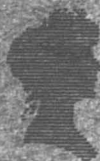
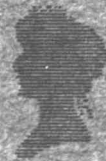


THE POINTER



MARCH, 1916



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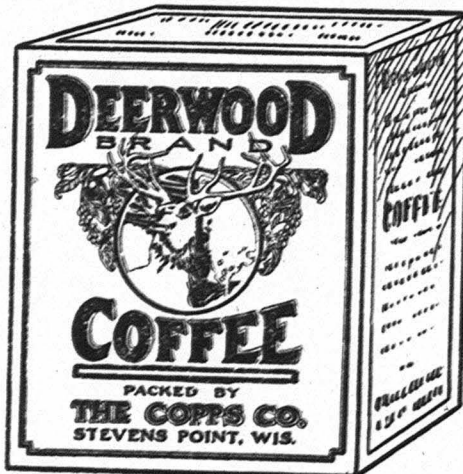
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The Normal Pointer

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EDITORIAL

Oratorical Contest.

The oratorical contest that was held at Superior on March 17 was one of the best inter-normal contests held in this state. Each normal was represented by its orator and rooters who were fortunate enough to go.

The party that went to Superior from S. P. N. to this contest consisted of Martin Paulson, school orator, Miss Bronson, coach, Prof. Ames, chaperone, Winnie Delzell, Grace Taylor, Chas. Burns, Bernice Cornell, Gordon Lovejoy, Alice Brady, William Gilson, Joseph Kraus, Harriett McDonald, Emil Hofsoos, Celia Boyington and Sam Ellis. Each one of the party had a pleasant trip.

The contest was held in the opera house in the evening. Each of the orators was very good. Mr. Paulson was the 6th speaker on the program. His oration was on the "Maintenance of America's Leadership." It certainly was an inspiration to hear him. His words conveyed an inner feeling that he had within him his deep interest in the subject. He broke loose from the artificial manners of delivery and rendered his oration with modern

effect. His natural appearance and attitude on the stage was also in ample evidence.

All these above characteristics secured third place for Mr. Paulson. This was the fruit of his many hours spent in purposeful thought. It certainly was a very profitable experience for him to undertake as well as an honor.

Let more be out for oratory next year. Altho we have succeeded in securing a high rank this year, we can better this standing. It can be done only through the students' joint cooperation in the effort for public speaking and literary work.

—W.G.

Hark Ye!

This is the first and last notice that will appear in the Pointer regarding subscriptions. We realize that you do not like to be bothered with little reminders like these, but our subscription list must be straightened up. If you have subscribed for the four issues you owe us fifty cents. May we have the money as soon as possible?





LITERARY



Professor Hippensteel as a Teacher of Literature.

(By John F. Sims, Pres.)

What do you study when you study Literature? It is of the highest importance that students appreciate the real content of any branch of study pursued by them, as it gives motive to activity, and the results in intellectual and spiritual growth are incalculably greater than when the study is undertaken indifferently or as a mere task.

As geography is the study of landscape as related to man's life, and as history is the study of man's motives together with a study of institutions of learning, industry, government and social relations as a revelation of his will power; so literature, which is born of the desire to communicate thought, is really a study of life's deepest experiences—of the experiences of the soul in its effort to realize its fullest destiny, through striving for the best. It is a study of human nature at its best in its struggle to elevate itself to higher planes of living.

Not only does literature embody the thoughts and convictions of a people, but it is the highest expression of their ideals and aspirations. In importance it overtops all other branches of study in the school curriculum. It is pursued from the time that the pupil has laboriously mastered the initial steps, through his school life, and later beyond his school life in the business and social world. To no other

branch is so much time devoted. In the school the pupil comes in contact with the best in literature through selections of prose and poetry in the readers, and later through the classics. In the High school and Normal school complete selections are studied intensively in the hope that the pupils may share by means of their knowledge of the mother tongue, thru the wise guidance of a skillful teacher "the best and happiest expression for those supreme moments of life felt and described by men of genius, and left as a rich heritage to all their fellows."

The literary genius must possess insight into the ideal life, into the universal life, which defies the vicissitudes of time and space; he must feel and speak the message true for all time, for all places, and for all people. He shines as a star in the literary firmament in proportion as he does this. He may play on the chord of one or of many emotions. The important thing is that he feel deeply the message he is to proclaim, and describe it in language harmonious to the theme, language which is clear and adequate, and language which, in communicating thought or feeling makes indelible impression on the heart of the reader.

What breadth and depth of feeling in Longfellow's, "The Builders." Carlyle literally sweat drops of blood

in Sarter Resartus. What an agony of feeling and what eloquence of language in the following quotation:

"Temptations in the wilderness. Have we not all to be tried with such? For the God-given mandate, 'work thou in welldoing,' lies mysteriously written in Promethian prophetic characters, in our hearts, and leaves us no rest, night or day, till it be deciphered and obeyed; till it burn forth, in our own conduct, a visible, accepted Gospel of Freedom."

Fortunate is that school which has had the services of an ideal teacher of literature. Fortunate are those students who for a septennium have sat at the feet of a teacher who has high conception of the productive energy of literature in the shaping of ideals. Happy the class instructed by a teacher who sees in each selection a central theme, as the constancy of woman's devotion in Longfellow's

Evangeline; or the problem of great bereavement and the herculean effort to ground his faith in the immortality of love, as revealed in Tennyson's "In Memoriam;" and whose appreciative, skillful, and masterful teaching makes the central thought loom large all the way through the masterpiece, and whose power of analysis and synthesis makes manifest to the pupils that the whole is a work of art, touching the hearts of all.

Such a teacher's influence can not be measured. He lives in the hearts of his pupils and like the music in Tennyson's "Bugle Song" his "Echoes roll from soul to soul and grow forever and forever." Such a teacher has the Stevens Point Normal had in the person of Henry S. Hippensteel, who after working among us for seven years takes his departure for new fields. I am sure you join with me in wishing him God speed and success.

"THE FIRE."

WE were lounging about the waiting room at the fire station, waiting for the gong to announce a change of shift. Dugan walked in. "Boys, look at him!" cried little Bennett. "Sure and he's ready for the ball! Show us how you step, Dugan."

Dugan goodnaturedly answered the loud clapping, stepped out in the middle of the floor and made a bow. "Just wait till Sykes is off duty and we will show you how to step. Come over to——"

The fire bell rang. We slipped down the chute in perfect order, and were on

the wagon without a second's delay. Dugan was there too.

As we reached the burning building we saw the fire was beyond control. It had started in the cellar and was working quickly up the stairways to the upper floors. The tenants were hustling out of the back windows and down the fire escapes into the back yard.

"Everybody's out, thank Heavens," said a frightened looking man, who stood carefully holding a broken shaving mug, "I think I was the last."

We firemen were busy pouring streams of water on the burning build-

ing and on near by buildings to prevent a further spread of the fire. A glass crashed and struck the hand of Fireman Brennan. He was hurried away to the hospital.

Suddenly a window on the top floor flew open, "Who is it?" was on everybody's tongue. "It's George Dietz, as I live," gasped the man still holding the shaving mug. "He is night bell-boy at the Grand Union. He was asleep in the flat. Can't someone save him?"

Several firemen were already trying to raise an extension ladder. "Deitz has fainted! Hurry!" shouted a nervous, whitefaced man. The ladder refused to work, but not until it had first crushed a finger for Burns.

Dugan started off hastily.

"Sykes" he called.

I followed. He led me up to the roof of a neighboring house. We were up four stories, on about a level with the top windows of the burning house. He crawled to the edge of the roof, close to the wall of the burning building, and cautiously let himself over the edge. The crowd below be-

came aware of his purpose and watched, breathless. I took a firm grip on his ankles, but neither of us spoke a word. He reached out and clawed desperately in the direction of the window. I felt more hands laid upon him in my assistance. Deitz was limp, but Dugan took a firm hold on him, dragged him out the window, and slowly we hauled them both up over the edge.

"Good boys!" he said as we finally loosed our grip on him.

A tremendous shout went up from the crowd below.

"They must like this little chap," he said, gazing at Deitz who was slowly opening his eyes. But there was no mistaking now. "Dugan! Dugan!" they were calling. He stood in perfect amazement. "Why are they calling 'Dugan'? Come on, Sykes, you are off duty now."

He fled down the alley, a peculiar looking man, in dress suit with both portions of the skirt of his coat torn away, his face blackened by smoke, his hair on end, and a look of embarrassment on his face.

M.E.S.—'16

My Ideal Teacher.

Her eyes were big, dark and blue and her hair was of a brown shade. But it matters little about the color of the eyes and hair when we think of her bright looks, cheerful spirit and her wholesome, attractive personality. We could not call her beautiful from the artist's view point, but she was, as every teacher of children ought to be, "A very good specimen of human kind." Her every look and action was indicative of internal strength and

general efficiency.

Can you imagine her ever saying, "The children make me so nervous," or "The country is so slow and stupid?" No, as I had already divined before she told me, she loved children and the country. The country to her, as she very prettily put it, was a fairyland of opportunity and the fine old woods by the school house a real inspiration, not to plan castles where she would one day reign as a powerful

queen, but her ambition was to lead a simple, useful life. I think her aims in life could be summed up in the words of this little poem:

"I may not do one single deed,
That raises me above the throng,
My presence none may stop to heed
As silently I plod along,
But while my loved ones count me
true,
And gladly follow where I fare,
Though little that is great I do,
I shall not ever need to care."

"Why should I ever be lonesome?" she asked me in reply to my question, "We can always have our thoughts and fancies," and she smiled pleasantly and continued, "Why here in the big out-of-doors, we have plenty of room, the green woods, and the birds and flowers. So, we play that our school-house is a fortress against ignorance with the green woods around it. The boys and girls are my good men, trusty and true. And we mean to help our friends and neighbors by making their lives brighter and their work more interesting, by doing practical, helpful work at school, in Mothers' clubs, agricultural clubs, literary clubs, etc. And we try to rid people of their unpleasant dispositions, lack of sociability, and disinterest in things educational."

As I watched this teacher in her class room, I saw that she had the proper technical knowledge and skill. She had a theoretical acquaintance with the laws of the mind and did not flounder in the art of questioning. Her skill was not the result of accident, but a product of natural keenness, experience, and conscientious effort in the way of daily preparation. Her

work showed scholarship and "That she, in her own soul, lived in a bigger world than her immediate neighborhood." Her knowledge was accurate, not in every sense exhaustive, but the thing she taught was clear and well grounded.

Other features of interest to me were the neatness of the room, the accuracy in her blackboard work, her illustrative drawings, carefully made programs, and accurate records. The "homey" appearance of the room with its simple window drapery, made by the sewing class, and the big vase of wild flowers was very pleasing. The simple drawings and paintings of the children, together with the four well chosen pictures of Raphael's "Sistine Madonna," "The Angelus," a good print of Abraham Lincoln and also a picture of Millet's "Feeding Her Birds," these with the school library of well chosen books, created an atmosphere in which any child might thrive and be happy.

As to whether this teacher was a good disciplinarian, one would need only to look over this room full of happy, busy children to know that work to do and an incentive to do it, will keep little folks out of mischief.

I became so interested in this school, from the educators' standpoint, that I remained for some days. I learned from the community that this little teacher was not only a great favorite with the children in their work, but their play as well. Because of her high ideals, interest in the community, love for her work, and the school children, she was considered by everyone an ideal teacher and a God-send to the school and the community at large.

N.M.—'16—Rural Dept.

“THE HOMECOMING.”

“AND Mary’s a coming home Friday. I can’t hardly believe it. My little girl will be glad to rest after these two long year’s at school,” mused Mrs. Wayne as she stood in the open door of the little farm house on an early summer’s evening, awaiting the return of her husband from the field.

“Yes,” remarked her husband as he sat down to the evening meal, “it sure will be fine to have little Mary running around the old place again. She’ll be changed, I warrant, but she’ll be Mary just the same.”

Friday came at last, after what seemed weeks to the fond parents. “I guess you’ll have to go to the depot alone, pa,” called Mrs. Wayne from the pantry. “I’ve just got to get them chocolate pies made ’cause Mary likes ’em so and don’t let old Tim walk all the way home because I’m anxious to see that child myself.”

Mr. Wayne drove slowly to the station but never the less arrived twenty minutes before train time. Seating himself on an empty box outside the door, he watched impatiently for a glimpse of the train. Finally, a whistle announced the approach of the train and the waiting man hurried to the farther end of the platform.

First, an old lady stepped cautiously from the car; next came a young boy carrying a heavy basket, behind him a young lady well-dressed in a suit of blue, and finally an old lady carrying a withered bunch of flowers in one hand and a clumsy satchel in the other.

“Well, I’ll be beat!” slowly ex-

claimed the man as he eyed the group near him—“and Mary didn’t come.”

He stepped nearer the coach in order to see if there were not more coming. As he did so, he felt some one touch his arm and a familiar, yet unfamiliar voice, say laughingly, “Here I am.”

Almost taken off his feet by surprise, he turned around. Beside him stood a girlish figure in blue.

“Why, father,” she said, “it is I. Don’t you know me—Marian?” Then it came to him like a flash. “Marian! Oh, yes,” and she was in the old man’s arms.

He didn’t know just how they did get started for home. This was Marian—not Mary. What a lot she had to say. He laughed as she related her pranks in school and then attempted to answer her hundred and one questions. He was wondering if his wife would notice the change in Mary. As they approached the old farm Marian exclaimed:

“I’ll tell you, you let me off here, and drive up to the house alone. Tell mother I didn’t come. I’ll follow the path and surprise her.”

Mrs. Wayne was anxiously waiting at the open door.

“Where’s Mary?” she asked.

“Didn’t come!” echoed the disappointed mother, and turned slowly back into the house.

A few minutes later she went out to call her husband in to dinner. As she re-entered a figure in blue grasped her closely in her arms, “Mother,” she called, “I did come. Its all a joke.”

Mrs. Wayne held the young lady

off at arm's length, and looked at her closely.

"Why, it's Mary!" she said suddenly and put her arms around her daughter's neck.

* * * * *

"Let me set the table tonight, I'll show you how we set them in the city. Don't put the spoons in the tray. I'll

show you how."

So Mrs. Wayne allowed Marian to show her how to set the table the proper way—the way the city people did.

After the evening's work was finished Mary sat down at the old piano. She ran her fingers idly over the keys and finally played one after another selections, unfamiliar to the listening parents. It seemed as though Marian had forgotten the old peices she had

learned at home. Finally she struck the chords of an old well-known melody. Her rich young voice filled the quiet room and held her parents attention closely until the last notes died away.

"Father!" she exclaimed suddenly, "May I go after the cows? It seems ages since Shep and I drove them home to-gether. I know just where to find them."

They followed her to the door and watched her as she ran down the little path thru the open gate, and into the quiet meadow, Shep bounding joyously beside her.

"She's changed a little," said the man as he looked after the disappearing figure.

"Yes," came the answer softly, "but then she's Mary, jest the same."

G.S.—'16

A True Life.

To face each day of life
 Nor flinch from any task;
 To front the moment's strife
 And only courage ask;
 To be a man unawed
 By ought but Heavens' command;
 Tho men revile or plaud,
 To take a stand—and stand.

To fill my life with toil,
 With God's free air and light;
 To shun the things that spoil,
 That hasten age and night;
 To sweat beneath my hod,
 Nor ask a better gift
 From self or man or God
 Than will and strength to lift.

To keep my spirit sweet,
 Tho head and hand be tired;
 Each brother man to greet
 Nor leave him uninspired.
 To keep my spirit fed
 On God unceasingly;
 That none may lack his—bread
 Who walk this way with me.

The following program was given:
 Vocal soloRachel Falk
 ReadingElla Schlenvogt
 Life in the National Guard.....
Henry Beglinger
 Vocal soloRegina Somers
 ReadingNina McNamee
 Legendary History of St. Patrick
Loretta Hughes

TalkCounty Supt. Bannach
 Piano soloEsther Peickert
 Various games and contests in keeping with St. Patrick's day were followed by refreshments of green and white ice cream and wafers. In addition to the class, Supt. Bannach, Mrs. Neale and Misses Gordon and Roach were invited.

OHIYESA.

The Indians showed the Normal and townspeople that they are still alive and on the war path by serving a dinner and special ice cream at the Palace of Sweets on Saturday, March 11th. The boys in the basketball tournament did not seem to be afraid of losing their scalps, as they came in crowds to be fed by the Indian waitresses. The Ohiyesa society cleared \$23.50. They wish to thank the people at the Palace of Sweets and everyone who patronized them.

The majority of votes for the societies at the Mardi Gras was secured

by the Indians. We thank the voters for their appreciation of our society. The membership of the Indians has far passed the one hundred mark and still more wish to join. Our tribe seems to be increasing, instead of diminishing as some of the old tribes are.

The second contest between the Arena and Ohiyesa literary societies was held in the new auditorium. This was a dramatic reading contest, with three contestants on each side. The last contest was a "model program" contest and was won by the Arena.

Students Form Band.

A students' band is being organized at the Normal under the direction of Miss Shelton, the new head of the music department. There is a good deal of talent among the students and it is hoped that a good band can be organized. So far fourteen students have joined. The musicians thus far include two basses, one baritone, one clarinet, four cornets and two drums. A new clarinet has been ordered. The other instruments can be gotten in town.

Judge Debate.

Professors Neale, Watson and Smith of the Normal school faculty acted as judges at the joint debate in Chippewa Falls, Friday, March 17. The question debated was "Resolved, That the Policy of Philippine Independence as Advocated in the Democratic Platform of 1912 Should be Carried Into Effect." Both Chippewa Falls and Marshfield had strong teams. The judges decided in favor of Marshfield.

FORUM-ATHENAEUM.

"The Coontown Musketeers," a negro farce, was given by the members of the Forum-Athenaeum society as a part of the Mardi Gras held by the Seniors on Tuesday, March 7. It represented a company of the "Darky Infantry" just returned from a foraging expedition. Orations, songs, jigs and jokes ended the program.

The following program was given Tuesday, March 21:

Roll call—Answer by giving a good brief quotation from some American author.

Secretary's report.

MusicSelected Quartet

Piano solo.....Michael Tovey

Debate—"Resolved, That the present

course in manual arts should be

extended so as to enable students to take two years of the work."

Affirmative, Charles Nelson and

Adolph Neuwald; negative, Pos.

Kraus, Martin Paulson.

Report of judges.

Parliamentary practice led by Prof.

Delzell.

Adjournment.

The society expects to give something more of interest in a few weeks.

The Senior Mardi Gras.

It fell to the Senior class of 1916 to hold on March 7th the first Mardi Gras ever given in this Normal. The Mardi Gras is a pre-lenten event and is celebrated largely throughout the south.

The fun began at 4 o'clock and by 6 the crowd was at its height. The halls were made lively by booths conducted by the different organizations in the school. The girls of the Treble Clef Club sold popcorn at a prettily decorated stand. The girls of the Ohiyesa were in charge of the fortune telling booths. The Arenas had a picture gallery and the Home Economics a fish pond.

The afternoon program started with a dance in the gymnasium. There was also a minstrel show in the old assembly given by the Forum-Athenaeum society.

About three hundred people partook of luncheon and supper served by the Home Economics girls, under the di-

rection of Miss Hazel Ferabee.

The evening's entertainment began with two farces given under the direction of Prof. Smith and Miss Brewster.

"When Ed. Went to Wed," was written and presented by eight members of the Dramatic Club, taking the following parts: Ed. Wentworth, Gordon Lovejoy; Mike the Bite, Michael Rybicke; Patricia Gladiola Jones, Kathryn Baldwin; Mehittable Jones, her mother, Elizabeth Hatch; Pansy Jones, her sister, Celia Boyington, Augustus Christopher Jones, father, Emil Hofsoos; Thomas Jones, her brother, James Hull; Madeline Brown, her chum, Etta Shumway; Dora, the maid, Irene Harriman. Throughout the entire play the audience was kept in continuous laughter.

The other farce was called, "The Teeth of the Gift Horse." The cast of characters was: Mr. Butler, Guy Birdsall; Mr. Blake, Charles Burns; Mrs. Butler, Ruth Longhurst; Aunt

Marietta, Winne Delzell; Ann Fisher, Harriet McDonald; Kate, the Irish maid, Constance Clapp.

From 9:30 to 11 o'clock there was dancing in the gymnasium to music furnished by the Normal orchestra.

The entertainment was decidedly a financial as well as a social success, and it is to be hoped that this Mardi Gras inaugurated by the Seniors will become an annual event.

Local Notes.

Coming, April 5, Carroll College Glee Club.

A committee of three has been appointed to pick out Senior invitations.

Miss Sarah Moores, Normal second grade critic, is under the doctor's care. He has given strict orders that she have a complete rest for three or four weeks.

The Senior class has decided to give a class play. The following committee was appointed: Irene Harriman, chairman, Harriet McDonald, Guy Birdsall.

Professor Ralph Dennis, head of the School of Oratory at Northwestern University, will give a reading "The Melting Pot," April 7, at the Normal auditorium.

Saturday evening, March 25, "For the Honor of Old Glory" was given at the Parish House under the auspices of the Normal orchestra. The purpose of this benefit was to raise money to pay for a debt.

Professor F. S. Hyer went to St. Cloud, Minnesota, Wednesday, March 15th, to deliver three addresses before the central Minnesota teachers'

convention. He has also conducted a teachers' institute at Viroqua.

St. Patrick's Program.

A very interesting program was given during the assembly period on Friday, March 17. Mr. Sims gave a very interesting speech on the meaning of St. Patrick's Day. The following program was given:

Two numbers by the orchestra.

Shoogy-Shoo by Senior sextette.

"Believe Me If All Those Endearing Young Charms," Miss Stensaas.

Irish Dance by Misses Elizabeth Hatch, Virginia Lally, Beth Alpine, Violet Ruby.

The Low Backed Car... Treble Clef
Kerry Dance..... Treble Clef

A Fitting Farewell.

Friday morning, February 25th, Prof. Hippensteel appeared among the faculty on the rostrum for the last time. The general assembly period was given over to a program in his honor. After the necessary notices had been read, Miss Shelton led the chorus in "Auld Lang Syne." Prof. Hippensteel was taken by surprise, and for a moment his emotions quite gained the mastery, but before the song was over he was smilingly calm again.

Pres. Sims, in his able, forceful way, addressed the school on the subject, "Prof. Hippensteel as a Teacher of Literature." It was a worthy tribute to a worthy teacher.

Miss Stensaas sang "Life's Lullaby." The audience would not be satisfied until she reappeared and sang for

them a second beautiful lullaby, "The Slumber Boat."

Further honor was given by Miss Beaudin in the form of an original poem, "To Mr. Hippensteel." Her address, "Companion, Brother, Teacher, Friend," touched harmonious chords in the hearts of many in the audience, for truly these terms were all applicable.

Following this, Miss Schofield spoke of the students wishing to show their appreciation of Prof. Hippensteel's broad work among them. She suggested the highest appreciation, and the one probably most gratifying, would be the holding to the high ideals he had helped them to form.

In the name of the student body, she presented him with a purse containing three five-dollar gold pieces, a token of little value except as it symbolized affection and good wishes.

"Speech! Speech!" from the audience greeted Prof. Hippensteel as he received the gift. He responded with a short talk in which he told he had tried to live modestly, sincerely and uprightly in all ways, regardless of the approval or disapproval of the world; he had striven to be true to his convictions first of all, and to be contented in the background rather than in the limelight of life. He concluded by thanking the students for their gift and by bidding them good-bye.

The Perfect Student.

He never skipped the morning talks,
 He never loitered in the hall,
 He never flunked, he never bluffed,
 He never threw a crooked ball,
 He never squandered study hours,
 He never did what wasn't fair,
 He never, well! to tell the truth,
 He never did much anywhere.

V.B.

Mr. Hyer (in grammar class)—"Use the word "victuals" in a sentence, Hassel."

Hassel—"I don't know how to use victuals, Mr. Hyer."

Mr. Hyer—"Oh, don't you? Well you're the first boy I have ever seen who didn't."

If people would ride a hobby after school life as much as they ride a pony during it, they would be happier.

ATHLETICS

C. W. I. Track Meet Here.

The Central Wisconsin Interscholastic track and field meet will be held in this city on Saturday, May 20. It is expected that about twelve teams will enter the local meet. A liberal string of prizes will be offered.

River Falls in Lead.

By defeating Milwaukee Normal at River Falls last week in the first of a series of three games of basketball, deciding the state Normal school championship, the winners of the northern division are in the lead in the title contest. Milwaukee was decisively defeated, the score being 34-20.

The Sectional Tournament.

The second annual High school basketball tournament, carried out under the auspices of the local Normal, was held in the Normal gymnasium on March 9th, 10th and 11th. Twelve schools were entered, representing the strongest teams in this section of the state. In the final game played Saturday night, March 11th, for the championship title, Grand Rapids secured first place, defeating the strong Stanley quintet by a 22-14 score, dropping the latter to second place. Playing for third place, Rhinelander defeated Waupaca 33-9. The poorer showing of the Waupaca and Stanley teams in the last games was due to the sensational contest played earlier in

the evening between these two teams, resulting in a score of 22-21 in favor of Stanley. Both teams literally played themselves out and were in no condition for the final games.

Grand Rapids, the winners, went to Milwaukee on the 17th, where they clashed for honors with the teams representing the other sections in which Normal schools are located, and succeeded in winning second place, being defeated only in the finals by the Fond du Lac five, who captured the state championship, winning 22-7.

Stanley proved the popular team of the local tournament, receiving the support of a great majority of the rooters present during the entire series of games, and that team was selected by the judges for conduct and appearance, this being the second consecutive year that they have won this distinction. The individual cup, awarded to the man chosen as being most valuable to his team, was won by A. Ritchay of Mellen. Two all-star teams were selected by Coach Geo. D. Corneal and Prof. R. W. Fairchild, who refereed the entire series of games.

About one hundred players came to this city and were taken care of at private houses and hotels. At the conclusion of the tournament the prizes were awarded by President Sims as follows:

First place, Grand Rapids, trophy shield. To first place team members, seven gold watch fobs.

Second place, Stanley, seven silver watch fobs to team members.

Third place, Rhinelander, seven bronze watch fobs to team members.

Silver cup to Stanley for conduct and appearance.

Individual prize, silver cup to A. Ritchay of Mellen.

The local tournament was declared by visiting coaches and players to have been the best that they had ever attended, a fact that is due largely to the efforts of G. D. Corneal and R. W. Fairchild. Everything went smoothly; the games though exciting and in many instances close, were almost entirely free from wrangling and "dirty work." The tournament is a big thing for the school and affords various high schools in this section a most satisfactory way to decide supremacy.

Winners of first places at the sectional tournaments held at the other state Normal schools are as follows: Whitewater, Edgerton; Milwaukee, Waukesha; La Crosse, Galesville; Platteville, Monroe; River Falls, Ellsworth; Oshkosh, Fond du Lac.

Coach Geo. D. Corneal began work last week in track, in preparation for the inter-Normal track meet to be held

at La Crosse this year. More material is available than in previous years and it is expected that S. P. N. will make a strong showing against the other Normal teams.

Primary Girls Win.

The Primary girls won the basketball championship in the Normal gymnasium on the evening of March 3, defeating the Grammars by a score of 8-3. The game was hotly contested from start to finish, both teams having a clean slate up to the final contest. By their victory, the Primary girls won the Bischoff trophy cup.

An all-star team was selected as follows: Guards, Marie Gotchy, Ida Jung; forwards, Mona Hennesey, Mary Miller; center, Alvina Foxen.

The results of the tournament are summarized as follows:

	Won	Lost
Primary	5	0
Grammar	4	1
High School	2	3
Academic	2	3
Home Economics	1	4
Rural	1	4

"Describe water, John," said the teacher in physics class.

"Water," explained John, "is a white fluid that turns black when you put your hands into it." Ex.

He held the maiden's hand and said,

"May I the question pop?"

She coyly dropped her eyes and said,

"You'd better question pop."

Ex.

His Prescription.

"Doctor, I have a frightful cold in my head. What shall I take for it?"

"A handkerchief, madam."

"Pop, what's a pessimist?"

"A man who's seasick during his entire voyage of life. Run to bed now son."

SCIENCE

Physics Department.

For the first time, a course in advanced physics is now offered. It is known as physics IV. This course consists of a semester's work including a laboratory course of 30 experiments. The experiments are confined to physical physics, physical laws that are used in everyday life. All of this practical work is performed in the laboratory.

This course is taken up mainly by seniors.

Bacteriological Department.

This department has received new material with which to carry on the experimental phase of its work. A special culture of bacteria has been received and is being examined by the class.

A supply of mosses, liverworts and rusts has been secured for the work in botany. This material is used in connection with the laboratory work that is carried on in the course.

The class in bacteriology have recently taken up work on the subject of soil bacteria.

Chemistry Department.

During the last few weeks the class in Chemistry III has made absolute alcohol, chloroform, formic acid, test for formaldehyde in milk, and test for the character and strength of vinegar.

Geology Department.

The class in geology has been studying the subject of erosion. This included all the phenomena produced by running water, such as canyons, etc.

In the near future the class in geology will be taken on a trip by Prof. Culver to study different geological phases of the soil. It is believed that the trip may take the class around the vicinity of Wausau.

Agricultural Department.

The class in Agriculture has done very practical work under the direction of Prof. Roller. This work consisted of rope work and seed testing. The young people who were in the class enjoyed the work a great deal because it was practical and not merely theoretical. In fact it would seem unjustifiable not to have such work because of the modern equipment now installed to carry it on.

The rope work consisted of making different kinds of knots, short and long splices, whipping, crowning and halters. This kind of work is ever necessary on the farm.

The seed test consisted of selecting good clover seed and then germinating them to determine the number of seeds that would actually grow.

The main work carried on in Prof. Otis' agriculture classes has been on corn. The work on corn consisted of methods of selection, method of pro-

ducing, preparation of the soil, planting and cultivation. Together with this the importance of the silo was studied.

This work was very interesting to the students because it was practical. Laboratory work was done in corn judging and corn testing, enabling the students to initiate their own judgement of what good seed corn ought to be. By handling the work themselves the students are more interested and at the same time are impressed more deeply with the value of such work.

Home Economics Dept.

The growth of the Home Economics Department is one of the most remarkable incidents of the institution. By the establishment of a course in Domestic Science, the enrollment of the school has grown greatly. This course prepares students for the teaching of Domestic Science.

As a result of the interest manifested for this course an advanced course of three years is offered. It is understood that 5 students will graduate from this course in spring.

The practical work for the seniors is done in the public and parochial schools of the city. This enables the students to put into practice the principles that have been taught, and forces upon the student a responsibility for efficient results.

To obtain an idea of the size of this department, it is necessary to speak about the buildings that have been erected to carry on its work.

The new wing on the east side of the building which is practically com-

pleted, will, with the exception of the auditorium, be used exclusively by the Home Economics department.

It contains modern laboratories, sewing rooms, kitchens, pantries, dining, reception, exhibit, and lecture rooms, and offices. The equipment of these rooms is of the best. The Board of Normal School Regents is making every effort to have this the most perfectly and efficiently equipped department of its kind in the middle west.

The double cottage is now completed and in use. Each half is complete in itself, containing a hall, living room, dining room, kitchen, basement, three sleeping rooms, bath and linen closet. These houses are simply and artistically furnished.

The young women of the senior class live in turn, in groups of four for four weeks each, putting into practice, under the supervision and direction of the head of the department, many of the principles they have learned in domestic science and domestic art, taking charge of the house, running it themselves and being held responsible for results. A garden space will be provided for those who take the course in school and landscape gardening. This course will include study of dooryards; how to utilize and beautify them, the care and use of tools used in the culture of flowers and vegetables, the trimming and shaping of flower beds, as well as the care of flowers and shrubbery, the gathering, sowing and selection of seeds.

The teachers who have charge of the Home Economics department are, Miss Allen, director, Miss Logrin, Miss Luce, Miss Schaumberg and Miss Tupper.

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