



THE NORMAL OINTER

1903-4.
FEBRUARY.

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Vol. IX.

No. 5.

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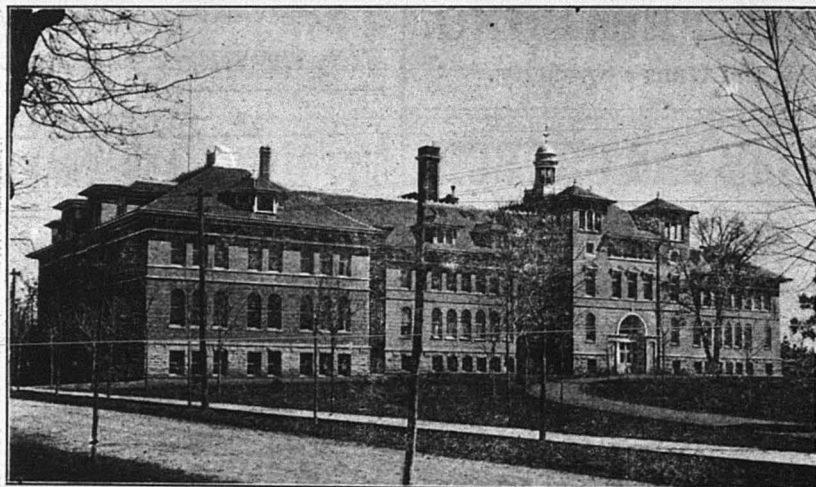
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New Classes formed four times each year in nearly every subject in the course of study, except Latin, German, and some advanced science studies. The quarters begin Feb. 1, April 11.

Board \$2.50 to \$3 per week, all school charges about \$1.25 per quarter (10 weeks). No tuition fees in Normal classes for those expecting to teach. Tuition 65 cents per week or less in preparatory grades.

Write for circulars, or BETTER STILL, ask definite questions about any part of the school work, and get an immediate personal reply.

Address the President,

Theron B. Pray,
Stevens Point, Wis.

THE NORMAL POINTER.

Vol. IX.

Stevens Point, Wis., February 15, 1904.

No. 5.

MISS MAY SECREST.



SEVERAL weeks ago the school was very much surprised, and also grieved, to find that it was to lose one of the most esteemed members of its faculty. When MISS SECREST resigned her position here as instructor of Domestic Science, in order to take a higher position of the kind

at Columbia, Ohio, we all felt that we were sustaining a severe loss which was to be the gain of Columbia.

Being thoroughly imbued with love for the work and seeing the necessity for such a course in the schools of our country, she could not help giving some of her spirit to those under her. One of Miss Secrest's greatest aims in her work was to give to those with whom she came in contact a realization of the need of such a course of training in order that some homes might be the brighter and happier for it.

When Miss Secrest came to us a year and a half ago, the idea of Domestic Science was very new, and under her able directions a Course of Study has been built up and equipment secured until at present the Stevens Point Normal stands as one of the foremost schools in this line of work as well as in all other branches.

A brief glimpse of what the Domestic Science equipment really is would probably be of interest to many.

A very bright and cheery Sewing Room has been provided for work along this line. At present we have in the room cases for material, drafting tables, sewing tables, and chairs, and five sewing machines. The practicability of such work has been demonstrated thru the Exhibits last quarter of articles made by students.

A Kitchen Laboratory has been well equipped. Here we find tables arranged in the form of a hollow square, each individual part being furnished with a gas burner, drawers, etc. A gas range, sinks, and a refrigerator go to make up the other accessories of this room.

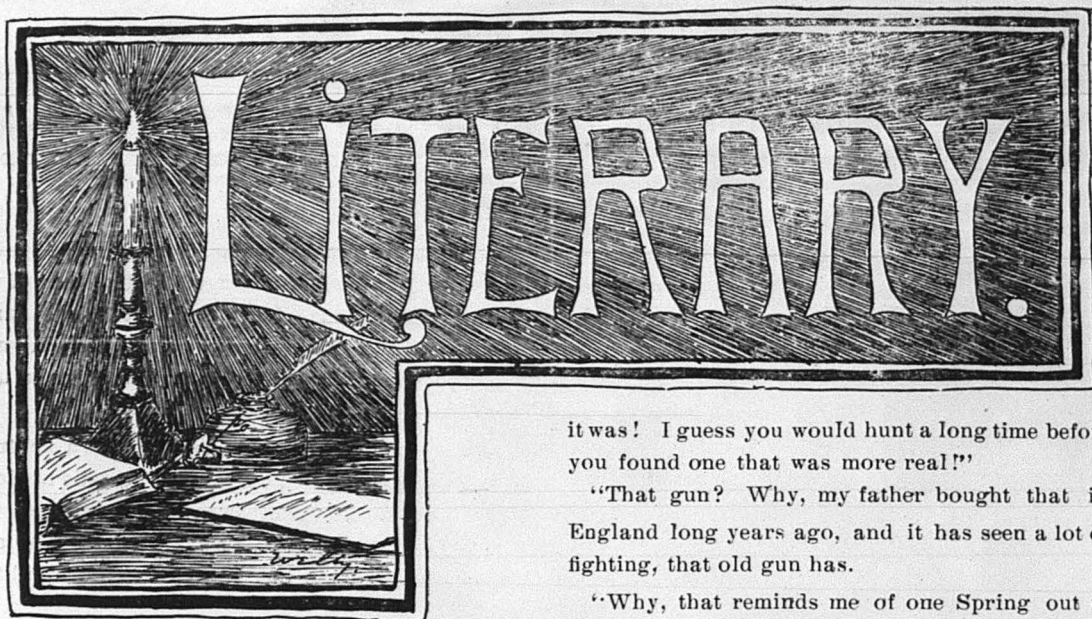
Off of one end of the kitchen we find a pantry lined with cases which contain the utensils needed for the work. At the other end of the kitchen is the dining room. This is not fully furnished as yet, for the attempt has been to look for quality rather than quantity.

A Laundry is being put in the basement, to be completed before the next quarter, in order that it may be used by the Seniors who expect to finish this year.

It is expected that as the time goes by we may have more added to this equipment until it becomes complete.

The best wishes of Miss Secrest's many friends go with her into her new field of work; and altho it is hard to part with the old friend, we most heartily welcome the new, and hope that she may enjoy her stay with us.

Miss Elizabeth D. Palmer, for the past two years Director in the Department of Domestic Science in the Hackley Manual Training School at Muskegon, Michigan, has been engaged to take charge of the Domestic Science Department of our Normal, succeeding Miss Secrest. Miss Palmer is a graduate of the State Normal School at Framingham, the only Normal in Massachusetts maintaining a Teachers' Training Department in Domestic Science. She also took a year's study along this line in New York City; and later was employed in certain branches of the work at Bristol, Connecticut, and at Cleveland, Ohio.



A PIONEER'S STORY.

Jack Carleton was an old man, probably eighty or more. But he was by no means a cripple, for he could walk for hours at a time with a stride that many a College boy would envy. But probably what attracted young men and boys to him chiefly was his ability and willingness to tell stories of his pioneer life.

He was a native of Vermont, and had gone west, as had many of his friends, when but a young man. And thus it happened he had spent nearly forty years on the border line of civilization. He had hunted and trapped, and fought with the Indians, till it seems almost impossible for him to talk long without referring to his early days.

One evening, I was calling at his home and talking over the last election of his lodge, when his little grandson, about five years old, entered the room carrying an old muzzle-loading pistol. It was so heavy that the little fellow could hardly carry it; but with true Carleton grit he bore it on his shoulder, his two chubby hands grasping it tightly.

"Grand-pa, is this a really truly gun?" he asked old Carleton.

"Well, well!" said grand-pa, "where did you get that? A really truly gun? Well, I should say

it was! I guess you would hunt a long time before you found one that was more real!"

"That gun? Why, my father bought that in England long years ago, and it has seen a lot of fighting, that old gun has.

"Why, that reminds me of one Spring out in Wisconsin, when that gun saved my life from wolves. They were hungry and wanted to get at the meat. But I guess I'll tell you that story. I had quite forgotten it, but the old gun brings it to my mind again. It is queer, isn't it, how one thing brings back another that is forgotten? Why, do you know, the other day, I saw an old horse-shoe in the road, and it reminded me so much of one I gave an Indian once, that I forgot all about dinner and was nearly an hour late. You see, the Indian had never seen one, and didn't know how to use it. Tried to wear it himself, and then got angry with me and threatened my life. But that is another story. But it shows how one thing hangs on another. Queer, ain't it?"

"Very," I answered; and then added to remind him, "but that old gun there?"

"I'm coming to that," he said.

"Let me see, it was 'way back in '28 when I first came into the northern part of Minnesota. At that time, all around the end of Lake Superior there were thousands of timber wolves, and not a few bear. But the wolves were the most bothersome.

We had had a long, hard Winter, and the wolves were almost starved. I had had a very successful season, and had hundreds of pelts stored up in my cabin.

"Early in April, I set out to return to the civilized part of the country with a large bundle of pelts. Along with my other provisions I put into my pack quite a supply of meat.

"I had gone but a few rods into the woods when I noticed the tracks of wolves all about me on the snow. I knew there must be fifty or more of the animals. This worried me somewhat; for I feared they would break into my cabin and destroy all of the pelts I had left. I decided I would cut short my visit at the fort, and hurry back to protect my property.

"So I went on rapidly through the silent dark woods. All that day and till late the next, I was unmolested. But at last, late in the afternoon of the second day I heard ominous howls, and I feared the wolves were on my trail.

"Early next day they caught up with me, and all day long they followed. As night came on, they grew bolder, and came so close that I could see their gaunt forms outlined against the white snow. The sky was clear and the wind cold, so to keep warm I built a small chip fire. But in the evening the wolves came too close to me for comfort, and I built a larger fire. This was sufficient for a time, and I thought they had left me for good. I might have known better, though, for in about an hour they returned in full force, and seemed to be less afraid of my fire than before.

"But I had still another plan to try. I built five fires in a circle, with room enough to lie down within it. This was quite satisfactory, and I was able to pass the night in comparative comfort.

"In the morning I rose early, and planned to finish the remaining sixty miles by nightfall. As before, the morning light kept the wolves from me, and I walked on in an easy state of mind.

"At noon, I stopped for half an hour and cooked some meat over a little fire. The odor seemed to attract them, and they came rushing at me, barking and snapping viciously. Drawing my pistol, I shot one large wolf, and this scared the others away; and I ate my meal in peace.

"I then proceeded on my way, still hoping to reach the fort by dark. As I went along, the wolves came behind me again; and I began to wonder when they would leave me. The snow was

soft that afternoon, and I could not go very fast; so sunset found me still in the woods and nearly eight miles from my destination. But I resolved to keep on, though the wolves were especially daring and drew nearer and nearer. At last, after two hours time, spent in alternately walking and shooting, I neared the edge of the clearing around the fort.

"As I did so, one large wolf dashed at me full tilt. I dodged aside, and succeeded in hitting him so hard with my pistol that he fell after going a few yards. But this seemed to stir the others up to greater daring, and half a dozen jumped at me at once. And soon the whole pack was fiercely leaping and barking at me. I used the butt of my old pistol, but the brutes gathered around me too close for comfort, and trusting to luck, I began to run for the fort.

"As I neared it, I shouted with all my strength, and this, with the hoarse barking of the wolves, attracted the attention of the men within. Two or three of them rushed out with rifles and met me a few yards from the door. Utterly exhausted from the nerve-wracking contest and my hard run, I fell down, and they carried me inside and put me to bed.

"And this, grand-son, is the same gun that I had that day. Don't you think it is real?"

But the boy was fast asleep.

C.

THE FLUNKER'S CONVENTION.

'Twas shortly after the Second Quarter,
When it was rumored that we arter
Band together in a convention,
And console ourselves in solemn session.

The scheme was hailed with great delight,
And without showing a bit of fright,
Seniors, Juniors, Freshmen, and Elements
Suddenly became close confidants.
In "two-fifteen," the crowd did meet,

A mighty sea of faces did he greet,
When up rose the "Champion of the Flunkers,"
And thus did attempt to cure distempers.

"Flunkers, console yourselves, this long spell
[of cold
Has frozen the faculty brave and bold;

(Continued on page 61.)

TRAINING DEPARTMENT.

SONGS AND GAMES IN THE KINDERGARTEN.

The teacher must always have an aim in view in teaching children Games and Songs as well as in the hand work or gift work.

It is the best plan to have the games correlate with the other work of the day. In the Fall, the whole work related to the Fall products in Nature and the preparation for Winter indoors.

Numerous sense games were taught to the children, and various Mother Goose Rhymes were dramatized.

During the harvest season the children learned the "Little Gardener's Song," which was played by very real "make believe" gardeners.

The Little Gardener's Song.

1. I am a little gardener,
With many things to sell;
And if you'll please to buy from me,
I'll try to serve you well.
2. We see your basket is quite full,
And you have juicy fruit,
And we should like to buy from you,
If you'll make prices suit.
3. I've apples green, tomatoes red;
I've yellow lemons too,
And plums and grapes and oranges,
Which I will sell to you.

To play this little game, one child is chosen to stand in the center of the circle for the gardener, with a basket containing the different fruits named in the song. The little gardener sings the first verse alone. In the second verse the children peep into the basket; and in the last verse the gardener holds up each fruit as it is mentioned in the song. Then he calls out "Who'll buy?" and the fruit is sold.

A hiding game was played in the following manner: On a day that the children had been out doors looking at the beautiful leaves, a pretty yellow leaf was chosen by the teacher and placed in the hands of a child. This child whispered to

another to blind the eyes while the yellow leaf was hidden. When it was out of sight, the child came back to her chair and said, "Wake up! and find the yellow leaf." The children clapped their hands all the time the hunting was going on; clapping softly when the little searcher was "cold;" louder when he got "warm;" and very loudly when the leaf was discovered. The piano also aids in this game.

As the Seasons change, the character of that also changes. For instance, at Thanksgiving time the idea of the old fashioned Thanksgiving was brot out, and the stories, games, and songs related to that time. At Christmas time, the thot centered about gift making for others, Santa Claus and the reindeer. All the songs and games that were taught then related to Christmas.

The Winter season suggests the subject of fuel, its sources, its uses to us, etc. In this connection the children represent all of the people engaged in preparing fuel for us. Ever so many motion songs and games were played.

When a child has a birthday he is "leader," and chooses the games and songs for that day.

And thus the whole year round the work in the Kindergarten is related, as nearly as is practical, to the child's home life, and the things that come within his experience.

EDITH M. HILL.

The students of the Grammar School have prepared, under the direction of Miss Densmore, a unique and interesting school paper called THE GRAMMAR SCHOOL ADVANCE.

It contains the best selections from their own work during the past term in History, Arithmetic, Literature, Composition, Music, etc.

Some of the stories are illustrated with drawings by the students, and others with appropriate pictures. The cover was also designed by the students.



ATHLETICS

On January 15th, the Normal Second Team played a game of Basket Ball against the Plainfield High School. The game was played in a small hall with the spectators on the floor. Our boys could get in no team work, and lost the game on fouls. The Normals held them down to two baskets, but Plainfield succeeded in making 21 free throws. The score was 19 to 25 in favor of Plainfield.

On January 22, two games were played at the Normal gymnasium, Stevens Point Normal against Marshfield; and Hein's team of the Normal against the Stevens Point High School team.

The game was snappy from the first, and Marshfield did some good work, but failed to put the ball in the basket as often as our boys. The team work of the visitors was good, but was broken up by our guards, and the ball was given to Halverson who tossed it into the basket. During the game he made ten field throws.

The final score was 14 to 38.

The line up was as follows:

STEVENS POINT.	MARSHFIELD.
Halverson, Captain, Forward.	Leahy
Bennett Forward.	Eiche
Culver Center.	Witt
Murat Guard.	Connoyer
Walker Guard.	Thomas
Referee—Pulling.	
Umpire—Patch.	

The game between Hein's team and the High School was a fight from start to finish. Both teams did fast work; and the game was intensely interesting, as the score was close. Every point was won by hard work. The final score was 13 to 11 in favor of the High School.

The attendance at the game was large, and all seemed well pleased with the outcome.

On January 29th, our team went to Wausau to play the return game of Basket Ball. The team was weakened by the absence of Halverson. Walker took his place at forward, and played a good game; but could not see the basket as often as "Norsky" generally does.

The team work was fairly good considering the small floor. Wausau played a good game, and had a good eye for baskets. The score at the end of first half was 11 to 14 in favor of Wausau. The second half looked fair for our boys when they forged ahead; but could not keep the ball long enough to win.

The final score was 21 to 27.

Our line up was: Forwards, Bennett and Walker; center, Culver and Widmer; guards, Murat and Miles.

The boys report a good time, and the Wausau boys a jolly good bunch that knows how to play basket ball.

The Annual Tournament between the several teams of the school, baring those men on the squad, has just been completed after a series of interesting games. There were eight teams to begin with. The captains of the several teams were: Hein. Strader. Shimek. Baker. Marlatt. Miller. Livingston. Strader.

Each team was allowed to play five games in a preliminary set of games in order to determine which should enter the finals. Any team that won three games out of five had a chance for a place. The teams that entered the finals were Hein, Marlatt, Livingston, and Miller. The final outcome proved that Hein was entitled to first place, Miller second, and Livingston third.

The NORMAL POINTER

FEBRUARY 15, 1904.

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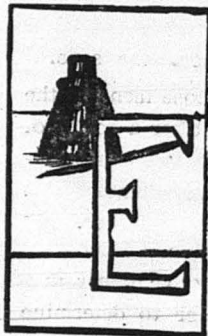
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EDITORIAL

In the February number of **PRIMARY EDUCATION**, we find the following:

"The most important part of Reading is the getting of the author's thought and feeling. To do this it is necessary to study what are called 'Effects.' The best writers do not give us both

the Cause and the Effect. They give the Effect only, and expect us to interpret the Cause by inference. Therefore, it becomes necessary to teach the child to interpret Effects, and to develop his power of inference."

To show the line of work to be followed in order to accomplish this end the magazine devotes a page and a half to material taken from "Lessons in English," by W. H. Skinner and Celia M. Burgert. Miss Burgert has charge of the Primary Department of this school, and we feel proud in having the worth of her work recognized by the leading educational journals of the day.

Our Ex-editor in looking over the papers from our sister schools, this last month, found several criticisms on **THE POINTER**, and has copied them in her department for this issue.

We are glad to know where we need to strengthen our paper; and we are glad to know that we have been sending out some material of interest to others. We appreciate these frank statements, and feel that the school, Alumni, and Pointer will profit thereby.

We were all pleased with Durno and his Company, and thought him well named, "The Mysterious."

Some questioned the advisability of having such a number on the Normal Lecture Course, and even after we had heard and seen his jokes and tricks—or thought we had—some wondered if it was of any educational value, or if it had been given simply for entertainment. Looking at it from a certain point of view it is one of the most practical educational factors offered in the Course.

In the first place, it removed doubts; and in the second place, it created doubts, both of which are of practical value.

By removing doubts we mean that in the future when stories of mystery and magic are told those who saw Durno will not doubt their veracity.

On the other hand, when things are shown them claiming to be of supernatural origin they will be very doubtful and look upon it as an illusion.

Applying the knowledge, that things are not always what they seem, to every day occurrence may be of great value to some.

CENSOR.

VOCABULARY.—Why not have a separate notebook in which to collect the new words you meet? If you have them where you can quickly and frequently review them, they will become the sooner fastened.

STAFF.—Glance over the list and know in which department each Editor belongs. Let us give credit (and news) to whom it is due.

AREÑA—FORUM.—May we all come to the spelling match?

PROGRAMS.—If the program that is in force in each of the Model Departments could be hung just outside the door of the department to which it belongs, it would aid the visitor in locating the work he wishes to see and encourage observation throughout the school.

WELCOME.—Let us all get acquainted with our new teacher and make her feel at home among us.

RHETORICAL COMMITTEES.—We have some fine voices in each of the four parts among the members of our faculty. Why not let us have the benefit of this talent? And why not encourage them in the good work they are constantly doing behind the scenes for Rhetoricals by inviting them to appear before the foot-lights. We bespeak for them an appreciative audience, and hope we shall not long have to await their appearance.

TREBLE CLEF AND GLEECLUB.—In behalf of the school, our two Musical Societies and their director are most heartily thanked for the music they give us from time to time. We always look forward to their place on the program. We are proud to have in our school two such strong societies standing for culture and entertainment.

CALENDAR.—Who will bring a calendar in large figures and find a conspicuous and appropriate place for the same in the assembly room?

BUSTS.—As you come up the stairs, the bust to your right is Horace Mann; the one to your left is Webster.

LIBRARIAN.—While it is her business as far as possible to make the library of use to us, we should not feel that this fact relieves us from a courteous and kind "thank you" whenever we have been waited upon. The silence maintained in the library may be in part responsible for our neglect of this little courtesy; but there are times when we shall be pardoned for speaking; and at other times we may use a nod and a smile to answer the purpose.

BOOT-BLACK.—Where is there a hustler of a boy in the grades who has plenty of muscle and wants a job? We need a boot-black. If there is any boy who knows how to give a good shine, and can do it for a nickle, he had better make arrangements to set up a shop.

PERIODS.—Why do so many grown people in the Normal Department feel at liberty to omit their periods after abbreviations and sentences? It surely is not right. Can you afford to let this habit grow?

NOW.—If you are a professional at sharpening skates, this is the time for you to hang out your "shingle." Business is waiting for you.

ALUMNI.—While we are always glad to hear from you, and some of your homesick classmates are almost dying for the privilege, I put the matter of keeping up your department before you as a business proposition. Tell us what you are doing, what you are thinking, and sign your name to the same. If you have something good to report, every reader will help to pass it on. In this way people will come to know you, and you need not be surprised when because of this you are called to a better position.

CLAPPING.—With hearty clapping we may often let our speaker know how much we appreciate what he has given. However, when he brings a note of personal sorrow, we can show our sympathy in no better way than by offering a tribute of silence.

ALUMNI.

Among the many problems with which a teacher may profitably grapple, none are so interesting or inexhaustible as that as the relation of the teacher to pupil. This subject may be expanded into one infinitely broad and comprehensive, and may mean all that is implied in the words "What is Education?" But limiting it to a much more definite and particular field of consideration, it relates to the teacher's position as one who is attempting to train the scholar for the life of a useful and reliable citizen of our city, state, and nation. That position gives rise to the question of what kind of training is needed to make of the scholar that sort of citizen. In answering this question use may be made of some suggestions recently made by a well known American editor, commenting on the report of the English investigators of our schools. George H. Lorimer, in *THE SATURDAY EVENING POST*, referring to frequent use of the words "Institutions of Learning" in the report of the investigators, says, "How many of our Colleges and Universities are institutions of learning pure and simple—that is, places where men trained to use knowledge and eager for it can acquire it?" "Instead," he says, "they should be primarily training schools where right ambition and ability are acquired in preparation for the adventure into the world, that vast storehouse of knowledge—vaster than all seats of learning and their libraries combined." This was also in reference to the statement of the Englishmen that, altho our Eastern Colleges were better prepared and equipped, our Western Schools—especially the University of Wisconsin—produced the best results. That is, that it is not equipment and pure learning that is necessary for the best results, but training to acquire right ambition and ability. And, he adds, "character—democratic independence and self-respect are the very foundations of education." From these comments may it not be concluded that Mr. Lorimer regards these western schools as approaching an ideal of Twentieth Century Education, and that the ideal is that the school is not the educator in the long

run—simply the places preparing students for education in the world about them? Satisfaction in the results of the methods followed by schools must lie in the fact that the schools are well preparing scholars for the "adventure into the world" or, into this energetic democratic society of ours. If they are well prepared for active work as members of this society, they must necessarily have been well trained in all the four requirements which Mr. Lorimer gives, in order that they may be enabled to win success,—and success, or achievement, or whatever you may call it, is the aim of the Nation and of every individual who goes to make up the nation, who is worthy of the name of citizen. This state of affairs—this necessity—is occasioned by the peculiar existing conditions of our social structure—pervaded as it is by the spirit of democratic independence. It allows to every individual a license, or "inalienable" truth given right, to follow out the accomplishment of his own ambitions and schemes. The use of this license has resulted in the remarkable competitive strife which so characterizes this Nation and has led it to the foremost rank among commercial nations. In order that this rank, and a wholesome state of political and commercial prosperity may be maintained, this competitive condition of society must be not only be continued, but must be guided and guarded by a careful training and development of young men, which aims to enable them to be competitively successful. Success simply means attainment of an end or good in view; but without ambition—the eager desire for power, superiority, or possession, success cannot be possible. And the quality of the success depends upon the quality of the ambition. To be lasting, to be of service to society as well as to the individual, and to be worthy of approval and imitation, the ambition must be "right"—i.e., prompted by praiseworthy motives. The second quality that is demanded is ability—the power of the faculties to do with ease and dispatch. That power is most important, and its development depends upon the teacher more than anything else.

Competition demands action. This is a world of action much as it never has been. Stagnant knowledge is not practical. To be of value it must be usable, and must be used. One must know how to use it and use it with advantage. In everything taught that principle is all important. Whether the thing taught can be made of practical use or not will largely determine whether it is worth teaching at all. This does not imply that everything taught must earn a dollar. It should, however, lead even tho indirectly, to the acquisition of some praiseworthy goal. Thirdly, if we would take most advantage of the liberties allowed us, we must be independent—must be exempt from reliance upon others—be self reliant, befitting a democracy in which we pride ourselves upon a tried and reliable self-government. And last, but not least, to be worthy of power, of position, of possessions, or of superiority, we must have the respect of fellow citizens.

"This above all: to thine own self be true,
And it must follow as the night the day,
Thou cans't not then be false to any man."

Thus, it seems, that training for the acquiring of a right ambition, ability, independence and self-respect should be the basis upon which to determine the relation of teacher to pupil.

ALUMNUS.

(Continued from page 55.)

With Spring's returning warmer clime,
They'll melt to your desires and mine.

"Flunkers, console yourselves, the good and
[great,

In every school, have flunked in something,
[soon or late;

And how can you expect to escape the fate
Which upon the good and mighty both in
[judgment sate?

"Flunkers, console yourselves!"

Then from every side of the room arose
[applause,

And up rose the crowd with loud "hurrahs;"
And with one voice they shouted bold:—

"We are, we are, we are consoled."

WM. A. AUER.



SECOND QUARTER. Tenth Week.

The school was entertained thruout most of this week with that long looked for pastime final examinations.

Miss Helen Hein visited school, Tuesday morning.

Hjalmer C. Hanson, of Scandinavia, visited O. K. Evenson at the Normal, Monday.

Miss Elvie M. Hutchins has returned to school after an absence of three days on account of sickness.

Miss Elizabeth Barrington, of Waupaca, visited her sister, Minerva, and friends at the Normal.

Last Friday, City Superintendent, Karl Mathie, and W. W. Albers, of Wausau, visited the Normal for the purpose of selecting teachers for the Wausau schools. Mrs. Thrasher, who finishes the Full Course this quarter, was engaged for the rest of the year. On Tuesday, Robert Morris, the County Superintendent of Wood County, visited the Normal for the same purpose, and engaged Miss Inez Bentley to teach a graded school near Grand Rapids, for the rest of the year. Miss Bentley is an Elementary graduate.

Saturday evening, the Elementary and Senior Classes held a joint Reception in honor of those who finish their courses this quarter. On account of the sudden change in the weather, the attendance was not as large as they wished it would be, but nearly one hundred attended. Progressive "pit" and "flinch" were the chief amusements of the evening. Frederick Walker, of the Elements, won the first prize for winning the highest number of games of "flinch," and Mr. Jaasted, also of the Elementary Class, won the first prize in "pit." Refreshments, consisting of chocolate and wafers, were served by the boys and girls of the Eighth grade.

The faculty gave a four course dinner, Friday evening, in honor of Miss Secrest, our instructor in Domestic Science, who has accepted a similar position at the State University, Columbus, Ohio. Those present besides the faculty were Mr. and Mrs. McDill and daughter Genevieve, Miss Stewart of the High School, and Mrs. Ingham a friend of Miss Densmore. The dinner was prepared under the direction of Mrs. Kellar, and served by the Misses Parmenter, Signor, Wyatt, Hetzel, Vaughn and Packard, of the Domestic Science girls.

The room in which the dinner was served, the one next to Mrs. Bradford's office, had been tastefully decorated by Miss Reitler. The tables were set in the shape of a hollow square and decorated with pink roses, smilax and candles, with pink shades. After the dinner, Miss Secrest, in a few well chosen words, thanked the faculty for their efforts in making it pleasant for her while she was here; and expressed her sorrow in leaving so congenial a place.

Professor Sechrist was called to his old home in Pennsylvania, on Thursday, because of the serious

illness of his mother, a telegram to this effect being received by him.

President Pray went to Chicago, Sunday afternoon, and was absent most of the week. The principal reason for his going was to obtain a teacher to fill the vacancy left by the resignation of Miss Secrest. While he was gone the school was in charge of Professor Livingston.

THIRD QUARTER.

First Week.

The New Quarter began promptly at eleven o'clock Monday morning. Several new students have entered school, as well as a few of the old ones. Those who have entered the Normal Department are Miss Jessie Smith, Grand Rapids; Miss Della Miller, Grand Rapids; Miss Margaret Russell, Stevens Point; Miss Myrtle Parker, Perkinstown; Bessie Moore, and Eva Koehl, Stevens Point.

Those of the old students who are back are: Guy Pierce, Plover; Frederick Walker, Stevens Point; John Hughes, Neillsville; Loren Sparks, Stevens Point; Mae Olson, Independence, Elementary '99; Bessie Manchester, Stevens Point; and Maud Klement, Hillsboro.

President Pray went to Madison, Tuesday afternoon, to attend the mid-Winter Board Meeting held there this week.

Miss Mary Berens, who finished her Elementary Course last quarter, read her final essay, which had been postponed from last week. Her subject was "The Carnegie of Germany."

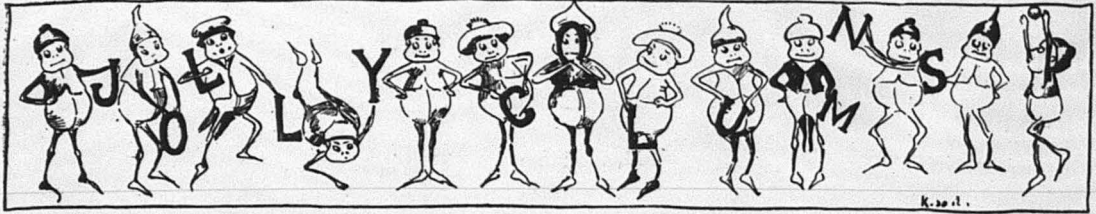
Mr. A. P. Brunstad, who graduated from the Full Course at the end of the quarter, expects to leave us this week. All the old students regret to have him go, for he will be missed among their number.

George A. Rosenberg visited his sister, Anna, at the Normal, last week, and attended the Elementary-Senior Reception, Saturday evening.

Miss Della Miller, of Grand Rapids, visited the Normal, Monday morning.

Miss McCamley, of Grand Rapids, visited with Miss Nellie Hannifin, her cousin, last Monday.

Professor Spindler, who has been out of school for the last three weeks on account of the injury to his left eye, has returned. We are glad that he is again able to take charge of his classes.



Mr. B-o-n—"At which green house in town can you get the best American beanties?"

Mr. G-a-s-o-l—"At the one across from the Normal."

If there's ever a flood and you cannot fly,
Come to Meteorology; you'll find it dry.

NOTICE.—If any man wishes to avail himself of more scientific training he will do well to see "Professor Beans." He is a square man, as he squares up to every one.

You will be pleased with his instructions.

One of our young ladies, studying about "courts"—"O, my! this would be much more interesting if there were an "ing" attached to it."

Professor Bacon, in History of Education—"If God isn't in the world, where in the world is He?"

Miss D-n-m-r-, quickly—"Eighteen from eleven leaves how many?"

Miss P-a-, deliberately—"Twenty-nine."

Could it be that any of the faculty are troubled by that most popular subject "Arithmetic."

Mrs. Br-d-o-d, to Third Grade boy in sewing—"Well, I think it takes you a long time to mend that hole; you have worked on it two or three days, haven't you?"

Third Grade Boy—"Yes; but I didn't know before it took so long to fill a hole with darn."

Miss R-i-l-r, in second quarter drawing—"Let me see your picture of the stairs, Mr. N-l-o-."

L-r-. N-l-o-—"O, they are no good, you'll walk all over them."

Mr. Patch—"Love is like a photographic plate."

K. P-n-—"Why?"

Mr. P-t-h—"Because it takes a dark room to develop it."

In Domestic Science Class, the teacher is speaking of the simplicity of former times—"In those good old days the people went to bed with the chickens."

Domestic Science Girl—"My! it must have been awfully unsanitary."

It was the first time that Dorothy had seen a horse with a fly net on:

"Goodness!" she exclaimed, "that horse is wearing holes tied together with strings."

W. Z-n-n-r-—"Say, John, can I know what I don't know?"

J. M-r-e-—"No."

W. Z-n-n-r-—"There is one thing I don't know, and I know it. Then don't I know what I don't know?"

J. M-r-e-—"I don't know."

Mr. Murphy—"Be gobs! here's a piece in the paper that a young leddy gits t'ree hundred dollars for painting wan microbe."

Mr. Finnegan—"Phwy the divil don't she paint a illyphant, an' quit the chase fer money?"

One brilliant student suggests that the destination of the soul after death might be discovered by nothing the path which is takes on the screen when the new X rays are used.

Old Lady—"Does this parrot use any bad language?"

Bird Dealer—"No'm; but he's a young bird and easy taught."

She attended the concert, and, as she believes,
She was dressed in appropriate taste;
An accordian skirt and long piped sleeves,
And a brass band around her waist.



EXCHANGES.



T.—“Say, Fred, lend me your shaving mug, to shave?”

FRED.—“Oh! git away and shave your own mug!”
—Ex.

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—Cumberland High School ISLAND CITY STUDENT.

By studying the heading in THE JANUS we learn that it is a case of Exchange. Leap Year, you know.

The key-note of good breeding is B natural.

—Ex.

He Was Real Rude.

“I can’t understand why a ship is called she,” said Mrs. Gableton.

“And I suppose you lie awake nights wondering why a folding bed isn’t called ‘she,’ don’t you?” queried Mr. Gableton who was trying to read his paper between interruptions.

“No, I don’t think it ever disturbed my slumbers,” replied Mrs. G. “But why isn’t a folding bed called ‘she?’”

“Because it shuts up occasionally, my dear,” answered Gableton with a ghoulish grin.

—CHICAGO NEWS.

The October and November issues of THE NORMAL POINTER are models of school papers. *Even tho* the paper is issued by a Normal school, it is interesting for every one.

—OSHKOSH HIGH SCHOOL INDEX.

STUDENT (reading Virgil)—“Three times I strove to cast my arms around her neck.” That was as far as I could get, Professor.”

PROFESSOR—“Stop! That was quite far enough.”

—HIGH SCHOOL INDEX.

A Little Farce.

SCENE—A quiet street!

A banana peel!!

CHARACTER—A big fat man!!!

LAST ACT—Virginia reel!!!!

—Ex.

TEACHER—Johnnie, repeat after me, “Moses was an austere man, and made atonement for the sins of his people.”

JOHNNIE—“Moses was an oyster man, and made ointment for the shins of his people.” —Ex.

“Tim.” by Elvira, in the December number of THE CARDINAL, Corina, California, is particularly good, as is all the literary matter in this interesting magazine.

Excited Lady at telephone—“I want my husband, please, at once.”

Voice from Exchange—“Number, please?”

Lady—“Oh! the fourth, you impudent thing!”

Freshman—“Professor, is it ever possible to take the greater from the less?”

Professor—“There is a pretty close approach to that when you take the conceit out of a Freshman.” —Ex.

What is good for a bald head? Hair. —Ex.

THE NORMAL POINTER, Stevens Point, Wisconsin, contains no Alumni Department. This department is very often of interest to an outsider; and it certainly ought not to be lacking in this paper.

—RYAN CLARION, Appleton High School.

We were pleased to receive a couple of copies of THE NORMAL POINTER this month. This is truly a paper of merit. It is quite extensive, and shows that it must take time and work in its preparation.

—FLASHES, Sturgeon Bay.

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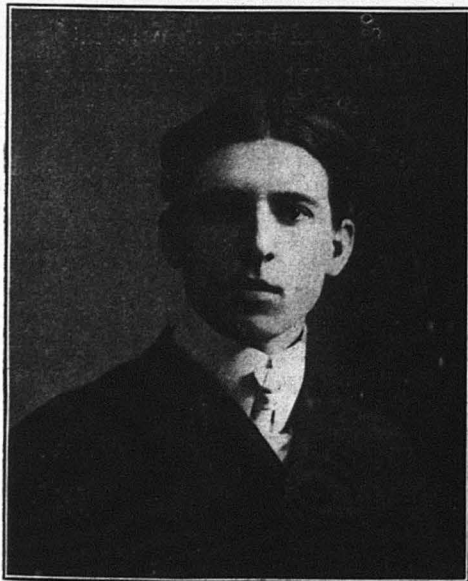
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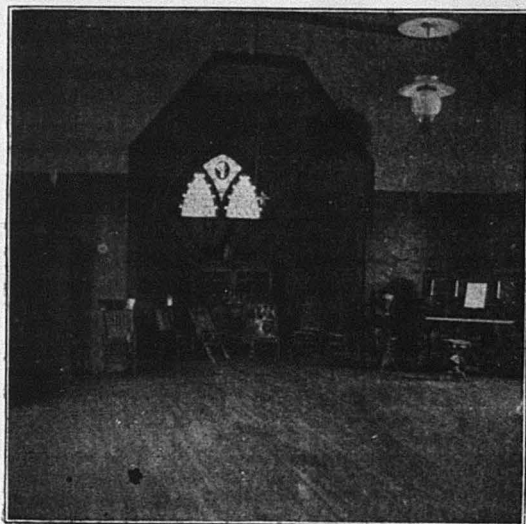


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