

# THE NORMAL POINTER

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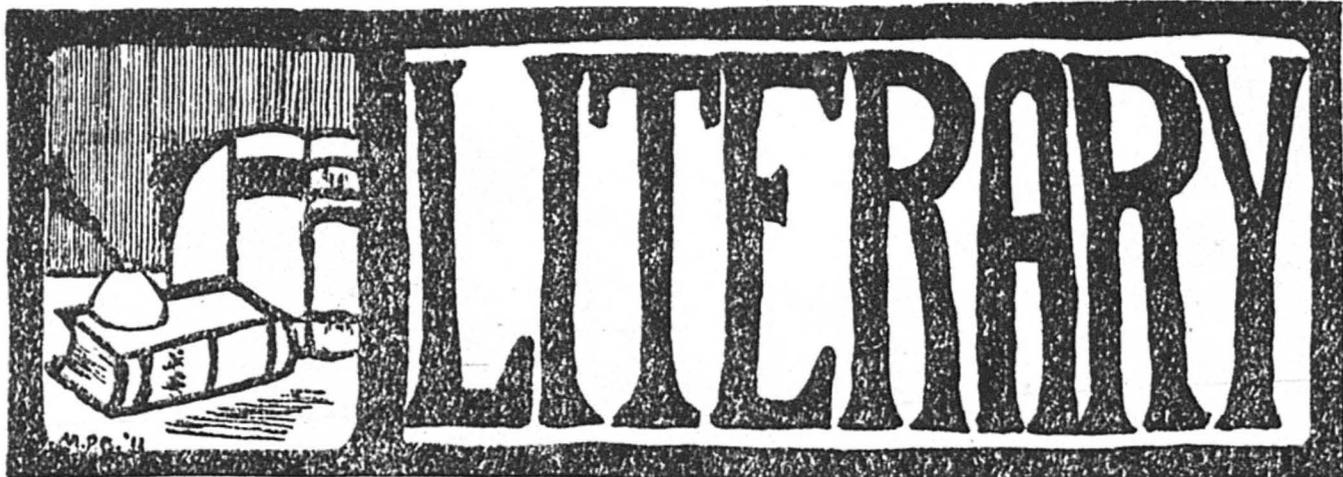
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## SEGAH.

**F**OR a moment a stream of light shot across the drifted snow as the door of a cottage quickly opened and shut and a dusky little figure glided across the path on the thick crust to the shadow of a nearby clump of trees.

Behind the closed door sat old Aunt Martha, the mother to all the orphaned children and aunt to all the people in the village.

Her silvery hair was parted and waved back after the fashion of a past generation and her soft gray eyes and kindly face glowed with the beauty of a soul within. However, just now in place of the smile which usually lighted her countenance, she bore a look of consternation and almost disappointment. This look was reflected on the face of a youth who sat with his fingers resting idly on the keys of an old melodeon which stood in one corner of the room, beyond the glow of light from the fire-place. In the opposite corner of the room stood a partly trimmed Christmas tree, while on the table lay an open bible.

Thus they sat for some time after the door had closed upon the strange creature, each deeply wrapt in thought while neither spoke. Finally the youth, leaving his position and entering the circle of light which revealed a gleam of hope spread over his animated features, gently touched the old lady's hand and said softly, "Segah does not understand."

Aunt Martha caught the drift of his words, and raising her head, she grasped the young man by the hand, pulling him down into a chair beside her and said, "Surely you are right, Jack, my boy, she does not understand. In all these months I have had her, this is the first time she has refused to learn. It cannot be that fourteen years among her native people can have made her so thoroughly a heathen that we cannot teach her the meaning of Christmas. When I took the little Indian orphan the old chief told me her parents had been the most civilized of the tribe."

While within the cottage Aunt Martha and Jack were discussing her queer conduct, Segah, for she it was who had passed through the door, crouched on the ground under a little arbor in the grove of trees. Fear and an uncontrollable trembling shook her whole frame; every fibre of her body was strained and her eyes fairly started from her head. "Silver Locks say there is no Manitou, no Great Spirit; Jack say there is no Great Spirit, but a Big Chief, a Father who sent his baby, a white papoose to save the world. Jack say when the great sun on the morrow rises in the glowing east all civilized people will rejoice over the birth of that baby on that day many, many suns ago. Silver Locks weep and Jack frown and say I will not believe because I do not make merry when I see them put on the tree in the corner all the bright things which Segah would love for her own." Throwing herself on the frozen ground, she cried to the Great Spirit to tell

her what was right. For many minutes she struggled with her emotions, her heart torn by the inborn superstitions of her race and the influence her white friends had upon her. At length she arose, her features became quiet and with a determined look and solemn voice she said, "Silver Locks and Jack will not lie; Segah will try to learn." Slowly she returned to the cottage and noiselessly opening the door she entered and took her place on the little stool at Aunt Martha's feet, and fixing her beautiful smoky eyes upon the face of Jack she said in her silvery voice, "Segah is ready to listen and learn."

Aunt Martha took the bible from the table and read the story of the Christ Child and his mission to men. Then Jack told her of the Santa Claus, the Christmas tree and the way people show their love for the Saviour and their fellow men by giving presents on Christmas day. Then with his rich voice he sang to her the Christmas Carol. Gradually during the lesson a light broke over the dark features of the Indian girl and the mystified expression changed to one of intelligence. At the close of the song Segah arose from her stool, kissed Aunt Martha good night and with an inscrutable look at Jack walked across the room, but paused in the door-way and turning, said, "Segah will understand," then quickly stepped inside and closed the door.

The next morning the bells pealed out "Peace on earth, good will toward men," but long before these sounds broke the stillness of the frosty morning, Segah had stolen from her room with her dearest treasure closely concealed beneath her coat. Swiftly she sped through the village until she came to a small house on the further side where a little lame girl lived. There she deposited on the steps her treasure—her own little beaded moccasins. Rapidly she returned home and entered just in time to stop Jack and Aunt Martha from going in search of her. When questioned concerning her early visit she replied, "Segah has given her beaded moccasins to lame Nellie; Segah

understand the Christmas spirit, she feels it here," and laid a small brown hand upon her heart.

\* \* \* \* \*

Two years have elapsed since the Christmas spirit found its place in Segah's heart. The moon rising over the peaceful village peeped in at a window of the cottage and lit up the face of the Indian girl pressed against the cold pane. The same face, but Oh, how strangely drawn! Segah had learned many lessons, the greatest of which was the story of the Christ Child, but in her heart this night had arisen a fiercer struggle than any she had yet endured. Bowing her head upon the window sill she cried out in her agony, "Great Father of the white man, explain to me one thing more. Why does the heart of Segah bound at the sight of Jack, yet tremble with fear when he approaches her?" She raised her head and communed with herself. Why should she feel so strangely toward Jack, the friend who alone had understood her in her wild bursts of passion, and had helped her to understand the ways of the white man. Again, as in past days she murmured mournfully, "Segah does not understand."

In another room the old moon shone upon the bowed head of a young man. He, too, was battling against a love that would not be suppressed. Jack understood; he knew why Segah trembled at his touch. Long and hard was the struggle between pride and love, but "What matters," he thought, "though her skin is dark, her heart is white," and love conquered.

On the next night, which was Christmas night, Aunt Martha had retired early and Segah sat alone before the fire in the grate. Lost in her own deep revery, she did not hear Jack enter nor know of his presence until he stood before her. In silence he took the chair at her side and after a few moments of inner struggle for composure, he told her of his love. At the mention of that word the Indian girl looked intently at her companion and said, "Is this something more that Segah must learn? Her heart will break with the strain." "It is the greatest lesson of all," he replied. And Segah understood.

—Tenia McCallin.

## Did Aaron Burr Commit Treason Against the United States ?

For some time I have been led to believe that many of our prominent men have suffered for crimes of which they have not been guilty. Such a man was Aaron Burr, a man whom the world does not recognize as being once noble, brave and kind. Due to political misfortunes he suffered pecuniary losses, as a result of which his mind turned to methods which might secure for himself and his dear ones peace, contentment and happiness. Oh! but what man of the present time would not do this? The same spirit existed in those, our forefathers' days, as now. Aaron Burr was but obedient to the customs of his time.

What if he did kill Alexander Hamilton in a duel? Was this the only duel fought in those days? Were the other victorious duelists hated? Although Hamilton was a good man, proofs show that he had used rude and discourteous measures against Burr.

So many times we find that only one side of a story is emphasized, while the other side is left dark, although no untruth has been told. So it is in the study of any of our great wars. For instance, if we study the cause, effects and results of the Civil war, in a northern text book we will surely get the Northern idea because the text is partial. Now let us journey into our southern states. Will we get the Southern view of the great Civil war if we attend school there? Yes, we will. "But," you say, "it is so long now that all hatred and party lines between the North and South have been dissolved." Yes, this is toasted at banquets, conceded by newspapers and magazines and shouted by electioneering campaigners, but let us hear from the men who live in the land of cotton and

sugar cane. What do they know about it? They know because they have absorbed the spirit of their country and they will tell you now, as in 1861, "We are right." They are not bound by politeness to say what is untrue.

Still what is this but patriotism, love for home, family and friends and a desire to promote individual interest? Was not Burr doing this when he set out into the wild west?

My aim has not been to prove Burr innocent, but to give an impartial account of the result of research and in so doing it becomes necessary to give a short account of his life.

Aaron Burr was born at Newark, N. J., on February 6, 1756, of the purest and most noble stock that New England could boast. His father had for twenty years been the minister of the Presbyterian church at that place. He was also president of the college of New Jersey, afterward known as Princeton College. He was noted, as was his son, for the peculiar dignity and fascination of his manner. Aaron Burr's mother was beautiful, vivacious and deeply religious. She had been married only about four years when her husband died, leaving her with two small children, Sarah, about two years old, and Aaron, not yet a year old. Of such parentage came that Aaron Burr whose name became a byword where once it had been honored among his fellow men.

In 1758 his mother died. He with his sister was taken to the home of his uncle, the Rev. Timothy Edwards, at Elizabethtown, N. J. Pages could be written of his boyhood, student life and political campaigns, in all of which he is shown to be wise, accurate and just.

Historians agree that because of political failures and pecuniary losses Aaron Burr was forced to retire to private life, where smarting under defeat and censure, thirsting for vengeance, and still fostering his ambition to rule, he determined to secure at the country's cost what she would not grant him by suffrage. He resolved to erect an empire which should include Mexico, the district of Louisiana, the territory of Orleans, the states west of the Alleghanies and as much more as he could bring under his power. He really believed that his project would succeed.

Petitions had been sent to congress by the territories of Orleans and district of Louisiana, asking for territorial form of government or admission to the Union, but congress failed to grant their request, thereby causing an ill feeling on the part of the inhabitants of the territories. Burr believed that this ill feeling against the government could be made a means of furthering his designs, but felt that in order to succeed he must identify himself closely with western men.

Previous to this he had attempted to interest Merry, the British minister to the United States, but when the plan was revealed to the English government, it did not take any interest in the affair.

In the spring of 1806 Burr started for Pittsburg, Pa., to put his several plans in operation. During the summer he secured great activities along the Ohio and Mississippi rivers; boats were built, arms and military stores collected and men enlisted.

These movements aroused suspicion. President Jefferson, after being convinced of Burr's intention, authorized the governor of Ohio to seize the boats and capture all on board and also prohibited enlistments in the enterprise. When Burr found his plans were discovered, he fled in disguise, but was finally arrested by Captain Gaines.

After his arrest he was tried before Chief Justice Marshall of the Supreme court. He was indicted on two charges—treason and high misdemeanor. After a long trial he was acquitted on the first charge because evidence did not meet the requirements of the constitution for conviction (Art. III, Sec. 35.) On the second charge he was bound over for trial in the district court for the Dist. of Ohio, but when the next term of court was called the conspirator had placed the Atlantic between himself and the United States.

After fruitless wanderings abroad he returned to the United States, only to find that his relatives had passed away, even his grandson "Gamp," and his only daughter, Theodosia, was lost at sea. When he received the news of his beloved daughter's death, he fell upon his knees and exclaimed, "My Theodosia, this is the last tie that binds me to the human race!"

Such was the portion fate had meted out to him. So his life passed and in the passing be it said, Aaron Burr did not meditate treason to the United States, but the establishment for himself of an Independent Empire.

—Alvin Anderson.



# FACULTY

## The Nature of Method.

There is probably no other subject in a Normal school course that is so likely to be taken up by the student with serious misgivings as is that of Method. The presentation of the subject is probably responsible for this and may continue to be so until there comes to be a more clearly defined use of the term. In general it is common to take the dictionary definition, a way of doing something, and thus make our subject a consideration of external processes. But there are many external ways of doing things. For instance, there are numerous ways of cooking eggs. Under the influence of this thought we are led to call the subject Methods instead of Method.

At the very outset the subject cannot help being distressingly unsatisfactory to contemplate, because it is not the ways that the student is seeking. He is after the clew of thread that may lead him from the labyrinth of perplexing devices. Likewise, such terms as general and special are very confusing for they seem to indicate a possible division where no division exists. They seem to imply that when the mental process is considered, it might be called general and when the subject is considered then it becomes special. But such a view makes no distinction. The first consideration has nothing to distinguish it from psychology nor the last to set it off from the academic study of the subject.

It is surely evident that the term viewed from the educational point of view does not possess either the external or the physical interpretation alone. Method is not a mere external process. It is not a mere treatise on how to write divisor, dividend and quotient. If it were such, then truly would a course in Method be amenable to the contempt with which it is frequently held. Since this is the view held by many and since

this has been the practice in so many classes in the Normal schools, it is no wonder that the average college student looks upon such a course with scorn. Any one who knows the subject matter of arithmetic can find little devices for doing the work, providing he has any degree of ingenuity. While the consideration of devices is worth while, it is not worth the infinite amount of time that is frequently spent upon it. Let the student see what the race in its development has regarded as the chief characteristic of a subject and how other facts of the subject have become related to this chief fact and how they have become subordinated to it and he will have the best basis possible for deciding upon devices. For these last are frequently only the fads of some individual of striking personality, who is able to make the teaching world believe in his new method, so-called.

All the infinite arrangement and re-arrangement of material in primary reading, the starting first at this point and then at that, has received the dignified name of Methods in primary reading. They constitute an interesting history upon the question of the search for a truth and they also illustrate interesting studies in how the personality of a teacher may be able to dominate the practices among his fellows, but each is still only a device.

It would seem that we had reached the end of so-called methods of primary reading, but so long as we continue to exalt the external device to the name of method, they will still continue to come. Almost every year some one who has learned a new device and who has that personal magnetism to achieve what seems like a phenomenal success with it, will have this new device to exploit and to name the new method. Each new device solves all the problems. We bless these thinkers for their thought, but we go on failing to be convinced. Our

obstinacy is rewarded by hearing the same story the next year. If this external thing is Method, why should not the student be disgusted? Why should not the college scorn the Method work as a waste of time?

But we were wise to take another step and to see this thing from the side of the mind acting. For a number of years we tied our faith to psychology and argued that in this study we would find the solution of the problem. We have had induction and deduction with processes of forming concepts, etc., and yet the problem has not reached solution. Even some of the wisest among the psychologists have despaired at times and have admitted that their subject does not reach the solution of the teacher's problem.

Thus it seems absurd to talk of Method as applying to the external alone and equally absurd in thinking of it as the mental process alone.

The history of the discussion of Method has shown us a third step. At first we were satisfied with the discussion of the external consideration of the matter. Today we regard it as a waste of time to engross ourselves with these momentary things. Many devices are like the grass of the field which grows today and is cut down tomorrow. Later, we were happy to chase the fancy that the study of mental phenomena would give us the clew or thread. We have finally come to the conclusion that it is in neither the subjective alone nor in the objective alone that we find Method, but in the relation of the two. Long since it has been wisely said that Method involves "The fact in the thing; the law in the mind; the method in both." The subject of Method under this consideration not only becomes a subject worthy of respect, but it also becomes the subject par excellence to which all other subjects are contributory. To its study the student should come with a knowledge of the facts of a subject well in hand and with a comprehension of the mental phenomena derived from introspection or experimentation, or both. With this knowledge he assays the

task of determining the principles that may guide in the process of rendering the objective subject-matter subjective. In so far as the process is uniform, Method may be called general; in so far as it is applicable to a particular branch of human knowledge, it may be called special.

That Method is a three-fold process is not a new fact. It is as old as Greek thought. It is manifest in religious thought. It is true in the development of government. To illustrate, the time was when the Greek sage found moisture, fire, or the continuous change of things the explanation of the universe. New theorists, as Anaxamander, Anaximenes and Heraclitus, were constantly advancing new explanations of the universe. Later the Sophist came to say that man is the measure of all things. Finally with Socrates came the thought that it was not the man with his peculiarities that measured things, but the divine element within him which became the unifying force of the physical and the spiritual.

With the Hebrews the Being to be revered was a God manifest in a "Pillar of Cloud" by day and a "Pillar of Fire" by night, in the external. Later, Jehovah withdrew himself from the world and was manifest in the law handed down, but with Jesus came the unifying process which combined the external and the law and showed that method in religion is that which transcends the external phenomena and the law as well.

In early thought the king was the government. In all time the dreamer has regarded the ideal as the government. It is hard to learn the lesson. The ignorant still regard the executive as the government and educators are frequently led to believe that student-bodies will govern themselves. However, Method as applied to government, consists in neither of these alone, but does consist in the union of the ideal and the external control.

Thus Method may become a science considering the facts of subject-matter and the phenomena of mental activity and discover-

ing from these considerations the laws that unify both. With this view, the subject becomes the most dignified of subjects, holding the place of supreme respect. With this

view, the subject becomes or should become the final consideration, demanding fullness of knowledge along both lines.

—H. S. Hippensteel.

## A Discussion of the Work of the Teacher as Based on the Physical, Mental and Moral Differences of the Children

(Wisconsin Teachers' Association, November, 1910—John F. Sims)

The school is an institution which makes wise selection of those experiences of value to boys and girls, both as individuals and members of society, equipping them with a knowledge of the tools whereby they may master the civilization into which they are born, and giving them power to adapt themselves to those necessary changes incident to a civilization of increasing complexity and adequacy. Therefore our courses of study must be formulated to meet the demands of this civilization.

"God is on the side of the heaviest battalions," irreverently said the great Napoleon as Prussia lay bleeding, crushed and humiliated under the heel of the all-conquering Corsican. Then thundered the German schoolmaster, "What you want the nation to become, that you must put into the public schools." Then God will indeed be on the side of the heaviest battalions, and these battalions will find their genesis and creation in the intelligence, vigor and courage of the patriotic citizens which shall henceforth be the national defense and glory. In the public schools were fashioned the men for 'the battalions, in the public schools was the national life strengthened and the national conscience refined. From the public schools were evolved the battalions which made German unification possible and every German soldier not a mere brute fighter only, but a trained, educated integer in an army organization, itself the huge invincible product of popular education.

When next came the test, God was indeed on the side of the heaviest battalions, those

guided by superior national intelligence, and united Germany swept onward to victory.

By the introduction of manual training, trade schools and commercial branches in the public schools, all on a scientific basis, within almost the last generation Germany has forged steadily forward from a fourth rate nation industrially and commercially until it today rests on the pinnacle of industrial supremacy in continental Europe.

So in America today the schools exist for the purpose of producing worthy citizens for the commonwealth and these citizens must possess in a high degree the basic qualities of muscle, mind and conscience. Growth of these is the resultant of activity of body, mind and conscience. There can be no substitute for this regimen of self activity. It is the business of the teacher daily to take the child where he is, assign him the tasks suitable to his physical, mental and moral capacity, such tasks as give him spur for activity and insist daily upon the performance of these tasks with fidelity and completeness within the specified limitations of time. Daily insistence on such performance during the school life of children makes for health, growth of mind and conscience, bodily vigor and mental and moral strength—in a word, character; character through the medium of habit—the habit of doing things well and on time.

In an address at Boston in July, G. Stanley Hall made the statement that "Most of us habitually live at 70 to 90 per cent. of our maximal vigor and do not gain, by the better body keeping that physical training ought

to teach, the fifteen years we should add to the average of our lives. The best thing that athletics can give is an inner oracle, a bodily conscience that teaches one what to do, how to do it, one's own limitations, how to get the most and best out of one's body, when to stop to avoid fatigue and how habitually to live on a higher plane of health and efficiency."

As our imaginations revert to childhood days, whence we have been driven, we note three factors in the education of the child—the farm, the home and the school. The census reports point inexorably in the direction of urban conditions. Practically 50 per cent. of our population live in cities or larger villages, eliminating one of these potent factors—the farm.

The farm made valuable contributions to the growth of the child in compelling a life in the open air, in furnishing exercise suitable to the needs of the growing youth and giving opportunity for manual training of various kinds, in enabling them to live in happy and close communion with nature and in developing the will power through farm tasks and the doing of the "chores," teaching them early in life the necessity of doing the duty of the hour—itsself a prime element in education. More than this, the longer vacation, combined with the short terms of school, gave them a hunger and thirst for books. The farm has retired, the length of the school year has doubled, and nothing has taken its place. We over-exercise the brain and under-exercise the body in an unfavorable environment, so the question comes with terrific emphasis, "What shall we do?" It is a common experience that in the vigor of health, the body and mind at the maximum of efficiency, with proper food and rest, we can accomplish double the work in half the time. This must find application in our schools. The brain in an adult weighs 2 to 3 per cent. of the body. At birth 12 per cent. It doubles in weight in nine months and triples at the end of the third year, while at the end of the seventh year its weight is not

much less than at maturity. This organ, comparatively small but of imperial importance, receives about one-seventh of the entire blood supply of the body. It is imperative that this stream of blood shall bear in it abundant quantities of life-giving oxygen and nourishing food, contributed by lungs and digestive organs, themselves maintained at the maximum of function.

It is a noteworthy fact that the air in many of our school rooms is vitiated. Often it lacks the invigorating oxygen, due to insufficient ventilation and the presence of large numbers of children. Medical inspection, as it now obtains in many cities, makes revelations of the fact that the seeds of contagious diseases are sown in our institutions of learning, giving unchallenged evidence that the public schools, which should be the conservators of the health and life of the children even more than of their minds, become the fateful abode of disease and death. Of all places in the world the public school should be the home of sunlight, purity and health, while failure to appreciate this evident truth and to make adequate provision for it is a stain upon the intelligence of our people, a blot upon our civilization and a reproach to our patriotism.

The splendid suggestions made by sanitary and pedagogical experts to remedy these conditions through the sane study of the child in his early school years, ministering to his physical growth in those tender years through an abundant supply of fresh air, suitable exercise through play and the gymnasium, regarding the child as a child, and developing certain muscles and motor centers with consequent development of brain incident thereto, deserves serious consideration and immediate application.

No suggestion is fraught with greater significance than this—that children of the same age differ in their physical, mental and moral abilities, and these differences must be recognized by us in demanding of these children activity commensurate with their several abilities. There is no stimulus comparable

to the stimulus of success, which means the overcoming of obstacles through one's activity. Success begets confidence, and confidence means achievement, elevating the individual to higher and higher levels, physical, mental, moral, until the summit of genuine manhood has been reached. The children are committed to our love and care. Let us so direct our efforts that these boys and girls, the men and women of tomorrow, may have the strength and courage to make achievement in all lines of worthy human endeavor, that they may be blessed with that patriotic spirit and devotion which shall ever cherish as a sacred heritage from heaven the freedom which dwells under the stars and stripes.

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### Science and Arts Notes

The domestic science students take the professional reviews and work in pedagogy as well as drawing, music, literature, science, mathematics, etc., thus fitting them to teach in the grades of public schools, as well as training them as special teachers of domestic science and domestic art. The students are required to teach cooking and sewing in the training department of the Normal, as well as some of the common branches.

The number of students desiring to take this course increases each year, which shows the growing appreciation of this work. This year there are between forty and fifty Juniors taking the domestic science course.

Stevens Point Normal is the only Normal in the state offering a full normal course in domestic science and domestic art to its students and this department brings us student from all parts of the state.

The class has been making a study of sugar, as to its composition, food value, place in the diet, etc. This theoretical work is to be followed by several lessons in candy making. This work is to come just before Christmas.

# Y. W. C. A.

The first meeting of the Association held in the Y. W. C. A. room since it was furnished was on Nov. 17. Curtains at the windows, pictures, pennants and rugs make the room homelike and cozy.

The devotional committee is planning to present a series of subjects at the weekly meetings, the first subject of the series to be soon after Christmas.

The meetings this year have been very interesting. Some of the topics we have discussed are, "The Beauties of Friendship," "Little Foxes that Spoil Our Lives" and "What Thanksgiving Means to Me."

The custom of exchanging greetings at holiday time has been maintained for several years by the student Associations of the state. This year we have received Halloween and Thanksgiving cards from Platteville, Oshkosh, Carroll, Beloit, LaCrosse, Ripon, River Falls and from Miss Amy Bloye, who was president of our Association last year.

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### Books Called For in the Text Library.

- Gillan's—Problems without words.
- Spindler's—Angel(l).
- Spindler's—T(h)illy.
- Purple chorus.
- Enoch's garden.
- Irving's scratch book.
- Burke's Reconciliation with the colonies.

## Jest 'Fore Christmas

**F**ATHER calls me William, sister calls me Will,  
Mother calls me Willie, but the fellers call me Bill!  
Mighty glad I ain't a girl—ruther be a boy,  
Without them sashes, curls, an things that's worn  
by Fauntleroy!  
Love to chawnk green apples, an' go swimin' in the  
lake—

Hate to take the castor-ile they give for bellyache!  
'Most all the time, the whole year round, there ain't no flies  
on me,

But jest 'fore Christmas I'm as good as I kin be!

Got a yeller dog named Sport, sick him on the cat;  
First thing she knows she does n't know where she is at!  
Got a clipper sled, an' when us kids goes out to slide,  
'Long comes the grocery cart, an' we all hook a ride!  
But sometimes when the grocery man is worried an' cross,  
He reaches at us with his whip, an' larrups up his hoss,  
An' then I laff an' holler, "Oh, ye never'teched me!"  
But jest 'fore Christmas I'm as good as I kin be!

Gran'ma says she hopes that when I git to be a man,  
I'll be a missionarer like her oldest brother, Dan,  
As was et up by the canibuls that lives in Ceylon's Isle,  
Where every prospeck plaeses, an' only man is vile!  
But gran'ma she has never been to see a Wild West show,  
Nor read the Life of Daniel Boone, or else I guess she'd know  
That Buff'lo Bill an' cowboys is good enough for me!  
Excep' jest 'fore Christmas, when I'm good as I kin be!

And then old Sport he hangs around, so solemnlike an' still,  
His eyes they seem-a-sayin': "What's the matter, little Bill?"  
The cat sneaks down off her perch an' wonders what's become  
Of them two enemies of hern that used to make things hum!  
But I am so perlite an' tend so earnestly to biz,  
That mother says to father: "How improved our Willie is!"  
But father, havin' been a boy hisself, suspicions me  
When, jest 'fore Christmas, I'm as good as I kin be!

For Christmas, with its lots an' lots of candies, cakes, an' toys,  
Was made, they say, for proper kids an' not for naughty boys;  
So wash yer face an' bresh yer hair, 'an mind yer p's and q's,  
An' don't bust out yer pantaloons, and don't wear out yer shoes;  
Say "Yessum" to the ladies, and "Yessur" to the men,  
An' when they's company, don't pass yer plate for pie again;  
But, thinkin' of the things yer'd like to see upon that tree,  
Jest 'fore Christmas be as good as yer kin be!

—Eugene Field.

# OHIYESA ATHENAEUM

M. J. WORTHINGTON

## OHIYESA

At the last meeting of the first quarter the Ohiyesa society elected the following officers to serve during the second quarter:

President—Henrietta Moehrke.  
Vice President—Stella Wells.  
Secretary—Georgia Biegler.  
Treasurer—Meta Fluke.  
Sergeant—Mabel Darms.  
Program Com.—Stella Wells, Clara Maurer, Anna Schwochert.

At our meeting on November 18, all were very much interested in the talk given by Mabel Darms on Parliamentary Practice and in the application of the rules. Many motions and questions arose which needed much discussion and proved beneficial to the members.

Our society is constantly increasing in size. The roll call is now responded to by one hundred Indians and we feel that the society is growing in quality as well as in quantity. Just keep it up, girls. Be regular and prompt at all meetings and put forth your best efforts when on the program. Also do your utmost to advance the society so that we may make it one to be proud of.

During the past quarter the society was favored with talks from different members of the faculty. These talks were often very instructive, as well as interesting, and stimulated us with more energy. The society as a whole extends its gratitude and apprecia-

tion to these members for their interest and we feel that we have been greatly helped through their efforts.

## ATHENAEUM

On November 4, in a joint session of the Forum and Athenaeum societies, Mr. Hyer favored us with his guidance on a tour thru the western part of our continent, which proved to be both interesting and instructive. Mr. Hyer in company with two other members of the faculty, had the pleasure of taking this trip during the past summer.

Garry Culver spoke at the same session about some of his impressions of the west. He seemed to be impressed with the vast possibilities which are brought about by irrigating the almost arid lands among the mountains. He also related a few of his interesting experiences.

On November 11th officers for the second quarter were elected as follows:

President—Fred Ambrose.  
Vice President—William Hansen.  
Secretary—Launcelot Gordon.  
Treasurer—Alvin Anderson.  
Sergeant—John Shimek.

These officers were installed at the following meeting. At this time we were favored with a talk by Prof. Smith, who discussed the Parliamentary troubles in England.

We are pleased to welcome back Mark Billings this second quarter as an old member of our society.



## FORUM

Since the cold weather set in the attendance has been more regular, but we are looking forward to perfect attendance from now on. It is to the interest of society and members that we attend regularly and do our share to push the work outlined by our program committee.

A joint meet of the Forum-Athenaeum was held on Nov. 4. Prof. Hyer was the speaker on that occasion. That gentleman made a western trip last summer, thru the United States, returning by the way of Canada. In his talk Mr. Hyer merely gave a brief sketch of his trip and dwelt briefly on some of the places of interest. Want of time would not permit as full an account of the trip as Mr. Hyer would like to have given, but we are looking forward to the time when we shall be favored with another talk on the same trip.

On Nov. 18th the following program was carried out:

Roll call—Respond with your favorite quotation.

President's address.....D. W. Kumm  
 Reading.....Fred Leonard  
 Parliamentary practice.....Walter Horne  
 Three two minute impromptu talks.....

.....Members  
 Regular Debate—Resolved, That the open shop promotes the interests of the wage earning class better than the closed shop.  
 Affirmative, Henry Schultz, M. W. Hanna; negative, Paul Pierce, Thomas Olson.

Business meeting  
 Critic's report Stephen Holum  
 Adjournment

The following officers were elected for the second quarter:

Pres.—Davis Kumm.  
 Vice Pres.—Henry Schultz.  
 Sec.—Michael Hanna.  
 Treas.—Don Waite.  
 Sergt.—Thomas Olson.  
 Program com.—Carl Odin, William Dineen.

## ARENA

At the regular meeting of the society Friday, Oct. 28, election of officers for the second quarter was held. The following officers were elected:

President—May Greening.  
 Vice President—Alice Keegan.  
 Secretary—Alice Garvin.  
 Treasurer—Clara Dysland.  
 Sergeant—Irene Sherman.  
 Chrm. Music Com.—Lillian Smith.

The society has decided to hold its weekly meetings in the music room on the third floor instead of in the kindergarten, as heretofore.

Katherine McCallin, one of our former Arena workers, visited us in October.

We have some mathematical prodigies among our members; we discovered them during our problem contest on November 4.

The officers for the second quarter were installed Friday, November 18. An interesting program was rendered on that evening. The musical numbers were especially good.

### "My Lord in Livery."

On Friday evening, November 11th, "My Lord in Livery" played to a well filled house. The farce was put on by the Arena and Forum societies, the proceeds to be used by them in furthering their work. Members of the cast were chosen from the two societies and were well adapted to the parts they played.

Rosetta Johnson as Lady Sibyl, the petted daughter of the house; Alice Keegan and Blanche Hill as Lady Sibyl's friends and Will Dineen as 'Opkins, the footman, all did excellent work. R. B. Woodworth, "My Lord," conducted himself in a manner truly lordly, while Nugent Glennon as Spiggott, the butler, brought down the house with his clever impersonation of an "Henglish hupper servant."

As to the farce itself, it portrayed the complications that arose in Sir George's country house when Lord Thirlmere tried to enter the household as the result of a wager.

The scene of the farce was laid in an English country house. Sir George was not at home during the progress of the events portrayed and Lady Sibyl reigned supreme. When the farce opens Lady Sibyl and her friends are in the drawing room. Lady Sibyl has just received a note from her cousin in London, warning her that Lord Thirlmere, as the result of a wager, "would try to enter their household as a footman, his object being to get possession of Sibyl's ring. The girls resolve to beat him at his own game and when the new footman arrives to meet him as the house servants. When the expected footman arrives he is shown to his room by a deferential butler, after being introduced to a trio of extremely pretty house servants. While the girls are discussing the nobility of the disguised footman, the horrified Spiggott announces that "'Opkins is himself and not a lord at all." The outraged ladies drop their assumed role of servants and when 'Opkins, cheered by a bottle of '81 and the memory of their former graciousness, enters with the request that they fasten his

cuff, he receives a rebuff and is left alone to wonder what has caused this change of atmosphere.

While he is pondering Lord Thirlmere arrives, persuades him to let him have his position for an hour, and they go off to 'Opkins' room to dress.

Spiggott, his head full of the story of a recent house breaking, is certain that 'Opkins is a robber spy and when the young ladies ring for tea he reveals to them his suspicions as regards the new footman. All are badly frightened. Spiggott orders the page to call 'Opkins. "Which one of him, sir? There was two just went into his room?" The ladies become hysterical and Spiggott is positive that the house is infested with burglars.

Tea is presently served, "My Lord in Livery" carrying in the tea things. Spiggott, however, has to attend to most of the serving as my Lord, entranced by the charm of Lady Sibyl, lends him very little aid. Lady Sibyl in an hysterical effort to appear unconcerned, carries on a madly incoherent monologue, and when the disgusted Spiggott finally drags the disguised lord from the room, the girls burst into tears. My Lord returns at this juncture, takes in the situation, and when the ladies beg him to spare their lives he demands the jewels of the company. Choosing Lady Sibyl's ring from among the handful he has collected, he returns the others and departs with the remark that he has news for Cousin Tom in London. Then it dawns on Lady Sibyl that he was the lord and not 'Opkins after all and that he was making off with her ring. She is trying to force the terrified Spiggott to go to the police station for help, when My Lord returns and gives back her ring, leaving it with her to verify the winning of the wager.

And the drawing of the curtain closed one of the pleasantest hours the students here have spent since the opening of school.

The success of the farce was in a great measure due to the efforts of Prof. Smith, under whose able direction it was given. The Arena and Forum wish to thank him for his part in making their farce a success.

# EXCHANGES

Our exchange list has greatly increased since our last number. It would require more than our allotted space to comment them all in this issue. We hope, however, that each one will receive individual mention in later numbers. We bid you all a hearty welcome and assure you that you are all thoroughly enjoyed.

The Nooz gives us special delight, coming from our local High school. Its first number presents a neat and attractive appearance. The paper cannot be read without the enjoyment of a good and hearty laugh. Your editorial column is good and ought to be able to arouse any lagging student to action.

One of our best exchanges is The Comet, edited by the students of the West Division High of Milwaukee. Its pages show results of the work of a strong staff. It seems that in a school of your size there must be some person who possesses the gift of drawing and who could produce a few more cuts for you. We also fail to see the exchange column.

The story entitled "A Surprise" in the October number of Snap Shots, West Green Bay, is exceedingly interesting. It tells how after a year of lonesomeness, Naomi Gray, a timid college girl, is at last taken into the jolly circle of her schoolmates. It seems that the enrollment of the school is not a subject to be discussed under the Exchange column.

Teacher—"Throw that gum in the basket."  
Pupil—"It belongs to Richard." —Ex.

Teacher—"What is the apex of a cone?"  
Pupil—"Where there isn't any ice cream."  
—Ex.

To the Royal Purple of the Whitewater Normal we would extend the same criticism that fell to the Comet—increase the number of your cuts. We could not find any in either number.

The cuts in the Milton College Review are very suggestive. As most of us enjoy a laugh once in a while, a joke here and there in your paper would be appreciated.

The Kodak from Everett, Wash., contains a large amount of humor. In fact one-half of the paper is turned almost entirely over to jokes. It is the only exchange with us that does not contain advertisements. This shows that it must indeed be very progressive. The cut at the head of the Society notes is very good.

The best feature of The Lake Breeze, Sheboygan High school, is the Literary department. It contains four spicy short stories and a poem. This is far more than most literary columns of other papers contain. It also contains a large number of good cuts and a splendid exchange column. With all of these good features your paper certainly is worth being proud of.

A criticism which we would like to extend to all whom it may concern is that if you print a borrowed joke, put "ex" after it. If this is not done, the work naturally seems a little deceiving. Another criticism is, do not mix the advertisements with your other material.

Misses may come and Misses may go,  
But old maids stay forever. —Ex.

# SENIOR--JUNIOR

## SENIORS.

Prof. and Mrs. Hyer entertained the Seniors who remained in town at a Thanksgiving dinner. A very pleasant time was enjoyed by everyone.

A large variety of class pins from various parts of the United States were on exhibition in the museum, but as yet no pin has been found that is satisfactory to all members.

Found—Two spoons in the Pointer room. Owner may have the same by applying to the business manager.

Junior Sinners, Senior Satans  
Armed with fire and devilish ire  
Bid the damned of '12 to 'pear  
Saturday night at 8 or near  
'Fore Hades door, where Ferno's roar  
And Juniors woe their souls to sell  
And spend a night in Senior hell.

Such were the summons sent to the Juniors to celebrate Hallowe'en as the guests of the Senior class. When the hour came a large host of Junior sinners appeared at Hades' door. They tried to enter in a dignified manner, but were obliged to slide down a plank into the reception room, where they were received by ghosts. From here they were very ceremoniously conducted along the rough road leading to Hades. After being shown the interesting sights along the road, the Juniors sinners found themselves in Hades and swore allegiance to the Senior class. As a reward they were now taken to the Promised Land, which was very artistically decorated with jack-o-lanterns and autumn leaves. Several witches and gypsies were present to forecast the immediate future of anxious mortals. Appropriate refreshments were served after which dancing was enjoyed.

## JUNIORS.

The Junior debate which takes place between the Oshkosh and Stevens Point Normals about April 1st is being worked up very rapidly and promises to be something worth while. The question, "Resolved, That the open shop promotes the interests of the wage earning class better than the closed shop," has been proposed to the Oshkosh people, who have chosen to defend the affirmative of the question.

We noticed the Seniors were unsuccessful in decorating both of the chandeliers on the gym. ceiling. We wonder if their minds had become so accustomed to the lower regions that they were unable to endure the high altitude long enough to complete the work. Furthermore we wonder why they did not light the lights after spending all their efforts at decorating them.

The following people joined our ranks at the beginning of the second quarter: Myrtella Wilbur, Garry Culver, Zelma Paff, Mrs. L. A. Flagler, Norma Jauch, Florence Lincoln, Mabel Salter, Bertha Feldman.

The following members of the Junior class have left school: James Burns, Gerald Hephner, Ross Root.

All rhetoric people should be present upon the tap of the gong.

Mr. H-p-p-n-t-e-l, in Observation—"How is the home related to the government?"  
Miss D-r-s M-r-a-y—"You have to get a license."

# Sophomore-Freshmen

## SOPHOMORE.

The Sophomore reception was held Oct. 28th. The gymnasium was daintily trimmed with potted plants and the class colors. Accidentally the room had not been sufficiently heated, nevertheless, all enjoyed the evening's program. The following numbers were rendered:

Reading.....Bernice Bentley  
Vocal solo.....M. Thompson  
Reading... ..Ethel Whittaker  
Instrumental duet.....Zada Vaughn  
Elizabeth Skinner  
Violin solo.....Miss Bergholte

An interesting and instructive talk was given by Mr. Lusk, who notwithstanding his partially chilled condition warmed to his subject sufficiently to make a lasting impression upon the icy elements about him. He spoke of the Sophomores marked opportunity as a class to create an atmosphere about them of warmth and energy that would inspire not only other students, but even the janitor to increased effort and enjoyment in their labors.

At the last class meeting financial questions were discussed and it was decided unnecessary to give any entertainment to raise money. A committee was appointed to collect class dues instead of the treasurer doing so as formerly.

Sophomores, take Spin's advice: "Don't be so blamed secretive."

Misses Mamie Peterson and Mabel Ainsworth are missing from our ranks this quarter. Miss Ainsworth is intending to teach and Miss Peterson has returned to her home in Adams county. "But, 'tis an ill wind that blows nowhere's," and so the breeze that wafted out the old and in the new quarter brought with it six new members to our class. Namely: Esther F. Boston, Mary L. Brown, Muriel Hulce, Carl Oden, Marie Rogers, Winnifred Wysocki.

## FRESHMEN.

The last of the class receptions was held Nov. 18th, when the Freshmen held their reception. The gymnasium was beautifully decorated with ferns, potted plants and crepe paper of red and silver-gray; streamers were draped in loops from one light to another. A short program was given, consisting of piano and vocal selections and readings. Light refreshments were served after which about an hour was spent in dancing.

The following members were added to our class at the beginning of the second quarter: Mamie Gerdes, Carl Gerdes, Henry Dineen, Ogat Berg and Lizzie Mullens.

Miss Gilruth, in literary reading—"What other tree is the cypress like?"  
I. S.—"I think it is like the poplar."

Anyone wishing any information in Dutch inquire of Henry Dineen. He is making a study of Holland's language.

Mr. Olson says that Minnesota is not a good state for peaches. "Butch" does not agree with this statement.

## We Wonder—

Why Schreiner had an interest in Freshmen reception.

Why Billy Dineen stayed in engine room so long.

Why our ice cream was not stolen.

Who lost the keys.

Why the Sophomore girls wanted to come to the reception.

Who rode home in a hack.

Wanted—Courage enough to try stunts in gymnasium class. John Shimek.



The manual training department has been steadily growing for the past few years. During the summer vacation the manual training room was plastered and finished and a new floor laid. The room is the lightest room in the building and the new furnishings make it very pleasant. New benches have been installed and many new hand tools make the equipment more complete. A new motor and planer have also been installed. Part of the lower hall has been partitioned off for a storeroom for lumber, tools, etc. The room across the hall, which has been previously used for a domestic art room, is now used by this department as a room for mechanical drawing. New tools for this work have been purchased and classes are being organized.

The classes in drawing are at present working on problems in lettering. Different styles of lettering are being studied and worked into designs of various kinds. The department will soon be able to put out some excellent posters, which will greatly improve the appearance of our bulletin board.

A special class in drawing has been organized for the domestic science students. This class has been working on problems in design and color. These have been carried out on a table runner and a pillow cover. The work is closely correlated with domestic art. The stenciled designs have furnished problems for work with various embroidery stitches. The work in initials has been carried out in French

embroidery, also. Monograms and their use in marking linen, clothing, etc., have been studied. The monogram or initial should be personal, made for one's own self and not for the general public. It is in poor taste to have one's monogram tilted like a butterfly on an aeroplane hair ribbon, or adorning the front of a shirt waist, a sleeve or a belt buckle. There is a great demand for people trained for a greater appreciation of art influences and for broad culture along these lines. This work is being emphasized more and more and the results are apparent everywhere.

The Seniors are beginning their preliminary work in serving. The dining room is the scene of mock meals at which the class is served in a most beautiful manner with make-believe good things. This practice work will be followed by actual meals, served by the members of the class a little later, when the class entertains the various guests and the members of the faculty. This is a splendid time to get on the right side of a senior D. S. girl!

Last quarter the class studied the lunch box problem. The lunch itself, the proper combination of foods, the preparation of sandwiches and the preparation of fruit for packing, the various ways of preparing lunches, the packing of them and the box used, were points brought out in the study. Each member of the class packed a luncheon and none of the girls went home for dinner that day.



M-l-r-d K.—“What are you studying?”

T-m O-s-n—“Mental development. Did you ever have any of it?”

M-l-r-d—“I don't think I ever did.”

Leslie McCoy, in psychology class, trying to elucidate on the make up of the nervous system—“Well er-er-er.”

Mr. Spindler—“Yes, you are undoubtedly right so far, go on.”

Mr. Spindler has some doubt as to whether these so-called “twelve o'clock students” are studying from books or human nature.

Honest, girls, I would like to spill “Yes” in some man's vest pocket.

Mr. Culver, calling roll,—“Miss Garvin.”  
Alice Garvin, somewhat startled,—“Hello.”

Mr. Cavins—“Mr. Hanson, did you get lost in the building today? You were absent from library reading class.”

Hanson—“No, sir, I was held in chemistry class.”—(Quimby giggles.)

Mr. Cavins—“Miss Quimby, what's so funny about that?”

Miss Q.—“I was wondering who held him.”

Fred A-b- - s-, looking toward music room during 10:15 music class—“What is that room in there anyhow, an emergency room?”

### Echoes From the Girls' Cloak Room.

“God helps those who help themselves,” but verily I say unto you, “God help those who are caught helping themselves.”

Mr. Spin., in speaking of objects as cups, says, “When a fellow is down by the sea shore, I tell you the sight of a schooner looks good to him.”

Miss M-n- - l—“Girls, take a good breath before you try to hold that ‘heart.’”

Mr. Ol- - n, in geography,—“When we were here before it wa a dry place.”

W-lt-r H-r- -, in rhetoric class, trying to quote “I found him, very agreeable, one wet afternoon, in the country.” “I found him one afternoon -er-er- I found him very wet one afternoon in a country farm house.”

Mr. Cavins, introducing himself to a visitor in class,—“I'm glad to see you, sir.

Won't you give me your name?”

Visitor—“Certainly, sir, Paine.”

The lovely hair my Jenny wears is hers.

Who would have thought it?

She swears 'tis hers, and true she swears,

For I know where she bought it.

## Regulations, Subject to Change.

In case of fire, wring a towel.

Never set your clock near the stairs, it may run down.

If your room gets too hot, open the window and see the fire escape.

Don't worry about expenses, you can get lots of them.

If you are fond of athletics, lift the mattress and see the bed spring.

A. M., telling story,—“Well evening wore on—”

M. B., acting wise,—“Did, eh? What did it wear?”

A. M.—“Well, if you must know, it wore the close of a summer's day.”

C-l-a B-rr recites, using “I” and “you” indiscriminately.

Mr. Spin.—“What do you mean by ‘I and you’ ”

C-l-a B.—“Why, I and you are the same person.”

## We Wonder

Is it Alma's eyes that are so Piercing?

Why Hazel S. says, “Waite for me.”

Why the counter-man is so rushed.

Why Mr. Cavins has been so pensive.

When Leda said, “For you I'll pine and bal-sam.”

Who said, “Kumm for me?”

Why Mae O. writes so many letters.

There is a young lady named Kitty,  
Who lives in a neighboring city,  
She can see well at night,  
So to spoon needs no light,  
Don't you wish that you were named Kitty?

A wee tuberculosis germ  
Went out to roam;  
In some professor he would strive  
To make his home.

He tackled Spindler but he was  
By far too fat.  
“Dear me,” the germ said to himself,  
“Are profs. like that?”

He wrote back to his microbe friends,  
“Avoid a prof;  
In them you cannot even hope  
To start a cough.”

## L'Envoi.

So by one man the profs were saved  
From “cashing in.”  
I love, I love that Culver man  
But oh! you Spin!

Mr. Spindler, in H. S. psychology, was trying to explain a phase of memory, when suddenly from Mr. Patterson's expressive reading class next door came the following:—  
Aw aw-aw-aw! ah-ah-ah-ah! a-a-a-a-a!

Mr. Spindler stopped in perplexity. “I forgot what I was going to say,” he muttered, “It's like trying to talk in a stable. I'll have to get that door walled up.”

Mr. Spindler—“There is a little poem by Tennyson which expresses my meaning, but never having been in Mr. Cavins' class, I can't quote it.”

Where is Mark Billings?  
Foolish question No. 443,923.