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1916



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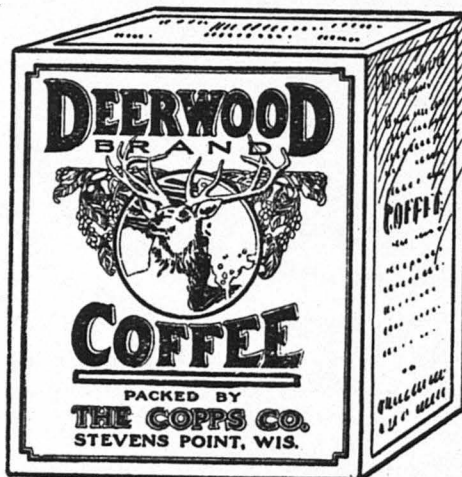
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# The Normal Pointer

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# EDITORIAL

Literary activities in this Normal school are not in a dormant condition. Ample evidence of this has been shown by the fine record that it has made in literary work. The facts demonstrated that S. P. N. can do something when occasion demands.

At the beginning of this year's work an inter-normal triangular debate was arranged for among Stevens Point, River Falls and Superior. This year Superior submitted the following question: "Resolved, That the federal government should own and operate inter-state public service, telephones and telegraphs." This necessitated the subjection of two debating teams.

Accordingly an affirmative team consisting of Adelaide Young, Paul Paulson and Charlotte Nachtwey, with Charles Burns as alternate, was chosen to debate Superior at home. A negative team composed of William Gilson, Guy H. Birdsall and Emil Hofsoos, with Gladys Blood as alternate, was chosen to debate River Falls at River Falls.

The two teams spent many nights in careful preparation of their respective sides of the question. Each one of the debaters was thoroughly familiar with the different phases of the question; consequently the two teams were able to put up a strong debate against their opponents. Altho the opposing teams were strong in their argumentation and delivery, S. P. N. won 2 to 1 on both sides of the question.

To Professor James E. Delzell and Professor C. F. Watson, who coached the two teams, is due a great deal of credit for the success of the teams.

The Junior debating team, composed of James Hull, Hattie Cone and Alice Brady, with William Gilson as alternate, defeated the Oshkosh Juniors unanimously. The question was as follows: "Resolved, That the principle of state socialism is superior to the principle of free competition." Stevens Point upheld the negative side of the question.

Professor M. M. Ames deserves a great deal of credit for the success of the team. Professor Ames has been coaching the Junior teams for the last two years and two unanimous decisions have been rendered in our favor.

Last, but not least, comes the remarkable work done by our orator, Martin R. Paulson, who secured third place in the inter-Normal oratorical contest held at Superior this year. His oration was on the "Maintainence of America's Leadership." Miss Mary Bronson coached Mr. Paulson in his work.

It is hoped that S. P. N. may continue its literary success in the future. With a large number of this year's debaters back next year strong debating teams may be expected. This great work, so well begun, can be furthered only thru the students' joint cooperation in boosting it along. In this way the highest success may be attained.

I.J.

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**DEATH CLAIMS PROF. HIPPENSTEEL**


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Professor H. S. Hippensteel, who recently resigned the position of head of the English department at the Stevens Point Normal school and removed to Indiana, died at St. Joseph's hospital, Fort Wayne, Ind., Tuesday a. m., at 8 o'clock April 28, following an operation for gallstones. Professor Hippensteel was so weak and exhausted from long continued illness that he could not rally.

Professor Hippensteel had been seriously ill for four or five weeks past. April 10, President J. F. Sims received a letter from him stating that two weeks prior to that date, he had been hovering between life and death and expected he would be obliged to go to the Fort Wayne hospital. That morning a telegram received here by

Rev. F. L. Hayward told of the death

About seven years ago he became head of the department of English in the Stevens Point state Normal school, resigning March 1st to take a similar position in Manchester college at North Manchester, Ind. His parents reside seven miles from that city and he wished to be near them.

Prof. Hippensteel has done much writing for magazines, and about the time he left Stevens Point published, with Professor Rounds of Milwaukee Normal, a volume entitled "Literature by Wisconsin People." He took an active interest in institute work and other subjects of educational value. The last issue of "Education" contains an article from his pen entitled "Transitional Reading."

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**MR. HIPPENSTEEL.**


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No words of praise, nor grief,  
 No knowledge of our tears,  
 Can reach him now.

Yet he to us will speak  
 Through all the future years,  
 In English masterpieces that he  
 taught.

These cannot be recalled  
 Except with vision of his class room  
 fraught;

This friendly teacher, seated there  
 With earnest face and patient care,  
 Giving his service; gathering from  
 each pen

Great thoughts to "justify the ways  
 of God and men."

Elizabeth C. Maloney

# General News

C. C. Curran, manual training teacher at Lead, South Dakota, was a visitor at the Normal Tuesday, April 10.

Miss Nellie Crooks of Milwaukee Downer College lectured on "Textiles" in the old assembly room Friday, April 14.

The John Francis Sims cottages have new housekeepers for the next four weeks, the Misses Maud Mathie, Anna Roach, Margaret Rusch and Blanche Camp.

Miss Helen Parkhurst arrived from New York Saturday morning, April 22, and spent a few days with her parents, Mr. and Mrs. J. H. Parkhurst, 1037 Main street. Miss Parkhurst is the supervisor of the Montessori system and materials department in the United States.

## "IVY DAY."

The Seniors voted to have "Ivy Day" instead of class day. Miss Thelma Johnson was chosen May queen. Emil Hofsoos was chosen as class orator. The Ivy Day celebration will be held on the school campus, May 30th, at 4:30 p. m.

The commencement invitations have been ordered, also some stationery stamped with the class pin.

## FORUM-ATHENAEUM.

The society started the last quarter with the following list of strong officers:

President—Charles Nelson.  
 Vice Pres.—Frank Diedrick.  
 Secretary—Herman LeCaptain.  
 Treasurer—Joseph Krause.  
 Sergeant—Clyde Morley.

Program Com.—Frank Diedrick,  
 Guy Birdsall, Henry Beglinger.

Following a very interesting impromptu debate on the question of America adopting a military policy, the society has arranged a public debate on that question to be held in the assembly room the 28th of this month. It will be very interesting and certainly ought to be a strong debate, as the debaters are very much set in their views on the question. The debaters selected for this occasion are: Affirmative—William Gilson, Martin Paulson; negative—Henry Beglinger, Guy Birdsall. The question as approved is: "Resolved, That the United States Government should adopt a compulsory military policy."

With Mr. Delzell back with us this quarter, we look forward to additional work in parliamentary practice. The programs are very interesting and the presentations are all well prepared, and give the society not only the best that the persons have in them, but also awaken an enthusiastic interest in the work.



## FACULTY NOTES.

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Miss Marion Jackson spent her Easter vacation at Grand Rapids.

Prof. C. F. Watson accompanied the debating team to River Falls, April 14.

Professor Ames went to Shiocton, April 14, to judge a declamatory contest.

Prof. Fairchild went to Weyauwega, April 21, to judge an oratorical contest.

On April 28 Miss Brewster went to Mondovi, and Mr. Ames went to New London.

Professor Meade and Mrs. Short went to Manawa, April 14, to judge a declamatory contest.

Professor F. S. Hyer did institute work at St. Cloud, Minn., and Green Bay, April 14, 15 and 16.

Profs. Herrick and Rogers and Miss Mary Bronson acted as judges of a declamatory contest at Waupaca, Apr. 14th.

Profs. Rodger and Fairchild and Mrs. Short acted as judges of an oratorical contest at Chippewa Falls, April 28.

Miss Allen visited Iowa State College at Cedar Falls, and Iowa State college at Ames, Iowa, during the Easter vacation.

President Sims attended the conference of Normal school presidents in Milwaukee, April 20. April 21 and 22 he attended the meeting of city superintendents at Milwaukee.

Mr. Fairchild and Miss Schaumberg acted as judges of an oratorical contest at Neillsville, Friday, April 14. On the way Miss Schaumberg found a new receipt for biscuits.

President Sims visited at Nekoosa Friday, April 14. During the day he inspected the schools, and in the evening delivered an address before the Parent-Teachers' Association on the subject, "The Part the Home Plays in the Training of Children of the Primary Grades."

## LUNCHEON FOR MISS CROOKS.

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Miss Bessie Allen, director of the Normal Home Economics Department, was hostess at a luncheon given to all the Home Economics teachers in honor of Miss Nellie Crooks of Milwaukee Downer College. The decorations were pink carnations. The menu was as follows: Bouillon, wafers, Faconia potatoes, spinach, biscuits, tomato salad, ice cream with maple sauce, cakes and coffee. This luncheon was prepared and served by the Juniors of the cooking department. The waitresses were the Misses Grover and Black. Mrs. Jeffries and Miss Zepron had charge of the pantry and Miss Johnson and Miss Zimmer had charge in the kitchen.

## Y. W. C. A. GIRLS ELECT.

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On March 28th, the Y. W. C. A. girls elected a new cabinet for the ensuing year. The following members were chosen to carry on the association work:

President—Geda Myhre.

Vice Pres.—Maud Mathey.

Secretary—Blanche Huff.

Treasurer—Prudentia Woodward.

Chairman—Missionary, Laura Burner; music, Grace Hanson; poster, Louise Ashman; room, Alma Larson; devotional, Madeline Reyer; social,



Gladys Storsyth; social service, Anna Zimmerman; conference, Catherine Lambert.

The new officers were installed Apr. 4th. Several new members were initiated at the same meeting.

An effort is being made to interest the girls in the Eight Weeks Club plan. This movement is a summer vacation plan for the extension of the Y. W. C. A. idea to the home towns of the association girls. It is hoped and believed that several such clubs will be organized during the summer.

#### RURAL NOTES.

Miss Graham acted as judge of the debate at Junction City Saturday, April 29th.

The county school graduating exercises will be given at the Normal school Saturday, May 27th.

The general exercise period Friday, April 28, was given over to the rural department. A very pleasing musical program was given.

Friday evening, May 5th, the rural students will give a play entitled "Back From the Farm," under the direction of Miss Graham. Come and bring your friends.

The county school examinations were held at the Normal school, April 28th and 29th. Those successful in these examinations will receive a common school diploma.

The rural school department of the Stevens Point State Normal school will probably enroll 200 students next year. The importance of this great growth in the training of rural school teachers cannot be over estimated. The rural schools have heretofore pre-

sented the greatest problem of education in the state. Poor teachers were the bugbear of school authorities everywhere. Now, however, the increase of professionally trained teachers is working wonders in the rural districts.

During the present year, which is Prof. Neale's first at the Normal school, the attendance has risen about 50 per cent. The adoption of the new course of study has still further strengthened this important department. There are now three courses offered:

1. Two year course for rural school graduates.
2. One year course for high school graduates.
3. Two year course for high school graduates, which carries with it a life certificate.

Graduates of this last course who teach in rural schools also receive special bonuses from the state of \$10 a month for the first year of teaching and \$15 a month thereafter.

Professor Neale is working on the Rural Department Bulletin that is to be issued. This gives the new course of study recently adopted. Prof. Neale devoted his entire Easter vacation to the preparation of this bulletin.

#### NORMAL PROGRAM FOR MAY.

May will be crowded with special events at the Stevens Point Normal school. The various events are as follows:

May 12—Final literary contest, Ohyesa vs. Arena society. This is to be an oratorical contest and will be held in the auditorium at 8:15 p. m.

- May 13—President's reception to faculty and Seniors, Normal gymnasium, 8:00 p. m.
- May 15—President's reception to rural school teachers' training course, faculty and Seniors, Normal gymnasium, 8:00 p. m.
- May 17—Training school operetta, "Cinderella in Flowerland," auditorium, 8:15 p. m.
- May 19—Senior Class Play, "Commencement Days," auditorium, 8:15 p. m.
- May 20—Central Wisconsin Interscholastic track meet, fair grounds, 2:30 p. m.
- May 23—Outdoor dramatization, "Pied Piper of Hamelin," Normal campus, 8:00 p. m.
- May 26—Normal school opera, "The Mikado," auditorium, 2:30 p. m.
- May 28—Baccalaureate address, President John F. Sims, auditorium. 2:30 p. m.
- May 29—Faculty reception to alumni, students and friends, Normal gymnasium, 8:00 p. m.
- May 30—Senior class ivy planting, Normal campus, 4:30 p. m.
- May 31—Alumni reunion and banquet of the alumni association, Normal gymnasium, 5:30 p. m.
- June 1—Commencement, auditorium, 10:00 a. m., address by Charles R. Van Hise, president of the University of Wisconsin.

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President Boyce of the Platteville Normal school spoke at general assembly Tuesday, April 27. He said: "The normal schools give a degree which is very valuable. The degree can be obtained from the normal school just as well as by attending the university. This degree is hardly

mentioned in the catalogue, but it is there, and is very important. This degree of which I speak is 'G. S.'—'Good Student.' The good student is the person who is more than a book worm. The good student gets into the activities of the school. It is "push" and not "pull" that enables students to get in the first ranks. I hope the faculty may be able to say of you 'There goes a good student.'

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### THE PIPER.

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#### Play to be Given on the Normal School Campus.

One of the coming events to which everyone is looking forward with pleasure is the dramatization of the "Pied Piper of Hamelin," which is to be given on the campus at the rear of the Normal the evening of May 23d. The dramatization will include fifty Normal students and one hundred and fifty children. The play is in four acts and though based on Browning's poem, the plot differs slightly.

According to the old German legend, a strolling piper in the year 1284 rids the town of Hamelin of a pestilence of rats, and when the time for payment comes, the tight fisted, grasping burghers refuse to pay the thousand guilders they had promised. Indignant at this injustice, and feeling that such narrow souls are not worthy to be trusted as guardians of childhood, the stranger pipes away the children.

The drama to be presented May 23 differs from the poem and legend in that the piper restores the children to the parents, making a very pleasing, spectacular and happy ending for the play.

**"SNOW WHITE"  
AND "HIAWATHA"**

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An unusual program gave great pleasure to the student body at the Normal school Tuesday, April 4, during general assembly. "Hiawatha," in feathers; the strong West Wind, with flowing hair, and other Indians and birds, introduced themselves with a bow. Little Hiawatha was put to sleep by the song of the Fire Fly. Nokomas told the story of how, long ago, a warrior threw his grandmother up into the moon and that is how we have the man in the moon. The elf land of "Snow White" came next. A little boy in purple and gold, with a mirror on his back, announced himself as the "Magic Mirror." He then introduced the Prince, gorgeous in purple and white. The wicked, wicked queen fascinated all by her lace train. The brownies kept their little red legs skipping across the platform and received great applause for their dances. At the close, Magic Mirror won the applause by shouting, "That's All."

In the evening the children presented two little plays, "Snow White and the Seven Brownies" and "Hiawatha." The auditorium was well filled, and the little actors and actresses acquitted themselves with great credit to themselves and their trainers. Little Marjorie Morse made a delightful hit as Snow White, as did Lillian Brill as queen. The elaborate costuming gave the final touch to the spectacle.

The gross receipts from these plays aggregated about \$50, which will go to general work in the grades at the Normal. This was accomplished through the efforts of the Misses Prudence Cutright, Sarah Mooers and

Edith B. Whitney, who trained the children.

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**NORMAL GETS A BOOST**

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**Placed on North Central Association  
Accredited List.**

The Stevens Point and Superior Normals have been placed on the accredited list of the North Central association of Colleges and Secondary Schools. This is not only a testimonial as to the high grade of work done by the Stevens Point institution but is a decided benefit to its students. Under this new arrangement students of the Normal may enter any of the colleges of the association without the dreaded examinations. The Stevens Point Normal is placed on the same basis as the University of Wisconsin and Lawrence, Ripon, Carroll and Beloit colleges. This means that students from the Normal may take corresponding rank in the association schools without the preliminary tests.

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**A RECIPE FOR A HAPPY LIFE.**

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Take a large quantity of CHEERFULNESS and let it simmer without stopping. Put with it a basinfull of KINDNESS, then add a full measure of THOUGHT FOR OTHER PEOPLE. Mix into these a heaping tablespoon of SYMPATHY. Flavor with essence of CHARITY. Stir well together, and then carefully strain off any grains of SELFISHNESS. Let the whole be served with LOVE sauce, and FRUIT OF THE SPIRIT.

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You can push a pen, but a pencil must be lead.



**WILL GIVE "MIKADO."**

A big dramatic production "The Mikado," is being arranged at the Normal and will be given at the auditorium the last week in May. This will be one of the biggest attractions of any kind shown here this season, as fully seventy-five or eighty persons will take part.

Miss Mabelle M. Shelton, the new director of music, will have charge of the music part, Prof. E. T. Smith will direct the stage work, the costuming and stage decorations will be in the hands of Miss Flanagan, Miss Annabelle Dunlap will take charge of the orchestra work, and Miss Mary Bronson of the dancing.

The date set for "The Mikado" is May 26. The general cast will be taken from the Treble Clef and Glee Club. Some special characters, however, will be chosen from the city at large.

**DEFEAT OSHKOSH JUNIORS.**

The Stevens Point Normal Juniors won the annual debate over the Oshkosh team at the Normal auditorium here Thursday evening, March 30. The program was as follows:

Music .....Normal Orchestra  
 Vocal Solo, "Gypsy Maiden I" (by request) ....Miss Clara Stensaas  
 Debate—"Resolved, That the principle of state socialism is superior to the principle of free competition." The affirmative side of the question was upheld by Oshkosh, the speakers being Leo. E. Vandreiul, H. Waldemar Mathison and Sim McCray. The negative was upheld by Stevens Point, the representatives being

Alice Brady, Hattie Cone and James Hull.

Music .....Orchestra  
 Decision of the Judges.

The judges were L. B. Nagler, assistant secretary of state, Madison; C. W. Otto, superintendent of schools, Marshfield; Prof. Rogers of Lawrence college, Appleton. Their decision was unanimously in favor of the Stevens Point speakers, who very clearly portrayed the excellencies of argumentation and delivery.

**HOLD REUNION**

**Stevens Point Normal Alumni Banquet and Reunion at Madison.**

The members of the Stevens Point Normal Alumni, who are at present located at Madison attending the University, or engaged in other pursuits, held a reunion and banquet at the Park Hotel on Sunday, March 26. Plates were set for twenty-five people. Those present were unanimous in pronouncing the meeting a success. Consequently, a picnic will be held later on in the year, while the banquet and reunion will be made an annual event.

President Sims quoted the following from the Ordinance of 1787, in addressing the meeting: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Using this as a keynote, he briefly outlined the history of the Normal schools of Wisconsin and then as briefly spoke of the history and growth of the Stevens Point Normal school. During the school year 1912-1913, there were 313 stu-



dents at the school, while before the present school year is over, it is anticipated that at least 626 students will be enrolled. This means that the attendance has doubled in four years. Mr. Sims then spoke of the new addition to the school, the auditorium, cottages, and dormitory. "However, the most important part of any school is the spiritual part, namely the faculty and student body. All great schools must have a faculty and student body of high ideals. I believe that the faculty of Stevens Point Normal school has high ideals and so we are next concerned with the fruits of the institution. Are the graduates of the school showing the effect of the ideals of its teachers? The graduates of the school have acquitted themselves with honor to the school. In the end the success of any school must be judged by its graduates, the finished product of the school," said Mr. Sims, in conclusion.

Prof. E. M. Gilbert of the University said: "I am at heart a Normalite. Indeed, I have been accused by other university professors of being rather partial to Normal School students." Mr. Gilbert graduated from Stevens Point in the year 1901. Since then he has been prominent in educational activities throughout the state. Prof. Gilbert proved to be one of the most enthusiastic alumni members present.

Extemporaneous talks were given by M. C. Williams, J. C. Wilberscheid, D. P. Hughes, Edward Reyer, Alvin Peterson and Esther Thompson, on various phases of Normal School and University life. Paul A. Carlson acted as toastmaster.

The alumni members present were: Daniel P. Hughes, '09, Ag. 2; Henry

Halverson, '10, L&S 4; D. W. Kumm, '11, Law 1; M. C. Williams, '13, C. C. 3; Alvin Peterson, '13 L&S 3; Arthur Murphy, '13, Ag. 4; J. C. Wilberscheid, '13, Law 1; Armilda Rifleman, '10, L&S 3; Esther Thompson, '10, L&S 3; Lila Thompson, '10, L&S 3; Virginia Hodges, '14, Home Econ. 3; Wm. O'Connell, '14, Law 1; Herman Ninman, '09, Ag. Grad; P. M. Geimer, '08, Ag. 3; Paul A. Carlson, '10, C. C. 3; Edward Reyer, '09, C. C. Grad; Alma Hansen, '13, L&S 4; Prof. E. M. Gilbert, '01; Edward Mathe, '05, L&S Grad.

A Madison branch of the Alumni Association was organized with the following officers:

President—Paul A. Carlson.

Vice President—Esther Thompson.

Secretary—Alvin Peterson.

Treasurer—Myron C. Williams.

A feature of the meeting was the informal discussion in which Pres. Sims answered questions in regard to the school, faculty, graduates, and a score of other topics of interest to those present.

Several Madison teachers, who have been connected with the Normal school as teachers, were unable to be present because of the vacation in the city schools. There were also several alumni members who could not be present. There are in the neighborhood of thirty alumni in the city of Madison. It is hoped that all of these will be present at the picnic to be held later and also at the reunion next year.

As a fitting close to the meeting Henry Halverson acted as song and cheer leader and led in singing the school songs and in giving the school yells.

The Madison Alumni realize that Stevens Point Normal school has been of the greatest service to them in the getting of an education. They realize the broadening influence of the State University and are happy in having the opportunity of continuing their studies at Wisconsin. They wish to extend their best wishes to the community of Stevens Point and to the students and faculty of the Stevens Point Normal.

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### "APRIL."

Isn't it funny, that when April comes a 'swinging into line  
With its breezy, blowsy weather, and its promise of Mayflowers,  
That your blood just starts a 'coursing through your veins like  
'tis on fire,  
And you most sing "Hallelujah" to the patter of the showers?

And what wonder, when you know that Winter stern has  
breathed its last,  
And that ice and sleet must say goodbye and loose their icy hold,  
And snow, the soft white blanket that's been covering up the  
flowers,  
Must melt away ere Nature says, "Now, snow child, don't be  
bold."

"You are no longer wanted, so just disappear, my dear,  
And come again a year from now," So presto! goes the snow.  
And green grass starts a 'springing, and flowers hear the call  
And poke their heads up, waiting for the sun to tell them "Go!"

A flash of blue is in the air, a robin's cheery call,  
Just sets the heart a 'tilting, for it tells us Spring is near.  
And summer soon will follow, with millions of treats in store,  
O, April, rich with promise, we are mighty glad you're here.

—H.B.C.—'17



# LITERARY



Address delivered by President Sims to Faculty and Students of Stevens Point Normal, in general exercises Wednesday, April 26, 1916, in memory of Mr. Hippensteel.

It is a solemn moment in the lifetime of all of us when the hand of death has been laid on one whom we have known and loved, when the nervous energy has been paralyzed, when the blood currents are congealed in the veins and the heart action becomes stilled, the lips become pale and speechless. It is difficult for one who has known him as well as I have known him to say very much, or to say it in terms that will bring to your consciousness my appreciation of him.

Shakespeare somewhere puts these words into the mouth of one of his characters. He says:

"His life was gentle, and the elements

So mix'd in him that Nature might stand up

And say to all the world, 'This was a man.'"

I think these words fittingly describe him.

When these events come wholly unexpected, there comes with certainty to our consciousness the thought of our nearness to the eternal world. When these happenings take place in our experience, we are brought face to face with the abiding things in life. What are we? Whither are we tending? What is our individual relationship to the great hereafter?

Carlyle says somewhere that a man's religion is the chief thing about him—his relationship to the one great personal Being—how he feels toward that Being, because his feelings will dominate and control all of his activities. The ideal he has of that relationship in order that he may be happy hereafter, colors all his actions, determines his activities.

So, at a time like this, it is well to inquire just what that ideal is. To you and me, from days of earliest childhood—from days of infancy, we might say—the one great religious teacher that we had was our mother. The lessons that she breathed into our hearts at that time remain with us while life endures. In our imaginations we go back time and again to that paradise of childhood whence we have been driven. I know that my experience is your experience—the lessons taught me were lessons taught to you and the truths that were instilled into my youthful mind were the truths instilled into your youthful minds by that teacher who is the best teacher that we shall ever have in this world, because no one else in this world ever loved us so much as did our mothers.

One of the first teachings that I received was that I was made in the image of God. What does that mean? What is your picture of God? Do you picture Him as a person—white hair and white beard, patriarchal, with a face of kindness, benignity, power? I



don't know what your conception is, but we were taught at the same time that God was all-powerful, all-merciful, all-wise, all-kind and all-loving. Perhaps being made in the image of God means that we are endowed with the same attributes of kindness, of mercy, of wisdom and power in small degrees, while the Infinite Being is endowed with these qualities in superlative degree; but, to have these attributes even in small degree means, if it means anything, that we have the ability to develop these qualities in ever-increasing degree until we reach the likeness of that Man who had them in superlative degree and who lived on this earth, the Man who wrought as never man wrought and who spake as never man spake—Jesus Christ. That is being made in God's image—to be endowed with His attributes, to have the ability inborn and indwelling in us to develop these attributes to higher levels until the summit of genuine manhood and of genuine womanhood has been reached. This is the comforting thought.

You remember the parable of the servants in the bible, how various talents were distributed to them and how they were required to return to the master and give an account of the talents which had been given for their use. You remember how one buried his talent in a napkin and came back to his master with it, saying "Here is the talent thou gavest me. I return it to thee." Others used their talents in various ways. Some came back with good reports, some with poor reports, saying they had lost their talents through venture. I wonder who deserves the most commendation—the man who very carefully conserved his talent and returned it whole to his

master or the man who lived, who used that talent as best he could, industriously, thoughtfully, with ever-increasing service as he thought, and then failed? My notion is that the one who ventures, the one who dares, no matter if he makes a failure, is the one who is entitled to great credit.

You remember Lowell in one of his poems has this:

"God bends from out the deep and  
says,

'I gave thee the great gift of life;  
Wast thou not called in many ways?

Are not my earth and heaven at  
strife?

I gave thee of my seed to sow,  
Bringest thou me my hundred-fold?"

Can I look up with face aglow,

And answer, 'Father, here is your  
gold?'"

Can I? Have I ever been so true to my ideals that I can return with a hundred-fold product?

If I were to estimate the character of Mr. Hippensteel this morning, I would say that he could return with "face aglow and answer," truthfully, "Yes, Father, here is your gold." The masterful teacher that he was, believing that every word of instruction he gave to you during the seven years of his service here was in accordance with the principle that every bit of that instruction was for your mental and moral development, believing also that this moral and mental growth could not come to you save through your own activity of mind and consciences—these were his cardinal doctrines. This is why you gained so much under his instruction. He could not have accomplished the work he did and exerted the influence that he did without these doctrines. I have said



many times, in private and in public, that in my judgment, he was one of the best teachers of English I ever knew, because he believed in that doctrine, and he brought into the classroom so large a preparation in the way of scholarship and character.

I know that he had to struggle for an education, that he had to sacrifice for an education, that he graduated at a time in life when most would not have thought of attending school.

So this rare teacher's memory we shall cherish. We shall try to unfold in our teaching ability along the lines that he opened up to us and we shall try to fit ourselves for that home of the soul to which he has gone and to which we all must go sooner or later.

The Good Book tells us somewhere about the day of judgment, when all the inhabitants of the earth shall be gathered together to be judged, and all those who have lived lives of rectitude will be invited to come into the mansions prepared for them, and those who have not lived such lives will be asked to depart. Perhaps it is comforting to know, or to feel, or to believe that every day of our lives is a day of judgment, that every day of our lives is, for us, either a heaven or a hell; that in proportion as we live up to our ideals of justice, kindness and service, to our highest ideals of manhood and womanhood, then that day we have lived in a heaven. If, on the other hand, we have been traitor to these ideals, fallen by the wayside, then we meet at that day's close the keen accusation of a conscience which speaks the words, "Thou hast today been a traitor."

Judged by this standard, I believe that Mr. Hippensteel, every day of his life, lived in heaven, which is the kingdom of character, of righteousness, of peace and of service. Living in that atmosphere, as you know he lived in it, my words cannot add to your confidences in or love for him. Knowing that, we might say that he lived as nearly as possible in accordance with the doctrines of the golden rule, that he glorified that life which the New England poet describes for us:

"So live that when thy summons  
comes to join  
The innumerable caravan which moves  
To that mysterious realm where each  
shall take  
His chamber in the silent halls of  
death,  
Thou go not like the quarry-slave at  
night,  
Scourged to his dungeon; but, sus-  
tained and soothed  
By an unfaltering trust, approach thy  
grave  
Like one who wraps the drapery of his  
couch  
About him, and lies down to pleasant  
dreams."

All that is mortal of Henry S. Hippensteel has passed away. He is clothed in the garb of immortality. You and I have large reason to mourn the passing of this kind, beneficent and forceful soul. A great light has gone out. Peace to his ashes. Peace and comfort to the afflicted widow, children, and aged parents. Peace and comfort to those who knew and loved him best.

## ANTONIO'S TRIUMPH.

This story received second place in the short story contest held under the direction of the Iris Staff.

The morning was cold, and Tony had yet a long way to go. He was a lad of eighteen summers, robust and cheerful, with the bloom of health upon his cheeks. Tall and slender was he, and by his black sparkling eyes and waving raven hair, one could judge that he was an Italian by birth. This morning he was more cheerful than usual, and his dark eyes sparkled when he thought of the master whom he was going to visit on the lonely distant hill.

His cheeks glowed when he thought of the master's words, "Thou hast the master's touch Tonio, my boy, but there is yet much to learn." He affectionately patted his violin which he carried under his arm. "We will show them what we can do, Sweet, hey?" he whispered softly, and he kissed his treasure devotedly. Tonio valued his violin beyond price, for was it not of the famous Cremona make? When his father died in that far sweet Italy, he left his one treasure, the Cremona violin, to his only child.

Tony migrated to America with his uncle. He had found employment as a janitor in an opera house. This position of sweeping and dusting was not a very agreeable one, but Tony had ambition, and he did his work far beyond criticism. After a few years, he came upon the famous master, Rossini, by accident. Tony was sweeping the theatre as usual, and so interested was he in his sweeping, and thinking of the night's concert, that he did not hear the soft footsteps ap-

proaching until a kind, well-modulated voice inquired, "Are you not from fair Italy's shores my son? Thou lookest familiar to me."

"Si signor," answered Tony proudly. "Are you not the famous master Rossini?" He shyly continued, "My father knew thee well."

The master looked at him sharply and said, "Art the son of Antonio Trentini?" Tony nodded.

"Come to my arms, baby," cried the master overjoyed. "Thy father and myself were the closest of friends. Wouldst thou hear me play my "Semiramide" this evening? But no, thou needs't not answer. I see it shining in your eyes."

So it happened that Tony went to the concert to hear the great Rossini, interpreter of music, play his famous composition, "Semiramide." After the concert, Tony was the first to approach the artist, and he cried with tears in his eyes, "Ah, master, I was again in Italy."

Years afterward, time found Tonio learning the art of music from the great Rossini, and this cool snappy morning made his heart sing.

"Today, I play the master's own composition, "Semiramide," my Sweetest," (he was fond of speaking thus to his beloved instrument), "and won't the master be pleased if I play it well? He said not long ago, 'Tonio, if thou cans't some day play as well as I myself can, it will bring joy to my old age.'"

Tonio's face sobered for an instant,

and he sighed and shook his head. "I must play it," he breathed, "it would grieve me much if I did not." He was soon near the master's home on the hillside. It was a beautiful site, just the spot which an artist would choose for his abode. It was far from the gay city below, and the sunset was not hidden by great grim walls. Tony thought that he would choose just such a spot for his habitation in the future years.

To Tony's sharp rap, the door was immediately thrown wide open, and the master, his voice eager with excitement, cried, "Today, my son, today you play my 'Semiramide.' Ah but first go into the next room, and gaze at that distant blue sky; see thy father's dying face, and then play 'Semiramide,' my 'Semiramide!'"

Tony obeyed. He gazed far into the azure sky almost as fair as Italy's, saw his father's dying face, heard him whisper as he placed Cremona into his hands, "Take care of it, son. It is my beloved Cremona, lost to me forever more. It will bring joy to thee in thy sorrows."

With tears blinding his dark eyes, from sad memories, he commenced "Semiramide," famous now thru all lands, while the master with head bent low, listened with strained heart and ears for the first strains of his be-

loved composition. First, low, sweet tones were heard, telling of youth, of joy, of memories. Soon they became troubled and uncertain, 'till lower and lower they sank, moaning like a soul that is lost. Again, they whispered discontent and greed, then of a great Realization, Sorrow, then Despair, wild they seemed 'till they soared to madness. Then came a great Peace. The wonderful tone of the Cremona sang peacefully and contentedly of a soul that was lost and had found a resting place, a Home! Suddenly it ceased.

Tonio, his heart beating rapidly, ran into the next room and found the master as he had left him, with his old gray head in his hands. But his face was of a deathly pallor, and fear seized Antonio's heart. "Oh, master," he cried, agitated, "Master, did I play well?" The seemingly lifeless form of the artist straightened, but the pallor did not leave his face. "Thou hast the master's touch, Tonio my boy, and thy name will be praised in all lands. My life is short but I am satisfied, for is it not my best friend who succeeds me?" He placed a kiss upon Antonio's forehead, then cried joyously, "Go, Antonio! I am so happy that I wish to be alone."

—Helen Friday  
Rural Dept.

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## A HERO'S RETURN.

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For hours the battle had raged in the woods topping the slope of Settler's Ridge. Far to the north waited the Forty-fifth, a volunteer regiment. They had but that morning joined the main army. Impatiently

they watched the smoke roll up from the hill, and listened to the noise of the cannonading. They were eager to take off the freshness of their uniforms, which had seen no service save that of the drill field of Fort Morris.



Charles Burton, the "Little Captain," as he was affectionately called by his comrades, watched his father, the general, as he passed up and down the line. He marveled at the general's ability to remain so calm and unruffled in the face of the impatience of his untried troops. The "Little Captain" was eager as a child to enter the fray, still he tried to imitate his father's example.

An order for re-inforcements sent the regiments up the slope at a double-quick. As they neared the top, the bullets sang over their heads, and here and there a shell burst. Now and then a man fell, but the regiment swept on, unheeding. The "Little Captain" shuddered. He felt faint and sick. The sights and sounds were appalling. He had not dreamed that war was like this. Suddenly he felt a stinging pain on his arm; blood dripped from his fingers. He looked around for his father, who was nowhere in sight. Just then a heavy gun lumbered past. The great wheels passed over the body of one of his dying comrades who were scattered on that terrible hillside. At that instant, Old Safety, frantic stricken, with empty saddle, plunged past him. The army swayed and he realized that at this critical moment they were without a leader.

Panic seized the "Little Captain;" sword in hand, he ran down the slope calling on the men to charge, to follow him. They hesitated a moment then surged forward. In this desperate charge for his country he realized that it was not his to lead or command. A red mist swam before his eyes. He saw nothing, heard nothing. He triped over the fallen soldiers,

fell, rose and ran on, again and again. Shot and shell fell all about him. He felt a stinging sensation in his foot, then he knew no more.

All was dark and silent when the "Little Captain" awoke. He lay still, wondering what had happened. Gradually it all came back to him and he groaned aloud.

"He must be down here somewhere." The voice was so near that the "Little Captain" fairly jumped. He was grateful for the little hummock, which hid him from the speaker's sight. Two men were searching for him.

"They must not find me. I did it for my country. My father's name shall not be darkened." He kept very quiet, scarcely daring to breathe, until they had passed on without him.

The lantern's light had revealed the body of a young rebel lying near the "Little Captain's" hiding place. He was about the same size as Burton. His face was mutilated beyond recognition. Instantly a plan shaped itself in Burton's mind. He must save the honor of his father's name at all cost. Stealthily he removed the clothing of the young rebel, though every movement was agony. How he affected an exchange for his own he never knew, but it was done, and gray dawn found him limping painfully over the battle field in a suit of rebel gray.

Five years had passed since the terrible battle of Settler's Ridge. Peace and plenty once more reigned over a united land. The village of Greendale was holding a memorial service for her fallen heroes. A little tramp limped painfully down the street. Seeing the crowd gathered in the park, he made his way to the outskirts of the throng. In the center stood a

colossal veiled figure. The tramp could not see the speaker, and the sentences he uttered seemed mere disjointed fragments to the listener.

"I saw him— Ran down the hill— Waved his sword and shouted— Fell — Straight on— —Found in the heart of the enemy's line."

The speech closed; the veil fell from the bronze figure. It was that of a young soldier of heroic size. Every line was instinct with courage and vitality. The head was slightly turned and the right hand, uplifted, bore a sword. Upon the face of the soldier shown an expression of pleading. He seemed to be urging someone to follow him. A mighty cheer burst from the crowd. Someone snatched the hat of the tramp and waved it.

"You dirty Rebel, why don't you cheer your betters?"

The little tramp did not resent the

appellation. He had been called so ever since he had been found wandering wounded and bleeding in the woods after the battle of Settler's Ridge. When the crowd dispersed, the tramp limped up to the great statue and read thereon—

\* \* \* \* \*  
 \* CHARLES BURTON \*  
 \* He fell while trying to capture the \*  
 \* rebel's guns at Settler's Ridge. \*  
 \* \* \* \* \*

An involuntary exclamation escaped the lips of the tramp. He drew his hat over his eyes, and passed down the street. A few minutes later the bronze soldier saw a figure leave the village and limp painfully down the dusty road. The hero, the "Little Captain" had come and gone, but Greendale had failed to claim her own.

—P.B.

### STANDARDIZED RURAL SCHOOL.

Of all the schools of our country, the rural schools have received the least consideration. This negligence on the part of our American people was due to several reasons. First, the rural parents did not think an education necessary for their sons and daughters. "Our children need to be able to write their name and count their money, which they will learn themselves," said the parents. Second the employment of uneducated teachers. If a girl finished the course of study as prescribed in a common school, she could teach a rural school. The school board hired such a teacher because her salary would not burden the people of the district. Third, the

employment of teachers that were not qualified to teach in rural schools. Girls, referred to in this class, were educated in city schools. They knew little about the tilling of the soil, the marketing of stock and products, and other farm problems. Fourth, the lack of the true value of a good building for a school. The schools were nothing more or less than small, dark and unsanitary square buildings, often built of logs which were poorly chinked. These schools were cold and dreary.

Our cattle and hogs received better care. They were housed in buildings that were warm, well lighted and sanitary. Are not our children worthy

of better treatment than dumb animals? Should they not be entitled to just as good an education as city children? Do they not deserve a building where they might work cheerfully and with the same interest as their city cousins? What should hinder us from having just as good a teacher for our rural school as our city school? The rural school teacher, if an ideal teacher, has more serious problems to solve than any teacher of the city school.

If the previous questions received a little of our attention, we would come to the conclusion that the time has arrived to improve the deplorable condition of our rural educational system. The best way to do this effectively is by adopting a method which will improve all the rural schools of a state in a few years.

A few of our states have made a list of standards for which rural schools should strive. This is a splendid system and is working wonders in the rural communities. The standards are written up by some school authority, usually the department of Public Instruction. They vary somewhat in the different states but they have the same motto, namely, "Better schools and better teachers."

The state of Nebraska has set forth a list of standards that are easily attained by any rural school in three years without a great deal of expense for any district. At first a school must have the following minimum requirements:

1. Term must be at least eight months.
2. Teachers must hold a second grade certificate or better, with at least twenty-four weeks normal train-

ing or two years successful experience.

3. Salary of the teacher must be at least fifty-five dollars per month.

4. School grounds, buildings and outbuildings must be adequate, clean, and sanitary.

5. Schoolroom must be lighted from the left or the left and rear of the pupils, with window area at least 20 per cent of floor area.

6. Schoolroom must have a heating and ventilating system of some approved type—at least 200 cu. ft. of air space for each pupil.

7. Seats must be individual, adapted to the size of the children and properly adjusted.

8. Outbuildings must be separate, at least fifty feet apart, clean and sanitary.

9. School must have plenty of text books, supplementary readers and desk dictionaries.

10. Reference library including dictionary.

11. Schools must be well organized and the teacher efficient.

12. School must have globe, maps, and plenty of blackboard.

The following are the scores allowed:

Ground and Outbuildings	...10	points
Teacher	.....25	"
Organization of School	.....15	"
School building	.....15	"
Equipment	.....20	"
Results	.....20	"
Country life agencies	.....20	"

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Total possible score ....125 "

A school must score at least one hundred points before it may become a standard school.

This plan of rural school improve-



ment should be adopted by every state. No matter what condition the school is in, as long as it is not condemned it can be improved to such an extent that it will become an ideal or even a standard school.

The first step to be taken in the improvement of a school is the hiring of an efficient teacher. "The Ideal Teacher," as described in the "Pointer" of March, should serve as a model. She must be strong and healthy, possess a high moral character, be kind and patient, clean, and dressed neatly. She must be familiar with all the subjects she is to teach, know how to treat each student according to his need, especially must she be familiar with farm conditions. We have for the training of such teachers, county training schools and state Normal schools like the one at Stevens Point that has a rural department.

If the district cooperates with the teacher the other improvements will be brought about in the following order: The first year the rooms are thoroughly cleaned and scrubbed, then rooms are painted to ease strain of the eyes, walls with a light green shade and the ceiling with a cream white tint.

A great deal of care must be exercised in heating and ventilation. Most state laws demand that the school be heated with a jacketed stove, or a furnace. In installing such a plant, the Board must see to it that they have a standard make and that they have it installed by a competent man. Such a plant also serves as a means of ventilation but not sufficient for the room. Two or three windows must always be left open. To avoid

a draft muslin ventilators should be placed in the windows. Ventilators of this sort can be bought at any hardware store for twenty-five cents. Care must be taken that the temperature of room never varies much from 68 degrees F.

If the seating cannot be arranged in such a manner that all the light enters from the left, or the left and rear of the room, the windows of right are shaded. The seats will be fastened to slats that the pupils may have a proper sized desk, at the same time the divisions of classes are separate. Primary pupils are seated on one side, the intermediate pupils in center, and the grammar pupils on the other side. The teacher also has in mind extra space to play her games, with the primary people, play ground for bad weather, and extra seating space for programs. The school must have a library case well supplied with good reference books and supplementary readers, at least two sets of the latter. There should be five or six "Academic" and one large "Standard" dictionary. If the classroom is large enough, the dictionaries should be on a table large enough to be used as a reading table. A good news paper, two farm papers, and a good magazine should be on the table. A few good pictures should adorn the walls, to make the school appear more homelike.

The play ground should receive some consideration the first and second year. There should be a section for the little children and girls, another section should be reserved for the boys. The former section should contain a turnpole, seesaw, and a swing, while the boys' section should

be large enough for a baseball diamond, and contain equipment for playing basketball. The outbuildings must be away from each other and the school. It is a good practice to sand-paint them to avoid marring. They should be kept clean and sanitary at all times. A good drilled well with pump is a convenience for the teacher and the pupils. The teacher and pupils will see to having a pretty lawn, a few trees and flower beds.

The second and third year will serve for the building over and painting of the school house. If the school is lighted from both right and left sides, an addition can be built to the right side. This will eliminate the dan-

gerous light from the right. The wall need not be torn down, but there might be two entrances to the addition. The windows can be left if they are lowered. Both the manual training and domestic science may be taught in this one room. An addition of 15x25 feet is large enough for three work benches for the boys, and two tables, a stove and a cabinet for the girls. The school is now ready for two coats of white paint.

People passing by such a school will say, "There is one of those standardized schools that we are hearing so much about. The district has reason to be proud of it."

J.F.K. '16

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### EDUCATIONAL CONDITIONS IN ALASKA.

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(This paper was written by Miss Dora Drowatzky, a graduate of Stevens Point Normal. She is now teaching in Wrangell, Alaska. We sincerely thank her for this fine article.)

The schools of Alaska can be classified under three headings: The Government schools, the District schools, and the Public schools.

The government schools are established solely for native children; for the Esquimaux in the north, and for the Indians in the south. Sometimes, however, when there are only a few white children in a village they are allowed to attend these schools. The teachers are directly in the employ of the United States government, altho they do not come under its civil service. Many of these schools are in native villages, so far from any port that one must travel for hun-

dreds of miles with dog teams to reach the village. Frequently the teacher, and perhaps a missionary and his family, will constitute the only white population within a radius of many miles. These schools are all very well equipped with necessary supplies and free text-books, frequently containing the facilities for manual training and domestic science. If necessary the government must provide for a home for the teacher because it is manifestly impossible for her to live with the natives. In truth, the teacher's home serves as a working model in housekeeping for the natives; and not the smallest task of the teacher is to visit the homes and instill the native parents with some ideals in home life and management. Among other requirements, the teacher must possess some knowledge of

medicine and nursing, because usually the entire care of the sick devolves upon her. She is the only one to whom they can turn in lieu of their former superstitious practices, and medicine men.

The district schools are maintained by the Territorial Government in small villages where there are sufficient white or half-breed children to warrant them. In these schools the duties of the teachers are much the same as those in the public schools.

Every incorporated village must support its own public schools. The aims and ideals of these schools are much the same as those in the states. There is one drawback in accomplishing these aims, however. There is a greater degree of difference in the mentality of the pupils of one grade. There will be pupils who have had the advantages of travel and home culture, working side by side with half-breed or white children who have never been outside the city or village, in which they were born. However, we who are accustomed to think that much of our knowledge has been gained from personal experience and travel, are led to wonder to which of the many influences that enter into our lives we owe the most as an educational factor. There are children in our High schools who have never seen any conveyances except boats, who live where there are no roads leading anywhere, no travel back and forth except on the water; no street cars, automobiles or trains; no carriages or wagons except a one horse dray wagon. The entire Wrangell Island boast of but two horses, the one used as a dray horse and the other used in the lumber yard and power

plant. Even a funeral procession must be by water and the hour of the funeral must depend upon the tides. These children have seen no fields of grains, or orchards, but few factories and no buildings higher than two stories. Their experience has been so narrow that their knowledge has been gained entirely from books and the conversations of a limited number of people. However, they do excellent school work, and are, apparently, the equals, mentally, of any child of broader experience. Perhaps one factor that helps to explain this is that the mature people of Alaska are, on the whole, inveterate readers who demand the most serious articles that can be procured. The moving pictures are, also, a factor that should be mentioned. As elsewhere, they usurp too much of the child's attention and interest but, nevertheless, they fill a greater need in Alaska than in the States.

The short winter days make it necessary for much of the school work to be carried on by artificial light. During the period of short days, even as far south as Wrangell, there are dark days when the lights must be kept burning all day, but those days are exceptional. Usually no lights are needed from ten until two. Frequently during the short days the moon will be shining bright when school is dismissed. This has resulted in some very impressive scenes. There have been times when the western sky was a bright glow of colors from the setting sun and the waters between reflected the glow, while the full moon was high above the mountains in the eastern heavens, with its light predominating.



Because of the ever-changing beauties of nature, caused by the different atmospheric conditions, there is never a monotony to cause one to become aware of the isolation, and the school children are a happy and contented

lot. They are, on the whole, very earnest workers, and, notwithstanding their handicaps, are often far ahead of the pupils of the same grades that come to us from the states.

### THE PRIZE ADVENTURE.

The camp fire blazed up brightly, lighting up the faces of about twenty girls, (from fourteen to eighteen years of age), who sat around it toasting marshmallows. They were the Campfire Girls from Whiteville, out on Big Island for their annual campaign expedition.

They were interrupted in their laughing and talking by the announcement of Miss Maime, the chaperone, "I thot of a plan today which I think will afford you a great deal of amusement. Tomorrow night is the launch party, so the next evening we'll have another camp-fire, at which each girl will relate the most exciting adventure which she will have had between now and then. I'll give a prize for the best one."

"I see where I'll shine," said harum-scarum Kelly.

"Yes, you'll shine like a marshmallow," remarked Ella.

"If you could shine half as good as this ma'shmallow, you'd sho'ly do well!" said Lawdy, whose real name was Lloyd Davis, "Isn't that a wondah, tho?" and she held a beautifully toasted marshmallow up for exhibition; then gloatingly carried it to her watering mouth, as she said, "Don't you wish you had it?" But just as she was about to slip it in her mouth

it slipped off the sharpened stick, and rolled into the fire. A little flash and a sizzle, and Master Marshmallow was a thing of the past.

"Oh, deah," she mourned, the only sober one in the crowd, "I think you gi'ls ah pe'fectly awful to laugh at me in my distress!"

"Oh, Lawdy!" laughed Ella Langton.

"You bettah keep quiet, and cease taking my name in vain oah you'll heah from me," the little southerner retorted.

"Oh-ho! I was merely swearing in 'yoah' language; its 'Lordy' in ours," Ella, jokingly, replied.

"You wouldn't catch me talking like that," declared Kelly, apparently very serious.

"So sly as that?" insinuated Ella.

"No, I never should; because I'm afraid to," she went on.

"Afraid of what?" a chorus of voices asked.

"Ghosts!"

The girls all laughed but nevertheless sat up and listened, when Kelly began, "Ruth an' me were talkin' to a man today an' he said there's a haunted house over on Taylor Lake. It's a big square one, with the windows all busted and the floors so rotten it's liable to cave in with the

weight of a mosquito. They ought to screen in the shack if they wanta keep it.

"We rowed over near enough to get a glimpse of it. He said that an old man murdered his wife with a butcher knife after chasing her all over the house, and then disappeared, very mysteriously, himself. They say that on certain nights her ghost goes tearing around there, with him after her a screaming to beat the Dickens!"

"You must not say that, it is slang, and best not to use it," reproved Miss Maime.

"I said somethin' worse'n that, this afternoon when Ruth ducked me; didn't I, Ruth?" and Kelly grinned broadly, and then was the first one to obey when Miss Maime said,

"Nine-fourty-five, girls. To bed, all of you."

As soon as Ella and Ruth, tent-mates, arrived in their tent, Ella said, "Wouldn't it be a lark though to visit that haunted house Kelly was telling about, at night?"

Ruth said nothing, but a long drawn out "Um-m," a delighted clasp of hands and her sparkling eyes were proof enough that she approved of the plan.

"Alright then, tomorrow night we'll skip that launch party and go over to Taylor Lake in my canoe. I'll hide it over on the back of the island, in the "Lover's Nook," you know, and we'll meet there right after dark and hike."

The next evening Ella arrived at the "Lover's Nook" and sat down in the hidden canoe to await the arrival of Ruth. Time slipped by. It began to get dark. She sat musing for a long time. Being a sort of a dreamer

she did not become over impatient at Ruth's delay. It grew darker still. A frog croaked somewhere in the bushes and startled her. She thought of the haunted house and wondered if the story about it were true. Suddenly the crackling of the bushes warned her of the approach of someone. It proved to be Ruth.

"Goodness, what took you so long?" questioned Ella.

"It was my turn to wash dishes tonight, and I don't believe there were ever so many before and probably won't be again until my next turn."

"Are they ready for the launch party yet?" Ella asked.

"Yes, the 'Princess' arrived about five minutes ago and say, we've got to lie low because if they catch us they'll make us go with them."

In a short time the two were well on their way toward Taylor Lake.

"Oh, horrors!" exclaimed Ella, "There they come now! Headed right this way!"

Sure enough, the well known yell, "Whiteville Camp! Kah! Ge! Ge! Kah! Whiteville Camp Rah! Re! Re! Rah!" etc. rang out over the quiet waters.

"Look out there, Ella, catch those waves cross-wise or we'll ti-i-i-ip—!" As she spoke the waves from the big launch caught the canoe partially lengthwise and sent it bobbing dangerously.

"Goodness!" gasped Ella, who was steering the canoe, "I didn't know they were so near! I wonder if they've missed us yet?"

"Oh of course Miss Bert has missed me. Ever since I went canoeing with that boy from the Appleton Brigade, without permission and she caught

me in the act, she's watched me like a hawk."

Thus they chattered on until they found themselves nearing the farther shore of Taylor Lake.

"There's the house," said Ruth, as she pointed to a very large, square house, whose yawning windows looked black and forbidding against the gray walls. The remains of a porch roof supported by three or four tottering porch posts surrounded three sides of the house, and harbored a dark shadow which suggested all manner of superhuman beings hidden therein. A pale moon, which had recently made its appearance, served only to emphasize the loneliness of the ghostly structure.

"Shall we land?" asked Ruth. For answer Ella swerved the canoe around and stepped out onto the shore. Ruth followed suit and they dragged the light bark up on the land. Then, with daring in their hearts, Kelly's wild story in their heads, and, as they felt, their lives in their hands, they approached, very slowly, the old house.

"Not much adventure about this," Ruth said, and then halted dead still. A white figure of a woman skimmed over the ground, flew up the steps and into the house. A blood curdling shriek rent the air as she vanished. Close behind her came a black figure which disappeared in exactly the same manner.

Silence reigned for one half second. Then with another shriek, the white figure rushed out again and with outstretched arms, came straight toward the two girls. They were no longer "glued" to the ground. Ella felt something in her mouth that reminded her of Valentine's Day, while Ruth

declared afterward that her hair stood up straight enough to satisfy the most critical gymnasium teacher.

As soon as the two were a safe distance from shore, (which feat required less time than you would believe necessary, they ventured to look back. All was silent.

Ella's "Valentine" slid back down her throat far enough to enable her to say, "Glory! but that was a narrow escape!"

"Guess we'll get the prize, alright," Ruth said.

"Goodness! I forgot all about the old prize," Ella laughed in a shaky little voice.

\* \* \* \* \*

Again the campfire blazed brightly and Miss Maime asked, "Well, who wants to begin?"

Bess did, and told about a trip up Crystal river.

"Awe, that's nothin,'" scoffed Kelly, when she had finished, "I had that adventure, only ten times more exciting the first day I was here."

Someone else told about getting out in the middle of the lake in a little launch, and then being unable to stop it. She told how she steered around until it stopped of its own accord and then had to float out there until one of the big launches towed her in. Then when everyone had had a big laugh about it she told them it never really happened at all. She just made it up.

More adventures were related of more or less interest and finally it came to Ruth and Ella. The introduction consisted of a good hearty scolding from both chaperones for skipping the launch party, and caus-



ing them such anxiety. Ella certainly could tell stories and she told this one, with the timely aid of Ruth, so vividly that every girl shuddered just where she was supposed to, and every eye bulged out like the head light on a locomotive. At the close, the two adventurers were showered with questions as to what it was, if it was a real ghost, and so on, to all of which they were compelled to plead ignorance.

"Well, I guess we all know who gets the prize," said Miss Maime with a smile, "and now it's time to retire."

"Well, I guess not!" said Kelly, "Where does our story come in?"

"Sure enough; you talk so much I thought you had told yours. Go ahead."

"Las' night," began Kelly, "Lawdy and me were headed for bed when we heard Ruth and Ella go past, and Ella said she had something to tell Ruth about that adventure contest. So jest becuz I'm a sneak an' couldn't help it, Lawdy an' I skulked round by their tent and heard 'em plan out that trip. So right after supper last night I swiped a sheet and Lawdy took an ole shawl and we rowed over to the haunted house.

"We waited for almost years, it seemed, before anybody came; and then—"

"Then we saw the gl'ls coming in the canoe," put in Lawdy, "and so we just waited. They came up so awfully slowly! But by and by they came neah enough to suit us and I let a yell out of me and ran around the co'nah of the house, awaving my white sheet, and up the stai's, and in through the doah and—"

"An' I was right after her, laughing fit to bust—so I didn't get my roar out till just before I went through the door."

"We peeped through the window at 'em and theah they still stood, so we thought we'd give 'em anothah sca'ah. So I rushed out after them and then it was the'ah tu'n to hollah."

"I had to laugh so blamed hard," went on Kelly, "that I couldn't even run after them."

"And I laughed so ha'd I tipped right ovah!"

Everybody looker at Ruth and Ella who were laughing rather sheepishly.

"Say, Miss Maime, who gets the prize?" Kelly wanted to know.

"I guess you and Lawdy do, alright!" she said, as she wiped the laughter tears from her eyes, and then and there she presented each of them a little diary book in which, as she told them, to write up the "Prize Adventure."

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### "THAT SCHOOL MARM."

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"Yes, that's right," replied Mrs. Hopkins, "she does have them children a doin' queer things. Yesterday my youngins said she had 'em all out a ketchin' flies and such with queer kind o' nets."

"And do you know," interrupted another member of the Ozark Aid Society, "a book agent come to my house the other day, and said he walked into the school house to sell some of his books to her and there

she was a settin' right down on the floor, and had all the little youngins a settin' around her. She was a tellin' 'em stories. A pretty way to waste time. And then she ordered him right out of the house cause he just come in without knocken.'"

"Hump! that hain't nothin' compared with what I seen with my own eyes," continued Mrs. Brown, another member of this illustrious society. "You'll be terrible shocked when I tell you, folks, but it's true, every word of it. I think too that we, as God fearin' Baptists, ought to take a hand in this. Now, she was actually teachin' them dear children how to dance. I done seen her with my own eyes. She'd stick out one of them dainty little feet of her'n kind of like a mockin' bird with a sore toe, and then she'd say, 'Hop, one-two-three, hop one-two-three.' After that she'd dance. Fine example she's a settin' our youngins. And that haint all, she'd smile kind of soft like at them thare youngins, and they'd all follow her jest like sheep thru fire and water. Now folks, I don't believe in them kind of temptations at all, but I do believe, ladies, wicked as it was, if I'd a stayed there much longer, I'd a ben right out thare in the middle of the floor a hoppin' one-two-three and a kicken' my feet worse than any nigger on the plantation."

"Well, you all don't need to be too hard on little Miss Kimball," interrupted Mrs. Summerville, the hostess. "Folks, when I heerd she was from Chicago, that big city, and our boys come home from town and said they'd seen her git off the train, and how her eyes was just the color of the sky yonder, and how she was all dressed

up in blue and had on gloves, why I was that scared and that sorry, that I had to board her, I could a died on the spot. Just to think that my shoes was all worn out and my best dress only calico, and the School Marm a comin' this very night. But the boys said, 'Now, Ma, they hain't no use a feelin' so done up over it. Maybe she won't be so stuck up for all her fine clothes and learnin.' Maybe she'll like our mountains, our lakes, our springs and our fine summers. My gografy says they hain't got no mountains, no healin' springs and sech like in her state, if I ain't gone and got it all mixed up."

"But the more I thot on it, the worse I felt, and when I heerd 'em drive up with her I was jest able to crawl to the door and say, 'Howdy!' Now, folks, to make a long story short, the first words she said was, 'My what a wonderful country you have, and she laughed jest as sweet like and said, 'I know I'll actually get fat here!' And if you'd a seen her drink milk that night you'd a thot so too. She says they hain't got none half so good in that big city of her'n. And it's been that way every sence she's ben here; she jist loves everything! The children are perfect dears and the people are so nice, she says.

"Now, you all don't know her yet, so I say let's have a surprise of some kind on her and get acquainted."

"Better still," continued the previously belligerent Mrs. Brown, "I move, ladies, that we dispense with school for two days, and to show our appreciation of Miss Kimball and her work among us this summer, we all get together and cook up a lot of stuff, and load up a lot of melons and then

all go to the mountains for a picnic."

"The other day she can have to rest up in" added Mrs. Summerville.

The motion was unanimously carried.

N.M.M.

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### THE PLATTSBURG IDEA.

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It is generally conceded that the army of the United States is not strong enough to meet the attack of a first class fighting force. Many plans for strengthening it have been suggested. At present we would have to depend largely upon a volunteer army. But a volunteer army would need trained men to whip it into shape for effective field service. Where would these officers of volunteers come from? Not from the regulars, for they would be in active service at the front. Not from the militia, for they would be completing their own training or taking their place in the field beside the regulars. And the men who had already received military training and been discharged would, in most cases, rejoin their old organizations, because these older organizations would be the first to be ordered out for active service. No one, then, is left for the important duty of training the volunteer army. The only possible solution seems to be to train men to train the volunteer armies, and that solution is what "The Plattsburg Idea" is intended to work out.

Two years ago, summer camps for the military instruction of college students were tried out. The young men bought their own clothing and the government furnished their equipment. Altho the plan had many failures, it was considered as good enough

to be extended. From the successes and failures of these student instruction camps, the Plattsburg Idea has blossomed forth. The army officers in charge have observed the faulty parts of the course and have made many necessary corrections. Of course the Plattsburg Camp was by no means perfect but it was far ahead of the first student camp as far as getting the desired results was concerned.

Now for a few words in regard to the Plattsburg Instruction Camp. The business men of New York were given the opportunity of attending this instruction camp for one month. They bought their own uniforms and spent thirty dollars for the privilege of attendance. Such men as the Mayor and Chief of Police of New York, and Richard Harding Davis lent their support to the movement and attended the encampment as "rookies."

The men arrived at the training camp and paid their entrance fees. Then they were assigned to some company of the provisional regiment and drew their equipment. Regular army officers commanded and acted as lieutenants of the compaines, but such men from among the ranks as were competent were appointed to act as non-commissioned officers.

Then the instruction began. The instructors acted according to the best rules of pedagogy. First, they discussed the theory of something and



then worked out the actual practice. Of course, the course was crowded as the officers had made out a program of what the regular takes four and a half minutes to learn, for the 'tired business men' to master in one month. But the business men responded heartily and progressed rapidly. At first many of the things done seemed foolish to them, but they kept on with their work. They were taught the manual of arms, camp sanitation, trench digging and range firing; and were given instruction in the school of the soldier, the school of the squad and the school of the company. They were drilled in close order and open order formations; by squads, by sections, by platoons, by companies, by battalions, or as a regiment. They were hauled out of their downy couches (consisting of a canvas cot and a pair of army blankets) by their tent corporals at the unholy hour of four forty-five in the morning; tucked into bed by their first sergeants at half past ten at night and made to jump every time an officer or "non-com" looked at them, during the long hours between. And they were taught that each man was not

an individual but the one eighth part of his squad, which was in turn the smallest cog in the regimental fighting machine. But the joys of the second part of the course made up for the labor of the first part. The regiment was moved out and took part in a field exercises, in which actual service conditions were simulated as closely as possible. This was much more interesting than the first part as it gave practical examples of the value and application of the previous work.

All the business men who took part in this work were highly pleased with the results obtained and intend to come back again next year. But the great thing that these men have learned and the most important thing for us to learn is that armies are not made in a day. For if these interested, intelligent men, working under experienced officers and with a definite end in view, find it difficult to master the first rudiments of soldiering during a month's time, how much more difficult must it be for untrained officers to whip the average, more or less indifferent, volunteer material into shape?

F.W. '17

Miss H.—"Yes, it is quite hard to remember the correct spelling of some words. This rule always helps me remember when to use 'ei' and when 'ie' should be used: use 'i' before 'e,' except after 'c.' Do you know when I think of 'conceit' I think of 'Celia.'"

Miss H.—"When is imagination a good thing?"

C. M.—"If a person can imagine how a room will look after it has been cleaned he will work hard to clean it, as he imagines it should be."

Miss H.—"When is it a bad thing?"

B. G.—"He might imagine the room was clean when it was not."

# SCIENCE

## BACTERIOLOGICAL DEPT.

Due to an outbreak of small pox in this community, the city board of health has deemed it necessary that school children should be vaccinated. This order was made to prevent a general epidemic of the disease.

Accordingly students in the normal school, high school and public schools had to be vaccinated. The physician who vaccinated the students presented them with a certificate, which had to be countersigned by Dr. von Neupert, the head of the health department.

Because of circumstances the board extended the time for a week, to Thursday, April 27th. After this time it was agreed that students not having certificates could be expelled from school for a period of 25 days.

Professor R. W. Fairchild was recently honored by being appointed a member of the local board of health. His work consists chiefly of analyzing and testing city water and milk. However, Professor Fairchild greatly facilitated matters for the normal students in regard to vaccination. After having been vaccinated and after having secured a certificate countersigned by Dr. von Neupert, the students presented their certificates to Professor Fairchild who checked off their names.

Thursday morning at general exercises, there were 134 students who had not presented their certificates, but by four o'clock p. m. of the same

day only 33 students remained with their names unchecked. Some of these students were absent from school. This shows the cooperative spirit of the students when it becomes a case of necessity.

The order was not a local one. The legislature had enacted such a law on the statute books. For this reason it was the duty of the students to comply with it, as law abiding citizens.

## BOTANY.

The advanced College Botany class is now doing work on plant physiology. There is a large amount of laboratory work connected with this subject. Although special apparatus is necessary for doing the laboratory work, the equipment is good, which greatly facilitates the work.

Botany and Entomology classes have taken trips on Saturday afternoons. The object of these trips is to gather available material and to study outdoor life. It makes the subject more interesting and realistic when the student can discover in nature, points that have been covered in the lesson.

## SANITATION.

The classes in sanitation are planning on taking three trips about the city. This is done with the view of

making the subject interesting as well as practical and instructive.

The first trip shall be for the purpose of studying satisfactory sites for houses and also to study lots.

The second trip shall be for the study of trees and shrubbery from a sanitary standpoint.

The third trip shall consist of a study of plumbing fixtures.

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### NATURE STUDY.

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The nature study class under Professor Roller has taken occasional trips out to see the real conditions of nature. These trips were taken at six o'clock in the morning. This seems to be the best time to study birds and other natural features as well.

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### PERSONAL HYGIENE.

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The class in personal hygiene under Professor C. I. Roller has completed its quarter's work in this subject. It was a very profitable quarter's work for the students because it was practical and useful in every way.

The recitation gave the students a great deal of information that can be used in their respective schools. It gave the students a preparation for teaching those things that go to make bodily vigor.

The class learned how to make three cornered bandages, cravat bandages, and row bandages. The work on accidents and emergencies was especially interesting as well as instructive. Every teacher who goes out to teach ought to have at least some knowledge as to how to care for accidents in their schools.

Although the work was interesting practical and instructive the time allowed for its presentation was too short. Members of the class have expressed the idea that a semester could be profitably spent on this subject of personal health.

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### CHEMISTRY DEPARTMENT.

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The class in organic chemistry has recently completed the work in soap making. Work on sugars has been started. This work consists of determining the composition and testing of the strength of the sugar with fehling's solution.

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### HOW MUCH DOES THE

### UNIVERSE WEIGH?

Mr. G. E. Culver.

Students often wonder how certain great scientific facts or truths are found out. Scientists have many ways of measuring distances or masses or for making other determinations either at minute distances or at distances far too vast to be comprehended by any one, even by the one who makes the measurement.

Perhaps the following abbreviated solution of a problem in celestial mechanics may be of interest.

The star known as 1830 Groombridge lies far out toward the apparent border of the universe. It is distant about 200 trillion miles and makes a revolution in 185,000 years, hence it must move along its orbit at the rate of 200 miles per second. It moves steadily in its course and must therefore be attracted to the center of its orbit by a force great enough



to balance its centrifugal force. This works out as one five-billionth of a mile per second. That is, were the star to stop its revolution and begin to fall toward the center of mass of the matter within its orbit it would have an acceleration of one five-billionth mile per second.

To find what this mass is we may use the sun as a measure. Suppose a stone be let fall near the surface of the sun. It will have an acceleration of 0.17 miles per second. Now take the stone as far away from the sun as the star is and let it fall. The acceleration toward the sun is only 0.000,000,000,000,000,000,068 miles per second. Divide the acceleration of the star by this number and we get 300,000,000. This means that the mass within the orbit of the star is three hundred million times the mass of our sun. We may remember that the sun's mass is 333,000 times that of the earth. Hence the mass included within the orbit of the star is sufficient to make 99,900,000,000,000, earths like ours.

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#### AGRICULTURAL DEPARTMENT.

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Professor Otis' Rural school Junior agricultural class made a corn test for Mrs. Arnott. This was very practical for the students as well as interesting. It was found that 40 per cent of the corn was fit for seed. This is rather an unusual record because the corn was about three years old.

The rural school senior agricultural class tested corn, clover, and soy bean

seeds. The seeds were secured from a local dealer. The tests showed that the seeds were of a good quality.

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The analytic chemistry class enjoy their work very much. Their work consists of testing unknowns.

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#### GEOGRAPHY DEPARTMENT.

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Last year when the course in primary or "Home" geography was organized in this institution the instructor in geography was unable to find a suitable text for his classes. Because of this, Professor Watson made an original course in this subject.

An important part in the work consists of the writing of stories about different phases of geography in such form as would be suitable for 3rd and 4th grade pupils. These stories are original.

The students are further required to make what Professor Watson calls a "scrap book." This book consists of illustrations and written material on silk, cotton, rubber, wheat, rice, coffee, tea, etc. These books are very attractive and neatly organized. They will be of great help to the student in her teaching after she leaves school. It will be interesting and attractive to the pupils in the lower grades.

The students enjoy this work very much.

The students had the opportunity to try out their original stories on a fourth grade class from the training department. This was done with a considerable degree of success.

# ATHLETICS

## ATHLETICS.

Spring athletics for Stevens Point Normal opened on Saturday, May 6, when Corneal's track team clashed with Lawrence College at Appleton in a dual meet, the down staters winning by a score of 72 to 53. The meet was largely a practice one for the teachers in preparation for the state contest at La Crosse, June 3rd, at which time all of the Normal schools of the state will contend for honors. S. P. N. succeeded in winning six firsts out of fourteen, scoring in every event. Many of the men were unexperienced and the showing made is a creditable one when it is remembered that Lawrence's team is comprised largely of old men. Sidney Eagleburger proved the individual star of the meet, totaling  $14\frac{1}{4}$  points for S. P. N.

The relay race, won by Stevens Point was perhaps the prettiest event of the meet, Stemen, Eagleburger, MacLaughlin and Ellis winning the event in 3.48. Every man on the team is to be given credit for the showing

of the team in the initial meet. Coach Corneal is now hard at work, getting the men into final form for the big contest at La Crosse, June 3rd.

Walter Stewart, star guard on this year's basketball team, was recently elected to head next year's quintet. "Walt" proved a valuable man, playing a strong offensive game from the beginning of the season, besides contributing largely in team work. His stellar playin gthis year attracted much attentinon, marking him as one of the best Normal school players in the state. With several other team mates returning next fall, prospects look bright for a 1917 winning team.

On Saturday, May 20, under the auspices of the Normal school, will occur the 4th annual high school track and field meet, open to schools in this section of the state. A liberal list of prizes has been hung up, which should induce a large list of entries. A feature of the day will be a championship tennis tournament for the high schools, to be played on the Normal courts on the morning of the big meet.

The Puritan men had to bear great difficulties. It has been facetiously said that the Puritan women had to bear more than the men. They used to bear the same difficulties the men bore, and the men besides.

## SUFFRAGETTE EVOLUTION.

It used to be the spinning wheel  
Which made contentment grow;  
But now it is the winning spiel—  
The other was too slow.

**RESOLUTIONS OF CONDOLENCE.**

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Stevens Point, Wis.

Apr. 12, 1916

Miss Ella Jennings:—

Whereas, Providence saw fit to enter your home and take from it your Mother,

Resolved, That we, the students of Stevens Point Normal school, extend to you our heartfelt sympathy, and trust that the same Providence will bring comfort to your bereaved family.

Signed,

Hattie Cone, H. S. Dept.

Isabelle Scholl, D. S. Dept.

Clyde Morley, Gram. Dept.

Cecelia Malcheski, Pri. Dept.

Florence Hougen, Rural Dept.



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