

MALAGA ISLAND FRAGMENTED LIVES



A curriculum for middle school students

-developed from the research for the *Malaga Island, Fragmented Lives*
exhibit, on view at the Maine State Museum
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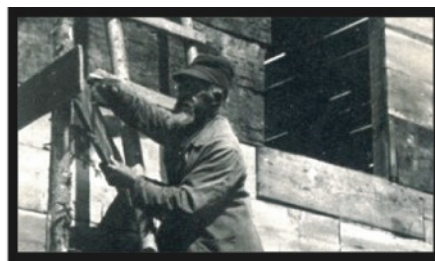
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MALAGA ISLAND FRAGMENTED LIVES



CURRICULUM OVERVIEW

Purpose:

Collectively, the lesson plans encourage a comparison of fiction and non-fiction materials about the historic events that occurred on Malaga Island, Maine, encourage skill-building in critical thinking and source evaluation, explore Malaga's place in a complex ecosystem, and strengthen understanding of the scientific process. All curricular materials are designed to assist students in achieving Maine Learning Requirements and Common Core Standards at the middle school level. Refer to the Bridging Document for details.

Lesson Plan Sequence

This curriculum has been designed to support cross-disciplinary teaching (language arts, social studies, science) and to allow teachers to adapt to various time constraints that they experience in each school district. Towards that end, all teachers are encouraged to begin with Lesson 1; the lessons that follow can be used in a sequence, isolated and used selectively, or used collaboratively by multiple teachers.

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| Lesson 1: | Introduction to Malaga Island: Primary Sources & Fragmented Lives |
| Lesson 2: | Visual Literacy and Images of Malaga Island |
| Lesson 3: | Media Literacy, Citizenry, and Conflicting Accounts of Malaga Island |
| Lesson 4: | Going Beyond "Lizzie Bright and the Buckminster Boy": Revisiting Malaga Island with Civil Action |
| Lesson 5: | Archaeology and Environment on Malaga Island: Understanding Scientific Process |

Summary

Malaga Island is located at the mouth of the New Meadows River in Phippsburg. Bear Island lies 100 yards to the west and the small fishing village of Sebasco is about 300 yards to the east. Like much of the Maine coast, 42-acre Malaga Island is rocky and rugged. The shell beach on the north end was the location of several settlements, beginning with Native Americans who inhabited the island within the last 1,000 years. Little is known about how these first inhabitants lived; considerably more is known about Malaga's later residents – the mixed-heritage community that occupied the island's north end from the 1860s to 1912.

The probable origins of Malaga Island's historic community trace back to one African American man, Benjamin Darling. He purchased Horse Island (now known as Harbor Island and located near Malaga Island) in 1794. Darling's descendants and their families soon settled on numerous islands throughout the New Meadows River. Although records are not clear, Henry Griffin and Fatima Darling Griffin,

with their family, were most likely the first to live on Malaga Island, setting up house on the east side in the early 1860s.

In the early 1900s, the Malaga Island community found itself caught in a time of great change for Maine. A poor economy, the decline of the fishing and ship building industries, a boom in real estate prices, and thriving social reform efforts all affected Malaga. At the same time, the island residents became victims of the eugenics movement, a popular theory that the poor, immoral, or criminal were born that way due to heredity. The eugenics movement was widely accepted as fact throughout the early 1900s and included many advocates such as heads of state, teachers, religious missionaries, journalists, and scientists. The press publicized a common belief that the only way to help Malaga Island's residents, and improve tourism and property values on the Maine coast, was to dismantle the community.

Christian missionaries from Malden, Massachusetts, Captain George and Lucy Lane, began to visit Malaga Island during the summer of 1906. The Lanes focused their missionary efforts on educating the children of Malaga Island. They actively raised funds to build a permanent school on the island and help pay for food and clothing.



Although efforts were well underway to improve living conditions on Malaga Island, the notoriety of the island community in statewide and regional newspapers gave Phippsburg a bad reputation, just as the tourism industry was beginning to grow in Maine. Newspapers put forth commonly held beliefs that the individuals living on Malaga Island were degenerate and needed assistance in order to survive. The stories of Malaga Island, and the actions of both the town of Phippsburg and State of Maine to evict the community, were reported throughout the New England region and in nationwide publications such as Harper's Magazine.

As early as the 1890s, efforts were underway in Phippsburg to rid itself of the Malaga Island community. Legal disputes continued until Maine's state government became involved. Governor Frederick Plaisted visited Malaga Island in 1911, along with his Executive Council, to see the island for himself. During his visit, Plaisted remarked, "the best plan would be to burn down the shacks with all their filth. Certainly the conditions are not creditable to our state, and we ought not to have such things near our front door, and I do not think that a like condition can be found in Maine, although there are some pretty bad localities elsewhere." (Brunswick Times Record, July 21, 1911)

In 1911, the State of Maine ruled that Malaga Island was owned by the Perry family of Phippsburg, who, in turn, filed papers to have the islanders evicted. On December 9, 1911, a doctor and member of

Governor Plaisted's Executive Council signed papers committing eight Malaga Island residents to the Maine School for the Feeble Minded.

Early in 1912, the State of Maine purchased Malaga Island from the Perry family for \$400. Residents were told they must vacate the island by July 1, 1912. No alternative homes were provided or suggested, but when the state representative arrived on Malaga Island on July 1st, he found all the houses were gone – dismantled and removed by the residents themselves. To complete the eviction, the state exhumed the cemetery remains on Malaga Island, combining seventeen individuals into five caskets, and moved them to the cemetery at the Maine School for the Feeble Minded.

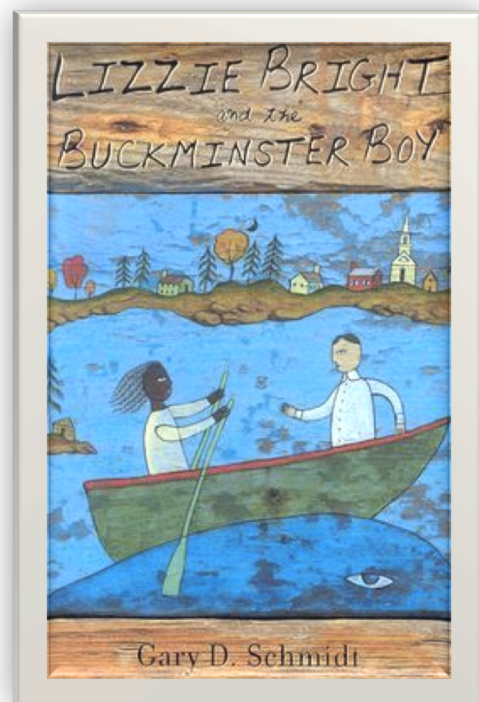
For decades, generations of descendants felt the need to hide their Malaga Island ancestry. The term "Malagite" became a racial slur commonly used on Maine's coast. Descendants experienced prejudice and slander through the years since 1912, causing many to deny any connection to the notorious island. As time passed, attitudes shifted among both the Phippsburg community and descendants. Now scattered across the nation, current generations are discovering their family history and connecting with one another through social media.



Malaga Island offers a rare example of an ethnically-diverse, historic, coastal community where the homesteads of specific families are known; this has allowed U. of Southern Maine archaeologists to excavate house sites and add their understanding of island life to our study of the tragic events that transpired there. Documentarians from the Salt Institute for Documentary Studies gathered family memories from Malaga descendants, further enriching this story. The Malaga Island: Fragment Lives exhibit marked 100 years after islanders' lives became sensationalized in local/regional news and government reports, and residents were evicted.

The research conducted for developing this exhibit offers middle school teachers and students an ideal opportunity to pursue the intersection of social studies, language arts, and science in Maine. These curricular materials were designed to use in conjunction with the Maine State Museum's "Malaga Island: Fragmented Lives" exhibit; however, they are also designed to stand on their own, using primary sources (provided here or available online) or the historical fiction novel "Lizzie Bright and the Buckminster Boy."

In 2011, the Maine State Museum received permission from Phippsburg resident Peter Roberts to use his extensive collection of historic



photographs of Malaga Island residents. Following years of archaeological excavation by the University of Southern Maine, in 2011 the Maine Coast Heritage Trust donated its Malaga Island collection to the Maine State Museum for preservation and exhibition. In addition, research for the exhibit uncovered documents from the Maine State Archives and the New England Historic Genealogical Society. Collectively, these comprise the primary sources or “evidence” available for student inquiry.

Online Teacher Resources – Malaga Island:

Malaga Island Radio Documentary “A Story Best Left Untold” - www.malagaislandmaine.org

Malaga Island: Fragmented Lives exhibit -

www.mainestatemuseum.org/exhibits/malaga_island_fragmented_lives/

Maine Coast Heritage Trust - www.mccht.org

Maine Memory Network “Institutional Care: From ‘Feeble-Minded’ to ‘Disabled’” -

www.mainememory.net/sitebuilder/site/301/slideshow/307/display?use_mmn=&prev_object_id=567&prev_object=page&slide_num=1

Maine Memory Network – Malaga Islanders with missionary image -

www.mainememory.net/search?keywords=malaga&submit=SEARCH

Maine Memory Network – “1870-1920 The End of the Ocean Highway” -

<http://www.mainememory.net/sitebuilder/site/905/page/1316/display>

Online Instructional Resources:

- Teaching Tolerance www.tolerance.org
- Facing History and Ourselves www.facinghistory.org
- Library of Congress’ Teaching With Primary Sources Program www.loc.gov/teachers/tps/
- American Memory Project www.memory.loc.gov/learn/
- Primary Source Learning www.primarysourcelearning.org/
- Smithsonian Sources: Resources for Teaching American History www.smithsoniansource.org
- The National Archives www.archives.gov/education/

Books

Seeking History: Teaching With Primary Sources in Grades 4-6 (2000) Monica Edinger. Portsmouth, N.H.: Heinemann.

Making History: A Guide to Historical Research Through the National History Day Program (2006) National History Day (The Making History Set includes: A Guide to Historical Research, The How to Create a Historical Documentary, How to Create a Historical Paper, How to...)

Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms (2011) Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano. New York, NY: Teachers College Press

Maine’s Visible Black History: The First Chronicle of Its People (2006) H.H. Price and Gerald E. Talbot. Gardiner, ME: Tilbury House Publishers.

Choosing to Participate (2009) Facing History and Ourselves Foundation, Inc. Brookline, MA: Facing History and Ourselves Foundation, Inc.

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Lesson 3 Media Literacy, Citizenry, and Conflicting Accounts of Malaga Island

Instructional Resources

Media Literacy Vocabulary Sheet

Student Reading: The Lane Scrapbook

Source Comparison Worksheet

Spotting Stereotypes Graphic Organizer

Historic Newspaper articles (provided)

- Malaga Island State Pauper Records 1907;
- McKinney House Lewiston Evening Journal_August 21 1911;
- Divers Good Causes: An Island School Boston Transcript Aug. 19, 1907 (a news clipping preserved in the Lane Scrapbook, New England Historic Genealogical Society collection)*

Historic Images (provided - from the Lane Scrapbook, New England Historic Genealogical Society collection)*

- Child's thank you note
- Malaga Island Schoolhouse photos

Teacher Resources

Historic Magazine article (displaying harsher stereotypes of islanders common to the era and therefore not recommended as an instructional resource, at least without intensive preparation of students)

- ["Queer Folk of the Maine Coast" Harper's Monthly Magazine Sept. 1909](#)

Background Discussion

Denee Mattioli, 2003-2004 National Council for Social Studies President, said, "Our Founding Fathers understood that a democratic republic could not survive without an informed and participatory citizenry....It is essential in our citizenship role to view critically, analyze, ask powerful questions, and draw our own conclusions. Media literacy, then, is essential to the citizenship role." Media refers to all electronic or digital means and print or artistic visuals used to transmit messages. Literacy is the ability to encode and decode symbols and to synthesize and analyze messages.

Secondary source (noun)
– a source that was *not* created first-hand by someone in a position to witness an event or time period, either because they lived at a later time or because they were not present. Examples include: a textbook or a biography (as opposed to an autobiography).

The National Association for Media Literacy Education (NAMLE) asserts that "being literate in a media age requires critical thinking skills that empower us as we make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth." Media education is the study of media, including 'hands on' experiences and media production; media literacy education is the educational field dedicated to teaching the skills associated with media literacy.

Essential Questions in Media Literacy

1. Who created this message and what was the purpose?
2. What techniques are used to attract and hold your attention?
3. What values and points of view are represented?
4. How might different individuals interpret this message?
5. What is omitted from or silent in this message?

Plan of Instruction

1. Remind students of the work they achieved in Lesson 1. "Introduction to Malaga Island." Review what a **primary source** is, as well as the difference between **evidence** and **interpretation**. Pass out the Media Literacy Vocabulary Sheet to help them expand their vocabulary and for them to use as reference for the rest of the assignment.
2. Tell them: *We're going to do some fieldwork today to get you to think about the similarity between journalists and historians. Both journalists and historians are supposed to get at the truth of what has happened. They're supposed to find sources (or evidence) and evaluate the credibility of the source; however, sources can disagree or conflict. This can be due to unintended omission, misinterpretation of available information, or intentional bias. Sources must be **evaluated** for their **credibility**.*
3. Explain that in order to evaluate credibility, they need to understand the difference between a **primary source** and a **secondary source**. Model the difference between primary and secondary sources.
 - You could juxtapose the copy of the historic photograph of Lincoln (Lesson Plan 2) with any biographical material written about Lincoln or *contemporary* portraits of him and use those as examples. Facilitate a discussion about why one is primary and one is secondary.
 - You could also use a current example from your school or community life, helping to distinguish between a direct/primary account (written, oral, or photographic) of a school or community event that was primary and then perhaps a secondary, retelling of that event by someone who was *not* in a position to witness and document it directly.
For a ready-made lesson on evaluating sources, try "[Lunchroom Fight](#)" from Reading Like A Historian website:

Note on Primary vs. Secondary Sources:

Sometimes a source could be identified as primary or secondary and professional historians can disagree on which it is. This is why it is important to explain one's justification. For example, a newspaper editorial may be a primary source representing historic views about Malaga Island people but it may be a secondary source with respect to actual life on Malaga if the author had never been to the island.

http://sheg.stanford.edu/upload/Lessons/Unit%201_Introduction/Lunchroom%20Figure%20Lesson%20Plan.pdf

4. The assignment is to read statements about Malaga Island that were printed in historic newspapers or recorded by missionaries who worked on Malaga, evaluate their credibility, and find evidence to support or refute statements in the media about Malaga Islanders. As a warm-up exercise, pass out the Source Comparison Worksheet and walk through the process of comparing the two divergent accounts of life on Malaga Island quoted on the worksheet, *so that students can discover how they need to read sources critically, rather than take what is written at face value.*
5. Next, pass out the Malaga Island Source Evaluation sheet and the Spotting Stereotypes Graphic Organizer. Divide students into groups and distribute different primary sources (documents and images provided) to different groups. Assign each group to fill out their Source Evaluation sheet with respect to their source (or this can be completed as individuals for homework).
6. Convene the groups, asking each group to report to the class on their findings. Some questions for facilitating a conversation:
 - *what were some of the nouns and adjectives used to describe Malaga Islanders?*
 - *what influence do you think these articles had on public opinion and support for the 1912 eviction or removal of residents from the island?*
 - *what is omitted from or silent in these accounts (e.g., the viewpoint of island residents);*
 - *who do you think would write a more objective account – a reporter who visited for a few hours or a missionary who lived on the island? Would they each have a bias? Why do you think so? (consider issues of sensationalism in journalism and issues of motivating donations on behalf of the missionary)*

Extension Activities (optional):

- Ask students to rewrite a portion of a newspaper article, using primary sources to create a more objective point of view;
- Identify a current controversy in local or state news and encourage students to look for bias and suggest how additional sources could be helpful in creating a more objective account;
- Invite students to pretend that they are a reporter in 1912 and that they are interviewing a Malaga resident about the eviction; have the student author both the questions asked in the interview, as well as the answer given by the island resident.

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Malaga Island Media Literacy Vocabulary Sheet

Vocabulary Word	Definition	Word used in a sentence
Primary source		
Secondary source		
Evaluation		
Credibility		
Bias		
Evidence		
Interpretation		

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The Lane Scrapbook

Christian missionaries from Malden, Massachusetts, Captain George and Lucy Lane, began to visit Malaga Island during the summer of 1906.



George Lane (above) wrote to a friend in 1911:

"[W]e built our summer house on the north end of Harbor Island (then Horse Island) and being interested in looking after people who need help found what I was looking for on Malaga Island."



The Lanes focused their efforts on educating the children on Malaga Island and teaching "moral values" to the women.

The Lanes actively raised money to build a permanent school on the island

and to help pay for food and clothing for islanders.

Fred C. Woolley, a friend of the Lanes and fellow church member, created a scrapbook to document the Lane's work, as well as the fundraising efforts to buy a motor boat which would aid in access to the island community.



He titled the scrapbook "A history of parts of Capt. and Mrs. Lanes' and their daughter's work among a neglected people on Malaga Island - Maine." The photo above, and the writing around it, are from a page of this scrapbook that describes the school.

The scrapbook is now in the collection of the New England Historic Genealogical Society and was loaned to the Maine State Museum for the Malaga Island: Fragmented Lives exhibit.

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SOURCE COMPARISON WORKSHEET

CONSIDER the following quotes about history and the use of historic evidence.

- History is an *account* of the past;
- Accounts/Narratives differ depending on one's perspective;
- We rely on evidence to construct our accounts of the past;
- We must question the reliability of each piece of evidence;
- Any single piece of evidence is insufficient;
- We must consult multiple pieces of evidence in order to build a plausible account.

-From "Reading Like a Historian" Stanford History Education Group

READ the following published descriptions of life on Malaga Island, both written in 1906-07:

"The floor was washed clean, the windows up; wild carrot and mayberry blossoms in vases stood on the little organ. The children filed in, cleanly dressed. They had bright faces. Some were black, some white and some "black and freckled." Two long boards across the room at one end supported on uprights served as seats and desks. The children sang with heartiness. The organ had the accompaniment of a fiddle played by the father of this home."

- F.C. Woolley, *Boston Transcript*, Aug. 7, 1907 (description of James E. & Salome McKinney's home)

"Their homes are of the most part the most miserable huts, in which there is no pretense to cleanliness. Families of six or more eat, live and sleep in one room. A bed is the exception rather than the rule; a mattress a luxury few can afford. They sleep on the floors on heaps of dirty rags, and seldom remove their clothing. Their faces and hands show accumulations of grime; their clothes are little more than rags, the cast-offs of people from the mainland, worn until they will hardly hold together."

- *The Bath Independent and Enterprise*, 17 February 1906

REFLECT

How are the two descriptions (above) of life on Malaga Island differ from each other?

Why might people see or remember things differently?

Why do you think each of the authors wrote about the islanders the way they did?

What do you think life on Malaga was like?

- Was Malaga Island an easy place to make a living? What type of work did they do? What did islanders eat?
- What was life like for the children?
- How were the islanders different or similar to their neighbors on the mainland?
- Research the facts; find evidence to support your conclusions.

Create your own account of what life was like on Malaga Island.

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Spotting Stereotypes Graphic Organizer

	Name of Source #1:	Name of Source #2:
<i>adjectives</i> used that describe Malaga Islander or their lifeways		
verbs describing behavior of Malaga Islander or their lifeways		
Whose perspective or point-of-view do these words represent?		
Whose perspective or point-of-view is not represented?		

MALAGA

THE

Homeless Island of Beautiful Casco Bay--Its Shiftless Population of Half-breed Blacks and Whites and His Royal Highness, King McKenney.

CUNDY'S HARBOR, Me., Aug. 21 (Special)—Malaga Island

In all the thousands of islands along the Maine coast not one has been more written or talked about in the past six weeks than has this member of the Casco bay group.

What has been printed, has not been complimentary, either. Malaga or Malaga Island, as all the natives down this way pronounce it, isn't a place to boast about. It is not strange that the people of Phippsburg have shirked the responsibility of its care; that they have refused to have it held up as a portion of their

ing Malaga, either, for perhaps he hadn't even heard of Malaga then.

But this doesn't lessen the fact that deplorable conditions exist at Malaga. It makes it the more imperative that the situation should be changed; that something be done for the betterment of the poor human wretches who exist upon the island.

Malaga as it is.

Of the many columns of matter printed in the past six weeks concerning the island, much has been exaggerated, overdrawn or misstated. This

work, he failed to show up. The Phippsburg farmer went to the island to ascertain the cause. His man had not risen for the day, tho it was ten in the morning.

"Here, you, what's the trouble, I thought you were going to help me hay!" said the man from Phippsburg.

"No," said the islander, "I'm not hay-ing. I'm going up to Bath to bar; it's easier and I get more out of it."

They dig clams to eat and a few to sell. They have some lobster traps. The lobster they sell and if the fishing is good make a fair bit of money, but they are not at all particular in regard to the laws regarding protection of the lobster. To their way of thinking, lobsters are to be caught, and sold and laws regulating the taking are unnecessary impediments and as valueless as a fifth wheel to a coach. It is all the same to them whether a lobster is short or full length so long as someone wants to buy it and pay money.

Not only that, but the lobstermen of this place and of Sebasteo do not hesitate to declare that the men of Malaga have a careless habit of disregarding the markings on lobster trap buoys and when out pull any trap they come across, regardless of its ownership.

In the season they catch some herring and prepare them to sell to the fishermen the next season for bait. In this way they make a little money, but not sufficient to support them. That they could get a living out of the sea, would they work, is agreed to by all who know the situation. They won't work.

And if they are the symbol of shiftlessness, they are the trademark of filth and dirt.

Soap and water there may be on the island, but none of its habitants give evidence of it.

Stays that should be cleaned. None of the older ones do. The younger ones are beginning to try to clean up. That is due to the influence of the school, established a few years ago, which is teaching the children that there is more in life than a mere existence on this little island.

The King Talk.

James McKenney, known the entire length of the New Meadows river as the King of Malaga, was climbing up the rocky side of the island at the rear of his house, which has been dubbed by visitors as the Royal Palace, when the Lewiston Journal reporter found him.

"Good morning, Mr. McKenney," said the reporter.

"Mawning," was the cordial greeting and the King extended his hand to show that the visitor was welcome to his domain.

Some columns of tommyrot have been written of this old man, for he is 63 years of age. He has repeatedly been described as a Portuguese. This may make a better story, but it's a long way from the fact. McKenney is a Scotchman and was born and raised in the town of Phippsburg, where he lived until coming to the island, which event took place 35 years ago. He married one of the negroes, raised a family, all of whom are married and live there, too. In his early life, he was a promising youth of the town, but his long years among the Malagaites, has made him the same as they, shiftless and not very careful of his bodily condition, tho it is unfair to him to say he doesn't make more of an effort at cleanliness than his subjects.

"The King was willing to discuss the history of Malaga and in all probability no one knows it better than he.

"There's thirty-eight of us now," said he after a little thought and some mental arithmetic, for he had some schooling in his boyhood, in answer to the inquiry as to what a census of his kingdom would show.

"It's allus been about that. Was 'bout that many here when I came, thirty-nine years ago. Oh, yes, it was school then. Back folks livin' on here for a long time when I came.

"How long they been living here I don't know. It was a long time ago. Yes, a very long time.

"Who first settled here Mr. McKenney," he was asked.

"Can't say, zany. They were going to move you up to Trip Island."

Disdain rang in his voice as he made that exclamation and then he went on: "I ain't big enough; I ain't big enough for one man and we got thirty-nine folks

"Y' see, they went t' Horse Island first an' they got mixed up with the Grims there and begin t' mix. Then they all

here. Can't do that."

The king said he could see no reason why they should move. They had been there so many years that it was home and there was no other place where they could go, but if they'd got to go, someone ought to find a place for them.

It was the same shiftless plaint of them all. The idea did not enter his head that if they had to move, they could all get busy and go to work and take care of themselves. They have grown so accustomed to being watched over that the idea of living in any other way seems abhorrent.

"Have a cigar," asked the reporter, offering one.

"No, don't smoke," said the King with a shake of his head.

"Don't smoke?"

"No, not now. Haint fr three years."

"How'd you come to quit?"

"I got thought I'd smoked and chew'd enough and so I stopped."

The King said that he wasn't doing any worrying about the moving about the shiftless coming to warn them off. He didn't really think they would have to move. He did not express it just that way, but it was easy to see that in his judgment, it was just one of the several sporadic uprisings of sentiment about the settlement which have come at irregular periods during the past few years.

Close at the King's heels, was a small boy, bare and black of foot, a big stray cat on his seven-colored head and whose blue eyes watched all that occurred and whose ears were drinking in every word said.

"You boy," said the reporter to the king.

His Majesty patted the youngster on the head.

"No," said he, "he's my grandson; all my children are grown up an' married."

What's your name, the lad was asked.

"George Cutting Murphy," he answered.

"He's named for George Cutting up at the railroad in Bath," added the King with a satisfied air.

George said he was five years old and that he would like to have his picture taken and he and the King posed before the Journal camera.

Women Are Fussy.

"Folks change as they grow old," said the King, when the picture had been snapped. "They don't look the same, did yer know that? I want to show yer."

With that he went into the house and returned with an old, decrepit-looking, mostly framed in black walnut. It was of a young man close upon twenty years of age. The young man had a violin at his shoulder, evidently playing.

"That's me," he said. "I was eighteen then and was just startin' out, when that was taken, to fiddle for a dance."

"Do you fiddle any now?"

"No, haint fiddled any for three years."

It was suggested that it would be nice to take some pictures of the young girls in the house. They heard and a vigorous protest went up. This was another evidence of the influence of the school. These girls were about 14 years of age and they, thru the school, have come to understand that life on the island is not a thing to boast of.

George Cutting Murphy said that he went to school and when asked if he liked to go to school, answered, "Naw, I do!"

Mrs. McKenney, a large negress, was at work cooking in the kitchen of the Royal Palace and could be plainly seen thru the door.

"I'd like to make a picture of you and Mrs. McKenney together," said the reporter.

The King started to speak, but before he did, words floated thru the doorway and at the same time the Queen disappeared from view around the end of the stove. The remark which came out were these:

"Not 'f I knows it!"

That the King understood, was evident. With an apologetic air, he explained:

"Women are fussy. She haint fixed up a bit and women won't have their pictures took, of they haint fixed up."

It was evident that in this royal household, the Queen was boss.

Don't Take Water.

Then the King got confidential. He returned to the subject of their removal from the island. "It'd be all right to

there was talk of moving the settlement, to which he said:

"Yes, I hearn 'em say that, but where? Have you heard?"

"Someone said they were going to move you up to Trip Island."

Disdain rang in his voice as he made that exclamation and then he went on: "I ain't big enough; I ain't big enough for one man and we got thirty-nine folks

move that crowd," said he pointing towards a small house, which stood a couple of hundred feet or more distant.

"They're all right, but it would be just as well to put 'em um'ere else." This with a mysterious nod of the head.

"What's the trouble with them, Mr. McKenney?"

"I tell yer," said he lowering his voice to nearly a whisper, "they got some sort of a disease which most folks don't like to have round. Haint ketching, cose 'f 'twas, we'd all have it. Nothin' thing, they'd d' water, they're not good 'f have

want some pictures."

Whether the mother was going to refuse or not, the two little girls were making an affirmative reply and were hurrying to get out doors, where the camera could be trained on them.

"They've taken a lot of pictures of some, but they never do. I s'pose they put 'em in the papers." This last was a suspicion.

"What's this little girl's name," pointing to the larger of the two.

"Evelyn."

At the rear of the school house proper is another small building in which the teacher lives. It is comfortably fitted up with books and, except from the surroundings and the neighbors, would be a very pleasant place to stay.

When Phippsburg Dodged.

For years and years it was contended that the island belonged to the town of Phippsburg, but there was more or less contention about the matter. In 1908 Malaga was attracting a lot of attention. The legislature was in session. Phippsburg demanded that something be done to settle the question of that town had jurisdiction over the island. As the legislative session drew to an end, the demand became more and more pronounced. At that time Hon. B. E. Chase of Bluehill was a member of the executive council. He was on the committee which had charge of the State pauper funds. In the very last week of the session, the Phippsburg folks laid down on him hard to do something.

"Now, I'll tell you what let's do," said the councilor to them, "let's have a bill put thru the legislature making Malaga a part of the town of Phippsburg and the matter will be settled."

Then that bitter Phippsburg. It did not seem possible that a reply could reach Augusta before the legislature would have adjourned. Under usual circumstances, such would have been the case, but those who recall that session, remember that its closing days were turbulent and that adjournment did not come for a day or two later than was expected.

From the way the thing worked out, there has always been a suspicion that Phippsburg was not at all sincere in its loud protest, that it wanted the matter decided one way or the other, for back came a letter to Councilor Chase saying that such a bill would be acceptable to the town.

As explained, the legislature did not reach the final adjournment as early as expected. The councilor drew up some of the bills necessary to introduce in the legislature and put thru and this bill, chapter 415 of the private and special laws of 1908 became a law.

"Section 1. Bushy, Hen, Bear, Malaga, Burnt Coat, Blacksnake, Wood, Little Wood, Gooseberry, Ping, Brown and Cow Islands are hereby made and declared to be a part of the county of Sagadahoc and of the town of Phippsburg (thereby).

"Section 2. This act shall take effect when approved.

The net was approved on March 23, 1908 and was the last of the special and private legislation passed and approved that year.

When that bill went thru and received the governor's approval all breathed a sigh of relief. A bone of long contention had been disposed of.

But Phippsburg was not satisfied. In 1908, the people of that town had another bill, introduced in the legislature and it became chapter 200 of the private and special laws of 1908. This act simply declares that chapter 415 of the P. & S. of 1903 is repealed and again Malaga became an island without a town.

What is to be done with Phippsburg? What is to be done with the inhabitants of the island, is the problem. It has been decided that the land belongs to the estate in Mrs. John Perry, deceased, of which Capt. Scott Perry of Bath is the agent. He, it is said, has decided to remove the islanders and that papers are being drawn up which will be served within a few days.

That may clear Malaga, but it doesn't take care of the 38 or 39 human beings who live thereon.

Being without a town, they become wards of the State. They are State paupers, but what will the State do with them?

On his recent visit, Gov. Plafsted said the only thing to do was to burn the buildings; that they were so filthy they could never be properly cleaned, but he didn't say how the human beings were to be cleaned up or cared for. That was a bigger and much more difficult problem. Phippsburg doesn't want them and you can't find a town anywhere else that is holding out a welcoming hand to the forlorn, shiftless, inefficient, harmless, townless, Malagaites.

If they are driven off Malaga, where will they go and how will they live? Where will the State put them? This problem is just as big and much graver today, when eviction seems assured, than when the attorney general decided who owned Malaga.

SAM E. CONNER.

round. Oughter keep clean, hadn't they?"

"Where yer wanta put 't be?"

The hall came from the shore and was from a small boy, a young negro or half breed, who was pulling in a dory. He was shouting to the King and by the manner of his address, it became apparent that the crime of low majesty was unknown in this kingdom.

"Right there," answered the King.

With half a dozen vigorous and well executed strokes, the colored boy brought the boat into a small and natural slip formed by the rocks.

"Don't you want your picture taken this morning," asked the reporter.

"Naw, I don't want my picture took this mawning."

"What's your name?"

"Lennie Trip."

"How old are you Lennie?"

"Dunno, 'bout eight. Yes, eight."

"Well, Lennie, don't you think you better have your picture taken right here in the boat."

He didn't answer that, but he stuck his shining black face around the bunch of choke cherry bushes in the dory's bow and, with his clear white teeth show-

ing, stood still while picture was taken, after which he shouldered the big soap box filled with fish heads brought from the fish house across the river and headed for home. The heads, he said, were to be used as bait.

Not Tains, Just Sisters.

Climbing down the rough rocky path from the school house to the shore, where the boat by which we had come to the island, was moored, a small shack opened up in a clearing of a clearing down, a woman could be seen raking a bush and cuddling it to her breast. The lowing the narrow path around the end of the house, the door was found. This house was typical of all others on the island, excepting those of the King and prince.

It was upon steps, some four feet above the ground. No attempt had been made to close in this undergrowth. The wind had clear raked its only protection in winter is what the surrounding trees can give. The steps leading into the house were broken and greasy with dirt. The windows were somewhat broken and mended with lute and coats, but in this respect, it was not so bad as many of the others. The sides were covered with squares of what appeared to be some sort of leather or composition roofing.

Ten feet from the door was a pile of waste, a splendid breeding place of flies, mosquitoes and germs.

Licking a broken neck, the trip was made to the door.

Inside, the woman, who may be twenty or forty years of age, sat in a small chair rocking the baby. A birdhouse was on the heavily beamed roof within a couple of feet of the door, his head close to the wall opposite, a man lay sleeping. Two little girls, blue eyed and eleven hair played around him.

This was the home of James McKenney, Jr., and it was a duplicate of all the other homes on Malaga. He it was who slept on the floor. The others were his wife and three children. This was noon and after, but that did not in the least disturb the islander. He slept on.

"I would like to take a picture of the little girls, may I," said the reporter.

"I dunno; whatever want it for?" was the answer.

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*This article I wrote for
publication in Transcript
of Aug. 1907 - as a sort of reply
to an article previously pub-
lished in Boston Journal -
(a clipping - see 2 pages be-
hind this)*

From Boston Transcript - Mon., Aug. 19th 1907

DIVERS GOOD CAUSES

An Island School

To the Editor of the Transcript:

I wish you could have looked into a little home of a humble native of Malaga Island in Casco Bay, Me. It was a bright sunny forenoon when Mrs. Lane and her daughter rowed over to the island, about a mile off. The welcome from the children and the mother showed how much these poor neglected people appreciated the love and the service that Captain Lane and his family are doing. This island has recently been described in a Boston paper as a lawless colony, ruled by a king; as a people who do nothing and live in indescribable filth. I was there several times and did not see the "king"; found that the men were away early in their boats after bait, or at clam digging, lobstering or doing small jobs for mainland people. The houses are small; few have over two rooms, and the term "filthy" is certainly applicable to several. There are eight children from these homes that attend the school. They range from 10 to 18 years. The best room of the two she had on the first floor of the little house was given up by a mother for the school. The floor was washed clean, the windows up; wild carrot and mayberry blossoms in vases stood on the little organ. The children filed in, cleanly dressed. They had bright faces. Some were black, some white and some "black and freckled." Two long boards across the room at one end supported on uprights served as seats and desks. The children sang with heartiness. The organ had the accompaniment of a fiddle played by the father of this home. A year ago these children could not read or write or tell days of the week; in fact, nothing had been done for them. Today the majority can read short sentences, can count, spell and do some excellent written exercises; they readily appreciate this summer-time effort for them and this patient, loving service put forth by Captain Lane and his wife and daughters for these people and for others scattered along these island shores is beginning to tell for good. Some whole settlements have been changed for the better. But there is need of help. Probably no one better understands these people and no one has done more to help them spiritually and materially than Captain Lane and his family, who are not blessed with riches, but with a consecrated purpose to do as much good as they can. The captain, who has had a trouble with his feet for many years, is often laid by many times when he would go on his mission, but his courage is good for a man over seventy, and he is soon "up and on." The motor-boat, which the people of the First Church of Malden, Mass., and others interested contributed for is a reality and the miles he has rowed across the past year will be lessened as the new boat speeds him on.

F. H. C. WOOLLEY

Horse Island, Me.

THE LITTLE SCHOOL ON MALAGA ISLAND.



Aug 8-1907

Mrs. McKinney's where the Malaga School is held. The house has two rooms down stairs. The largest room she gave up for school-room. There are 8 scholars: 5 colored and 3 white. Colored: - Lizzie, Lottie, Sadie, Ella and Abbie. White: Stella and Harold - Johnnie.

Range from about 10yrs to 23 yrs of age

Mrs. Lane and Cora teach. every pleasant forenoon from 10 1/2 to 12 o'clock



This is a view taken of the School in session in Mrs. McKinney's house.

I visited the school and island four times in week of Aug 3-10, 1907

John

Malaga. I.S. . me.

September - 12 1901

My dear Mr. Woolley

I thank you for

the very nice

black board

very truly

Sabasco June 3 1907

M. State of Maine

W. Ridley

Dr.

To

Terms.

Goods delid. Eliza Griffin

\$5.50 per week

Billheads No 80

June to July

Oil	.08	.12	.13	20	25	.35	13				
Sausage	Potato	fish	beef	medium	tea			1	26		
Pork	Beef	And	Potato	.25	.15	.25		1	32		
Sho	.23	.15	.25	.10	.25	.25	.13	1	36		
Pork	Beef	And	Potato	.13	.25	.25	.10	1	50		
Oil	.08	.13	.12	.20	.25	.10	.10	1	32		
Sho	.22	.10	.13	.30	.06	.20	.25	1	36		
fish	beef	And	Potato	.13	.25	.25	.10	1	10		
Pork	.05	.50	.06	.25	.13	.30	.34	2	08		
beef	.25	.25	.20					70		12 00	

Paid

W. Ridley