Washingtonia (Fall 1910)

Washington State Normal School

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Published thrice a year by the Students of
Washington State Normal School
Machias, Maine
This Number by the Class 1912

SCHOOL COLOR
Hunters' Green

CLASS COLOR
Cardinal

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WONDERFUL BARGAINS IN HOLIDAY GOODS AT Allen & Co's Dept. Store

We have the most complete and finest line of STATIONERY in Eastern Maine. We carry the celebrated Eaton & Crane papers by the pound, quire and box. There is no finer goods made, than their High-land Linen, Shepherd's Plaid, Crane's Linen Lawn, Chantilly Check, and Quartered Oak tissue lined. These we have in all sizes and latest shapes. We also carry a very large line of the lower priced papers, by the pound, quire and box. Box papers in latest styles from five cents to three dollars per box. BOOKS for the small children, books for boys, books for girls and a large line of the latest copyrights for everybody. Our large line of CUT GLASS and FINE CHINA will be sold during the month of December at twenty-five per cent less than regular price. The tables in centre of store will be loaded with bargains. A large line of TOYS, DOLLS and GAMES for the young folks.

ANNEX

This year in the FURNITURE DEPARTMENT will be tables of wonderful bargains in holiday gifts. Do not fail to visit this Department. Remember you are welcome to any part of our large store, make this your stopping place.

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SHOE EDUCATION

Is as necessary in these progressive times as is any other.

The care of the feet to prevent fallen arches, corns and other irritating surfaces is a problem that we all have to solve.

It is our constant aim to help you in this connection, and we carry at all times a selection of shoes for all members of the family that will be stylish, give wear and satisfaction while securing to the wearer comfort and ease.

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The Shoe Fitter

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WE ARE HEADQUARTERS FOR EVERYTHING IN

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Remember we sell the famous QUALITY CHOCOLATES

Acknowledged the best on earth for the money

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From 10c to $5.00

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Where Is Its Strength? In the character and judgment of the individuals and the amount of capital in the business

Apply these elementary principles or any other test to the

UNION TRUST COMPANY

OF ELLSWORTH

<table>
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<tr>
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<th>Capital</th>
<th>Surplus and Undivided Profits</th>
<th>Stockholders' Liability</th>
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John A Peters, President
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This makes it possible for scholars attending normal school to board themselves

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¶ Come in at any time, or if more desirable make an appointment
WASHINGTON STATE NORMAL SCHOOL
The Washingtonia

Vol. 1 MACHIAS, MAINE, FALL NUMBER, 1910 No. 1

Faculty

Wm. L. Powers, Principal
School Management, School Laws, Pedagogy, Civics, Nature Study

Frank A. Smith, Assistant Principal
Natural Science, Agriculture

Ella B. Quinn
Penmanship, Literature, Reading, Calisthenics

Model Teachers
Emma W. Hinckley
Martha M. Tobey
Dora Owen
Alice Black

Machias Board

Sarah Foster, Superintendent

Hon. E. C. Donworth
S. M. Holway
A. L. Smith, M.D.

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Hon. Thomas H. Phair, Presque Isle
Answered at last is the cry for a Normal School in our part of the State.

A building and land have been given us and behold, to-day situated on a hill in the southeastern part of the town and overlooking the beautiful Machias valley, Washington Normal School!

From an architectural point of view, this is one of the most beautiful buildings in the State of Maine devoted to school work.

The lighting, ventilation and sanitary conditions are most excellent, and the broad fields with their surrounding woods afford excellent opportunity for the Nature Study carried on by the school.

The want of such a school as the Washington Normal School has long been felt. During the past years it has been necessary for the students of our High Schools if they wished a Normal training to go to some distant part of the State necessitating large traveling expenses which oftentimes they could ill afford, besides the inconvenience of being away from home the greater part of the year.

This is our first term. We have, as you know, just begun to exist and as we lift up our voices for the first time in a song of thanksgiving that we are here, we ask you to be lenient in your criticisms.

We hope to welcome the townspeople who have shown so much interest in us at Libby Hall, and also many others at our new building next term.
The lectures on nature studies will be continued this winter, after the collection is available which Mr. Curtis has loaned to the school.

Through these pages we extend our thanks to the good people of Machias for the interest shown in our school work, and for the way they responded to our call for help in publishing this paper.

A great deal of enjoyment has been derived this term from the socials which have occurred once every two weeks.

A vote of thanks is extended to the social committee for the delightful surprises they have given us on each occasion.

***

Being as yet practically strangers in a strange land we are unable to publish in this edition exchanges from our contemporaries. We trust, however, by the time our next goes to print, our little paper will have made many friends.
Those Who Ride

We are starting this morning to that far-off land of imagination, and
in order that we might travel in a “Carr” we will sell our “Fish” and
thus get the “Means.”
“Carr” always “Bowles” along so easily you know, it “Burns”
up the ground much as the sun melts
the “White” “Hoar” Frost on a late autumn morning.
My “Powers” to describe the
beauties to be encountered on this
trip may not be beautiful.
We shall run thro a “Holway” cut
deep in Nature’s Hills and when we
come to unbridged streams, we’ll
“Bridgham.”
We shall probably see now and
then a little “Dennison” of the for-
est.
“Johns’son” will act as “pusher”
as he made his “Armstrong” carry-
ing the Globe around the room.
There are more in the class whom
we should like to take, but owing to
the poor “Whelan” it will be im-
possible.
Some of the students who feel
“Mealy” over this cheer up, “console
yourselves” be not cast down, I shall
“talk” about the trip next term.
G. L. B.

Cry of the Oppressed

Oh “Muse” we come to thee,
Beseeching very fervently,
Please give us brains abundantly,
We need them in our chemistry.
Geometry, too, is (orful) bad,
To hear us recite would make you
sad;
A lass will fail and then a lad
And then “Oh, Muse,” we all feel
bad.

We dread that old Zoölogy,
He’ll not accept apology.
The stuff seems past analogy,
From bugs and birds please set us
free.

From Grammar and Psychology,
From Literature and Geography,
From Spelling and “Pen” ology,
Oh, set us free! Oh, set us free!

History of Washington State
Normal School

Those who have watched the
growth of the new Normal School
building since March 30th, 1910, the
day when the land was broken, will
doubtless be much surprised to learn
that the question of having such a
school here in Machias had been
pending in the Legislature of this
state since 1899.
In that year, after the committee
which had been appointed the pre-
ceding year by Governor Powers to
inquire into the advisability of estab-
lishing additional state normal
schools, had reported, a bill was in-
troduced proposing the erection of
such a school either at Calais, Dex-
ter, or Houlton. When A. D. Mc-
Faul, Representative from Machias,
learned that one of the proposed
sites was in Washington County, he
immediately introduced a bill to locate the school at Machias. The bill failed of passage for lack of funds.

In 1903, Presque Isle asked for a Normal School, and, owing to the fact that Houlton had withdrawn in its favor, and Machias offered no opposition, obtained a school. In 1908, the matter of a school for our section of the state again came before the Legislature, when the choice lay between Dexter and Machias. As this town was better represented and showed more strength, it was granted the school. The bill creating and establishing the Washington State Normal School at Machias, and appropriating $25,000 for its erection, passed the Senate and was signed by the Governor March 3, 1909. The money was available July 3, 1909. At the same time, Mr. E. B. Curtis of this town was elected to the Board of Normal School Trustees.

The town of Machias purchased the O'Brien estate, containing 12½ acres, situated on the hill of the same name in the eastern part of the Dublin side of the town, and gave it to the state as a site for the proposed building. It also contributed $12,000 for the purpose of adding a Model School to the Normal School.

The Board of Normal School Trustees called upon the architects of the state to submit plans for a Normal School building, and from those presented selected that of Fred L. Savage of Bar Harbor, Me. It then advertised for sealed bids for the erection of the building. The first bids opened were far too high, and a delay of thirty days for new bids was necessary. As this loss of time meant a great drawback, the land was measured and the foundation started March 30, 1910. Shortly after this, the contract for the erection of the superstructure was awarded to Geo. H. Wilbur of Oldtown. The work has progressed rapidly since then, and the architect says that he will present the building, all ready for occupancy, to the state as a Christmas present.

This building is practically completed now. It is made of brick laid in the Flemish Bond style, and trimmed with artificial stone. The main entrance, surmounted by four fluted composite columns, faces due north, thus overlooking the town. The Model School, which occupies the west wing, and which has a seating capacity for 150 pupils, has a separate entrance on the west. The two buildings united in one measure 69x108 feet.

The interior is planned throughout with a view to securing the best possible sanitary conditions. Every room is heated by steam, lighted by electricity, and well supplied with ventilators. A complete telephone system, connecting each room with the Principal's office, will be in-
stalled in the near future, as well as fire alarm bells, and gongs in the corridors. Hard pine and oak are used for finishing, with hardwood floors in the class rooms, tile in the corridors, and cement in the basement.

The basement contains a manual training room, two chemical and physical laboratories, four toilets, besides the coal, boiler, and gas machine rooms. On the first floor, four class rooms, one recitation room, and the Principal's office, open out of a long corridor. The assembly room is on the second floor. It is well lighted by six windows, all facing the south. Adjoining it is the teachers' room and library. Two large and commodious exits furnish means for rapid egress. As this room has been fitted with electrical connections for a stereopticon, it is suspected that it will be utilized for evening lectures by the town people, as well as by the school. Principal Powers has made requisition for a lantern and several sets of slides for illustrating educational subjects, and these will be available at any time.

At the present time, our school consists of but one class, containing thirty-three pupils and seven teachers. Twenty-three students have already applied for entrance in January, so a large second class is assured. We shall have drawing and music teachers, and we hope to have also a manual training outfit and teacher. The school was opened under rather inauspicious circumstances, and we have been laboring under many disadvantages, but we hope that when we get into our new building in January all difficulties will be eliminated and we shall then begin our real existence as the Washington State Normal School.

EVELYN MCKINNEY.

Class History

At 1.30 on the afternoon of September 12, 1910, the first class of the Washington State Normal School assembled in the Machias High School Room. There were thirty-eight present besides Principal Powers, Miss Quinn, Mr. Smith, and our local School Trustee, Mr. E. B. Curtis. On that afternoon the books were distributed, the lessons assigned and a copy of the rules given out. We were then given a short address by Mr. Curtis in which he told us briefly why we were there and what was required of us.

On the next morning, September 12, we met in Libby Hall, which was fitted up for our use until the new normal building should be completed. Strange to say, on that morning the number present was smaller than on the preceding afternoon. Some had already felt the first pangs
of home-sickness, others finding our normal rules too stringent had decided not to stay. Those who were left, however, had a look of grim determination depicted upon their countenances and started in to work with a will.

On Thursday of this same week we were visited by our State Superintendents, Mr. Payson Smith, and Mr. Bonney who represents the American Book Co.

During the next week we held our first class meeting, elected our officers and transacted such other business as came up. For officers the following were elected: George L. Bowles, President; Miss Evalyn McKinney, Vice-President; Miss Elsie Means, Secretary; Miss Sara McFarland, Treasurer; Mr. Percy Allen, chairman of the social committee; Miss Florence Mealy, chairman of the executive committee. Another very important feature of this first meeting was the choosing of our school and class colors. After much discussion it was decided that our school color would be from now on, as long as the school existed, hunter's green. For our class color we chose cardinal.

In this same week we were pleasantly entertained by Mr. and Mrs. E. B. Curtis at their home. This was a most delightful occasion, and we came away feeling better acquainted. Several who before this had felt uneasy and a little lonesome, took new courage and decided to try the school a while longer. This was the beginning of our social life but not the end. On every other Friday night we held a social in the school building. The students' appreciation of these brief periods of recreation was shown in their attendance and willingness to help make them successful.

Friday afternoons were looked forward to with much eagerness. The last period was devoted to bird study, a lecture being given by Mr. Powers. The interest shown in these lectures, both by the students and visitors, testified to their worth.

The first break in our term was occasioned by the Teachers' Convention at Bangor, and all the out-of-town students took this occasion to visit their homes.

Another feature that demanded the interest, work, and enthusiasm of the students was the editing of our school paper, the "Washingtonia." We feel very grateful and appreciate the interest and help that has been given us by the people of Machias and of the other towns that have so liberally contributed. We hope in this paper to give a brief sketch of the Washington State Normal School and encourage others to enter. On January third, the first day of next term, we will begin work in our new building, and
it is with great eagerness that we look forward to that day.

It is hardly fair to close without mentioning our last social, held in Libby Hall on Dec. 8. As it was the last in the term a special program was prepared. This program was well planned out showing much thought and work on the part of the committee, and the spirit manifested by all present showed that this was appreciated.

So we come to the close of our first term in the Washington State Normal School. Many things in our present quarters have been inconvenient, yet we have found the work interesting and though hard at times, we have enjoyed it all. We are the first class to enter and will be the first class to leave. We have our own way to make. There is no alumni to whom we may look for help and encouragement, no class has left us a precedent to follow. The road to us is new and we must make our own pathway, and may we do that in such a way as to reflect credit upon ourselves, our teachers, our school, and our State.

—Martha Whelan.
WILLIAM L. POWERS
Principal of
Washington State Normal School
List of Students

Percy E. Allen
Marcia Anderson
Lucinda Armstrong
Grace A. Bowles
George L. Bowles
Ruth E. Bridgham
Annie L. Burnes
Lizzie B. Carr
Bertha Casseus
Rachel Colbeth
Ava M. Davis
I. Belle Dennison
Etta D. Fish
Ethel L. Frost
Helen A. Hannah
Phyllis E. Hoar

Verna A. Lingly
Clara Mac Eacharn
Adelaide Mac Eacharn
Lottie McDevitt
Sara McFarland
Evelyn McKinney
Edith A. McRae
Florence M. Mealy
Elsie T. Means
Katherine Morang
Catherine Morrison
Mina L. Roberts
Marcie E. Small
Martha Whelan
John C. White
Ethel Holway
Ephraim Johnson
The Value of Normal Training

In view of the fact that practically all normal students make teaching a profession, our question becomes a comparison between the trained and the untrained teachers. It may be considered from two viewpoints, that of the teacher, and that of her pupils.

The teacher has all to gain and nothing to lose from a normal course. Workers only attend normal schools and a two years' contact with classmates, every one of whom is thoroughly in earnest, engenders habits of application that would make any life valuable. Normal training appeals to a strong class of boys and girls, and unlike the custom in colleges, none come here to graduate merely.

Educators are learning that schools are made up of individuals who cannot be grouped into masses for a common treatment. The Normal School recognizes this departure and by courses in child study fits its students to meet the men and women of the world as well as the boys and girls of the school room. Students in training for teachers, like the students of the medical school and the law school, learn the value of continuous application.

Every day counts, and every lesson must be prepared. Hard tasks cannot be slighted, and the moral fibre is strengthened by every task successfully accomplished.

Training in the model school under expert supervision brings out the best that is in the student. Criticism by the model teacher does not daunt, it rather encourages to renewed attempt. The "Well done" is the reward of the faithful and real work alone is accepted. Self-consciousness wears away and the graduate goes forth fitted to accomplish whatever she attempts.

But the product of the schools is the individual pupil, and normal schools are established by the state to uplift the children of the state. The trained teacher goes to work with a purpose in view and has her children at work before they have opportunity to learn lessons of shiftlessness and habits of sloth. She brings into her school right methods of work, and impresses her pupils with the importance of right action. Her broader outlook inspires and leads on to greater results. Such a teacher will uplift every community into which she goes, and leave the world better than she found it.
Manual Training

By Catharine A. Morrison

In 1868, Victor Della Vos, director of the Imperial Technical School for government engineers at St. Petersburg, conceived the plan of teaching certain kinds of mechanical work by means of models, drawings, and practice exercises before any attempt should be made at trade-work.

This experiment resulted in a similar system being adopted by American educators, and proved to be of inestimable value to the young people in the United States.

This practice has also paved the way to an education which combines the intellectual with the physical disciplining of both mind and body by training the thinking mind through the doing hand. This system proves very beneficial in providing a way whereby the majority of young people who do not complete the high school course may combine intellectual studies with those of an economical aspect.

No set courses in manual training can be invariably fixed, for all classes of society require different schools, and the curricula should be varied according to ascertained needs. In most of our larger cities manual training forms an accepted part of the public instruction, but the smaller towns have not yet seen fit to avail themselves of its benefits.

One reason for the delay in smaller towns is the great scarcity of teachers qualified to handle this important subject. The few persons who were available were attracted by the salaries offered by the cities and larger private schools. It has been only a few years since the Normal Schools of the country offered manual training as part of the course. Now every Normal School in Maine requires that manual training shall be taught at least twice a week for two years and that each graduate shall have taken the complete course.

Washington Normal School will be no exception to the rule, and every effort will be put forth to make this branch both interesting and instructive.

As a result of the adoption of this system in the State Normal schools, we hope in a few years to see a large percentage of the State of Maine teachers qualified to give to the children of the public school the benefits derived from a course of manual training.
Nature Teaching in a Normal School

Teachers, whether in the city or in the rural districts, should arouse in their pupils an interest in and a love for the living things that are met in every day life. They should know the fruits that the farmer raises, the vegetables of the garden, and the flowers of the wayside, bog, and meadow. They should know not only the household pets and farm animals, but also the great mammals of the world, the food fishes, the birds of their own section, the common reptiles, the amphibians, and a few of the invertebrates.

Without this knowledge teachers are not qualified to lead their children into the light of modern understanding. All the world seems to be awakening to the pleasure and profit of outdoor life. One-half the pleasure and much of the profit will be lost to those who have eyes but have not learned how to use them. But it is a pedagogical maxim and known to every teacher that we should be trained to use every one of our special senses, for otherwise the whole being is not developed.

For a purely economic reason also the child should be trained to know the common living things, and he should be required to learn from actual observation the life histories of many. Millions of dollars worth of growing crops are destroyed each year in the United States by insect pests, small rodents, fungus growths, and weeds. Much of this destruction might be averted and the individual and nation be made richer, if the farmer knew how to care for the seed he sows. If the farmers’ boys were taught to realize the economic value of the seed and insect eating birds, if all the teachers themselves knew the importance of bird protection, much of the destruction of crops would be prevented.

Large mammals are being exterminated for sport that should be protected and saved as a food supply.

The food fishes of the sea are being destroyed so recklessly by man that this cheapest and most abundant food supply would already be exhausted, had not the general government established hatcheries for their propagation.
Teachers of Washington State Normal School
The most of these deplorable conditions are due to ignorance. We hear much to-day of the conservation of natural resources. But the greatest of all industries, the agriculture of our land, can be best conserved by teaching our boys and girls to use not only their common senses but also their special senses.

The coddling moth, pine weevil, San Jose scale, and cotton boll weevil are destroying yearly property enough, if it could be saved, to pay the taxes of the nation. How many of my readers know the life history of any two of them?

When will the communities wake up to their unfortunate conditions, and how soon will they demand that practical subjects be taught in a practical way.

It is this last question that interests us now, for whatever may be the motive of the college teacher in confining the work of a two-year course to the intensive study of a few forms, such a plan can have no place in a normal school. No, the normal pupil does not intend to do research work when he graduates, and cannot spend three months on the study of the amoeba and paramoecium. The comparative anatomy of the dogfish and cat should never disturb the primary or grammar school teacher's peace of mind, for she will have enough to do to teach the living animals her children should know. And how is she (the primary and grammar school teacher) to get this knowledge for herself? Life is too short to learn at first hand one-half the things she should know about birds alone. She can never travel to foreign lands and may very seldom have the opportunity to study more than the flora and fauna of her own town. Unless she be blessed in having a naturalist friend, there is only one place at the present time, where she may start aright. This place is the normal school. Here by a study of the specimens both living and dead, by pictures, by field work, and by association with a teacher who is alert and alive she may in two years' time go back to her pupils like one who is born again.

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