

The Normal Pointer

Vol. XV

Stevens Point, Wis., Feb., 1910

No. 5



Terese's Valentine.

Terese La Rue, the pretty French clerk who had charge of the laces in Smith and Company's big department store, was exclaiming in her sweet voice over the beauties of a valentine in a shop window down the street:

"Such a sweet thing! Eet is ze fairest valenteen in ze shop! I have so admir' heem! Ah! Mo'sieur Spreek, you too should have seen heem. Ze charming—w'at you call heem—Cupeeds—all so sweet! So bee-autiful!" And the fair Terese clasped her hands and looked up at her companions thru the long lashes which shaded her brown eyes.

Johann Sprick, the little German clerk at the ribbon counter, had been for months one of the most devoted of Terese's many admirers and now his bosom swelled visibly with pride as he saw Mickey Donahue, the floor-walker, watching jealously the exchange of confidences between the two. Micky was Johann's most formidable rival and therefore

hated by the little Dutchman. Mickey's glances did not escape the notice of Terese, and to the discomfiture of Johann she called, "Ah, Meester Donahue, have you seen heem—ze so sweet valenteen in ze window?"

Micky approached eagerly and with an admiring twinkle in his blue eye replied in a rich Irish brogue, "Sure, Miss Theresa, an' phwat for wud I be looking at valentines when I can see your own bonny face any day? Faith, they wouldn't suit me at all, at all."

This speech elicited a snort of disgust from Johann as he turned toward his work, and the words "ze wicked flatterer" accompanied by her sweetest smile from Terese as she tripped away to her counter.

Thruout the day the floorwalker and the ribbon clerk exchanged glances which were not pleasant to say the least. The clouds were only dispelled at intervals as Terese smiled gaily across at Johann or laughingly challenged Mickey as he passed her counter.

As the day passed a change came over the countenance of Johann. He seemed imbued with some great purpose which overshadowed all the petty trials and cares of his life. So great was his exaltation that he left the store alone that evening undisturbed by the fact that Micky was left to escort Terese in triumph to her home.

Johann proceeded straight to the shop where the valentine was displayed and expended nearly a half week's wages on its purchase. It was truly a beautiful valentine, fearfully and wonderfully made of lace, blue satin and pink Cupids. With the precious bundle under his arm he went to his boarding house, where he hastily swallowed his supper and then locked himself in the secrecy of his chamber. Here his exalted mood was nearly overcome by the difficulty of his task. This task was nothing less than the composition of a speech by which he might offer the "so sweet valentine" together with his heart and hand to the fair Terese. He seated himself on the bed to think, his elbows on his knees and his face buried in his hands. After a few moments he arose and stood before the mirror. Placing his hand over the upper left hand side of his abdomen he began; "My dear Mees Teresa, you haf always been—you haf—you haf—ach! was hast du? Ahem—My dear Miss La Rue, I know that you—that you—I have here a small—a small token of my feelings, and I, und I, und I—" But poor Johann could get no further.

He came to the store, feeling very much dejected the next morning, nor was the gloom dispelled until Terese praised him in the most ardent terms when he left his own department to help her prepare hers for the day.

In the meantime, the days passed rapidly. Johann payed ardent court to Terese in the form of all sorts of services, while Micky won her smiles and good graces by the eloquence of his "Blarney." On the evening of the thirteenth of February as Micky was on his way home, his glance happened to rest on something which recalled to his mind certain

phrases, "ze so sweet valentine" and "ze charming cupids."

"Faith an' I believe it's the same valentine as Miss Teresa liked so well," he said, "an' I think I'll be a buyin' of it." He soon came out of the store with a package under his arm very much similar to that which Johann had carried out of the same store a few days previous. "Seein' as how I'm to ask Miss Teresa to change her name to Donahue," he said to himself, "maybe this will help her to decide the matter."

That evening as Johann arrayed in all the glory of his plaid suit, celluloid collar, red tie and patent leather shoes, approached the home of Terese, he heard approaching him from the opposite direction, a familiar voice singing softly—

"Wid me bundle on me shoulder
Faith there's no man could be bolder."

The singer turned in at the walk leading to Terese's house and when Johann came puffing up, the following conversation ensued:

"Vat you here all the time for?"

"Ah Dutchy! Go back to your pretzels."

"Ha! You laugh now! Ain't you know I'm going to get married on Terese?"

"The devil you are! Terese will be Mrs. Donahue before you are many months older."

The dialogue was interrupted by Terese herself as she opened the door. "Ah! I am so delight, Meester Spreek an' Meester Donahue! Walk in gentlemen. Oh, for me? (as they present their packages) How sweet! How charming! I can't thank you. Ze two bee-anti-ful valentines! I haf so love. Such a charming surprise. Ah, but I haf a surprise for you! Come with me."

She led the way into the parlor, Here the two rivals beheld a dark visaged man with a small very much pointed mustache.

"Allow me," said Terese, "to present to you ze Mo'sieur Jean D'Arcy." Here she paused, smiled at them and glanced shyly at Mo'sieur D'Arcy. "He is zee gentleman to which I am engaged," she explained.

AMY HENNESSEY.

A Letter.

LA CROSSE, Wis., Feb. 4, 1910.

EDITOR NORMAL POINTER,
Stevens Point, Wis.

You ask me for an "article" and that looks formidable. Perhaps if I write you a letter which will fit either the Pointer or the waste-paper basket, according to your opinion of it, I will have satisfied the conditions and saved some of the very small amount of spare time that is at my disposal.

The subject you propose, a comparison of the new Normal here with the new one I helped to start at Stevens Point fifteen years ago, has great possibilities; but, to tell the truth, I have been too busy to think much of comparisons. However, since I am writing a letter, and not an article, it is possible that a few stray thoughts on that subject will gather about the point of my pen as I go on. Sometimes one writes much more readily if he doesn't know exactly what he is going to write about.

To begin at the beginning, in true historical fashion, the people of this town, like those of Stevens Point, having been full of anticipations concerning the coming of the new Normal into their midst, were also most cordial in their greetings. The manifestations of local pride and gratification over success in having acquired a public institution were quite similar in the two instances. Similar anxiety also existed in the minds of those most interested concerning the possible attendance for the opening year. And in both cases the expectations of the best judges were exceeded. The Stevens Point Normal, however, excelled in its early years the record achieved by this Normal in one respect, viz.: in the proportion of young men in attendance. Your school opened in the midst of very hard times (1894); the opportunities for young men in business were small. Consequently, if I remember rightly, from one-third to one-half the students were men.

Here, on the other hand the ratio last fall was one to ten, though this has already grown smaller and will steadily improve, especially when the excellent record of our basket ball team in winning victories becomes noised about. Our handicap is, of course, the excellent business conditions now existing, with consequent good openings for young men. Stevens Point, in her first years, also won notable athletic victories, and that doubtless served to attract men to the school.

In another respect experiences are similar in the opening months of the two Normals. We are frequently complimented upon the "beautiful building" we occupy. I remember that this compliment came so often from visitors at Stevens Point that it almost became a joke, and speakers on the platform were made to wonder why the students smiled at the remark. We have not reached that stage as yet, perhaps from the fewness of visitors. The compliment is quite appropriate in both cases. Both buildings represent a high type of school architecture in their respective periods. But it is interesting to note the advance in ideals during the last fifteen years, especially in the direction of cement and other fire-proof construction.

At one point the compliments shed upon our heads at the La Crosse Normal fall behind those that were so freely bestowed when the Stevens Point Normal was new. At that time a member of the Board of Regents said we had the best looking Faculty in the State. No regent has expressed that opinion here as yet, though just why, I can't say.

As to the student body at the opening of the two institutions, I must say that the similarities are much more pronounced than the differences. The numbers of High school graduates in recent years are larger in all the schools, and this tends to raise the general average of scholarship. But there is the same appreciation of the new opportunity for edu-

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cation that comes to those who live in the vicinity; the same enthusiasm at entering upon new paths of achievement in all directions. It just occurs to me that there is a difference between the school spirit in a new school and that in an old one. In the former it is not less sincere, but it doesn't know just how to express itself. It is something like an awkward boy just going into society. It is rather self-conscious, lacks solidity and confidence. Our school yells are still in the embryonic stage, and we haven't yet brought forth a school song. But there is no doubt of the outcome.

In still another respect the beginnings of these schools have been similar; quite naturally, in neither of them has everything that might be done been attempted the first year. That is one reason why we made a balk on our school debate with Stevens Point. I think it took about four years for your school to get into an inter-Normal debate. So you must be patient with us.

Probably I have written enough to convince you that human nature and educational processes in Normal school circles have not greatly changed in the past fifteen years. There are no important differences in the early history of these two schools, so far as I can observe. The interested local communi-

ties; the well-prepared Faculties, under efficient presidents; the enthusiastic student bodies, present very close parallels. Here, as at Stevens Point, we have insisted from the beginning upon the importance of art, music, and physical training, in addition to the so-called fundamental branches. We start with kindergarten and domestic science, both of which Stevens Point had to wait years to obtain; and next year we expect to add manual training. A significant department, representing a new movement in education, is the addition of the Country School Course, in which there are great possibilities.

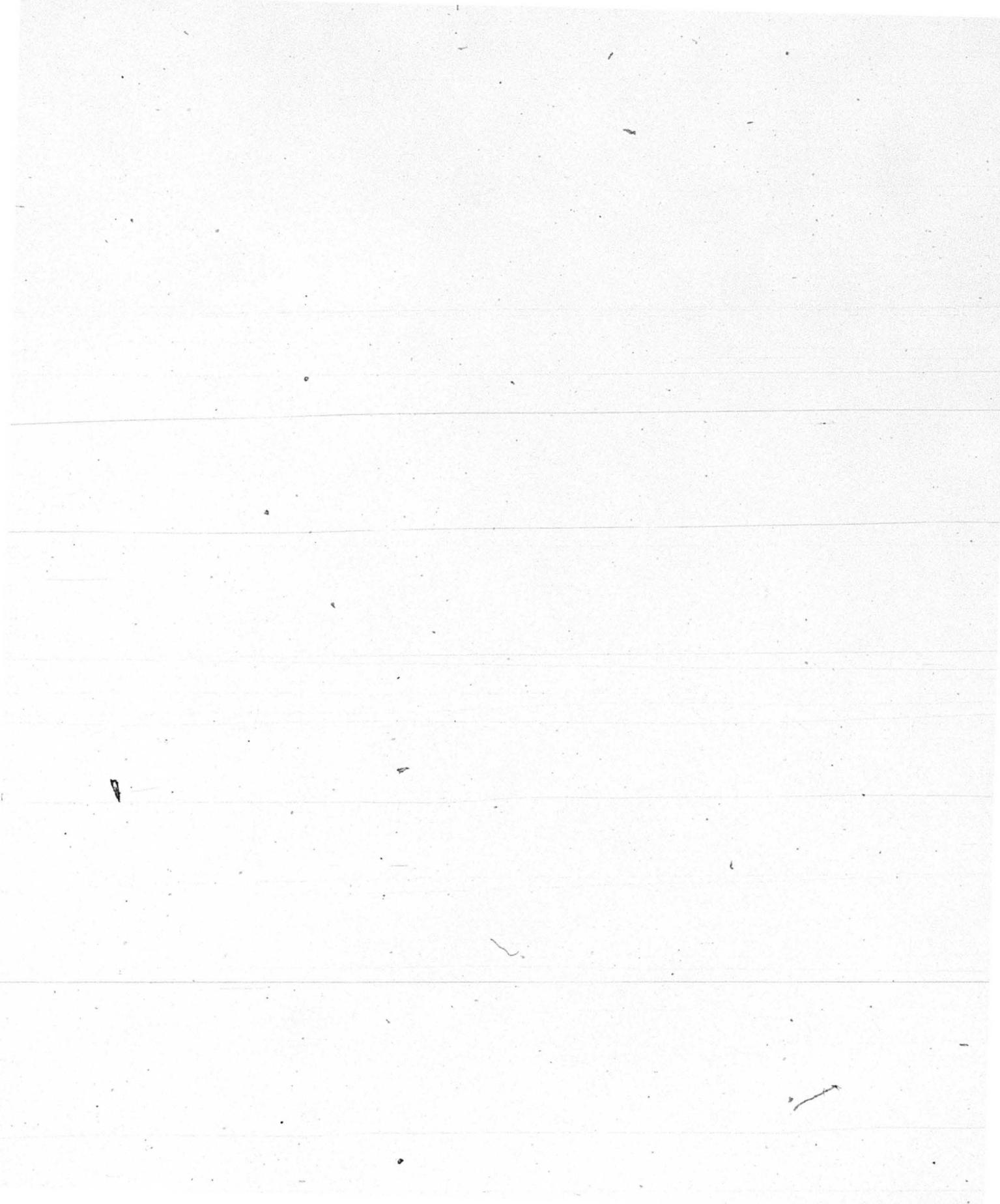
It is my impression that the Normal Pointer was established during the first year of your school's existence, though I may be wrong. If that is true, you will probably have beaten the record of the La Crosse Normal; though we still have time to accomplish something along this line.

Now, if the informality of this communication has its serious disadvantages, it may still have the advantage of expressing in an intimate way my great interest in the welfare of the Stevens Point Normal and the success of the many friends who are associated with it.

Yours very truly,

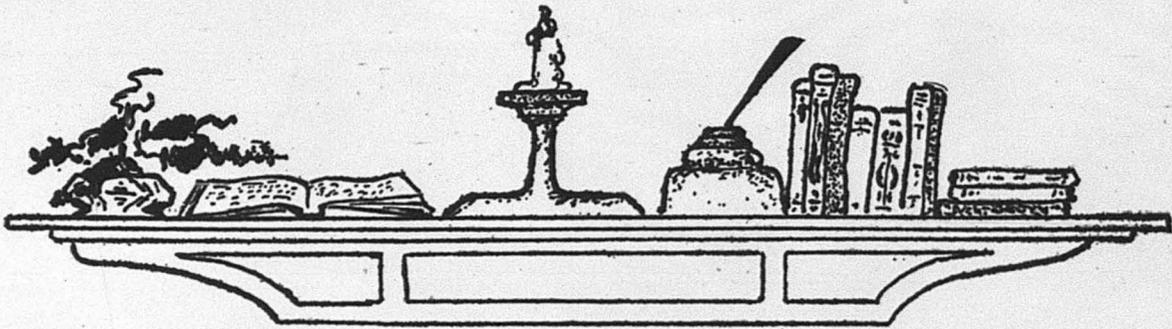
ALBERT H. SANFORD.







GEORGE B. NELSON



EDITORIAL

We are indeed pleased to present to the readers of the Normal Pointer a photograph of our new Normal School Regent, George B. Nelson, and of our worthy President, John F. Sims. Of Mr. Sims little need be said. On the hearts of those who have had the good fortune to be directed by his wise counsel, he has left a stamp far more indelible than lines of the pen. To those more distant, his likeness may recall a man, loving, wise, and good.

As to Mr. Nelson and his appointment we feel that congratulations are not only due to him, but that we can also congratulate ourselves, for with his own school career not long since past, we feel that he will fully appreciate and understand the needs and requirements of the student body. As expressed by himself, he came to this responsible position with no personal feelings or prejudices; with no other desire or wish than to build up and help the school. Mr. Nelson's appointment, we believe, will enhance still further the cordial relations existing between the town and the school, the citizens and the Faculty, and create a more and more harmonious spirit which will operate for the welfare of all concerned.

A brief history of the life of our new regent would, no doubt, be of interest to all. Mr. George B. Nelson, son of Mr. and Mrs. James J. Nelson, was born at Amherst, Wisconsin, where his parents still reside. He received

his early education in the public schools of Portage county, and his High school education in the Amherst High School and in the Stevens Point High School, graduating from the latter institution in 1894. In the fall of the same year he entered the University of Wisconsin, graduating with the class of 1898. Mr. Nelson's career in the University was a brilliant one, having received many honors both in debate and oratory. Owing to his ability along these lines his assistance has often been eagerly sought after by orators and debaters of the school. After attending the law school at Madison for some time he received an appointment in the House of Representatives. While there he entered the George Washington University Law School. Graduating from this institution he returned to Portage county, was admitted to the bar, and began the practice of law in Stevens Point. In 1906 he was appointed District Attorney of Portage county and since then he has been re-elected several times. On February 7, 1910, Mr. Nelson was appointed a member of the State Board of Normal Regents, by Governor James O. Davidson, to succeed C. D. McFarland.

Altho still a young man, Mr. Nelson has had a brilliant career, and has made a name for himself both at home and thruout the state. For his success in his calling and as Normal School Regent we extend our best wishes.

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ALUMNI

THE EDUCATIONAL VALUE OF LATIN.

A great deal of discussion is heard these days as to whether or not it pays to keep Latin in the public school courses of this state. The principal argument advanced against it is that it is of no practical value. Because we cannot use "hic, haec, hoc" to tell us whether or not we are spending more money than we are earning we condemn the study of Latin in our High schools. Because this is an age of money-making, of large capitalistic enterprises, which call for mechanical labor even in their offices, where men become mere calculating machines, we must needs sacrifice, near-sightedly, our studies which make for culture and future intellectual welfare to those which answer the demand for the quick mental work so necessary for the continued growth of the already immense fortunes of the captains of industry.

I say near-sightedly, for is it looking forward to the future welfare of our country to give up that study which gives true culture and mental growth, upon whose virtues depends the continuance of the civilization which is recognized as an all-powerful influence in the maintenance of our country's position as a leading nation of the world?

It is these same captains of industry who are responsible, in a large measure, for the present hue and cry against wasting time in the study of Latin. Yes, it is wasting time for them, for it means fewer and less competent clerks in their offices, and hence the expenditure of more money in the management of their business than would be necessary if Latin were abolished from the High

school curriculum. Two reasons may be given for this; fewer clerks mean higher salaries, for we know that in the problem of supply and demand the price of the article increases in proportion as the demand exceeds the supply. Less competent clerks mean greater actual losses.

Then, too, if these men want to lessen expenses by lowering the salaries of their employes, it is to their interest to have only those subjects taught in our schools which render the prospective wage earner capable of performing merely the task set before him and prevent his exercising those mental faculties which would enable him to help himself.

The very structure of the Latin language, based entirely upon logic, clear cut, forceful, and absolutely unmistakable in meaning, calls for and at the same time enforces, drill in clear thinking and exercise of reason to a degree offered by no other study in the High school curriculum.

Surely we want to preserve our own language. Yet do we pause to consider that it is based upon the Latin almost entirely, and that if the foundations of a house are allowed to weaken, the house itself will fall? On all sides we hear the cry, "The use of the English language is declining;" everywhere teachers are beginning to ask, "How can we better the present conditions in the use of the English language?" And it is a fact that the best English is found in the very schools where the study of Latin is insisted upon, and with those pupils who become acquainted, even in a slight degree, with the Latin language.

Miss Elizabeth Schoepp, '09, who is now attending the State University, spent several days with her cousin, Mae Kappler.

Myrtle Bentson, Florence Ghoca, and Myron Williams, of the Elementary class of 1909, visited school last week.

Music

Mrs. Spindler, Miss Evelyn Oster, Miss Besie Burdick, and Miss Valberg Hermanson have recently been elected into the Treble Clef Club. Miss Burdick, a Milwaukee girl, just entered school this quarter.

Mr. Henry Halverson, a leader in the musical organizations of this school, has been engaged as a teacher in the Blair schools. Mr. Halverson will be greatly missed as he was ever an able and willing helper along these lines. The day before he left, Mr. Halverson gave a very enjoyable song recital.

Another young man who is missed in the musical circles is Mr. Herbert Steiner, president of the Glee Club. Mr. Steiner has accepted a position in the Baldwin High School. Herbie was always a favorite among the YOUNG people and we surely are sorry to see him go.

Miss Lucile Davenport, one of the members of last year's Treble Clef Club, has returned to school. Miss Davenport is an alto of exceptional ability and is a valuable addition to the present club.

The Orchestra has two new members, Mr. Albert Blume, a trombonist, and Mr. Charles Blume, a violinist.

The Treble Clef club appeared on the first rhetorical program of the year. On February fourth, the program dealing with Mexico, the Glee club sang "La Paloma," a Mexican song.

Miss Hazel Wilson, who graduated at the end of the first semester, will continue her rehearsals with the orchestra.

Miss Kiefer, supervisor of music in the city schools, visited chorus on Friday, February 4.

Mr. Thomas Olson has joined the choir of St. Paul's Methodist church. It is wonderful how an attraction will bring out an unheard of talent, isn't it?

Arts and Sciences

The Junior Class numbering sixteen have started out auspiciously in Cookery.

At present the study of starch is being pursued along two lines—the experimental and practical—and is proving most interesting.

Experimentally, determinations have been made as to the composition of the potato, the loss in boiling, the effect of heat, moisture and acid upon starch, the microscopic examination of the starch cells and the composition, digestion and food value of starch. The practical work has included the preparation of potatoes in several ways, the cooking of cereals, the preparation of white sauce by different methods and the proportions used for sauces of different thickness, the sauces being served with vegetables and toast; corn-starch pudding has been prepared. The experimental work bears a direct relation to the practical and all principles brought out experimentally are applied to the practical.

The Seniors are engaged in the subjects, dietetics and home nursing. The work taken up in dietetics so far has been: the elements and compounds composing the body; metabolism; the quality and amount of food required by the individual, varying according to conditions of age, sex, occupation, climate and the "personal equation." Particular attention is being given to children's diet.

In home nursing the class have studied the sick room—its location, heating, lighting, furnishing, care, bed making, etc.—also the nurse and some of the things she is called upon to do. Considerable review is done in physiology in taking up the work of the nurse.

Belated Valentines.

In this, the month of Valentines,
O, won't some girl for me unlock
Her heart, and let me step therein?
I'm awfully lonesome.—Yours, Ed Mach.

TO MAE KAPPLER.

I'm new at this business, I know,
In spooning I've always been slow;
Considered it all tommyrot.
But now, at a glance from your eyes,
I'm lifted in bliss to the skies.
Forever and ever yours, CARL.

DEDICATED TO WILL O'CONNELL.

O Willie dear and did you hear
The news that's going 'round?
The Freshman green must now be seen
No more on Normal ground.
For mourning for that lost ice cream
(Alas, 'tis all too true)
Has overcast their verdant shade,
And made the Freshmen blue!

EDNA BECKER.

Of oxygen and hydrogen and others
That Mr. Culver tells us all about,
You're an Element, that, chemically speak-
ing,
I simply cannot get along without.

(Signed) FRED AMBROSE.

There's a young lady named Delerie,
Who has hair enough easily for three;
So don't take me to task,
If this question I ask,
"Fair maid, did it all grow on thee?"

BILL DINEEN.

Before Bill went to Ireland,
To speak he was not prone,
But while in good St. Patrick's land
He kissed the Blarney stone.
Since then he's changed—and for the
worst,
It almost makes me weep—

The only time he doesn't talk
Is when he's fast asleep.

LESLIE MCCOY.

Alas, the poor boy is so shy,
By the girls he's ignored and passed by.
If he only had sand,
They'd extend the glad hand;
They're waiting, Les; why don't you try?

GERALD HEPHNER.

In behalf of Hazel Wilson we implore you
To move a little faster when you dance.
She says it's fierce to waste so much shoe
leather,
And ne'er get anywhere except by chance.

ROSETTA JOHNSON.

Assuring you I'll e'er be true,
I hope this Valentine to you
Will safely come.
I merely ask you—Mark it well,
And see, mayhap, if you can tell
Just whom it's from.

MERLE YOUNG.

The learned critics all agree
This happy, carefree kiddo
Deserves, for bearing up so well,
The title, "Merry Widow."

JOHN WEINBERGER.

Who is it runs the Senior Class?
It's John.
Whose knowledge is it none surpass?
Why, John's.
So when—we say it with a sob—
He dies, like all the common mob,
St. Peter will give up his job
To John.

FRED SOMERS.

Wee, modest, crimson-tipped flower—
(Oh, what's the use?)

Y. W. C. A.

Exchanges

Rejoice, Y. W. C. A. girls! At the present time our association is the largest and most flourishing of the Wisconsin Normal School associations. We have an enrollment of over ninety.

We have been very fortunate lately in having some special programs at the devotional meetings. At one of our recent meetings, Miss Studley discussed the city work of the Y. W. C. A., She illustrated by giving as an example a single city, and dwelt especially on the domestic science work. We were sorry that the Faculty meeting, coming so soon after, made it necessary for her work to be so brief. Mrs. Gardner addressed the girls on Jan. 26. She made a strong plea that the girls should not drop their church work after leaving school, but should take it up even more enthusiastically. She made a strong appeal for the missionary work, and her picture of the conditions in India made each one resolve to do as much as possible to relieve the suffering.

Miss Pearson, our state secretary, was with us again for a few days. The girls have come to know her as a friend, and we all look forward with much pleasure to the time of her coming. In conversation she is pleasing and original, inspiring and enthusiastic. Miss Pearson addressed the school at assembly Friday, Feb. 4, and held vesper services several times for the students of the school. The town people had the pleasure of hearing her in the Presbyterian church Sunday morning and at the Methodist church in the evening.

A new feature has been added to the regular devotional meetings. After the service a light lunch is served. We believe we ought to know each other better, and for this purpose this bit of social life is added. In our busy school life it is difficult to find time to become really acquainted. At one of these teas, the Faculty were guests.

Among our new exchanges, we welcome "The Scout," which is published by the students of Park Region College, Fergus Falls, Minn.

"The Volante" for January contains an instructive treatise on the "Life and Work of Comenius." The cover design is artistic.

The January number of "The Eastern Kentucky State Normal School" has an article entitled "The Work of American Teachers in the Philippines," which is very instructive. It seems that the greatest work necessary to prepare these people for self-government is to give them a common language.

We received a "Souvenir Bulletin" from the State Normal School of Missouri. This issue contains many photographs of the Normal buildings and the campus, and is very unique.

The December number of "The Student Farmer" has an interesting account of the "Services of Chemistry to Agriculture," which is continued in the January issue.

"The Aeroplane," which is published by the students of the East Green Bay High School, is among our new exchanges. It has a very pleasing cover design.

It seems that all of our various exchanges for January abound with New Year resolutions. Let us resolve, also, that each periodical will do all it can to strengthen the others.

"Give to the world the best you have and the best will come back to you.

Give love, and love to your life will flow a strength in your utmost need.

Have faith, and a score of hearts will show their faith in your word and deed.

Give truth, and your gifts will be paid in kind, and honor will honor meet.

A smile that is sweet, will surely find a smile that is just as sweet."

Seniors' and Juniors'

Information Bureau

Numerous letters seeking advice have been received from Junior and Senior subscribers, so we have decided to devote these columns to the answering of some of these queries.

Can you tell me how I can comb my hair so I can get a steady girl?—W. D.

We would advise you to cut it short.

P. C. In answer to your question, we think you might be able to tear yourself away at 10:30 if you take care not to get stuck on any Thorns.

Student. You will find many references on Hemp in the Normal library.

L. Mc. We think you might be able to raise your voice if you tried some compressed yeast. This is the only possible treatment.

M. K. and C. K. If you wish to conceal your affection for each other, you must avoid each other's eyes.

Was it a put-up job that two of the Junior class quit school the same week?

We are sorry to say that as yet we are unable to give a definite answer.

Can you tell me what makes my hands so red?—May.

We think it is caused by Burns.

Micky. If you want to keep awake on sleighrides, get "some" sleep the night before.

Glee Club. At first your case appeared hopeless. We can only say that classical music is not in your line.

Where can I get a steady clerk for the counter, so I can spend more time in the library?—F. S.

We think it safer for you to be at the counter yourself.

How can I arouse enthusiasm in my expressive reading class?—S.

We have, after careful consideration of the class mentioned, decided it to be absolutely impossible.

Faculty. For information as to how your class should be conducted we will refer you to the Senior class president. He is perfectly willing to give any advice on the subject.

Arena Quartette. A little more self control might improve your singing.

How can I make my importance felt in the Normal and elsewhere?—D. W. K.

By seeming unimportant.

Lecture Course Committee. The only way you can make some people take lecture course tickets is to give them away.

H. Wilson. We advise you to apply for a school at the paper mills.

How can I win back the affection of a young man who has been the Means of so much happiness to me?—A Junior Girl.

Do not be such a cool savage.

K. H. We think you might increase your popularity by discarding your pink shirt.

I am greatly perplexed. While I like girls very much, I am of a somewhat retiring disposition, and their constant attention embarrasses me greatly. Can you tell me how I can stop this without hurting their feelings?—N. G.

Do not wear that bright red tie.

How can I make my spending money last longer?—A Young Girl.

Do not spend so much on stamps.

How can I get a class pin that will suit everyone?—Chairman of class pin committee.

We can only advise you to quit your job. You are unfitted for the position. It would take an angel to do this.

A Senior Girl. We have received many other letters similar to yours and regret to say we are unable to secure valentines for you all on account of the scarcity of boys in the Senior class. We would advise you to go West for article wanted. They say they are plentiful there, even in Normals.

Please tell me how I can improve my dancing.—Junior Class Pres.

If you will send a stamped envelope, we will mail you the address of a certain Senior girl who will be glad to give you instructions in that graceful art.

A Nature Student. You are looking in the wrong place. You will find the Birds left the Hills and are now near Boston.

New Student. You have been misinformed; John Weinberger is not President of the Normal. He is only president of the Senior class.

Freshie. Any information concerning the Regents can be obtained from J. C. Full name and address will be sent on receipt of a stamped envelope.

New Student. You will find many able instructors in bluffing. Those most skilled in the art are: Charlotte Fox, May McNeil, Ella Langenberg.

Arithmetic Flunker. A book which you will find very helpful has recently been published, entitled, "Arithmetic for Flunkers," by Faber and LaDuke.

I am heart-broken. When I first entered the Normal I was showered with attentions by one of the Senior boys. He was my ideal from the tip of his patent leathers to the top of his curly locks. Lately he has deserted me for others. Can you tell me, dear editor, how I can win back his love?—X. Y. Z.

We refer you to Stella Murat. She has had much successful experience along that line and is competent to give you the desired help.

E. R. We fully realize how much this

Means to you, but can give you no further help than is given in the answer above.

How can I impress my abundant stock of knowledge upon the Normal students and Faculty?—Judge.

By merely *looking* wise.

F. R---. We think you might make yourself more popular by not letting other people's trouble trouble you.

Lover. For any information on diamond rings, we will refer you to Maud S—.

Can your bureau give us any information as to party or parties concerned in the disappearance of our ice cream at the time of the Freshman reception?—Freshman Class.

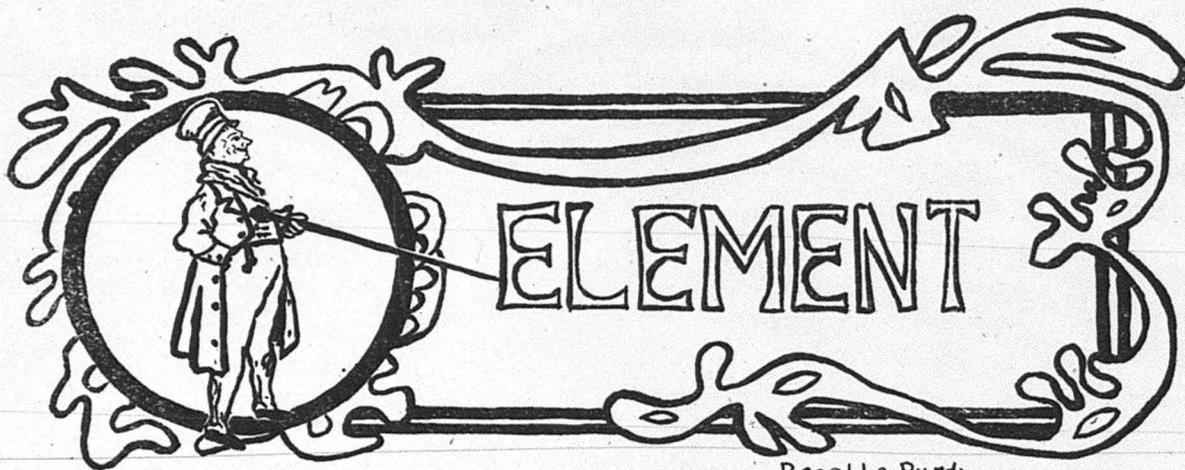
We do not care to be implicated in any such affair, so must refuse to give you the desired information.

C-r-y-e W-i-ney. A Normal school is not the place for you if you wish to avoid the young ladies. There are so many of them, it is impossible to sting them all; so do not try.

Beauty Seeker. If you find it difficult to keep your face from shining in school, you will find desired materials for helping it in row 9, seat 6.

Clerk of School District No. 9. No, True Hyland is not a Senior, as she has long ago ceased to pay taxes for the support of that body. No doubt she is a "special student."

Inquirer. No, we cannot give you a personal interview. The rules and regulations of the bureau provide that all information shall be given in writing, and that no remuneration be accepted for such service. All comments on information imparted will be strictly ignored unless made in writing and sent directly to headquarters. We also wish to say that this bureau will be discontinued this month and all further correspondence must be directed to "Old Wiseacre," Tarrytown, N. Y.



Rosella Purdy.

Miss Hope Mattoon has withdrawn from school because of ill health, and returned to her home at Royalton, Wis. Her many friends were sorry to have her go, and hope her health will improve so that she will be able to come back to school next quarter.

Miss Celia Morrison of Eau Claire has left school because of poor health.

The following students have entered the Sophomore class: Mr. Alvin Olson from Scandinavia, Miss Armean Varsho from Auburndale, Miss McGee from Cedar Lake, Miss Nellie Carey from New London, and Miss Esther Boston from Stevens Point.

When are the girls' basket ball teams going to show us what they can do? The Elements have a very strong girls' team, and we would like to see it pitted against one of the other class teams.

Miss Beth Owen has completed the Elementary course and is now a member of the Junior class.

Professor Hyer had charge of the review geography class while President Sims was in Madison.

The Seniors have been acquitting themselves very creditably in rhetorical. They want to go through the ordeal first so that the Elements will have an idea of what good speak-

ing is. We appreciate their thoughtfulness, and expect to enjoy it as much as the Seniors. They always seem so happy when they find the rhetorical slips.

Professor Smith, in Modern History, explaining scholasticism, and syllogisms, gave the following as an illustration of the latter: "All men are liars. Mr. A. is a man; therefore he is a liar. What do you think of that?"

Student—"I can't see anything in that; I don't believe *that!*"

Professor S.—"Here's another: 'A locomotive is an invention. Bread is a necessity. Necessity is the mother of invention; therefore bread is the mother of a locomotive.' How do you like that?"

Student—"I see some connection there!"

Melvin Olson, in Composition—"What is the proper salutation in writing to a lady with whom you are not well acquainted?"

Miss B—"Dear Madam."

M. O.—"When shall I use 'Dear', and when 'My Dear?'"

After class, Melvin explained, "I was gathering information for future use."

In Physics—"Miss M., would you rather have two pounds of meat or two pounds of pull?"

Miss M.—"Two pounds of pull."

Professor L.—"That's mostly what we get, all right."



FRESHMEN

On Friday evening, January 11, 1910, occurred the Freshman reception. The following program was enjoyed by all.

Piano Solo—Miss Walters.

Reading—Miss Hermanson.

Piano Solo—Miss Tozier.

Impromptu Speech—Miss Kelsey.

Mr. Smith then entertained us by a short witty talk after which the evening was spent in playing games and dancing.

Early in the evening some hungry upper classmen crept into the kitchen and helped themselves to half of our ice cream. However, we were prepared for this emergency, having ordered twice as much as we could use, and so were very glad that we could bestow charity upon our hungry neighbors who have always considered themselves our superiors. We have been wondering since on what they base their superiority; is it generosity or good manners? We hope that they remember that turn about is fair play and that others have given us an illustration of their interpretation of the Golden Rule.

On Monday, Jan. 14, the Freshman Class met and resolved themselves into a Committee of the Whole to discuss the mysterious disappearance of a three gallon can of ice cream intended for the Freshman reception. Being in doubt as to the manner of procedure in a

case of this kind and realizing that it was a matter which required experience and the best of talent, Geraldson and Dineen, attorneys at law, were engaged to solve the mystery. It was but a matter of a few days before the ice cream fiends were detected, tried by their peers, and convicted. They are now awaiting sentence by Judge Donald Hay.

At the last meeting of the Freshman class a rising vote of thanks was given to Geraldson and Dineen, who, because of the period of financial depression in which the Freshmen find themselves at this time, have absolutely refused to accept any remuneration.—William O'Connell, Clerk of the Court.

Miss Winslow, who was in school two quarters last year, has returned and entered the Freshman class.

Miss Mamie Gerdis has been absent from school for about two weeks on account of illness.

Mr. Collins in Geometry—"Is geometry plane or plain?"

Donald Hay—"Sometimes it is plain."

Mr. Collins—"Is there any ideal in this school?"

Margaret Harshaw—"Not unless it is Mr. Sims."

Miss Teckla Stenson withdrew from school on account of illness.

THE NORMAL POINTER

FORUM and ARENA

On Feb. 4 the Forum entertained the Arena and Faculty at an event which will long be remembered by those present as one of the most enjoyable functions of the year—the annual Forum banquet.

Shortly after eight o'clock the guests were received in the gymnasium, where a few pleasant hours were spent in dancing. This amusement was brought to an end by the president's announcement that refreshments would be served. The company formed in double line and in a grand march, led by Mr. and Mrs. Spindler, ascended the main stairway between rows of evergreens to the festive board in the brilliantly lighted corridor.

A sumptuous supper was served, followed by crisp toasts. Toastmaster Geraldson, in the name of the Forum, welcomed our society sisters and worthy instructors. Mr. Geraldson then said that his being prejudiced because of personal interests made it impossible for him to tell what love for the Arenaites impelled the Forum to tender the banquet, but that William Dineen, being unbiased and a free lance, would toast the Arena. In a few words Mr. Dineen showed that the Arena possessed all the qualities that would make society ideal were it not for those who cling to barbarous customs and Indian names. As a representative characteristic he elucidated the unparalleled sociability of the Arena, and closed by voicing the Forum's high esteem for its sister society. Miss La Tourette of the Arena responded with a eulogy to the Forum. In a pleasing manner the speaker reviewed the splendid work of the society, and pointed out the fact that those of our alumni who tower head and shoulders above their fellowmen are ex-Forumites.

Nugent Glennon was called upon to toast the Faculty. Mr. Glennon began by explaining the difficulty of his task because of the students' natural tendency to stray from the field of "toasts" to the field of "roasts," and then proceeded to demonstrate the truth of his contention by browsing most heartily in

the latter field. Having heaped all the iniquities known to human frailty on the heads of our gentleman instructors, the candid speaker lauded the lady members of the Faculty, and closed as follows: "I might divide the Faculty into two groups, the men and the women. As for the former, I have no words that will express my opinion of them. Regarding the latter, and I may say this of all women of their type, they are the greatest work of the Great Author and every man should have a copy." The last toast was given by Professor Smith, who expressed the Faculty's pleasure in being present, thanked the Forum for its interest in their instructors, and showed the admiration of all educators for earnest literary endeavor. Mr. Geraldson then thanked both the Arena and the Faculty for the honor bestowed on us by gracing our simple board with their presence.

The tables, laid for one hundred, were surrounded with bunting artistically arranged to display the colors of both societies, the red and white of the Forum, and the purple and white of the Arena. The draperies of the above colors were hung so as to form arches in which statues were effectively set. Banners of the two societies were gracefully suspended from the ceiling. The decorative scheme was pleasing, appropriate and homogeneous.

At eleven o'clock the lights went out, "Good nights" were said, and the Forum banquet had added another pleasurable page to the history of S. P. N. And the participants in the event went to their respective homes divided by sentiment into three elements: the agreeably surprised Faculty, the pleased and satisfied Arenaites, and the enthusiastic, justly proud, and enterprising Forumites.

On Feb. 4 the Forum elected the following officers: Pres., Ed. Mach; Vice Pres., John Lawton; Sec., Charles Kolanczyk; Treas., Walter Horn; Sergeant-at-arms, Carl Odin; Councillors, E. Mach, W. Dineen, T. Olson.

The Arena officers for the present quarter are: Pres., Emma Dysland; Vice Pres., Linus Danks; Sec., Hilda Degner; Treas., Hazel Waltersdorf; chairman of program committee, Ethel Jenkins; chairman of music committee, Esther Ramsey; chairman of poster committee, Marie Thorne; Sergeant-at-arms, Vivien Hainer.

OHIYESA

At our last meeting in the second quarter, on the evening of January 21, the following officers were elected to serve during the third quarter:

President.....Neva Adams
 Vice President.....Hillie Toering
 Secretary.....Alma Warnecke
 Treasurer.....Alice McCoy
 Program Committee—Neva Adams, chairman;
 Florence Ziegler and Hazel Brooks.

We are pleased to see in our midst again, one of our former members, Miss Lucile Davenport. Miss Davenport was one of our most active and able workers last year and we are glad to have her with us once more.

Our society is constantly increasing in size and we feel that it is growing in quality as well as in quantity. Just keep on, girls. Be regular and prompt in attendance, put forth your best effort when asked to appear before the society, do your utmost in every way to improve and advance it, and we may make our organization one to be proud of.

We have chosen and ordered society-pins,

and we expect soon to be wearing these little gold symbols of our membership in the Ohiyesa society. The style of the pin is very suggestive of the Indian idea in our society. It is in the shape of an arrowhead, with the name "Ohiyesa" enclosed in an Indian design.

We are on the reform list now, having recently made several amendments to our constitution. The fine for failing to appear on the program when scheduled to do so, has been raised from ten to twenty-five cents. The rules governing regular attendance at society meetings have also been made more strict. Provisions are made for the rigid enforcement of these two amendments.

At the close of the second quarter of school, our number was decreased by three—Miss Sarah Brickson, Miss Maude MacLennon, and Miss Hazel Wilson. Miss Brickson and Miss MacLennon are teaching at Waupaca and at Edgar, respectively, while Miss Wilson is at her home in this city. We regret to lose these young ladies as members of our society, but they have our best wishes for success in all that they undertake.

ATHENAEUM

The officers elected by the Athenaeum for the third quarter of the school year are:

President.....Mark Billings
 Vice President.....William Hanson
 Secretary.....Harry Lampman
 Treasurer.....John Geimer
 Sergeant-at-arms.....Leone Carley

The roll call has been increased by the addition of several members. We are pleased to welcome back James Burns, a former member. Others who have joined our ranks are: Harry Lampman, Claire Eberhardt, Charles Blume and Anton Hornung.

On Saturday evening, Feb. 12, the Ohiyesa very pleasantly entertained the Athenaeum at a Valentine party. The balcony of the gymnasium was draped with red and white bunt-

ing overhung with strings of hearts. Large hearts bearing the names of the two societies were placed at each end of the room. Ferns were grouped artistically about the room, while banners of the two societies occupied conspicuous places. Games, Valentine entertainments, and a short program consisting of music, songs and talks by Professors Hippensteel, Collins, and Spindler, were carried out. At eleven all retired to the corridor on the first floor, where a dainty lunch was served on tables served with hearts. At each plate were paper darts on which were written the names of the foods served, which were Love's Food, Sign of Love, Crushed Hearts' Blood, and Lover's Sweets. The evening ended most pleasantly for all.



ATHLETICS

Two excellent articles upon Physical Training are to be found in a recent number of the Pointer. The article, "Standing Erect," was taken verbatim from the Youth's Companion. The abstract upon "Physical Education" is taken from one of Dr. D. A. Sargent's articles in the August and September copies of Putnam's Magazine.

Almost every month one may find some interesting article in a popular monthly bearing upon some phase of physical education.

Two new climbing ropes have just been secured for the gymnasium and will be put up as speedily as possible. Dull's balls have also been added for use in the practice department.

Enthusiasm in basket-ball for the girls remains unflagging. Teams have been chosen and from now on there will be strenuous work. It is expected that this year's tournament will be even more exciting than the last year's.

A large number of the boys are taking gymnasium work this quarter. Much indoor, track and field work is being done preparatory to the opening of the season in the spring. Every man in the school who is able is urged to come out and enter for some special work in order to make possible a field day with some neighboring school in the state.

We have been unusually favored this year

with basket-ball material, but thus far have been unfortunate in not having a regular team. Class teams have been organized and are playing under a schedule Tuesday, Wednesday, and Friday nights. Several practice games have been played with our old rivals, the High school. The interest in these games has been well shown by the attendance during the last quarter. The Normal and High school as usual are very evenly matched in basketball and a good game can always be expected when they meet. The first time this year the teams met for a practice game the Normal was somewhat handicapped by the non-appearance of several of its best players. The game was well-played during both halves, the Normal leading by a safe margin. The game was entirely satisfactory to all and showed that the material for a good team in the Normal was not lacking.

The second game resulted in a victory for the Normal by a larger score, the line-up being somewhat different than in the first game: Collins, f., Burns, g., Pierce, g., Halverson, c.; Birdsall, f., McDill, f., played for the Normal, while Dumas, g., Coye, f., Ondracek, g., Pierce, f., Welis, g., Moen, c., Weltman, g., appeared on the High school line-up. Score, 23 to 11.

These games are a means of strengthening both teams in their playing and also help in building up a friendly relation between the two schools.





JOHN F. SIMS

The City States of Greece and Italy.

Among the many cases of analogous development that the history of human institutions presents, there is no more striking case than that shown by the comparison of the Italian city republics from 1100 to 1500 A. D. with the Greek states from 600 to 300 B. C. Remote from each other as the two ages stand in point of time, the Italians reproduced with wonderful distinctness many features of the Grecian cities, all without conscious imitation, one must believe, unless in the cases of some of the later tyrants, who may have studied the newly revived Greek literature.

On the surface, the parallel is obvious. In both cases the states proceeded from aristocracy to tyranny, to fall, at last, under the domination of a foreign master. In Italy and in Greece, the overthrow of the hereditary class of rulers was the signal for a Great Age, an age of feverish activity in every department of life. Again, the full maturity of culture was not realized until the hand of an absolute master had taken from the city mob the control of the state, turning men's minds from politics to the arts and sciences as the avenue of promotion to such rewards as the state had to offer. Finally, it was the constant strife of the city states in Ancient Greece, and in Italy of the Renaissance, which brought foreign intervention, and made foreign conquest possible, and it was the foreigner, not the native prince or state, who made use of the matured wisdom and full grown powers of Greek and Italian.

It is possible to carry this analogy through many details of development, both of Greek and Italian cities. Many similar conditions appear in the process of getting rid of the aristocracies. Trade and wealth centered in the cities, and, as population and wealth increased, enterprise, courage and intelligence awoke. Conservative as such a body has always been, from the age of Solon to the last election in England, the landed aristocracy

stood still, and lost power before the rising city populations. In Italy and Greece the fate of the aristocrats was similar. They came to live in the cities, devoid of power to resist the trend of events, but sullenly hostile to the state and ready to take advantage of internal commotion or foreign attack to recover their lost position.

Many common defects appear in these city republics. They feared the prosperity of neighbors, and aimed constantly to get control of other cities. In ancient Greece and medieval Italy the idea of state-building was very much the same, a tyrant city, in control of other cities, which shared the burdens of government without voice in its control. Such a state was in constant danger, rising by the magic of success, like the Athenian Empire, and crumbling the moment the central power had sustained a serious reverse. Hence the narrow, restrictive policy toward subject cities, which were justly suspected of unfriendliness and readiness to revolt, a situation only to be controlled by a most jealous watchfulness over the prosperity of the subject state, and the doings of its citizens.

In the rise of tyrants in Italian and Greek communities there are many striking parallels. Some of the tyrants were military leaders who had done signal service to the state, like Francisco Sforza of Milan, only to become masters afterwards. So Dionysius of Syracuse, in the older period, saved his city from the Carthaginians by means of his mercenary army, and set himself up as tyrant by the same means, after the enemy had been beaten back. Other tyrants were members of the aristocracy, who succeeded in combining the discontented elements of the state, gaining control through their aid. A similar class is the officials of the communes, who, like the Carrara of Padua, made use of their position to draw about them a party of malcontents, exclude other citizens from power,

or overawe them by show of force. So Peisistratus of Athens made himself tyrant, depending largely for support on the unfranchised classes. The hand of such a tyrant fell heavily on the citizen class generally, and special severity was shown toward any possible rival. "Blood-madness" developed out of the constant peril of such a position, and found its victims in the noblest and ablest of the tyrant's possible opponents. Another class of tyrants arose out of the political boss. Thus the Medici of Florence came to wield an ascendancy over their fellow citizens not unlike that of Cleon the Tanner in the Athenian Assembly. These tyrants also allied themselves with the lower classes, and used their personal popularity to gain their ends.

Tyrants of all ages have faced much the same problems. Political ferment must be suppressed, leaders of the opposing factions destroyed, the minds of the masses distracted by public entertainments, and talented men must be gathered into the tyrant's service, to carry out his plans, or to add by their presence to the glory of his court. Of course there was little real philanthropy in the rule of the tyrants, but their government was not devoid of merits. Conditions of life tended to become equal, faction was sunk, and talent, not birth, was the key to the door of advancement. The art of government owes much to the tyrant. It was he who first studied the principles of taxation, and first substituted diplomacy for war, using, in the words of Lorenzo de Medici, "wits for bodies." Under the tyrants' patronage arts and sciences were studied, furnishing, one may suppose, a needed avenue of escape for the energy which otherwise might have been directed toward their overthrow. The darker side of tyranny is the one upon which most writers have enlarged, and little need be added here. Subjection to tyranny is demoralizing; sycophan-

cy, not patriotism, is successful, since the will of the ruler alone counts. Moreover, the tyrants degenerated steadily in character, retaining; at the last, little except astuteness.

The attempts of the tyrants, whether Greek or Italian, to found dynasties, were almost universally failures. No long association bound the prince to the people, and he held his position only through force and cleverness. The first of his race to lack these essential qualities speedily lost his power, and usually his life, before some abler aspirant to tyranny.

In closing this analogy, it is interesting to note that none of these city states founded a power of any considerable duration, and that all fell into the hands of a foreign conqueror, inferior in culture, who had the sense to use the intelligence of his new subjects, and the power to suppress their turbulence. Philip of Macedon and Ferdinand the Catholic of Spain were equally ready to employ the talent of the conquered city states. The Greeks sought their fortunes in the service of their Macedonian conquerors, and the Italians found careers awaiting them in the court and armies of the Spanish monarchs. It is astonishing to find how few of the ecclesiastics, statesmen and soldiers who served the kings of Spain in the days of Spanish greatness, were really Spaniards, and in this readiness to serve a foreign master, one may read the death warrant of Italian independence.

In ancient Greece, and in Italy of the fifteenth century, the same jealous suspicion which characterized the relations of the metropolis to its subjects, also dominated the personal relations of man to man. Tyrannicide might be praised, and foreign domination hated, but in practice men followed the line of individual interest, careless of the results to others. Such intense individualism could not found a political organization capable of withstanding a people, ruder in arts, but inspired with patriotic devotion and personal loyalty to the nation's head.

E. T. SMITH.

On the evening of Feb. 11, the Faculty tendered a banquet in honor of the new resident Regent, George B. Nelson. It was held in the music room and the tables and room were tastefully decorated in gold and pink. Plates were laid for thirty-five. Toasts were given by Pres. Sims, Mr. Hyer, Mr. Collins, and Mr. George B. Nelson. A very bountiful dinner was served by the domestic science girls, after which a general reception was held in

the gymnasium to all students and the public. Dancing was the favorite pastime. Everyone left the reception hall feeling that he had made new friends and renewed old acquaintances.

The "German Article" in the January number of the Pointer was written by Nannie R. Gray and the initials should have read N. R. G.



WIT AND HUMOR

A student, quoting from "To a Waterfowl" in Literature exam, wrote the following:

"He who from zone to zone
Guides thru the sky thy certain flight,
Will, in the weary way that I must trot
alone,
Guide my steps aright."

Means went to Custer with Kulaszewicz
(Kulasavage)

And she proved to be a cool-savage.

A civilized spoon would surely Buster:

Means held his own hand and sweetly
Custer.

At a meeting held to select a question for the preliminary debate, President Sims presided. He was in a hurry as he had a Faculty meeting to attend, and after the question had been chosen and the meeting was about to close, D. Kumm jumped up and said: "Oh, I a-a-a know a good question, Mr. Sims."

The President said, "Well, all right, Davis, let's have it," to which Davis replied, "Resolved, that the right of suffrage should be given to children."

Mr. Smith says that he couldn't sing on one key to save his life, but he might be able to sing on a bunch of them.

John W—to student coming out of expressive reading class—"Well, did you express yourself or go by mail?"

Miss McD. to M. D. "You're a perfect monkey."

Margaret—"No, I'm not—my grandfather was."

"Now, Pat, would you sooner lose your money or your life?"

"Why, me loife, yer riverence. I want me money for me ould age."

Prof. Spindler—"What is an agnostic, Kumm?"

Kumm—"I don't know."

Prof. Spindler—"Are you an agnostic?"

Kumm—"No, sir."

President Sims (coming up to Joe M. and others talking in the Assembly room) "Will you gentlemen please step into the office and finish your talk?"

Joe—"We just finished as you came along."

Prof. Sechrist in Lit. class—"Who can quote a passage which shows that Bassanio had received encouragement from Portia?"

Miss Quimby (quotes) "Sometimes from her eyes I did receive fair, speechless messages—"

Prof. S.—"Yes, I was just thinking about that."

First Student—"My, I have another sore nose."

Second Student—"Well, what did you do with your other one."—Ex.

The Professor—"In the battle of Hastings what did the English fight with?"

Pupil—"Stubborn courage."

Prof. Lusk (in Physiology class)—"The longer you hold your finger on the stove, the badder it will burn."

Teacher—"What is Coronation, Johnnie?"
Johnnie (who had been dozing)—"Oh, she's Carrie's sister."

GENTLE MUSINGS.

Curiosity is merely something that is inspired by things that are none of our business.

The only thing some people learn from experience is what fools they have been.

Some people are so tireless that they positively become tiresome.

Some young men are so promising that they are willing to promise anything.

The Juniors have a Batty president.

E. B.—"When the seats were being changed why didn't you move to the back of the room?"

R. M.—"Oh! they were all full back there."

Prof. Smith—"Read that sentence 'I come not to praise Caesar, but to bury him,' and let the falling inflection come in the center."

Minnie F.—"Oh, shall I go down after Caesar?"

A fond parent sent a note of excuse to the teacher as follows:

"Please excuse Willie, as he has torn his trousers on a nail. Hoping you will do the same, I am, yours truly, —"—Ex.

TOO LATE TO BE CLASSIFIED

I should like to continue taking vocal lessons. Do you know of any instructor whom you could recommend?—Lucile Davenport.

Thomas Olson is fast becoming famous as a vocalist. You might see what arrangements you could make with him.

Prof. Spindler to H. D.—"Have you any brains?"

H. D.—"Yes."

Prof. S.—"Where are they?"

H. D.—"In my head."

Prof. S.—"How do you know?"

H. D.—"Why, I can feel 'em"

Teacher—"How many senses are there?"

Freshie—"Six."

Teacher—"I have only five."

Freshie—"I know it. The other's common sense."—Ex.

Prof. Spindler—"Supposing we could know other's minds as well as we know our own, what would the result be?"

Miss Jenkins—"Life would be unbearable."

Prof. Smith—"The people belonging to the medieval churches were very wealthy, and often donated tracts of land to the church. For instance, a man would donate a meadow. For what, Ed?"

Ed Mach—"To pasture the Papal Bull."

Mother—"Tommy, why did you go swimming?"

Tommy—"Satan tempted me, mamma."

Mother—"Well, why didn't you say, 'Get thee behind me, Satan'?"

Tommy—"I did and he pushed me into the water."—Ex.

Maude Scott (in Home Nursing)—"Spoons are not accurate. They are of different sizes."

"The Lily," quoth the Bull-rush, "has a form to drive one mad."

"Think so?" replied the Reed, "I've seen the lily-pad."

Dear Editor—Can you tell me why, after spending many hours electioneering for a certain class pin and even hiding it, Mr. Geraldson has not yet subscribed for one?—Marie Thorne.

Yes, he is financially embarrassed. Been spending too much money on his many (?) friends.