

THE NORMAL OINTER

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Vol. IX.

No. 6.

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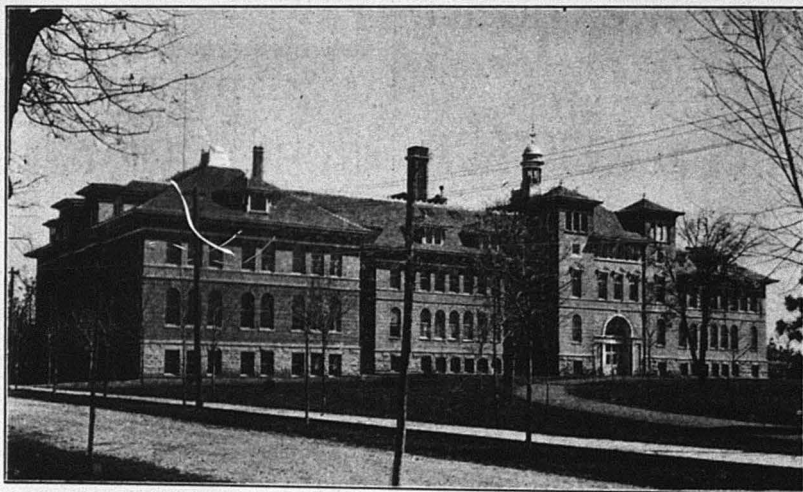
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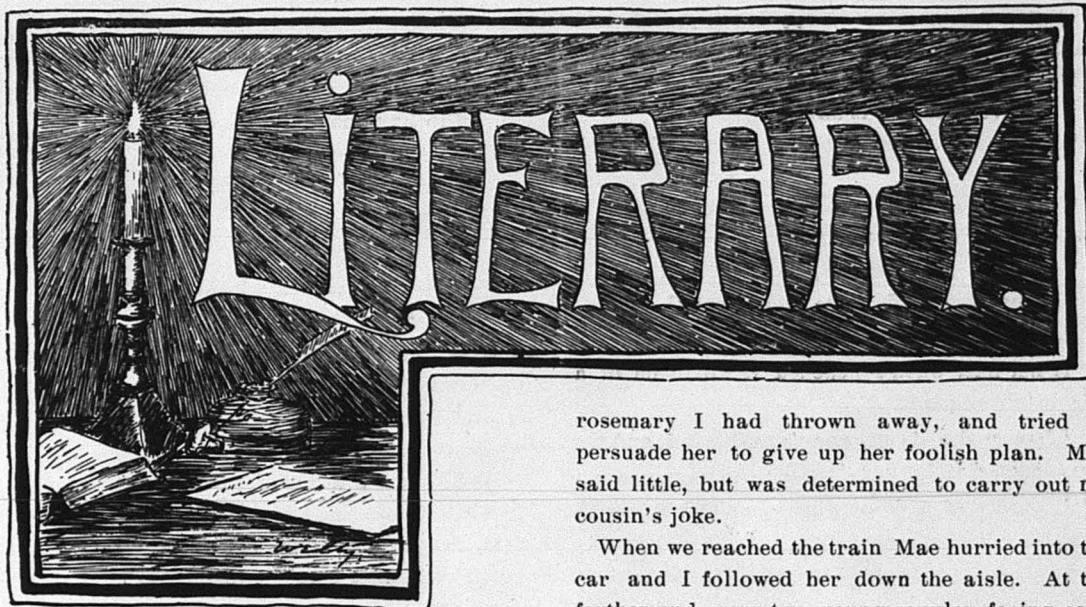
THON B. PRAY,
Stevens Point, Wis.

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HOW MY SISTER GAINED HER SPEECH.

My sister Mae was on her way home, and stopped over night in Green Bay, where I was attending school, in order that I might finish the journey with her. The next morning when I called at my cousin's, where Mae was stopping, I had no sooner entered the door than she and my cousin began to tell me of a plan by which we might have some fun on our way home. We were to pretend that we were a newly married couple, and that we were both deaf and dumb. My sister had some rosemary pinned to her waist, and my cousin fastened some in my coat. We were to listen to what the passengers had to say about us, and report the same to our cousin.

To this plan of procedure, I strongly objected. I took the sprig of rosemary off my coat, and declared that I would take part in nothing of the kind. After much laughter and discussion of the matter, we bade my cousin good-bye, and started for the train. I noticed that Mae still carried the

rosemary I had thrown away, and tried to persuade her to give up her foolish plan. Mae said little, but was determined to carry out my cousin's joke.

When we reached the train Mae hurried into the car and I followed her down the aisle. At the farther end were two young couples facing each other, and an empty seat across the aisle. There was my sister's opportunity, and she lost no time in seizing it. She marched directly to the empty seat, then stopped for an instant, looked at the rosemary on her waist and sat down. The two couples were looking at her, and just as I came up, one of the girls said in a low tone:

"A newly married couple?"

Before I had a chance to speak, Mae made two or three dactylogical signs, looking at me. I shook my head "no," intending that she should stop; but she immediately nodded her head "yes," and at the same time took the rosemary that I had thrown away and pinned it on my coat. Just then one of the girls said:

"Oh, the poor things, they are both deaf and dumb."

"Isn't that too bad?" said the other.

The conductor shouted "all aboard," and we went spinning to our destination.

My sister's plan worked well, and she was

bound to have all the fun she could get out of it. Again she made a few signs; but I only nodded my head "yes," or "no."

The two couples were silently observing us. We had not been on the train more than twenty minutes when one of the boys leaned forward and in a low tone said something to the other couple. They nodded their heads approvingly, but said nothing. Mae kept on with her signs, when one of the girls remarked:

"I believe that girl is silly."

"Must be, or she wouldn't act that way," added the other.

"Just look at her clothes: her jacket could hold three like her," said the first.

"It must be her mother's," added the other.

"Her hat was made from an old one."

"Yes, trimmed in an old way."

"If her hair wasn't bleached it would be of a nice bright red color."

"I 'spose she always goes bare-headed and the sun bleached it for her."

"I wonder if he knows her complexion is artificial?"

The boys said nothing, but laughed heartily at each remark. Mae showed signs of restlessness, which made the boys laugh still more. I now began to fear that Mae's patience would give out, then the whole thing would be given away and I would come in for a share of the spoils. To avoid committing myself in any way, as Mae did, I turned and pretended to be interested in the flying scenery. The girls kept on with all sorts of remarks, when one asked the other.

"How old do you think she is?"

"Oh, not more than forty, anyway," was the ironical answer.

This was too much to bear, the matter had reached its climax. Mae turned and poured volley after volley at her antagonists, which thoroughly convinced them that she had organs of speech and well developed by actual use. She closed by saying:

"If some people are unfortunate that is no reason why they should suffer your slurs for it."

A. D. S.

A PEACEFUL MUSING.

I sit before my ingleside,
And gaze at the bright embers,
Humming softly to myself
The songs my heart remembers;
As I feel the fascination
The embers have for me,
My fancy limneth pictures
And many things I see.

I am thinking of the people
Who have come into my life,
By fate or chance or fortune,
In sorrow, joy, or strife;
How strange that I should meet some,
How much some mean to me,
Why some so please, why some disgust.
Why like some I aim to be.

Each of my fellow students
Comes into my mind's review,
And I see some claim of fairest Fame
Rewards of merit due.

And then I think of the teachers.
Who have done so much for me;
O, may I, sometime, something do
That I may a credit to them be.

Mine eyne are growing drowsy,
I hear the horologe on the stair
Chime slow the hour of midnight:
And still I sit musing here.
I feel the arms of Morpheus
Twine peacefully round my form:
The embers on the hearth are blackened,
And I to slumber regions borne.

WELTY.

He stood on the bridge at midnight,
'Neath the bright stars frosty gleam:
He wasn't lost in their beauty,
But was finding a "Senior theme."

He looked directly at the teacher,
Looked so wise with all his might:
For he didn't know his lesson,
And he couldn't well recite.

C. P. O.

CENSOR.

STUDENT ACTIVITIES AND SCHOOL SPIRIT.

Sooner or later after we enter school we find that there are other things beside our boarding-place, and our Course of Study, to which we need give some little attention. And more and more the importance of these other things will be brought upon us thru our association with students, teachers, lecturers, visitors, and the general environment. We come to school not to learn facts and figures alone, but to learn how to associate with one another for the best good of ourselves as prospective teachers. To be definite, here are some of the questions that one may well consider:

What recreation shall I take? How much time shall I give to it? With what understanding and spirit shall I enter into my recreation? At what points have my past opportunities and training left me deficient or with faults and weaknesses? What kind of friends shall I seek? Where will I be most likely to meet them? What memories shall I hope to lay away for future recollection? What am I expected to do for the school at large?

Just here let us look over the departments of work incorporated in our own student body and which lie outside the curriculum:

1. Forum, Boys' Literary Society.
2. Athenaeum, Boys' Literary Society.
3. Arena, Girls' Literary Society.
4. Clonian, Girls' Literary Society.
5. Boy's Public Speaking Club.
6. German Club.
7. Lecture Course Committee.
8. Rhetorical Committee.
9. Oratorical Association.
10. Press Association—POINTER staff.
Souvenir Number staff.
11. Senior Class Organization.
12. Junior Class Organization.
13. Sophomore Class Organization.
14. Freshman Class Organization.
15. Athletic Association—
 1. Basket Ball Teams.
 2. Foot Ball Teams.
 3. Track-work Men.
4. Tennis Club.
5. Recreation Club.
16. Skating Pond Managers.
17. S. P. N. D. C.
18. Treble Clef.
19. Glee Club.
20. Orchestra.
21. Young Women's Christian Association.
22. Young Men's Christian Association.

The length of the list above commands our attention. It marks activity and progress. In it we see something of interest to the young ladies and to the young men; something to help us physically in the way of health; and grace of manner; something to help us intellectually in the way of logic, quick thinking and elegance of expression; something to help us spiritually by Christian association. In it we may read the answers to some of the proposed questions.

But how came all these departments into existence? In general, they were born of the warning cries of those who have come in fresh from the field saying "Get ready to teach athletics; you must know how to organize; you must be able to handle parliamentary law; the demand is only for young ladies whose manner and dress give evidence of culture and refinement; you will be expected to influence the social side of school life; the school teacher dare no longer be a schoolroom hermit."

In the light of all this, have we considered well enough the possibilities for preparation which the student body offers us? Have we chosen our work wisely according to present and future needs? Are we planning systematically to cover all the ground that we should? Are we doing a little and doing it well?

While pondering this subject, the Censor sent out letters to our several Normals asking for information along several lines related to the question in hand. Through the kindness of fellow students we have had for consideration many interesting facts and figures.

In the various schools there is a strong similar-

ity running through this field of work. Even to lack of memberships, irregular attendance, tardiness, lack of society brotherhood, inexperienced leadership, unfaithful committeemen, and non-active members, we have something in common. It is with the causes of such conditions that the Censor especially concerns herself. As we look at the question the causes may be summed up as follows: A lack of knowledge as to the number and variety of helps that exist; a non-appreciation of their importance; the neglect of self-examination; and the lack of a great central goal.

For this most important position shall we not elect our "school spirit?" We are sometimes narrow in our view as to what feeds a school spirit and makes it alive, active, progressive, honest and sincere. Basket-ball and foot-ball give generously; but they can not furnish all the elements that a school spirit needs. Every department needs to pay constant tribute of the very best they can produce. When they do, we shall have better students, better societies, and a truer, nobler and more substantial school spirit.



ATHLETICS

On February 19, a game was played between the Oshkosh Normal and the Home Team, before a packed gallery. A good game was expected, as Oshkosh has won some hard games this season, and no one was disappointed.

The game was fast from the start, altho our boys had poor luck throwing baskets, altho the guards blocked the ball whenever it was thrown to one of the visitors, and so kept it near our basket. The score was 8 to 8 at the end of the first half.

The second half was not so well matched, as our boys "found their eyes" and the ball was frequently put in the basket. Curran played a fine game at center and did some fine work. "Norsky" made his usual 6 baskets; and the guards were always in the right place and showed fine team work making short, swift passes which showed up well against the long throws of the visitors. The final score was Stevens Point 37, to Oshkosh 14. The line up was:

Forwards.	Center.	Guards.
A. Halverson.	Curran.	Lange.

H. Halverson.

Walker.

Referee—Schwede. Time-keeper—Miss Allerton.
Umpire—Dr. Bischoff.

A pleasant Reception was given after the game: and a good time is reported.

On February 26, our team went up to Marshfield to play the return game. A large crowd of Normalites went along to cheer for our boys.

The game was expected to be a hard one, as Marshfield has a slippery floor and their team has been doing some hard practicing as they expected a fast game after the game here.

The game was called at 8:30. Our boys soon took a lead and were able to keep it up during the whole game. The Marshfield boys played a good game, but could not keep our boys from tossing baskets whenever a chance was offered.

Lange and Walker put up a good game, blocking all plays of the opponents, and then taking it down to their own basket by short fast passes when it was tossed to Halverson or Curran who generally made a basket. The final score was 14 to 27 in favor of the Pointers.

Our line up was :

A. Halverson, Captain, Forward.
 Bennett. Forward.
 Curran..... Center.
 Lange Guard.
 Walker. Guard.
 Referee—Widmer. Time-keeper—Miss Allerton.
 Umpire—Pulling.

After the game, a dance was given our people,

and all had a good chance to keep long hours, as the train did not leave until rather late. At about 5 A. M., a jolly but tired crowd of people landed at Stevens Point.

Such a good time was had that we understand that another game has been arranged for, when special rates will be given, so that a large crowd will undoubtedly go up to see if Marshfield always offers as good entertainment as it did this time.

TRAINING DEPARTMENT.

THE ICE STORM.

On the first day of the storm, a leaden sky hung overhead, and the air was very moist. On returning to school, I carried my umbrella; for it seemed as if we were going to have a storm of some kind. That evening, fine drops of mist fell in earnest, and the side-walks were slippery.

We beheld a wonderful fairy land on the second day of the storm. The mist had frozen on the trees and side-walks as it came down; and over these ice-laden trees a heavy snow fall had been sifted. These lines of Lowell's poem well describe the scene:

"Every pine and fir and hemlock
 Wore ermine too dear for an earl;
 And the poorest twig on the elm tree
 Was ridged inch deep with pearl."

The leaves of the oak trees were frosted, and the berries on the linden trees hung like pendant jewels. The willows along the river bank were so laden that they touched the ground. The river itself was all covered with a layer of ice, except where the water still rushed in spots along the dam. In a letter from California, that day, the ripe oranges, carnations, and violet beds were spoken of; but we were consoled with the thought that we were walking on caramel frosted cake; and wherever there was a tree, there was a stick of crystal candy to be had. All the long day, the sun had never once come out; but a grey sky added to grey picture.

The third day of the storm was bright and pleasant. All day long the trees glittered in the sun,

and the snow sparkled on the ground. That night down the long avenue of trees could be seen a gorgeous sunset that gradually faded leaving darkness reigning.

REBECCA FADDIS,

Eighth "A" Spelling.

The following is a story written to embody the words of a Spelling Lesson in a story. The underlined words are the words of the lesson:

The Professor who gave music lessons on the violin in the village became interested in poultry. By writing articles for a journal in a neighboring town, he gained the praise of everyone. He was a sensible young man, and was not sensitive to the remarks and criticisms of the Superintendent upon what he had written. It was not possible for any one to dislike the professor; for he had made a success of everything which he had undertaken, and was always punctual at the music lessons. The children liked him especially; for he was always ready to help them; and he taught them about the term quotient.

In the berrying time, they used to go after raspberries; and in this way of going with the professor, they saw beautiful scenery, which he would point out to them. And, in the Spring, they would go in search of Arbutus. The children would quarrel over the patches of Arbutus which they found.

After a while, it became necessary for the Professor to leave the village. The children thot it terrible. The boys hated to separate from him,

and the day he left they had a regular holiday. He was presented with a statue from the children. He made a speech bidding them good-bye; for he was to become a soldier. They were thoroughly frightened at this, and presented an awful looking

spectacle, for they were sure that he would be killed. He was escorted to the vestibule of the car leaving his valise in the depot.

After the war, they were relieved to know that he was not killed.

LEORA RETON.

ALUMNI.

ART IN THE PUBLIC SCHOOLS.

There is but one Art, and that is for the people. Art may not make people better fed, or housed; but it clothes and elevates the immortal spirit of man. It cannot be invented. It must grow from noble living. There has never been a great Nation but has had some great Artist rise to perfect it.

The only way to bring about a great National Art is to begin in the Public Schools. The introduction of well-selected works of art cannot fail to help pupils to acquire a refined and correct taste. Every place of public meeting for old or young should have Object Lessons of this kind. The influence of good representative Art upon our school house walls will exert much the same effect in National Art Education that representative books do in our Literature. The casual glance at a beautiful object is not enough; it is the constant presence that is needed; that presence that grows imperceptibly but surely into the soul of the observer. Pictures should not be used simply for adornment, but for instruction as well.

In most trades and kinds of manufacturing the element of design enters. Good taste as to form, color, or arrangement is needed; and so aid one in earning his living. Moreover, there are few people who do not spend a considerable sum each year for goods of some kind, clothing, household furniture, ornaments, decorations, and other articles, in which beauty is an important element. Certainly hard working people need something for their happiness, something mentally and spiritually stimulating and elevating. But in too many cases their money is spent for "that which profiteth not." So, whether we view the matter from the standpoint of the producer, or that of the consumer, the cultivation of the artistic taste is of high value. Now, the taste is trained only by studying examples of good art. Hence, the the necessity

of pictures and other works of art in the school room seems beyond question. Children deserve the highest products that the genius of man has brought forth.

The future of Art in this country depends not so much upon the patronage and appreciation of the comparatively few who have means and leisure, as upon the cultivation of good taste among the great mass of the people, made possible through a familiarity with beautiful and artistic things.

By beautifying the surroundings of the children in the school-room, they would thus become accustomed to what is good and true in art; they would unconsciously absorb its influence, and they would inevitably learn to appreciate true art almost intuitively. The result must necessarily be better architecture, both in public buildings and in the homes of the people, and the exercise of a better taste in the embellishment of the same.

The influence of pictures and statuary will also tend to broaden the knowledge the children will acquire in their Geography and History, stimulate their love for these studies; and in a marked degree, influence their patriotic appreciation of our own country.

I would select and group works of art for the school room simply upon artistic principles. I would have portraits of statesmen, heroes, authors, men illustrious in history and that have set great examples for the young; also pictures of buildings representing notable and architectural works and structures celebrated in history.

Pictures of kindred associations should be brought together as much as possible in one room.

In a school I have seen recently this is the arrangement: In one room were pictures of Venice; in another, of Rome; in another, of Florence. I noticed a picture of Sir Walter Scott, and accompanying it one of Melrose Abbey. A

large photograph of the Mansion House at Mount Vernon had near it a fine full length figure of Washington. There were large portraits of Lincoln, Franklin, Henry Clay, Longfellow, Holmes, Whittier, and other distinguished Americans. In another room was a large picture of the Colosseum at Rome; pictures of the most beautiful palaces on the Grand Canal in Venice; a picture of the Cathedral of Saint Marks, and a picture of the grand statue of Colleoni, by Verrochio, which stands in front of the Church of San Giovanni Paolo.

When the introduction of this kind of Art enbel-

ishment in our schools shall have been completed, when the walls are tastefully embellished with such works of Art in pictures and statuary, properly grouped and arranged, how different will the school room of the modern child appear from the bare walls and unsightly surroundings of the old log school of the fathers. The influence of such school rooms is beyond human calculation.

The seed must be sown; "What shall the harvest be?"

"The work is laid before our feet that shall come after us. We may not stay to watch it it will speed."

E. F. PRIEST.

EDWARD D. NELSON.

"The face of Death is toward the Sun of Life,
His shadow darkens earth."

Across our school room this shadow has fallen, and one of our number has passed out to return not again. Edward Nelson's work with us is done, but for him Life is but begun. We sorrow for ourselves, and not for him. We miss his genial cheer and hearty hand-clasp. The vacant desk tells our loss, and suggests the loneliness and pain felt in the old farm home.

The brief life granted our friend was one of toil. During earliest boyhood he helped the sturdy father and mother make a farm and build a home. Each winter gave him a few months in the rude little country school. At the age of fourteen, he gave up school to work steadily on the farm and to help in the home to which had come a large family of younger brothers and sisters.

Six years later a man now in our Senior Class went as teacher to that little country school. Then, the youth of twenty went again to sit on the rude benches and learn of this teacher who had won his full confidence. When the teacher returned to the Normal the pupil came too. Here he hesitated not to take whatever work might help him win his way. The strength and training won on the farm stood him in good stead, and those who gave Edward Nelson work to do always found that work well done.

When funds ran low he won a certificate; and then went back to teach the home school and in-

spire others as he had been inspired. The writer well remembers a two-hour visit to that school. The plodding earnestness of fifty farm boys and girls, and the cheery, patient, honest effort of the teacher, made a deep impression. "Yes, I am coming back to the Normal to graduate, when I have earned money enough to take me through," were his parting words.

Last fall he came back with means to carry him to the goal of graduation. That goal was not to be reached; and our friend has now passed to a higher school,

The school fittingly selected Edward Nelson's old teacher to carry to his home our last tribute of love and respect. With this messenger there went a profusion of fairest flowers to tell our sympathy more tenderly than could the accompanying notes sent by the class, the school, the Forum, and the faculty.

So acute was the sickness and so sudden the end, that many a word of sympathy felt in the heart was left unspoken; and many a deed of kindness planned for our friend was left undone. Shall not the memory of our friend and his genial spirit inspire us to pass on to one another—ere the shadow falls again—the word of sympathy, the smile of encouragement, the hand-clasp of good cheer, the deed of loving kindness? Surely such would be the lesson from him whose broader life has just begun.

J. W. L.

The NORMAL POINTER

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EDITORIAL

The Annual Oratorical Contest brought to light some of our best material, and stands for an example of earnest endeavor and friendly rivalry on the part of the contestants.

In such contests we are apt to forget that there is honor due to any but the winner, but those who

tried and failed, yet did so with credit to themselves and the school, are also deserving of praise.

Those taking part were Misses Flora Wood and Nina Hall, and Messrs. Welty and Browne. Mr. Welty received two seconds and one third on thought and composition, and two firsts and one fourth on delivery. Mr. Browne received three firsts on thought and composition, and two seconds and one third on delivery, giving him first place by three points.

Mr. Browne will represent us at Platteville, and we hope to see the purple and gold floating in the front ranks.

The visitors at the St. Louis Exposition will be given an opportunity to form a clear idea of the work done in the large institutions of learning if they all send as complete an Exhibit as the one now being prepared by our Normal.

We have been furnished with a case containing sixteen sheets of eight-ply card board arranged like the leaves of a great book. These leaves swing outward, and furnish 33 spaces each 22 x 28 inches.

The official photographer, sent here by the Board of Regents, has taken twenty large size photographs showing exterior and interior views of the building, interior views of the halls, assembly room, library, gymnasium, domestic science and art departments, science laboratory, and each of the training school rooms. Also classes engaged in their regular work.

Other pictures were taken by a local photographer to show the varied interests of the school—society rooms, skating rink, tennis court, etc.

One space will be devoted to THE NORMAL POINTER which will exhibit representative pages and cuts taken from different issues of the paper.

Besides the Exhibit in the case, the Art Department is to have a separate display consisting of six large charts upon which have been mounted the best drawings selected from the regular class work. These drawings represent as near as possible the various lines of work including pose, still life, landscape, historic ornament, and original design. They are to be hung with the General Exhibit of Drawings from the other Normals of the State.

**THIRD QUARTER.****First Week.**

The Athenaeum have again challenged the Forum to a debate to take place during Commencement week, next June. A bust of Wendell Phillips is offered to the society winning three times in these debates.

The officers of the various Societies for the present quarter are as follows:

THE ARENA—President, Mabel Polley; vice president, Mary Hanson; recording secretary, Grace Cassels; corresponding secretary, Julia Woodward; treasurer, Georgiana Clark; marshal, Lois Hancock.

THE FORUM—President, M. V. Boyce; vice president, F. D. Strader; secretary, Ray Ormsby; treasurer, Ernest Frost; board of councilors, George Baker, William Auer; sergeant-at-arms, Quay Hewitt.

THE ATHENAEUM.—President, August Miller; vice president, Lars Nelson; secretary, Duncan Reid; treasurer, Wenzel Pivernitz; sergeant-at-arms, William Grover.

Two valuable additions have been added to the Normal Museum: A paper Twenty-five Cent piece "shin-plaster," donated by N. Berens. Also a land patent, dated 1855, granting a tract of land in Portage County, signed by President Franklin Pierce; this being donated by W. O. Lameroux. Both of these gentlemen are residents of Stevens Point, and it is very gratifying to have the citizens thus show their interest in us.

Second Week.

Henry Curran has returned to school to take special work in Solid Geometry.

Miss Violet McGrath has been visiting her sister, Miss Nellie, this week.

Miss Helen Dernbach, a former student, has returned to resume her studies at the Normal.

Miss Anna Donhui, of Iola, visited with Miss Johnson at the Normal, on Wednesday of last week.

George B. Everson, who has been out of school on account of measles, returned Monday afternoon.

August Miller and Guy Mallory returned to school, Tuesday, after a short absence on account of sickness.

Miss Katherine Southwick, who has been out of school during the last two weeks, returned Monday morning.

Miss Ina Fenwick, who finished her Full Course with the Class of '99 and has since held the position of Assistant Librarian in the Normal library, has resigned. Miss Fenwick has held her position now for four years; but has resigned, as she wishes to take the Domestic Science Course.

Miss Mary Dunegan, who has been assistant at the Public Library in this city, has accepted the position of Assistant Librarian at the Normal.

Professor Talbert, our instructor in Biology, was called to his home at Beaver Dam, Monday morning, on account of the serious illness of his father who is a physician at that place.

On Saturday afternoon from 2 to 4 o'clock, the children of the Kinder Garten and Primary Department gave a Valentine Party in the gymnasium, under the direction of the teachers of those departments. The mothers of the children were invited guests. Afterwards each class went to their own rooms where the valentine boxes were opened, and refreshments consisting of cocoa and macaroons were served by the students practicing in these departments.

Third Week.

Through the invitation of Justin N. Boyington, a number of the lady members of the faculty enjoyed a real treat, Saturday, in a visit to the Boyington lumber camps 20 miles from the city. They arrived at the camp just in time to share the lumbermen's dinner, which they all declared to be excellent. It was the first visit of several of them to a lumber camp, and they were much interested in seeing the details of camp living, loading logs, making roads, and so forth. They also went through the mill. Those who made up the party were Misses Faddis, Quinn, Burgert, Pray, Gray, Edmund, Reitler, Densmore, and Allerton.

Darwin Follett, Elementary '03, of Coloma, was in the city last week.

By vote of the students, the school enjoyed a holiday, Monday, Washington's Birth-Day.

Charley Werner, Class of '00, principal of one of the ward schools of Eau Claire, visited old Normal friends from Friday until Monday.

Fourth Week.

Kenneth Pray is spending a week at home. His eyes are troubling him somewhat as the result of a light attack of measles, so that a short vacation from his studies at the University seemed advisable.

Professor C. H. Sylvester, formerly Institute Conductor in this school, visited in Stevens Point, Sunday and Monday. Mr. Sylvester is now engaged in editorial work, with headquarters in Chicago; but he still finds time, occasionally, to renew his acquaintance with his Stevens Point friends who are always glad to see him.

Monday evening, a Colonial Reception was held in the gymnasium, in honor of Washington's

Birth-Day. The gymnasium was tastefully decorated with red, white and blue bunting, and the deep windows curtained with rich red, held large mirrors, in front of which were placed candelabra whose lights reflected in the mirrors produced a very pretty effect. An unusually large number of students and faculty were dressed in Colonial costume, many genuine wedding dresses of mothers and grand-mothers being worn; while the made costumes were exceedingly pretty.

The grand march, led by George and Martha Washington, showed off these quaint costumes to the best advantage. The gallery held quite a number of spectators.

Fifth Week

Raymond Peterson, of Amherst, has joined the Elementary Class.

Melvin Brown, of Manawa, spent Saturday and Sunday with Normal friends in the city.

Miss Georgiana Clark returned to school, Monday, after an illness of a couple of weeks with measles. Duncan Ried is also back.

Professor Collins gave an interesting talk, Tuesday morning, on the application of the Dewey Cataloging System to private libraries.

Miss Fink, who has been out of school for some time, is still on the sick list, and will probably be unable to return to her classes this week.

About a week ago, Miss Flora Ostrum was obliged to leave school on account of illness, and we understand she has typhoid fever at her home in Hancock. Saturday, her sister, Miss Helen, was taken sick, and was also obliged to go home.

The school congratulates our janitor, Mr. Bruce Wilcox, upon the arrival of an assistant janitor, last Thursday. He may be too young yet to be of any material assistance to his father, but time will remedy that. Someone facetiously remarks that he is the youngest boy that ever entered the Normal.

Friday morning, the eight o'clock series of classes was omitted, and the library classes met instead. The entire school is divided into groups studying different parts of the library. Professor Olson's group is looking up the Far East; Professor Culver's, Natural Science; Professor Livingston's, Mythology, etc.; while the Seniors and Juniors are studying Cataloging, arranging, and other departments of Library Science.



In Primary Department--Teacher: "Who was the first man?"

First Pupil--"George Washington; because he was First in War, First in Peace, and First in the Hearts of his Countrymen."

Second Pupil--"No! he wasn't, teacher; because he married a widow, and there must have been one man before him."

Professor B-c-n, discussing views of Immortality, in History of Education--"The Mystics believe that at death we are lost in the Divine Consciousness."

Mr. B-y-e--"Then do they believe in being lost anywhere else?"

8:00 Music Class; discussion of beats in music: two-four time--"Little child, I'll sing for you."

L. C-a-k--"I think the *child* needs one beat. I'll take the other."

Miss F-e-h, at counter wishing to get paints on credit, says--"I want one more cake of paint on my face."

Wr. A-er, at counter--"Please give me a U'needa bis-- I mean rubber."

M. P-l-l-y--"Say, E-n-, what time did Mr. M l-s go home last night?"

E. S-h-f-l- --"About ten."

M. P-l-l-y--"Why, I heard him say "Just one."

First Junior Girl--"Are you in Literature?"

Second Junior--"Yes, clear in."

At Ward School; little boy comes hurrying in, out of breath--"Miss FitzGerald, there's a new bird in town, why, there's the queerest bird here, me and Talbert never seen nothin' like it before."

Wanted to know by Professor T.--"Why the blood doesn't clot in our veins? and why doesn't the stomach digest itself?"

In Civil Government.

Miss B. gives list of the *charitable* and *penal* institutions in the state.

Professor Sanford--"Are there any additions or corrections?"

Mr. Hamilton--"She didn't mention the State Normal Schools."

First Student, in Advanced Physiology--To-day we learned how to make gastric juice. Do you know how?"

Second Student--"Yes, chew pepsin gum."

His face was drawn and dejected,
He sat and tore his hair;
He had not been rejected,
But he couldn't beat "solitaire."

First Girl--"Won't it be fun to have spring come? We can take such long rides on our wheels.

Second Girl--"Umph! I'll have to go on my head if I go on my wheels."

G-a-e Va-h-n coming up the hall with a basket on her arm is met by a First Year Student.

"Why are you bringing your dinner now that the cold weather is over?"

G. Va-h-n--"This isn't my dinner, any more than a rabbit. It's a *black cat* for the Physiology class.

Mr. T-l-r- --"Don't think just because there is something wrong with your heart that you have Heart Disease."

Teacher, in Geography Class, after discussing the products of the southern islands;

Johnnie, what do you think is raised most extensively on an island where they have a great amount of rain-fall.

Johnnie, looking very wise, promptly answers, "Bumber shoots, ma'am."

EXCHANGES.



The Exchange Column of this issue is intended to guide those who have a few minutes to spare at the Reading Table, where these papers mentioned below may be found. Others which will interest you are THE STUDENT, ORANGE AND PURPLE, THE YAHARA, NORMAL ADVANCE, and THE CRIMSON.

The Exchange Editor recognizes in THE MENOMONIE BADGER the independent spirit of its editor.

THE CARDINAL presents something decidedly novel and appropriate in the way of headings of departments. Look on our Reading Table for the February number, and enjoy the Personals.

An interesting account of the genealogy of GEORGE WASHINGTON is found in THE NORMAL ORACLE.

You will find the Literary Department in THE BLACK AND RED extensive and well worth reading.

In the locals of THE ÆGIS we find clever plays upon words, which are, doubtless, very suggestive of "cases" to those who know the ins and outs of society in the Northfield, Vermont, High School.

THE RED AND WHITE is very neat. A few appropriate headings would improve it. Surely, in a school where there flourishes so much literary ability we may hope to find some artistically inclined.

Don't forget to read "Wit and Humor" in THE SCRIBE, and profit by its warning to those who forget to patronize advertisers. You will find the other departments of this excellent paper full of the breezes and freshness of the western country from whence it comes.

Some of our best exchanges come from the West, as might be expected. THE NORMAL PENNANT from San Jose, is a model school paper.

Little specks of powder, little daubs of paint,
Make the little freckle look as if it ain't.

—Ex.

In all misfortunes, the greatest consolation is a sympathizing Senior.

Learning makes Seniors fit company for themselves as well as others.

Count ten before you speak, and if to a Senior, count ten thousand.—HIGH SCHOOL DODGER.

SOUBRETTE—"Have you any rouge?"

CLERK—"No, Miss; but we have some very fine brass polish you might be able to use. —Ex.

Paul—Don't you think my mustache becoming?

Ruth—I can't see it; but I guess it is coming.

—SCRIBE.

"You used to sing "Every E'en I Bring Thee Roses," said Mrs. H., reproachfully.

"Yes, but now I pay the milliner's bills," returned Mr. H. —ORANGE AND PURPLE.

Read "Advice" in THE TWENTIETH CENTURY CHAT.

The cover on THE NORMAL POINTER is about the neatest and best arranged of any of our exchanges. We find, too, on reading this paper, that it contains some good points for many papers to follow. —THE ÆGIS, Northfield, Vermont, High School.

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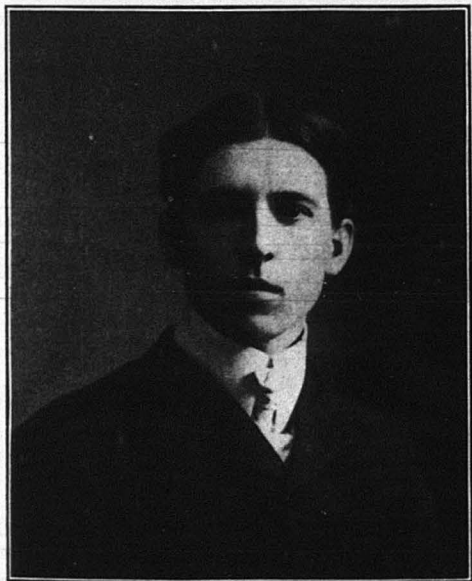
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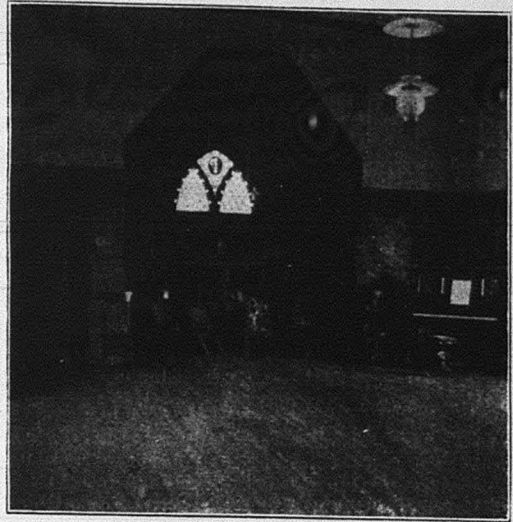


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