Amusement was at its height when Miss Beatrice Baer, the American governess, was deserted by her pupils, the American twins, Misses Crews and Gifford. She fell asleep in the garden and was awakened by the chorus of Japanese girls, who could not understand her entreaties to be allowed to depart in peace. The entrance of O Hanu San was a signal for order. The Americans won their hearts and were asked to remain to the festivities, which began with the Japanese National Anthem and the Japanese dance.

The finale or lantern chorus, during which time all lights were out except the tiny candles in the lanterns, was accompanied with many graceful movements, and was commended by everyone.

Miss Sanderson, who presided at the piano with so much business-like skill, deserves much praise for her part in the performance.

THE DUNBAR BELL RINGERS.

On the evening of Thursday, April 1st, the fourth number of the lecture course was given by the Dunbar Bell Ringers. Although this was their second entertainment given in Bellingham, the Normal Auditorium was well filled by the students and residents of the city.

The performance was novel and delightfully entertaining and was well received by the audience. The quartette work done was exceptionally fine. Mr. Felgar's solos were excellent, and Mr. Ralph Dunbar's 'cello playing was talented and artistic. Mr. Harry Dunbar was the "star" of the performance, taking the leading part in many of the songs and doing some exceptional reading and impersonating. His impersonations of the tobacco chewer and the eloquent theologian produced bursts of laughter and applause.

The feature of hand bell ringing is of recent origin, and the Dunbars have the only set which includes bells of very low pitch. The work done with these instruments was of course, the feature of the entertainment and very delightful. The music produced was perfectly harmonious and very charming to the ear.

In the whole, it was one of the most delightful entertainments that has been heard at the Normal this year, and it is to be regretted that the Dunbar Bell Ringers

will probably not visit Bellingham again for several years.

H. F. H.



“What about the Literary Clubs?”

I hear somebody ask.

Well, the other matters often rub,

We are still earnestly at our task.

The Thespians some work have done
 To give the House of Rimmon an April one.
 Some scenes from the “Hunchback” they have in view;
 I’m going to visit them then, aren’t you?
 As critic, the Athenians Mr. Deerwester have elected;
 That now they’ll do the psychological thing is expected.
 They are planning for a social in the time quite near;
 I hope we’ll be invited. Wouldn’t that be dear?
 The Alkisiahs say that time does not pass idly by,
 Visions of some farces pass across their sky;
 But as they think their meetings are too few,
 They are going to meet on every Friday, too.

FRIDAY MORNINGS.

On March 19, Miss Baker again entertained and instructed the students about the subject of Forestry. On this occasion she explained the stereopticon views which she had obtained from the government and which Mr. Eply threw upon the screen. The views showed many different types of trees, and gave several examples of the uses of them. But had it not been for Miss Baker’s explanations, it is doubtful if the students would have appreciated the views to any great extent.

On March 26, the students and faculty enjoyed a long-expected treat in Miss Montgomery’s narration of her trip

to Europe. The talk was very friendly and earnest and exceedingly humorous. Miss Montgomery's description of her trip was quite different from the usual way of describing tours, and this difference was entertaining as well as novel. Concerning Chicago, she said: "I do not see how anything good can come from Chicago."

"Washington, D. C., and Philadelphia, make me intensely patriotic," said Miss Montgomery. "A glance at the plat of the former city is a rapid review in United States history. But I had not been in New York twenty-four hours before all the patriotism was gone and I was greedy for gold and automobiles."

In a similar manner Miss Montgomery told of her visit to London, to the home of Burns at Ayr, to Windsor, and many other places of interest in the British Isles. From England she went to the mainland, but she spoke especially of her visit to Rome, with its narrow streets, varied costumes and many churches.

The bell rang and the students were compelled to wait to hear the rest that Miss Montgomery has to tell us.

Under the direction of the Social Committee of the Y. W. C. A. the talks on Social Customs or the Little Kings which make the Social Backbone of our Life," given in Assembly, March 5, were most entertaining and instructive.

Miss George, representing the Faculty, was the first speaker. She outlined the four underlying principles of courtesy. First, Deference should be paid in its best and broadest form, not only to the aged or superior, but to the feelings, thoughts and standards of our every-day companions; second, True Courtesy is helpful and anticipates the wants and wishes of others; third, True Appreciation never fails to acknowledge a courtesy or favor; fourth, Self Control or Poise. Self control should be practiced in all places and at all times, then politeness will not be forgotten.

Miss Currier represented the Seniors and aptly reminded us of common courtesies most often neglected.

Mr. Ross, introduced by Mr. Epley as "one who has the smile which never wears off," spoke of the effect of home training and how it is revealed in our daily life:

"Let us not forget the courtesy and help due our parents who have done so much for us."

"When given a seat in a crowded car, no matter by whom, a lady will thank that one for the courtesy."

Miss Edna Lawrence represented the Juniors and

gave a talk on high ideals of courtesy, illustrating it with quotations and stories which were both interesting and to the point.

Mrs. Larrabee of South Bellingham summed up the points made by the other speakers in her own delightful way by saying, "Those whose hearts are generous and true and who desire to be helpful cannot be discourteous."

Mr Epley gave "his thoughts" as they occurred to him while the others were speaking. He mentioned some acts of courtesy that have come down through the years and he spoke of the natural true gentlemanliness of Lincoln.

All the talks were heartily applauded by the students.

JUNIOR RECEPTION.

The Juniors entertained the school and its friends on the evening of March 12th. After music by the school orchestra the Juniors were heard marching down the hall toward the Auditorium, singing their class song to the tune of "Tramp, Tramp, Tramp." The stage was barely large enough to accommodate the arra of boys and girls belonging to the largest class in the Bellingham Normal school, for not only is this the largest class, but as shown by their song it is the brightest and bravest class—bright in all subjects, brave in those branches of science where they are "skimming crabs that have been canned" and where they "do it all for Mr. Moodie's smile."

Then followed a short address of welcome by the President, Miss Nichols, extending the greetings of the Juniors to all present.

Mrs. Deerwester's solo, "A Gypsy Maiden I" was greatly enjoyed by all, and, as usual, she received a hearty encore, this time giving "Fishing," which pleased the audience even more than the first selection.

The chapter from Normal Life was an exaggeration of the drama of real life, the setting of which is in the training school. The trials of the student teachers, the activity of the training school pupils, and the calming influence of the critics, were portrayed in a most ludicrous manner. The little scenes were especially enjoyed by the training school pupils in the audience.

As two of the singers were unable to be present, the quartette was dispensed with, Miss Belle Crews giving a very pretty lullaby instead.

After the performance by the school orchestra the Juniors again marched upon the stage singing a Junior song to the tune of the Anvil Chorus from "Il Trovatore."

The last feature of the evening's entertainment consisted of a surprise in the form of a "take off" on the Seniors. Several dreams were illustrated by means of magic lantern pictures showing the Seniors as they appeared to the Juniors in a dream. The picture most easily recognizable was that of Mr. Epley on the body of a giraffe.

The rest of the evening was spent in a social way, everyone being served to ice cream and wafers in the room off the library.

CALENDAR.

Monday 1—Mr. Montgomery, the farmer artist, talks in Assembly. Dinah strikes the gym. with her scrubbing brush.

Tuesday 2—Art display, many visitors. Basketball game B. S. N. S. vs. Y. M. C. A. B. S. N. S. gloriously defeated; score 18-36.

Wednesday 3—Normal camera tested by the Alkisiahs; pleasing result.

Thursday 4—Inaugural day.

Friday 5—"Every-day Courtesies" in Assembly by Miss George, Mrs. Larrabee and students.

Tuesday 8—Mr. Bower seeks information concerning love.

Wednesday 9—Junior advertise peanut sale for Seniors —(shelled peanuts).

Thursday 10—Y. W. C. A. select annual officers.

Friday 11—Piano recital in Assembly by Miss Muehlenbruch.

Saturday 12—Miss Baker entertains members of Alkisiah Society.

Monday 14—Spring allures Miss Le Conte and her classes out of doors.

Tuesday 15—Miss Moore plays hookey—no choral practice.

Wednesday 16—Japanese expulsion law applied in Assembly (operetta girls ordered out to practice).

Thursday 17—Students don green in honor of St. Patrick.

Friday 18—Miss Baker concludes talk on Forestry. Second Year candy sale. Japanese operetta given at Beck's Theatre.

Monday 21—Vacation announcement greeted with cheers.

Tuesday 22—Normal chickens hatch.

Wednesday 23—We have had peanut sales, pennant sales, popcorn sales and candy sales, and today a PIE SALE by the training school.

Thursday 24—Baseball game—B. H. S. vs. B. S. N. S.; score 8-11 in favor of B. S. N. S.

Friday 25—Miss Montgomery tells students of her trip to Europe. Seniors have a frolic.

Monday 28—Visitors in gymnasium.

Tuesday 29—New shrubbery appears on campus.

Wednesday 30—School closed at noon in respect to the late Governor Cosgrove.

Thursday 1—All fools' day. Fourth number of lecture course. "Dunbar Bell Ringers." Quarterly examinations.

LOCALS.

The Tri-Normal, a contest in original oration and declamation among the three Normals of the State is to be held in our Auditorium the evening of April 16th. The first contest was held last year at Ellensburg, the school which has been most active in the formation of the league, and the school which has given the trophy to be competed for.

Preparations are being made to give our visitors a fine reception. A committee of faculty and students has been given complete charge. Sub-committees will meet the trains and boats. The visitors will be shown about the city during the day, and after the contest in the evening a reception will be held in the Assembly Hall.

Our school will be represented in declamation by Andrea Nord, and in oration by Roy Goodell.

Every student and Alumnus of the school should be in his place that night to show his or her loyalty to Bellingham Normal School and to extend the courtesies of host and hostess to our visiting friends.

Miss Rebecca S. Knight is a new member of the Faculty, assisting Miss Baxter and Miss Jensen in critic work in fifth, sixth, seventh and eighth grades. She is a graduate of the Plattsburg Normal, New York, and comes to us from the Geneseo Normal, New York, where she was critic teacher in the fifth grade.

Miss Gray was one of the instructors at an Institute

held in Tacoma, March 9, 10 and 11. Her subject was Geography, and her work was highly complimented by the press. While there she met many former students of B. S. N. S., among them Misses Viva Flory, Ellen O. Ferrell, Grace Barrett, Winifred Walters, Pearl Jones, Nora Corbett and Grace Mansfield. These are doing excellent work, and they sent messages of loyalty to this school and its Principal.

Miss Hays was a judge of a contest at Edison on Saturday, April 3.

Messrs. Bond, Deerwester, Forrest and Moodie have been visiting the High Schools of the Sound country.

Miss Hays spent a week at Aberdeen, speaking to the teachers of Pacific County. At the close of the Institute she, with Alice Pence, Rose Rhodes, G. Crandall, Emily Chabot, was invited to spend Friday and Saturday at Moclips, the home of Mr and Mrs. Chabot. The party had a delightful time and all the more delightful because the participants had been friends in the Bellingham Normal. Miss Hays says that many of the former students are planning to return at commencement time. This is good news.

Last year, at the suggestion of Mrs. Daisy Nettleton, the Y. W. C. A. established the custom of holding a sunrise Easter morning service at Initial Rock, on Sehome Hill. The Y. W. C. A., in accordance with the custom, held another such service this year.

No Observation Class next quarter in the Training School.

There have been five baseball teams organized in the Training School this spring and the boys are now looking for plenty of space on which to play. The prospect is very good. They have already played two games with outside schools and have won each game. The pie sale netted something over thirteen dollars. Hurrah for our Training School Boys!

Those of the student body and the faculty who heard Admiral R. D. Evans speak at Beck's Theatre the evening of March 26 enjoyed such a lecture as they rarely have the opportunity of enjoying. There was a simplicity,

directness and manly patriotism about the speaker that won all hearts as it has won the hearts of his men through all his career. He sat and talked to us as if we were specially invited guests in his own home as if we were the honored ones instead of himself. Truly, it is refreshing to know that there are such great, noble and loyal men in our world as Admiral Evans.

Miss Gray has been entertaining the members of the Faculty at a series of luncheons in the dining room of the Normal School. The participants have enjoyed the noon hour with her and they have learned how nicely our girls can cook and serve.

The Faculty is planning to have a number of outings this spring.

On Saturday evening, March 13th, the Alkisiah and its alumni members were delightfully entertained at the home of Miss Baker. The evening was spent in unique guessing games, a beautiful potted hyacinth being given as a prize. After dainty refreshments, every one indulged in ye old time social chat till the hour came they must away, and home each wandered with footsteps light and gay.

The Training School is planning a fine exhibit for the A. Y. P. at Seattle.

A surprise party by the Faculty was given Mr. Moodie the evening of March 31. Mr. Moodie's cottage at the lake was the recipient of all kinds of new tinware.

Mr. Montgomery, "the farmer painter," gave an interesting and profitably exhibition at the Normal School, where his quaint way and kindly humor was well appreciated by all who heard him. The Normal School and its friends extend their thanks for the picture which he presented to us. We hope with him that his picture will be the first of a good collection. He says: "I painted this ear of corn for seed. I hope it will grow for I give it as a nucleus which I trust will develop into a permanent gallery in connection with this useful institution of learning.

"Because 'as allied to the masses of education, art influences stand as elementary.'"

Senior Frolic.

On Friday evening, March 26, the Senior class, chaperoned by Miss Hogle, met on the Normal steps at 8 o'clock and then went to the stone quarry, where they held a moonlight frolic.

A big bonfire was built around which the frolicers sat and talked and listened to speeches and a song by the President. Then games were played until someone suggested that refreshments be served. Upon this suggestion wienerwursts and cheese were roasted and eaten with buns and crackers.

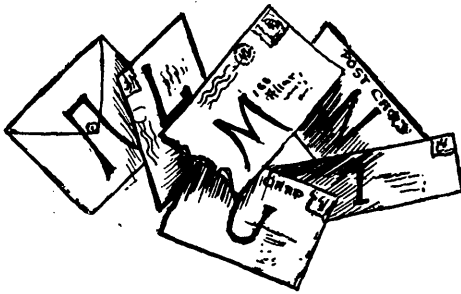
At about 10:30 o'clock the party left the quarry and started on a serenade of the faculty. Before each house a familiar song and the class song were sung. It was nearly midnight when the Seniors reached their homes, but all agreed that they had spent one of the jolliest evenings of the year.

Seniors! Seniors! Who are the Seniors?

Oh! we are; Oh! we are! Oh! we are the Seniors,

And we'll make those Juniors fall in the rear,

When the Seniors come marching in.



Miss Elsie Keene ('08½) is teaching at Ridgefield, Washington.

Miss Orel Handy, a student of ('06), is teaching near East Sound.

Miss Julia Baila is teaching at Porter.

Miss Gretchen Purple is attending High School at Aberdeen.

Miss Hazel Shires is married to Mr. William McBeth of this city. They have gone to California for the summer.

Miss Caroline Egbert is attending the South Side High School.

Miss Ethelyn Hunt is teaching at Anacortes.

Miss Merle Norman is now at her home on the South

Side. She and her father attended the musical on Friday morning, March 12th.

Miss Emma Bengé (El.) is teaching at Manchester.

Mr. Raymond Montgomery, a former student of our school, is now attending the Pullman College.

Miss Alice Linnell, a student of ('07), is now attending the Bellingham Business College.

Miss Grace Allen (Sec.) is teaching at Skamokawa, Wakiakium County.

Miss Ava Finnigan ('08) is teaching at South Bend.

Mr. Ben Crabtree, who took a review course in the summer school last year, is teaching at Wiser Lake.

Miss Ruth Barnhart has returned to her home in Monroe.

Miss Winnie Selvo is teaching near Deming.

Mrs. C. J. Donley, of Lynden, formerly Miss Laura Jaycox, has a son.

Miss Stella Carlson ('06) of Everett is married.

Miss Rose Strauch, a student of ('07), is keeping house for her father at their home in Birch Bay. Her mother has gone to New Jersey on a visit.

Miss Bessie McDowell is going to High School in Seattle.

Miss Ida Currey (Sec.) is teaching at Meyers Falls.

Miss Pearl Crabtree, a student in the summer school ('08) is teaching at Lynden.

Miss Margaret Bird, Miss Anna Grasser and Miss Phoebe Boyer, made us a short visit on March 12th. They stated that the last day of the institute week had been set aside for the purpose of giving all the teachers a chance to visit some school. We are always glad to welcome old friends.

Miss Caring Peterson has just closed a successful term of school near Ferndale. Before returning to her home at Friday Harbor she paid us a welcome visit.

Miss Floy Sullivan, class of '06, is teaching in the Spokane city schools.

EXCHANGES.

"I've been thinking of various things this morning, Uncle Si; first of the thoughtful joy of the Easter time, then of the busy weeks, and then of the commencement time. Just think of the many, many students that will be graduated from the various school and will add their segment to the great circle. How rapidly the months go. Well, let us look at our papers and see what we find. Here

is 'Whims' with its quaint cover. The paper is good throughout, too; stories, splendid pictures, poems and society notes. I think the staff ought to be congratulated. The 'Manhatonian,' that is a new paper, but it's a good one; I like the style of the paper. 'Invincible,' your Exchanges are listed in a unique way. The 'Tempe Normal Student' has put out a very good Washington number; a pleasing idea. Yes, 'Comus,' you are always good; you show good judgment. The Exchange column of the 'Owl, (Fresno), is indeed well written. Your other departments are good, too. 'Normal Pennant,' we thank you for the commendation you gave us. We wonder how you make your paper pay with so few advertisers. Your subscription list must be above the average.

" 'Lakonian,' you are improving. The March 'Spinner' contains a pleasing story, 'A Missouri Compromise.' It is well named. The 'Tocsin' always has such pretty covers; yes, and there is always something worth while between the covers, too. Uncle Si, we have had a fine line of Exchanges this month, and just think, this is the last time we get to enjoy them. Don't feel badly, perhaps you can help write the notes next year, too.

"We wish you all a prosperous and successful year and hope you will each remember the Messenger, Sally, and Uncle Si."

STUDENTS' ASSOCIATION.

The officers of the Students' Association found it necessary to have another officer to help with the work. In order to elect another it was necessary for them to amend the Constitution and By-Laws of the organization. Accordingly on March 10, 1909 during the time usually given for Students' hour, a meeting of the Student body was called. At this meeting the following amendments, drawn up by Kittye Westley (chairman), C. A. Stults, Beulah McCutcheon and Edna Laurence, were read and disposed of as designated:

Section 2 of the Constitution reads: "The officers of the Students' Association shall consist of a President, Vice President and Secretary-Treasurer."

Amendment to this:

The office Secretary-Treasurer shall be divided and shall consist of the Secretary, who will remain a member of the Board of Control, and a Bookkeeper-Treasurer, who shall not be a member of the Board.

The duties of the Secretary will be those which usually devolve upon the office.

The Bookkeeper-Treasurer shall perform the regular duties of a Treasurer and keep all books of the Association. He shall settle accounts with the heads of Departments each month and be able at any time to make a report of the finances of the organization. This and all future amendments shall take effect upon adoption, unless otherwise stated. Adopted as read.

By-Law IX—The Bookkeeper-Treasurer, Athletic Manager, Store Manager and Business Manager of the Messenger shall be under bond. The bond shall be fixed by the Board of Control. Adopted with the provision that this does not apply to the officers this year (present term).

By-Law X—There shall be an auditing committee consisting of three persons, appointed by the Board of Control, whose duty shall be to examine the books at the close of each quarter and make a report to the members of the Association. Adopted as read.

By-Law XI—The officers elected for the first quarter of each year shall take office one month previous to the end of the school year, and no head of a department shall be a member of the Board of Control. Adopted as read.

On March 17, 1909, another meeting was called at which Miss Mabel Kimball was elected Bookkeeper-Treasurer.

The complete list of officers are as follows:

President—A. D. Foster.

Vice President—Noah Davenport.

Secretary—Miss Abbie Johnson.

Bookkeeper-Treasurer—Miss Mabel Kimball.

The finances of the Association are, briefly:

Supply Fund.

Amount deposited in bank during the year.....	\$1,836.00
Amount paid out	1,718.93
	<hr/>
Amount in bank at present.....	\$ 117.07
Amount of cash in till.....	10.92
	<hr/>
Total	\$ 127.99

General Fund.

Amount in bank.....	\$81.71
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JOSHES.

There is a young fellow named Kellar,
 In arithmetic he heads pell mell(ar);
 He makes rules of his own,
 Until each of us down,
 A smile that is round, full and "mellar."

An original conundrum by one of the professors
 in the Normal, who is interested in poultry.

Why is a bad egg like bad news?

Answer. It should be broken gently.

Professor E. (in the class room after explaining very
 carefully Conic Projector)—"Is it perfectly clear to every
 one?"

A general flutter of hands.

Professor E—"Yes, I expect it is as clear as mud."

Student (who has been collecting frog eggs for Agie)
 —Oh, I forgot my frogs. Seeing Mr. Epley makes me think
 of them.

If you want to find Umbarger before 8:30 a. m. look in
 room 17, and Becker from 4:0 to 5:00 p. m., ditto.

Dr. Mathes—If you cut off a clam's leg, will it grow?

Mr. Deerwester—He spoke in a voice of thunder that
 could be heard six feet away.

Miss Gray—It is nice and sunny down in the Annex.
 I believe if I moved my office down there I'd be better
 natured.

Verna—Oh, do, Miss Gray.

Mr. E. (Geod. Meth.)—You can read about it in this
 Globe Manual, but it won't be explained as well as I can.

Professor Forrest, calling roll:

Mrs. McCoubry.

(Mrs. Curley)—Present.

Mr. Bowens—"Miss George, I think love is conta-
 gious; is there any cure for it.

Miss George—"You don't want to cure it, do you?"

A little miss, a little kiss, a little bliss ; it's ended.
 A little jaw, a little law, and lo ! the bands are rendered.

Miss Baxter (calling roll in Anc. Hist.)—"Miss Green."

Mr. Hogan (talking to Miss Green)—Present.

Miss Baxter—Is that Mr. Green?

Miss Hays—Be sure of your pronunciation ; if you can't find it in the dictionary, come to me.

Dr. Mathes (calling the roll in Sociology) :

Mr. Jones—Present.

Mr. Foster—Present.

Miss Chappell—Present.

Miss Bracket—Good morning.

(It must have been the morning after Sunday night.)

The Three in evidence :

Roll call in Arithmetic.

Mr. Jones—Present.

Mr. Smith—Present.

Miss Brown—Present.

A Toast.

(V. Nixon.)

Here's to the dear old Normal school.
 Long may its colors fly.
 Here's to the teachers, also dear,
 From them we part with a sigh.
 Here's to the students, one and all,
 Long may they have success,
 With fond recollections in years to come
 Of good old B. N S.

Here's to the girls who play basket bal,
 And know how to play the game ;
 Every time a game is played
 They win for themselves such fame.
 Here's to the boys of the B. B. team,
 Who know how to play some, too ;
 May they win great names in everything,
 And to old B. N. S. be true.

Here's to the class of 1909.
Here's to the blue and white.
Here's to the class that is all the go,
The class that is out of sight.
Here's to the Juniors of 1910,
And to all other students, too.
May they follow in years to come,
And to B. N. S. be true.

Homer, aged four, and Roland, aged three, were at play when some difficulty arose. Mrs. E., who understood the situation, called the boys into the house and questioned Roland, who did not seem disposed to tell all he knew. His mother was still trying to obtain the facts when Homer said: "You had better tell the truth, Roland; lying lips are the abomination of the Lord."

Miss B.'s watch would not run.
Miss B. listened carefully for bells.
Miss B. watched the clocks in the Normal building.
Miss B. asked all her friends the time of day.
Miss B. borrowed an alarm clock to wake her in the morning. Finally Miss B. took the watch to the jeweler. The said jeweler carefully wound the said watch, and handed it back to Miss B., who carried it home in triumph, for now the watch would run.

Teacher—Bessie, name one bird that is extinct.
Little Bessie—Dick.
Teacher—Dick? What sort of a bird is that?
Bessie—Our canary. The cat extincted him.

Mr. McCoubrey said he liked to make bread and when asked why, replied that it cleaned his fingers so nicely.

Dr. Mathes—Do you think that the married life represents the ideal state?
Mr. Jones—Yes, sir; I do.

Prof. Forrest—That is not the shortest solution to that problem.
Student—I know it, but the teacher who taught me this class of problems told me that the shortest way is not the best.
Prof. Forrest—That is true only on Sunday night after church.

Miss Grey—Who were the Metics?

Mr. Hogan—It gave us a hunch away back that they were merchants.

Junior (after helping a Senior to ice cream the third time)—“Don’t you think you have had enough ice cream?”

Senior—“Nope; I don’t feel sick yet.”

Wanted, at Nichol’s house—Some lively boys.

Wanted—A smile—Roy Goodell.

Wanted—A divorce—Schwartz.

A room, a girl, a quarrel, some gas, a hearse, a funeral, a hole, some grass.

Bright Thoughts.

Algebra was the wife of Euclid.

Chancer was a graduate of Harvard.

A ruminating animal is one that chews it cubs.

Switzerland is a wonderful place. You can often see the mountains towering among the clouds.

Pro and Con are prefixes of opposite meaning, e. g.—Progress and Congress.

Queen Elizabeth’s face was thin and pale, but she was a stout Protestant.

What would Normal seem like if Miss Thayer didn’t say, “As I understand it.”

If Mr Epley didn’t say, “That is too general.”

Messrs. Umbarger and Boynton like the fruit business very much; they make it a life work.

Dr. M. (telling Hist. Meth. Class of the adventures of Albert Sidney Johnson)—“He was killed and then transferred.”

Freshman—My coat is wet because I forgot to wear my umbrella this morning.

Why is a watch dog larger at night than he is in the morning?

Because he is let out at night and taken in in the morning.

—Ex.