

1904-5
NOVEMBER.

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Vol. X.

No. 2

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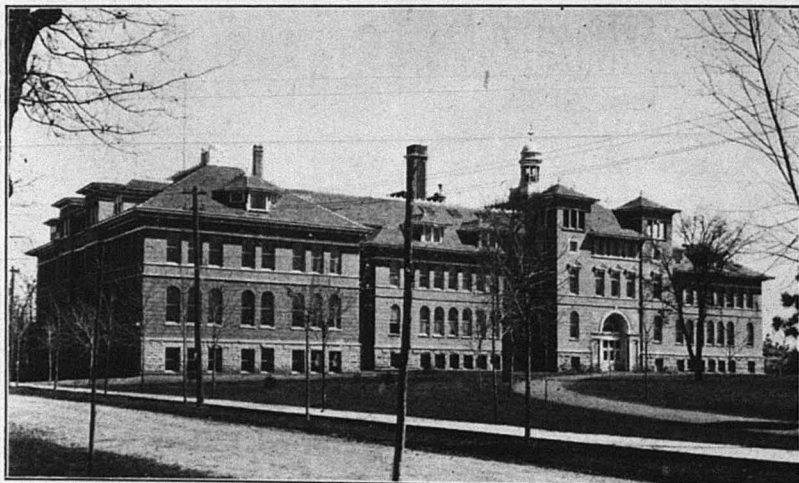
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Board \$2.50 to \$3 per week, all school charges about \$1.25 per quarter (10 weeks). No tuition fees in Normal classes for those expecting to teach. Tuition 65 cents per week or less in preparatory grades.

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. X.

Stevens Point, Wis., November 15, 1904.

No. 2.



Sixth Week.

The Juniors held a Reception in the gymnasium last Saturday evening. Several games were played, the most amusing of which were Sir Hinkham Funny Duster and clothes pins. Cherry sundaes and cake were served, after which dancing was indulged in until eleven.

Katherine Pond, who took Domestic Science with us last year, was married October 19th, to F. F. Starkey of Duluth, Minnesota.

Elvie Hutchins entered school, Monday. She has been teaching at Mosquito Bluff.

Mary E. Devines, of Marquette, Michigan, entered school this week.

Messrs. Widmer, Grimm, Clark, and Olson manifested their loyalty to their Alma Mater by attending the Merrill-Stevens Point game.

Seventeen girls of the school met at one o'clock Saturday, to go to the football game in a hayrack. They drove about town for an hour, conspicuous with the purple and gold and horns. They were at the train to welcome the Merrill boys to their "doom," and headed the procession

to the football field. This demonstration of the spirit of the girls was much appreciated by the boys of the team.

There was an informal gathering in the gymnasium, Saturday evening, for the football boys. Dancing was the main feature of entertainment.

The Lecture Committee for this year is composed of the following persons: Mr. Sanford, chairman; Mr. Spindler, treasurer; Mr. Talbert, advertising agent; Mrs. Bradford; G. L. Baker, Senior, secretary; J. Howard Browne, Junior; J. T. Madden, Elementary; Willis Boston, Freshman.

Miss Porter, State Secretary of the Young Womens' Christian Association, visited the local association on Thursday and Friday.

Seventh Week.

Allan Pray visited the school, Monday.

Miss Helen Palmer, of Madison, was a visitor on Monday.

Miss Jessie Nevine has withdrawn from school, having accepted a position in the Abbottsford schools. She left for that place on Monday.

The Junior preliminary debate was held in the assembly room at 7:30 Monday evening. John Morse was chairman. Before the debate a well rendered piano duet was given by Frances Oesterle and Clarinda Halverson. The judges, who were Professors Sanford, Spindler, Collins, and Bacon, and Miss Gray, chose G. A. Appleman, Anna Charest, and J. E. Sazama as the three debaters to represent our school in the debate to be held with the junior debating team of the Oshkosh Normal.

There has been a change in the board of official visitors. W. H. Hatton, of New London, will come here instead of Miss Sabin who was here a few years ago, and who will visit Platteville Normal this year.

The Elementaries held their reception in the gymnasium, Saturday evening.

Eighth Week.

Professor Culver appeared on the rostrum, Monday, after an illness of seven weeks. He was greeted with hearty applause.

Isabelle Marshall of Grand Rapids, a former student, visited the Normal, Thursday and Friday.

The Freshmen awoke Saturday evening and held their first reception.

H. O. Manz, '99, was a welcome visitor. He is now located at Mountain Home, Idaho.

Gordon Killinger, '01, spent a few hours with us Wednesday. He is travelling salesman for a company in South Dakota.

Professor C. F. Viebahn, of Watertown, was a visitor on Thursday. He is chairman of the State Board of Examiners.

The Lecture Committee offered prizes for the placards available as advertising matter. The first prize was awarded to Beulah Nelson, and the second to Margaret Engle. The work of the other contestants was very creditable, and honorable mention was made of several.

The Athenaeum caps appeared on Thursday. Nature showed her disapproval by freezing them out.

Ninth Week.

Katherine and Anna Costello were called to their home at Tomah, Saturday, on account of the

serious illness of their sister who passed away shortly after their arrival.

Dora Brownell was called home on account of the death of her brother.

The Juniors are looking forward to a "scary" time Saturday evening.

Old students will be interested to note the new locations of the following Alumni:

Lucius Allen, assistant principal, Withee; Lillian Banting, '02, high school assistant at Waupaca; Hannah Conway, '03, Hillsboro; Wilma Gesell, '03, Alma; A. L. Gesell, '99, scholarship at Clark University, Worcester, Massachusetts; Charles L. Houseworth, '02, principal at Cameron; Mabelle Little, '03, assistant superintendent of music, Sheboygan; Harvey Scholfield, '01, athletic instructor and assistant in high school, Madison; Edna Scott, '02, Wausau; Florence Gardner and Judith Wadleigh, Elementary graduates, Wausau.

Miss Zoe Faddis, of Chicago, is visiting her sister Miss Jennie Rebecca Faddis, critic teacher in the Primary Department.

The Annual Faculty Reception, postponed from the opening of school, was held in the gymnasium Saturday evening. The presence of the Oshkosh football men added much to the gaiety of the occasion. Nut hunting and dancing were the principal entertaining features.

Miss Helena Pincomb spent a few days visiting schools in Chippewa Falls, Eau Claire, and Menominee.

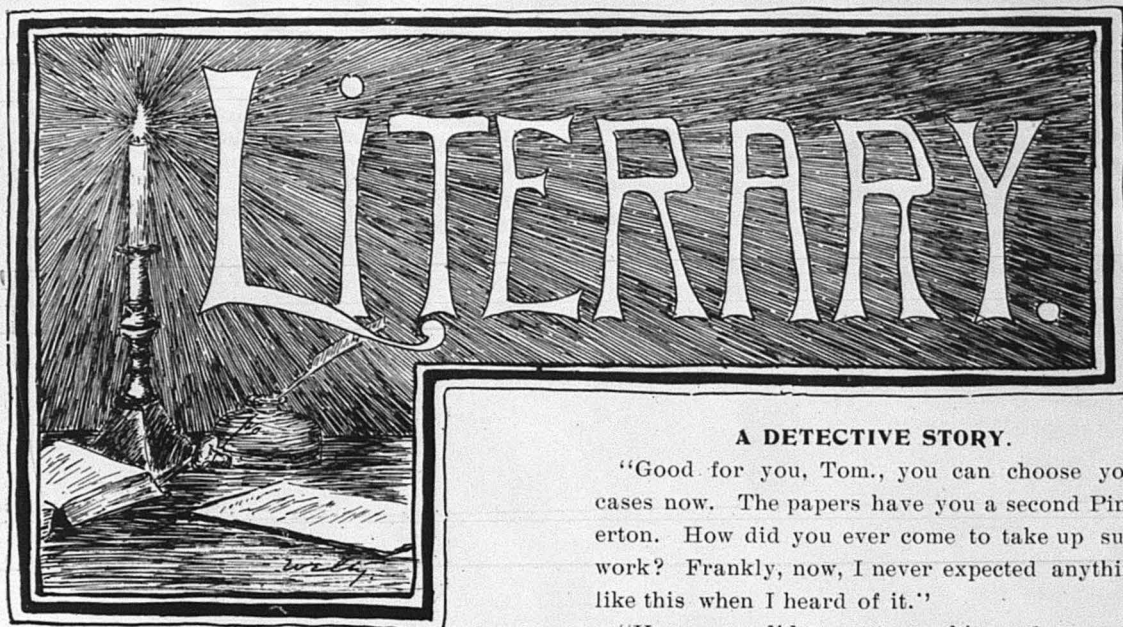
At a meeting of the Senior Class the following staff officers for The School Annual were elected: Howard Welty, editor-in-chief; Ed. Mathe, business manager.

Tenth Week.

On Saturday evening, November 5th, the annual Hallow e'en party was held. This entertainment is given each year by the Seniors to the Juniors, and this year the Seniors proved themselves the equals of any of their predecessors as entertainers.

The timid Juniors were met at the door by the shades of the Seniors, who proved by their shrieks that the tortures of Hades were a reality. Each

(Continued on page 22)

**COURAGE.**

Thy soul is often weary,
 The way thou goest dreary,
 Thy lot forlorn;
 Vanisheth oft the light,
 Ambition's distant height
 In misty darkness dight
 Shadows the morn.

Hark ye! O life so drear,
 What is thy purpose here—
 To live, then die?
 Doth living seem thy life?
 Shalt Death but mark thy strife
 A farce with struggle rife,
 An empty lie?

Conquer thy coward heart!
 Ne'er from thy purpose part
 Whate'er thy lot.
 Stand fast! strive and attain;
 Brave boistrous billows with disdain,
 Defy the raging main
 And falter not,

Then shalt thou master all,
 Thy will obey thy call,
 Thy strength endure:
 For each courageous soul
 Life's billows rage and roll,
 Sweeping him to his goal
 In triumph sure.

J. HOWARD BROWNE.

A DETECTIVE STORY.

"Good for you, Tom., you can choose your cases now. The papers have you a second Pinkerton. How did you ever come to take up such work? Frankly, now, I never expected anything like this when I heard of it."

"You never did expect anything of me, you know," I observed. "Take that big chair and make yourself comfortable by the fire, and I will tell you something that happened about three years ago, just before I began this detective business."

The steamer, returning from England, arrived in the morning. I was to leave New York that afternoon, and meet Nan. in Chicago. But on the way to the depot that afternoon there was an accident. I was thrown from the cab, and I next opened my eyes in a drug store, my arm in a sling, and a stranger watching me. He returned to the hotel with me, and on the way made light of the fact that he had carried me from the street into the store where I had been tended, and made himself so agreeable that we soon became quite friendly. He seemed especially interested in the fact that I was going west, and was very sorry that I was now obliged to postpone the trip. I was very glad to see him again the next day, and he was so witty and pleasant that during the next few weeks we became great friends, though I learned little about him, for he was exceedingly modest and always became embarrassed when our conversation turned to himself. He was only more interesting to me because we were, in appearance, so much alike. Had I not worn a beard

beside a mustache, I believe few could have told one from the other.

At just this time the great "M——" case was first generally known. Detective White and his men had managed to keep it quiet all summer, and were now working on what they thought the end of the mystery. White soon had it quieted down again; but my friend, Roberts, became greatly interested in it, and in some way always knew how the detectives progressed. He could get only hints of this, but these he would bring to me, and then follow them out. His cleverness in this was surprising; many times he went straight to the bottom of some clue; while the detectives fussed around on two or three tracks before they reached the right one. I took as much interest in watching him as in the progress of the case itself; and one evening I asked him if he had never done detective work, remarking that he seemed well suited for that work. He replied only that he had been connected with detectives, but other work had proved more profitable, and he said no more about it.

About three weeks after the accident, I told him I should go west. He seemed to have been awaiting this, for with some hesitancy he asked me if I would oblige him, if I would be so good as to do something for him, he disliked leaving the case just at this period, it would save him making the trip, it would be a great kindness, and he became so embarrassed that I hastened to assure him that I felt myself under great obligation to him, and would be only too glad to be of service to him if he would let me know what that service was to be.

"It's just this," he said, "I have some valuable papers belonging to a friend in Chicago, which must be delivered to him by next week. To ensure their safety I promised to deliver them myself, but I find it almost impossible to leave here before the time of their delivery. But I am sure I can trust them to you, and I assure you it will be very little trouble. You will deliver them at the depot, as I had planned to do, I shall let you have a photograph of my friend so that you will make no mistake.

"I shall be only too glad to oblige you," I said. He looked at me silently.

"There is only this," he said, "I fear he will be suspicious if a stranger gives them to him, as he will expect me, and there is no time to write and explain. He would probably object, any way. No, the only way is to let you take them."

He regarded me thoughtfully again. "If it would not be asking too much, I don't wish to impose on you, but you see it is exceedingly important. But, really, without beard or moustache you would look exactly as I did when last my friend saw me, and as you would see him for only a moment, he would never know. I believe we could easily be mistaken for each other," and he called me to the mirror. I was not a little surprised at the likeness.

"But, I like my beard," I thought, "and still he doesn't look bad without one. But Nan. would never know me! I wonder if she would? I've a good notion to try it."

"Yes," I said, "I'll do it."

He thanked me again, and went immediately for the papers and photograph, saying that he would be busy for the next two or three days, and probably not see me then. He insisted that I should have the beard trimmed off while he was gone. He returned in the best of spirits, and was delighted at the change, which was considerable, in my appearance.

"That moustache makes a great difference," he said. But you look exactly as I did. But I must go now, good-bye. Only look for a man like that in the photo. Be sure you find him. Its important, you know." Thanking me again, he turned to go, but added, "White and his men are at white heat. They think they will have their man soon. I don't," and he was gone.

Saturday morning, I came into Chicago. A great crowd pressed about the gates behind the policemen. There was much shouting and hurrying about, and, apparently, confusion. I looked carefully about in the moving crowds for Robert's friend, and seeing him nowhere, made my way toward the gates with the crowd, and between two men whom I remembered having seen when we started from New York. Just as I passed thru the gates they turned, each put a heavy hand on my shoulder; and I was turned toward the door.

while a low voice said "And no nonsense, sir." By this time I was at the door. The next moment I learned that I was under arrest as B— Burns, by order of White of New York; and, my protests availing me nothing, I was hurried into a waiting cab and to the police station.

In a trice, I saw it all. Of course there was nothing to do now but wait till White himself arrived. It would, in all probability, be too late to catch Burns then. He had made his plans too carefully; and White had only been fooled again, while I had been the tool! I opened the package

of "important, valuable papers"—blank sheets, every one! I gazed at myself in a little mirror, at my newly changed countenance; and vowed that when I should get out I would pay Roberts, nee Burns, and nobody knew how many other names,— I should repay him for everything I owed him, and they were several, and I should make something out of it, too."

"And you have done it, Tom," said D—, as I paused. "You've trapped one of the greatest criminals on earth, and made a name out of it."

RUTH WADLEIGH.

TRAINING DEPARTMENT

The following stories are the result of the combined history and language work of the sixth grade.

This work carried on is most interesting and instructive, consisting of poems, biographies and stories from history.

The stories presented this quarter have been William the Conqueror, Richard Coeur de Lion, John and the Great Charter, and Elizabeth and Mary Queen of Scots.

The pupils do not use a text-book in this work, but the stories are told by the teacher, and then developed from every side in the language work. The chief aim of this is to secure free, easy and correct oral and written expression as well as a knowledge of some of the most interesting incidents of history.

Helen Walters, 11 Years of age.

NELLIE BRENNAN, Teacher.

Mary, Queen of Scotland, was of a very different character in some ways than her bitter rival Elizabeth, the Virgin Queen of England. She was beautiful and charming, too, and the proud Elizabeth was very jealous of her. She was very refined and firm, nor did she lack the dignity that Elizabeth so often lost control of.

As a little girl she was sent to France to study

and became very well educated for those times. She was young and liked dancing and amusement. She married the young King of France; but he soon died, leaving her a widow when only nineteen.

When she returned to her own country, Scotland, she found it had turned from a Catholic to a Protestant country, and much trouble was in store for her, for she was a very firm Catholic.

Her life is a very perplexing one; but interesting to read about. She was imprisoned many times, and suffered a great deal.

She grew so tired of prison life that she attempted to escape by disguising herself in her washer-woman's clothes. She was recognized by her beautiful white hands, and taken back to her cell.

Mary became so unhappy that she called to Elizabeth to help her, and not in vain. But as soon as she reached England, Elizabeth feared her as an enemy and put her in a prison again. She was granted a great many privileges. Her friends were allowed to see her, and she seemed so innocent and patient that their hearts were touched.

Elizabeth became more jealous of her, and had her tried, and she was charged with plotting to get the throne of England. She was condemned to die. Mary was very brave when she received her

death sentence. She willed her claim to England to ~~Phillip~~ Phillip III. of Spain—the strongest Catholic ruler in those days.

Mary had been imprisoned for nineteen years, and she met her death bravely.

◆◆◆

Inez Smith, 11 years of age.

NELLIE BRENNAN, Teacher.

Elizabeth was Queen of England. She was of good size, rather coarse features, and had lovely hair.

She was kind at times, firm and a good reformer. She was very vain, quick tempered, and could be very elegant or very coarse mannered—it all depended on the occasion. She was not of royal family on her mother's side.

Mary, Queen of Scots, was Elizabeth's rival to the throne of England. They were cousins. Mary was kind and gentle, dignified and refined. In their pictures she shows simple taste in her dress; while Elizabeth shows her great love for finery.

Mary was a Catholic, and Elizabeth was a Protestant. Religion was a troublesome question in those days, and the people were much divided in their opinions. Many bitter times came from it, and thousands of people were put to death.

Mary was imprisoned in Scotland, and suffered so much that finally she appealed to Elizabeth to help her, and Elizabeth did. Soon after going to England, she was accused of being dangerous to Elizabeth, and imprisoned again. She was allowed a few liberties. For nineteen years she stayed there; at the end of that time she was sentenced to death. She felt all right about it for she thought that real death couldn't be any worse than living death.

It is said that she spent much of the night in prayer, and then went to bed and slept soundly for a few hours. She then put on the most beautiful garment she had, and went to the gallows, took down her beautiful hair herself and said she was ready. She was then killed.

Before she died she had one thing granted to her, and that was that she would leave her claim to England to Philip, King of Spain. This made trouble for Elizabeth again.

Philip prepared a great fleet of ships. It was called the Spanish Armada. He then sailed it to

England. Before he came, England heard of it, and all became very excited, except Elizabeth. She encouraged her people by saying she wished she were a man so she could go too. Her splendid navy, "the Queen of the North," was a good match for Philip's fleet.

The Spanish came and sailed into the English Channel, and the English followed them. They burned and destroyed many of their ships. One thing that went against the Spaniards was the great wind storms. The fleet was nearly destroyed, and Elizabeth would not be bothered by Philip for a while. After a while, Elizabeth, who was old now, became sick and died. She was succeeded by Mary's son, James VI. of Scotland, who became James I. of England.

(Continued from page 18)

Junior was escorted by two ghosts to the throne of St. Peter; to Paradise; and to Hades, where he was presented to the watch guard of Hades; made to walk over the long thunder walk, the electric plank; he was presented to his Satanic Majesty and condemned to the seven tortures of his realm. He was then taken to the room of the walking skeleton; to the room of the beheaded bluffers; made to stand shut in the standing coffin; led to the witch who presided over the pan of blood in which each was made to dip his fingers and sign away his soul.

When each had run the gauntlet, all gathered in the gymnasium where dancing was the entertaining feature the remainder of the evening. Coffee and doughnuts were served as refreshments.

◆◆◆

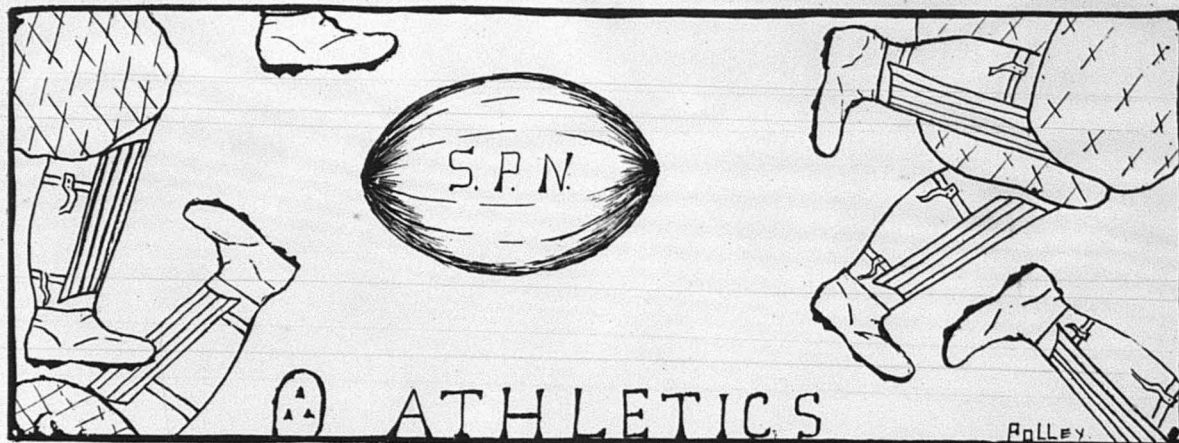
An Exchange.

All good boys love their sisters,
But so good have I grown
That I love other boy's sisters
As well as my own.

Admits It.

That every boy should love his sister, it is true;
But I had no sisters of my own, as I grew,
So I love another boy's sister, yes I do,
And I love her as my own, now wouldn't you?

G. J. BAKER.



On October 22, our team went down to Oshkosh to play the first of a series of games arranged with the Normal there.

The game was called at 2:30 P. M.

Oshkosh kicked off to the Pointers, who failed to gain and lost the ball on downs.

Oshkosh gained steadily until the Pointer's 25 yard line was reached, when they were held. Oshkosh now made a fortunate fumble, and in the mix up their man got away and sprinted for a touch down.

Oshkosh now kicked off and Stevens Point gained until they were within 30 yards of their opponents' goal, when they were held. The ball now changed hands several times, but was on the Pointer's 25 yard line when Oshkosh tried for a field goal. They failed; but thru ignorance of the rules on the part of Stevens Point, and coaching on the part of the time keeper, Oshkosh got the ball, which counted as a touch down. Score 10 to 0.

The game was now a fairly matched one, each holding the other continually, and each team was forced to punt repeatedly.

Near the end of the game Oshkosh kicked to Stevens Points' 10 yard line, who failed to catch the ball and Oshkosh fell on it. A touch down was now made. This finished the game with a score of 16 to 0 in favor of Oshkosh.

The line up was as follows:

STEVENS POINT.		OSHKOSH.
Nelson	C	Frawley
Hurley	L. G.	Mathews
Peterson	R. G.	Abel
Wysocki	L. T.	Listeo
Eidsmoe	L. G.	Evans
Sparks	L. E.	Dava

Madden—Mortel	R. E.	Jones
Miles	Full	Black
Halverson	L. H.	Velte
Turkleson	R. E.	Davis
Murat	Q. B.	Reese

Umpire—Professor Spindler, Referee.

Timekeepers—Miller, Keefe.

Linemen—Talbert, Rolfe.

On October 29, Oshkosh played the return game here.

The game was called at 2:30 at the Athletic park.

Stevens Point won the toss and chose the north goal. For the first few minutes the game looked fair for the home team as they made some good gains, but they were held for downs on Oshkosh's 40 yard line. Oshkosh now gained rapidly and finally landed the oval behind the goal posts.

The game was clearly the visitors' from now on, but our boys put up a plucky game and did not give up until time was called.

Near the end of the second half Murat made a field goal from the 40 yard line. Halverson did well in getting down on punts, while Sparks did some fine work at end.

Final score—Oshkosh 23; Stevens Point 4.

As Miles has been laid up the past week because of a lame leg, Wysocki went in at full, and Sazama at tackle. Martin took Nelson's place the last 10 minutes of play; otherwise the line up was the same as at Oshkosh.

A fine crowd was out to witness the game. The girls were especially enthusiastic and gave the team the best of support.

A general reception was given in the Normal Gymnasium in the evening. All report a good time.

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Address all literary material to the Editor-in-Chief, and all business communications to the Business Manager.



Second quarter.

Did you flunk?

Then, put on more steam.

Thanksgiving day is coming.

Don't kick; get into the quarter's work hammer and tongs.

After all, it is not so much a question of burning midnight oil as it is of economizing and utilizing one's time.

Prof. F. S. Hyer attended the Northwestern Teachers' Association at Manitowoc, Oct. 14 and 15, and was elected president of the Association for the ensuing year.

The first number of the Lecture Course was well received. Dr. Gunsaulus's lecture on "Savonara" was all that was expected, which was considerable. The lecture committee is to be complimented upon its success in securing for the course such an able and forceful man.

The next number of the Normal Lecture Course will be presented December 20, when the Dunbar Company, Male Quartette and Bell Ringers, will make their appearance.

Election is over; and each of us is ready to admit that the other fellow isn't so bad after all. As students of political affairs all (?) of us have watched with much interest this bloodless battle between two great political parties, satisfied to accept the result whatever it might be.

One hopeful sign of the times is shown in the choice of executives in several of the states. Popular opinion has sounded an ominous warning to boodlers, grafters and corporation rule, or rather misrule.

We are pleased to record the appointment, by State Superintendent Carey, of W. Eugene Smith as superintendent of schools of Waupaca county. Mr. Smith graduated from the Stevens Point Normal last year. He resigned his position as principal of a ward school at Chippewa Falls to accept his present position.

We congratulate Waupaca county upon securing for its superintendent of schools such a capable and conscientious school man.

Have you become identified with any of the literary societies? If you have not, we believe you are neglecting that which might prove of incalculable benefit to you in the profession for which you are fitting yourselves. It often happens in a community that a teacher strengthens his or her position by taking an active interest in the social life of that community; and, indeed, teachers are often expected to play a prominent part in some of the social affairs. There is, or should be, a social side to school life. It is provided for here at the Normal; why shouldn't it be in your school? That "all work and no play makes Jack a dull boy" is just as applicable to-day as it was a century ago. We know what a relief it is, after a strenuous week's work, to be able to cast aside the cares of school life and to listen to, or take part in, some well rendered program, or to attend some other social function.

It may so happen outside of your school work, to say nothing of in your school work, that you will be required to think quickly, and to say what you think, on your feet, without previous preparation. How much more effective you are likely to be because of training gained in the extemporaneous work, and the debates and parliamentary law practice of the societies.

We believe that the name of every member of the Normal classes should appear upon the roll of one of the literary societies maintained here; not for decorative purposes, but as a token that you are an active member of the organization. We also believe that if such were the case rhetoricals would show a marked improvement in presentation.

In the Christmas number of THE POINTER, the three societies, the Arena, the Athenaeum, and the Forum, will tell us something of their history, of their aims, and of the characteristic work done in each.

School Events.

The Inter-Normal Oratorical Contest is to be held this year in Stevens Point sometime in March. This will be the event of the school year. Plans are already being made for the reception of the orators and visitors from the other Normal

schools.

Who will represent the Stevens Point Normal in this contest is yet to be determined. We are all looking forward with much interest to the preliminary contest in January that is to decide who is to be our representative.

Of scarcely less interest are the school and Junior debates which will also take place in March.

For several years the annual school debate has been held with Whitewater; but this year we are to meet in forensic battle the mighty Milwaukee Normalites. The debaters who are to represent us, and in whom we place our confidence, are the Messrs. Emmet H. Miles, Gerhard A. Gesell, and Loron D. Sparks. The debate is to be held here. The question submitted by Milwaukee is as follows:

RESOLVED, That the general effects of labor unions for the past twenty years have been detrimental to the best interests of the nation.

The annual Junior debate with the Oshkosh Normal will occur at the latter place. Our Juniors will be represented by Miss Anna Charest and Messrs. Joseph E. Sazama and George M. Appleman. The question for debate submitted by Oshkosh is as follows:

RESOLVED, That the railroads of the United States should be owned, operated, and controlled by the Federal government, it being conceded,

1. That the government is financially and constitutionally able to acquire the railroads.
2. That all employees, except those commonly termed unskilled laborers, be appointed under the civil service system.

Fourth Algebra Perplexity.

He had a chance to win or lose;
His choice he lost thru chance;
He says he ever shall refuse
To choose when there's a chance.

"For, what's a chance to me," said he;
"To choose, or not to choose?"
'Tis but the probability
That I am going to lose."

J. H. B.

CENSOR

A POINTER:—The student who does not care to subscribe for THE POINTER but is always prone to ask of his more worthy fellow-student "O! may I see your Pointer?" is not unlike the old gentleman who spends so much time at the news stand trying to find a paper that will suit him. Of course he never finds one good enough to buy. O no! He can condescend to read it, but pay for it—never! How can he afford it? He doesn't believe in being wasteful with anything save his CHEEK.

ORDERLY DISTURBANCE:—Those who remain in the assembly room during the 1:30 period, report the daily presence of a plaintive parody on a cat. Said cat and its relatives are seldom seen but often heard. To be sure, the young man who feels the "call of the wild" so irresistible and instinctively obeys it is not responsible for his disturbing the whole room. We are sorry to note that the attempts of so many to imitate the chorister of the back yard fence are becoming a howling success. How long they will continue to howl no doubt depends upon the appreciation of their audience.

PLEASANTRIES.—Pleasantries are pleasant only so long as those indulging in them feel pleased and look pleasant. The sarcasm of the teacher may be well met by the wit of the student; unless the teacher is careful not to use *his* wit sarcastically.

RESERVED BOOKS.—How many books are there on a certain reserve shelf? Perhaps there are twenty, six of which are especially helpful. Will the considerate individual make a practice of reserving three out of the six for two or three days in succession? Or, will he practice making the most of his just share of their use and return them promptly? The student should remember that while he is part of his class he is not all of it.

SPELLING.—To spell or not to spell is a question which apparently does not concern some of us at any time save when we discover that on

some previous occasion we have temporarily settled the matter by not spelling—correctly. There are many ways in which we may be like "dumb driven cattle," but one of the most striking is the way some correct misspelled words. How about the young lady who misspelled *recommendation* so often that she didn't know the word when she saw it? We infer that she saw another word instead.

APPLAUSE.—"Tremendous applause," may look well when inserted parenthetically in a campaign "write-up," but it does not always sound well when expressed before the "psychological moment" has arrived. It has been said that moments never come back to us (or something to that effect), but that statement seems to be untrue. The "psychological moment" not only comes back, but honors us by actually haunting certain seats in our assembly room. At any rate it is always with us if we may judge from the number of occasions on which it has seized our young men and set them to applauding? in violation of every rule of courtesy.

The dullard can clap,
And the rowdy can hiss,
When a little clear thinking
Would not come amiss.

EXCEPTIONS.—The teacher who keeps his class five minutes over time is transgressing the law of regularity just as surely as is the student who reached that class five minutes late. Since there ought to be no exceptions to any good rule, we trust none will be taken here.

RHETORICALS.—Have Rhetorical Programs a place in any school? Is there any benefit to be derived from speaking in public? If so, why consider your part in any program as something to be "done with" regardless of whether you really do it or not? Talk is cheap, and time is costly: why then should you waste time in order to be thru with that which is cheap?



ART DEPARTMENT

ARTS AND CRAFTS.

The teaching of Art as applied to the crafts has come to be recognized as an important phase of art instruction in public schools. Drawing and design are put to practical use in the crafts, thus developing the power of making use of one's knowledge and cultivating the taste. The desirability of this teaching can hardly be shown in a better way than by taking the reader on an imaginary shopping trip.

We wish to buy some printed denim and look in vain for a good pattern. Gigantic representations of various flowers are about the only styles to be seen, and these are so crude in color that one wonders if the designer ever heard of subdued hues or of tints. Let us look for some good china. Here is a tea set with a fairly good pattern, but ugly in form and so made that neither the tea pot nor the milk pitcher will pour without spilling, and one is really afraid to handle the cups for fear they will topple over. We look for a vase and find so few which are really suited to their purpose. One is top heavy; another has so narrow a neck that flowers would be pinched to death and could not get the proper supply of water. Where do all of these hideous and unsuitable things come from, and why are they on sale? We cannot feel that the designers and manufacturers make these things and that people buy them, knowing them to be bad. Therefore, ignorance is at the bottom of the matter. The people who made the designs and the people who buy them have

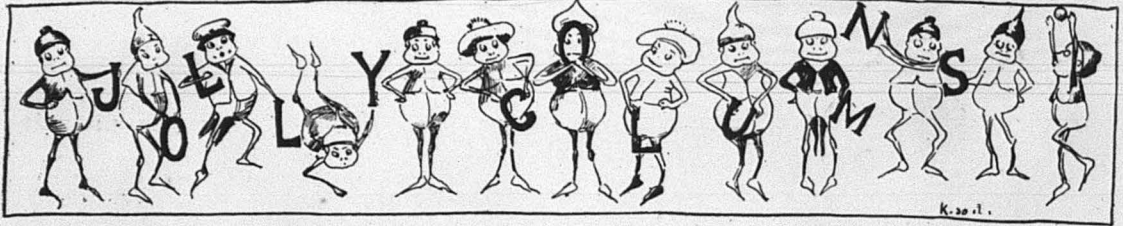
been pupils in the public schools. If we are to raise the standard of production, we must train the taste of our pupils now who are to be the designers and the purchasing public of the future.

A complete knowledge of a craft cannot be given in public schools; but even a child may learn to make some simple things in leather, wood, paper, or clay, and to recognize and create beauty in simple things. There are of course limitations in public schools. The expense of materials, and in large classes, the time consumed in their distribution and collection are sources of difficulty. And for these reasons the crafts which require few and simple materials are the best.

Some of the crafts which may be taught are basketry, pottery, making and embossing of leather. The art of making pottery is one of the oldest known arts, but the idea of introducing it into the public school curriculum is of recent date.

An optional class in this and other crafts has been carried on in the Normal School during the past quarter, the results in pottery and leather being especially interesting. The method used in making the pottery was that of modeling the object almost entirely by hand, only one small tool being used. This was made of wood, each member of the class whittling her own tool. A class of Grammar Grade boys has also had this work, and they have made some really beautiful bowls, pitchers, and vases. It is to be hoped that a kiln will be bought for the school, so that the entire process of glazing and firing may be learned by the pupils. But until this is bought, the firing must be done outside. Card cases, belts, mats, magazine and book covers have been made of leather. They are beautiful in design and color and fine in workmanship.

The work of these classes will be placed on exhibition at the end of the quarter. J. R.



Student, who finds copious supply of red ink in plan book, to Critic Teacher—"I can't understand what you mean by these marks in my plan book."

Critic Teacher (much puzzled—long study)—
"Well, I'm not surprised. Could you read it?"

Student (modestly)—"No, ma'am."

Mr. T-b-e-t (in physics class)—"If there were only two planets in the universe, the moon and the earth, at what distance from each would you weigh nothing?"

Miss N-l-on—"I don't know."

Mr. T-l-e-t—"Apparently the moon has no attraction for you."

Mr. Sechrist (in rhetoric class)—"How is it, Mr. Auer? Could one write a poor story at a moment's notice?"

Mr. Auer, promptly—"Yes, sir, I could, any way."

What was found in the trap? Ask M-ry R-b-rt-on.

Wanted to know—Why two girls were found prowling around on a porch roof early one morning?

Senior girl—"I bet you can't guess how old I am."

Mr. M-t-e—"About twenty-six."

Senior girl—"You are many years out of the way."

Mr. M-t-e—"Which way?"

J-h- M-r-e (at Junior contest)—We will now listen to a piano "solo" by Miss Oesterle and Miss Halverson.

Mr. S-ch-i-t (in literature)—"You remember the comet that appeared in 1880?"

Why did he receive no answer?

Birds of a feather flock together; e. g., two jays (J's) and a Guy."

Discussing etiquette of the home, Miss P-nc-mb—
"What is your opinion about inviting young men to call?"

Miss McM-l-k-n—"I think it is all right if your mother will let you."


First Teacher—"What is the difference between patties and tarts?"

Second Teacher—"Patties are shorter."

Third Teacher—"We made ours round."

Notice.

This is to certify, that I, J-h- M-r-e, president of the Junior Class, am not the person whose hat was stolen by the Seniors on the night of October 1. And I am ready to give 20 cents to any man that will bet me 50 cents that it was not my hat that was stolen.

Witness my  this 2nd day of October, 1904,
A. D.

JOHN MORSE.

Justice: Sazama.

The cause of crow's feet appearing upon the face has been explained by the psychological theory that the birds exist only in the mind.

First Student—"Did you use any quotation marks in your essay?"

Second Student—"Well, I should say I did. I don't want him to think that I am responsible for saying such things."

Senior girl (making arrangements for rehearsal)—"I have no vacant periods during the day."

Mr. S.....r—"No vacant periods! What does that mean?"

Senior girl—"It means I'm full."

Life is made up of naughts and crosses, and the folks that get the crosses are better off than those that get the naughts.



EXCHANGES



"I am not much of a mathematician," said a cigarette, "but I can add to a man's nervous troubles; I can subtract from his physical energy; I can multiply his aches and pains, and can divide his mental powers; I can take interest from his work, and discount his chance of success."

MABEL—"My face is my fortune."

ALICE—Well, it's no sin to be poor."

—Ex.

"Peace on earth, good will to all" our Exchanges.

THE NORMAL ORACLE contains a good article entitled "The Woman of To-day and Yesterday." Girls, please read it.

The excellent paper and the choice of color, of the cover of THE BLACK AND RED, deserve special mention.

There are several features of the commencement number of THE LAKE BREEZE that make it attractive. First, the beautiful red string and tassel; second, "The Class Prophecy and History;" third, the photographs of Faculty and Senior Class of 1904.

Read the short article in the October number of THE ÆGIS, entitled "The Advantages of a High School Paper."

We are pleased with the cover and the Football design of THE PYTHIAN.

We are glad to see THE ROYAL PURPLE on our table again this year.

The September number of THE NORMAL ADVANCE has an article entitled "Some Tendencies in Modern Education." Read it.

We are glad to welcome THE ORANGE AND BLACK from the Pacific coast; and as we look at the first page of Athletics we feel like tackling the football man who is running toward us.

Professor E. W. Clark's letter in COLLEGE DAYS deserves an honorable mention.

We read THE TWENTIETH CENTURY CHAT of the State of New York, and THE ÆGIS of Vermont; we read THE EL GABILAN of California; and THE ORANGE AND BLACK of Washington. These different publications give to our readers the opportunity of studying the schools from the Atlantic to the Pacific, or across our entire continent.

Other exchanges on our table are THE FLASHES from Sturgeon Bay, Wisconsin; THE SPECTRUM from North Dakota Agricultural College; THE TWENTIETH CENTURY CHAT, from Seneca Falls, New York; THE EL GABILAN, of Salinas, California; and THE KODAK, of Eau Claire, Wisconsin.

Be loyal. If you have a friend, stick by him. If you attend a school and owe that school anything for your education, stick by it. How many are they that attend the Normal and other schools of learning, who suck the lemon until it is dry and then throw it away as useless? After you finish your work here, do not let the Normal cease to enter your mind, but continue to visit it, keep in touch with its spirit, and aid it in every way possible.
—NORMAL ORACLE.

"I wish," he said, "you could make pies like mother used to make."

"And I," said she, "wish that you could make dough like pa used to make."
—Ex.

THE NORMAL POINTER.

Advice to New Students.

1. Never roll over the second time if you have an eight o'clock class.
2. There are times when it is good policy to look wise and say nothing.
3. You can bluff some of the teachers some of the time, and all of the teachers some of the time, but don't think for a moment that you can bluff all of the teachers all of the time.

NORMAL ADVANCE.

There was a young lady from Crete,
Who was so exceedingly neat;
When she got out of bed,
She stood on her head,
For fear of soiling her feet. —Ex.

Judge—"What is your age, madam?"

Witness—"I've seen thirty-two summers."

Judge—"How long have you been blind?"

ROYAL PURPLE.

Clerk—"Sir! could you give me a little raise in salary? I've just been married."

Employer—"No, young man, I am opposed to unions advancing the price of labor." —Ex.

Good Advice for Seniors.

She sat alone by his side
While out sailing one day,
And as they drifted along,
He tossed his arm carelessly round her waist
And asked her if she thot it was wrong.
"If I were a man, I'd ne'er do it," she said,
"I don't think such things are nice,
But of course," with a blush she then added,
"You don't have to take my advice."

THE FLASHES.

This conversation took place over the telephone line at Richmond:

"Hello!" "Hello!" "Are you 81?"

"No, I'm not 26 yet."

She hung up the receiver like hitting the box with a rock. —Ex.

"He talks a great deal about his family tree."

"That may account for the tales I've heard about his shady past. —Ex.

Of all sad words of tongue or pen,
The saddest are these "I've flunked again." —Ex.

A Lesson in Arithmetic.

Teacher—"Tommy, if I gave your little brother nine sticks of candy, and then took away seven, what would that make?"

Tommy—"It would make him yell."

Didn't Ask the Impossible.

Her Father—"My daughter can never be yours."

Her Lover—"That is obvious, and I do not ask it. I want her to be my wife."

Oh, mother! may I play football?"

Yes, my darling sonny,

But leave your bones and ribs at home,

And don't lose all your money." —Ex.

Helpful.

TESS—I hope you help your mother all you can about the housework.

JESS—O! yes; whenever she's busy at it I just keep out of her way. —Ex.

Now I lay me down to rest

To study hard I've tried my best,

If I should die before I wake,

Why, then, I've no more exams to take. —Ex.

A Freshman.

The boy stood on the burning deck,

And as far as we could learn,

He stood there in perfect safety—

He was too green to burn. —Ex.

Life is a series of opportunities. To live a full, complete, well rounded life, one must take advantage of every opportunity as it presents itself. As we look back into the past, we may see a friend who did not take advantage of that which presented itself, and what is he now? how does he cope with life's struggle? Failure to do a kind act, to appreciate that which surrounds us, to take advantage of the means of education which are afforded us, to love Nature, to meet man as man, is the inevitable road to downfall. Be not a sop which enters life to soak up that which some one else has thrown aside simply because it can be had without effort. Szieze the moment, put it to its best advantage, make life worth living, and do something for our nation's welfare. —Ex.

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