

STEVENS POINT NORMAL

SERIES II. VOLUME II.

STEVENS POINT, WIS., May 25, 1921

NUMBER 9

DEPARTMENT OF RURAL EDUCATION

The Service That Makes for Better Rural America

SHORTAGE OF TEACHERS

(From Reports by Those Who Know)

That the teacher shortage throughout the state of Wisconsin is no longer a serious problem is an impression that still prevails. Authentic reports received from county superintendents in Wisconsin clearly indicate that such a conclusion is erroneous. While the average condition is slightly better than in 1919-20, due to the marked increase in the salary of the teacher, the general situation remains unchanged.

The number of schools reported on Sept. 1, 1920, without teachers, numbered 351, and the number taught by teachers below standard, numbered 534, the standard referred to, is of course, the minimum for the state of Wisconsin. These figures show that a very serious situation still exists, particularly in those counties where salaries are lowest, for these communities furnish a "haven of refuge" for the incompetent, low standard teacher. Wisconsin cannot stand for a low standard, especially if she is going to build up rural life on the basis of a real rural school.

It is true that there has been an increase in the attendance of the county normals, and in the Rural Department of Education of the state normals the past year, yet, the number of young men and women graduating from these schools this year will not be sufficient to supply trained teachers in the 885 schools of Wisconsin that have been closed, or taught by incompetent teachers.

Unquestionably the greatest educational problem before the rural communities of Wisconsin is the securing of competent, well trained young men and women, for every rural school in the state. This is an age of slogans. A good one for boys and girls who are deciding upon a profession, is "Why Not Teach?" Another is, "Where Will I Go to School?" and still another, "To the Rural Department of Education, Stevens Point State Normal."

THE RURAL PROBLEM

What are some of the problems which confront those of us who are engaged in the training of rural teachers? We are well aware that the school should train the child to fill its place in the world of men; to see all the relations of life; to be fitted to live in human society. It is not the mission of the school to teach individuals the elements of knowledge, but to train boys and girls the art of living, for citizenship, for an occupation, and not merely for the good of the individual alone but the good of society as a whole.

If this true, there is then a demand for a new type of country school as well as a new type of country teacher. A very large per cent of the farmers go direct to their occupation from the rural school. It means then that the curriculum of the country school must contain those subjects that will stimulate their lives. This school should teach in terms of their daily life. The work of the school should be closely related to the home and community life.

This school demands a teacher specially trained for her special work. She needs that training that will give her a knowledge of country things, country people, country needs. We have discovered that the only way thoroughly to fit a boy for the country life is to begin by teaching him the facts of his own environment.

Some of the things then that the country boy and girl should have are: better trained teachers, longer periods for study and recitation, opportunities for manual training, domestic science, music, art and agriculture. Opportunities for athletics and community center work. The consolidated school will bring these things in reach of the rural children. It is the only kind of a farm school that provides equality of opportunity for the farm children to attend a good school.

The Rural Department of the Stevens Point Normal recognizes the need of thoroughly trained teachers for the

COURSES OFFERED IN RURAL DEPARTMENT

Three Year Course, A—

We would call especial attention to this course, of all young men and women who are ambitious to become well-trained and efficient teachers in the rural school. Graduates of the eighth grade are admitted to the first year's work on presenting their diplomas. It will require at least two years for students to complete this course who have had one year of high school work. Students having two years work in high school will be required to take at least one year and a summer term, depending largely on work previously taken and ability of the student.

This course is one that gives thorough training in the academic and professional side of the common branches. More practice teaching is afforded students of this course than in any other similar course in the United States.

Course B—For High School Graduates

This is a one year course for high school graduates. Special attention is given in this course to the methods side of the work. Students completing this course will receive a First Grade County certificate good for five years. Students having three years high school work will take this course.

Course C—For High School Graduates

This is a two years' course for high school graduates and leads to a diploma which leads to a life certificate after two years successful teaching. Students who graduate from this course are entitled to a bonus of ten dollars a month the first year and fifteen dollars

(Continued on page 7)

rural schools. Our problem at present is to make this one-room school the best possible and at the same time inspire the people of rural communities with a better understanding of the possibilities of providing better facilities for the education of the country boys and girls.

HIGH SCHOOL DEPARTMENT

Apr. 17, 1918—Prof. Jones told me this morn'g I ought to be a teacher because I was one of the smartest in the school here. I guess I will go to Normal, Stevens Point Normal, I think, because I heard Stevens Point was such a nice place and it is such a big city.

Aug. 21, 1918—Pa and ma said tonite that I could go to Normal. Gee, I am tickled. I think I'll be a H. S. Teacher because they always know so much.

Sept. 17—Tomorrow morning I am going to Stevens Point. Ma told me I'd better keep still when I got there so folks wouldn't think I was green, just as if I didn't know how to act. They think I am a baby yet when I am grown up and know about as much as they do. I kind of hate to leave Pa and Ma, though I wonder if the cows and chickens will forget me.

Sept. 18—I got here tonite. This is an awful big place. A great big bus met us at the depot. I suppose the teachers sent it because they couldn't come. It brought us rite up to the dormitory. The dormitory is an awful big place. It looks some like the cheese factory at Simpson's Corners, but it is lots bigger. Miss Hussey met me at the door and seemed awful pleased to see me. I suppose it was cause I was dressed so stylish. None of the other girls was wearin' silk dresses or had half so much jewelry. She took me up to my room. It isn't a very big one and it don't look at all like our house. All you have to do is to turn a handle and what the girls call water comes out the spout, but it isn't like the water in our windmill.

Sept. 19, 1918—I encalled today. at least that's what Miss Hussey called it. I had to write my name ever so many times and then I got some books and everything is so mixed up. It's the biggest school house I ever saw and as many people go to school as there are that come to the circus at Simpson's Corners. I know I won't be lonesome because I can talk to all the people.

My roommate came today. She looks kind of stylish but her clothes arint like mine and she has n't half so much jewelry. I think she is stuck up. She took me down town to a moving picture show. I thot she was kiddin when she asked me to go because its Tuesday nite. But she said that the shows were open every nite and not only Saturdays, and there are two of them here. We rode home in that big bus again. It seems to be going back and forth all the time. Maybe the teachers didn't send it after all.

It was almost ten o'clock when we got home so I have to hurry right to bed but I wrote this before I forgot.

Sept. 20—Today I went to school. I couldn't find only two of my classes. We don't have to sit in one room and nobody makes us study if we don't want to. When a bell rings everybody gets up and leaves the room they are in and goes into another. I went with

'em once, but it wasn't where I should be because it was French and I don't take that. The Sicology teacher the kids call Spin, and say he is great. He growls like a bear and tells lots of stories that I don't think were funny, but he does. We also have what they call general X. I suppose after some great man. May be it is the man who talks at it. Some old folks sit on the stage. I don't know who they are except Spin. They can't be teachers because they ain't as good looking as some of them in the audience. I set in the audience this morning while Mr. General X made a speech on the golden opportunities of S. P. N. and told us what fine men and women we would be when we graduated, just as if we weren't now. This afternoon I went to Mr. Smith's class. He said he wouldn't have no fooling so I think he must know a lot.

Sept. 30, 1918—They had a football game today. I don't see why everybody is so crazy about football. First they lined up and then when somebody blue a whistle they fell down and a lot more fell over them. Somebody kept hollerin' downs and it really wasn't necessary for they were down all the time. Then everybody would yell. I don't think I'll go to anymore.

Dec. 13, 1918—I had a date tonite. He asked me yesterday. I think he must be awful popular for he never takes the same girl more than once or twice. We went to the show and then he treated me to some ice cream. I asked him if it was a holiday, but he said they kept ice cream on hand all winter here. This is sure some swell city.

June 1, 1919—We wrote our examinations today so I am going home. I am not going to wait for commence exercises because I am kind of anxious to see Pa and Ma. Gee! but I've learned a lot. Pa and Ma will be surprised. I'll just show off good when I get home and let all the people in Simpson's Corners know how much I learned. I don't know as I'll come back next year. Maybe I can get a job and teach.

Sept. 20, 1919—Well, I came back to Stevens Point tonight. I didn't want to, but Pa and Ma made me any way it was rather dead in Simpson's Corners with moviés only on Saturday nite. Besides it would be lonesome with Bill gone away to University. It seems rather good to see all the old kids again. But there is such a crowd of new ones that act so green and think they are smart I don't see why they don't act like I did instead of thinking they are so smart.

Sept. 21—I went to classes today. The building doesn't seem to look as large as it did last year. Mr. Sims gave another speech before General Assembly like he did last year, but it seemed different. I guess I understand it better.

Nov. 13—I went to a football game today. It was great. Our fellows put up the best fight, only I think the referee was partial. I just know the ball was over the line and he said it wasn't. We beat them but I don't think he was fair. I can't wait until the Basketball season begins and last year I missed three games.

Jan. 15—I joined the dramatics club tonite. It's more fun to be around with the kids than to stay over in my room all the time.

Sept., 1920—Back at S. P. N. for the third time. I thought September would never come and I can hardly wait until tomorrow to renew old acquaintances.

Sept. 21, 1920—I have been around school all day talking to everyone. Haven't had time to enroll. Maybe I will tomorrow.

Sept. 22, 1920—Enrolled this A. M. and went to classes. We have a new Eng. teacher who I thot was one of the students at first. There was so many things to do I don't see when I am going to have time to study. Maybe I can do as Spin says, "live on the reputation I made when I did study."

May 30—It is almost over and I shall soon be leaving S. P. N. for always. All my friends are going. Shall I ever see them again? I have a position at..... for \$1,350, but somehow I don't seem to know as much as I thought I did. I can't bear to think of leaving the students and the faculty and when I first saw them I thought they were such a funny bunch; instead I guess I must have been the funny one. Thursday is Commencement and goodbye and a new era of my life begins.

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THE COLLEGE DEPARTMENT

INTRODUCTION OF COLLEGE DEPARTMENT INTO NORMAL SCHOOLS

The legislature of 1911 authorized the Board of Regents of Normal Schools to offer two years of College work in the different normal schools of the state. In accordance, the Board of Regents offered work in the freshman year at the various normal schools during the school year 1911-12, and in further conformity with the spirit of the legislative act, both freshman and sophomore work was offered for the year 1912-'13. This work, by legislative enactment was to be full and fair equivalent of the two years of a College course and the Board of Normal School Regents provided additional teachers and equipment at each of the normal schools in order that it might be given in a satisfactory manner.

Seven courses are now offered at S. P. N., namely: Agriculture, Commerce, Journalism, Pre-Legal, Pre-Medic, Engineering and Letters and Science. In all of these courses, with the exception of the Engineering the student can transfer to the University of Wisconsin, Lawrence, Carroll, and other Wisconsin schools of higher education at the end of two years without loss of credit. They may also receive credit at Northwestern and the University of Chicago. Students in the Engineering course can transfer at the end of the first year without loss of credit while those spending the full two years at Normal will probably have their time of graduation extended one semester. However, they are so much better prepared for entrance that the extra time required will be more than compensated for by the better grade of engineers turned out.

Growth of the Department

During the first few years after its introduction into the Stevens Point Normal School, the College Department grew slowly due to the false notion that the work offered did not come up to the University standard. Now that idea has been corrected by the fact that the University is urging students to complete their first two years at some normal school, and this, together with the realization of the great value of a college education on the part of the students, has caused the phenomenal growth of the department during the last two or three years.

Activities in Which College Students Participate

This year there are thirty-five students, including both Juniors and Seniors, enrolled in the College department, all of whom are vitally interested in the various activities of the school. No other department has so great a number of live wires in proportion to its enrollment as has this one. It is especially well represented in athletics of all kinds, in football, in basketball, and in track. In this year's

splendid football team, which did not go down to defeat a single time during the whole season, were five college men, one of them the captain of the squad.

There is much enthusiasm being shown in track this year and ten men of the College department are going out for it. Last year S. P. N. won the State Championship and there is little doubt of our ability to carry off the laurels again this year.

In forensics too, the department is well represented. Four out of the eight who made the debating teams were college students and one member of the department was among the six chosen from the twenty-five who tried

WHAT THE COLLEGE DEPARTMENT IS DOING

Total enrollment	35
No. of College students in:—	
Football	5
Basketball	2
Track	10
Debate	4
Oratory	1
Dramatic Club	6
Science Club	1
Forum	27
Pointonians	6
Loyola	9
Y. M. and Y. W.	14
Iris and Pointer Staff.....	7

out to compete in the preliminary Oratorical contest for the honor of representing the school in the state contest.

That College students are interested in Dramatics is shown by the fact that six of them belong to the Dramatic club. Under coaching of Professor Burroughs they are about to present two plays, "Fanny and the Servant Problem," by Jerome and "A Single Man" by John Drew.

One of the College students has been honored by election to membership in the Science Club.

Twenty-seven College students are active members of the Forum, a society composed of students belonging to the High School Teachers and the College Departments. Among the Pointonians, a society for young men, are six College men.

A keen interest is also shown in religious societies, twenty-three College people being members of either the Y. M. C. A., Y. W. C. A. or the Loyola Club, the two former societies having fourteen of this number and the latter nine. Lastly, there are seven enrolled in the department whose names appear on the staff of the two school publications, the Iris and the Pointer.

Is this not a fine record? Now imagine that these thirty-five students were at Madison for instance, and try to think of the part they would play in the activities of that great school.

Would fifty per cent of them be engaged in representing the school in athletics? Perhaps by a great deal of hard work and diligent effort one of them might get a berth on the third reserve football team in his sophomore year, but that would be the best one could expect. There at Madison they are interested in the upper classmen and those taking post graduate work. Under classmen are in the way and are lost in the scuffle, literally drowned in the sea of studies there. Only the genius can rise above this disregard and forge into the limelight. Personality is stifled, you are only one among thousands. Until the student has weathered the first two years, practically no interest is taken in him. It is hard for the student just out of High School to even become acquainted with the very many of his fellow students to say nothing of knowing his teachers and getting any personal help from them.

Now Stevens Point Normal, with an enrollment of about five hundred students, is just the right size for College work. It is the happy medium between the small, insufficiently equipped College and the great Universities. It is large enough to have that fine enthusiasm and school spirit that comes from a goodly number of students and it is small enough so that the teachers can take a personal interest in the students and any enterprising student can make his influence felt in the school activities. The, too, expenses are only about one-third as much as they are at a University, and students can live nearer home by attending the normal schools of their respective districts.

You, who are considering a College education, why be swallowed up in the whirl of University life when you can get the first two years of the course right near home at about one-third the cost with full credit given at the University together with the opportunity of becoming very influential in the activities of normal school life?

CHEER UP AND SMILE

Happy hearts and happy faces
Happy play in grassy places,
This is how in ancient ages
Children grew into kings and sages.
—Robert Louis Stevenson.

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HOME ECONOMICS DEPARTMENT

Act 1.

Scene: Betty's room in a teacher's boarding house.

Time: 5:30 P. M., May 7, 1921.

Characters: Betty, a High School Home Ec. Teacher; Margery, a High School English Teacher; and Jean, a High School Music Teacher.

Scene 1.

Jean: Calling from another room, "Oh, Betty, what are you going to do tonight? Let's go to the movies."

Betty: "Oh, I can't, Jean, tonight; you know four of my cookery girls are giving a dinner. So sorry you can't go too, as I know they are going to have just wonderful eats."

Margery: "Oh, you lucky girl; you're always being invited to dinners and here I've got to stay at home and correct forty-eight English themes."

Jean: "What are you going to wear, Betty?"

Betty: "Haven't you seen my new blue satin?"

(Jean and Margery enter.)

Margery: "Oh, isn't it lovely! Where did you buy it?"

Betty: "Buy it! I never buy any of my clothes. I make all of them. I made that dress last week."

Jean: "Don't I wish I could make my own clothes. All I can do is to teach pupils the scale from C to A."

Margery: "Where did you go to school, Betty? I only wish I could cook and sew as you can."

Betty: "That's easy. I took a two year course at the Stevens Point Normal School. They have a wonderful course there. Why, I couldn't cook a thing or even sew a seam straight before I went, and now I'm so thankful that Mother urged me to go there."

Jean: "Oh, I've heard about the good course they have there. Isn't there a Miss Allen at the head of the department?"

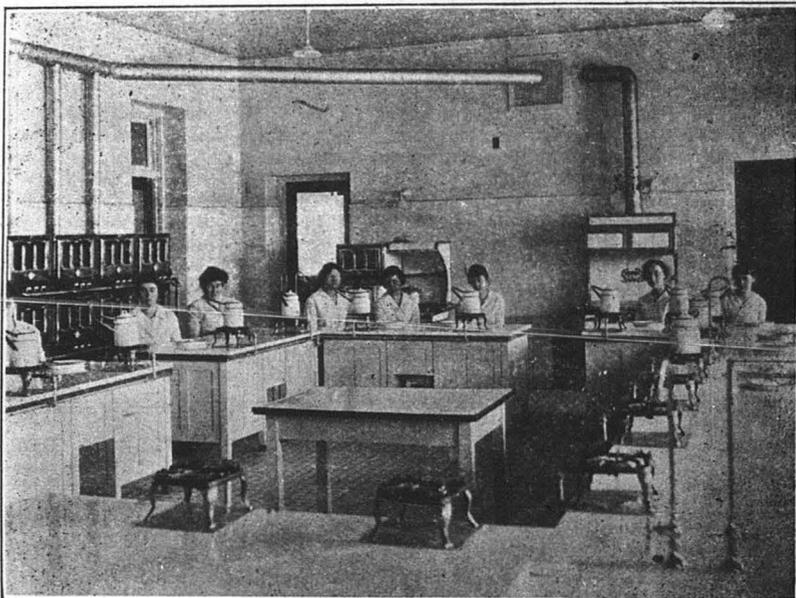
Betty: "Yes, and I feel so indebted to her; she helped me so much. Girls, it's getting late and I must be going. Good-bye! Wish you were going too."

Act 2.

(Five hours later)

Scene: In Margery's and Jean's room.

Betty: "Are you up yet? I thought



Home Economic Department Kitchen

I'd find both of you tucked snugly in bed."

Margery: "Oh, Betty, I'll never get those themes corrected. Jean has been helping me and we still have twelve left."

Jean: "Did you have a good time, dear?"

Betty: "Did I? Oh, we had such a delightful time, and I am so proud of my girls. And just guess who brought me home! Prof. Lambert! Can you ever imagine it?"

Jean: "How fortunate you are. I suppose it is all the result of giving him a piece of that wonderful angel food cake you made last week."

Betty (laughing): "Well, I guess the way to a man's heart is through his stomach."

Margery (throwing down papers disgustedly): "Here's where I save my pennies and go to Stevens Point next year. Tell me, Betty, what subjects do you get in the Home Ec. Course? Do you really believe I can learn to cook and sew?"

Betty: "Anyone who tries can learn. Why, look at me! You get principles of interior decoration, the art of home-making, house planning, and also the scientific studies, such as Chemistry, Bacteriology, Physics, Biology, and Physiology. It is such interesting work and I know you would like it."

Margery: "Where did you stay while at

school, Betty? Is there a dorm?"

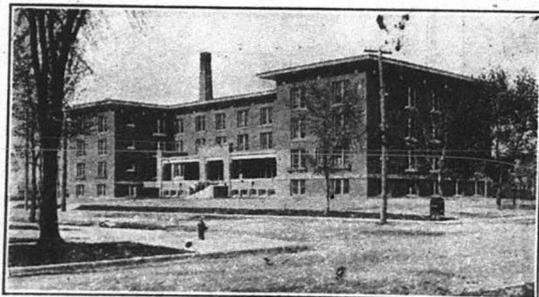
Betty: "Oh, that's one of the many splendid things about the school. Nelson Hall is a lovely place to stay; you can have so much fun with the girls. Of course, you live in the cottages one quarter during your Senior year."

Jean: "I never heard you say anything about the cottages before. Tell us about them. I'm getting interested too."

Betty: "It is a big double cottage; four girls living on each side. They do all of their own cooking, and house-work. And oh, girls, it is so much fun, just like having a little home of one's own; Miss Allen lives there. She has a nice suite of rooms."

Jean: "Well, girls, I am so tired; let's get some sleep."

A little later all three teachers were sound asleep. If you could have peeped into Jean's and Margery's diary you would have seen something like this: "I'm going to Stevens Point next year and have the honor of being a Home Ec. Graduate too."



Stevens Point Normal Dormitory



Stevens Point Normal Cottages

GRAMMAR DEPARTMENT

My Dear Friends:

We beg your pardon for our seeming boldness in writing to you so abruptly—but we saw in a special issue of the Chicago Examiner that you are coming to the Stevens Point State Normal School next fall to continue your education. We are taking this opportunity to render you a kind and helpful turn by imparting some valuable information. Such stuff is usually concealed in battles and is so very expensive that few people ever obtain it. Yours is one chance in 100. We are willing to give you, free of charge, some important inside knowledge concerning Stevens Point State Normal School and its advantages.

It is important to your future happiness and success that the first step taken after your graduation from High School, be taken in the right direction. It is for this purpose that we are writing this letter to you.

We wish to place before you a long line of stepping stones. If you step on every stone and do not slip or stumble you will ultimately find at the end of your road, the path of gold, filled with success, for which we all are looking.

First, of course, you would find that the path led to the State Normal School of Stevens Point, Wisconsin. Following it carefully you would be led up a flight of stairs and along a corridor, but, you would find that your path did not lead into any of the doors on either side of this corridor, not until you have reached the third floor would you be satisfied. On the door of one of these rooms you would see something like this:

Department for Training of Grammar Grade Teachers

CHARLES F. WATSON, Director.

We think that Mr. Watson is the very best department director in the Normal school, and we feel sure that you will instantly agree. When you have passed through the door you will find that you are not alone. The room is filled with laughing and jolly seniors just waiting for a chance to do someone a good turn. They will proceed to make you feel no longer a stranger. Before many minutes you will have been told that it was the Grammarians who won the Girls' Basketball championship two years in succession; it was the Grammarians who furnished the school with some of the best talent along musical, athletic, and dramatic lines; it was a girl from the Grammar department who won first place for being the most popular girl in Normal. They surely will not fail to tell you of the excellent programs they put on at the regular meetings of the department under the name of the "Round Table." You will be welcome to join the scholarship campaign which earned for the Grammar department first and second place in scholarship the last two years respectively,

40% of our members getting on the "Honor Roll," which means an average of 90 and above.

In five minutes you will be making plans for no other course than the Grammar. Your heart will actually leap, when, after having all the pep of the department put into you by this cheerful group of Grammar seniors, you will be presented to the confidential Mr. Watson, who immediately proceeds to kindly question you. He will be able to tell you at once just what line of work you wish to pursue. Four choices will be submitted to you, and immediately you'll wonder whether Mr. Watson has the ability to read minds.

The courses offered in the Grammar department are just the things you have been thinking about in High School. The straight two-year English course, which trains you to teach in the seventh and eighth grades or the intermediate course which prepares you for the fourth, fifth and sixth grades, will attract those of you who are planning to teach the upper grades in the city.

Now, we come to the two-year principalship course for state graded schools. As you know, this is especially interesting to those who wish to assert power and authority. This is a course that permits a greater number of electives; consequently, you are permitted to choose exactly what you are interested in. If you prefer to teach English and History to Geography and Mathematics, you can direct your course of study along this line. Take it from us Seniors, who know this is a very good course to take. It's the person who is qualified to act as a principal of a state graded school, that gets the salary (\$1300 to \$1500). Such people are scarce and, therefore, they are in great demand—a simple law of Economics.

You who enter the Normal school this fall, have a great advantage over us who graduate this June. There has been a new course outlined in the catalog for the purpose of training people to become qualified Junior High School Teachers. This course promises to be the most popular course offered next fall. Everyone is enthusiastic about it. It is a two-year course permitting a variety of eight electives. It is complete and satisfactory in any line of work you may desire to pursue. The recent rapid rise in the Junior High School idea in Wisconsin and throughout the United States, has developed a strong demand for teachers, especially trained to do departmental work in the Junior High School.

We feel very confident that this letter will leave your heart and soul in the proposition. If you wish additional information along with the catalog, write to President John F. Sims, or to Mr. C. F. Watson, Director of the Grammar department, both of the Stev-

ens Point State Normal School. Furthermore, if you desire actual inside knowledge of the Grammarians department from students who are very much interested in it, you are cordially welcome to correspond with the undersigned.

Very respectfully yours,
ERNA M. FRIEDL,
EMILY CARTERON.

Grammar Dept., Stevens Point Normal

What Our Graduates Say

(Quotations from Letters)

The Grammar course requires only two years and there are not extra laboratory fees, etc.

After completing the Grammar course you have confidence in your ability to teach; not in one position, but in a variety of positions. I am teaching in the Junior High School this year. From my point of view the Grammar course has proved to be the most practical, efficient course I could possibly have taken.

LILLIAN WIESLANDER,
Junior High School, Marshfield,
Salary \$1200.

As an alumnus of the School and a graduate of the course for training of principals for graded schools, I may say that Stevens Point State Normal School offers a variety of courses to prepare one for the principalship of a graded school, and if one comes to the institution prepared to get all he can to equip himself for that work, he will find instructors, who are ready to assist him.

WARREN E. BLODGETT,
Principal of Ward School, Merrill, Wis.
Salary \$1500.

I decided to attend the Stevens Point State Normal School because of its pleasant location and its pleasing surroundings. I had heard many good things about the Grammar department faculty and learned how untiring they were in their efforts to aid their students. This made me more enthusiastic than ever to take the course. I have never regretted my decision as I believe the course to be a very thorough, as well as a practical one.

GLADYS BARTLETT,
Principal of State Graded School,
Doylestown, Wis. Salary \$1300.

I have four reasons for commending the Grammar course: First, it is the wide-awake and peppy department of S. P. N. Second: It is a first class stepping stone to a higher position. Third: It offers more chance for advancement than the other courses. Fourth: It trains teachers for the difficult task of dealing with children at the age when they most need guidance and assistance.

JAMES WILLIAMS,
Principal of Ward School, Rhinelander, Wis. Salary \$1500 (first year out)

STOP!
LOOK!

PRIMARY DEPARTMENT

LISTEN!
READ!

Stevens Point State Normal School

PURPOSES TO BE ACCOMPLISHED
IN PRIMARY TEACHING

The Stevens Point Normal School Primary Department has a "Fourfold Purpose."

First: We seek to develop an appreciation in the student teacher of the primary pupils' ideas and ideals of life through music, art, literature, science, history, and educational subjects.

Second: We attempt to develop in the primary student teacher the responsibility for child life and child growth, also the real joy of being a "primary teacher."

Third: We build up the "academic side" of the students in the Primary department in the essential elementary subjects as well as in many of the higher branches of learning so that they will have an abundance of knowledge from which to draw for the nourishment of the minds of the children they may be teaching.

Fourth: We strive to train skilled teachers who understand child psychology, and primary methods suitable for the development of the children with whom they may come in contact, in and out of the school room. This is secured by requiring thirty-six weeks of practice teaching under the competent supervision of the Principal of the Training Department, Professor Alfred J. Herrick, and his able assistant critics.

Those who are interested in securing special training for the purpose of teaching in the sub-primary grades and the primary grades consisting of the first, second and third grades of the public schools of the state, will find the work pleasant and profitable in our normal school.

When the two year primary course has been completed we place our graduates in the best schools of the state, such as Madison, Kenosha, LaCrosse, Wausau, Marshfield, Stevens Point, Waupaca, Sheboygan, Marinette, Wisconsin Rapids, Fond du Lac, and numerous others.

We have graduates from our primary department in the following schools outside of the state: St. Paul, Minnesota; Indianapolis, Indiana; Cleveland, Ohio; Denver, Colorado and Portland, Oregon.

We have many calls from other large cities outside of the state for primary teachers which we are unable to furnish.

If you are interested in little folks, come and we will help you.

More than half of our primary graduates of this year, forty-four in all, have been located at salaries from \$100 to \$144 per month.

Do right and fear not.—Bruce Barnes.

THINGS WE DO

(In Blank Verse)

Here is a saying disproven, a saying believed in past ages:

"Any, the uneducated, can teach in the Primary school room."

So 'twas supposed that in training, the Primary teacher learned little;

Nothing but most simple studies, as cutting with scissors, and drawing

Pictures with crayons of color, to keep active children contented.

Mere trifling play and delightful, but not to be counted as labor.

Here in the Stevens Point Normal, the mission of Primary teachers, Recognized by our Director, is realized in work comprehensive.

Scholars are sent out as teachers, equipped in a manner most fitting,

Willing to plan and to ponder, that little ones may when developed

Prove to be citizens loyal by honest and virtuous living.

Studies we find necessary are: **Methods and Handwork and Seatwork.**

Method Arithmetic useful, we study and copy in notebooks,

Seat work, devices, and drill work, that we may have help when we're teaching.

Reading and Phonics with Methods, a basis for teaching our charges,

Subjects important for pupils to learn in the Primary classes;

Hand work, (that's weaving of baskets and pasting, and cutting free-handed);

Seatwork, (that's furniture-making of paper, and learning to pattern

Other models for children to use when at work at their tables);

Music we study to gather some songs to be sung by the youngsters;

Drawing, to learn fitting subjects, the best to present to our classes;

Juvenile Lit., just what stories and poems the children should study;

Proper Nutrition for children, the vitamins, calories, lunches.

Menus delicious and healthful of cereals, fresh milk, and custard;

Hygiene goes further and teaches some rules which contribute to health,

Sleeping and playing in fresh air, and brushing one's teeth after eating;

Nature we study—the flowers, the birds and the trees, and the insects;

Knowledge of which brings enjoyment to children when reading or playing.

Added to all of these subjects, are others to give us a background:

History of our Wisconsin; and of **Education's** true progress;

English in Classics we study, besides **Composition and Poets;**

Grammar and Spelling we practice, and learn how to manage a school-room:

Conning Psychology deeply, we try to interpret child nature;

Work out **Geography** projects; and drill in **Gymnastics and Folk Plays.**

Lesson Plans in **Observation**, to learn to develop a study;

Lesson plans also in **Practice**, preparing the theme for discussion;

Practice is really a pleasure—at least that is true with most pupils,

After embarrassing feelings of panic have grown somewhat duller.

Helping small children so eager, to grow into good useful people

Is, we consider, real service, worthwhile and dignified labor.

Mary came to school early one morning, and marched up to the teacher's desk.

"Teacher, last night I had a tooth pulled, and the false one is coming in already."

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COURSES OFFERED IN RURAL DEPARTMENTS

(Continued from Page 1)

a month each succeeding year such teacher shall be retained. This is the course that prepares for real service.

Course D—For the Training of Supervising Teachers

This is a two year course for high school graduates or teachers holding a First Grade County certificate who wish to make special preparation for the work of supervising in country schools. It deals with the methods of teaching in rural schools, rural curriculum making, rural sociology, organization and administration, character and content of courses of study, lesson planning, supervision, tests and measurements.

SPLENDID OPPORTUNITIES OF- FERED FOR OBSERVATION AND PRACTICE TEACHING

Each student completes a course in observation in which he studies the theories of, and methods in teaching. During this course he is given opportunity to observe teaching in all grades by experts.

Following the work in observation, the prospective rural teachers are required to do either eighteen or twenty-seven weeks of practice teaching in the training school of our Normal. If the student is completing the course for high school graduates he must have credit for eighteen weeks; if he is enrolled in the three year course for those who are not high school graduates, he must do twenty-seven weeks of practice teaching.

There are in connection with this department two rural demonstration schools in which the students come into direct contact with conditions such as they will meet in their own schools later. These schools are under the direction of the district through their school boards, but have teachers who are selected by the normal.

Students in their senior year are taken to these schools to observe the regular teacher carry out her daily program of classes and take charge of her room. Then each student is sent to one of these typically rural schools to teach under the supervision of the teacher in charge.

It is planned by this entire course in observation and practice teaching to give the young people practice in the teaching process here at the normal school and to help them in adjusting themselves to rural school conditions.

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SOME OF OUR GRADUATES

Alice Winegarden, Waupaca County,
\$150 per month.

Clara Swanson, Waupaca County,
\$140 per month.

Nora Zaudke, Portage County, \$135
per month.

Loretta Springer, Portage County,
\$125 per month.

Kathryn Campbell, Portage County,
\$125 per month.

Coral Adams, Portage County, \$115
per month.

Ethel Jones, University Rural Dem-
onstration School, Laramie, Wyoming,
\$1800.

Regina Somers supervising teacher
Portage County, \$1,000.

RURAL LIFE CLUB

One of the characteristics most necessary to any teacher and especially for the rural teacher is leadership. In this day of community awakening, every neighborhood is looking for a leader, and the teacher is called upon to fill this need.

In order to give practice in taking charge of meetings and appearing before audiences, the "Rural Life Club" was organized several years ago. Almost every student of the department has become a member of this society and the meetings on alternate Monday

nights always have a splendid attendance. In connection with this organization, the girls have a Choral Club which is under the direction of Prof. Dyer, the Director of Music.

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