WASHINGTONIA
VOL. III DECEMBER 1912 NO. 1
CHRISTMAS NUMBER

PUBLISHED BY THE STUDENTS OF WASHINGTON STATE NORMAL SCHOOL MACHIAS WASHINGTON CO MAINE
Curtis, Kane & Co.

MEN'S and YOUNG MEN'S

OUTFITTERS

THE MOST UP-TO-DATE LINES
IN THE COUNTY

Sole Distributors of

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CRANE BROS.

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Advertisers wishing their advertisements changed please send the changes to the Business Manager two weeks after this copy is received. Box 286.

JOHN CASSIDY, President
E. R. ADAMS, Vice-President
C. D. CROSBY, Sec. and Treasurer
J. H. RICE, Asst. Treasurer

Eastern Trust & Banking Company
OF BANGOR, MAINE

RESOURCES

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LIABILITIES

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We invite you to open an account with us. Three and one-half per cent interest paid on accounts in our Savings Department; liberal interest allowed on accounts subject to check.

Branches:

MACHIAS       DEXTER       OLDTOWN

C. D. CROSBY, Treasurer
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THE UP-TO-DATE STORE and the place where ladies and gentlemen can buy

Good Fruits, Fresh Candy, Soda with Pure Food Syrups, and

ICE CREAM in its season

SARAH L. HUNTER, M.D.
0-3
MACHIAS, MAINE

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ATTORNEY AT LAW
EAST MACHIAS
MAINE

C. B. & E. C. DONWORTH
COUNSELLORS AT LAW
DONWORTH BUILDING
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FOLLOW THE CROWD
TO
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EVERY ARTICLE A BARGAIN
SCHOOL SUPPLIES
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Main Street
MACHIAS
THE MACHIAS FAIR
SYLVAN PARK
SEPT. 23-24-25
1913
W. H. PHINNEY, Secretary

MILK
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AT
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52-3
Machias, Maine

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Association, the State and National Board of
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Centre Street
MACHIAS, ME.

Main Street
Machias

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FOR OUR
20c SPECIALTIES:
Chocolate Molasses Gems
Chocolate Cocoanut Caramels
Chocolate Peanut Croquettes
Clover Leaf Chocolate Montevideos
Clover Leaf Chocolate Peppermints

Beckett & Co. Confectioners
Main Street, CALAIS

IF YOU WANT TO
BUY OR SELL ANYTHING
SEE
W. B. HOLWAY
Main Street
MACHIAS, MAINIE
Presented by Mrs E G Worcester
To

Edward B. Puffer
Our Local Trustee
This edition is respectfully
dedicated
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Faculty

Principal
Wm. L. Powers
School Management, Geography, Ethics
School Law, Nature Study

Assistant Principal
Thomas C. Chaffee
Natural Sciences, Agriculture

Assistant Teachers
Ella B. Quinn
Literature, Reading, Physiology, Penmanship, Calisthenics

Martha M. Tobey
Music, Grammar, Methods in Arithmetic

Genevieve Dwinal
Mathematics, Psychology, History of Education, Rhetoric and Composition

Annie B. Frost
Manual Training, Drawing

Mary Sterritt
Domestic Science

Director of Model School
Bertha H. Burridge

Model Teachers
Florence Vose
Annie Adams

Carrie Wight
Dora Owen
It is true, strange and sad that you hear the foolish things very often and so rarely hear the wise things. Everybody has heard repeated over and over the foolish saying, "Let well enough alone." Do not let well enough alone. Never be satisfied with anything and do not teach your children to be satisfied. To be satisfied, contented, approving yourself and approving conditions is a sign of smallness.

Men become great because they are not satisfied, because the more knowledge or power they get the more they strive to get.

Columbus was not satisfied with the long sea voyage to India — tho the others had been satisfied for centuries. And on account of his dissatisfaction he discovered America.

Our fathers of this country in 1776 were not satisfied to be taxed without representation even tho the Tories advised them to "let well enough alone," and because they were dissatisfied this country is a nation instead of a colony, like Canada, governed from across the sea.

And man from his first day began his career of dissatisfaction and struggle. Because he would never consent to let well enough alone; he struggled thru the stone age and the bronze age and the other ages of ignorance, superstition and cruelty to his
present degree of partial civilization. And because he is dissatisfied he will continue to grow until he shall develop a perfect race.

We might be using hieroglyphics now had not dissatisfaction given us our alphabet, and the written book, then the printing press, shorthand, typewriter and the phonograph.

We might be travelling across the country, with a backache, on a camel or a burro’s back, if we had been satisfied with that and had not invented the two-wheeled cart, the steam engine, the express train, the automobile, and the flying machine.

Never let well enough alone. You might as well be dead as contented. Be dissatisfied with your work especially, for it is what you do that counts, not what you imagine you will do in the future. Be dissatisfied with your supply of information and try to get more. The libraries are open and the knowledge is in them. Never let well enough alone—make it better.

—Ed.

Nine of us have gone into training and we are beginning to realize the responsibilities of a teacher and they are many. A teacher should first love children as a class. Their ignorance, their helplessness, and their unformed character should appeal to a teacher’s mind and make her forget their many and varied faults and irritating qualities. Children are keenly alive to the moods of teachers and are often adepts in mind reading. A teacher should enter into the hearts and souls of the children under her charge and she should find as great pleasure in watching their minds develop as the musical genius in watching a composition grow under his touch. An infinite number of things, not included in the school routine, should be taught by the teacher. Courtesy, kindness to dependents, and weaker creatures, a love of nature, politeness to associates, low speaking and light walking, cleanliness and refinement of manners,—all these may be imparted by the teacher, without extra time or fatigue. She must have the love of humanity at large in her heart and the patience and perseverance to make her take an optimistic view in the colossal work of developing the minds of children. In the teachers and their full understanding of all it is in their power to do, lies the hope of the world, for as Luther Burbank says, “A child is the most susceptible thing in all the world to influence and if that force
be applied rightly and constantly when the child is in its most receptive condition the effect will be pronounced and permanent."

—Ed.

**WIDER USE OF NORMAL SCHOOLS**

By a new plan which has just been inaugurated the Maine State Normal Schools will undertake to extend their usefulness not only to attending students, but also to teachers in service. The normal schools of several states have undertaken regularly laid out correspondence and extension courses. While the funds available to the Maine schools do not permit the full adoption of these plans yet they will undertake in a limited way to assist teachers by opening their clauses to visitation; by lecture courses given by the instructors before local teachers’ clubs and associations and by assisting individual teachers, through correspondence, in the solution of their problems.

State Superintendent Payson Smith will send, on application of any teacher, a pamphlet entitled “Aids Available to Teachers,” which describes the new departure of the Normal Schools.
MAN WITH THE HOE

Say, how do you hoe your row, old chap?
Say, how do you hoe your row?
   Do you hoe it square,
   Do you hoe it fair?
Do you hoe it the best you know?
   Do you cut the weeds as you ought to do
And leave what's worth while there?
The harvest you'll garner depends on you;
   Are you working it on the square?

Are you killing the noxious weeds, old chap?
Are you scattering all that's mean?
   Are you going straight,
   At a hustling gait?
Are you making it straight and clean?
Do you laugh and sing and whistle shrill,
   And dance a step or two,
As the row you hoe leads up a hill?
The harvest is up to you.

You can reap the thing that you ought to reap;
A pitiful, worthless dole
   Or a harvest fair,
   With a bit to spare
For another and wayward soul;
The Master who's waiting to garner in
   Will credit you all your due;
So hoe your row with a song and grin
   The harvest is up to you.

—Exchange.
SCHOOL YELLS

Brikiti ki, Brikiti ki
We're the ones who do or die
We who fly the Green and White
Washington Normal, she's all right.

Boom-a-racket
Cheese-a-racket
Sis Boom bah
W. S. N. S.
'Rah! 'Rah! 'Rah!

Washington
Washington
Washington
The Class of 1912 constitutes our entire alumni association. We are glad to say, however, that all have accepted good positions. Belle Dennison is teaching in Madison. Harriet Boles is teaching in West Jonesport. Lottie McDevitt has accepted a position in Addison. Elsie Means, although she had a position offered her in Providence, R. I., has decided to stay at home this year. John White is principal of the Machiasport Grammar School. Some of our graduates have positions in their home towns. They are:

Florence Phelan, Calais.
Katherine Morang, Machias.
Ethel Frost, Perry.
Annie Burns is teaching in Danforth.
Foster Higgins has accepted a position in Cutler.
We find Ada Moan pleasantly located in Lubec, Helen Hannah at Indian River, Bessie McElwee at Limestone, Ethel Holway at Sullivan, Adelaide MacEacharn at Calais, Mina Roberts at Caribou, Susie Stevens at Riggsville, and Ruth Marston at Mars Hill.
Sarah McFarland is teaching in Bucksport.
Hattie Snell, the only graduate to go out of the State, has a good position in Randolph, Vermont.
Martha Whelan is teaching in Northfield.
Catherine Morrison is teaching on Beals Island.
Florence Vose has Grades VII., VIII., IX. in the Model Department of our Normal School.
Alumni Contribution

By John White, 1912
Principal of the Machiasport Grammar School.

THE PLAYGROUND

When the rural school really finds itself, it will pay much attention to wholesome indoor and outdoor recreation. There will be social evenings, lyceum activities and clubs of various kinds. There will also be the woodcraft and watersports of the Boy Scouts and Girl Pioneers, as well as the plays, games and contests of the playground and athletic field. All these things and more are included in the wider meaning of the words "play" and "playground."

The playground, as it is now conceived of, ought to be called the "out-door" school; while the word "play" must be extended to include all means of passing one's leisure and recreation hours.

Play is the rightful heritage of country children as well as of city children; and it is to the district school that we must look, to see that these children come into their own.

An adequate program of play would include pleasurable outdoor and indoor sports, adapted to the seasons of the year and to the needs of children of all ages; whether they be very young, between the ages of eight and thirteen, or boys and girls in the adolescent period.

The word "play" thus broadened brings us into the realm of kindergartens, manual training departments, vacation schools, summer camps, boys' clubs and girls' clubs. It has to do with swimming, fishing, boating, skeeing, and snow-shoeing. It also deals with all forms of athletics, the use of tools and implements, paper pulp (which the children are very anxious to know the history of), the use of tops, marbles, bean bags, balls, kites, stilts, toys, and soap bubbles, as well as with games which are the heritage of the human race; and without which, no child can grow to
complete manhood or womanhood, and no adult can live a cheerful, joyous, well-rounded-out life.

It must be borne in mind that play in the country school is not so much to promote health, as to secure the higher social instincts. The country child does not play enough. If he played more, he would love the country more. And why does he not play more? Because conditions are not favorable for play. He does not know what nor how to play. His teachers seldom interest themselves in his play; and in some cases they are as ignorant as the pupil, in regard to these matters. But even where the child and teacher know what they want, the school-board often forbids any effort being made in the direction of organized play or athletics.

As the school is the natural center of the community, and as supervised play is the only really good kind of play, it follows that the teacher must be "play-leader." Now in this, the country school teachers are handicapped, because they are obliged to work almost single-handed. The normal schools and agricultural colleges must come to their aid—help lay out the grounds, construct some apparatus and teach new games.

It is impossible to develop a good school without a schoolhouse and a teacher. It is impossible to develop a good religious movement without a church-building and a pastor. It is also impossible to develop good play without a playground and an instructor. Therefore we must have a good playground before we can attempt to introduce one of the most important subjects to the child.

It is the playground in which many people make their greatest mistake. They have playgrounds that are altogether too small. They forget or do not stop to realize that most children like to play different games. A very young child does not like to play the games the older child enjoys and so on until there are many games to be played. Therefore, one of the most important problems in making a playground, is its size and arrangement.

The ground should be large enough so that there can be several games going on at once. It should be divided into two parts, one for the boys and the other for the girls. By doing this many accidents will be avoided, as the boys' play is usually much rougher than the girls. Each side should be well equipped with apparatus—for the boys, football, baseball and hockey; for the
girls, croquet and tennis, if possible. Much other material that will appeal to the interest of both boys and girls can be provided by the children themselves. Some of this material is, rings for ring-toss, hand bags, targets, bows, arrows, etc. Many times a teacher can provide a swing, vaulting poles, rope, and much other inexpensive apparatus. Furthermore, there are many plays and games which require no apparatus.

In the rural school it is very hard for the teacher to interest the smaller children in play and still go on with her work. One of the best devices for this, is a small sand bed, which can be easily made by having a load of sand dumped under the window. She can then let the little ones out to play and not have her work interrupted. If in the sand are placed a few blocks from the carpenters’ bench, a few tin dishes or some toy spades, the little ones are very happy.

All play, as well as all school work, should be supervised. In every large town or city there should be a supervisor, whose duty is to organize and carry out a course of play. But in the rural communities this duty will necessarily fall to the teacher.

Organized play has a tendency to make class-work better. It makes the health of the child better and develops a more wholesome school spirit. Organized play or athletics has done more towards preventing truancy than anything that has ever been tried.

One of the first great movements towards organized play took place in Rio De Janeiro in 1909, when their first great playground was established. Since then, there have been many playgrounds established in our own country. And in the country places as well as the cities, do we find social organizations. The interest in such associations is spread throughout the whole country and the subject of rural recreation is one of the leading questions. The annual meeting of the Playground and Recreation Association of America, was devoted, this year, to the subject of rural recreation.

The rural recreation, as permitted by the old pioneer conditions, was pretty well confined to fishing and hunting. The social condition was rather narrow and did more harm than good. With closer settlement and better transportation, there comes the possibility of more normal social life and the demand for the playground and recreation centers. Hence we need to give much
thought to plans for rural recreation and create broadly new real interests and enthusiasm.

This is not a question of play or sports alone, but rather a refreshing of the life in general. Rural recreation must include the entire population, appealing to the old as well as the young, and to the young as well as the old. It should be, properly speaking, educational, and more than a mere relief from toil. It should not be dominated by the towns alone, altho they be rural towns. Plans for rural recreation should be manifestations of real rural organizations, coming from the grange, the church, and the school, and also from agencies already established. In conclusion, I wish to say that I believe in this kind of recreation because it makes boys and girls alert, vigorous and strong. If a loss of temper in a game, means removal and disgrace, it will be a lesson in development of self-control. If a boy must play fairly to win, he will learn fairness. If defeat is considered preferable to dishonesty, he will learn to bear defeat. Then, recreation rightly conducted, brings out grit, determination, and honesty, as well as better physical conditions which are so essential in the strain of the average business man or home life.
THE WASHINGTONIA

Athletics

Harold Roney, Editor.

A Washington County Interscholastic Baseball League was formed in the Spring of 1912 and a series of games was arranged for the school championship of Washington County. The following teams composed the league:

Calais Academy of Calais.
Boynton High School of Eastport.
Lubec High School.
Washington Academy of East Machias.
Machias High School.
Washington Normal School of Machias.

The schedule was played through as planned and Calais Academy of Calais is now the champion team of Washington County. They put a strong team into the field and lost only one game for the season. The league has been extended this year by the admission of Cherryfield Academy of Cherryfield and the Pembroke High School. The following letter from F. H. Pierce, Secretary and Treasurer of the League, in reply to a letter asking him, if he favored the continuance of the league, is so pertinent, that we publish it in full.

East Machias, Me., Oct. 24, 1912.
H. W. Roney, Athletic Editor of "Washingtonia," Machias, Me.

Dear Sir—In reply to your recent communication I beg to state, at the outset, that I believe that the first year of existence of the Washington County Interscholastic Baseball League was a success. In passing judgment upon the net value of this association of the secondary schools of the County for the development and furtherance of this major sport, baseball, we must not allow our conclusions to be balanced too heavily by the few, and for the greater part unweighty difficulties which arose in this, our first attempt at organization. The crucial questions are: Did the schools concerned become better schools by virtue of this league? Were
the teams more truly representative of their respective schools than ever before? Was there experienced a keener, truer, and more wholesome rivalry than ever before? And last but not least, was a better type of manhood encouraged and in a measure produced?

To answer the first question as a matter of fact, it is simply necessary to question the Principals of the schools concerned, and you will receive the same answer that I have obtained, that in each case the standard of scholarship among the boys has been materially advanced by the eligibility requirements of the league. Again, our secondary schools have been strengthened by the prestige which all fair-minded persons acknowledge, is justly due the school which develops itself athletically as otherwise.

The remaining questions I will let my reader decide for himself. Allow me, however, to advance the warning, that he be not on any question, biased into an attitude of unrestrained condemnation through his observation of a few acts of misconduct.

Let us be appreciative of good results obtained, mindful of our sins of failure and misconduct, and press on toward the realization of greater and nobler ideals of athletic organization and administration.

Very sincerely yours,

F. H. Pierce,
Sec. & Treas. W. C. I. B. L.

Washington Normal School,
Machias, Me., Nov. 2, 1912.

The meeting of the representatives from the several schools concerned in the W. C. I. B. L. and also from Pembroke High and Cherryfield Academy, was called to order at 1:30 p.m. by Secretary F. H. Pierce. The chairman appointed Prin. R. W. Harriman as temporary secretary of the meeting and the records of last year's organization were read.

A census of the delegates present was then taken as follows: Washington Normal School:
- Harold Roney
- Hugh Drisko
- William Rockwell
- Principal Wm. L. Powers
Calais Academy:
Leon Harper

Lubec High:
Asst. Prin. W. E. Lane
Vance Adams
Bion Cook
Vurle Boomer

Pembroke High:
Leslie Sprague
Principal W. R. Spinney

Cherryfield Academy:
Harold Plummer
Principal R. C. Bridges

Washington Academy:
Prin. R. S. Smith
Sub.-Principal F. H. Pierce
Harold Foss
Leroy Moan

It was voted on motion that each school represented be allowed one vote in all business matters before the meeting.

At this point a recess of ten minutes was voted in order that some league matters might be informally discussed.

Upon resuming business it was voted that the League next season consist of Calais Academy, Boynton High, Pembroke High, Washington Academy, Lubec High, Machias High, Washington Normal and Cherryfield Academy.

Business next proceeded to the election of officers for the ensuing year which resulted as follows:

President, Principal R. W. Harriman of Machias High.
Vice-President, W. E. Lane of Lubec High.
Secretary and Treasurer, F. H. Pierce of Washington Academy.

A discussion followed as to the organization of the Advisory Council and it was voted that said Council consist of eight members, the three officers of the League, ex officio, and:

Thomas Abernathy of Pembroke High.
Gates Murchie of Calais Academy.
Principal Preble of Boynton High.
Principal Wm. L. Powers of Washington Normal.
Harold Plummer of Cherryfield Academy.

It was then voted to consider the Rules and Regulations of last year, with the result that the following were accepted for the ensuing year:

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**RULES AND REGULATIONS**

Washington County Interscholastic Baseball League, Season of 1912

**Rule I.**

The League shall be divided into two sections for the purpose of playing the schedule of games; the Eastern Division to consist of Lubec High School, Boynton High, Calais Academy, and Pembroke High, and the Western Division of Machias High, Cherryfield Academy, Washington Normal and Washington Academy. Each team shall play two games with every other team, one game in the home town of every other team in its division.

**Rule II.**

That the home team pay one-half the expenses of the visiting team and furnish entertainment for the day for the same number.

**Rule III.**

That each team deposit ten dollars with the secretary of the League before the playing season begins.

**Rule IV.**

If any team fail to appear on the ground ready to play any scheduled game, the secretary of the League is hereby authorized to pay the ten dollars deposited by such team to the manager of the team to whom the game is forfeited. This does not apply to any game which both managers agree to cancel.

**Rule V.**

The team that forfeited the game must deposit ten dollars with the secretary of the League before it shall be allowed to play another scheduled game.
RULE VI.
That any game cancelled because any team was temporarily put out of the League because of failure to comply with the regulations of rule five, may be arranged by the Advisory Council.

RULE VII.
That the Advisory Council upon consultation with the managers have power to arrange for all postponed games.

RULE VIII.
That every team in the League be assessed its share of the expenses incurred by the Advisory Council or by the Secretary for pennant, printing, postage, or other necessary outlays.

RULE IX.
A playing schedule to include the games of the post-season series, shall be arranged by the President of the League.

RULE X.
A staff of official umpires shall be appointed by the Advisory Council to officiate at all League games.
The umpire's compensation shall not exceed three dollars and shall be paid by the home team.

RULE XI.
That no person shall play on any team if he is not a bona fide student taking a regular course in the school and is not in good standing in his class at the time of the game.

RULE XII.
Any man who has represented any secondary school in baseball four years, or who has played in this League for that length of time, shall not be eligible to play on his school team; provided that this rule shall not apply to the Normal School.

RULE XIII.
That the Principal of the school shall be the sole judge of the standing of candidates for the ball team, and he shall furnish to the captain of the opposing team a signed list of eligible players, before the beginning of each game.

RULE XIV.
Each Principal shall furnish to every other Principal a list of his prospective players at least two weeks previous to the opening of the League season.

(Signed),

F. H. Pierce, Sec. W. C. I. B. L.
A “Model” Rig

Model School

SUGGESTIONS FOR THE OBSERVATION OF TEACHING

To Be Followed by All Students of the Normal School When Observing in the Model School.

I—Room

Is it well heated (take temperature), lighted, ventilated?
Is it orderly, are there fresh flowers or growing plants in the room?
If so, would you criticize the arrangement?
Are there pictures or other decorations? If so, what do you think may have been considered in their selection?

II—The Teacher

Give your general impression of the teacher’s personality, school room presence, method of handling children, etc.
III.—The Class

How many pupils?
Are there more or less than one teacher can manage well?
Are they attentive and interested?
Do they seem to be up to grade? If not, why not?
Do you see any who need to be carefully studied by teacher?
If so, select one for study during the term. Suggest ways for helping same child.

What mental powers are they using principally, representational, representative, or judgment?
Are they making use of (a) previous knowledge of the same or other subjects (b) knowledge gotten outside of school by hearsay, observation, and experience?

To what extent do they relate the old knowledge to the new, with or without suggestion.

IV.—The Lesson

Is the teacher following the course of study?
Is she confined to a text-book? Does she use frequent repetitions?

Does she make use of pictures, models, maps, etc.?
Does she ask many questions? If so, what kind?

What about the amount and arrangement of subject matter, and its connection with preceding lessons and those that are to follow?

Is it (a) a review and drill lesson, or (b) a presentation of new subject matter?
If (b), what is the aim of the lesson?
If (a), is the chief aim to fix in memory or to gain speed and accuracy?

Are all the children kept busy all the time during a lesson?

—Bertha H. Burridge.

KENNEBEC FIRE

On the morning of Friday, October eighteenth, an alarm of fire was given at West Kennebec. The pupils in the model school were very much excited and the boys of the seventh, eighth and ninth grades asked permission to go. On securing permission from Mrs. Burrige, thirteen of us started out across the grounds.
Model School, Washington State Normal, Machias, Me.
We had not gone far before we decided to elect Donald Mc-
Donald as our leader, for he was a Scout and had been drilled in
marching and fire-fighting. He soon had us lined up by twos and
at Scout pace we ran fifty paces and then walked fifty paces.

We soon met a team and the driver said the fire was all out,
but we decided to go on thinking that we might be needed.

It seemed a long time before we came in sight of the burning
building. When we got there we found out that it was Mr.
Charles Foss's barn and he had lost 15 tons of hay, and 15 cords
of wood, and a new wagon that was worth $100.

We hunted up some pails and all I could find was an agate
iron tea kettle and a pail with which I carried water from the
brook and dumped it in a rain-barrel. The men carried it from
the barrel and threw it on the fire.

In about an hour the old hand pump which had been stored
away in the engine house at Machias came. We soon had it
working and a steady stream running to the house and barn. The
house took fire twice, but they succeeded in putting it out. Mr.
Hall jammed his hand while turning on the brake.

Mr. Dwight Meserve is our teacher in Science and when he
saw the force pump going out he got permission to follow and
show us how it worked.

We were all very sorry for Mr. Foss, but considering it hap-
pened on Friday and thirteen school boys were out, we think he
was very fortunate in saving his house.

—Francis Vose, Grade VIII.

THE MARGARETTA

The first battle of the Revolutionary War, was fought at
Machias, a small town in Maine.

A British vessel came into Machias to get a load of lumber; there
were few saw-mills in those days, and lumber was hard to
get, so most of the people lived in log cabins.

The captain of the vessel went ashore to order his lumber, and
saw a "Liberty Pole" standing near the church. He commanded
the people to cut it down or he would fire on the town.
The next day was Sunday and the captain went to church. Some of the men made plans to capture him while he was in church but he saw them coming and escaped to his vessel and started down the river. The vessel’s name was Margaretta.

There was another vessel there, named the Unity. The men boarded that and Jeremiah O’Brien was elected captain. A man named Foster was sent to a town nearby called East Machias, to get another ship and crew, and help capture the Margaretta, but she ran aground and they could not get her off, so the Unity had to capture the Margaretta alone.

They caught the Margaretta after they had left the river and were in the bay; the Unity came to close quarters with the British, and after a hot fight she was captured and brought back to Machias.

Donald McDonald, Grade IX.

JAPAN

Japan is an island empire made up of several small islands. The islands are mountainous and dotted with volcanoes.

Mount Fujiyama, the highest volcano, about 12,440 ft. high, is held sacred by the people and every year people climb up the mountain to worship.

The rivers are short, rapid and navigable but a short distance from their mouths. The climate is varied though healthful but hurricanes and earthquakes are frequent.

The soil is extremely fertile in some parts, while in the less fertile parts it is carefully cultivated.

Agriculture is the chief occupation of the people. They produce rice, tea, wheat, rye, barley, sugar and silk. Bamboos and palms grow plentifully.

The forests cover nearly half of Japan, the principal trees being oak, chestnut, pine, beach, elm, cherry, maple, sycamore and cypress.

The fisheries are quite important employing 2,500,000 people. Mineral products are chiefly gold, silver, copper, iron, lead, tin and coal. The manufactures consist of silk and other textile, cotton and yarn valued at $49,000,000.

The Japanese excel in metal and bronze work such as bells and
swords. Commerce is becoming extensive, with exports, green tea, rice, coal, matches, camphor, carpets, copper, porcelain and floor mats amounting in value to $113,000,000. The imports are raw cotton, cotton yarn, cotton and woolen goods, sugar and iron.

Within recent years Japan has made fast progress in civilization, adopting western manners and customs. In 1871 the feudal system under which numerous lords governed the country, was abolished, the Mikado becoming the absolute sovereign. In February, 1889, a new constitution was adopted, vesting the government in a Mikado, a cabinet, a Privy Council, and an Imperial Diet consisting of two houses.

—William Hanscom, Grade VIII.

THE STORY OF THE LUMP OF COAL

You think I am black.
I will tell you a story.

Once I was a tree and water and rock crushed me and the sunbeams and water decayed me. And a good many years after that I saw a shovel coming down in the earth and I did not know what it was.

I went up on it.
And then I was sent to a little girl’s house and then they put me in a stove.

—Andrew Wiswell, Grade IV.

Beginning September 10, 1912, a ninth grade was put in our model department. Hereafter no pupils from the north side of the river are allowed to enter any of the grades in the Model School.
The Normal School pupils have awarded the contract for printing their school paper, Washingtonia to the Lewiston Journal, that concern being the lowest bidder. The Journal people with their large printing plant, have a great advantage on this class of work, as they can print 16 pages at one impression while down east we are obliged to print two and four pages at one impression. The Republican takes this opportunity to thank the school for its fairness in its business methods. We were 10 cents per page above the Journal's bid, which would make a difference of $30 for the four issues of the paper, quite an item for the school.—From Machias Republican, Nov. 30.

Our school opened September 10 with only 49 pupils. Though our ranks are unusually small this term we hope before the close of the year to welcome many new students, as well as all former ones who still thirst for knowledge.

At the beginning of the year we were much pleased to find five of our last year's teachers had returned to us: Mr. Powers, Mr. Chaffee, Miss Quinn, Miss Tobey, and Miss Dwinal. Miss Frost of Massachusetts, succeeds Miss Goodwin in drawing and manual training. We are glad that domestic science is to be one of our accomplishments. Miss Sterritt presides over this department. We regret that Miss Thaxter is unable to join us this year. Miss Vose fills her place in Grades VII., VIII, IX.

On September 14, at Normal Hall, a reception party was tendered to the entering class. Music and games were enjoyed during the evening. Before the close of the evening both old and new
pupils felt better acquainted and more eager to start the year's work together.

The following students were in training this fall: Edna Leighton, Marcia Small, Hazel Mahar, Genevieve O'Donnell, Ruth Bridgham, Emily Scarway, Roberta Puffer, Dwight Meserve, Mildred Harvey, and Ethel McPherson.

A reception was given to Machias High School, Saturday evening, Sept. 28.

Oct. 17 and 18 both Normal and Model schools were closed as all the teachers attended the county convention held at Calais. Most of the out-of-town students took advantage of this short vacation to visit at their homes.

On Saturday evening, November 2, a Hallowe'en party was given by Miss Sterritt and a committee. Each guest was robed in a sheet and pillow case and masked. On entering the hall we saw signs posted forbidding speech such as "Positively no talking!" "No talking allowed," "Penalty for talking." Programs were matched for partners for the grand march, after which a ghostly voice said, "Speak, speak, ye awful guest." Then masks were removed and a smelling contest began. It was difficult to distinguish the different articles by the sense of smell alone, especially after getting a sniff of peppermint and other strong odors in one's nostrils. An enormous bush on which grew crepe paper oranges containing fortunes furnished amusement for a while. Dancing and music completed the evening's program.

Principal Powers attended a convention in Boston the week of Nov. 7, '12.

On Friday evening, Nov. 8, one of the largest crowds ever entertained in our hall, gathered in the Assembly Hall, the occasion being a reading by Miss Hersey and a farce entitled "Six Kletoniacs" given by ten of our girls. Miss Hersey's selections delighted all. The farce was very much enjoyed also. Miss Edith Gardner, assisted by Washington State Normal School Orchestra, furnished music which was one of the pleasant features of the program. Miss Gardner's solo was especially enjoyed.

Miss T—airing her knowledge of domestic science at her home one day, served baked potatoes on the half shell just as it had been
done at school. Her little sister looked puzzled for a moment, then remarked, "Oh, I suppose they have to serve it in the shell over there. They don't have any dishes."

Miss H— teaching music, "In singing this you may beat time on your desk with either your hands or feet."

Teacher—Give a synonym for interrupt.
Pupil—Butt in.

Miss Dwinal (in Psychology class). Miss Perry, give examples of instinct. (Emma) "I go to school through instinct."

Miss G— (in Literature)—Mr. Rockwell, to what school of writers did Shakespeare belong?
Mr. Rockwell—Bowdoin.

Question—What is the largest city in Washington County?
Miss Murphy—Eastport.

Miss Dwinal—What sense would you use, Miss Perry, to get a concept of this color.
Miss Perry—Common sense.

(In rhetoric and composition class)
Wanted by Miss Holway:—A man, short, stout, light hair, blue eyes, foreign appearance. Finder notify Police Headquarters, Bangor.

(In E. Psychology)—How would you teach China to Grades III. and IV. to make it most interesting.
Miss F.—Show them the map.

(In E. Literature)
Miss Q—What did the children give Longfellow on his birthday?
Miss L—A chair made from a chestnut.

Miss Vose's favorite song is "I love you." But why does she pronounce you as if there were an H before it?
Vainly he strove to whisper her name, but the accents unuttered
died on his lips (because he did not know which name he wanted
to whisper)—Roney.

Long sat waiting for an answer.
—Civics Class, Election Night.

A goodly place where it was good to be.
—Assembly Hall, Saturday Night, November 23d.

Come to ask, as was his wont, the day's appointed task.
—Meserve.

Mr. C—What kind of soil is arid soil?
Mr. R—Soil that contains air.

On Saturday evening, Nov. 23d. one of the most enjoyable so-
cials of the term was held at Normal Hall. The students and
teachers, one and all, appeared in Puritan garb and the evening
passed pleasantly for all. A unique feature of the entertainment
was the yarn winding contest in which Miss Wight and Mr. Chaf-
tee were the victors, and they were duly presented with a most
appropriate prize,—a plump, well roasted, young Vermont turkey,
—which, however, they found great difficulty in carving. An-
other pleasing feature was the old-fashioned candy pull which was
heartily entered into by every quaint Puritan present. We hope
to have the pleasure of attending more such happy gatherings in
the weeks to come.


Exchanges

When we published our last number, the "Graduation Number" of last June, we congratulated ourselves on having such a comparatively long list of exchanges, considering the short time we have been included in the literary world of school publications. At that time we had among our exchanges: The Academy Echo, Freedom Academy; The Dial, BrATTLEBORO High School; The Ariel, Bucksport Seminary; Penn Charter Magazine, William Penn Charter School; The Cambridge Review, Cambridge High School; Cazenovian, Cazenovian Seminary; The Argonaut, Mansfield High School; The High School Herald, Westfield High School; Calais Academy Spectator, Calais Academy; Students' Review, Northampton High School; Northern Light, Fort Fairfield High School; Blue Owl, Attleboro High School; Bates Student, Bates College; The Breeze, Stonington High School; The Review, Ball High School; The Clarion, West Hartford High School; Kent's Hill Breeze, Kent's Hill Seminary; The Arcturus, Caribou High School; The Colby Echo, Colby College; Academy Herald, Gould's Academy; The Magpie, DeWitt Cinton High School; Gleaner, Pawtucket High School; The Racquet, Portland High School; Advocate, Essex High School; The Retina, Toledo High School; The Oracle, Bangor High School; Eastonia, Easton High School; Salmagundi, Aroostook State Normal School; The Blue and Gold, Findlay High School; The Sphinx, Little Falls High School; and The Reveille, Norwich University.

Since our last edition we have received the following: The Magpie, Blue Owl, The High School Herald, The Oracle, The Dial, Chronicle, Moose-a-Bec, The Students' Review, Oak Leaves and The Clavis.

We sincerely hope that we shall not be forgotten by the rest of our exchanges when each shall publish its next edition, and we look forward with anticipation to reading them with as much interest and enjoyment as we have read those we have already received.
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