















**THE IRIS**

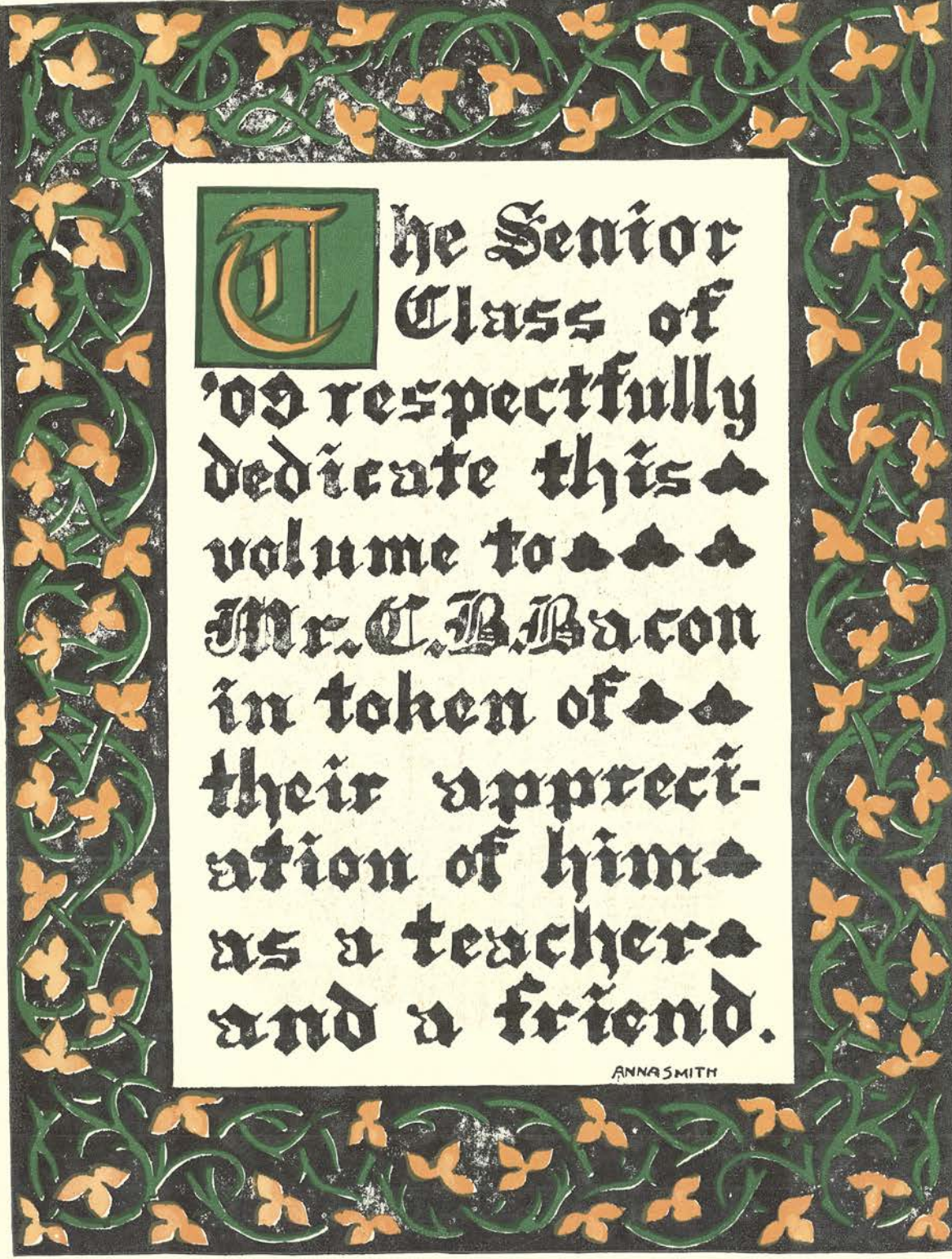
**BY THE**

**SENIORS**

**SPN**

Anna Smith





**T**he Senior  
Class of  
'09 respectfully  
dedicate this  
volume to  
Mr. C. B. Bacon  
in token of  
their appreci-  
ation of him  
as a teacher  
and a friend.

ANNA SMITH



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### SCHOOL YELLS.

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Ve, Ve, Ve, and a Vi, Vi, Vi,  
 Vevi, Vevi, Vevi Vum!  
 Rat-trap, Cat-trap, Quicker than a steel-trap,  
 Cannibal, Cannibal, Bish, Boom Bah!  
 Normal! Normal! Rah Rah Rah!

Who are, Who are, Who are we?  
 We are the Normals of S. Pt.  
 Razzle, Dazzle, Bish Boom Bah,  
 Normal! Normal! Rah Rah Rah!

Ching-a-lacka, Ching-a-lacka,  
 Chow! Chow! Chow!  
 Boom-a-lacka, Boom-a-lacka,  
 Bow! Wow! Wow!  
 Ching-a-lacka, Ching,  
 Boom-a-lacka, Bing,  
 Stevens Point Normal  
 Just the thing!

Karo Kiro, Karo Kee!  
 Rah, Rah, Rah, for S. Pt.  
 Allegaroo, Garo, Garoint,  
 Normal! Normal! Stevens Point!

Ena Mena Meno,  
 Gollaretta Chet so,  
 Gollaretta, Iskadetta,  
 Ena Mena Oos!

What's the matter with  
 Stevens Point Normal?  
 She's all right!  
 What's all right?  
 Stevens Point Normal!  
 Who says so?  
 We all say so!  
 Who are we?  
 Stevens Point!  
 Isn't she a la la?  
 A---a-a--ah!



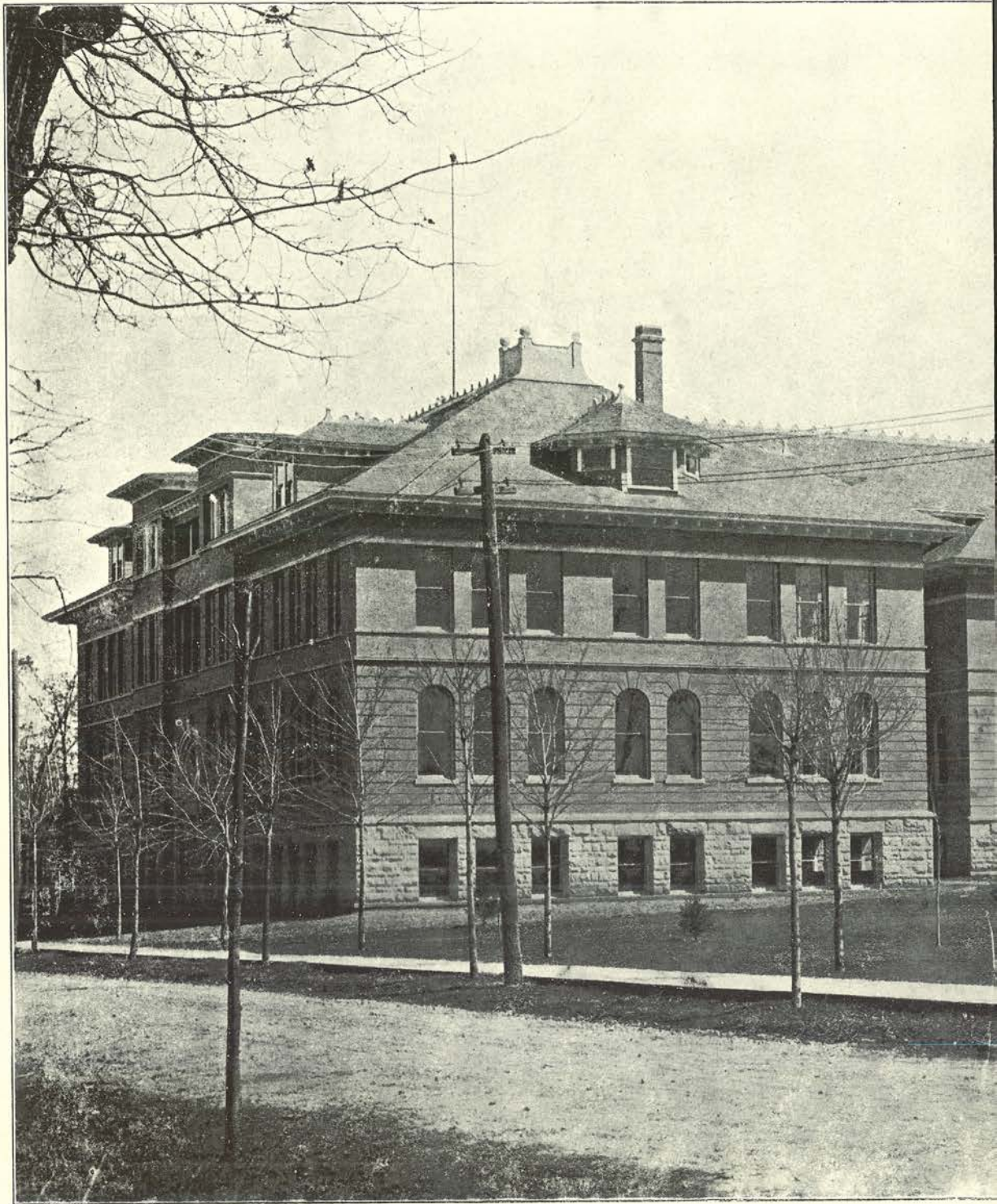
Let oth-er Nor-mals boast of vic-tor-ies gar-lore,  
 Our men are all vic-tor-ious thru ev-ry state a-round,  
 To the banks of old Wis-con-sin when these yrs are past and gone,

of Lau-rols never lost of tri-umths by the score,  
 Our Ath-letes and de-ba-tors are win-ning great re-nown,  
 when as school-mates we have Parted and our les-sons all are done,

Let them tell you of their prowess of war-ri-ors strong and bold,  
 Tho we're Proud of all Wis-con-sin Whose fames in sto-ry told,  
 We'll re-tur n, and show our com-ra-des We're loyal as of old,

But their colors ey-er low-er to the Pur-ple and the Gold,  
 Our hearts with Stevns tint Nor mal and the Pur-ple and the Gold,  
 And cheer them on to vic-t'ry, neath the Pur-ple and the Gold.













Pres. John Francis Sims

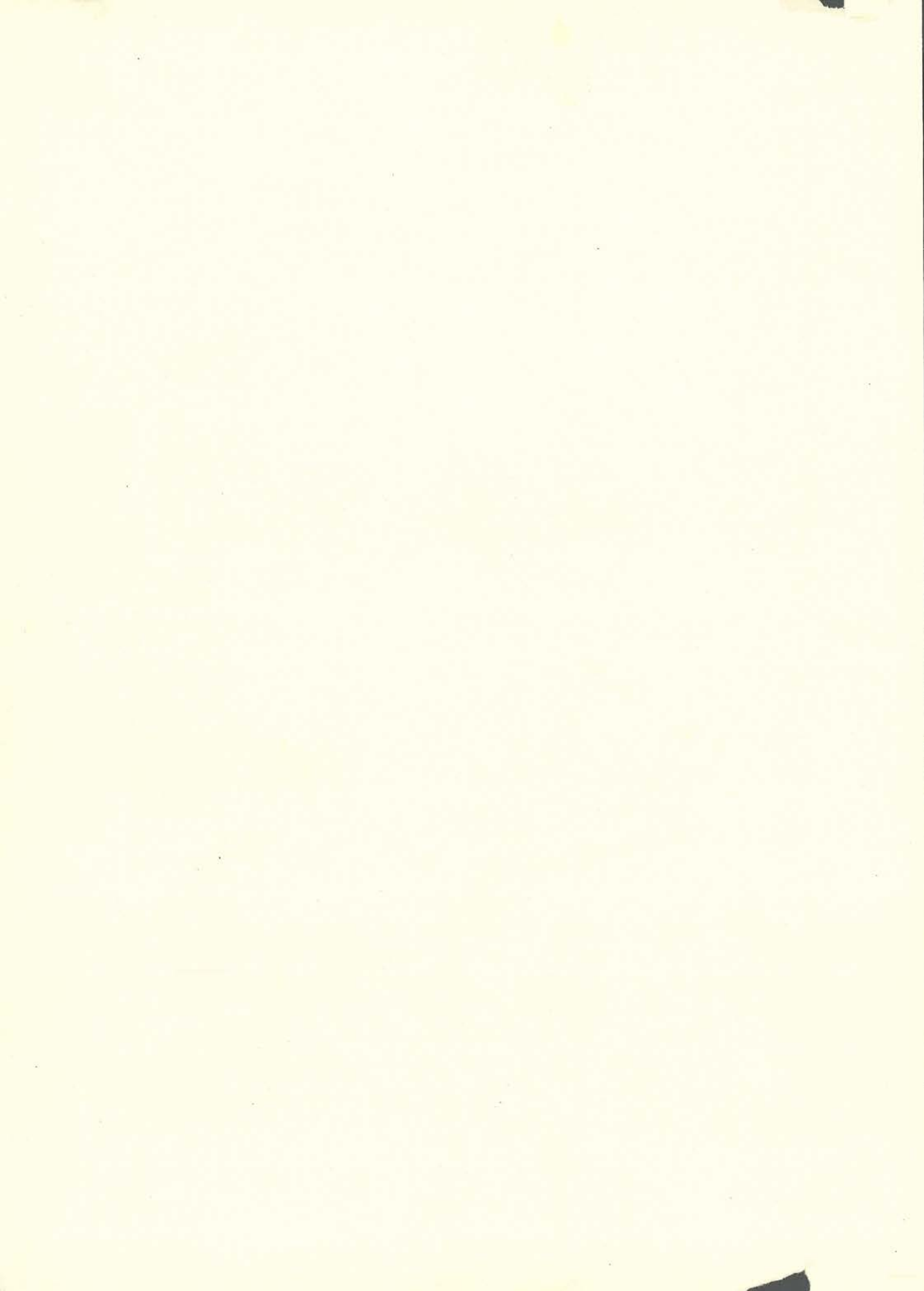


### **PRESIDENT JOHN FRANCIS SIMS.**

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Pres. J.F. Sims was born at Buffalo, New York, but in early childhood came with his parents to Wisconsin. They made their home at Manitowoc, where he attended the Public Schools, graduating from the Manitowoc High School. By continued study and effort he obtained an unlimited State certificate at the age of twenty-three. His work thereafter was as principal and superintendent of city schools. He became professor of history and economics in the State Normal School at River Falls in 1896, and later Institute conductor in the same school. He remained at River Falls until he became President of the Stevens Point State Normal School in 1906. His high position in the Wisconsin Schools is assured, and the fact that he has been President of the State Teachers' Association is proof of the respect felt for him by Wisconsin teachers.









THE FACULTY





EMMA BRABAND.

*Critic Teacher Intermediate Department.*

Graduate of East Division High School, Milwaukee; also of Milwaukee State Normal School; State Normal School; Stevens Point, 1907—

MARY DUNEGAN.

*Assistant Librarian.*

High School, Stevens Point; teacher in Montello, Wis., and in Stevens Point; employed in Public Library in Stevens Point, and Mosinee; took short course in Wisconsin Library School, Madison, Wis.

MARY PORTER.

*Music.*

Graduate of the Normal Training School of Portland, Maine, and of the Crane Normal Institute of Music, Potsdam, N. Y.; teacher in the Public Schools of Portland, Me.; Stevens Point Normal School, 1907—

MARGARET COFFIN. A. B., B. S.

*Domestic Science.*

University of Tennessee, Knoxville, Tenn.; Columbia University, New York City; diploma Domestic Science Department Teachers' College, New York City; summer session University of Tennessee, 1902, 1905, 1908; teacher Public Schools Knoxville, Tennessee; College for Women, Columbia, South Carolina; Teachers' College, New York City; Stevens Point Normal School, 1908—

JOSEPHINE MACDONALD.

*Physical Culture.*

Oswego High School, N. Y.; State Normal, Providence, R. I.; Sargent Normal School Physical Education, Cambridge, Mass.; director of Pine Street Play grounds, Cambridge, Mass., for two summers; student Harvard University Summer School of Physical Training, Cambridge, for two seasons; student in the Gilbert Summer Normal School of Classic Dancing, Boston, Mass., for one season; director physical training Y. W. C. A., Haverhill, Mass., 1905---1908; director physical training, Stevens Point, Wis., 1908—





EUDORA H. SAVAGE.

*Critic Teacher of Grammar Department.*

High School graduate; student in Michigan State Normal College, Ypsilanti, Michigan, and in Columbia School of Oratory, Chicago; taught in Litchfield, Michigan; Beloit, Wis.; Oak Park, Ill.; Stevens Point Normal, 1908—

JOSEPH V. COLLINS, Ph. B., Ph. D.

*Mathematics.*

University of Wooster, '86; taught in Preparatory Dept., University of Wooster; Johns Hopkins University, one and a half years; professor of mathematics, Hastings College, five years; professor of mathematics at Miami University, Oxford, Ohio, five years; Stevens Point Normal School, '94—

JOSEPHINE FITZGERALD.

*Supervisor of Practice.*

State Normal, Oshkosh, Wis.; Chicago University two quarters, 1898; Summer Sessions 1903, 1904, 1908; teacher in Public Schools, Oshkosh, Wis., and in Blue Island, Ill.; instructor State Normal School, Oshkosh, Summer Session 1906; State Normal School, River Falls; State Normal School, Stevens Point.

DAVID OLSON, A. B.

*Geography and Biology.*

University of Michigan, 1902; assistant in psychology, University of Michigan, 1902; graduate student, University of Chicago (Summer) 1902; Cornell University (Summer) 1903; Columbia University (Summer) 1904; instructor in geography, Central State Normal School, Mt. Pleasant, Mich., 1902—1903; instructor in geography, State Normal school, Stevens Point, 1903—

MARION P. PEAKE, A. B.

*English, Literature.*

Provincial Normal School, New Brunswick, Canada, University of New Brunswick, Canada; Harvard, Summer Session 1906, 1907; teacher New York City, Oshkosh, Wis.; State Normal School, Stevens Point.





GENEVIEVE GILRUTH, Ph. B.

*Latin.*

University of Chicago one year; North Western University; instructor Stevens Point Normal School, 1908---

W. F. LUSK, Ph. B.

*Physics, Agriculture, Physiology.*

Graduate River Falls State Normal School; University of Wisconsin; principal Polk Co. Training School; superintendent Ellsworth City Schools; principal Hammond High School; Stevens Point Normal School, 1907---

ALEXANDRINE LATOURETTE, A. B.

*Librarian.*

Fenton High School, 1902; attended Ripon College, Ripon, Wis., for three years; Kalamazoo College, Kalamazoo, Mich., 1907; Pratt Institute Library School, Brooklyn, N. Y., 1908; held positions in Ripon College Library, Kalamazoo College Library, Kalamazoo Public Library, New York Public Library; Stevens Point Normal School, 1908---

ALBERT H. SANFORD, B. L., A. M.

*History, Political Economy, Civil Government.*

State Normal School, Platteville, 1886; University of Wisconsin, B. L.; Harvard University, A. M.; assistant Dodgeville High School, 1886-1889; principal Wisconsin Academy, Madison, 1892-3; State Normal School, Stevens Point, 1894---

NINA MARGARET WHITMAN.

*Kindergarten Critic Teacher.*

Graduate of the St. Paul High and Teachers' Training Schools; taught in one of the public school kindergartens of that city; graduated from the Chicago Kindergarten College; post graduate work in the same school; Stevens Point Normal School, 1907---





WINIFRED HATCH SPINDLER.

*Clerk, Treasurer.*

Register in Probate, Waupaca County, 1897--1901; Wood Business College, New York City, 1902; stenographer at Headquarters, Wisconsin Veterans' Home, 1903--06; computing clerk, Washburn Observatory and stenographer, Graduate School, State University, Madison, Wis., 1906--07; clerk and treasurer, State Normal School, Stevens Point, 1908 ---

FRANK NICHOLAS SPINDLER, B. A., M. A.

*Psychology, History of Education.*

Oberlin Academy, Oberlin, Ohio, 1890; Oberlin College, B. A., 1894; graduate student Harvard University, Philosophy and Education, 1894--97, B. A., M. A.; professor of latin, psychology, and political economy, Bellevue College, Nebraska 1897--98; assistant professor of psychology and pedagogy, State Normal College, Ypsilanti, Michigan, 1898--99; professor of philosophy and psychology, Fairmont College, Wichita, Kansas, 1899--1900; State Normal School, Stevens Point, 1901 ---

NANNIE R. GRAY.

*German.*

Illinois State Normal University; teacher for six years in High Schools of Decatur, and Aurora, Illinois; studied in Germany 1895--6; again in 1902; attended five summer sessions at Universities in Mass., N. Y., and Wis.; Stevens Point Normal School, 1896 ---

C. BALDWIN BACON, B. A., M. A.

*General History, English, and Reading.*

Peddle Institute 1888--1892; Brown University, 1892--4; Columbia University, 1897--9, A. B.; Harvard University, 1899--1900, A. M.; Harvard University, 1900---1902; instructor in history, Peddie Institute; instructor in history, Cambridge E. H. School; assistant instructor history of philosophy, Harvard University; Stevens Point Normal School, 1902---

EDITH PHELPS.

*Drawing.*

Pratt Institute; Art Students' League of New York. One year newspaper work in New York; supervisor of drawing, Pueblo, Colorado; State Normal School, Stevens Point, 1907---



FLORENCE KING.

*Supervisor of Practice, Third Ward.*

High School, Red Wing, Minn.; studied University of Minn.; completed critic teachers' course Oswego State Normal and Training School, Oswego, N. Y.; teacher in Red Wing, Minn., Litchfield, Minn., Minneapolis, Minn.; Stevens Point Normal School, 1906 —

FRANK S. HYER

*Institute Conductor.*

State Normal School, Milwaukee 1896; County Supt. Jefferson County, Wis., 1893--94; Prin. Ward School, Sheboygan, '96--97; Sup.-Prin. High School, Rhinelander, '97--1900; Prin. Co. Training School, Manitowoc, '02--'05; State Normal School, Stevens Point, '05 ---

MYRTLE SHOLTY.

*Critic Teacher Primary Grades.*

High School, Wabash, Indiana; Training School, Wabash, Indiana; School of Education, University of Chicago; teacher in public schools, Wabash, Indiana; State Normal School, Stevens Point.

GARRY E. CULVER, A. M.

*Geology, Chemistry.*

Whitewater Normal School, Harvard University; University of Wisconsin; High School principal five years; college eight years; Normal Schools eighteen years; University of Wisconsin lecturer three years; Stevens Point Normal School.

FRANK K. SECHRIST, Ph. D.

*Literature, Rhetoric.*

LaFayette College, collegiate course, graduate course in philology and pedagogy; teacher in public school, in a private school, and Normal school; department of English, State Normal School, Lockhaven, Penn.; department psychology and methods Lockhaven, Penn.; Stevens Point State Normal School, 1900 —



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Pointer Staff



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Edward Fromm ..... Vice President.  
Ellen Wheelock..... Secretary.

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**Domestic Science**  
Zelma Caesar

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Fred Somers  
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Louis Cook

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G  
N**



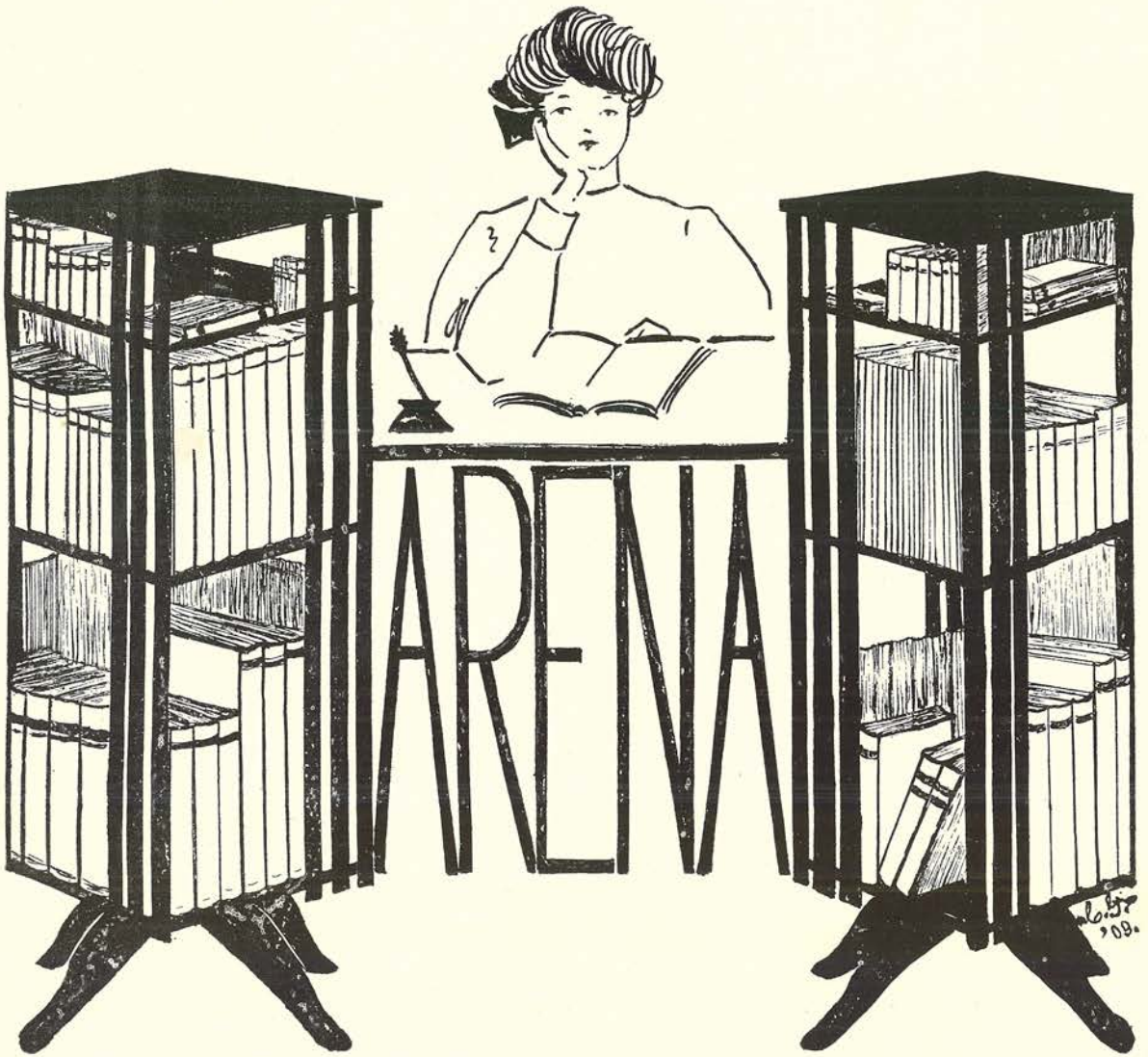
**UZO-TAN-OSO**



**The Stevens Point Normal Can Boast of the  
Following Organizations.**

---

Senior class.  
Junior class.  
Elementary class.  
Freshman class.  
Forum, men's literary society.  
Athenaeum, men's literary society.  
Arena, girl's literary society.  
Ohiyesa, girl's literary society.  
Oratorical association.  
Press association.  
Pointer staff.  
Iris staff.  
Athletic association.  
Basket-ball teams.  
Foot-ball team.  
Track teams.  
Tennis association.  
Treble clef club.  
Glee club.  
Male quartet.  
Orchestra.  
Lecture course committee.  
Rhetorical committee.  
Y. W. C. A.







### ARENA ROLL CALL.

---

Della Hofer  
 Crystal Bigelow  
 Clara Farrell  
 Christine Gilbertson  
 Essie Thompson  
 Eva Bernier  
 Mabelle Rogers  
 Irene Feeley  
 Anna Hoverson  
 Hazel Waltersdorf  
 Frances Baker  
 Etta Christensen  
 Helen Brady  
 Florence Meade  
 Eva LaDuke  
 Mary Marson  
 Emma LaDuke  
 Myrtle Roberts  
 Helen Singleton  
 Celia Morrison  
 Nellie Gaffney  
 Armilda Rifleman  
 Nellie Lynch  
 Jessie Niven  
 Nellie Gustin  
 Mary Dunegan  
 Nellie Reading  
 True Hyland  
 Florence Marsh  
 Beatrice Bachman  
 Zelma Caesar

Kate McFadden  
 Ada Parker  
 Marie Thorne  
 Ethel Breakey  
 Faye Kingsbury  
 Marie Bentson  
 Clara Berens  
 Lila Thompson  
 Myra Udell  
 Margaret Tosher  
 Vivien Hainer  
 Mae Fuller  
 May Greening  
 Florence Ghoca  
 Pauline Bohman  
 Myrtle Bentson  
 Minnie Rahr  
 Anna Yahr  
 Marian Mortiboys  
 Kathryn Gwin  
 Margaret Stephenson  
 Hilda Hotz  
 Lillie Wanbon  
 Maud McClellan  
 Agnes Boyington  
 Anna Johnston  
 Esther Ramsey  
 Nora Moe  
 Josephine Bannach  
 Josephine Blierflicht  
 Theresa Leinenkugel



### ARENA.

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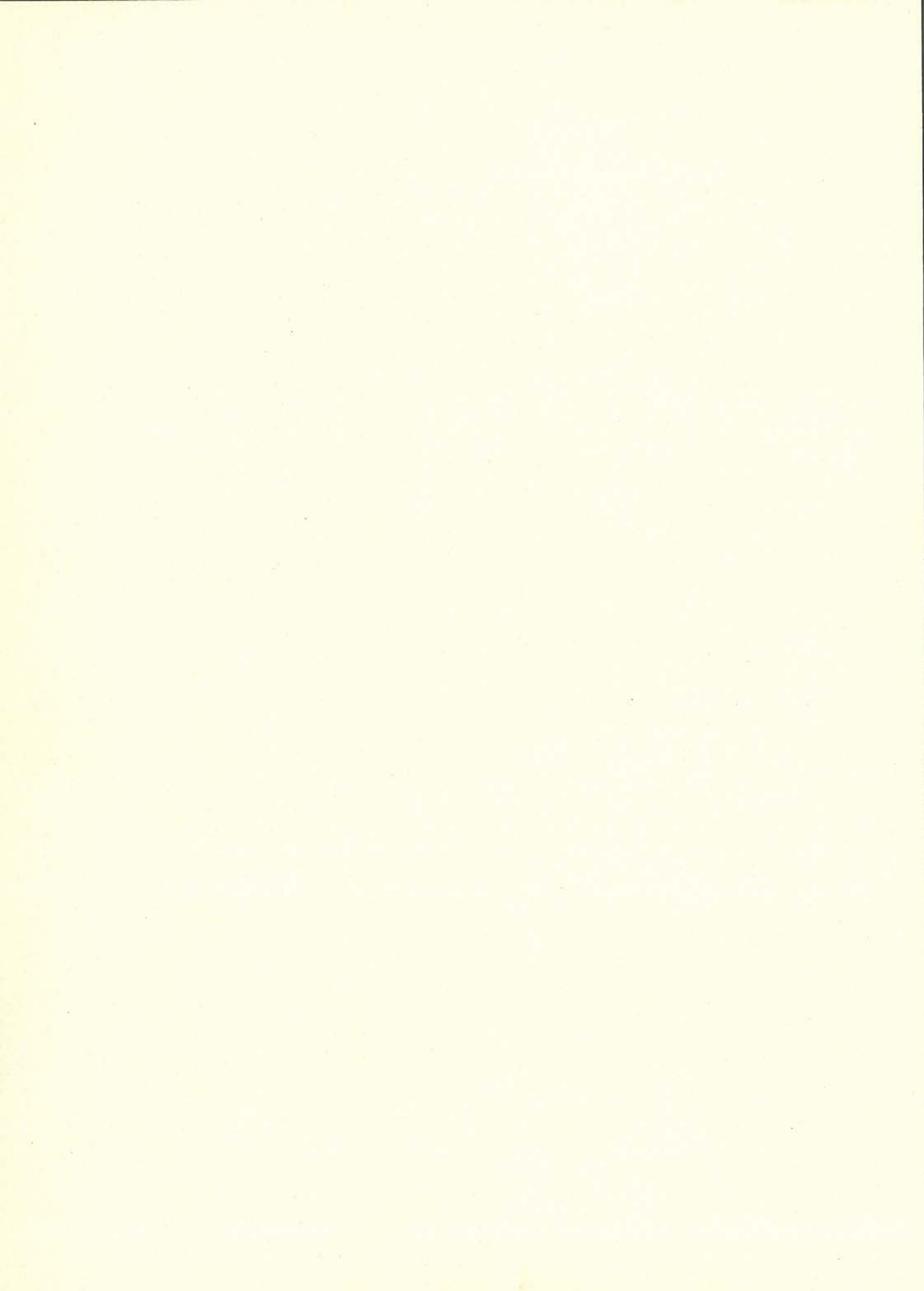
Listen my friends and you shall hear  
Of the doings of the Arena throughout the year.  
On the fourth of September in nineteen eight,  
We loyal Arenaites gathered in state,  
And started our work with right good cheer.  
We chose Miss Hofer for president then,  
She worked with a will the whole year through ;  
Our roll call soon was long again,  
For under her rule our membership grew.

As second president Miss Farrel we chose,  
And with her advent the spirit arose.  
Next Miss Thompson took the lead,  
Watchful e'er for the Arena's need.  
And lastly Miss Rogers, whom none can exceed.

On one bright night in early fall,  
We received the young ladies one and all.  
And just as Christmas time drew near,  
We remembered that it was still leap year,  
And gave a party we oft recall :  
We enjoyed escorting the Forum boys  
To the gym that night, and one of our joys  
Was the return reception that they gave :  
The refreshments fairly "made us rave."

Meanwhile we met on each Friday night,  
Whether 'twas stormy or whether 'twas bright.  
Our programs the members' talents did show  
In the wit and wisdom and music and fun.  
Then may the years as they come and go  
Our work and our efforts ever bless.  
May every year be well begun  
And carried through with the best success.

Kixy, Ko-ex, Ko-ex, Ko-ex !  
Trixy, Tu-lix, Tu-lix, Tu-lix !  
Kickaboo-bah ! Kickaboo-bah !  
Normal Arena ! Rah, Rah, Rah !







# THE FORUM



The Forum may rightfully say that the enthusiasm shown by its members is a credit to the organization. The aim of the society is to develop strong character in its members so as to fit them for useful citizens. The actual business carried on by the society inevitably results in an invaluable training which cannot be secured by any other phase of school work.

The regular work of the society consists of impromptu and assigned talks, declamations, and impromptu and prepared debates. Parliamentary practice is a regular feature of the program and serves as a valuable aid in training the younger members for regular work. Current topics receive due recognition.

A quartet is maintained which renders selections at the meetings of the society and at regular school programs.

For the first time in six years our team met defeat in the Forum--Athenaeum Inter-society Debate. The representatives for the coming contest with the Athenaeum are William Dineen, Edward Fromm, and Elmer Geraldson.

Among the large number of good records made by former members of the society, it is worthy of mention that John Clark, Gerhard Gesell, and Harold Martin, the three members originally selected at the local contest to represent the University of Wisconsin in the debate with the University of Iowa, were members of the Forum. Mr. Clark, however, accepted a position as teacher in the Philippines early in the year, and accordingly did not take part in the contest.

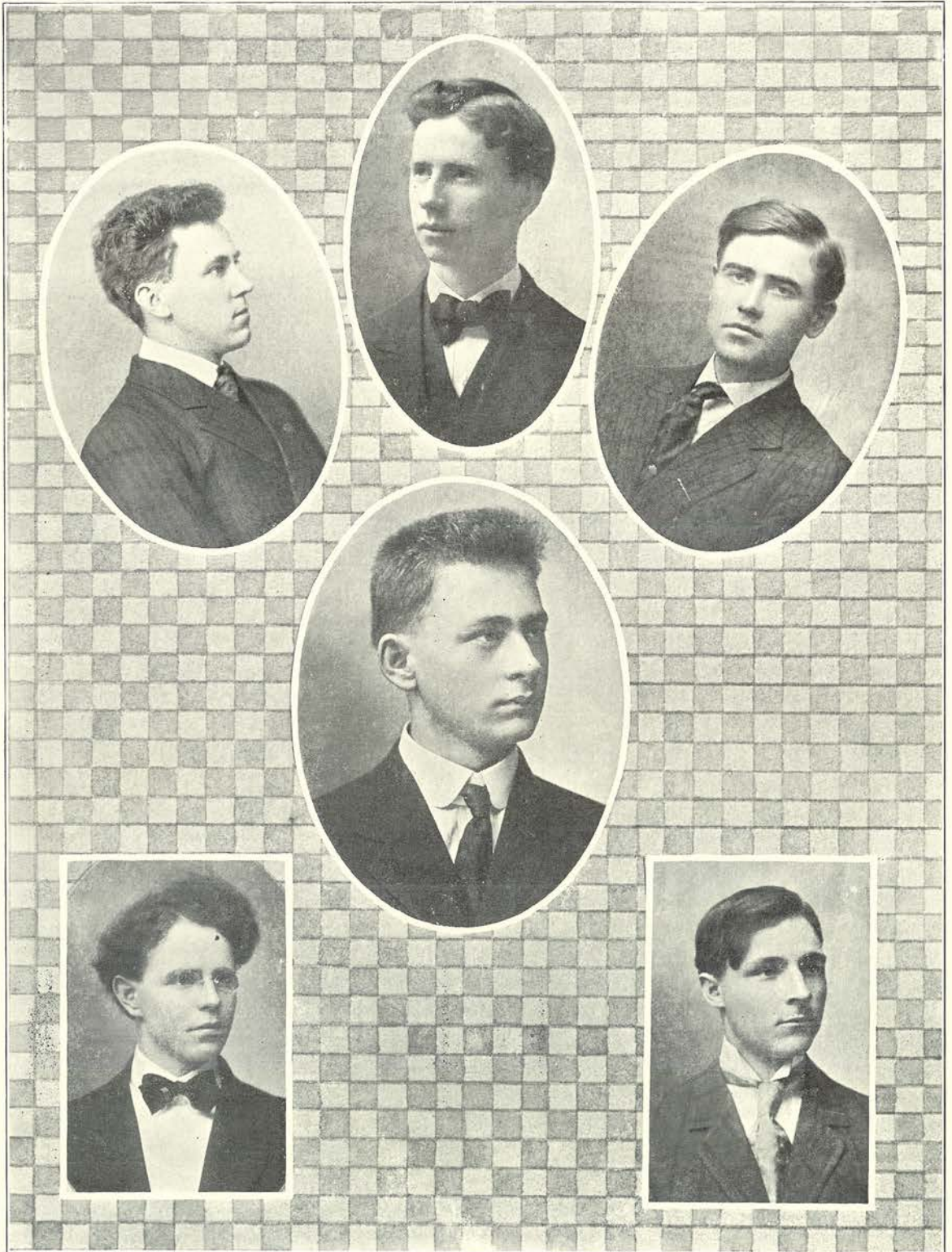
The above record shows that the Forum stands high in rank with debating societies.

The membership is unlimited. At present the number of active members is thirty-five. The following is a list of the names:

Beck, Joseph  
Bischff, Clarence  
Callanan, Frank  
Cheasick, Clarence  
Collins, Paul  
Culver, Gerry  
Dawes, Amos  
Dineen, Henry  
Dineen, William  
Eich, Paul  
Fromm, Edward  
Geraldson, Elmer

Halverson, Henry  
Halverson, Kenneth  
Hein, Leo  
Hill, Laurence  
Leonard, Fred  
Mach, Edward  
Majerus, Peter  
Means, Austin  
Miltimore, William  
Monian, Joe  
McDill, Conover  
Nedry, Clive

Ninman, Herman  
Olson, Alvin  
Olson, Melvin  
Olson, Thomas  
O'Connel, William  
Owen, Wayne  
Paulson, Salvin  
Reyer, Edward  
Somers, Fred  
Wadleigh, Samuel  
Whitney, Wilber



Thomas Olson, Pres.  
William Dineen, Debater

Fred Somers, Pres.  
Edward Fromm, Debater and Pres.

Elmer Geraldson, Pres. and Debater  
Edward Reyer, Society Orator

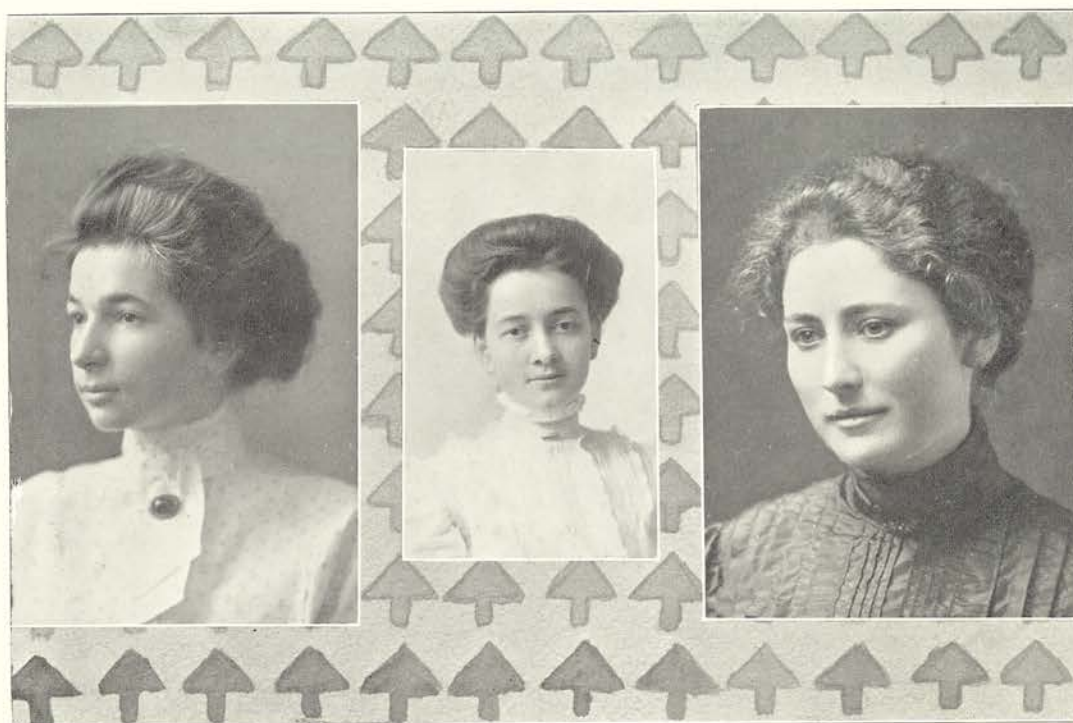




**OHIYESA**

Mabel Allen	Helena Martinsen
Florence Almy	Louise Mathie
Leocadie Archambault	Kathleen McKeown
Edythe Ballard	Irene McPhail
Judith Bennett	Margery McPherson
Ruth Bennett	Leda Mosher
Amy Bloye	Erma Nason
Emma Bronson	Lettie Nelson
Hazel Brooks	Winifred Nelson
Beatrice Brown	Elsie Newby
Saydee Butterfield	Frances Oesterle
Mae Cartmill	Evelyn Oster
Isabelle Cheasick	Grace Pease
May Colburn	Clara Peterson
Laura Coon	Ella Pratt
Ina Crockett	Emma Protz
Lucile Davenport	Mabel Purvis
Margaret Dorney	Pearl Reinhart
Julia Dumas	Katherine Riley
Mary Dunegan	Mae Riley
Phebe Dunn	Odella Rollefson
Emma Dysland	Ruth Ross
Minnie Faber	Nelle Rozelle
Jessie Flaherty	Minnie Rudolph
Theresa Gleason	Hazel Salter
Gladys Hafsoos	Jennie Salter
Emma Hoge	Meta Schenk
Isabel Horne	Maude Scott
Louise Huistel	Hazel Sheldon
Gail Jakway	Myrtle Sitzer
Lulu Johnson	Jessie Swan
Blanche Judd	Clara Tufte
Bell Kalisky	Isla Warner
Selma Kalisky	Rose Weltman
Susie Kelly	Ellen Wheelock
Louise Kircher	Inez Whitney
Kyrren Kittleson	Ethel Whittaker
Ella Langenberg	Ida Williams
Kathryn Lusk	Hazel Wilson
Mary Lyons	Myrtle Wilson
Christie MacLennan	Florence Ziegler
Katherine Maloney	Violetta Zimmer
Hazel Marsh	





Ella Langenberg

Hazel Sheldon

Ellen Wheelock

To our jolly tribe we are loyal and true,  
Hear us sing Ohivesa!  
And all of our Indians red, yellow, and blue,  
Hear us sing Ohivesa!  
And always are loyal to our noble Chief,  
Who keeps us and guards us from danger and grief.  
So here goes a yell for our Indian Chief,  
Here it goes,—

Ohivesa, Ish-ko-oo-dah!  
Ohivesa, Ish-ko-oo-dah!  
Ohivesa, Ish-ko-oo-dah!  
Ugh!



### OHIYESA

Where the great Wisconsin river  
 Flowing onward toward the ocean,  
 Widens in a fertile valley,  
 Passes through a White Man's city,  
 Is encamped a band of Indians,  
 Lives the tribe of Ohiyesa;  
 Learning from their paleface brothers  
 Many things of worldly wisdom.  
 For these Ohiyesa maidens  
 Prize the White Man's books and learning,  
 Love the paleface ways and customs;  
 But the Red Men's joys allure them,  
 Prove to be a greater solace  
 For the trials and temptations  
 That beset their path at Normal,  
 And they think their ways are better.

When the harvests of the summer  
 And the fruits of early Autumn,  
 Had been stored away for winter;  
 Had been gathered for the winter;  
 And the leaves of oak and maple,  
 Red and golden in the sunshine,  
 In the cold but cheerful sunshine,  
 Brightened all the world with glory;  
 At the Normal all assembled,  
 Ohiyesa and her sisters,

Ohiyesa and her brothers.  
 There they met in love and concord,  
 There they smoked the friendly peace-pipe.

Ohiyesa had three chieftains;  
 Each of them in turn was Big Chief;  
 One of them was chosen in the Autumn,  
 And her words were full of wisdom.  
 When she ruled, our paleface sisters  
 Were so charmed with Ohiyesa,  
 With the little Indian maidens,  
 Many came to join our council,  
 Many gathered round our camp-fire.

Next did reign our Little Big Chief.  
 She was leader in the winter.  
 Dear to her was Ohiyesa,  
 Dear to her the Indian customs.

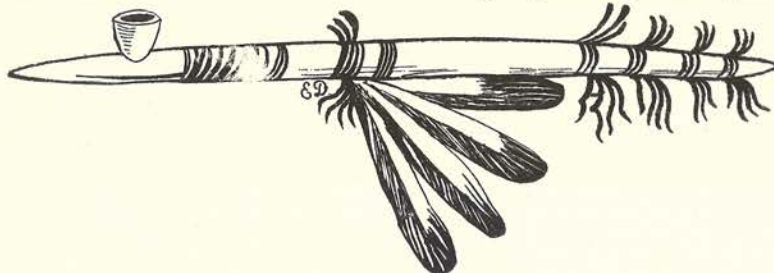
In the later months of winter,  
 And the moons of Leaves and Flowers,  
 Ruled a chief whose hair was golden,  
 But whose heart was with our nation.  
 She was loved by all our Indians,  
 For her smile was full of sunshine,  
 And her red-skin name was Happy.

At the Stevens Point Great Normal,  
 Whence came forth such worthy teachers,  
 Whence came forth such mighty warriors,  
 Ready to take up life's battle,  
 And be strong, and brave, and manly,  
 Dwelt the Indians' paleface brothers,  
 Lived the great tribe, Athenaeum.  
 On one evening in November,  
 In the month of fun and frolic,  
 Ohiyesa saw her brothers,  
 Heard her brothers spell—and wondered.  
 When December brought its snowflakes,  
 Dressed the pine trees all in ermine,  
 Made the world gleam bright with diamonds,  
 Ohiyesa and her brothers  
 Gathered with their famous war-cry;  
 All prepared to make a journey  
 To the friendly land of Jordan:  
 But the road was long and drifted.

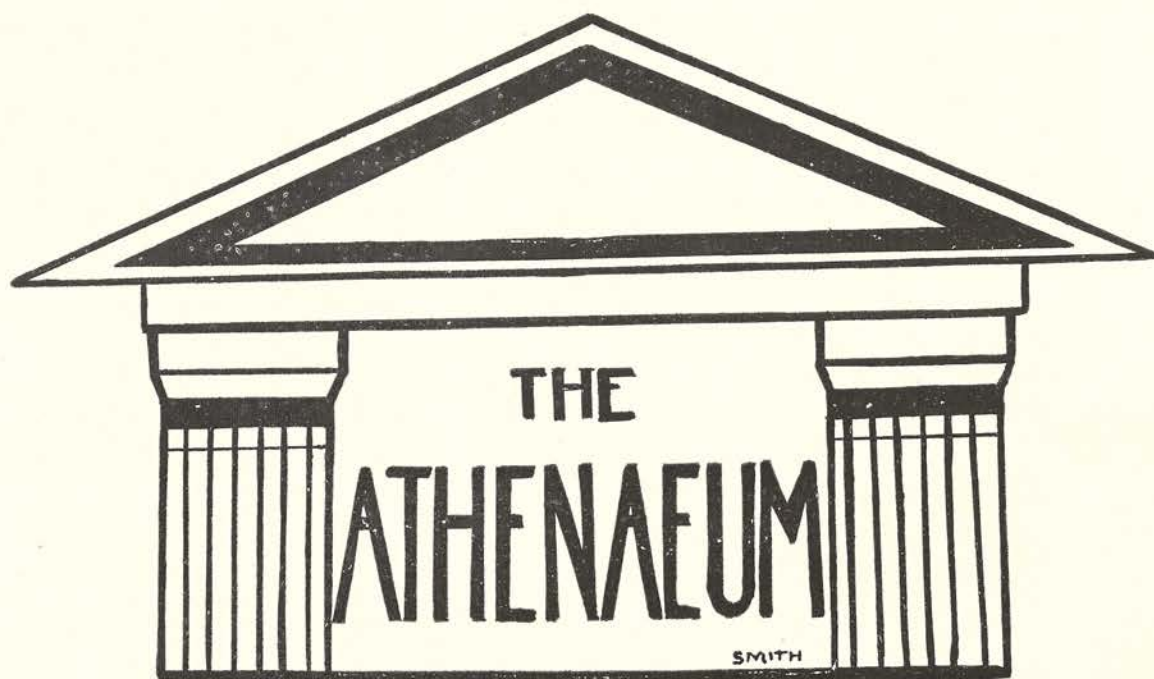
Ohiyesa and her brothers,  
 Ohiyesa and her sisters,  
 Lived in peace and greatest friendship,  
 Buried deep the bloody hatchet.

Many times did Ohiyesa  
 Show the cunning of the Red Man;  
 Many times did Ohiyesa  
 Show the wisdom of the White Man.

To her paleface friends, her school-mates,  
 Ohiyesa gives her blessing;  
 To her members may her camp-fire,  
 With its glow of great achievement,  
 With its holy name of sister,  
 Be a beacon in the future,  
 Lighting them upon life's pathway.—H. L. S.







A very important phase of education offered by this school is that derived from work in the literary societies. Altho not compulsory it is supported and encouraged by all members of the faculty. We are extremely fortunate in that we have two girls' literary organizations as well as two for the young men. In many of our Normal Schools we find only one of each; and altho one is much better than none, two of each will, without doubt, prove more beneficial to the respective members.

In the first place more of the students join and take active part in this work; for each society strives in a friendly and fair way to induce the new students to join; while they in turn inspect the work of each and join the one which appeals to them as being the most congenial and advantageous. Secondly, each society does not follow exactly the same plan in carrying on its work; and hence more time and that is put into the work and greater interest shown in carrying out their respective programs. Third, each student is given a chance to appear oftener and thus receives more training and practical knowledge of literary work. Fourth, it creates a spirit of friendly rivalry and stimulates each to put forth greater effort in order to further the interests of his own society. Last, but by no means least, is the standard of gentlemanly behavior and decorum which is set up and maintained by each in its effort to outdo the other in this respect. These are but a few of the many advantages of having two societies in any school.

It has been said by several of the graduates of this school that the benefits derived from society work were equal to if not greater than those derived from any one subject taken regularly in class. This is a fact which must be admitted by the most skeptical, for is this not the age where the practical man is the successful one and what is more practical than a knowledge of parliamentary law?

The work of the Athenaeum is carried on with several distinct purposes in mind. First, the regular exercises in parliamentary practice give the members a good working knowledge of the steps involved in framing resolutions and passing the same, in amending bills, killing bills, preventing the consideration of objectionable measures, and many other phases too numerous to mention. The self-evident value of such education need not be commented upon.

Then again an opportunity is given to several members each year to conduct these meetings according to Robert's Rules of Order. Thus the knowledge acquired thru parliamentary practice is practically applied, and is retained in the mind by doing; for knowing how to do a thing and doing it are two different propositions. In the past, students who did not have any idea of how to conduct a meeting have, after working in the society twenty weeks or less, been able to stand before an assembly and transact business in a manner that could not be criticised by the most skeptical.

Further, the art of debating and declaiming is acquired by regular and faithful work along these lines in this society. The value of this practice is inestimable, for every one knows it is no easy matter for a person not having this practice to stand before an assembly and give a logical line of arguments, or even to give his own opinion of certain matters. This work is further stimulated by the annual inter-society debate and declamatory contest in which members from all the school societies are allowed to compete.

The year of 1907--8 was a very successful one for the Athenaeum both as to society work and school literary work. Two of its members, A. S. Wells and Robert Morrison, were chosen to take part in the school debate which was to have been against Superior. At the annual inter-society debate and declamatory contest, the Athenaeum carried off all honors, our debaters winning by a decision of two to one, and A. S. Wells getting first place in declamation.

This year our work up to date has been both interesting and successful. The membership is greater than that of last year and the attendance good, considering the number of school functions and outside attractions which tend to draw the students from the path of duty. H. R. Steiner and J. F. Weinberger both Athenaeumites are members of the Junior Debating team which met Oshkosh in April. In the annual oratorical contest we secured first honors, A. S. Wells securing first place and D. P. Hughes, third. As to the Inter-society debate we can make no comment except that the Athenaeum team B. V. Cristensen, P. A. Carlson and R. W. Cummings will uphold the affirmative of the question, "RESOLVED, That injunctions in labor disputes are justifiable."

Do not take it from this that we measure success by the honors won; but when in any contest we have put forth our best efforts and conducted ourselves in a gentlemanly manner; when the members have secured from the society the greatest amount of good possible; when we have laid a foundation for further advancement in parliamentary laws, etc.; then, and then only, do we say the work of the Athenaeum literary society has been successful.

B. V. C.





Albert S. Wells, Pres. and Orator  
Bernard V. Christensen, Pres. and Debater  
Max Walther, Pres.

Elmer Adams, Pres.  
Rial Cummings, Debater  
Paul Carlson, Debater





## Y. W. C. A.



THE Y. W. C. A. is a prominent organization in our school and aims to draw the student body into close Christian fellowship. In many schools the Y. W. C. A. has become one of the most useful permanent societies of the school. Its helpfulness is shown not only in the spiritual uplift, but in the numberless kindly influences which bind students together.

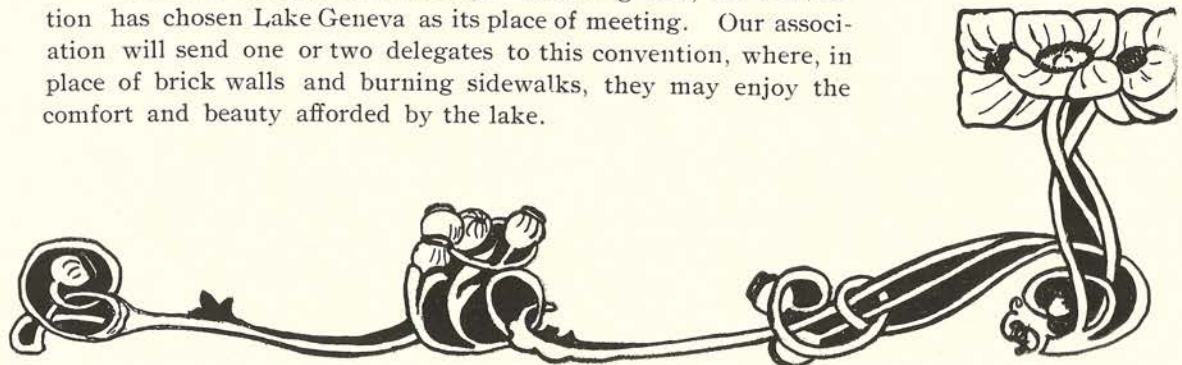
Although our society is not very large, its members are among the most earnest and industrious students. Our meetings which are held at 3:45 on Thursday afternoons are open to all the young women of the school. Those who attend these meetings find in the short half hour of quiet reflection, song and prayer, a welcome release from petty worries; and a truer knowledge of the relative worth of the tasks before them is gained, as well as a clearer mind with which to pursue them.

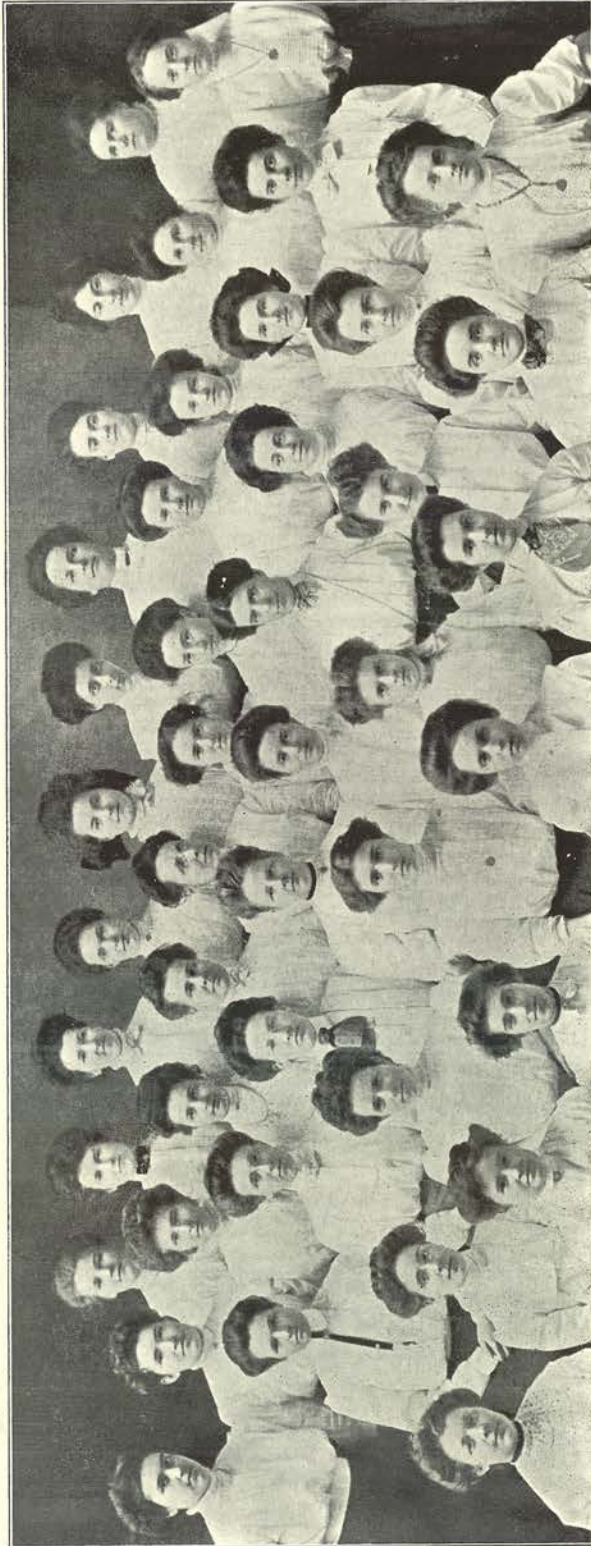
This year, the society has had not only its midweek meetings at the Normal School, but also its Sunday meetings at the different churches of the city. After the weekly meetings, light refreshments were served and a social time enjoyed.

The girls of the Y. W. C. A. have had many pleasant times together. Among the social events was a Washington party given February nineteenth in the Normal gymnasium. A small hatchet was presented to each guest as a souvenir. A colonial supper was served, the guests finding their places by means of place-cards in the shape of little hatchets. An interesting program was enjoyed and everyone reported a pleasant evening.

Another social event which afforded much pleasure to the students and faculty of the school was a salmagundi party given in the gymnasium. Salmagundi meaning backward, the order of entertainment was planned so as to be reversed. The invitations also asked the guests to come with their clothing reversed. The guests were ushered in backward, which afforded a great deal of merriment. Refreshments were served, after which a very unique program was rendered, the speakers and singers facing the wall instead of facing the audience. The farewell address was given first, and the address of welcome ended the program. Several familiar musical selections were played backward and very few of us were able to recognize our old favorites. Last, but not least, a sunbonnet drill was given by a few girls. This called forth a great deal of laughter. A very sociable time was reported by all.

There is inspiration in beauty. Knowing this, the convention has chosen Lake Geneva as its place of meeting. Our association will send one or two delegates to this convention, where, in place of brick walls and burning sidewalks, they may enjoy the comfort and beauty afforded by the lake.



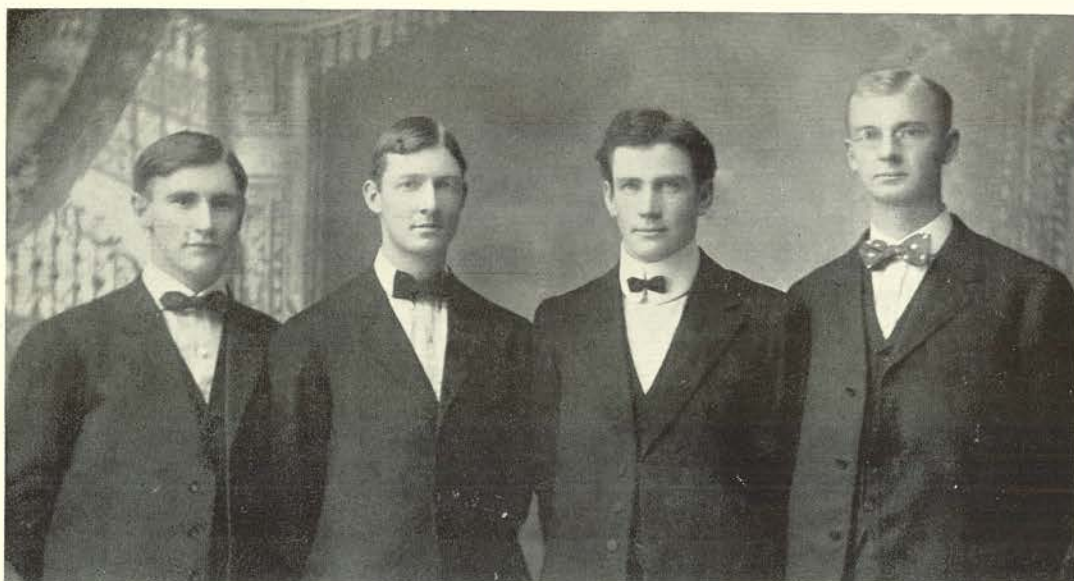


Kyrren Kittleson Minnie Yahr Emma Dysland May Roberts Margery McPherson Nelle Rozelle Kathryn Gwin Marian Mortiboys Alexandrine LaTourette Celia Morrison  
 Beth Owen Myrtle Roberts Hazel Brooks Lulu Johnson Myrtle Sholly Florence King Ada Parker Ella Pratt Armilda Rifleman Florence Meade Louise Mathie Mabel Purvis  
 Jessie Niven Minnie Faber Lucile Davenport Maude Scott May Colburn Josephine MacDonald Minnie Sustins Anna Yahr Hazel Waltersdorf  
 Amy Bloye Mabelle Rogers Hazel Marsh Fern Marsh Saydee Butterfield Myrtle Bentson  
 Dora Hartleb Margaret Dorney Erma Nason Esther Ramsey True Hyland Eva LaDuke Julia Dumas





THE NORMAL QUARTET



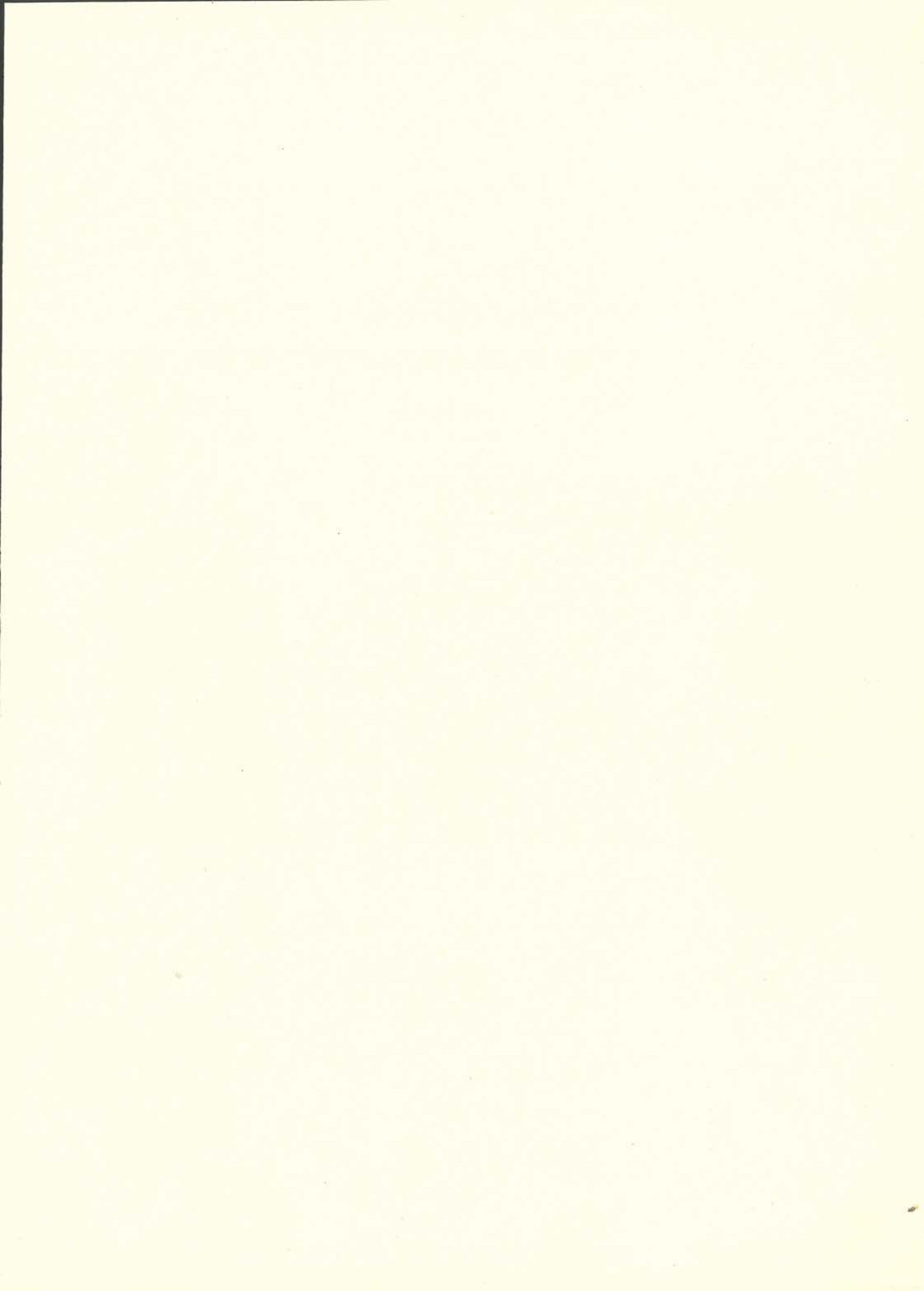
Herbert Steiner

Laurence Hill

Albert Wells

Henry Halverson









MARY PORTER, Director.

BLANCHE HILL, Accompanist.

**TREBLE CLEF.**

**1st Soprano.**

Frances Baker	Eva Bernier
Josephine Collins	Nina Coye
Clara Farrell	Irene Feely
Jessie Flaherty	Lulu Johnson
Hazel Marsh	Anna Muehlstein
Stella Murat	Marion Myers
Elsie Newby	Florence Ross
Nellie Reading	Beth Owen
Minnie Sustins	Jessie Hill

**2nd Soprano.**

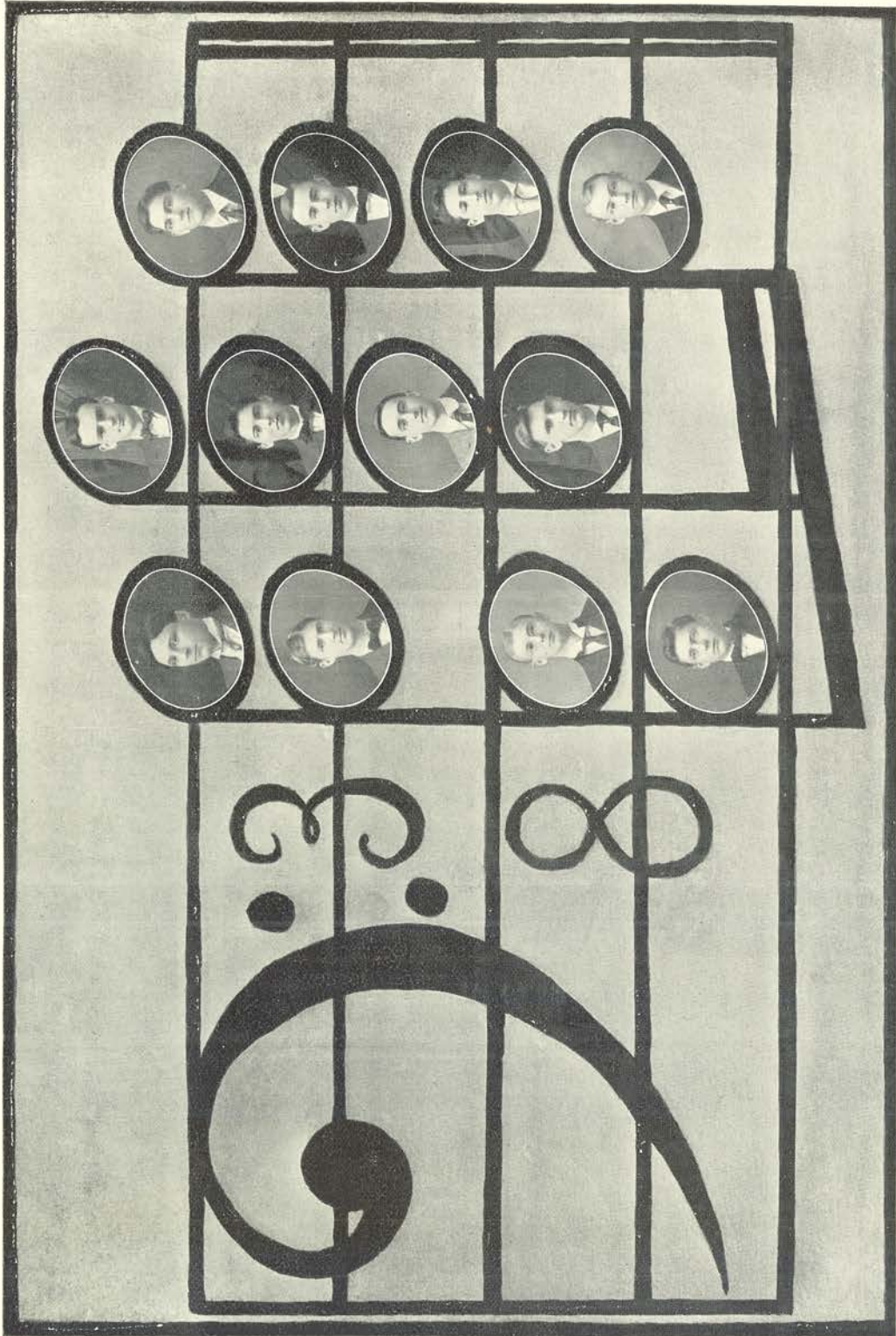
Crystal Bigelow	May Colburn
Rosetta Johnson	Eva LaDuke
Louise Mathie	Hazel Sheldon

**1st Alto.**

Viola Wood	Armilda Rifleman
Alexandrine LaTourette	Marie Thorne
Lettie Nelson	

**2nd Alto.**

Beatrice Bachman	Zelma Caesar
Amy Bloye	Margaret Dorney
Lucile Davenport	Bessie Rowe



Edward Reyer  
 Laurence Hill  
 Henry Halverson, *Conductor*  
 Edward Fromm

William Miltimore  
 Max Walthers  
 Conover McDill  
 Herbert Steiner, *Pres.*

Fred Gustin  
 Austin Means  
 Clarence Bischoff  
 Kenneth Halverson









### The Stevens Point Normal Orchestra.

Mary A. Porter, Director.

**First Violins.**

Roy Ennor  
Clarence Coye  
William Miltimore  
Eleanor Pffner  
Pearl Rhinehart  
Grace O'Connor

**Second Violins.**

Hazel Wilson  
Ruth Kollock  
Helen Singleton  
Emma Rowe

**Bass Viol**

Edward Reyer

**First Clarinet**

Ernest Badten

**Second Clarinet**

Austin Means

**Flute**

Edward Fromm

**First Cornet**

Clarence Bischoff

**Second Cornets**

Walter Baldwin  
Amos Dawes

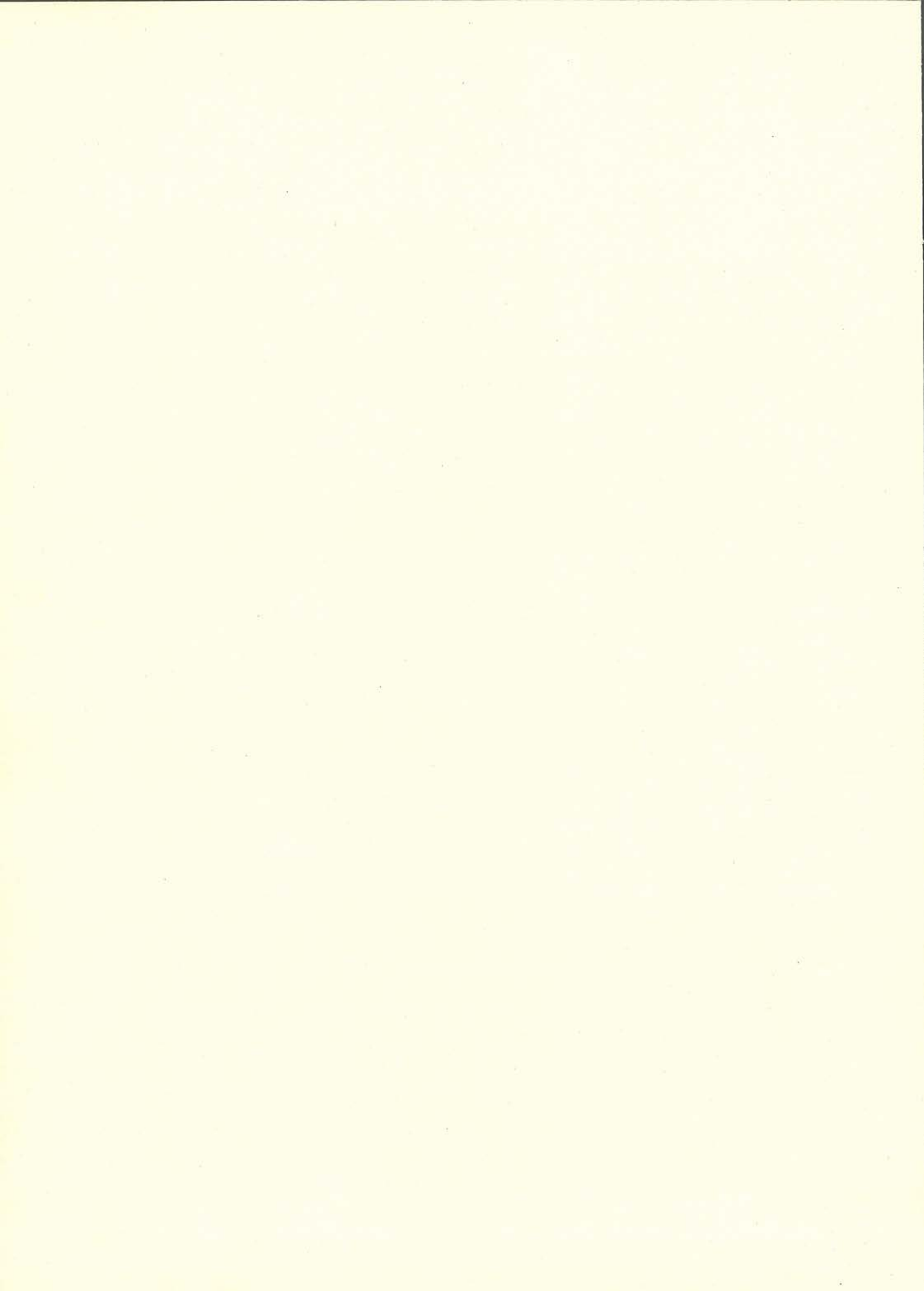
**Piano**

Blanche Hill

**Drums**

Ernest Viertel

During the past year the membership of the Normal Orchestra has averaged eighteen. Music has been furnished by the orchestra for rhetorical, for the preliminary oratorical contest, for the class receptions, and for various other school activities.







FRESHMAN CLASS '08--'09.

Abrahamson, Walter  
Ainsworth, Mabel  
Allen, Mabel  
Bannach, Marion  
Barnsdale, Elisabeth  
Bennett, Ruth  
Bentley, Bernice  
Bentley, Jessie  
Bigelow, Crystal  
Boston, Esther  
Brady, Helen  
Buck, Ella  
Butterfield, Saydee  
Cauley, Hazel  
Doane, Clarence  
Doxrud, Alice  
Dumas, George  
Eagan, Mayme  
Ellis, Pearl  
Feely, Marie  
Gebert, Lulu  
Gordon, Alice

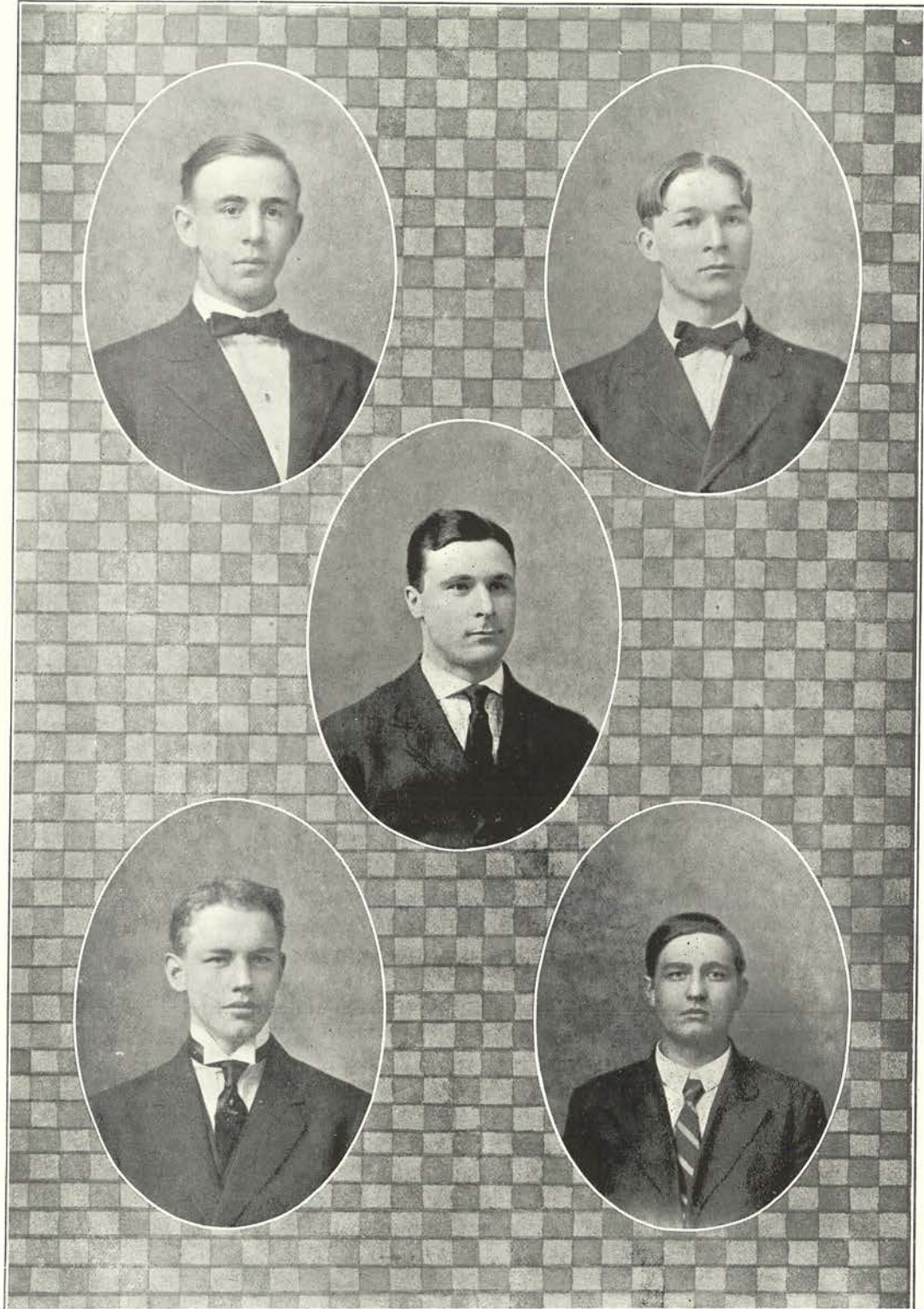
Gordon, Fabiola  
Grover, Lynn  
Harder, Viola  
Hephner, Gerald  
Judd, Florence  
Kalisky, Bell  
Kalisky, Selma  
Kelly, Grace  
King, Pearl  
Kingston, Agnes  
Leary, Grace  
Leary, Lizzie  
Leary, Katherine  
Leonard, Fred.  
Loberg, Helen  
McCallin, Marie  
McWithey, Reid  
Mason, Margaret  
Means, Austin  
Miller, Augusta  
Miller, Helen  
Monian, Joe

Mosher, Leda  
Nicholson, Mabel  
O'Connor, Grace  
O'Connor, Loretta  
Olson, Alvin L.  
Olson, Melvin J.  
Pauser, Elsa  
Pierce, Bernice  
Purvis, Mabel  
Riley, John  
Riley, Katherine  
Riley, Mae  
Schmidt, Alma  
Sitzer, Myrtle  
Stemen, Helen  
Thorske, Ella  
Welch, Mattie  
Weltman, Rose  
Whitney, Wilber  
Wilson, Myrtle  
Wysocki, Winnifred  
Zimmer, Violitla



Alice Doxrud, center  
 Saydee Butterfield, guard      Helen Stemen, forward      Myrtle Wilson, forward  
 Winnifred Wysocki, guard      Alice Loberg, sub.





Austin Means, Vice Pres.

George Dumas, Treas.

Lynn B. Grover, Pres.

Alvin L. Olson, Sec.

Reid McWithey, Serg. at Arms



Motto: Climb, tho the rocks be rugged.

Class colors: Silver gray and cardinal.

Class flower: American Beauty Rose.

Climb---and we all have tried to,  
 Though---our problems have been deep;  
 The---work was often hard to do---  
 Rocks---before us oft were steep.  
 Be---ever striving the best to win,  
 Rugged---rocks but help you to begin.

For there's no plateau on the mountain of life,  
 It is always up or down ;  
 The upward path is one of strife,  
 The downward, easily found.

But the Element class of 1909,  
 A lofty motto hath ;  
 May that motto help us to follow the line  
 Of that straight and upward path.





Paul Collins, Pres

Elmer Adams, Serg. at Arms

Emma LaDuke, Sec.

Fred Gustin, Vice Pres.

Thomas Olson, Treas,



## ELEMENTARY BASKET BALL TEAM



Fern Marsh Julia Little Nellie Gustin Irene Feely Emma LaDuke Hazel Marsh Eva Barnsdale

## A CLASS PROPHECY

In 1919 when I completed my Palace Car air-ship, over which I had spent so many years, my first thought was in what way I could best test it on a long journey, and decided that just for my amusement I would look up my old classmates at the Normal in 1909.

All arrangements were soon completed for the trip, and I decided that it would probably be a good plan to begin my campaign at our great metropolis, New York.

I arrived in New York June 21, and having nothing to do proceeded to see the sights of the city. As I was strolling leisurely along, I noticed on the front of a beautiful iron-stone building a magnificent sign which informed the public that, "Arts, fine arts, can be seen within". Being of a curious disposition, I went in. A pale, aesthetic looking gentleman came forward to meet me. Imagine my surprise when I discovered him to be Roy Ennor, our class artist when at school. We had a great old chat about dear S. P. N., in the course of which I told him of my invention and what brought me to New York. I asked him if he knew of any others of our classmates, and he said, "No", in rather a peculiar voice, but invited me to take dinner at his home, which invitation I gladly accepted, and we were shortly spinning out to his villa on the lake shore. After a few minutes delay his wife came into their beautiful library to meet me, and who do you suppose it was? Our shy little Emma Hoge!

After dinner that evening we were riding in Roy's car and noticed a brilliantly lighted building, with the sign "Geometrical Gymnastics", posted outside the door. We went in and there on the platform stood a tall, dark man with a blackboard beside him, and he was demonstrating the fact that he could solve any problem by Geometry in twenty seconds. There was something familiar about the man, and it at last struck me that it was Rial Cummings, our star mathematician in 1909. Of course, we went up to him and had a delightful talk about old times. Rial was very helpful in telling me the whereabouts of other classmates. I learned from him that Elmer Adams was owner of all the roller skating rinks in the United States and we had a good laugh as we recalled how Elmer had made several dents in a perfectly good floor upon the occasion of his first trial.



Rial also told me of Kathryn McClone, who, he said, was supervisor of practice schools of the state of Texas. During the course of our conversation some one suggested that we go to the theatre, and nothing loath, we got into the car, and arrived there in a few minutes. I was handed a program, and while waiting for the curtain, glanced idly thru it. My indifference, however, soon turned to surprise when I noted that the star's name was Isla Warner. I thot to myself that it surely could not be our little Isla Warner, but, nevertheless, waited with pleasurable anticipation and was somewhat disappointed when the orchestra commenced playing. Roy, however, became interested at once and grabbed my opera glass to make a closer inspection of the conductor. He then said, "I knew it! That's Leo Hein; I thot I couldn't make a mistake in that face". And sure enough it was Leo.

Just then the curtain rose and the play was on. The star did not appear until the second scene and I leaned forward eagerly as she came in, greeted by storms of applause. Yes, that certainly was Isla and she played her part of a little Dixie girl with great success.

At the close of the play we found Isla and Leo, and reinforced in numbers, we again took Roy's car and in a short time were at Owen's, one of the best restaurants in the city, where we had dinner. The owner of the buil ling passed thru the room and caught some remark of ours about Stevens Point. In a short time he returned and inquired if any one of us were from Stevens Point. We told him the circumstances of our visit and he then informed us that he was Wayne Owen, whom of course we all now remembered.

At a late hour I returned to my hotel where I found my faithful aeronaut, who, by the way, was none other than the rather uncertain Clarence Bischoff of S. P. N. days, still in charge of the car.

The next morning I left New York and went to Pittsburg, because I had been told by Wayne that Kenneth Halverson was in that city, and that he could tell me of others of my classmates. I found him very readily by consulting the directory, and after his name and address was a very imposing announcement, "President of Ice-Cream Makers Union". I had a hearty laugh to note in what direction Kenneth's earlier love for the delicacy had turned his life vocation. When I was admitted into that inner sanctum, imagine his surprise at seeing one of his former classmates. We talked for some time and he told me that Alvin Olson was reposing in the lap of luxury in Japan as the reward for inventing an electric typewriter, which would turn out quantities of work without intervention of man.

Ethel Whittaker, with whom, Kenneth rather sheepishly informed me he was corresponding, was teacher of elocution in Atlanta, Georgia.

While "doing" the city that afternoon we noticed one sign "Marsh Sisters, Physical Culture", and more for fun than anything else, we went in to see if it could possibly be our old friends, Hazel and Fern. As we were entering the building, a tall, young man brushed hurriedly past us and hailed a passing air-ship. I turned to look at him, as there was something strangely familiar in his appearance. When he had disappeared, I said, "Well, I could have sworn that that was Walter Baldwin". But Kenneth said he didn't believe so and I dismissed it from my mind. We were ushered into a large, airy room, evidently a gymnasium, and a young woman came up to us and very politely offered to show us the different parts of the building. As we were talking we mentioned Stevens Point and not until then did we know that this young woman was Hazel Marsh. She said that Fern was called away but would soon return. When Fern came we all talked and laughed for several minutes. When a lull came in the conversation, Hazel said, with a teasing look at Fern, "Do you know why Fern was called away? She was entertaining a young man named Walter B. who has just returned from Europe where he is United States ambassador and here is the result of his call", and with this Hazel dramatically drew the hand of the blushing Fern from behind her. You can probably guess what was to be found on the third finger of the left hand.

The girls said that we could find Marjorie McPherson and Ruby Yorton established in a very imposing building about twelve blocks from there, on which the sign read, "Hair-Dressing-Parisian Styles".

We made arrangements to go to hear a famous soloist, Mdlle. Carmeni, that evening, who was to make her first appearance, after several years spent in training abroad. The whole affair was characterized by extreme simplicity, her only accompaniment being the piano which was excellently controlled by one who undoubtedly knew her art. There appeared to be something familiar about the singer, but I did not recognize her until Kenneth said, "I believe that singer is Minnie Sustins", and added, with more force than good grammar, "and, by jingoes, if that isn't Blanche Hill". Minnie and Blanche they certainly were, and we found that neither had changed, as Blanche was soon engaged in a heated discussion with Kenneth over some basketball game played at S. P. N. during the jolly year of 1909.

Blanche told me that Rosetta Johnson and Harshaw Hay were married and living happily in sunny Italy.

Next day I visited Harvard College of which Mr. Thomas Olson was President. It seemed hard to believe that he could really be our Tommy Olson but upon talking with the august gentleman himself found it to be Tom. He told me that he had several S. P. N. students in his faculty; Emma LaDuke was there as gymnasium teacher and was making a great success of it, especially of the basketball, over which, I remembered she used to grow so enthusiastic. Irene Feeley was teacher of mathematics, and I laughed to myself as I thot how surprised Mr. Collins would be if he knew it. Florence Knight, I also found there as teacher of art, and Alice Kingston as teacher of geology.

President Olson invited me to dinner at his home and when his wife came to meet me who do you suppose it was? Beth Owen. Both told me of Dora Hartleb, who was living in quiet old Philadelphia, where she was becoming quite renowned as a milliner.

Later in the evening we went to a lecture on woman suffrage. Pres. Olson had forgotten to tell me the speaker's name, so you can imagine my surprise to see Anna Muelhstein step onto the platform after her introduction by Meta Schenk, a prominent woman suffragist of that city.



After the lecture, which was very well rendered, a young woman came up to talk with the president, whom he introduced as one who had become prominent as one of the greatest research workers in geographical questions of the day.

The next day, a very interesting account of the lecture was given in one of the best newspapers, the editor of which I found to be Myron Williams, our serious Freshman president. There was, in addition to the article a sprightly, jingly little poem about the speaker and suffrage in general and I found the author's name given as Marion Morteboys, whom I now remembered as the class poet.

Beth also told me that the Yahr sisters, Minnie and Anna, were living quietly in Philadelphia where they were making a scientific research of their ancestry in an endeavor to find a family tree reaching farther back than the trip in the Mayflower.

That evening we attended a Gypsy Chorus Girls' Concert, where we were very splendidly entertained with music, instrumental and vocal, dancing, and some very realistic dramatizations of camp scenes. Noting the names of the chorus girls we found Florence Ross, Leila Nelson, Louise Weiland, Nellie Gustin, and Susie Kelly.

On talking with the girls later, I learned of several other classmates. Louise told me that she was corresponding with Paul Collins, who was a sedate railroad magnate now, being president of the Consolidation of Railroads of the Northwest. I laughed to myself at the idea of the irresponsible and carefree Paul as the president of a railroad.

Nellie Gustin told me that Clara Peterson and Odella Rollefson were teaching in Chicago, one supervisor of history, and the other supervisor of geography. Leila Nelson was talking with me about our old classmates and spoke of Lela Johnson who was the director of a young womens' seminary in Boston. I later learned that two of the instructors in the school were former S. P. N. students, one, Mary McClellan, teaching French and Latin, and the other, Julia Little, who was distinguishing herself as physical culture teacher.

I took a short run in my ship to Coney Island where I spent a couple of days. The *beau de gallant* of the season appeared to be a young man with lots of money and little to do. He was very popular with the young ladies and was riding, fishing, swimming, or playing tennis with some of them most of the time. I was rather interested in finding out who this decided "catch" was, and upon inquiring, found him to be George Messer, who, when at Normal, we all expected would specialize in music. The belle of the season was a dashing young brunette who was creating havoc with the hearts of the young men. Upon asking her name I was informed that it was Merle Cartmill.

I was much interested while there in the young woman who taught swimming. She was without a doubt, master of her profession, and crowds gathered daily to watch her daring feats. Her name was Kyrren Kittleson, and I remembered her as a young woman of great energy while at school.

One afternoon while bathing, one young woman became more daring than the rest and ventured out into water too deep for her. She was rescued by a young man standing near, and was at once taken to a hospital. Upon inquiry, I found the woman's name to be Jane Neale, and that of her brave rescuer Fred Ambrose. He was, as I discovered later, working upon a remarkable invention concerning air pressure. When I heard Jane's name, I made all haste to reach the hospital, where I was received graciously by the matron, whom I instantly recognized as jolly Kathryn Gwin. She told me that four of her nurses were Stevens Point girls. They came in later and were found to be Jennie Leary, Caroline Schumaker, Lillian Wanbon, and Blanche Judd. They were, indeed, lending cheer and happiness in that refuge for sickness and sorrow.

From Coney Island I went to Tallahassee, Florida, where I found Herbert Klingbeil, city superintendent, and two of his teachers, Florence Campion, kindergarten supervisor, and Mattie Allen, specialist in elocution.

Clara Tufta and Muriel Shannon also lived in this city, and were prominent as temperance reformers. Fred Gustin, I learned, had become a physics specialist in Atlanta. When I reached that city and called at his home, imagine my surprise at finding that his wife was Myrtle Bentson. Their home was a very beautiful one, which, Myrtle told me, was designed by Alice Cook, who was making a life vocation of interior decoration of homes.

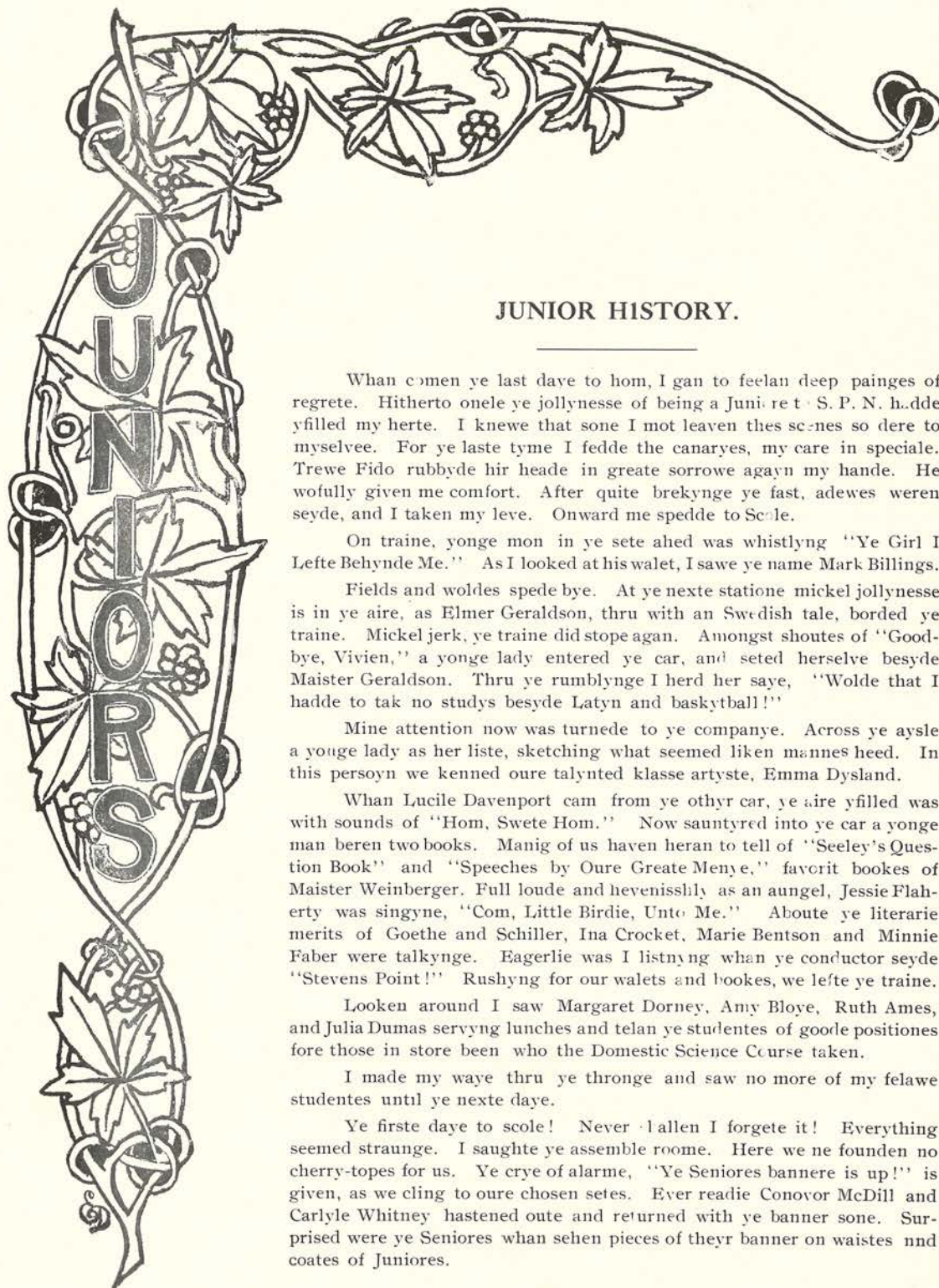
Myrtle also told me that Judith Bennett and Emma Bronson were living in China, where they went as missionaries after leaving school, and that Elva Gates was creating a sensation with a beautiful Chinese art collection which was being exhibited in Atlanta. Another thing which interested me was the home for worn out teachers, called Normal Pine Rest, which had been started by three Stevens Point girls, namely: Ruth Boyington, Frances Donaven, and Clara Berens, which home we visited that very afternoon.

Thus did I see every member of our class of 1909, and altho I had at first rather wildly planned on taking them all in my car to Stevens Point for just one day, I saw now that this would be impossible. I therefore returned home to my quiet Vermont town after having spent two very exciting weeks in traveling.

A Classmate.







## JUNIOR HISTORY.

Whan comen ye last dave to hom, I gan to feelan deep painges of regrete. Hitherto onele ye jollynesse of being a Juniore t S. P. N. hadde yffilled my herte. I knewe that sone I mot leaven this sc-nes so dere to myselvee. For ye laste tyme I fedde the canaryes, my care in speciale. Trewe Fido rubbyde hir heade in greate sorrowe agayn my hande. He wofully given me comfort. After quite brekyng ye fast, adewes weren seyde, and I taken my leve. Onward me spedde to Scole.

On traine, yonge mon in ye sete ahed was whistlyng "Ye Girl I Lefte Behynde Me." As I looked at his walet, I sawe ye name Mark Billings.

Fields and woldes spedde bye. At ye nexte statione mickel jollynesse is in ye aire, as Elmer Geraldson, thru with an Swedish tale, borded ye traine. Mickel jerk, ye traine did stope agan. Amongst shoutes of "Good-bye, Vivien," a yonge lady entered ye car, and seted herselfe besyde Maister Geraldson. Thru ye rumblyng I herd her saye, "Wolde that I hadde to tak no studys besyde Latyn and baskytball!"

Mine attention now was turnede to ye companye. Across ye aysle a yonge lady as her liste, sketching what seemed liken mannes heed. In this persoyn we kenned oure talynted klasse artyste, Emma Dysland.

Whan Lucile Davenport cam from ye othyr car, ye aire yffilled was with sounds of "Hom, Swete Hom." Now saunttyred into ye car a yonge man beren two bookes. Manig of us haven heran to tell of "Seeley's Question Book" and "Speeches by Oure Greate Menye," favorit bookes of Maister Weinberger. Full loude and hevenisslly as an aungel, Jessie Flaherty was singyne, "Com, Little Birdie, Unto Me." Aboute ye literarie merits of Goethe and Schiller, Ina Crocket, Marie Bentson and Minnie Faber were talkyng. Eagerlie was I listnyng whan ye conductor seyde "Stevens Point!" Rushyng for our walets and bookes, we lefte ye traine.

Looken around I saw Margaret Dorney, Amy Bloye, Ruth Ames, and Julia Dumas servyng lunches and telan ye studentes of goode positiones fore those in store been who the Domestic Science Ccourse taken.

I made my waye thru ye thronge and saw no more of my felawe studentes until ye nexte daye.

Ye firste daye to scole! Never fallen I forgete it! Everything seemed straunge. I saughte ye assemble roome. Here we ne founden no cherry-topes for us. Ye crye of alarme, "Ye Seniores bannere is up!" is given, as we cling to oure chosen setes. Ever readie Conovor McDill and Carlyle Whitney hastened oute and returned with ye banner sone. Surprised were ye Seniores whan sehen pieces of theyr banner on waistes and coates of Juniores.



Nexste daye ye klasse officers and colores weren chosyn. Sin he was elected presidente, Herbert Steiner thankyd ye klaase for ye honores hym givn. William Dineen vice-presidente was chosn. Fred. Somers, bycause of hir businesse abilitie, treasurer was clept. Marie Thorne, in penmanship an adepte, secretary was mayde, and Maister Weinberger, sergeant-of-armes. Our officeres electede, oure attentione we turned to ye tasque of choosing klasse colores. Greene and white we chosen, everie youthful fancie to satisfye. Sone we sawe that with oure ever largere funde of witte, greene inappropriate would be; and so golde and white we token.

Ye klasse receptione oure firste sociale evente was. Her we mickel jolitee did have each otheres to kennen lerne.

Mickel tyme latere Maud MacLennon, and Maisters Dineen, Somers, Mach, Steiner, Carlson, Dawes, and Weinberger, oure Juniore spekers firste to ye public weren introduced. A demonstratione also given was of ye effecte our yellen did maken. Of ye honores, Maisters Somers, Weinberger, and Steiner a larg parte did taken. Thes winners in debate, me thinketh Osekosh will bete.

One noone, as we oure setes did raughe, invitationes we founden, which to Hades us did asken. In spyte of oure fere, we acceptn, and sone in a bodie to Hades did gon, there with each othern, feelings to share. Firste thru a window to entere we weren made like unto ye animals in ye arke, and then to slyde down a planke into the cyndom of witches and ghostes. Mickel woeful cries and groans our feres did hyten. Frome here to ye uppere landes we did gon. As they for theyre turne did waite, Ella Pratt, Nellie Rozelle, Armilda Rifleman, Milo Wood and Alois Klein mickel jollynesse did felan, sliying down the planke.

My turn to ascend cam at laste. In companie of witche and ghoste I gon. Such a woeful crie yfilled ye aire as Maister Mach and Beatrice Bachman crosst ye rivere Styx that True Hyland fainted awaye.

So truely Lula Johnson her sinnes confessed that St. Peter her to stave with him in Paradise did telle. Ye rest of us to ye lande of ye furies were seynt. Here hir Satanic Majestie mickel us did ask of oure sinnes and faylings. Then to ye gymnasiume black eyed demons did hurle us, to listyn to ye seynts of ye gypsies, who manye wonders tales did tel.

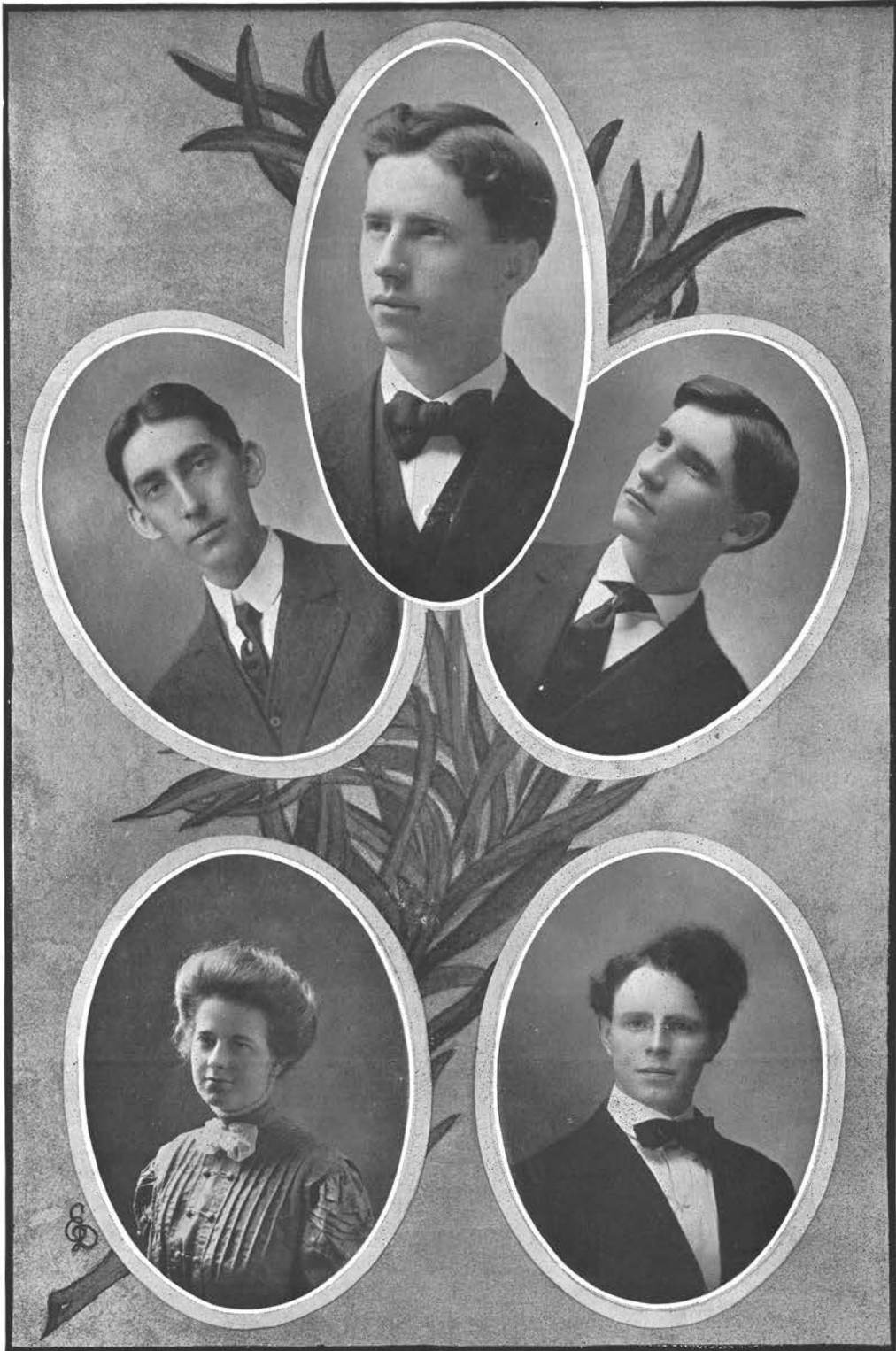
Lila Thompson, Lettie Nelson, May Fuller, and Florence Ziegler wolde become famed actors, Eva LaDuke, a missicnarie to Siberia was to be, while Jessie Niven as one to Kamchatka wolde go. Helena Martinson thru ye state sholde travel urgying yonge men to ye Universirie to gon. Faye Kingsbury, Stella Murat, and Josie Bliefernicht a famouse hom for children sholde hav. In Ester Ramsey, Hazel Waltersdorf, and Nora Moe we seconde Florence Nightingales beholden. Maister Dineen with hir mightie oratorie mennes heartes wolde swaye. Ester Thompson, Kate McFadden, May Greening, and Mae Kappler in historie researche worke theyr tyme sholde spende. Amonge ye names of musicians famed, those of Maybelle Rogers, Bessie Rowe, Emma Protz, and William Miltimore are founde. As singers May and Myrtle Roberts, Jessie Swan and Inez Thompson will one daye reache fam. Josephine Collins, Anna Shafer, and Gladys Hafsoos, a blessynge eternal npon mankinde conferen bye ye members unknowne of ye Polymethylene seriee of Hydro-carbons discoveryng.

Celia Morrison, Minnie Rudolph, Leocadie Archambeault, and Florence Meade of Pratt Institute graduates aren as physicale directores renowned to be. Clive Nedry and Peter Majerus havying rauched ye hyte of theyr ambitiones are to spanne ye Panama Canale bye one daryng fete of civile engineeryng. Carrie and Ida Tovrog, Pauline Bohman and Florence Weier sone theyr positiones as teachers wolde leven, for ye lyfe of western ranches. Beatrice Brown, Hazel Brooks and Katherine McKeoun in theyr research work will discovere at ye southe pol a race of gigantes livyng. Maude Scott in solitude ye studiouse cloisters pale will treade becaws of ye faithlessness of "ye man." Som daye ye worlde its gratituee will owe to Florence Parmenter and Isabelle Cheasick for a newe philology of reformed spellenge. Hilda Hotz, Mabel Hanson, and Katherine Lusk positiones in scoles of one will taken. Charlotte Fox one of ye worldes artists, her tyme in ye Temple of Edfu will spende, serchn designes for "EgyptianArte," her newe booke. In ye dayes to com, will Inez Whitney speake to ye greate companyes on women's rightes.

Ye gypsies, thru with they tales, we to oure homs gon, mickel wonder of ye future in oure hertes.

This tale I now did tell to ye of all our wonder klasse. Ye yeer is nearlie ended. With mickel jolitee oure wosdome teethe we felan, ye harbingers of Seniorism.





Fred Somers, Treas. and Debater  
John Weinberger, Debater and Serg. at Arms  
Marie Thorne, Sec.  
Herbert Steiner, Pres. and Debater  
William Dineen, Vice Pres.

**Junior Girls' Basket-Ball Squad, including Normal Champions.**

Lila Thompson  
 May Greening Florence Zeigler Maude Scott Hazel Waltersdorf Helena Martinsen Vivien Hainer Kate McFadden  
 Isabelle Cheasick Margaret Dorney

**Junior Colors: Gold and White**

Juniors! Juniors!  
 Ki yi, Ki yi,  
 Hump ti minigo!  
 Hank di sanigo!  
 Boom de la,  
 Wow!

Ballo, Ballo, Ballo, Balack,  
 U-raw! U-raw! ackiticack,  
 Razzle, dazzle, hippy-to-hoo,  
 Juniors! Juniors!  
 Roo, Raw, Roo!

U-raw, raw for S. P. N.!  
 U-raw, raw for 1910!  
 Hoop-de-la for all our class!  
 All the rest can go to grass!



JUNIOR CLASS ROLL-CALL.

Names.	Favorite Expression.	Favorite Passtime.
Bachmann, Beatrice	How shocking.	Chewing gum.
Bloye, Amy	That's the limit.	Singing "Absent".
Bohman, Pauline	Oh, thunder.	Shouting in class.
Carlson, Paul	Poor thing.	Philosophizing.
Cauley, Bernice	For Pete's sake.	Doing nothing.
Cheasick, Isabelle	Well, I guess.	Growing.
Collins, Josephine	By the great horn spoon.	Skipping chorus.
Davenport, Lucile	My! but that did Rial me.	Strolling.
Dumas, Julia	Who says so?	Reading novels.
Dysland, Emma	I am so busy.	Breaking dishes.
Greening, May	Oh, terrible of all terribles.	Observing.
Hafsoos, Gladys	By all means.	Giving advice.
Martinsen, Helena	Really!	Looking for trade-lasts.
Meade, Florence	Oh, mercy!	Drinking from the fount of knowledge.
Miltimore, William	By Jove!	Mesmerizing.
Morrison, Celia	Oh, Gee!	Being home-sick.
Murat, Stella	What's the diff?	Looking sweet.
Nelson, Lettie	I don't care.	Calling.
Niven, Jessie	I see it now.	Primping.
Pratt, Ella	How odd.	Looking for a letter.
Ramsey, Esther	I'll get even with you.	Getting her German.
Rogers, Mabelle	Oh horrors!	Star gazing.
Rozelle, Nellie	You don't mean it.	Sending wireless messages.
Shafer, Anna	By George.	Sleeping the hours away.
Whitney, Inez	It is utterly impossible.	Grasping.
Weier, Florence	I disagree with you.	Giving spreads.
Waltersdorf, Hazel	It is great to be batty.	Avoiding work.
Thompson, Lila	I told you so.	To Josh Billings.
Baldwin, Walter	By George!	Keeping Spin warm.
Billings, Mark	I like uncle John.	Keeping in style.
Clifford, Genevieve	Huh?	Hustling.
Dawes, Amos	I don't like him.	Throwing mud.
Dineen, William	Irrevocably beyond comprehension.	Studying the dictionary.
Dorney, Margaret	By Gum!	Elucidating Fred's generosity.
Faber, Minnie	Well, I know.	Improving Chaucer.
Fox, Charlotte	I'd tell you what I'd do.	Bluffing in a definite systematic manner.
Geraldson, Elmer	I must help Viv. now.	Replying to Hain(er).
Hainer, Vivien	Got something to tell you.	Skipping classes.
Hyland, True	Say, you.	Burning Standard Oil.
Johnson, Lula	Why, Max!	Teaching him chivalry.
Kappler, Mae	Oh, dear!	Smiling.
Klein, Alois	He, He, He.....	Turning the grinding stone.
LaDuke, Eva	Oh, I should say.	Fudge making.
McDill, Conover	I won't study.	Fighting.
McFadden, Kate	I don't care, but it's nice.	Playing pinocle.
Mach, Edward	By the mighty pumpkins.	Eating big books.
Majerus, Peter	Gosh-for-Dum.	Debating undebatables.
Nedry, Clive	Say, there, August.	Pouting.
Roberts, Mary	Well---	Singing.

Rudolph, Minnie  
Somers, Fred  
Steiner, Herbert  
Thorne, Marie  
Weinberger, John  
Whitney, Carlyle  
Wood, Milo  
Ames, Ruth  
Archambault, Leocadie

Bentson, Marie  
Bliefernicht, Josephine  
Brooks, Hazel  
Brown, Beatrice  
Crockett, Ina  
Flaherty, Jessie  
Fuller, Mary E.  
Hanson, Mabel  
Hotz, Hilda  
Lusk, Kathryn

McKeown, Kathleen  
McLennan, Maude  
Moe, Nora  
Parmeter, Florence  
Protz, Emma  
Rifleman, Armilda  
Rowe, Bessie  
Scott, Maude  
Stephenson, Margaret  
Swan, Jessie

Thompson, Esther  
Tovrog, Carrie  
Thompson, Inez  
Tovrog, Ida  
Ziegler, Florence  
Kingsbury, Faye  
Halverson, Henry  
Roberts, Myrtle

Oh, Heavens!  
My Counter-----  
Oh, Rats!  
Dog gone it.  
Yours truly.  
?!!\*—?!!\*  
I can't see that.  
I "means" it.  
I won't do that.

Kommen Sie.  
I am so discouraged.  
How's that!  
Oh! dear!  
Well!  
Of all things!  
Have it your own way.  
I'd never do that.  
Why!  
What do you know about  
that?

For goodness' sake.  
And do you know---  
O fudge!  
I began laughing.  
Ain't that a nice boy.  
Is that so?  
Gee, I don't know.  
I ain't care for any.  
Yes, honey Bun.  
No flies on me.

Mighty.  
Land-a-livin.  
Honest and die, kids.  
O! sugar.  
Isn't that jolly!  
Don't you dare!  
Oh! Oysters.  
Glory!

Filling engagements.  
Reading in the library.  
Disguising as an American.  
Holding her Cash(in)  
Discovering technicalities.  
Testing cigars.  
Dreaming in class.  
Going to Austin, Tex.  
Talking to the boys without being  
heard.

Translating German.  
Overworking.  
To look pleasant.  
Swinging on the gate.  
Eating peanuts.  
Shopping.  
Having her own way.  
Writing poetry.  
Reciting with a rising inflection.  
Dancing the barn dance.

Attending to work.  
Writing letters.  
Getting wisdom and understanding.  
Giggling in general exercises.  
Reciting.  
Providing food for thot.  
Smiling.  
Making pennants.  
Teaching the young idea how to shoot.  
Imparting information in Bacon's  
classes.

Easy-chair athletics.  
Blushing.  
Helping others.  
Painting.  
Keeping things moving.  
Traveling.  
Looking up to Miltimore.  
Wearing class pins







# SENIORS

“Who toils  
not,  
Triumphs  
not.”







GUY A. ROBERTS

English Scientific  
 Sec. of Athenaeum  
 Capt. Baseball Team, '07  
 Mgr. Basketball Team, '08  
 Capt. Football Team, '07  
 Capt. Basketball Team, '08-'09

ERMA NASON

H. S. Latin  
 Ohiyesa, Y. W. C. A.  
 Vice Pres. Ohiyesa, '08  
 Treas. Y. W. C. A., '08-'09  
 Iris Staff, '09

MAY COLBURN

English Scientific  
 Ohiyesa, Y. W. C. A., Treble Clef  
 Pres. Y. W. C. A., '08-'09  
 Vice Pres. Treble Clef, '08-'09  
 Sec. Senior Class, '08-'09  
 Pointer Staff, '08-'09  
 Iris Staff, '09

EDWARD A. FROMM

English Scientific  
 Glee Club, Forum  
 Forum Debater, '08  
 Forum Debater, '09  
 Forum Pres., '09  
 Treas. Senior Class, '09  
 Senior Class Play, '09  
 Bus. Mgr. Pointer, '08-'09  
 Vice Pres. Press Assn., '08-'09  
 R. E. Champion Football team, '08

EDWARD REYER

English Scientific  
 Forum, Glee Club, Orchestra.  
 Forum Debater, '08  
 Treas. Glee Club, '08  
 Pres. Orchestra, '08-'09  
 Pres. Press Assn., '08-'09  
 R. T. Champion Football Team, '08  
 Iris Staff, '09

LOUISE KERCHER

English Scientific  
 Ohiyesa  
 Treas. Ohiyesa, '08

THERESA GLEASON

English Scientific  
 Ohiyesa

FRANCES OESTERLE

Domestic Science  
 Ohiyesa, Treble Clef







JOSEPHINE BANNACH

English Scientific  
Arena, Y. W. C. A.

VIOLA WOOD

Domestic Science  
Arena, Treble Clef  
Pres. Arena, '08  
Pres. Treble Clef, '08-'09  
Pointer Staff, '08-'09  
Iris Staff, '09  
Senior Class Play, '09

D. P. HUGHES

English Scientific  
Athenaeum  
Pres. Athenaeum, '08  
Pres. Junior Class, '08  
Mgr. Track Team  
Mgr. Football Team, '08  
Treas. Athletic Assn. '09  
Editor Pointer, '08-'09

ZELMA CAESAR

Domestic Science  
Arena, Treble Clef, Tennis Assn.  
Pointer Staff, '08-'09

ELLA LANGENBERG

English Scientific  
Pres. Ohiyesa, '08  
Pointer Staff, '08-'09  
Iris Staff, '09  
Senior Class Play, '09

B. V. CHRISTENSEN

English Scientific  
Athenaeum  
Pres. Athenaeum, '09  
Athenaeum Debater, '09  
Mgr. Baseball Team, '09  
Pointer Staff, '08-'09  
Business Mgr. Iris, '09

ALBERT S. WELLS

English Scientific  
Athenaeum  
Pres. Athenaeum '09  
School Orator, '09  
Pointer Staff, '08-'09  
Editor Iris Staff, '09  
Normal Male Quartet  
Winner of Declamatory Contest, '08

CLARA M. FARRELL

English Scientific  
Arena, Treble Clef  
Pres. Arena, '09  
Sec. Athletic Assn., '08-'09







NELLIE GAFFNEY  
 English Scientific  
 Arena

DELLA HOFER  
 German  
 Arena  
 Pres. Arena, '09  
 Iris Staff, '09

FLORENCE ALMY  
 English Scientific  
 Ohiyesa

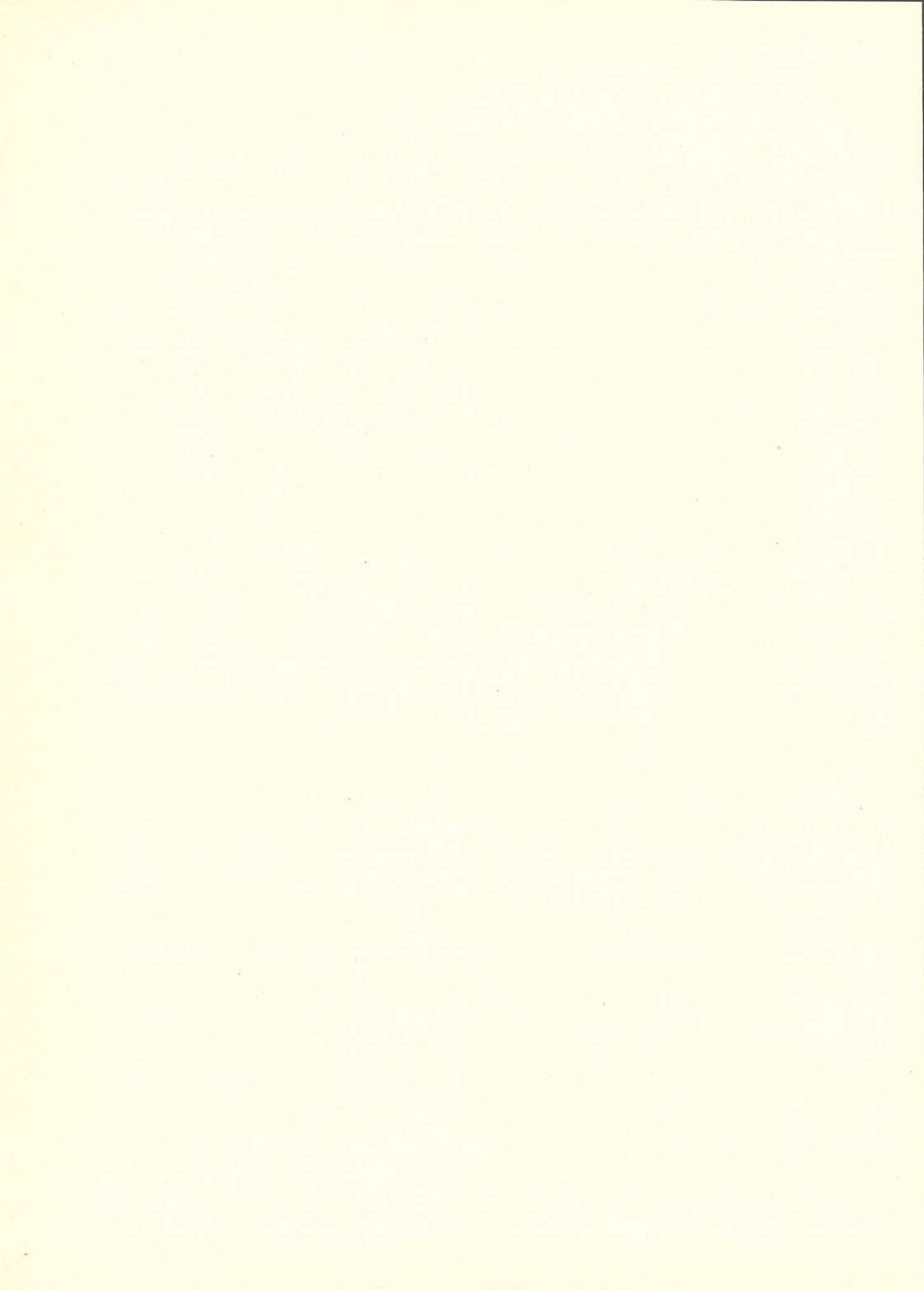
ANNA O. JOHNSTON  
 English Scientific  
 Arena

HENRY M. HALVERSON  
 English Scientific  
 Forum, Glee Club  
 Pres. Glee Club, '03-'04  
 Pres. and Director Glee Club, '08-'09  
 Asst. Basketball Mgr., '03-'04  
 Mgr. Basketball Team, '08-'09  
 Director Normal Male Quartet, '08-'09  
 Pres. Oratorical Assn., '09  
 Pointer Staff, '08-'09

ETHEL BREAKEY  
 English Scientific  
 Arena  
 Iris Staff, '09

GAIL JAKEWAY  
 English Scientific  
 Ohiyesa

MAX WALTHERS  
 H. S. German and English Scientific  
 Athenaeum, Glee Club  
 Athenaeum Debater, '08  
 Pres. Athenaeum, '09  
 Vice Pres. Senior Class, '09  
 Pointer Staff, '09  
 Iris Staff, '09  
 Treas. Oratorical Assn., '08-'09







HELEN F. SINGLETON  
English Scientific  
Arena, Orchestra, Senior B. B. Team  
Pointer Staff, '08--'09.  
Treas. Arena, '08--09.

ANNA HOVERSON  
German  
Arena

HAZEL SALTER  
English Scientific  
Ohiyesa

BESSIE QUIEN  
English Scientific  
Arena

NELLIE READING  
H. S. Latin  
Arena, Treble Clef

ELLEN WHEELOCK  
English Scientific  
Ohiyesa  
Junior Debater, '08  
Pres. Ohiyesa, '09  
Sec. Press Assn., '08--'09  
Pointer Staff, '08--'09  
Iris Staff, '09

MAMIE AMES  
Domestic Science  
Arena

ELIZABETH SCHOEPP  
English Scientific  
Iris Staff, '09  
Senior Class Play, '09





ENA L. C. SUMNICHT  
 Domestic Science  
 Arena  
 Pres. Arena, '08--'09  
 Pointer Staff, '08--'09  
 Iris Staff, '09  
 Senior Class Play, '09

LILLIAN COUTURE  
 English Scientific

ANNA SMITH  
 English Scientific  
 Arena  
 Pointer Staff, '08--'09  
 Iris Staff, '09

MYRA UDELL  
 English Scientific  
 Arena  
 Iris Staff

HAZEL L. SHELDON  
 Four Year Latin  
 Ohiyesa, Treble Clef  
 Pres. Ohiyesa, '07--'08  
 Pres. Ohiyesa, '08--'09  
 Capt. Junior B. B. Team, '07--'08  
 Capt. Senior B. B. Team, '08--'09  
 Pres. Senior Class, '08--'09  
 Senior Class Play, '09  
 Pointer Staff, '08--'09  
 Iris Staff, '09

ISABEL HORNE  
 Domestic Science  
 Ohiyesa

PEARL REINHART  
 Domestic Science  
 Ohiyesa  
 Orchestra, '09

EVA BERNIER  
 English Scientific  
 Arena  
 Iris Staff, '09  
 Treble Clef







SARAH BRICKSON  
 Domestic Science  
 Arena

PHEBE DUNN  
 English Scientific  
 Ohiyesa  
 Pointer Staff, '08- '09

GEORGIA BARROWS  
 Domestic Science

MARION MYERS  
 English Scientific  
 Treble Clef  
 Pointer Staff, '07--'08, '08--'09

IDA WILLIAMS  
 English Scientific  
 Ohiyesa

LAURENCE HILL  
 English Scientific  
 Forum, Glee Club, Normal Male  
 Quartet  
 Senior Class Play, '09  
 Iris Staff, '09  
 Pres. Athletic Assn, '07--'08  
 Normal B. B. Team, '06,--'07--'08  
 Normal F. B. Team, '06--'07--'08  
 Capt. and Q. B. Champion, F. B.  
 Team, '08

LOUISE MATHIE  
 Four year German  
 Ohiyesa, Treble Clef, Y. W. C. A.

FRANCES HELEN JANE BAKER  
 Four year Latin  
 Arena, Treble Clef, Tennis Assn.  
 Basket ball, '04,-'05,-'06,-'07,-'09  
 Capt. Elementary team, '07  
 Pointer Staff, '07,-'08,-'09  
 Iris Staff, '09







MARY MARSON

German  
Arena

OLGA EMERSON

Domestic Science  
Arena

FERN MILLER

English Scientific  
Arena

H. J. NINMAN

H. S. German and English  
Pres. Forum, '08  
Forum Debater, '09  
Editor Pointer, '07--'08  
Sec. Oratorical Assn., '06--'07

PEARL DREW

English Scientific  
Arena, Y. W. C. A.

AGNES BOYINGTON

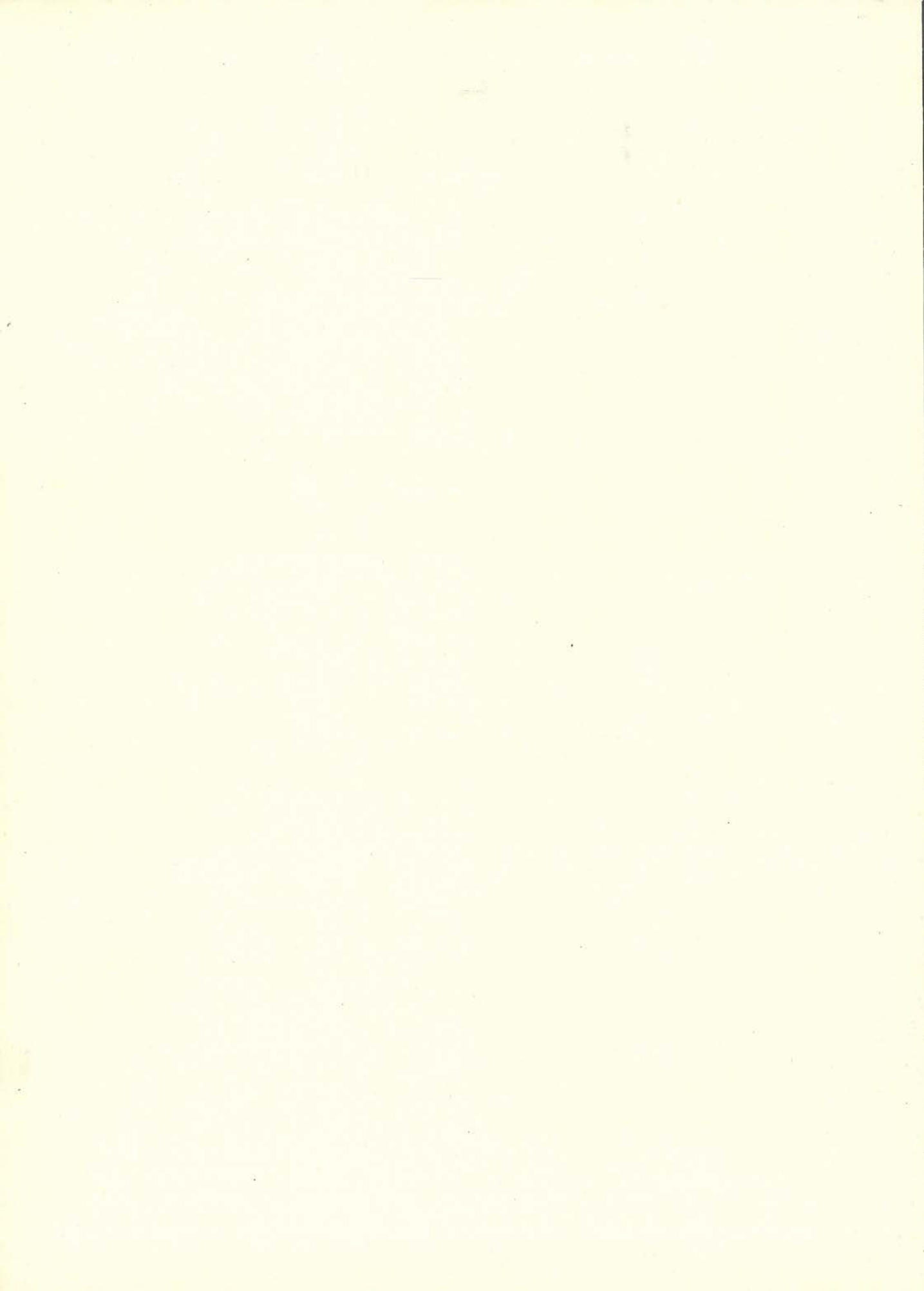
English Scientific  
Arena, Y. W. C. A.

FLORENCE STIELER

English Scientific

FLORENCE GHOCA

English Scientific  
Arena





WINIFRED NELSON  
Four year Latin  
Ohiyesa  
Vice Pres. Oratorical Assn., '09  
Iris Staff, '08

RUTH KOLLOCK  
English Scientific  
Ohiyesa  
Normal Orchestra

MARY LYONS  
English Scientific  
Ohiyesa

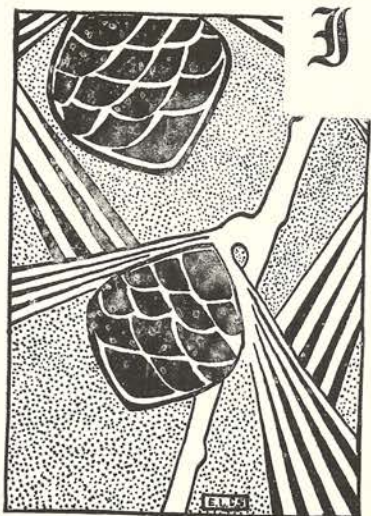
CHRISTINE GILBERTSON  
English Scientific  
Arena  
Vice Pres. Arena, '09  
Iris Staff, '09

NELLIE LYNCH  
English Scientific  
Arena





## CLASS PROPHECY.



**I**T WAS a cloudy day in early spring—just when the arbutus was beginning to blossom. I decided to go in search of that dainty flower since I expected few others to venture out on such a day. I found myself alone in the woods and was soon poking around stumps and leaves. In scraping around, my stick struck something hard and a small object bounded to my feet. I picked it up and found it to be a band of metal, heavy enough to be lead. I rubbed it a little and it began to shine; then I dropped it into the pocket of my dress and went on with my flower picking, immediately forgetting all about the article I had found.

"Nothing in the paper to-night," I said that evening after I had looked it over. "Oh, what's this?"

"Lost--Somewhere in the vicinity of Stevens Point, a small ring representing a serpent having emerald eyes and a ruby tongue. The owner values it highly and offers a liberal reward to the one finding it."

My hand was in my pocket and as I read this, with a strange feeling, my fingers closed around the metal I had put there in the afternoon. I drew it forth, removed the dirt, and rubbed it well. I was just a little startled to find that it corresponded to the description of the one lost. I slipped it on my finger and drew up to the light to examine it more closely. As I did so the air became stifling and I closed my eyes. When I opened them again I was in darkness. Beside me stood a terrible apparition. I could make out no distinct outline; but a bony, cold, clammy hand grasped mine. I stood firm, but the hand pulled at mine, and rather than feel that awful touch, I followed.

Soon I was in a large room in a hospital. The nurses moved silently from bed to bed, ministering to the sick. The door near me opened and a tall, very sweet and pious nun entered. Somehow I was not surprised to recognize in this quiet person, Clara Farrell.

Involuntarily I was led away and soon was in a church which looked much like our Presbyterian church. It was beautifully decorated and filled with people. The strains of Mendelssohn's Wedding March had just died away as I entered. There was a bridal party at the altar. The solemn voice of the minister I knew belonged to none other than Herman J. Ninman. I could not see the faces of the bride and groom, but the most notable thing was that both had red hair.

I remained here but a short time, and then I found myself among the crowd on the circus grounds. I entered the main tent first. I had been seated but a few minutes, when the band began to play a lively tune, and a white horse came dancing in. Its graceful rider was my old friend, May Colburn, who charmed and sometimes even frightened the audience with her daring feats. The next exhibition was that of the wonderful snake charmer, Florence Ghoca. Then the clown entertained the crowd, and in the actions and witty sayings I could not help but recognize Sarah Brickson. The ponderous elephant next came forth, being led by a slim girl who danced daintily along in front of the beast. As she turned toward us with a smile, she showed two rows of pearly white teeth. It was then that I recognized Viola Wood.

From the main tent I went into a side-show. Here I saw a woman of enormous size, weighing at least 500 pounds. I stared at her. The face was familiar. Yes, it was Zelma Caesar.

Now everything became black before my eyes; a newspaper was held in front of me, and the horrible thing with me pointed out the following:

June 30, 1929. THE IRIS is edited by B. V. Christensen.



**Wanted---**A husband. He must be at least 25 years of age and have \$500 in the bank. None but men fond of athletics need answer. FRANCES BAKER.

So Frances evidently still enjoys outdoor sports.

The bony finger pointed further down the page, and I read :

**Wanted---**All your old iron and furniture. ED. FROMM, Junk Dealer.

**Wanted---**Situation as governess in a select French family. THERESA GLEASON.

The page was turned, and in the church notes I read : "Two former Stevens Point people have answered the highest calling, for next week Pearl Drew sails for Africa to begin her work as missionary, and Ella Langenberg sails at the same time and in the same cause, to Porto Rico."

The newspaper vanished suddenly, and I found myself in a vaudeville. The piano was being thumped loudly ; the pianist was Hazel Wilson. The star singer made her appearance. It was no other than Florence Almy, who was warbling like a bird. The reader next appeared. She, I knew, was Edna Campbell.

Then I found myself entering a school room. Seated at the desk, and grown gray and wrinkled from worry and hard work, I recognized Eva Bernier. I was surprised that with all her artful ways, she had not captured one of her numerous admirers, way back in the time of her Normal career.

Immediately I found myself on the street. I passed a little baker shop. Over the door hung this sign : "Home Bakery. GEORGIA L. BARROWS, Spinster."

So Georgia had started her famous career in dear old S. P. N.

Soon I came upon a part of the Salvation Army gathered on the street corner. Before I was near enough to see the faces, I recognized by his eloquent voice, the leader, Albert Wells.

Suddenly the scene changed. I stood watching a trained dog show under the management of Guy Roberts.

Then the capitol at Washington appeared before me. The street was thronged with people, for the new president was delivering his inaugural address. That tall figure was none other than my old classmate, Dan Hughes. A little behind him on the platform was his neat little wife, Grace Griffin.

I next found myself in a fashionable restaurant. The theater crowds were beginning to surge in, and one laughing group attracted my attention. In it I recognized Isabel Horn, Pearl Reinhart, Ed. Reyer, and Max Walther.

This scene faded, and again I was reading from a newspaper. In large print I saw : "Samuel Wadleigh, noted modern psychologist, has been secured after much effort as an instructor in Harvard. Mr. Wadleigh is especially noted for his punctuality, having never been known to be late at any time."

And further down the page I read of the coming brilliant wedding of Elizabeth Schoepp to Baron Timboro of England.

I also noted that the former Miss Bessie Quien was celebrating her crystal wedding with one of the professors at Lawrence University. So Bessie really had married the man who visited her so frequently at Normal. Then I read that the famous palmist, Louise Kircher, was in town, ready to reveal the future to all who came to her with ten cents.

The newspaper vanished quickly, and I saw Nell Singleton working busily in a kitchen. Nellie always had said that she abhorred cooking, but since it was Sam she was working for she found great pleasure in her work.

After this I was standing in a large art studio. The many students were busy at their work. Their instructor came forward to meet me. It was Anna Smith.

Next I found myself seated in a grandstand in front of the main track. The weather was hot and sultry, the crowd was enormous. The band began to play a lively tune, just as three women on horses entered the track. These were the famous relay riders, and they were greeted with thundering applause. Two of them seemed familiar, and looking still



closer I recognized Winnifred Nelson and Marion Myers.

Shortly after, I left the track and wandered around the Fair grounds. I passed a tent where I heard some one say, "Buy your tickets here; the performance begins in five minutes." I looked up and saw Mamie Ames. I went into this tent, and on the rude stage I saw Ida Williams entertaining the crowd with jest and song.

I soon left this place, and then found myself in a large school-room. It was filled with people who wore a professional air, by which I judged them to be school teachers. A program was put into my hand and I read the following:

1. Opening address of welcome-----Theresa Leinenkugel, State Superintendent.
2. Results of teaching domestic science in public schools.  
Ena Sumnicht, D. S. instructor, Milwaukee Downer.
3. The teaching of elocution . . . . . Josephine Bannach.
4. Why geography has been my most interesting study.  
Erma Nason, instructor in geography, Stevens Point Normal School.
5. How to overcome the frivolities of youth.  
Christine Gilbertson, preceptress at Vassar.
6. Education in the slums. .... Nellie Gaffney, slum inspector, Chicago.

From here I was walking down a street in New York. Involuntarily I stopped before an extremely fashionable ladies' clothing store. The elegantly dressed model in the window was none other than Petula DuMez. I was forced to go farther down the street where I entered a large music store. As I passed thru the door I heard a phonograph, the tone of which sounded very familiar, altho I could not recall the voice. But as I glanced at the various signs around the room it came to me instantly, for this was what I read: "Famous Wheelock records. The best ever made. Records the human voice accurately. The inventor's voice on hundreds of records. Hear her mirthful laugh and be happy."

Then I was wandering on the street again. There were many push-carts beside the curb. One little woman attracted me. "Buy bananie; buy bananie," she called. I looked at her closely. Was it possible? Yes, those keen black eyes surely belonged to Hazel Sheldon.

I was powerless to stop, and so walked on, and next entered a large hall. Despite the fact that the air was hot and stifling there was a large crowd of eager, excited women. The speaker, Olga Emerson, was delivering a stirring lecture on Woman Suffrage. Behind her on the platform were her followers; Laura Coon, Phebe Dunn, and Ethel Breakey.

Once more I was wandering in the street. Suddenly above the din of street cars, truck wagons, and other noises, I heard a great crash as of breaking glass. Looking in the direction from which the sound seemed to come, I saw Hazel Salter with a huge hatchet busily smashing the windows of a saloon. Here then was a second Carrie Nation.

From here I wandered to the most fashionable district in New York. Fashionably dressed women in elegant carriages passed me on the avenue. The weird thing at my side pointed to one of them. There, holding a large teddy bear on her lap, sat Agnes Boyington.

Just then a quiet looking couple passed. The man's dress showed him to be a minister, and the woman, evidently his wife, was Myra Udell.

For the third time the apparition held a newspaper before me and I traced these lines:

"Wonderful discoveries recently made by Della Hofer, noted geologist.

Temperance meetings held three times a week at Central Hall. Leaders: Anna Hoverson, Gail Jakeway, and Anna Johnson.

Lecture Thursday night by Etta Christensen, Dean of Woman's College, University of Wisconsin.

TAKE NOTICE! Menagerie Shop. Will sell or buy any kind of an animal from a mouse to an elephant.  
 PRCP., MARY MARSON.

The words gradually became blurred to me, and all at once I was looking around my own familiar room. The ring had slipped from my finger, and with it, evidently, the charm.  
 F. E. S.



Hazel Sheldon.

Josephine Bannach. Theresa Gleason. Clara Farrell. Ellen Wheelock.  
 Frances Baker. Helen Singleton.





NORMAL SENIOR CLASS PLAY "THE BUTTERFLIES."

The present Senior Class has been doubly fortunate with its play. "The Butterflies" is one of the strongest plays ever presented here by Normal students. It was first produced in the Palmer Theater, New York, by John Drew and Maude Adams, and is a royalty play. It is in three acts, two of which are situated in Florida and one in Massachusetts.

The cast comprises ten students of marked ability, and all of whom have had previous experience in plays.

The following is the cast of characters in the order of appearance:

Hiram Green, retired merchant.....	Elmer Geraldson
Barrington, his wayward son.....	Herbert Steiner
Coddie, an English maid to the Greens.....	Hazel Sheldon
Suzanne, Green's butterfly daughter.....	Viola Wood
Nathaniel Bilser, a German tailor.....	Edward Fromm
Mrs. Stuart Dodge, a penniless aristocrat.....	Elizabeth Schoepp
Mrs. Ossian, another penniless aristocrat.....	Ena Sumnicht
Miriam Dodge, another butterfly.....	Ella Langenberg
Frederick Ossian, a spendthrift.....	Laurence Hill
Andrew Strong.....	Milo Wood

A souvenir program was issued and the play presented in the Opera House, June 7.





### Senior Poem.

---

The best of everything is ours;  
The warmest sun, the brightest sky.  
Our colors ever highest fly.  
We have the loveliest flowers;  
And then,—we're Seniors.

The best of everything is ours;  
Rhetoricals; the cherry-tops,  
That always catch the Juniors' eye,  
And make them pause as they pass by  
To reckon up the long, long hours  
Till they'll be Seniors.

The best of everything is ours;  
We scared the Juniors Halloween,  
And even teachers have been seen  
To kneel before our awful powers  
And "pass" the Seniors.

The best of everything is ours;  
Friends, that make this life worth while;  
Courage, that gives us strength to smile  
When we find thorns go with our flowers;  
For we are Seniors.

## ALUMNI.



FRANK CALKINS  
ALUMNI EDITOR

The writer has been asked to write the obituary of the Alumni Spirit of the Stevens Point Normal school. It is not a pleasant task to record the demise of anyone or anything, but it seems doubly hard to announce thru this department of the Iris the sad fact that the Alumni Spirit of our Alma Mater has ceased to breathe.

Here are the statistics, however, which prove the truth of the above statement. One hundred and seventy-five letters were sent out by the editorial staff of the THE IRIS to various alumni during January, 1909. These letters asked for some contribution to the Alumni Department of THE IRIS, and also for subscriptions to this publication. In response to this appeal for contributions, two alumni answered the call. Four alumni to date have signified their intention to secure a copy of THE IRIS. Later, THE IRIS Board made a last effort to resuscitate the corpse of the Alumni Spirit by sending out seventy-five post cards.

For a time thereafter it looked to the editors as if there might be a chance to save the life of said Spirit, as it feebly responded to the heroic treatment, and a few subscriptions came in, but this optimism of THE IRIS staff was short-lived, for the Spirit, after the temporary change for the better, experienced a sudden relapse, and returning to its former comatose condition, peacefully gave up the ghost.

It is now lying in state, awaiting the undertaker and the minister who will consign it to its last resting place where it shall remain until Gabriel blows his horn.

This dark picture has a brighter side, and it is this which we wish to note briefly.

There are wrapped up in this apparent corpse forces, which, if set in motion, would bring back the heart-beat and the pulse-throb to the now lifeless form.

There is, however, only one way by which life can again take possession of said corpse, and that is this: If each and every alumnus of the Stevens Point Normal will firmly resolve, and then proceed to carry out his resolve, to breathe upon this dead Spirit the breath of life; then, and then only, will it lay aside its sepulchral wardrobe, and stand forth and take its proper place among the living.

It is upon the more recent graduates that this task will naturally fall.

Every educational institution needs, and its success in a large measure depends upon, its having a strong, active and enthusiastic Alumni Association. We assent without fear of successful contradiction, that Stevens Point Normal has no such organization worthy the name, or the above mentioned deplorable condition of affairs could not exist.

Every alumnus should be a booster of his Alma Mater; a herald of the advantages to be derived from pursuing a course of training in said school. But the loyalty should consist of more than mere words of praise. Every alumnus should endeavor to attend, so far as possible, the annual business meetings and banquets, renew old acquaintances and friendships and form new ones, and keep closely in touch with the progress made by the institution along its various lines of activity.

Let every alumnus begin from this day to take increased interest in the affairs of his Alma Mater by following her advancement and responding to her calls of duty, and the dead Spirit, at present awaiting the man with the pickaxe and the spade, will arise and live and move on to great achievements and large results.

S. P. N. requests and expects all of her sons and daughters, wherever they may be, to do their duty. Whether or not she will be filled with grief and disappointment, or with joy and hope, rests upon the individual alumni. Lethargy and indifference inevitably lead to stagnation and death. Enthusiasm and loyalty just as inevitably lead to activity and life. Which shall it be?



## SOCIAL FUNCTIONS.

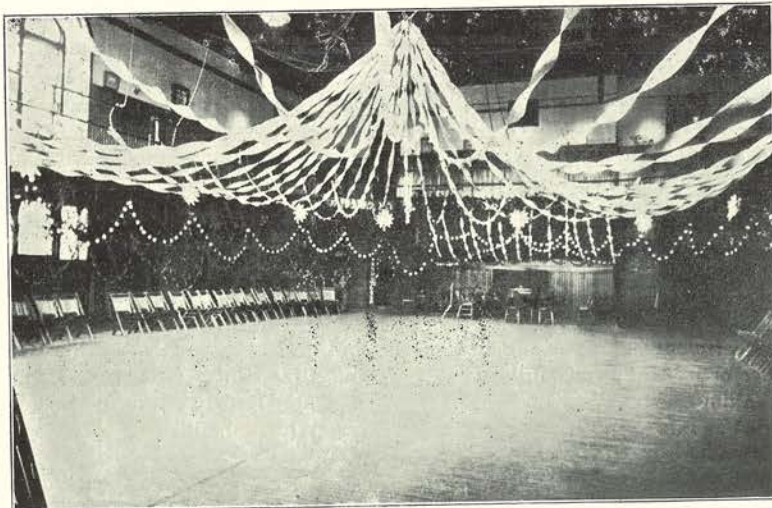
**Reception by the Faculty.**---The reception given by the faculty at the beginning of the year was well attended. Every one enjoyed the evening making new acquaintances and renewing old ones.

**Reception to the Juniors by the Seniors.**---On Halloween, the juniors and members of the faculty were escorted by ghosts and witches through many perils to Hades, and finally were taken to the gymnasium where games were played and refreshments served. Many things were learned about the juniors and faculty that night, through the confessions made to the ghost of the Past. Any senior who has been in Mr. Sechrist's class this year need have no fear of a low standing, as he promised to pass all seniors.

**Y. W. C. A. Party.**---On Dec. 4, the Y. W. C. A. gave a very successful Salamagundi party to the whole school. Each person was supposed to wear his clothes backwards, to walk backwards, in general to do things contrary to the usual way. The program, in which the farewell speech came first and the welcome speech last, was the principal feature of the evening. Refreshments, consisting of pop corn and apples, were not served, but were taken by each guest who marched backwards to a table, and there received his portion.

**Reception by Mr. and Mrs. Spindler.**---In recognition of the gift given them by the school, Mr. and Mrs. Spindler entertained the students and faculty soon after the Christmas vacation. The gymnasium was very tastefully decorated with palms and ferns. The orchestra, almost hidden by a bank of ferns, rendered some very pleasing selections. After the reception, Mr. and Mrs. Spindler led the grand march, and the rest of the evening was given up to dancing. Light refreshments were served. All went away thinking that the host and hostess were royal entertainers.

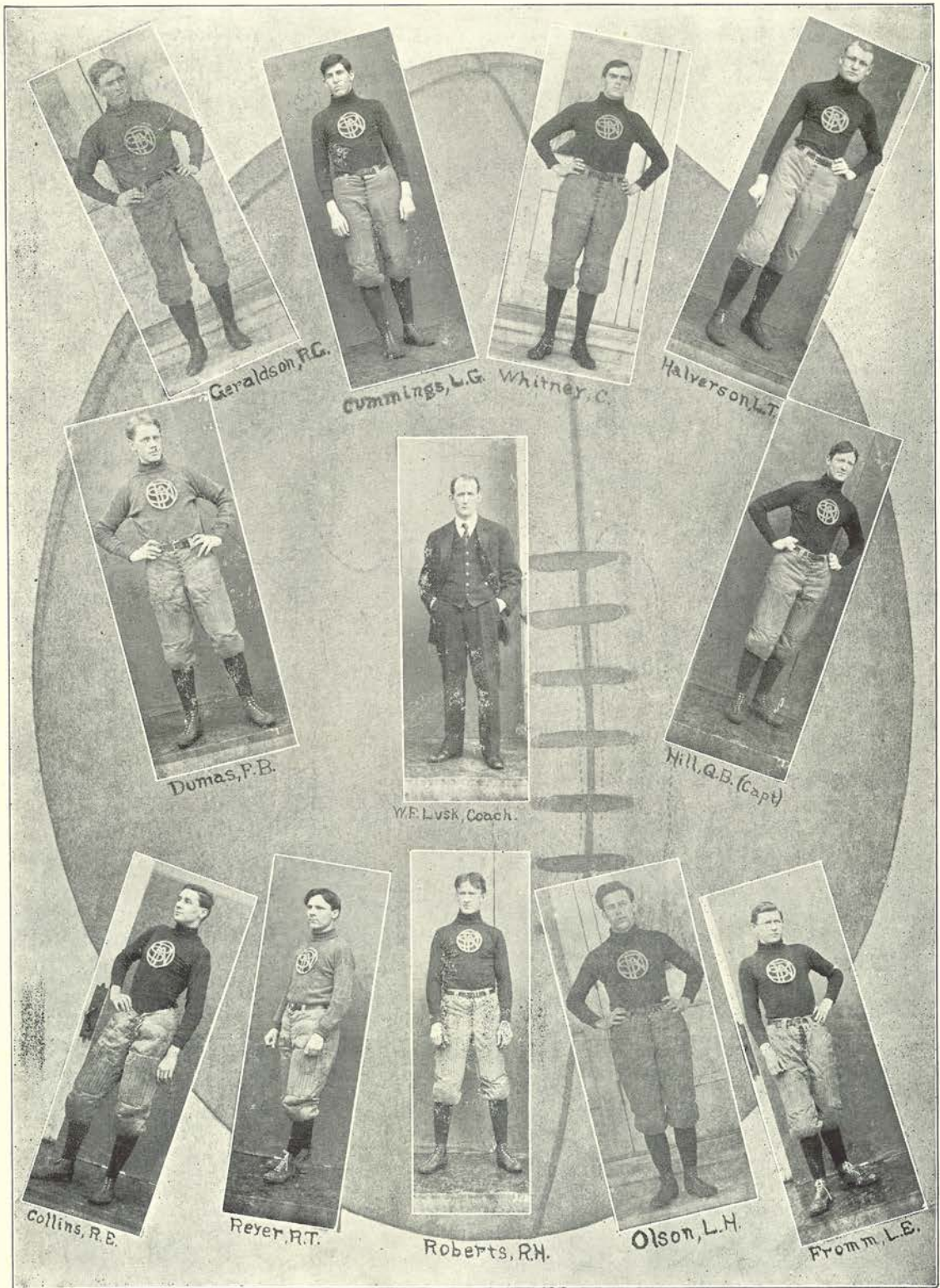
**The Junior Banquet.**---The class of '09, as Juniors and as Seniors, has always been noted for its originality. This characteristic was shown in the banquet given to the Seniors last spring. The tables, which were set in the lower hall, were very artistically decorated. The scheme of decoration was carried out with daisies. At each plate was a large daisy, and the place cards were decorated with the same flower. Above the tables, from wall to wall, were strings of daisy petals cut from paper. Across the end of the hall near the main entrance was a curtain formed by the strings of petals. The effect of the whole was beautiful. After the banquet, every one went to the gymnasium where dancing was the order of the evening. Here again the strings of daisies were used, hung around the room at the base of the gallery, against a background of evergreen. Strips of yellow and green crepe paper were hung from the center of the ceiling to all sides of the room, forming a canopy. The decorations here were as beautiful as those of the tables.





# ATHLETICS





Geraldson, F.G.

Cummings, L.G.

Whitney, C.

Halverson, L.T.

Dumas, P.B.

W.F. Lusk, Coach.

Hill, A.B. (capt)

Collins, R.E.

Reyer, R.T.

Roberts, R.H.

Olson, L.H.

Promm, L.E.

STATE NORMAL CHAMPIONS.



## The Foot Ball Season of 1909.

The football prospects were very poor indeed at the beginning of the season. With a debt from the previous season which had to be paid before a schedule could be made and with only three regulars from the team of last year available, it seemed that little could be accomplished. It was near the last of September before all difficulties could be overcome and a squad of fifteen were out on the field for practice. Most of the candidates for positions on the team were entirely green in the game and much time was needed to learn the rudiments of tackling, falling on the ball and handling it properly. So at first the team developed slowly.

After a little over one week of practice the team met the team of the Chippewa Falls High School at Chippewa Falls and went down to defeat by a score of 21—0. To a careful observer, however, the game was encouraging rather than discouraging. Chippewa Falls put a team of experienced players in almost midseason form against the Normal team. The Normal boys were outweighed several pounds and most of them were lining up for their first real defensive playing. Yet by individual effort the Normal team repeatedly forced Chippewa Falls to resort to the forward pass to make the necessary ten yards. These forward passes were almost uniformly successful and were good for gains of 30 yards. It is significant however that this was the first and last team which was able to use the forward pass successfully against the Normal team.

The week of hard practice following was most beneficial. Profiting by the experience of the Chippewa Falls game the team rounded into shape fast. On the following Saturday the light team of the Marshfield High went down to defeat by a score of 52—0, fighting gamely for a score up to the last minute of play. The games scheduled with Waupaca High for the two following Saturdays were cancelled by the team; one because the parents of the players would not permit them to play out of their own city and the other because they did not wish to play so heavy a team as that of the Normal. The Dispensio team of that city filled in one of the dates left open by the high school, and were defeated in a one sided game by a score of 65—0.

November 4th was the date for which the team was preparing, for that was the date on which the old time rival, the Oshkosh Normal team, was to be played. The day was a cold one up to the time of the game, snow falling a large part of the time. Every member of the team walked onto the field determined to fight for victory to the last minute of the game. Stevens Point kicked off to Oshkosh and immediately held them for downs. Oshkosh recovered the ball a few minutes later and then carried it to Stevens Point's 15 yard line, principally by quarter back runs. Here Captain Hill intercepted a forward pass and ran the ball back 25 yards. For the rest of the game Oshkosh was on the defensive in their own territory. Near the close of the half, after a series of end runs, Olson, by the help of splendid interference, carried the ball over the goal line for the only touchdown of the game. The crowd was wild with enthusiasm. For the first time in several years Oshkosh had been scored upon. The second half was short. Oshkosh, completely beaten and swept off their feet by the energetic attack of the Stevens Pointers, disputed a point of judgment with the referee and left the field to save themselves from a second touchdown which was imminent. It is significant that the Oshkosh manager had asked to have the railroad fare paid in advance on the plea that the treasury was empty, although the custom, unbroken for years, had been not to advance expense money before the game.

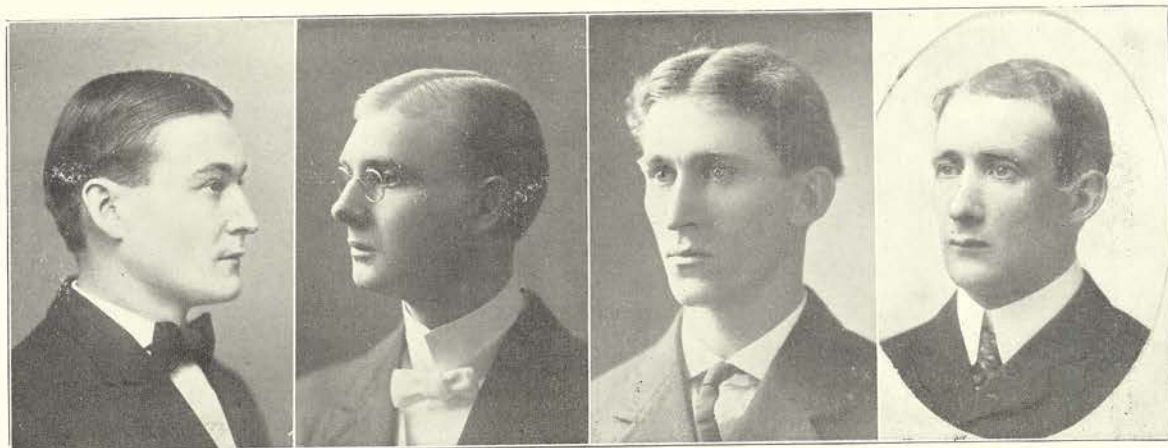
The result of the Oshkosh game left the Normal School championship between Whitewater and Stevens Point, Whitewater having defeated Plattville earlier in the season. A game was scheduled with Whitewater to take the place of the game with the local high which had been cancelled by the high school management. The Whitewater team, though not as heavy as Oshkosh, proved a much harder team to defeat. Though Stevens Point's goal was never in danger, Whitewater put up a stubborn defense, especially in the neighborhood of their goal line. Captain Hill was forced to try place kicks three times from within Whitewater's 20 yard line, kicking one goal and missing two by a narrow margin. The other six of the ten points by which Whitewater was defeated came in the first half when Dumas intercepted a forward pass near the center of the field and perfectly guarded by Roberts ran fifty yards for a touchdown which Collins converted into a goal.

The prospects for another championship team are very bright. A considerable number of the team of 1908 will return to play on the team of 1909. The finances are in better condition than for some time. Let us hope that after the season of 1909 victory may be with the team as it is with the team of 1908.





## ATHLETIC MANAGERS AND COACH FOR 1909.



B. V. Christensen

Henry Halverson

Dan P. Hughes

Prof. Lusk, Coach

## TO PROFESSOR LUSK.

Upon Professor Lusk, our coach, we bestow the highest praise. A large measure of our success is due to his energy and ability. His patience and readiness in furthering the development of the boys was unlimited. We are exceedingly thankful to all who have helped to make football a success in the Stevens Point Normal, and especially to Manager Hughes and Treasurer Weinberger.

"The coach invites you to a football gabfest in the Domestic Science rooms at 6:30 p. m., Tuesday, November 24, 1908. Incidentally there will be a little turkey and cranberry sauce between talks, so don't eat too much during the day. It will be strictly informal, but you will not need nose guards." Such was the invitation received by President Sims, Professor Bacon, Manager Hughes, Treasurer Weinberger and the members of the football squad, on the morning of Nov. 23.

We found our places at the table, by the aid of unique place cards. In the middle of the table the "Championship Football of 1908" reclined peacefully on a silver tray lined with purple and gold.

After a bounteous dinner we gave vent to our feelings by singing "The Purple and the Gold," and by cheering the coach, his wife, the president and faculty, the domestic science girls, the football team which was, and the one which is to be. After thanking Mr. and Mrs. Lusk for the jolly good time enjoyed by all, we departed.



## FOOTBALL SQUAD

NAME	WEIGHT	POSITION	NICK NAMES
Mark Billings	146	Sub	Josh
Clarence Bischoff	122	Quarter	Schnitz
Paul Collins	144	End	Pfiester
Rial Cummings	148	Guard	Husky
George Dumas	154	Fullback	Snowball
Edward Fromm	137	End	Germany
Elmer Geraldson	143	Guard	Rube
Fred Gustin	154	Tackle	Fritz
Kenneth Halverson	157	Tackle	Swede
Earl Hebblewhite	131	Sub	Sloppy
Laurence Hill	137	Quarter--Capt.	Strawberry
Edward Mach	135	Sub	Teeter
Conover McDill	127	End	Slivers
Austin Means	137	End	Butts
Melvin Olson	108	Sub	Cat
Thomas Olson	145	Halfback	Tommy
Edward Reyer	143	Tackle	Frisky
Guy Roberts	137	Halfback	Cop
Herbert Steiner	152	Sub	Tunk
Albert Wells	150	Tackle	Dennis
Carlyle Whitney	141	Center	Runt
Prof. W. F. Lusk	140	Coach	Uncle Bill
Daniel Hughes	150	Manager	Dan
John Weinberger	130	Financial Manager	Lilybelle
Average weight of team			143 pounds

## FOOTBALL GAMES AND SCORE

Stevens Point	0	Chippewa Falls	21
Stevens Point	52	Marshfield	0
Stevens Point	65	Waupaca	0
Stevens Point	6	Oshkosh Normals	0
Stevens Point	10	Whitewater	0
Total	133	Total	21

## BASEBALL

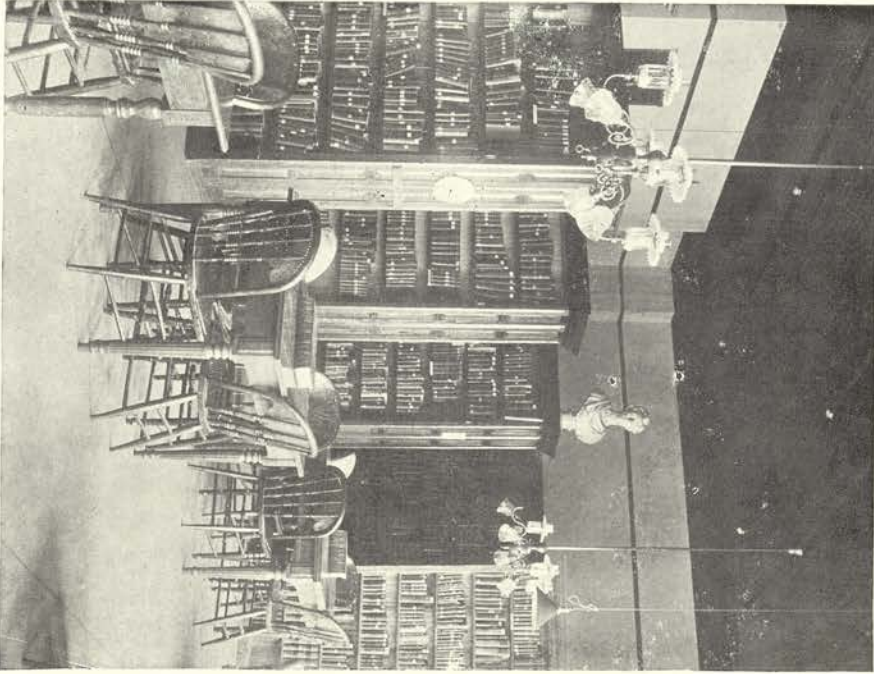
At a meeting of the Athletic association in February, spring athletics were considered. For a number of years we have taken up track work, meets only between the classes being entered into. This year material for a track team was very scarce, while nearly every male member of the school considered baseball favorably. B. V. Christensen was elected manager and he immediately set about getting together the material on hand.

On March 24th a call was made for baseball candidates to report in the gymnasium. Nearly every fellow in school reported, and prospects for a winning nine were exceedingly bright. On April 12th after vacation, Coach Lusk and Manager Christensen arranged a schedule by which the candidates could report in the cage. A lively interest was evinced from the start, and the fellows could be seen limbering up during spare time.

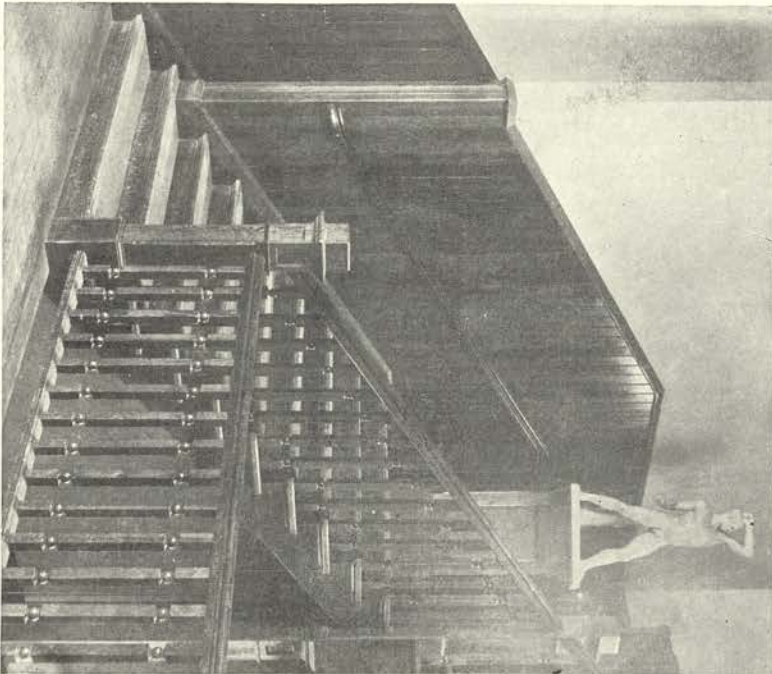
When the first good baseball weather permitted we reported on the diamond, which had been put into condition. The fellows developed rapidly, and soon the squad was reduced to twenty-five. Those who are making the best showing are Christensen and Collins behind the bat; "Cap" Roberts, in old time form, and Wadleigh in the box; Hill, Hughes, and McDill on the initial sack; Means, Messer, and T. Olson on 2nd; Geraldson, Hein, and Dawes on 3rd; A. Olson, Bischoff, and Wood at short stop; and Skalitsky, Reyer, Walther, Cummings, Dumas, Adams, and Wells in the field.

Trips to Oshkosh and Whitewater to play the Oshkosh and Whitewater Normals have been arranged, besides some minor practice games.





NORMAL LIBRARY



WEST STAIRWAY

## SOME FAMILIAR FACES.



## RECITATIONS.

The recitations declare the glory of the Seniors: and the note-books sheweth their brainy work.

Day unto day uttereth knowledge and night after night sheweth cramming.

There is no special morning exercise or social function where their voice is not heard.

Their line is going out through all the earth and their wisdom to the ends of the world.

They go forth and scatter unto the ends of the earth and nothing thereof is hid from them.

The law of the Seniors is perfect, punishing the willful; the evidence of the Seniors is indisputable, making wise the simple.

The regulations of the Seniors are just, encouraging punctuality; the scholarship of the Seniors is genuine, enlightening the eyes.

The fear of the Seniors is full of awe, enduring forever; the decrees of the Seniors are right and good altogether.

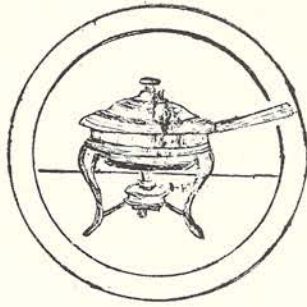
The desks of the Seniors are red-topped. More to be desired are they than gold, yea, than much fine gold.

Who can understand the errors of their ways?



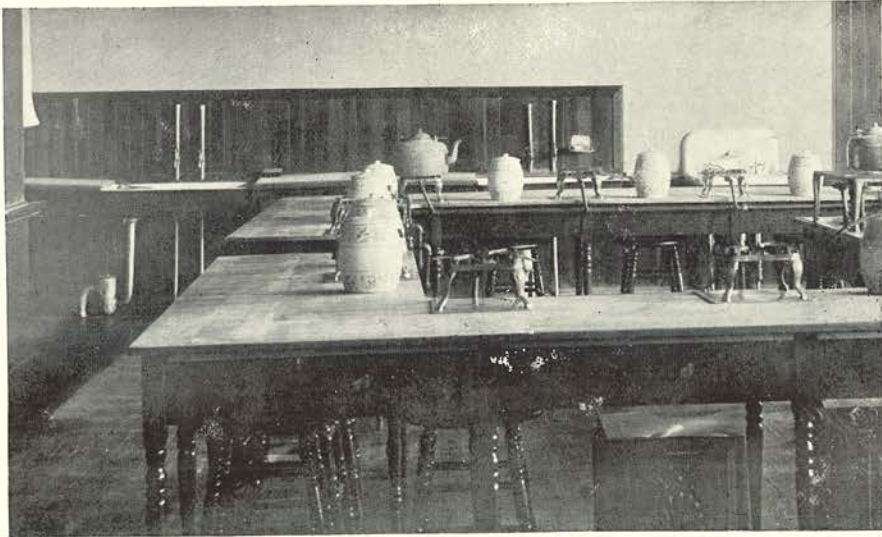


CHESTER



WELLS-CORRIGAN





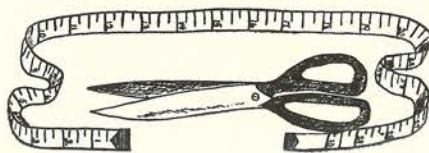
### Seniors

Ena Sumnicht  
 Mamie Ames  
 Zelma Caesar  
 Olga Emerson  
 Viola Wood  
 Georgia Barrows  
 Pearl Reinhart  
 Isabel Horne  
 Hazel Wilson  
 Frances Oesterle  
 Sarah Brickson

### Juniors

True Hyland  
 Maude Scott  
 Genevieve Clifford  
 Inez Whitney  
 Ella Pratt  
 Nellie Rozelle  
 Julia Dumas

Anna Shafer  
 Margaret Dorney  
 Amy Bloye  
 Pauline Bohman  
 Bernice Cauley  
 Armilda Rifleman  
 Lucile Davenport



Oratorical Contest.

The oratorical contest was held in the normal assembly room on Saturday evening, February 20. Albert Wells received first place, which made him our representative in the inter-normal contest held at River Falls. Mabelle Rogers received second place.

Program.

Music—Estudiantina .....	<i>Lacome</i>
Treble Clef Club.	
The Iron Chancellor.....	Edward Reyer
The Spirit of Conservation.....	Daniel P. Hughes
Spanish Dance .....	<i>Moskowski</i>
Misses Coye and Hill.	
The Prose Epic of Puritanism.....	Mabelle C. Rogers
The Poet of the People.....	Ellen Wheelock
Waltz Song .....	<i>Arditi</i>
Miss Jessie Hill.	
The Real Webster.....	Albert S. Wells
Fine Arts as a Dynamic Force.....	Clara Farrell
Sand Dance .....	<i>Friedman</i>
Normal Orchestra.	



Henry Halverson

Winifred Nelson

Ena Sumnicht

Max Walther



### INTER-NORMAL ORATORICAL CONTEST.

The annual internormal oratorical contest was held at River Falls, March 19. All the schools sent delegations, Platteville, Oshkosh and Stevens Point sending the largest, but they were all enthusiastic whether large or small. River Falls opened wide her doors and all the visitors were loud in their praises of the people of River Falls as entertainers.

The contest was held in the Methodist church which was beautifully decorated with ferns, carnations, and the colors and banners of the seven schools. Before the hour of the contest, the different delegations began to assemble and the house echoed with yells, songs, and cheers, while the banners of all the schools waved and kept time to the music furnished by the Platteville band.

After about two hours had been spent cheering the orators, Mr. Sperbeck, as president of the association, called the house to order and the contest, which was one of the closest and best ever held, began.

After the contest a reception was given at the normal for the visiting schools.

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#### Officers of League, 1909.

Earl Sperbeck, Pres.  
Oshkosh.

Ena Sumnicht, Vice Pres.  
Stevens Point.

R. W. Cott, Secretary.  
Superior.

Dean Smith, Treasurer.  
River Falls.

Program.

Song—Whither (Shubert) .....	Ladies' Chorus
Oration—William McKinley .....	Earle H. Whitcomb
River Falls.	
Oration—The Menace of Concentrated Wealth.....	Elmer L. Nygaard
Oshkosh.	
Solo—The Gordons (Needham).....	Albert Brann
Oshkosh.	
Oration—The Union of Occident and Orient.....	Jas. R. Wallin
Platteville.	
Music—Selected .....	
River Falls.	
Oration—The Real Webster.....	Albert Wells
Stevens Point.	
Oration—The Greatness of Theodore Roosevelt.....	J. Charles Anspach
Milwaukee.	
Solo—My Dear (Earnest R. Ball).....	Henry Halverson
Stevens Point.	
Oration—The Hope of American Democracy.....	Easton Johnson
Whitewater.	
Oration—The Man of the Ages.....	Julia Van Kirk
Superior.	
Music .....	Band
Platteville.	

Judges.

John C. Pierson, Beloit.

Chas. W. Treat, Appleton.

W. J. Mutch, Ripon.

R. B. Hart, Cumberland.

Francis S. Potter, Minneapolis.

### THE PRACTICE DEPARTMENT.

The thought uppermost in the minds of those selecting representative work from the grades of the training department has been to secure work that will be suggestive to teachers. The first composition was selected from a set of papers in which the pupils were requested to give their ideas of an ideal teacher.

The following points were made by the pupils and are here stated in order of their importance in their minds. The characteristics of first importance were in partiality, justice and the ability to so teach a subject that the pupils understand it and wish to learn more of it. Next in their estimation comes the ability to keep the pupils in good order easily and to help them over difficult places. The teacher who is pleasant, winning the respect and love of his pupils, has a high place in their regard. One feature of the ideal teacher, mentioned by many of the class in their compositions, was the one who kept every promise and in every way set his pupils a good example.

The composition of the bad boy of the class contained some sound pedagogy. He preferred "the teacher who isn't always expecting a fellow to be bad, for if she does, he is worst than at first."

The second set of papers were selected as samples of uncorrected work, gathered at the close of a half hour composition period. During the previous week, the teacher had been teaching adjectives and the aim of the lesson was to introduce the subject of description in composition, inspiring the pupils to make a careful selection of adjectives in describing some familiar object which had interested them. The subjects selected were various—"Our Collie," "A Launch," "My Horse," "The Telephone," "The Schoolroom Clock," "A Violet," "Our Jersey Calf," etc. These compositions have received no corrections, but are just as they came from the hands of the pupils.

### THE IDEAL TEACHER.

My thoughts of an ideal teacher are these: That the teacher be sufficiently intelligent to fill her position. She should be kind to the pupils, and not favor any one pupil. I like a teacher who will answer all questions, and help the pupil with his studies when she thinks best to do so; also a teacher that will keep good order in class and see that the pupils get their lessons, one that will not give lessons too long. I like a teacher that will allow a little fun once in a while, and that will not do things she tells her pupils not to do.

CLEE FELCH.

### A WATER LILY.

Hidden in a secluded portion of a muddy pond was a beautiful expanse of water lilies. The velvety leaves and white blossoms showed plainly in contrast with the dark waters on which they lay. Each blossom, with its yellow center and clustering white petals, resting on its platelike leaf, appeared to be held in its place upon the water by some mysterious hand.

LEONA VIERTEL.

### THE SHEEP.

The sheep is a very quiet and shy animal. It is about four feet long and is covered with a mass of fine, soft, white wool which is about five inches long before it is cut. The wool is cut every spring, usually the last part of May or the first part of June.

The sheep has a small, triangle-shaped head, with large, green, glittering eyes. The pupil of the sheep's eye resembles that of the cat.

The front feet of the sheep are short and very straight, with small, cleft hoofs, which, in the western part of this country, serve them for climbing. They can live on very short grass, biting it closely to the ground, therefore are called "nibblers."

TECKLA PRODZINSKI.



## TWO INDIANS.

Along the dusty road passed a low, single wagon in which was seated a middle aged Indian and a squaw. The sun was hot and the horse seemed to be worn out from travel, but despite his fatigue, kept up the same wearisome gait. Around the squaw was thrown a blanket of flaming red, which formed a contrast to her straight black hair and dark skin. She wore nothing upon her head, for it is not their custom.

They seemed to be contented and happy as they traveled onward, talking to each other in their own queer language.

EDNA WARNER.

## A LESSON PLAN.

Lesson Plan for a Picture Study in Geography. Teacher's Aim:

To show pictures illustrating typical mountains in the Rocky and Appalachian Chains, so that children can compare these ranges as to:

1. Elevation.
2. Skyline.
3. Difficulties in crossing these ranges.
4. Vegetation covering.

**Subject Matter.**

Lantern slides or pictures: Typical scenes in the Rocky and Appalachian Chains.

- I. Approach to the Rocky Mountains.  
Foreground: plain, light vegetation.  
Background: snow-capped Rocky Mountains, little or no vegetation, uneven skyline.
- II. Marshall Pass.  
Break in the Rocky Mountains, easier means of transportation, railroad winding in and out.
- III. Down the Black Water.  
View of Appalachian Mountains; heavy vegetation, even skyline.
- IV. Harper's Ferry.  
Foreground: village situated in valley, small manufacturing buildings, heavy vegetation.  
Background: even skyline, range of Appalachian Mountains cut through by Potomac River.

**Summary.**

1. The Rocky Mountains are higher than the Appalachian Mountains, some of the Rockies being snow-capped the year round.
2. The Rocky Mountains are not so old as the Appalachian Mountains and are not worn down so much, as may be seen from the skylines presented by each—that of the Rocky Mountains being very uneven, and that of the Appalachian Mountains being quite even.
3. The Appalachian Mountains are much easier to cross than the Rockies, as they are not so high and are more easily cut through by rivers, such as the Potomac. Transportation may be carried on by water as well as by railroads, while in the Rockies, railroads can be seen winding in and out among the mountains in order to cross them.
4. Vegetation covering of the Appalachian Mountains is much heavier than that on the Rockies, as they are not so high and receive more moisture.

**Method.**

Each picture named as it appears on the white background. These are all typical views of the Rocky and Appalachian Chains, children.

- I. Approach to the Rocky Mountains.  
How do we know that these mountains are very high?  
Would it be easy to cross the mountains here?  
What is true of the vegetation?  
What is the skyline presented by these mountains?
- II. Marshall Pass.  
Why is this place called a pass?  
Why does the railroad curve in and out?  
How long do you think it takes to cross the mountain here?  
Do you think it cost very much to build this railroad? Why?  
Is the vegetation heavy?
- III. Down the Black Water.  
This is a view of the Appalachian Mountains.  
Do you think that these mountains are very high? Why?  
What is true of the vegetation here?  
What skyline is presented by these mountains?

## IV. Harper's Ferry.

What has been the action of the river here?

What can you see in the foreground of the picture?

By what means can goods be transported to other places?

Is it easier to transport goods across the Rocky Mountains or the Appalachian Mountains?

Why?

Is the vegetation heavy here?

What is the skyline presented by these mountains?

Compare the Rocky and Appalachian Mountains: as to the elevation, as to the skyline, as to difficulties to be met with in crossing, and as to vegetation covering.

In my work I have had access to lantern-slides, but good results can be obtained from the use of pictures, either in books or mounted.

Most people perceive, reproduce, and think in terms of visual images. It is possible for the teacher through judicious use of geographical pictures to have pupils obtain accurate percepts of the different geographical features. Often an erroneous idea can be corrected by means of pictures.

Great care should be taken in the selection of pictures, the teacher trying at all times to show what are considered typical views. Pictures, which show extended areas of land and water forms, and show the relation of these to the products and industries of that region, are of great geographical value. Collections of pictures showing customs, occupations, and home-life of people of different countries will form an important correlative link with other subjects such as language, history, and nature study.

Picture study should not be used excessively, as it might lead to vague generalization instead of definite knowledge.

M. C. MACLENNAN.

### PHYSICAL TRAINING IN THE PRACTICE SCHOOL.

It has been a great pleasure to have under my instruction or supervision the children in the practice school. They have eagerly and enthusiastically responded to every phase of the work.

We have been fortunate in having as practice teachers in this department those who were intensely interested in physical training. So it has not been difficult for me to have my ideas, for the most part, efficiently carried out.

The aim of each teacher has been to see that each child obtained the greatest amount of physical good possible in the brief time allotted to us.

Can much be done in fifteen minutes a day? Those of you who were present at our open lessons at the end of the first and second quarters must surely say "Yes." These lessons were given that the normal students might see what could be accomplished by working faithfully for a few moments every day.

Play has been one of the strong features of our training. When wearied by study or from sitting in uncomfortable seats, there is nothing that will so quickly give physical relief. There is also the gain morally to be considered. The child learns self-control, quick thinking, co-operation, independence and many other things.

Following is a brief synopsis of the work of the year:

I Primary: 1. Marching (a) single file; (b) in couples; (c) in fours; (d) diagonally from corner to corner.

2. Simple rhythmical steps.

3. Bean bags (a) simple toss with both hands; (b) simple toss with left hand; (c) simple toss with right hand.

4. Marching calisthenics.

5. Games.

The special aim with primary children is to train the sensory organs, consequently many little games and plays are given.

Instructors: Misses Laura Coon, Lulu Johnson, Helen Singleton and Esther Ramsey.

II and III Primary: 1. Marching (a) single file; (b) in couples; (c) files passing right and left; (d) in fours; (e) diagonally from corner to corner; (f) in circle.

2. Free movements, very simple and bringing into play the various groups of large muscles.

3. Musical dumb bells, simple rhythmical exercises taken slowly.

4. Aesthetic work: Touch step, cross step march, skipping, running maze, marching calisthenics.

5. Bean bags: The movements are more complicated than those given in the first grade. The work is progressive.

6. Games.

Instructors: Misses Laura Coon, Lulu Johnson, Helen Singleton and Hazel Waltersdorf.

IV Intermediate Boys. 1. Marching; plain, and figure.

2. Free movements (a) swimming; (b) rowing; (c) diving; (d) steamboat; (e) chopping; (f) adoration; (g) teamster's warming; (h) archery; (i) anvil; (j) fencing; (k) locomotive; (l) chicken wings; (m) free swaying.



3. Dumb-bells.

4. Wands.

5. Heavy work (a) running; (b) jumping; (c) ladder; (d) ropes; (e) horizontal bar.

6. Games—Basketball, medicine ball, three deep, baste the bear, etc.

The work done by the intermediate boys in free movements has been unusually fine. From simple movements they have rapidly progressed to the execution of those requiring much co-ordination of muscles.

Instructors: Misses Feeley, Empey, Murat and Stemen. Basketball coach: Kenneth Halverson.

V. Intermediate Girls: 1. Marching; plain and figure marching.

2. Free movements; simple imitative work.

3. Wands.

4. Balance beams (a) walking singly for balance and poise; (b) walking in fours; (c) touch step; (d) raising leg forward; (e) raising leg backward; (f) fancy steps, including polka, turkey walk, etc.

5. Bounding balls (a) single and double outward arm circles, tossing up and catching; (b) single and double inward arm circles, bounding and catching; (c) alternation of the above movements; (e) same exercises using the charge positions forward, sideward and to the rear; (f) the same exercises combined with fancy steps.

6. Aesthetic Dancing: 1. Polka. 2. Baby polka. 3. Touch step with arm movements. 4. Heel and toe polka. 5. Dainty steps. 6. Gilbert aesthetic dance.

Games.

The special features in the physical training for the intermediate girls have been the bounding balls and the aesthetic dancing. It is claimed by those who know most about this dancing that it offers more opportunity for all round training in development and grace than anything else. It certainly offers opportunity for plenty of exercise and self-control. In work such as this, great attention is paid to ease, grace of carriage and freedom of movement.

Instructors: Misses Sheldon, Jakeway, Wysocki and Singleton.

VI Grammar boys: 1. Military marching.

2. Dumb-bells.

3. Indian clubs.

4. Heavy work (a) ladder; (b) traveling rings; (c) running high jump; (d) running broad jump; (e) German horse; (f) Swedish vaulting box; (g) parallel bars; (h) ropes.

Most of the heavy work given during the year has been of necessity of a very elementary character. The pupils have the ability, but our time is short. So we have endeavored with each class to specialize in one or two things—more as a matter of encouragement than for any other reason.

The grammar boys have worked faithfully upon Indian club swinging, dumb-bells and the German horse.

At the close of the first quarter, a club-swinging contest was held. The judges were Prof. Spindler and Miss Peake. The work was remarkably uniform and well executed. The prize was awarded to Clee Felch, Clifton Potter, Carl Iverski, and Willie Tait received honorable mention.

The end of the third quarter brought a second contest. Mrs. Spindler and Miss Hazel Sheldon kindly acted as judges. Again the boys did excellent work. In a graceful little speech, Mrs. Spindler presented an S. P. N. pennant to Lester Warner for excellence in club swinging. Henry Welch, William Ross, and Clee Felch received honorable mention.

Instructors: Miss Wysocki, Mr. Hill. Basketball coach: Mr. Hill.

VII Grammar girls: 1. Marching, plain and figure marching.

2. Wands quite advanced work.

3. Dumb-bells, simple movements.

4. Indian clubs.

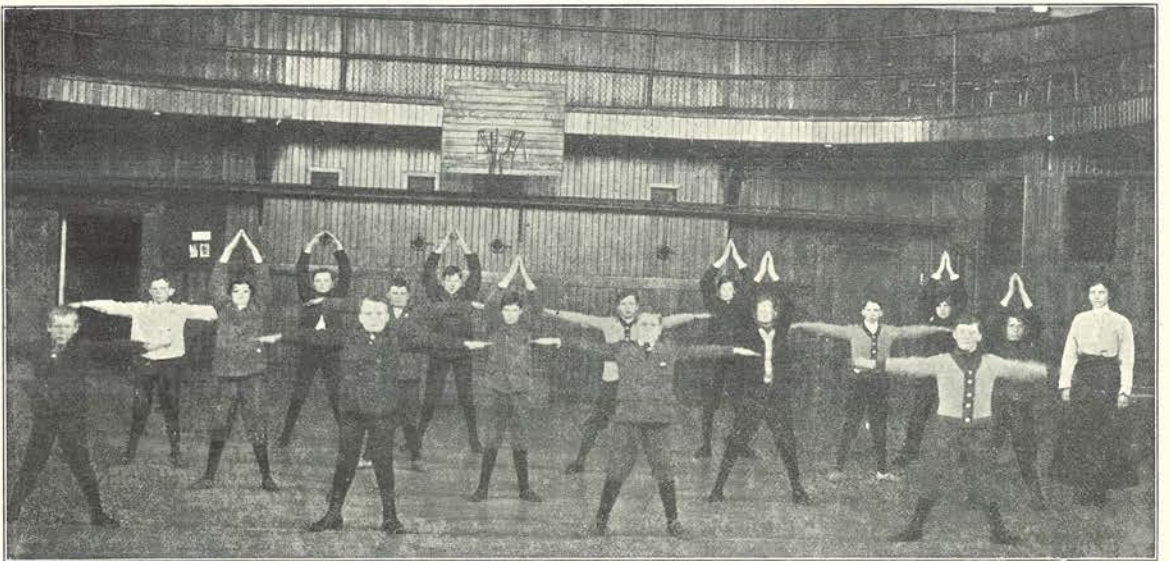
5. Aesthetic dancing (a) polka; (b) dancing Topsy; (c) brownie polka; (d) eight-step polka; (e) board walk; (f) dainty steps.

6. Games (a) three deep; (b) dodge ball; (c) pass ball; (d) basket goal relay race; (e) captain's ball.

The grammar girls have done splendid work, particularly in their figure marching, aesthetic dancing and games. They played an exciting game between the halves of a basketball game which was to decide the class championship of the school. The game was well played and proved of great interest from beginning to end.

Instructors: Misses Quien, Ross, Johnson and Singleton.







### THANKSGIVING PLAY.

Tuesday afternoon, Nov. 26, 1908, the primary department gave a Thanksgiving play. Some of the children played they were Indians and some played they were Pilgrims. The costumes they wore were made by the children.

Scene I showed a wigwam with several Indian children sitting around playing. A Puritan child comes to the door of the wigwam. One of the Indian children greeted him with outstretched hand and presented him with a basket of corn.

Scene II showed how the Puritans were husking the corn they had grown. The Puritan children came on the stage and formed a circle around a stack of corn and sang the "Husking Song," husking the corn while singing.

Scene III showed the interior of a Puritan house. A spinning wheel sat in one corner, while Eleanor Sanford, dressed as a Puritan maid, sat by the wheel and sang, "Spin, Lassie, Spin," as she wound a ball of yarn.

Scene IV showed a sentinel watching the fort. All of a sudden he heard a whistle which sounded like the whistle of Indians. He called, "Indians!" The soldiers of the fort came to his assistance. The Indians gave a whoop and came rushing forward, bringing presents of skins, copper necklaces and wild game for the Puritans. After a time they built a fire and spent the day jumping, racing and arrow shooting.

Scene V—Military drill by Miles Standish's men. The boys were dressed as Puritan men and gave a soldier drill, carrying flags rather than guns.

Scene VI showed how the Puritan women prepared the Thanksgiving meal. The girls, dressed as Puritan women, talked about the plentiful harvest, the friendly Indians, the wild turkeys they had, and the five deer Massasoit shot. After all was ready the children sat down and ate the Thanksgiving dinner.





### A HALLOWEEN PARTY.

The 27th of October the fourth grade in the Practice Department at the Ward entertained their friends, the practice teachers and the supervisors by giving a Halloween play, "The Woodman and the Goblins."

#### Characters.

Donald Millberry was the woodman, Dewey Scribner, Gayle Martin, and Harold Frost were the goblins. The girls were ghosts and witches.

#### Act I.

(Scenery—A pine forest showing the woodman's hut on Halloween night.)

The woodman standing in the open door talking about going to town to get his ax sharpened. He fears the ghosts and witches but finally starts out.

#### Act II.

Woodman coming home with his new ax and his head full of ghost stories heard at the village. He stumbles on to three immense eggs. He takes them home to hatch by the fire.

#### Act III.

Shows the woodman three weeks later watching his eggs. Faint sounds are heard. Finally they crack open and soon—not chickens, but three goblins come squirming and wiggling out.

#### Act IV.

Shows the woodman and goblins on Halloween night a year later. The goblins instead of being a help to the woodman, have nearly pestered the life out of him. The only time when they are quiet is when he lights a candle. Then they settle down and stare at the light. He wonders how he can get rid of them. At last he remembers it is Halloween again. He wonders if he lit the candle and carried it out in the forest if the goblins would follow.

#### Act V.

The goblins are following the woodman's candle through the dark forest. Ghosts and witches rush past. The woodman stumbles on trying to keep his eyes from the light as he feels it is trying to bewitch him. He finds the tree where the eggs were found, and places the candle in it. The goblins kneel in a circle around the candle. The woodman struggles for a time against the magic of the light, but at last he takes his place in the circle with the goblins. He is filled with a great still hunger for the light. The spell has come upon him too.

LEST WE FORGET.

- Aug. 31. Who is that girl? Are you going to school this year? What is an excuse slip? Do you know that boy?
- Sept. 1. Fromm appears with a scared expression and a pompadour.
- Sept. 2. Seated according to "altitude."
- Sept. 3. Senior colors on high.
- Sept. 4. Junior colors on Senior girls' skirts.
- Sept. 10. Children's day at the fair. Normalites turned loose. Pink and blue bows, celluloid collars, canvas shoes.
- Sept. 11. Faculty reception. Everybody labeled.
- Sept. 14. Football practice. Great enthusiasm.
- Sept. 19. Arena reception. Miss Peake (in blue gown) recites, "Dressed in blue, lovers true."
- Sept. 21. Frances Baker announces a new crush, the tenth one of this school year.
- Sept. 22. "Being late is worse than the drink habit."
- Sept. 23. Louise Mathie gets to psychology in time to call her number.
- Oct. 2. President Sims makes his annual speech on the beauties of autumn foliage.
- Oct. 9. Cupid's wings begin to rustle.
- Oct. 17. Marshfield vs. S. P. N. 56-0 in favor S. P. N.
- Oct. 21. Juniors' hair on end. Summons to lower regions.
- Oct. 26. First installment of bank guarantee.
- Oct. 28. Waupaca Y. M. C. A. vs. S. P. N. 65-0 in favor of S. P. N.
- Oct. 30. Pointers by the "Pointer."
- Oct. 31. Juniors have a glimpse into heaven. Professors Sanford and Sechrist kneel before His Satanic Majesty.
- Nov. 6. Perry concert. Poverty-stricken students go to Mr. Spindler.
- Nov. 7. Oshkosh vs. S. P. N. Oshkosh gets cold feet.
- Nov. 9. Miss Faber attempts to show the Seniors their duty.
- Synonyms—President Sims and the main entrance to the Normal.
- Nov. 15. "Not your golden hair, dear."—M. A. P.
- Nov. 20. Sam Wadleigh fined two cents for an overdue book.
- Nov. 21. Whitewater vs. S. P. N. S. P. N. champions of state. Celebration on back campus.
- Nov. 26. Father kills the fattened "calf." Return home of prodigal son.
- Dec. 1. Frances Baker announces last and final crush. Advises Poly Con class to invest their money in northern Wisconsin.
- Dec. 2. Steiner leads the band. Are they going or coming?
- Dec. 4. Ohiyesa and Athenaeum return to the days of their childhood. B. V. Christensen advocates simplified spelling.
- Dec. 7. Green shirt—Cake episode. Scene I.—D. S. kitchen. "Puffect ordah." Devil's food on table. Villain enters. How?
- Scene II.—Basement kitchen. Villain and faithful ally seated on gas range. Disappearance of devil's food.
- Scene III.—D. S. kitchen. Enter D. S. supervisor. Locks all windows "huhself."
- Dec. 14. Sam Wadleigh fined four cents for overdue book.
- Dec. 19. Y. W. C. A. candy sale. Behold the stars appeareth. Very dazzling. Treble Clef and Glee Club concert.
- Arena girls embrace the leap year opportunities.
- Dec. 23. Cupid lands his first victims. "My theories to the winds."
- 12 P. M. "All quiet along the Potomac."
- Jan. 4. Students take fiendish delight in celebrating Cupid's victory. This is a mild paraphrasing.
- Jan. 5. Sam gets a book back on time.



Jan. 7. Sam breaks his New Year resolution. Fine—two cents.

Jan. 15. The faculty remember. Students tortured with the first rhetorical program.



Jan. 2. Professor and Mrs. Spindler entertain the school.

Feb. 1. Mary had a little dog,  
Whose coat was black as jet.  
And everywhere that Mary went  
Her Pat went too, you bet.

Feb. 10. Faber, Weinberger grammar nearly completed.

Feb. 14. Melvin Olson's derby still in the ring. Ikey, Ikey!

March 1. "Brite and fair." Fromm's vivid imagination gets beyond his control. Yellow shoes this time.

March 19. Oratorical contest. S. P. N. delegates visit numerous places of interest. Among them, River Falls.

March 26. Junior girls win basketball tournament.

March 27. Athletic fair. Minstrels entertain. Students and faculty bear it for the good of the cause.

March 30. Professor Bacon airs his views on the merits of culture courses against practical courses, and incidentally mentions his visit to the University of Minnesota.

April 12. More signs of spring. Green hat, Steirer. Easter hair cut, Dumas and Means.

April 15. More enthusiasm. Bank guarantee. Miss Faber expresses in glowing terms her love for the Seniors. 12 P. M.—Steiner still worrying about his \$4.98 which he has deposited in an unguaranteed bank.

April 16. Bank guarantee wins out.

April 19. Wm. Miltimore gets his foot in it.

April 20, and on. Wm. Miltimore gets all that is coming to him.

April 21. Spindler describes the new spring hat. Take a good sized waste paper basket. Sit upon it for 24 hours. Throw various colored bouquets at it (green vegetables will do). Those which stick, all right. Those which catch on, all right.

April 22. Burglars! Burglars! Students bury their valuables on the back campus.

April 24. Calendar committee meets and does work which should have been done by Ed. Reyer one month ago. All kicks respectfully dedicated to the aforementioned Mr. Reyer.

May 3. Cupid sharpens his darts and gets ready for spring shooting.

May 9. Milo Wood has the mumps.

May 22. Junior banquet. Dan Hughes urges the boys to seize their opportunities.

June 5. President and Mrs. Sims entertain the Seniors.

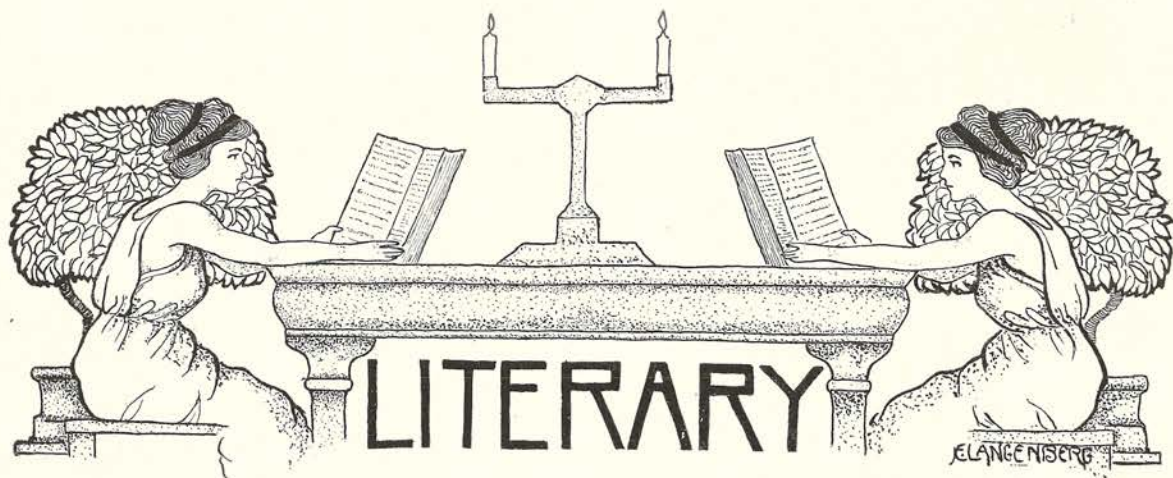
June 7. "The Butterflies," Senior class play. "Quite extraordinary."

June 15. Class day. Seniors bid the Juniors an affectionate farewell.

June 16. Faculty reception.

June 17. Commencement. Seniors and Elements receive rewards of diligence.

June 17. Alumni banquet.





## THE LIFE AND TIMES OF QUEEN ELIZABETH.

C. Baldwin Bacon.

"A horse, a horse, my kingdom for a horse! There must be six Richmonds upon the field, five have I slain today instead of him. A horse, a horse, my kingdom for a horse!"

With these words, Richard III closed his career; and when the bloody crown was taken from his head upon the field of Bosworth (1485) and placed upon the brow of Henry Tudor, Earl of Richmond, the dynasty of the Tudors began. It closed with Elizabeth in 1603. If the above words mean anything, they show the shrewdness, farsightedness and cunning of Elizabeth's famous grandfather; traits which she inherited and put into practice.

It was a period of centralized government in the rulers. Along with Henry VII, ruled Charles VIII and Louis XII in France, and Ferdinand and Isabella in Spain—a period of twenty-four years. Following these came another great galaxy—Henry VIII, Francis I and Charles V, who ruled contemporaneously thirty-one years. After two short reigns, Elizabeth and Philip II of Spain ruled and fought each other for thirty-nine years. All of these princes were Machiavellians, and during the sixteenth century great men came upon the field, and great deeds were enacted—the Reformation, the Counter-Reformation, revolts in France and Netherlands, and the establishment of the Spanish Main.

The latter part of the century, then, is clearly one of transition. To understand Elizabeth in the midst of these changes is like being in a hall of mirrors where the object and its shadows are reflected in all the other mirrors.

It is my purpose to try to explain her strength and shortcomings,—how they came to be, without explaining them away.

To best understand the transitions of the period, it is best to relate the conditions in England at the time of her accession in 1558 and at the close of her reign in 1603.

In 1558, there were in England no national policies, no freedom of speech, no confidence in the nation itself. In the field of economics there were no middle classes of merchants, manufacturers, or seamen. The land was full of beggars, due to famine, enclosures, and destruction of the monasteries. There were no poor laws. The treasury was empty, and coinage debased to about one-fifth of its value. The nation had no borrowing power, and prices were high.

In the world of commerce, there was no commercial policy; few discoveries and no permanent settlements had been made. The Papal line of demarcation divided the world commercially between Spain and Portugal. England's wool and woolen trade were in great jeopardy due to a state of war.

Politically, England was in great unrest. She was at war with Scotland and France had just lost Calais, with Ireland in revolt. About the accession of Elizabeth, and succession by heirs, there was great unrest. The court had been expensive, the people were separated into parties. England had no ally. The peers were vultures, who had been made possessors of monastery lands by Henry VIII.

As to religion, there had been four radical changes in a generation, and in 1558 there was no settled policy. The sovereign had the right to settle religion for the people. Elizabeth had been declared illegitimate by one party, and the other wanted a rule by the bishops; while Elizabeth detested Calvinists.

In a military way, the country was badly off, there being no army, no navy, and the country defenseless.

Socially, there was no literature, and no great men in sight.

The methods of raising money had been by confiscation, the use of defunct laws, debasing coinage, benevolences, destruction of monasteries and chantries, and forced loans.



As to foreign affairs, France and the Low Countries were strong, Spain most powerful, and England dependent.

Turning now to the policies settled by 1603, we find that freedom of thought and speech were quite general. The nation had confidence in itself.

In the sphere of economics, the classes of clergy, knights, and beggars had become the monied, merchants, manufacturers, sailor, and farmer classes, i. e., the middle class had become the backbone of the nation. Parishes were compelled to take care of their own poor. Coinage was on a sound basis. The nation had a borrowing power. Huguenot citizens were welcomed and had established the woolen industry.

Commercially, expansion had become a mark of national temper. Trading companies to extend English government had become a policy. The Papal line of demarcation had been broken. Monopolies in trade, granted by the government, had been started, and they are still existent. The Hanseatic and Lombardic Leagues had been swept from the seas, and England had four thousand ships in the carrying trade.

Great changes in politics are marked. A peace policy had become established. The balance of power theory had become permanent. The succession had become settled in James I of the Scottish line. Scotland had been peacefully annexed. The people were united in national loyalty two hundred years before any other power. France was an ally and Spain crippled, while England was to remain an insular power.

In 1603, how does England stand religiously? She had become Protestant, but as yet it had to be fought out between the extremists of that party. The compromise position of Henry VIII had been accepted as to the head of the church, with "supreme head" modified to "supreme governor." This meant a rule by the bishops with government supervision. The thirty-nine articles introduced, with toleration to Catholics as to the interpretation upon transubstantiation. The Act of Uniformity, proclaimed as a political necessity, but winked at in practice. Religious animosity was allayed. The Anglican Church for the time being had united the followers of the old system, Calvinists and those desiring a national church and simple service.

In military affairs, England had an army of 800,000 men; thirty-four of the naval fleet were the queen's ships, and a host of convertible privateers—a principle still followed by the transatlantic liners.

The reign produced the Golden Age of literature, a host of great men, and freedom in education.

Monopolies, investments in privateers and private companies for trading and exploration took the place of the old forms of taxation.

It was still unsettled whether the crown, Parliament, or the Council would direct the policy of the government.

The vital question now is, whose was the guiding hand? Who controlled England until these policies were settled?

Let it be remembered that in the Tudor days, it was a period of the supremacy of the king, and even until 1649. The idea lingered until 1700; for do we not read of King William's War, and Queen Ann's War? Again, nearly all of the queen's old ministers were dead fifteen years before the end of the reign and Parliament met but ten times during the whole period, or about nine years' sessions.

The policies could not have been Parliament's policies because it demanded a large number of things which it never received. Again, Cecil desired Mary's return to the Scots; Elizabeth to marry, James to be recognized as her successor. He opposed expansion, the irregular warfare, the execution of Norfolk. He declared for open war in behalf of Holland and the Huguenots. The party leaders demanded war on Spain; with France; a share in the government. The people had no policies; but asked for interference in Scottish affairs, a war for the return of Calais, the execution of Mary.



Now two things need to be observed. First, that none of the demands were carried out; and second, that the policies established in 1603 are self-consistent, and possess a unity. They must have been the product of one hand, one brain, one will, and those must have belonged to Queen Elizabeth.

There were, moreover, many problems during the reign, which no other but Elizabeth could settle. These are some,—how to keep single and save her throne from Mary; how to keep England quiet for thirty years; how to keep Mary alive and at once out of mischief; how to weaken Philip II and still keep from open war; how to keep Philip II busy in the Netherlands and not allow the Netherlands to gain freedom; how to keep the parties in England loyal to England without the loss of her own prestige; how to reduce court expenses without the loss of royal prestige; how to promote manufactures without increasing the number of beggars; how to break the Papal line of demarcation for commerce and colonization without creating a Catholic coalition against her; how to raise money without resorting to the illegal means of her ancestors.

How Elizabeth successfully seized and answered these problems form the most interesting records of her reign; but space will not permit any detailed account. It may be said, however, that the government made scarcely a move but that the solution of these problems was involved.

Without taking up all of her solutions, it is possible here to center upon those most criticised. First, as to her economic policies, it must be remembered that in taking up with monopolies, privateers, and trading companies as a means of raising taxes, it was before the days of scientific economic theories; that the people must at that time have relief from taxation and that even today both Russia and England grant monopolies to trading companies either for taxes or to extend their territory.

Second, Elizabeth's policy toward Spain must be interpreted in the light of the times. It was a state of war between people of different religions, with both governments preserving official peace. Such a state existed between England and her colonies on the one hand, and France and her colonies on the other, between 1748 and 1756, during which time Washington attempted to seize Fort Du Quesne. Further, the queen had to use privateering as a safety valve for the restless, adventurous spirits of her realm.

Third, in those days state religions were the transitional steps to individual belief. Scandinavia, Scotland, Germany, Switzerland, England had established state religions. The queen was but following both her right, and what on the whole seemed best for England, during that period.

Fourth, as to her treatment of Mary, Queen of Scots. There were five possibilities of treatment: To put her to death; to confine her in the Tower; to give her complete freedom; to pass her over to the Scottish chiefs for execution and thus wash her own hands of all responsibility; or to keep her in semi-confinement at private estates. Of all of these, to have passed her over to the Scottish chiefs would at first blush seem the best statesmanship; for by so doing, she could settle four great problems at once, namely: her own succession, her own marriage, her rival, Mary, and the union of Scotland and England by adopting James as her own son. As brilliant as this policy would seem no one knew better than Elizabeth that it would sign her own death warrant; for with these problems settled, the English people would have deposed her, preferring James, and Philip II would probably have made war at once.

Of Elizabeth's early life only this need be said, that she was banished from court at an early age; her mother, Anne Bolyn, had been executed; she had had a love scrape at the age of 17 years, and her lover, Admiral Seymour, had been executed; and she was called to the throne at the age of 25 years.

As to her education, she had had the best, having been in contact with men who were making literature, philosophy, religious dogma, and history.



In her we see many elements of character which make for greatness, self-sacrifice, broad-mindedness, courage, loyalty to duty, confidence in herself, shrewdness in judging character, accessibility, power of forgiveness, ability to see a true course and hold to it, fitting her policy to the needs of her time, ability to distinguish between great ends and the details by which they were secured, ability to make a sharp distinction between her administrators and court leaders.

On the other hand you say she was a liar, yes; coarse, yes; proud, yes; mean, yes; ungrateful, yes; lacking in delicacy, yes; disavowed the acts of her officers, yes; committed high-handed acts, yes; fickle, no! These are personal qualities which could but little affect her life's work. Ripping off shingles always makes more noise than building foundations. As for fickleness, we can mention a dozen policies which she kept before her during her entire reign. If she was fickle in details, she truly represented her own people, who had no settled policies.

In her high-handed acts, she was a true Machiavellian, and has many imitators in England's administration of today. All monarchies are marked by high-handedness.

Yet with all her faults, we can make a plea for Elizabeth. She was the deepest thinker of her court; intellectual, therefore unsympathetic, possessing no love, no fear, no hate. Mary lost because of her emotions; Cromwell because of his fear; Richard III because of his hate. Elizabeth won through her intelligence.

Real vanity would have caused her to become the Queen of Scotland; the Queen of the Netherlands; to make war for Calais; to retain the title of "the supreme head of the Church."

Elizabeth had no home environment. She wanted to marry, but could not. For forty-five years, she was surrounded by men, without a single disinterested adviser,—not even Cecil being disinterested. Men of all sorts,—snakes, pirates, adventurers, sycophants, traitors, grafters, and those looking for mistakes or trying to force her to action. Who of us would have come out of a forty-five year experience any better than Elizabeth? Is it any wonder that she lied, swore, lacked delicacy, became vain and coarse and dissimulated? Is it any wonder that courage grew into high-handedness; that suspicion became distrust; that caution softened into timidity; that economy hardened into parsimony; that finesse changed into whimsicalness; that dissimulation became out-and-out lying; that enjoyment of life grew into vanity; vanity into meanness; that loyalty to duty grew into a fetich insensible to dishonor, and, alas, that self-sacrifice mellowed into melancholy? No. These are but inevitable results of the conditions into which she was born. Elizabeth is an object of pity and not scorn.

A person's work is his lengthening shadow extending far into the future. Queen Elizabeth accomplished the policies mentioned. She sacrificed for England as no other. She crystallized the people's best desires, and aspirations, and ideals.

In what did her real strength lay? In this. She kept her motives and plans to herself. She combined the role of woman and queen. She knew the weaknesses of others and framed her policies accordingly. She kept the future uncertain. Her last resort was to fall back upon England's and her own isolation. Where she erred was precisely at the point where she did not see clearly what her people desired.

The world moves on because of the wisdom of the intellectual, the justice of the great, the prayers of the good, and the valor of the brave. If Elizabeth did not contribute to the world all of these virtues, certainly she helped to move it on, by her wisdom and valor. One historian well says, "History does not show another instance of such complicated balance of forces so dexterously manipulated."

When we remember how conspicuous was the stage upon which she acted, and consider to how little advantage we would appear, if all of our words, resentments, caprices and follies were exposed to public gaze, we will be more lenient in our judgments of the at once glorious and lonely queen, Queen Elizabeth.



**A SUNRISE.**

The student body has a logical mind; yes has it not manifested itself many times during the general exercises of the past year? Why buy a season ticket to the football games, and similar questions followed by answers full of reason and logic.

Why do Americans go to Europe? First, to spend their money; secondly, to be fashionable. In my case, it is needless to discuss either of these reasons.

There is no country in all the world quite like Switzerland, with its deep blue lakes surrounded by beautiful stretches of green meadows, prosperous villages and orchards planted with fig, chestnut and almond trees, leading up to the snow-topped Mount Anis.

Switzerland is rightly called "The Playground of Europe." Each year it becomes more popular; in every nook and corner a hotel has been placed.

Everywhere you can see the mountain railroad with its curiously shaped locomotive creeping over the green slopes or up the steep rocky cliffs with its shrill whistle echoing from the meadow or the distant peak.

So often the tourist rushes through, looking upon the panorama before him only as a show place, forgetting that in addition to the scenery, the country is laden with historic memories, interesting myths and legends.

Several mountain ranges may possess higher peaks and grander glaciers, but these cannot be reached as easily and comfortably as the Alpine peaks.

The most popular and famous is the Rigi—(Regina Mountains)—Queen of the Mountains.

In 1871, the newly invented rack and pinion system of mountain climbing was successfully applied to the Rigi. For while the peak is not as high as many other Swiss mountains yet its position between the three lakes of Lucerne, Zug and Lowerz makes it a unique point of view.

From its summit, or kulm, one can see parts of nearly all the Swiss cantons, and even far into the neighboring lands. Everywhere we see blue lakes, green slopes, dark forests, and clear, running streams; to the north, we survey Lake Zug with its cities and villages surrounded by the mountains of the Black Forest, and all along the horizon in the east, south and west, is the stupendous range of snow-clad Alps; while at our very feet is the lake of Lucerne, cross-like in shape.

The early morning, a quarter of an hour before and after sunrise, offers the best opportunity for a clear view.

Half an hour before sunrise the Alp horn sounds the reveille. All is at once noise and bustle; the crowded hotels are vacated and the summit is thronged with a multitude of people from all nations.

The bright stars gradually fade; a streak of gold appears in the east and little by little the white peaks are tinged by a rosy hue; the shadows between the Rigi and the horizon melt away and like a puzzle picture, suddenly hills, villages, forests, and rivers are revealed in a cold grey light, soon to be replaced by a golden glow of sunlight.

At a later hour the mists from the clouds completely hide the summit, so very little can be seen.

It is said, "See Naples and die;" I say, "See a sunrise on Mt. Rigi and live."

E. M. P.



**SIGHTSEEING TRIP THROUGH THE NORMAL.**

Right this way, ladies and gentlemen, for the sightseeing trip through the Normal. Only 10 cents. Think of it! Children between twelve and six for 5 cents. Madam, your little boy must be over six. All right, ready. Be careful to follow my directions, and nothing can harm you.

We will begin right here at the west door, and take the basement first. The first room to the right is the Domestic Art room. No, lady, we would better not enter; the girls are busy making their commencement frocks, and we might disturb them. The door to your left is the Manual Training room. It is used as a store-room for half completed works of art (?) and broken down machinery.

The passageway to the right leads to the Janitors' department. This exit is never mentioned, however, as it is wished that the students be kept in ignorance of its existence.

The door to your left opens into the boys' dressing-room. The floor is of marble, and the whole apartment is kept perfectly clean and free from germs. In fact, the purity and cleanliness of this room helps to account for the great athletes this school has turned out.

Next are the engine rooms, which communicate with the outside world and are invaluable at 5:05.

Again at your right is the old Manual Training room. It is a toss-up in which of the two rooms the classes will be found reciting.

Next, lady, is the Normal Laundry, owned and operated by one of the Gold Dust Twins. No, we cannot enter. A great amount of cleanin' and scrubbin' was done there last fall, and the room is not to be entahed until some of the Domestic Science girls have become mistresses of their aht.

That, gentlemen, is the electric fan, to furnish the entire building with hot air. It has not been necessary to use it since Mr. Wm. Dineen entered school.

The next room to your left is the great gymnasium, of which the school is justly proud. Visitors are requested not to leave wads of gum on the dumb-bells. This gymnasium is the finest in the Middle West, but the Faculty is dissatisfied with it, and it is soon to be remodeled after the great gymnasium in Boston. This room is noted for the basket-ball games that have been won in it, not their number, but their extreme unexpectedness. If the gallery doors are locked, visitors can very easily enter by way of the wood-pile. This is found to be a great convenience.

In connection with the gymnasium is the girls' dressing room. Visiting teams are put in there, for spite, I believe. It is always cool, because of the stone floor. The absence of locks on the locker doors is another convenience of which the school is proud; I understand that they were removed for the entertainment of visiting teams.

This small but pleasant room is the Old Kitchen. Notice the gas-range. Easily entered from the outside by way of the double-barred window. Holds many dear associations. This is the official place of concealment for the Normal spoons, but the school has acquired so many of late that at present many other places are being utilized.

The room in connection with it is kept exclusively for the Juniors who enter by way of the window and play "slidin' down the cellar door," when they get homesick.

We will ascend these steps, and we find ourselves on the first floor. The room to your right is the Kinderøarten, where the little tots learn to make all sorts of pretty things. It is also the Council room of the Ohiyesa Indians, who are in the kinderøarten stage of civilization, as is shown by their love of all kinds of rhythm work, war-dances especially. Across the hall is the Primary room, which your little boy will be interested in, lady. Notice the class of little people coming from the recitation-room. They are



trained to walk, stand, and sit correctly by their faithful practice teachers. It is believed that this will make them better citizens.

This is the Sick Room, lady. Oh, no. On the contrary, Normal life is found to be very invigorating. I mean by that, that those who remain as students for more than one quarter at a time are extremely robust. Survival of the fittest, as Prof. Olson would say. The Sick Room is merely fitted up to show the Domestic Science students the ideal. It is kept entirely free from bacteria of all kinds, and contains no superfluous furniture.

As we pass on down the hall we see to our right the Teachers' Store-room. That's the idea, madam. Sometimes we have more embryo teachers in school than we know what to do with: in that case they are disposed of in here. No, the room is not used as a slaughter-house. That is red ink upon the walls. It has spattered from the lesson plans which are put in the wire baskets. But let us pass on, as I see the ladies are growing faint.

The door to your left opens into the Domestic Science Kitchen. You may look in. Observe how clean it is. The Normal offers a complete course in Domestic Science. When a student has finished it she is supposed to be an adept at all kinds of plain and fancy scrubbin', and if necessary could earn her living in this way.

What you hear is the Normal Male Quartette. They evidently have pitched it too low. That is the music room. The toys scattered about belong to the Darkey Symphony. They seem to enjoy them. Miss Porter is the proprietor of this room, and it is kept open night and day. The school is nothing if not musical. The students require music to study by.

As you glance down the hall you see a small room approached by a flight of stairs. That is the teachers' Rest-room, and is operated in connection with the Grammar and Intermediate departments, to the left and right respectively. It is sometimes occupied by the pupils of these departments, but they do not consider it an efficient resting place. The large window makes an excellent spoonholder, second only to the old kitchen.

We will now pass up to the second floor. Do not be alarmed. That is not a stampede. The pupils who are as yet insufficiently domesticated to comprehend and fit into the highly complex civilization of the assembly room are kept in a large room known as 215. They are the cause of the uproar. If your nerves are in good condition you may look in. No, the lady who fainted in the Teachers' Store-room must stay away.

The small room to your left is the Latin recitation room. That is a bust of Cicero. No, madam, he originally had hair like Fred Somers', whom we will see presently. He had it finished bald for two reasons,—he thought it would appear more dignified, and he wanted to furnish a place for his admirers to inscribe their initials. It is in this room that the side-show ponies are kept in training by their faithful jockeys.

The room across the corridor enjoys the reputation of being the cleanest recitation-room in the building. It is in charge of the other Twin. I think it will always hold its present place of honor, altho Prof. Spindler has been seen wielding the feather duster and washcloth once or twice this year; but he is not known definitely to have entered the contest.

The large room at the north of the corridor is the drawing room. Perhaps it would be more appropriate to call it the living room. Students bring their fancywork and spend the afternoons here daily.

But come, ladies and gentlemen, we must be going. We will pause for an instant before this recitation room. Those are Review Arithmetic standings posted. It is safe to say that a majority of the standings above 75 have been won by students who are fairly bright. I would not be afraid to recommend any of them for a University position.



The next place of interest is the General Library, so called because of the general nature of the work done there. The lady at the first desk is Miss Dunegan. She has charge of overdue books and Peter Majerus. She is saving up the students' candy-money to buy a muzzle for Peter. Miss La Tourette has charge of the rest of the school; she is very kind and always welcomes all visitors. But you mustn't even whisper if she is looking at you, and you must never speak out loud unless you are talking to Pres. Sims. That buzzing noise is not a saw-mill. That is Peter Majerus. He is hunting for reference books in English History, and incidentally entertaining a group of his class-mates. You will notice, ladies and gentlemen, that the library is well fitted with lights, but it has not been found necessary to use them much this year.

The door across the hall opens into the President's office. Here is to be found a complete record of the life of every student in this great school. Even the excuse slips are kept on file. Probably some time the students will run out of excuses, and then undoubtedly some of these old ones can be procured very reasonably. I have heard that some of them are not valued very highly. What is known as the inner office is beyond that closed door. It is a pleasant room, but difficult of entrance, except to a privileged few. Pres. Sims is a very busy man, but he will invariably attend to your case if you present the proper credentials.

The large room to the left is the General Assembly room. This is occupied by the more mature students, who know what they are here for. It has been the scene of many happy and soul-thrilling events. The time of year can be very easily told by a glance into this room. In the early autumn, there is an air of bustle, of "I-am-here-for-business." Later, the absence of the masculine element is noticeable, and the girls seem to gravitate toward the windows in the rear. Foot-ball season. From December to April there is a growing tendency to form friendships, and a glance into the room between four and five o'clock will show the entire basket-ball squad, each member faithfully at his post. As the winter wears on others follow their example, until the maximum is reached in April or May. There is no perceptible increase or decrease in number from May to June: the time of year may be easily told, however, by the intensity, which increases in geometrical proportion as commencement time draws near. No, little boy, you cannot sit in that seat: you must not even touch it. It is a cherry-top, and is exclusively for those who are exalted in station because of their superior mental powers. For the present you must be content with merely admiring it, but some day, who knows? It is a great thing to be a Senior, my lad.

As we pass out the door you will probably be blinded for a moment, but if you shade your eyes you will be able to distinguish the outlines of the counter where Mr. Somers, whom I believe I have mentioned before, sells postage stamps to his girl friends. I hear he is doing a very paying business.

The room beyond is not a museum, although that is printed on the door. It is used by Prof. Sechrist as a manufacturing establishment of spring-poets and orators. Some very creditable work is turned out here. That which is not creditable is not turned out.

The next room on your right is occupied by Prof. J. V. Collins, the noted funny man. If you have any jokes with you, you may dispose of them here. They will be carefully preserved until such time as you see fit to call for them. The next room on the same side of the hall is filled with idears, some of which are tremendous.

Across the hall the ninth graders are kept in captivity. They appear harmless, but it is thought best to have them closely guarded until their characters are more firmly molded.

Up the steps, lady. This way. The first room we enter looks like a junk shop at first glance, but a closer inspection will show that everything is in a place. No, madam, the tall, young man with the vacant stare, who is trying to roll that large



marble down the side of the wall is in full possession of his senses. He is studying the law of acceleration of motion. You must not disturb those girls at the table, young man. They are counting the vibration of the pendulum before them.

If you will kindly wait a few minutes, ladies and gentlemen, you will be provided with thick cloths to bind over your noses. Ah! here they are. Never mind the faint odor about them. It is really pleasant compared with that of the next room, the chemistry laboratory. Lady, you **must watch** your little boy. He may kill us all in a second if he doesn't let things alone. Students who have studied chemistry have become accustomed to the odors which you find so overpowering, and have even been known to continue in the work for eight or ten quarters.

As we pass on, the door to your left opens into the Geography room. The little boy must be careful not to ask questions that do not pertain to the subject matter.

Across the hall is the room occupied by Prof. Spindler. His students are expected to say something when called upon, and evidences of their industry may be found in the great lists of references handed in weekly.

The large room at the end of the hall is the museum. It is a very popular study room, and is open to all. It is seriously proposed that the windows be fitted with seats provided with high backs, to make them more comfortable.

The room at your left is the History and Economics recitation room. No bluffers allowed to enter, and if by chance one should get in, he would have to change his character before he could get out. Applicants for entrance must be able to read English.

This concludes the trip, ladies and gentlemen. We will descend this flight of stairs to the first floor, and if the door directly in front of you is locked, as I fear it is, since it is past 5 o'clock, you must watch your chance to get out with some of the teachers, or go out through the engine room. **You must not ask Mr. Wilcox to let you out.**

#### PHYSICAL EDUCATION.



MARGARET TOZILK, Gymnasium Pianist

(In the following paper, no claim is made of originality except possibly the arrangement. The subject has been too thoroughly discussed.)

Of all problems that are stirring the thoughts of public educators today, none is so vitally important as that one which involves the physical education of the young. One seldom takes up a magazine or a paper that has not at least one article or editorial upon some phase of physiology, hygiene, gymnastics, athletics or some other kindred subject. Scores of books have also been written.

Yet with all this literature, no subject has been so misunderstood, so neglected, or so poorly taught.

Its purpose is not to develop great strength as did the ancient Romans, consequently we have had less of the heavy work, but confine ourselves to lighter and quicker movements which serve to develop a greater degree of efficiency. Health is power and something to be worked for with all the



power at one's command. "Nature cannot and will not stand a strain in any one direction," so the body must receive an all round development. The blacksmith in his daily labor develops mighty arm muscles while he may be suffering from a weak heart. A student cultivates his brain at the expense of his muscles. Different occupations demand different qualifications. As already suggested, particular development is the result of certain occupations.

If all the faculties are not used, and equally used, the result must be disastrous—the body must suffer. The body is an aggregation of cells, of cells into organs, and organs into systems.

Disease follows the line of organs most used. All the organs of the body bear a certain relation to each other in function and size, and each part is dependent upon every other part.

We cultivate the brain because it is the throne of the body, but it is regulated by the body's physical condition. A change in the quality of the blood supply to the brain affects our wills, our actions and our attitude to the world. It is impossible to treat mind and body separately when they are so intimately connected.

Exercise to be useful in securing a perfect development must be judicious; taken to the point of extreme fatigue, it is worse than useless. Dr. Gulick says, "To know when it's time to quit, and to quit when it's time is a most important lesson in the primer of efficiency." When a muscle is worked, its substance is used up; its blood supply is increased and the waste is repaired unless the work done be too great and the time of rest too short.

In a class of gymnastics, sufficient rest is obtained by frequent changes in work.

The amount of exercise being wisely planned, it behooves us to plan our time. Violent exercise after a hearty meal is extremely unwise. The blood supply is needed for digestion. If we exercise, this blood supply is forced to the muscles instead of the stomach and indigestion may result from our carelessness. The same result is produced if we immediately engage in hard study directly after eating. At least an hour should elapse, else our repast must be light. Because we do not pay the penalty the first time we are indiscreet, is no reason why we should think we are immune from the results of deliberate sins of commission. Nature is patient and long suffering and we little know in what way we shall be called to pay for our indiscretion.

Mental workers will not always see immediate results from exercise because the blood tends to flow in the most open channels. As the most open blood passages are to the brain, the heart stimulated by physical activity only sends more blood to the head, consequently right exercise must become a habit to correct this condition of affairs.

Daily exercise in a room properly ventilated will do more for a person than quarts of medicine—provided there be no organic disease. The trouble is that we are erratic—we lack persistence. If you desire to develop some special muscles, it cannot be done in a day. Nature works slowly but surely. A deformity such as the forward inclination of the head, or perhaps spinal curvature takes a long time to correct. When not in the gymnasium, simple exercises should regularly be taken in one's own room. Gentle exercise and deep breathing should precede violent exercise that the blood may be freely circulating.

Some one has said that not one person in a thousand knows how to breathe properly.

Deep breathing calms and makes the heart beat more regularly. It stimulates the circulation and sends a rush of blood to the heart.

Methods of breathing:

- a. Abdominal.
- b. Comparatively even.
- c. Apex.



Many instances are recorded of children noted for their apparent stupidity who have been put through a course of physical training adapted to their special needs. In time, they would rank with children of normal ability.

Never should a student supposedly slow be restrained from entering gymnastic work if by any means he can be induced to take part. The gain is too great to run the risk.

Is there a moral gain? Who can doubt it if he has really taken the trouble to observe! Notice the pride in the daily improvement; see how that pride is carried into other lines of work. The whole tone is morally better because the physical condition is better.

Physical training should not be limited to the providing of exercises alone; for one's physical need is not always exercise. It includes the alteration of habits with reference to sleep, rest, bathing, dirt, etc. Physical education means physical welfare, and physical welfare includes the conservation of energy and the prevention of disease and numberless other things.

There should be tests of the special senses, particularly sight and hearing. Many a child is dubbed **stupid** because no one ever found out that he doesn't hear readily. This is more often true of children with defective vision.

Careful inspection should be given to detect adenoids; to the throat, for enlarged tonsils; of the teeth, for there is the seat of many a difficulty. There are many other medical tests that are given, the most important of which is the testing of the heart and lungs.

These tests are to be followed by careful counsel in regard to exercise and personal habits. Germany and England are far ahead of us in this matter of the medical inspection of schools. In our country, Massachusetts is the leading state, but is closely followed by New York.

See if the following facts obtained from pamphlets issued by the Massachusetts State Board of Education do not give material for serious thought:

In 1906, Massachusetts passed a medical inspection law requiring school committees, or boards of health, to appoint school physicians to make examinations yearly of all school children. To carry this out, it was necessary for the respective towns to make appropriations to meet the added expense. Practically all of the cities and towns have done so.

This law called for the annual examination of the eyes and ears of all school children. These tests were prescribed by the State Board of Health and were to be made by the teachers. Of 432,937 children tested, 96,609 had defective eyesight and 27,387 defective hearing.

The inspection by the physicians revealed a startling state of affairs. Twenty-seven thousand two hundred and eighty-two children were found to be suffering from some disease or defect such as diphtheria, scarlet fever, measles, whooping cough, adenoids, diseases of the oral and respiratory tracts, ears, eyes, skin, deformities of bone, etc.

When one considers that these figures are true in a state where education is supposed to be on the highest possible plane, what can be expected in those states where there is no medical inspection and practically no physical education?

In many of the grammar schools of Boston are the so-called ungraded classes. They are composed of children who are too old to be kept in the lowest grades and are not competent to do the work of a higher grade. In the Emerson School in 1906, this class consisted of forty pupils. Upon examination it was found that 50% had defective eyesight, 37% had defective hearing, 65% were defective in both. Of the whole class, but five were normal in sight and hearing.



In the Lawrence School was a class of sixty-six boys. Of these 42% had defective eyesight and about 9% had defective hearing.

In most schools, each class or grade consists of Divisions 1 and 2. This classification is made on the basis of scholarship. It was found that in the first division were the greater number of normal children. In the second division were those who had poor sight or had defective hearing or some other physical defect.

In our public schools, children are all received on the same basis—the quick and the slow, strong and weak, sick or well, sound and unsound; and all are subjected to the same conditions of discipline and instruction. They are given the same work to do with the same amount of time in which to do it. They are tested as to their knowledge and their progress by the same standards; they receive the same kind of rewards and punishments. Will teachers ever cease trying to do the impossible! Will school boards ever come to a true realization of the state of affairs!

Closer grading has forced the slower pupils backward and their numbers have so increased as to demand an imperative reason as to the cause. The enforced medical inspection is continually revealing the intimate relation between the physical condition of the pupils and their mental accomplishments. Special physical defects call for special classes; special mental defects also call for special class work.

Many diseases and defects need only prompt medical or surgical treatment to insure rapid mental progress. Many can be prevented or corrected through educational gymnastics. Spinal curvature, forward inclination of the head, round shoulders, etc., yield readily to such treatment.

All this work is not so much the physician's duty as the teacher's duty. She must, in preparation for her profession, make a thorough study of physiology, hygiene and physical training to meet these crying needs of her pupils. Then she must learn how to co-operate with the parents in order to secure the highest good.

Exercise should be recreative and educational. Increased emphasis is continually being placed upon play. It relieves the brain after severe mental effort. Yet it involves the hardest kind of work, a greater output than drudgery, but the work is interesting. "Nature always strives to conserve the needed powers of the child and bring to fullness every promise of strength." Some one has said that the opportunity of play is the opportunity of work. I have found this very true in my own experience. The fear that love of play will interfere with the love of work is the most groundless of fears if that play is properly directed. Without play, our gymnasium training would be too dull and uninteresting. The good accomplished by those who take exercise from a mere sense of duty is small compared with that accomplished by one who throws herself into it heart and soul. Health and the efficiency of the human body have never been so esteemed as at present, and yet there is nothing of any moment so neglected. When a student is impressed with the idea that good health and physical endurance are necessary to success in life then will he turn his attention to the fundamental truths of hygiene and physical training.

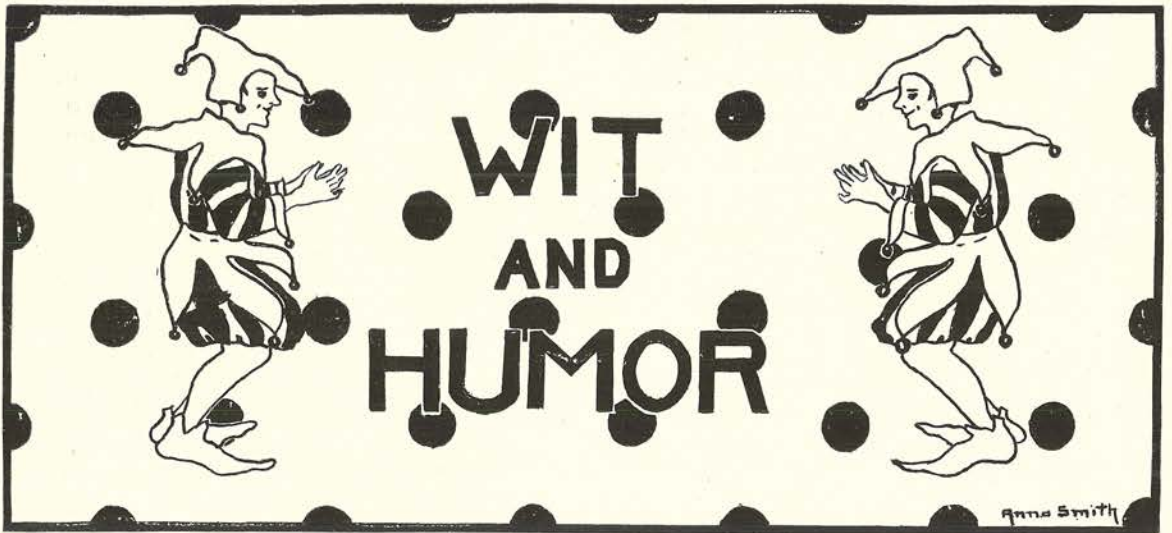
The time of the greatest need of exercise is during school life, for then a student is most susceptible to its health-giving action. Exercise should be regulated by individual fitness; it should be approached gradually and increased with increasing strength.

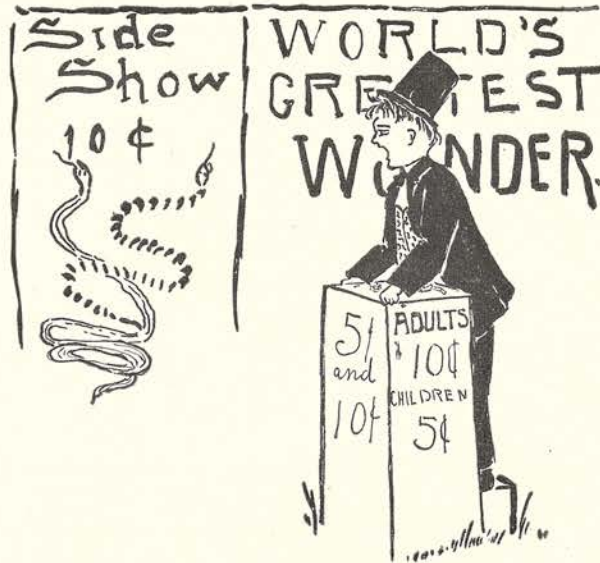
The field of physical training is such a wide one that it is sometimes difficult to choose wisely. Still the question comes to each of us—How can I cultivate in myself greater perfection of physique and greater endurance? Secondly, What can I gain in theory and practice that will be of immediate value to my pupils?

The time is coming when a teacher will not be considered eligible unless she can cater to the physical welfare of her pupils.

JOSEPHINE MACDONALD.







**SIDESHOW ARTISTS.**

Strong Man: Sam Wadleigh. He displays wonderful skill in lifting books, note-books and magazines of all kinds from the library and assembly room: also an adept at scaling seemingly unsurmountable walls and lifting cakes and other edibles from their places of concealment.

Fat Lady: Florence Ghoca. Mademoiselle weighs over 2000 lbs.

Snake Charmer: Ellen Wheelock. Has had much experience with all kinds of poisonous snakes and reptiles. Come on in, boys, she will let nothing harm you.

Circassian Beauty: Clara Farrell. A new species. Secured with difficulty. Highly prized. Notice her diamond ring.

Clowns: Milo Wood, Carlyle Whitney, Austin Means, John Riley, H. J. Ninman. They will give you much cause for laughter.

Giant: Herbert Klingbeil. Warranted not to shrink.

Wildman: Wm. Dineen. Very dangerous.

Skeleton: Miss Gwin. Her smile alone is worth the price of admission.

Sleeping Beauties: A. S. Wells, Mary Marson, Guy Roberts, Florence Almy, Louise Mathie. Warranted not to be fully awake before 8:30. Will answer all questions with, "Will you repeat that question, please?"

Juggler: Leocadie Archambeault. Juggles names of all kinds.

Pony Riders: Conover McDill, Vivien Hainer, Max Walther. Trained horses imported from Rome and Germany.

Ring Master: Reid McWithey. Warranted to be heard in all parts of the tent.

Hand-Organ Man: (Steady Grind) Ed. Mach.

Drawing Cards:

Bessie Ouien  
 Marie Thorne  
 Mae Kappler  
 Frances Oesterle  
 Ruth Ames  
 Olga Emerson  
 Ruth Kollock  
 Winifred Nelson

Margaret Dorney  
 Josephine Collins  
 Lucile Davenport  
 Jessie Hill  
 Stella Murat  
 Irene Feeley  
 Blanche Judd  
 Elsie Newby

Their beauty charms the eye as their singing delights the ear.

Ticket Agent: Fred Somers.



## NURSERY RHYMES.

If all the boys were Henrys  
 And all the Henrys liked cake,  
 What would become of the dainty things  
 That the D. S. girls do bake?

Hickory, Dickory, Dock!  
 Mr. Lusk winds up the clock,  
     The class bell rings,  
     Miss Porter sings,  
 Hickory, Dickory, Dock!

Files of yellow slips remind us  
 We can skip our classes, too,  
 And when asked to give our reasons  
 Think of something almost new.

Reasons which perhaps another,  
 Thinking hard, in grief and pain,  
 A forlorn and sleepy brother,  
 Reading, shall take heart again.

Bumpety, bumpety, bump!  
 They all came down in a lump.  
     But next Hallowe'en  
     They won't be so green.  
 Bumpety, bumpety, bump.

There was a little girl,  
 And she had a little brush  
     Which she used both night and morning.  
 And when Ella was near  
 You had best have a care,  
     For she'd paint your picture without  
     warning.

Once there was a little man,  
 And his praenomen was Fred;  
 And he lighted up the corridor  
 With his head, head, head.

Now when this rhyme was done  
 We were sorry we'd begun,  
 For we thot perhaps enough  
 Had been said, said, said.

Sing a song of outlines,  
 Of theses past their prime;  
 Of Readings in Psychology  
 Handed in on time.

Hev, diddle, diddle! For Rov and his fiddle.  
 That he plays with such vigor and force;  
 The music he gives us is fine, as you know,  
 But the strings are all broken, of course.

There was a young lady  
 Who lived in a stew;  
 She had so much work  
 She didn't know what to do.  
 She corrected manuscripts  
 Till her eyes were quite red;  
 "The Iris will be great,"  
 So Elizabeth said.

RESULT OF THE STEVENS POINT NORMAL GIRLS' BALLOT.

Handsomest Man .....	Milo Wood.
Wittiest Man .....	David Olson.
Lad'es' Man .....	Carlyle Whitrey.
Laziest Man .....	D. P. Hughes.
Heard the Least.....	Max Walther.
Greatest Bluffer .....	B. V. Christensen.
Best Natured Man.....	Mark Billings.
Greatest Talker .....	Elmer Adams.
Homeliest Man .....	Herbert R. Steiner.
Greatest Grind .....	Clarence Bischoff.
Cheekiest Man .....	Ed. Fromm.
Greatest Doll .....	Wm. Miltimore.
Most Bashful .....	Frank N. Spindler.
Greatest Dude .....	C. Baldwin Bacon.
Most Popular .....	H. J. Ninman.

---

TO THE FRESHMEN.

Heigh, Little Freshman, ho, little Freshman!

What do your bright eyes see?

Rows of Cherry-tops, far, far away,

Waiting for you and me.

Heigh, Little Freshman, ho, little Freshman!

When will that glad time be?

When your bright green has faded, when you've learned to bluff,

And studied Poly Con, see?



**ROGUES' GALLERY.**

The following people are dangerous to the peace and quiet of a community. They have been apprehended several times, but have escaped each time from the stern arm of the law. Notice is hereby given that anyone who willfully shelters one of them, or who aids him in any way, is guilty of a prison offense:

Clarence Bischoff, alias Beezy, alias Schmutz. Rather small. Nose, Turkish, inclined to Jewish. Eyes brown. General disturber of the peace. When last heard of was thinking seriously of reforming and entering the U. S. Navy.

Roy Elnor, alias Squint, so-called because of peculiar cast to one eye. Hair, dirty straw. Nose, rug. Pal and associate of Bischoff. Plans for life subject to change at a moment's notice. Is generally seen carrying a violin and followed by a dog who answers to the name of Fido.

George Dumas, alias Snowball, alias Cotton-top, alias Battering Ram. Can be told at a distance of three miles. Smokes cigarettes.

Paul Collins, alias Collie, alias Pfister. Very tall, with black bristly hair. He is especially hard to capture because the ladies, to whom he always makes himself agreeable, help him to escape in defiance of the law.

Austin Means, alias Meansy. Slender, light hair, silky in texture, eyes blue changing to gray after prolonged cigarette smoking. At present small, but probably will grow.

Kenneth Halverson, alias Ken, alias Big Swede. Typical Swede. Hair white, eyes china blue, smile bashful but alluring. Does not take the initiative, but aids and abets every law-breaker who chances to come his way. \$25.00 offered for his arrest.

Samuel Wadleigh, alias Wad, alias Slim. Eyes blue, hair mousey. Generally sleepy before 8:30, and could be very easily captured then. One of his chief offenses is his habit of house breaking, which in connection with his "strong man" act (see side-show artists) makes him the most notorious of all the rogues.

---

**TO MISS LA TOURETTE.**

Tell me not in mournful numbers  
Of the times you' e had the blues;  
Of the times you sent for Somers  
To brighten up those somber hues.  
A telephone will take the message  
If you know where Fred will be;  
But if you don't know, send a page  
To hunt him up, and get him, see?

Our sympathies are with the girls,  
Who the hasty summons took;  
Joy, his banner now unfurls,  
As for him you sit and look!  
It were well for you to know  
That wherever Fred may stray,  
He will quickly come to you  
And will drive your blues away.





**SENIOR BEAUTY CONTEST.**

(See preceding page.)

Upper left corner :	Ena Sunnicht.
Upper right corner :	Anna Smith.
Lower left corner :	Hazel Sheldon.
Lower right corner :	Dan. P. Hughes.
Center :	Albert S. Wells.

**Result of Contest.**

First Place :	D. P. Hughes.
Second Place :	Anna Smith.
Honorable Mention :	A. S. Wells.

Judges : Profs. Grey, Peake, Olson.

**H. J. Ninman's Crushes.**

The length of duration of the crush varies inversely as the length of the line; the intensity of the crush varies directly as the width of the line.

Elizabeth Schoepp



H. J. Ninman



Zelma Caesar



H. J. Ninman



Helen Singleton



H. J. Ninman



Celia Morrison



H. J. Ninman



## REPLY TO "WEEUNS." (1906).

About fore years ago, u red, u kno,  
 Of a surtan Freshmun clas thatt wuzn't vurry slo,  
 Butt toar arround, an hadd a grate big time,  
 An alvus new wher they cood gett a dim,  
 An went too awl the doins in the gym  
 Wen the lectric lites was burnin low an dimm.  
 Wel, thiss same clas is Seniors now, an so  
 Weave hadd to quiet down an steady, tho  
 Wee stil have lotts of fun up hear u bett,  
 "An we gott moar of it a cumin yet."  
 For when you get too teachin, I've herd tel,  
 U hav hole piles of munny, an can bee a swel.  
 But then, wee wont bee badd, an bring down shame  
 Uppon the Normals britest c'uses name.  
 You sea wee awl are so proudd of the clas  
 "Of 1909, an what theyve brot too pas."  
 Weave alvus bin the fourmost clas in skule,  
 An tried hour bestt to banish every rool  
 Thatt says wot u must knott or shal not doo.  
 Wee never leave the gymm til wee gett reddy too.  
 An then the wa wee scared the Junior c'as!  
 I gess they thot theyre time hadd cum att last!  
 We slid em down a bord soe steap an slippery thatt  
 When each wun struck the floar his hed wentt thru his hatt.  
 An thenn wee tuk em upp too wher Saint Petre stood,  
 (I tel u whatt, Wad plaid his partt reel good)  
 An tryd too gett em inn, butt Wad said kno,  
 Soe too the otther plas they hadd too goe.  
 They sa sum of themm found the rode reel ruff;  
 An thatt Fred Summers sayed forr wunce hee hadd enuff.  
 An when wee reeched the lowr reggions, thair  
 Satt Lawrentz Hill uppon a grate big chare,  
 With six gurlls carryin pitch-forks longg an slimm;  
 An Ninman was thair to, too bring the Juniors inn.  
 An Lawrentz maid themm neal an tel theyre sins an doo  
 Whatever silly thing hee tolled themm too.  
 An even Mr. Sechrist didn't dare  
 Too flunk uss this yere. for he promused thair,  
 Uppon his nees, to pas uss awl, kno matter what befel,  
 An even if wee never lerned too soel.  
 O yes, u bett weave hadd a lott of fun  
 An wee aint sorry for a thing weave dun,  
 For weave alvus gave in too our President,  
 An wen shee sayed a stunt must goe, it wentt.  
 Our president is a littel gurll, u no,  
 Shes smal an mitey stil, butt oh!  
 U ot too sea how shee can mak things fly;  
 An how she makes us, every feller, try  
 To doo hour bestt too help the clas along,—  
 Wee never doo a thing when Hazel sais its rong.  
 Weave lerned a lott of things sinst wee cum hear  
 An I think moast of itt has cum this year.



Weave lerned the life a Senior has too lede,  
 An how to bluf wen Sandy has uss treed.  
 Wee aint agoin too tel the Juniors, tho,  
 Caws sutch things r unfitt for themm too no.  
 Weave lerned what Ferdinand an Isabellar did,  
 An wher to look for candy wen its hidd.  
 Weave lerned the definition of a concept, to,  
 An awl the stunts the Regents putt u thru.  
 An thenn weave hadd retorcal, wunce or twice,  
 An just tween you an mee thatt issnt vurry nice.  
 Butt if mi nees just woodnt wobbel soe,  
 I woodnt cair for eaven thatt, u noe.  
 Wun time, the fal wen wee wus Elements  
 The hole skool had a picknick, (all who hadd ten sents)  
 Of course hour clas awl wentt, and I gess we cutt upp sum,  
 An awl the people sayed they wuz soe gladd wee cum.  
 An thatt sam fall, wen itt wuz Halloween,  
 (U ot too sea the witches that wee sean.)  
 Wee tended wee wuz Juniors, an we had soe mutch fun,  
 I tel u we wuz sorry wen wee knew thatt stunt wuz dun.  
 O, yes, weave hadd good times, an cutt upp, two,  
 Butt I dont think were very badd, do u?  
 Were awl soe wide awaik an full of fun, u kno,  
 Thatt wee caint quiet down an bee soe slo;  
 An somehow I dont think wee ever wil.  
 An wher wee goe thines cant bee vurry stil.  
 Thatts awl I hav to sa to u thiss year,  
 Butt next yere u ar vurty appt two here  
 Thatt were awl teach'in school, an every won  
 Is working hard, an gett'n somethin dun.



Two wise men of Stevens Point went to sea in a boat.

CUPID'S ROLL.

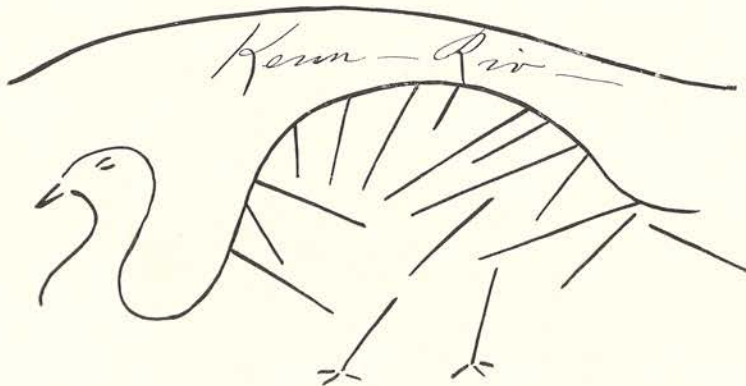
"In the Spring a young man's fancy  
Lightly turns to thoughts of love."



† Official reports not yet in.  
\* Cupid's darts miscarried.

Since the above roll was made, it has been learned that Viola Wood is now on Cupid's roll.

Prof. Bacon illustrates a shipyard for his History class, with the following startling results:—





A SHORT HISTORY OF ONE OF CUPID'S EXPERIENCES.



Life is a see saw of ups and downs,  
 Life is a mixture of smiles and frowns;  
 But no need of worry, no need of friends,  
 If love has the middle and we have the ends.

WE WANT TO KNOW

Will Nina B. Coye always?  
Whom did Nellie Lynch?  
When did Zelma Caesar?  
Who saw Mary('s) Lyons in the park?  
Where was Ed. Fromm?  
Did May('s) Colburn last night?  
When was Hazel's Sheldon?  
Where were Georgia's Barrows?  
Did you see Florence Stieler?  
If Viola Wood.  
At whom Mamie Ames.  
Is Phoebe Dunn?  
Is Grace Griffin?  
How Dan Hughes his way thru editorials.  
If Bessie is the Queen of the class.  
If Helen is a Singleton.  
If Milo Wood Coon Laura.  
What we would do if Fred were Somers else.  
If Marie is the only Thorne in the Junior Class.  
Is James Owen many debts?  
Is Charlotte a sly Fox?  
Is Julia Little?

FLUNKER'S UNION.

Pres. John Riley.  
1st Vice-Pres. Austin Means.  
2nd. Vice-Pres. Roy Ennor.

Charter Members:

Guy Roberts	Margaret Mason
George Dumas	Clara Berens
Wilber Whitney	Mae Cartmill
Clarence Bischoff	Genevieve Clifford
Mascot .....	Prof. Olson.



LESSON I.

Freshmen  
room

green  
large

See the room.  
It is a large, green room.  
Do you know who sits in this room?  
Yes, the Freshmen sit in this green room.

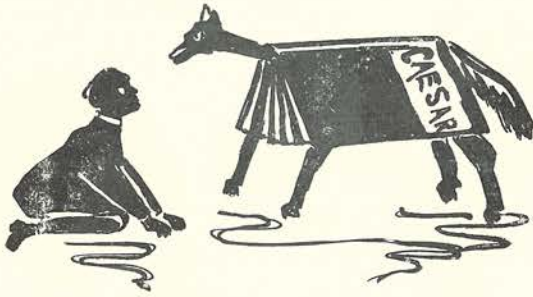


LESSON 2.

Fred Leonard  
friends

pony  
boy

Here is Fred Leonard and his  
pony, Caesar.  
They are very good friends.  
Caesar is a good pony.  
But Fred is a bad boy.



LESSON 3.

Seat  
girl

lesson  
studying.

I see a boy and a girl.  
The boy is not studying his lesson.  
The girl is helping him.  
Do you think they are a good boy and girl?



LESSON 4.

Prexie  
boy

scared  
bad

Is Prexie scared?  
No, but the boy is.  
This is Prexie.  
This is a bad boy.



THE NORMAL LIBRARY.

The Crisis .....	Examination time.
Miss Simplicity .....	Mae Fuller.
The Man of the Hour.....	A. S. Wells.
King Dodo .....	Henry Halverson.
The Right of Way.....	Agnes Boyington.
The Portion of Labor.....	The Freshmen.
The Golden Fluff.....	Inez Thompson.
Every Inch a King.....	Prof. Culver.
Only a Fiddler.....	Ed. Reyer.
A Phantom Caravan.....	Senior Standings.
The Absentee .....	Guy Roberts.
The Celebrity .....	Amos Dawes.
In the Cheering-Up Business.....	Mamie Ames.
A Lover of Truth.....	Prof. Olson.
The Watchers .....	Misses Coffin and Peake.
Little Women .....	{ Erma Nason
	{ Isabelle Cheasick.
	{ B. V. Christensen.
Flames .....	{ E. Geraldson.
	{ Max Walther.
	{ E. Whittaker. F. Ross.
The Katzenjammer Kids.....	{ B. Hill. R. Johnson.
The Call of the Wild.....	Wm. Dineen.
Vanity Fair .....	Marion Mortiboys.
	{ Marion Meyers.
The Grafters .....	{ True Hyland.
The Drummer Boy.....	Herbert Klingbeil.
Cats and Dogs.....	Physiology Laboratory.
	{ L. Hill B. Cauley
Carrots .....	{ R. Kollock I. Thompson.
	{ "Gim" Wilson.
Jo's Boys .....	{ "Micky" McDill.
Little Shepherd of Kingdom Come.....	Max Walther.
The Seats of the Mighty.....	Cherry-Tops.
Sentimental Tommy .....	"Tommy" Olson.
	{ D. P. Hughes.
Little Men .....	{ H. Halverson.
All Sorts and Conditions of Men.....	Stevens Point Normal.
	{ Assembly Room.
The Silent Places.....	{ Library.
	{ Frances Baker.
The Rivals .....	{ Vivien Ha'ner.



Evolution of a Senior.



### Historical Facts.

Every class has a slider,  
A cribber,  
A sucker,  
A crammer,  
A dolittle,  
A sport,  
A blockhead,  
A dude,  
A rubberneck,  
Except the Senior class.

---

### CLASSIFIED ADS.

#### Wanted.

- Wanted: Magic inkstand always filled with red ink. Miss FitzGerald.  
Wanted: "Buhkhaht's" History of the Renaissance. Charles Baldwin Bacon.  
Wanted: Come-back attachment on pens in Children's Library. Miss FitzGerald.  
Wanted: An appropriation for a music hall, separate from the Normal. Everyone.  
Wanted: Movable trolley for basketball, one end attached to basket. Senior Girls.

#### For Sale.

For Sale: Athletic Association tickets, a 50% discount for season, 75% off for cash payment. J. Weinberger.

For Sale: After June 19, Theses and Outlines in Psychology and History of Ed. Indeterminable penmanship,—no need of recopying. Come early, Juniors, and avoid the rush. Seniors.

For Sale: After June 19, my reputation as a good student. It has carried me thru many difficult situations, and saved much unnecessary eye-strain.

E. L. C. Sumnicht.

#### Invented.

A way to keep all girls good-natured. Patent applied for. Fred Somers.



**BLUFFER'S UNION.**

Pres. Laurence Hill.  
 Treas. John Weinberger.  
 Bus. Mgr. E. A. Fromm.

**Charter Members:**

Herbert Steiner	Hazel Sheldon
Wm. Dineen	Viola Wood
Fred Somers	Zelma Caesar
Ed. Reyer	May Colburn.

**Main Rules:**

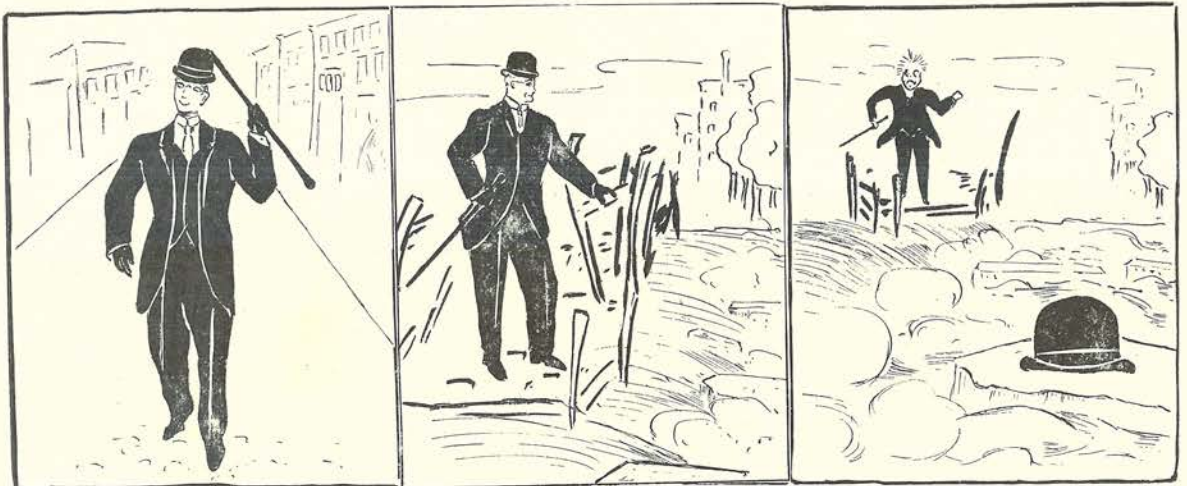
1. No person shall be admitted to this union before he or she has taken at least one quarter in one of the following subjects:

Economics	Adv. Physiology
Psychology	Solid Geometry
History of Education may be substituted for Psychology.	

2. No member of this union shall take less than four studies, spend more than fifteen minutes each evening upon all of them, or refuse to respond to any question asked him or her in class.

3. All borrowing of manuscripts in History of Education or School Management must be thru the business manager.

4. Any member violating any of these rules shall be fined heavily and a second violation shall deprive him of the right of membership.



Scene 1.

*An Easter Catastrophe.* Henry M. Halverson.

Scene 2.

Scene 3.

**Inseparables.**

Mr. Bacon and his "idears" and "bug-a-bocs."  
Seniors and their dignity.  
Plans and red ink.



**Girls and their rats.**

Bulletin board and overdue books.



Mr. Collins and his jokes.

Wells and his high collar.

Mr. Olson and his fair questions.

Edward Fromm and his yellow shoes.

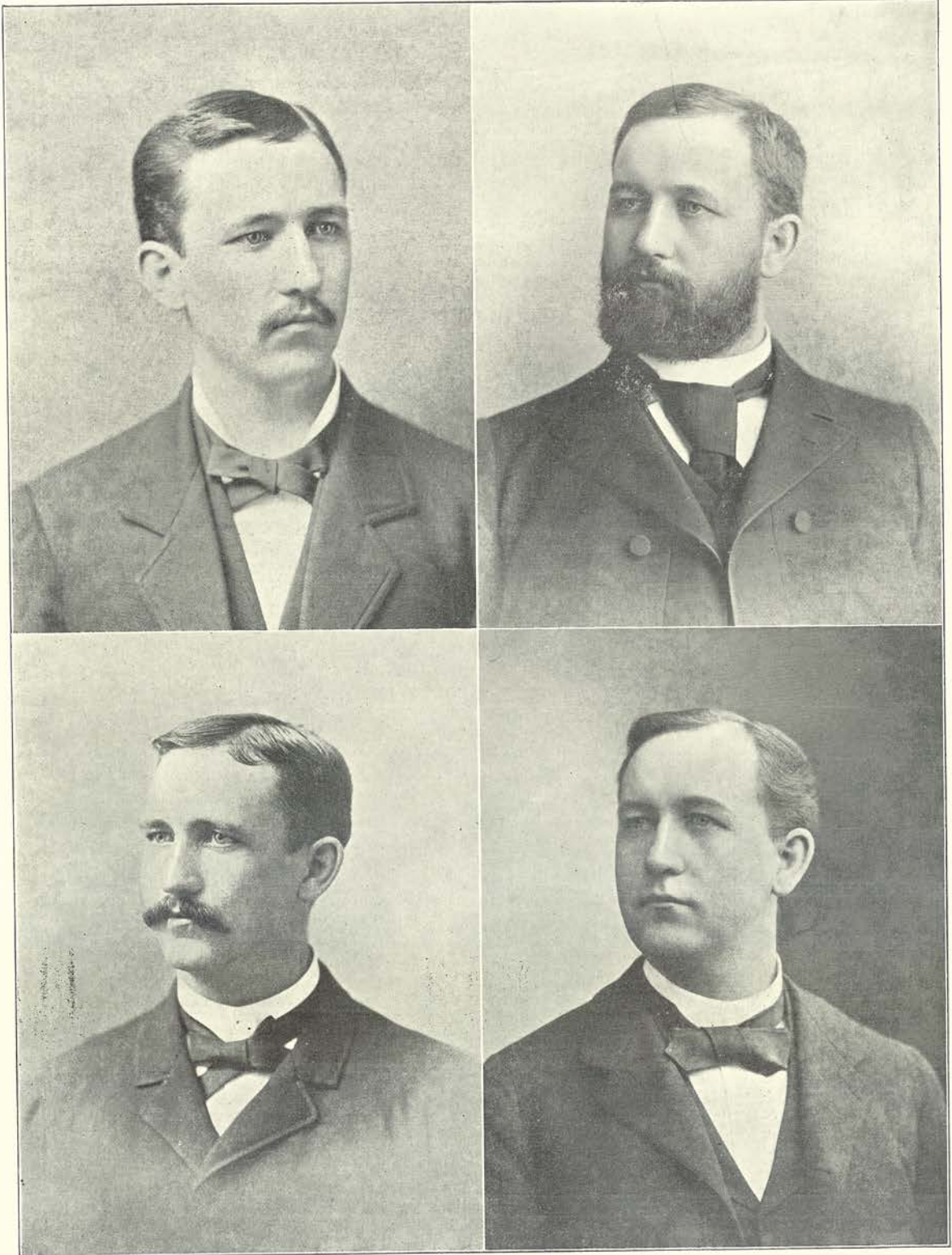


Freshmen and their greenness.

The Gold Dust Twins.

See also "Cupid's Column."

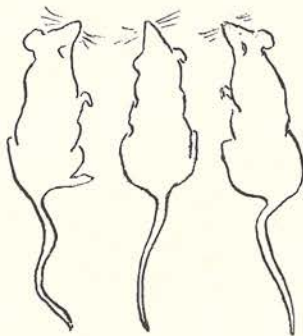




Iris readers will please note the resemblance between these pictures and the one on page 8.

We hope you've had a jolly laugh,  
And trust you won't feel blue  
If in the lines which you have read  
A little is on you.

Just try to take it pleasantly,  
For when you look about,  
You'll see that you are honored more  
Than those who are left out.







THE IRIS BOARD.

IRIS BOARD '09.

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Myra Udell, Literary Editor.  
Edward Reyer, Social Editor.  
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Eva Bernier,  
Hazel Sheldon,  
Viola Wood, } Wit and Humor Editors.

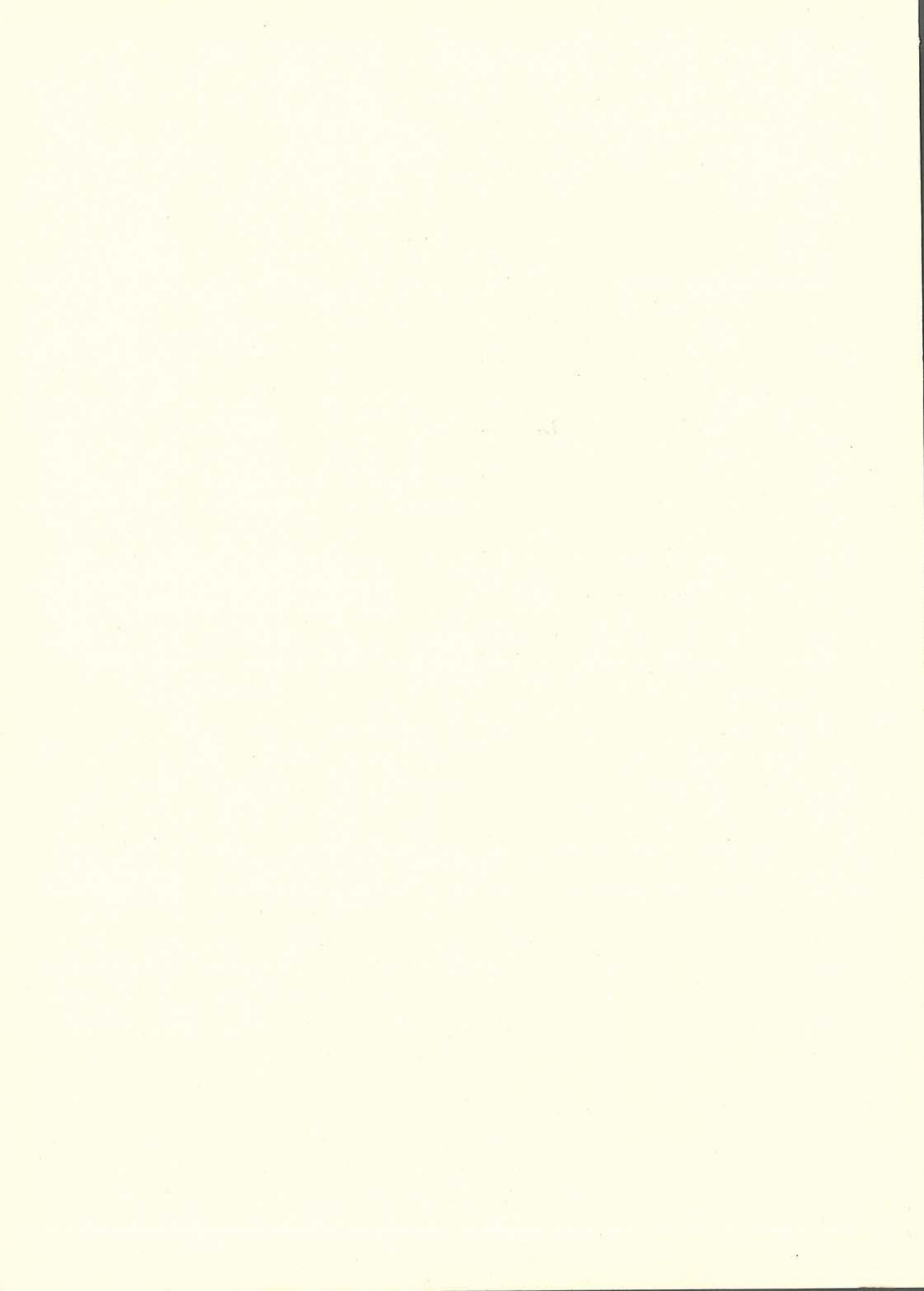
Laurence Hill, Athletic Editor.

B. V. Christensen,  
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To Herman Ninman the Iris Board is indebted for his assistance in proof reading.







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C. G. MACNISH CO.



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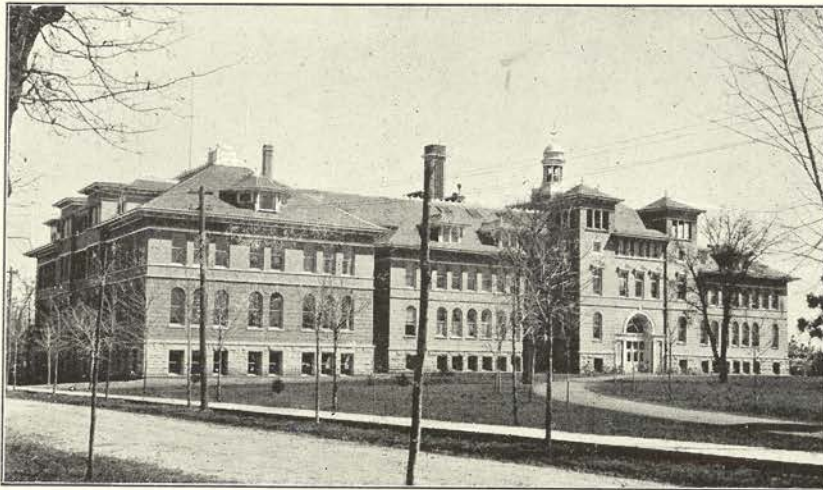
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