

The Normal Pointer

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Today begins a New Year.
The date on the calendar does not
matter.

The earth starts every morn-
ing on its year-long journey
round the sun as truly as on the
first day of January, and each new
dawn is therefore a fresh oppor-
tunity to begin right.

It is for us to determine what
the year shall be.

The demand upon us is not that
we succeed, but only that we try;
and to try manfully every day.

SELECTED.



Ein Erlebnis in Deutschland.

Kuendigung.

Als ich vor funfzehn Jahren nach Deutschland reiste, hatte ich vor, auf einer Universitaet zu studiren; aber in den ersten Wochen die ich dort verlebte, begegnete ich einem hochgeehrten fruheren Lehrer von mir, der mir aufs Dringendste riet, keine Universitaet zu besuchen, sondern nach Dresden zu gehen, eine Pension aufzusuchen worin keine englischsprechenden Leute wohnten, und da ganz ruhig zu bleiben, der Oper fleissig beizuwohnen, Privatstunden in der Sprache zu nehmen, die vielberuehmten Gallerieen bestaendig zu besuchen, und auf diese Weise eine Art Bildung zu erwerben, zu welcher man auf der Universitaet keine Gelegenheit hat. Er sagte weiter, die Damen seien auf deutschen Universitaeten sehr unwillkommen und koennten dort keine rechten Fortschritte machen, sie muessten denn Deutsche sein und alle Vorbereitung durchgemacht haben. Er fuegte noch hinzu, "Sie wuerden dort nur Paedagogik treiben, und davon haben Sie schon zu viel."

Diesem Rat gemuess ging ich nach Dresden und einmal dort war es mein erstes Geschaeft

eine Pension aufzusuchen, worin ich nur mit Deutschen Verkehr haben wuerde. Endlich fand ich eine, die meinem Zweck sehr entsprach, da nur eine englische Dame da war, die aber sehr gut Deutsch konnte.

Der Hausherr war Schauspieler gewesen, aber wegen einer Nervenkrankheit hatte er seine Stelle aufgeben muessen.

Beilaefig muss ich bemerken, dass die Schauspieler in Deutschland gewoehnlich sehr gebildete Leute sind, die nicht wie bei uns herumziehen, sondern eine feste Anstellung haben, immer in der selben Stadt wohnen und sehr angesehene Buerger sind.

Ich verlebte in dieser Familie mehrere glueckliche Wochen. Sie waren aeusserst freundlich und zuvorkommend und gaben sich viele Muehe mich zu amuesieren und zu unterrichten, aber leider kam dann eine Zeit, worin wir uns nicht mehr vertragen konnten. Das Unglueck entstand daraus, dass ich fortgehen wollte und sie sehr ungerne eine Pensionaerin verloren die dreissig amerikansiche Dollar jeden Monat bezahlte und sehr wenige Ansprueche dafuer machte.

Warum wollte ich denn fort?

Eines Tages traf ich in der Bildergalerie mit Freundinnen aus Leipzig zusammen, die mir erzählten, wie schön es in jener Stadt fuer amerikanische Studentinnen sei und mich ueberzeugten, dass es mir sehr vortheilhaft sein wuerde dorthin zu gehen.

Nun ging ich nach Hause und meldete, dass ich nach zwei Wochen fortzugehen wuensche.

„Nein,“ sagte die Frau, „Sie haben mir versprochen, einen Monat im Voraus zu kuen-digen, falls Sie fort wollten.“

Ich fuegte mich darin, obgleich ich mich eines solchen Versprechens gar nicht erinnerte.

Am Ende dieses Monats sagte ich noch einmal, „Ich gedenke nach Leipzig zu gehen.“

„Nein,“ sagte die Frau, „Sie haben mir erst zwei Wochen gekuendigt, denn die ersten zwei Wochen waren im letzten Monat und koennen nicht dazu gezählt werden.“

Ich war etwas verbluefft, aber ich ergab mich noch einmal und blieb bis zum Ende dieses Monats. Dann ersuchte ich noch einmal, mich zu verabschieden und auch dieses Mal gelang es mir nicht.

„Nein,“ sagte die Frau, „Ihre letzte Kuendigung war am ersten October und sie sollte am dreissigsten September gewesen sein. Sie muessen noch einen Monat bleben.“

Endlich verlor ich alle Geduld und sagte, „Dieses scheint mir eine Prellerei.“ Nun war alles mit mir aus. Sie behandelten mich nicht mehr freundlich, sondern bemuehten sich mich einzuschuechtern. Zum Beispiel, erzählten sie sehr oft bei Tische von Leuten die dieses Gesetz der Kuendigung ueberschritten hatten und in was fuer eine schreckliche Lage sie dadurch geraten waren. Wenn sie solche Geschichten nicht erzählten, sprachen sie nicht mehr gutes Deutsch, sondern Dialekt, damit ich nichts mehr von ihnen lerne.

Eines Tages, als meine liebe Lehrerin das Haus verliesz, hoerte ich lautes Gespraech im Corridor. Ich guckte hinaus und sah dass der Hausherr Frl. S. angehalten hatte und sie

ordentlich ausschalt darueber, dass sie an seiner Frau im Corridor vorbeigegangen war, ohne sie zu begruessen. Er sagte ihr, sie koenne unmöglich eine gebildete Dame sein, dass seine Frau eine Kunstlerin ersten Ranges sei und von ihresgleichen nicht beleidigt werden duerfte. Endlich kam das arme Fraeulein von ihm los, und an demselben Tag schrieb sie mir, ich moechte kuenftig zu ihr kommen, um meine Stunden zu nehmen.

Als es mir bei Tische nicht mehr angenehm war, blieb ich eines Mittags in meinem Zimmer ohne Etwas zu essen. Die vorher erwahnte englische Dame hatte Mitleid mit mir und brachte mir Thee und Butterbrod aus ihrem Zimmer. An demselben Abend schrieb der zornige Hausherr an sie, sie sollte fort weil sie mir Trost zu geben versucht hatte.

Nun machte ich einen Versuch fortzukommen. Ich packte ein, nahm mein Handgepaek und ging durch den Corridor. Die ganze Familie, Dienstmädchen eingeschlossen, stuerzte auf mich los, ergriff das Gepaek, riss es mir aus den Haenden, und trug es in ein Nebenzimmer hinein, dessen Thuer zugeschlossen wurde. Da ging ich ruhig weiter die Treppe hinunter und zu meiner Lehrerin, die mir bei allem sehr behilfflich gewesen war. Als ich ihr alles erzählt hatte, erbot sie sich mit mir nach Hause zu gehen, um einen Versuch zu machen, alles ins Reine zu bringen. Als der aufgeregte Hausherr aber Fraeulein S. wiedersah, gab es ein Gewitter. Er war ganz ausser sich und rief ohne zu erlauben, dass man ihm antwortete, „Kommen Sie nicht in mein Haus. Haben Sie Nichts mit dieser Person zu thun. Sie ist eine Luegnerin, eine Heuchlerin, eine Schauspielerin!“ Dieser letzte Schimpfname schien mir wunderbar, da ich wusste, dass er selbst Schauspieler war.

Frl. S. bemerkte ruhig, „Habe ich nicht das Recht Frl. N. zu besuchen?“

„Nein!“ schrie er; „Sie duerfen nicht in mein Haus.—Verlassen Sie mein Haus. Zum ersten Mal, verlassen Sie mein Haus; zum zweiten Mal, verlassen Sie mein Haus; zum

dritten Mal, verlassen Sie mein Haus; zum letzten Mal, verlassen Sie mein Haus!"

Das Fräulein lachte nur hell auf und trat ruhig in mein Zimmer. Ich folgte ihr und wir schlossen die Thuer zu. Der Hausherr ging dann in ein Nebenzimmer, schloss die Thuer, setzte sich und lachte laut und lang. Dann erklärte er mit lauter Stimme, "Sie können schön lachen, aber ich kann auch lachen." Nun sah ich zum ersten mal deutlich ein, dass der arme Herr verrueckt war, dass seine Nervenkrankheit einer Art Wahnsinn glich.

Später ging ich mit meiner Lehrerin nach ihrer Wohnung, wo ich die Nacht zubrachte, zwar nicht schlafend, sondern darueber nachdenkend, wie ich aus der Pension kommen könnte. Da fiel mir plötzlic ein guter Gedanke ein. Ich wuerde nach dem Consulat der Vereinigten Staaten gehen und dort um Hilfe bitten. Ich zog mich gleich an und eilte dorthin, Der Herr Consul hörte mir mitleidig zu, dann sagte er, "Sie behandeln Sie zwar schlecht, aber ich fuerchte, ich kann Ihnen keine Hilfe leisten. Sie haben das Unglueck den Kopf in den Rachen eines Löwen gesteckt zu haben. Nun sagen Sie, 'guter Löwe, lieber Löwe,' und Sie werden ihn vielleicht herausziehen können—das heisst auf Deutsch, bezahlen Sie, was sie von Ihnen fordern." Das wäre die Pension fuer einen Monat, den ich anderswo zubringen sollte und wofuer ich wieder zu bezahlen hätte.

Ich war im Begriff, traurig aus der Amtsstube zu gehen, da trat ein junger Herr vor und sagte, "Wenn der Herr Consul es erlaubt, will ich mit Ihnen nach Ihrer Pension gehen und einen Versuch machen, Ihnen aus dieser Verlegenheit zu helfen."

Nachdem er die Erlaubnis erhalten hatte,

entfernte er sich auf einige Augenblicke, kam aber bald zurueck, sorgfältig angezogen und bat mich mitzukommen.

Als wir in der Pension ankamen, gab er dem Dienstmädchen seine offizielle Karte. Der Hausherr wartete nicht ab, vorgestellt zu werden, er las nicht einmal die Karte, sondern brach stuermisch los mit seinem "Verlassen Sie mein Haus." So wiederholte er mehrmals dasselbe alte Lied.

Nun war es recht komisch zuzusehen, wie die Frau, die mittlerweile die Karte gelesen hatte, vergebens versuchte, ihren Mann zu unterbrechen, indem sie ihn an dem Aermel zupfte und ihm ernst zufluesterte, "Es ist der Herr Vice-Consul der Vereinigten Staaten."

Endlich gelang es ihr, dem Wuethenden den Mund zuzustopfen und ihm die Karte unter die Augen zu bringen. Da bemuehten sich die Beiden jetzt artig zu sein und dem Herrn Vice-Consul beizubringen, was fuer eine Luegnerin, Heuchlerin u. s. w. das Fräulein sei, aber ohne Erfolg.

Der Herr Vice-Consul musste diese wunderliche Familie dreimal besuchen und jedesmal einen grossen Wortstreit anhören, ehe es ihm gelang ihnen eine schriftliche Quittung fuer mich abzuzwingen. Er liess aber nicht ab, bis er es durchgesetzt hatte. Dann kam er noch einmal, als ich triumphirend meine Sachen von einem Kofferträger holen liess, und stand dabei um zu sehen, dass mir nichts Unangenehmes widerfahre.

Nun kann ich aus eigener Erfahrung meinen Lesern die Versicherung geben, dass wenigstens eine Pension in Dresden dem Ehestand sehr gleicht, weil es viel leichter ist, hinein als herauszukommen. N. R.



The Iron Chancellor.

Empires rise, fall, and decay. One by one the nations of this world reached the zenith of their power, gave free expression to their genius, and passed onward into silence. Throughout this great progressive movement one country, for a long time, was left in ruin and desolation. The sword, pestilence, and famine, had done their deadly work. Drained of its enterprising citizens, and converted into a barren wilderness, this land lay exhausted and impoverished, awaiting a power to raise her from the depths of poverty and shame to a position of honor and greatness.

Thus at a time when the aspirations for civic liberty were at their highest, the Teutonic race of North Central Europe, cast off the shackles of foreign oppression. Emerging from the revolution, divided into thirty-nine independent and rebellious states, Germany was a mere geographical expression. All idea of nationality was lost. Each petty principality stood alone, defenseless, benumbed. The very protection of a strong central government was a dream still to be realized. There was no German army, no German law, no German country. The only means of defense lay at each man's door. With his own hands, yea, with his own blood, he must fight for the lives of his loved ones and that most sacred of all places—home.

In the awful struggle for power, man was arrayed against man, prince against prince, and soon every street and highway became the scene of pillage and bloodshed.

This state of internal warfare only intensified an impending danger from without. Unsympathetic Russia on the east, and hostile France on the west, viewed the situation with malicious intent. Awaiting the most favorable moment to swoop down upon these helpless kingdoms, and forever sound the deathknell of a German nation, was their greatest desire. Thus dissolution and dismemberment within and the threatenings of world powers from without, seemed to seal the fate of an

empire.

How could Germany be saved? In the darkness of this crucial hour all eyes turned toward unification, a task at which emperors and statesmen alike had failed for centuries. Rejecting all proposals to restore the mediæval empire, the Vienna congress accomplished but little. The Germanic Diet meeting the emergency of the present, was far from adequate. Without popular representation and still longing for the dawnlight of freedom, the impatient masses watched the proceedings of this confederation of princes. Thirty-three years of breathless suspense and universal confidence gave way. Seeing their cause trampled under foot, and their liberties restricted, the wavering Commons grew restless and discontented. Then influenced by the establishment of the American republic and the events of the French revolution the rage of pent up passions bursts forth with irresistible fury. A rebellion, with all its trials and triumphs, sweeps o'er the land and the startled air is rent with the cry of "Liberty and unification." Wringing the promise of a constitution from the hands of sovereigns, the majority at last stood supreme. Amid the profoundest demonstrations of enthusiasm and the wildest shrieks of delight the glad tidings spread from mountain to main.

"Now they were free; now they were going to be great and strong; all authority was overthrown; nothing lay between them and their ideal of a united and peaceful Germany. They had achieved a revolution; they had become a political people; they had shown themselves the equals of England and France; they had liberty and would soon have a constitution."

But throughout that broad realm, one alone felt no cause for rejoicing. This man, a lover of the crown, saw only the strange forebodings of evil, and his voice went up as that of one crying in the wilderness. Nothing which the king had done seemed dignified and elevating. The second United Diet was to him

as he sadly phrased it: "The Jena of the Prussian nobility." Keenly as he felt the disgrace of the monarchy he had respected and honored, this was no time for despair. The warclouds that were darkening with every setting sun, must be shattered and cast asunder. Seeing the need of quick, decisive action, and animated by a desire "to reknit the loosened bonds between crown and crowd," he entered the lists in behalf of his imperial sovereign. Summoning all the energies of his fiery youth to his aid, he faced the opposition. Boldly he stepped to the front and defended the royal prerogatives against the insults and abuses of a discontented people, until he became "the best hated man in all Europe." Amid hissing, jeering, and threats of assassination he fought on for the attainment of his ultimate purpose. Although gaining no outward victories, new ideals were forming in the mind of this fearless "Knight of the Mark." With the prescience of a prophet he forecast the future. In it he saw that unless united action could soon be taken and a strong central authority established that the ideals of the German people could never be realized. He saw that as long as Austria ruled the Diet such action was impossible. In the keenness of his vision he saw too that German unification could never be established by popular representation in a common assembly and that the only salvation lay in the prompt upbuilding of a powerful Prussia and thence founding a united Germany. To strike at the cherished liberties of the struggling masses; to break down the barriers of Austrian domination; and then with the iron hand of despotism bind the states into a union "one and inseparable" became his all-absorbing purpose.

As the Prussian envoy at the Germanic Diet, he began the execution of his masterly plan. Resisting every encroachment his rival made to strengthen her devisive power, he gradually extended the influence of his own state. Then exposing the insincerity of Austria and showing how honestly Prussia trod the paths of legality it soon became evident that nothing

but wickedness was to be expected from one and virtue from the other. But just as success seemed imminent, this invincible leader was recalled from the Diet. Released from the force that had held her in subjection, Austria now sprang forward with renewed vigor to lord it over Prussia and reduce her to a state of vassalage. Henceforth nothing but an appeal to the sword remained to decide the momentous question: Who shall rule Germany?

Still clinging to the idea of Freedom and national unity, the people did not realize that great results are achieved only by great sacrifices. Their patriotism stopped short before their pocket-books. In this, her hour of peril, Prussia had but one recourse to establish her supremacy. Her army must be reorganized and placed upon a sound war basis. Parliament refused to grant the necessary funds. At the risk of losing his crown, the king determined to carry the opposition. The Commons defied his authority. Vainly he looked toward the ministry for help, but one by one they fell in this bloodless battle against numbers. King William stood alone. A continuance of the struggle seemed useless. Just as all seemed lost, Bismarck, the man of destiny, appeared on the scene. With all the ardour of his intense nature, he fought for the rights of the King. Insulted and abused by the populace, misunderstood by his colleagues, he appeared day after day in the defense of his principles. All in vain. The public turned a deaf ear to his pleadings. What was to be done? The storm that had been gathering on the horizon for years approached with increasing rapidity. Prussia alone, helpless, lay in the wake of its terrific sweep. Germany as a nation was doomed. Carried away by the force of his own convictions Bismarck seized the reins of government; dissolved the Parliament; carried out the army reforms; and directed the policies of the nation. Astonished by this sudden and unexpected move, the liberals began to compare him to Stafford, and the King to Charles I. Neither swerved from his course. Bismarck replied with these heroic words: "Death on the scaffold, under

certain circumstances, is as honorable as death on the battlefield. I can imagine worse modes of death than the ax." Even his life was not more precious than his cause. Surely, before such display of loyalty all opposition must succumb.

With the new model army in perfect discipline and workmanship everything was in readiness for the final test. Slow to prepare and quick to strike whenever fortune signals, he launches his gigantic project and the cause for a united Germany sweeps on like a torrent. In three short and decisive wars he solves for the German people the most difficult of international problems of the century. We see Schleswig and Holstein wrenched from the clutches of the Danish sovereign: two years later domineering Austria lay prostrate at the feet of her former rival, lastly, meddlesome France, subjected to another Waterloo, and Prussia stands the undisputed leader of the German states. Then like a mystic Thor, he wields the Sledge of Empire and welds the fragments of a crumbling power into a strong and lasting union.

Strenuous as his labors had been they did not end here. For twenty years longer he was destined to shape the policies of the new empire and guide the course of the ship as it struck out on its uncertain voyage. But before the wise and farseeing statesmanship of this master genius all difficulties resolved themselves as before the hand of destiny; and when the time arrived for the Iron Chancellor to lay down the scepter of office, the German Empire was a beaming reality.

Looking back for a moment, we are amazed at the magnitude of his achievements. In a decade, Prussia, a state of questionable strength, even within her own Teutonic territory, has risen to the leader-

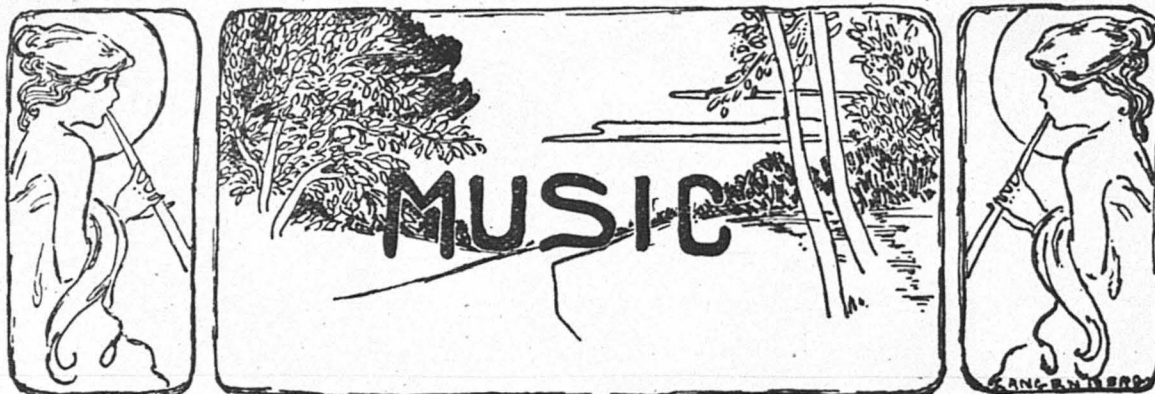
ship of a united Germany. Far away she stands the most puissant of all the powers of Europe. Alone, in the face of almost insuperable difficulties, Bismarck erected this edifice of despotism at which the blind forces of history had worked in fruitless toil for centuries. Rising at every political crisis and subordinating merely personal interests to his supreme duty to state and nation, his triumph was at last complete. The hopes and aspirations of his distressed countrymen have been fulfilled. Like another "Father of his Country" he directed the results of battles, shaped a new nation, and paved the way to a new liberty and a higher civilization.

William II, present emperor of Germany, conceiving of a capital idea, caused his sculptors to build an Avenue of Victory in honor of his country's hero kings. As you pass between the long rows of trees these marble effigies greet the eye from either side. From Albrecht the Bear to Frederick the Great they stand there as monuments of their brave and valiant deeds. But the image of the man who created the empire and without whom the Hohenzollern dynasty could never have reached its present height, is not there.

"His statue shrined and still
In that gray palace we call the Past,"
Towers above them all.
"Feels in its frozen veins our pulses thrill,
Breathes living air, and mocks at Death's
deceit.

It warms, it stirs, comes down to us at last,
Its features human with familiar light;
A man beyond the historian's art to kill,
Or sculptor's to efface with patient chisel
blight."

EDWARD REYER, '09.



The Stevens Point Normal Male Quartet of 1908-09 entertained the school on December twenty-first at general exercises by singing a number of songs, both serious and humorous. The quartet, which consists of L. S. Hill, '09; A. S. Wells, '09; H. R. Steiner, '10, and H. M. Halverson, '10, was highly appreciated and repeatedly encored. The selections rendered were:

Until the Dawn	Oh, Miss Phoebe
Willie's Little Monkey	Bingo
Schneider's Band	Mary's Lamb
The Story of the Tack	Fishing
Pale in the Amber West	Medley
Massa	The Cooper's Song
Mrs. Winslow	Hannah

A Toast to S. P. N.

Miss Ethel Whittaker has recently been voted into the Treble Clef Club, adding another soprano to the list.

Verne McCoy, a member of the Glee Club, has been obliged to leave school on account of illness.

James Burns, a member of the Glee Club of 1906, and Austin Means, a member of the clubs of '08 and '09, have re-entered school and will assume the duties of members of the Glee Club of 1910. Mr. Means was also a clarionetist in the Normal Orchestra of '08 and '09, and it is hoped that he will also join the orchestra of this year.

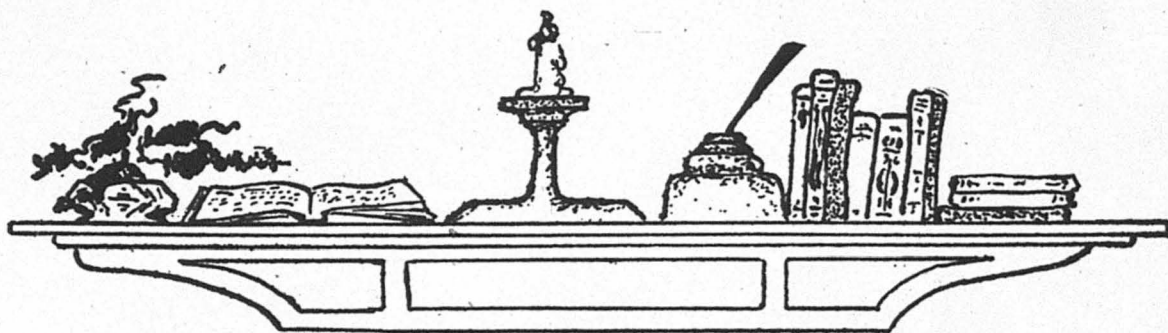
The business manager of the Ripon College Glee Club has written here expressing the wish of the club to give a concert in this

school on their annual tour. As yet, it is not known whether a date can be given to the club or not.

The annual winter concert given by the Treble Clef Club, Glee Club, and Orchestra, which was scheduled for December tenth, was necessarily postponed on account of the illness of Miss Menaul, director, to December sixteenth. The concert was appreciated very much by all who attended and reflects a good deal of credit upon Miss Menaul.

Following is the program:

- 1 Selection from "The Prince of Tonight"
.....Howard
Normal Orchestra
- 2 Gypsy Life.....Schumann
Treble Clef Club
- 3 Still as the Night.....Bohm
Miss Hortense Stebbins
- 4 Barney McGee.....Bullard
Glee Club—Solo, H. M. Halverson
- 5 My Love, It Is GreenBrahms
- 6 Winds in the TreesThomas
Treble Clef Club
- 7 The RecessionalDe Koven
Treble Clef and Glee Clubs
- 8 Over the Desert.....Kellie
Henry M. Halverson
- 9 Wanted, a Wife.....Lynes
Glee Club
- 10 Ave Maria.....Abt
Treble Clef Club
- 11 Anvil ChorusIll Trovatore
Soldiers' Chorus.....Faust
Treble Clef and Glee Clubs



EDITORIAL

As we look back over the space of 365 days just concluded, we cannot fail to be impressed with the importance and significance of some of the events which will go down in history, and with some of the world-wide movements which have attracted the attention of the people, movements which we can only hope will be brought to a satisfactory conclusion by some future generation.

Two of the most spectacular events of the year were the deposition of Abdul Hamid by the young Turks and the North Pole controversy. With Cook's claims disallowed it still remains for Peary to prove his assertions. Altho of no great scientific value, the discovery of the North Pole is the goal for which men have been striving for years and years.

In the field of economy the tariff for the United States, and the budget for England, have both been the cause of much bitter feeling. In the United States it was mainly dissatisfaction with the new tariff which gave rise to the body of so-called insurgents and their fight against Cannonism.

In England the budget has precipitated a contest, to be decided at the polls this month, which not only involves the financial sinews of the nation, but the continuance of the house of lords in its present form, the perpetuation of vast landed estates and the ascendancy of the free trade principle.

In the field of invention the year of 1909 has

seen a marvelous advancement in the science of aerial navigation. The Wright brothers' successful demonstrations, Count Zeppelin's famous journey from Lake Constance to Berlin in his powerful dirigible, Bleriot's spectacular feat of crossing the English channel—all seem to foretell that the medium of travel for future generations will be the atmosphere.

Two great movements, the suffragette movement in England, and the prohibition movement in the United States, have step by step been forcing their way over the length and breadth of the respective countries.

The prohibition movement, altho at present having suffered a temporary check, has "dried" many sections of the country and has brought forth more clearly than ever before the evil and menace of the liquor traffic.

Other great reforms, political and social, with a promise of fruitage in the near future, for example, the reform in municipal government, and the campaign against the white plague, have received a decided impetus during the last few years.

This is but a chronicle of a few of the great events and movements of 1909. They belong to that class of events which should make more than a surface impression, events which should have a deep significance for us, for they have a decided bearing on the future, the true value of which can only be

decided by time.



The Study of Character.

Altho the development of moral character has for many years been recognized as the highest aim of the school, those who plan courses as well as those who give instruction in them are apparently just coming to realize how vaguely formed this purpose has been in their thought. It seems like making a discovery to find that there are moral values in what the schools have always been doing, that the conduct of the recitation, the regular studies of the curriculum, and in fact all the departments of school organization, bear an important part in the formation of character. Owing to the changed conditions of modern life we are coming to see our needs more clearly than ever before and we are facing a problem which requires a re-examination of all our educational doctrines, to rid the schools of what is false and artificial, to supply what they lack, and to re-distribute the emphasis on what they already have.

In America the great variety of religious and moral creeds and popular sensitiveness to all kinds of restraint give a cautious tone to all who speak on the subject of moral instruction in the public schools before the great educational associations, make a strict religious correlation to it impossible, and cause a general distrust of the value of formal lessons. The main re-

liance for all our efforts in moral education is, therefore, placed on the personality of the teacher and his power to appeal to the pupil's sense of the reasonableness of obedience, punctuality, good behavior, consideration for others on the playground and in the gymnasium, as occasions may arise; on various forms of student self-government to develop a sense of the responsibility of citizenship; on the silent influence of beautiful and inspiring surroundings; on the interested pursuit of the studies to promote habits of accuracy and a love of truth as in composition and science, to develop self-reliance as in manual training and the domestic arts, to aid in forming lofty ideals as in literature and history—and all in the spirit of religion in the non-sectarian sense, which expresses itself in a deep and abiding reverence for life, truth, and honor, and recognizes a vital relation of the finite to the infinite.

Now the moral value of literature depends on the selection of the classics to be read in the course and on the placing of the emphasis in teaching the selections. Literature is life, is the criticism of life, we are told, to tiresome iteration, but the academic chair may make it a variety of other things. Now the most central and vital element of life is human character. And is there anything in all the

wealth of our epic and dramatic literature that appeals to the unsophisticated reader like character? Only in the primary school, where of late the interests of the child have been carefully studied, has the study of character thru literature received due recognition and found a permanent place in the course. But all too soon after the children outgrow a serious interest in the little people of other lands, the vicissitudes in the life of the fairy princess, and the adventures of the Little Red Hen, we try to introduce them to the tender sentiments of mature life, *The Courtship of Miles Standish*, *Evangeline*, or *Enoch Arden*; or at this age of extreme delight in life and action, we try to impose on the boy's mind some reflective lyric from American literature or the unsocial reveries of a meditative recluse alone with nature. At this period teachers allow themselves sometimes to be hampered by considerations utterly irrelevant, occasionally even dividing the time equally between American and British literature. In the preface to *Lyra Heroica*, a book of verse for boys, W. E. Henley states his purpose "to set forth, as only art can, the beauty and joy of living, the beauty and blessedness of death, the glory of battle and adventure, the nobility of devotion to a cause, the dignity of resistance, the sacred quality of patriotism." This is not a matter of geography.

In a widely-known American monograph on moral education, recently published, the question is asked, "Why have we no school books on human character, the highest of all themes?" The answer given is, in substance, that a study of character in so formal and direct a manner as we study algebra or natural science would be likely to defeat its own purpose. While, indeed, literature is not a science of character, it is the school to which men in all ages have gone to study human nature. It is unique among the arts. In the fine arts the artist presents *his* picture and we see *his* picture. In literature we read words and these call up ideas and images stored in our minds as the result of our past observations and experiences, not those the

writer had in mind when he created his work. When the child follows the fortunes of a character in his reading, he reviews only his own experiences in a new organization, he studies human nature peculiarly thru himself, and as a result of this, he thinks, he images, he feels, in a new way; the emotional experiences of the hero are not those the author experienced with his hero; they are entirely the child's own. If the pupil's experiences are too immature and too narrow, he can only remotely relate them to the hero's emotions in the higher and wider field. It is in these emotions that the sympathetic and antipathetic emotions must find their ground for existence, and the effect of the whole work depends on these two classes of emotions which are the final result of the author's reorganization of the student's experiences. Now literature is not a text-book of character; it gives meaning to our experiences, but it is a moral influence as well as a guide; it does not profess to produce in the student immediate moral results, it is not a system of "instruction in twenty lessons;" but it means the cultivation of right admirations and wholesome aversions in the reader's own nature. Who could conceive of a more thoro means of moral culture than this which lays hold on the experiences of our life and makes them appear not our own, reveals to us in ourselves the good to cherish and the evil to condemn, teaches the inevitable results in our own nature of the right and wrong in conduct thru the pleasing illusion of another personality? What can exceed in power the educational method of the poet?

By the method of literature the reading masses will be taught whether for good or ill. Left to themselves they choose, often unwisely, whatever works of fiction give them the easiest access to the field of human character. Their main interest lies in the appearance of the hero, what he says, what he does, his effect on the surroundings and their effect on him. This is the human interest that vitalizes fables and animal stories for young and old. Here lies the interest in the drama in which everything else including the personality of the

writer is sacrificed to the revelation of character. In comedy human foibles and what is false and meretricious are laughed down and out and error must find a new way to impose itself on the mind; and all this with a gain in generous sympathy for all the comic causes of our amusement. In tragedy the test of adversity on the hero's character is the matter of all-absorbing interest. Here man is, what he is in suffering; what he is when he is opposed from without, or it may be from within thru a fatal weakness; when he faces the loss of his cause, the ruin of his hopes—death itself. How can any other interest in the epic or the drama compare with the human interest? Should we wonder that there is no interested response when in the study of a novel or a play we let insight into character be got by chance or haphazard, while we devote most of the short time at our disposal to the ripe fruit of brilliant scholarship aloof from the world, to unrelated linguistic matters, to the sources of the plot, the external and internal evidence of the date of composition, the history of the editions, or the beauty of the style?

And literature offers a field for the study of character that is in some respects superior to history and biography. History proper has other aims, and poetry being true to general rather than individual facts finds more in us to correspond to its invented conceptions of character than either history or biography. There are no historic personages that we entertain as seriously as some of the creations of fiction. Life itself in certain respects is less satisfactory for this study than literature. It is fleeting, and we cannot go back and study all the links in the chain of development as in the completed drama or novel before us; we cannot go into the past and have the heroine repeat what she said in a character-revealing

dramatic situation; it is not so easy in life to go from an effect to a remote cause; we cannot sound a character to its profoundest depths unless the parts that form its consistent whole have been fixed for us in printed language. As art shows most of us how to see nature, so the literature of fiction teaches us to appreciate character in the life about us.

Of course, the material for this study must not be the specimen of literature with a moral nor the story built up around a moral, but works of the highest art that leave to truth all it asks, a fair field; works "that need no date" and speak to the heart of man in all ages and climes, in which the characters are sufficiently individualized to arouse the imagination and at the same time general enough to appeal to the reason, at once characteristic and typical, real and ideal. It must be admitted that American literature offers an inconsiderable amount of material for this study. If we think of the great characters of fiction, we are likely to remember at once the creations of Shakespeare and of the nineteenth century novelists of England. In America we have no dramatic literature and nearly all our great poets were lyricists. Even our greatest narrative poet drew his characters rather faintly, because his lyric was so much greater than his dramatic talent. We have no great Titans of fiction; no Prometheus, no Satan, no Faust, no Macbeth, no Richard III. But the wealth of all the world's literature is ours, especially England's, distinguished, it is said, from all others by its deep underlying moral purpose, and we can freely lead the student into its society of the good and the evil great, and without moralizing, without imposing upon him beliefs of our own, leave the issue to the power within him but "not himself that makes for righteousness."

F. K. SECHRIST.

Evidently two of our professor's ideas of being good-natured do not coincide. Mr. Sims writes on the board in School Management class, "Smile— it, smile!"

Mr. Spindler—"Take that cussed smile off your face."

Mr. Smith says he is not one who has to look backward to find the Golden Age—the age of steam heat and bath tubs is golden enough for him.

Psychology of Motor Development

(Abstract of an article by F. N. SPINDLER, published in *Education*, November, 1909.)

Mere sensory training, observation which does not lead to action, ideas that are merely received, are by no means the final aim of education. Much of our education is still too intensely scholastic, the mind is not a mere receptacle for ideas, it is a growing, living, developing power.

If sensations and ideas lead to no definite purposive action, their failure is complete. We live in a world of objects, movements and dangers, to which we must adapt ourselves. The world has progressed and is run by those who can apply and express their thoughts. For successful living, for proper development of the individual and the race, for true progress, correct motor habits are of supreme importance.

We are considerably less limited, by nature, in our possibilities of motor than in sensory training. We can gain more power in regard to doing by education, than in our power of receiving sensations, for we are often naturally limited in sensory power by our congenital sensory endowment, while we are born with comparatively few connections, formed or predisposed between our motor brain centers and other centers and with the motor brain cells of the cerebrum plastic and undeveloped.

The object of motor training is to fix stable and right association paths between sensory brain centers and the voluntary motor centers; so that in any certain exigency action will be controlled and effective. Motor training is to enable us to have well cut, definite and useful channels, into which the nerve force excited by sensation will flow off into right action and not be dissipated into mere internal commotions or indefinite external reactions.

One of the very postulates of modern psychology is that every brain state, hence every mental state, is accompanied by a motor reaction,—a sensation which has no motor re-

action is never experienced; indeed Munsterberg makes the point where sensations go over into activity, the vital living center of consciousness. Nothing psychological is better proven by numberless experiments than that every sensation and every idea has a motor tendency and effect. The sensory and motor are thus closely related, and to have a varied and rich stock of motor ideas it is then evidently necessary to have varied and rich sensory surroundings, because each sensation having a motor side tends to develop motor activity.

Every sensation and idea has, we say, its motor side, but we must not let the child's motor activity be developed only by the spontaneous activities and irregular natural discharges of nervous energy. Some ideas have more definite and stronger motor tendencies than others; these ideas which are so strongly motor, we call motor ideas, e. g., ideas of certain movements, of definite ways of doing something, etc.

The person is best trained for life who has the largest and most definite and useful stock of motor ideas and habits.

People differ greatly in their motor and reactive power, some being quick and accurate, while some are slow and inaccurate in motor reaction.

In some all stimulations seem to pass off into indefinite emotional reactions—these are the dilly-dalliers, the dreamers, and require especially definite and thoro motor training; every child is at first more or less of this type.

The great question in real education is how to develop the individual from the before mentioned type to a condition of voluntary self-controlled, definite, purposeful activity.

In the young child there can be no voluntary action because of the lack of definite motor ideas and control. The earliest movements are random, spontaneous or instinctive

movements. There seems to be a tendency to these movements in healthy and well nourished children. These movements are involuntary and uncontrolled.

The last and most important form of movements in the human being are the ideational, voluntary, controlled movements.

The child by involuntary movements gets a large stock of motor ideas. All voluntary acts involve a previous motor experience of the elements of the movements used, and a conscious representation of the end sought, and a representation of the movements necessary to reach that end. Since we can make voluntarily only such movements as have been experienced involuntarily in their components, we see the extreme importance of the early movements and activity of the child.

The simplest form of voluntary movement is the self imitative movement. The child accidentally makes a movement that he likes—he tends to repeat it until fixed as a habit. The next form is the imitation of the movements of others. He observes these thru sight and

endeavors to imitate, imperfectly at first but with constantly progressive success and perfectness. Thus his stock of motor ideas and habits grows thru imitation and correspondingly his power of voluntary action. Suggestions by others and imitation by the child are the most powerful factors in gaining motor power. The importance then of proper motor suggestions and right guidance will be readily seen.

By motor habits gained by experience and practice, and supplemented by imitation and social control and ideals, we tend to become less and less immediate and reflex in our response to sense presentation, and more and more open to the power of far-off aims—we become more judicial, more controlled, more definite. At first in learning any new movement, we must fix our attention upon each successive step, but after awhile we need only think of the end or purpose to be accomplished. Happy is he who has laid up a rich store of motor ideas to carry out all his purposes, decisions and ideals.

The annual county school board convention was held in this school on January 8. The morning session was devoted to a talk by Rural School Inspector Larson, who spoke on the relation of education to the development of the state. During the afternoon session President Sims spoke on the subject "The Employment of Teachers." "The Old and the New in Education" was the subject presented by Mr. Hyer. Music was furnished by the school.

Mr. Hyer will be engaged in institute work on the following dates:

- Jan. 15—Institute at Amherst.
- Jan. 21-22—Institute at Green Bay.
- Jan. 24-28—Visiting schools in Wood county.
- Jan. 29—Institute at Marshfield.
- Feb. 4-5—Teachers' meeting at Oshkosh.
- Feb. 12—Institute at Westboro.

The following alumni and friends visited us during the holiday season: Misses Florence Stieler, Ida Williams, Grace Pease, Mabel Rogers, Eva Stuart, and Messrs. Hill, Christenson, Hamilton, Wells, Ninman, Osterbrink, Williams, and Mr. Young of Madison.

Bulletin No. 29, published by the Stevens Point State Normal School, has been received. Its contents, "Some Thoughts and Suggestions on Spelling," with reference to the latest principles of psychology and pedagogy, were prepared by Frank N. Spindler.

Lieutenant Governor John Strange of Madison, T. H. Hanna and H. J. Finch of this city, visited school on Friday, Jan. 21. The students were assembled at 8:45 and Governor Strange delivered a short address.

A regular school dance was held in the Normal gymnasium on Jan. 21, the last day of the first semester. Examinations being over all were able to heartily enjoy the evening, and they surely did.



The story entitled, "While Shepherds Watched," in "The Exponent," of the Platteville Normal School, abounds with the spirit of "Peace on earth, good will toward men." The cuts in this paper are excellent.

"The Wisconsin Literary Magazine" is full of well written stories.

In "The Daily Cardinal" of January 6, we noticed that Wisconsin is to be the editorial seat of a world magazine, which will be devoted to international peace.

"The Normal News," edited by the students of the Cortland Normal School, Cortland, N. Y., has a very artistic cover design. This is one of our recent exchanges and we heartily welcome it.

The November number of "The Royal Purple" contains a fine article on "Domestic Economy in the School," which is continued in the December number.

We are pleased to note the cuts which head the various departments in the last issue of "The Criterion."

We learn through the columns of "The Southern Letter" that Dr. Booker T. Washington has concluded an interesting trip through the state of Tennessee.

The December number of "The Lake Breeze" has a very suggestive cover design. "Christmas in Other Lands" presents the significance of Christmas in several of the European countries.

"The Crescent Beach Echoes" by the Algoma High School, Algoma, Wis., contains many interesting stories.

"The Capitoline," published by the Springfield High School, contains some interesting material in the literary department. It also has some very good cuts.

We are pleased to see the change in the improvement of the cover design of "The Student."

"The Spartan," edited by the Seniors of the Sparta High School, contains some very interesting stories in its December issue. The cover design is good.

The exchange, "The Courier," which is devoted to musical art and literature, contains a fine article entitled, "The Age and its Evil Effects on Art." It says, "This is an age of extravagance and sensationalism; when the value of a thing is measured by its bulk, its abnormal proportions, and the sensational appeal it makes to the public; and when beauty, the power to create beauty, and true poetic virtue count for little. This is an age when the power to produce something startling and original is valued more than the power to appreciate genuine and natural beauty, and to apply its principles to creative and reproductive work. It is an age when people study and are slaves to mere effect; and the inward soul of things is choked beneath a mass of conventionalism, morbidity, and artificiality."



SENIORS



A number of the Seniors finish their courses at the end of the second quarter. They are: Maud MacIennon, Herbert Steiner, George Everson, Hazel Wilson, Sarah Brickson, Kate McFadden, Emma Protz, Florence Parmeter. Those who have received positions are:

George Everson, grammar grades, Mosinee, Wis.

Herbert Steiner, assistant principal, Baldwin, Wis.

Maud MacIennon, eighth grade, Edgar, Wis.
Emma Protz, sixth grade, Prentice, Wis.

Work has been commenced on the Iris. The members of the staff are as follows:

Editor-in-Chief—John Weinberger.

Business Manager—Fred Somers.

Assistant Editors—Minnie Faber, Mayme Roach.

Assistant Business Managers—Mark Billings, Elmer Geraldson.

Literary—Inez Whitney.

Alumni—George Everson.

Practice Department—Esther Thompson.

Art and Science—Josephine Collins.

Class—Alma Warnecke.

Athletics—Florence Ziegler, Henry Halver-son.

Organizations—Louise Diver, Paul Carl-son.

Chroniclers—Margaret Dorney, Frances Ryan.

Wit and Humor—Ama Hennessey, Clara Breakey, Wm. Dineen.

Art Board—Ella Langenberg, Emma Dys-land, Fanny Cole.

The first Senior rhetorical took place January 14. The following program was rendered:

The Fall Elections and Their Lesson.....

.....Edward Mach

Who is a Republican, Nowadays?..Milo Wood
Ballinger and Conservation.....

.....Esther Thompson

What Is Taft?.....Mayme Roach

The Suffragette in England and the United
States.....Amy Bloye

Josephine Collins was out of school for a week on account of an attack of the chicken-pox.

Mary Lyons of '09 visited the Seniors this month on her way back to her school at Alma Center.

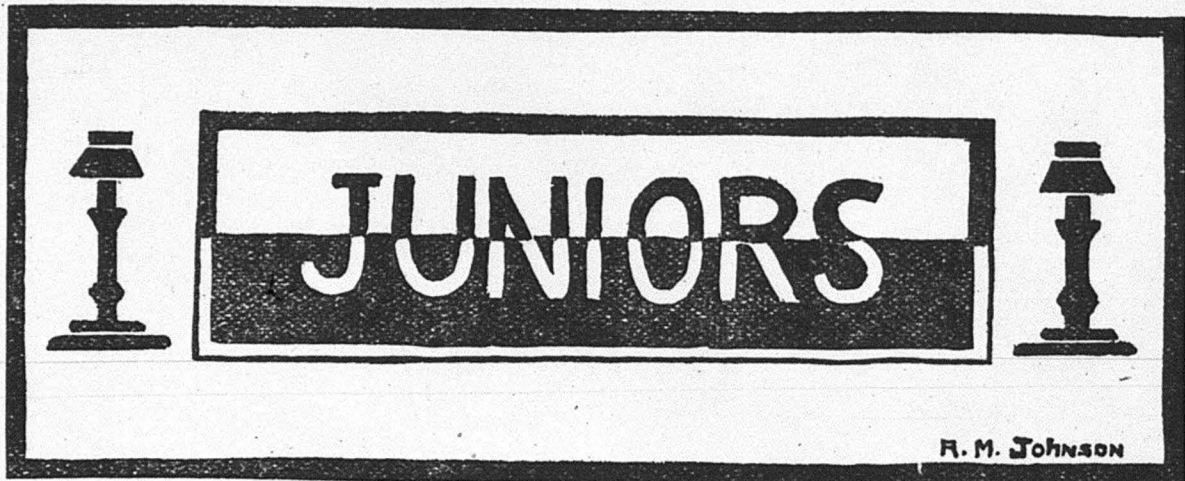
Henry Hotz, principal of the High school at Spooner, visited his sister, Hilda Hotz, a short time ago.

Eva La Duke was obliged to go home a week before the Christmas vacation on account of illness.

Hazel Sheldon of '09 visited Luella Meinke on her way home from school at Christmas. Miss Sheldon is teaching in the High school at Abbotsford.

Pauline Bohman went home a week before the Christmas vacation on account of an attack of typhoid fever. It proved to be a light case and she has again resumed her work.

Miss Clara Breakey, member of the Senior class and reporter for the Arena, has been obliged to leave school on account of illness.



A Junior class meeting was held January, the eleventh. Class enthusiasm was discussed. A basketball game with the local High school Junior girls was proposed, but no definite action was taken. Some financial matters were also settled.

Considerable interest is being taken in the debate between the Stevens Point Juniors and the Oshkosh Juniors. Last year Stevens Point carried the victor's colors at Oshkosh, and surely this year they will do so again on home ground. The debaters are working hard and deserve the most loyal support of the school as a whole, and particularly the Junior class. Many new yells have been made and everyone should make it his business to learn them.

This year, the Junior Calendar was much more of a success than was expected. It was necessary to file several special orders, and to the gratification of the committee every calendar was sold.

Miss Minnie Yahr, who has been doing Junior work this year, withdrew to accept a position for the remainder of the year in the graded schools of Camp Douglas.

Paul Collins spent a week substituting in the grammar grades of the Prentice Junction schools.

James Burns, a former student of S. P. N.,

has returned from the west and enrolled in the Junior class.

Charles Kolancyk expects to leave soon to spend the rest of the year teaching in the Stetsonville schools of Taylor county.

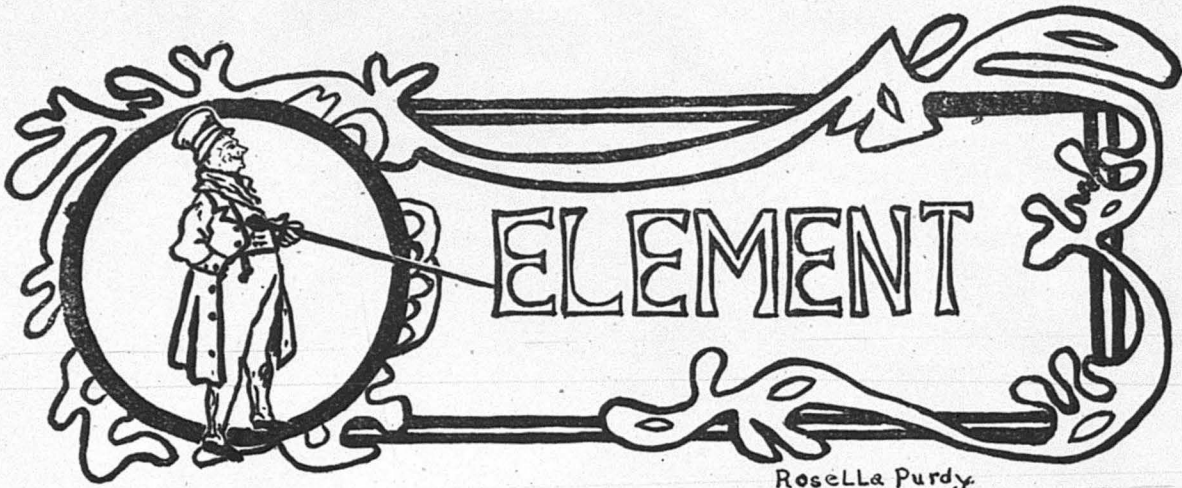
Nugent Glennon has been absent from school on account of illness.

Both the girls' and boys' basketball teams are making excellent progress. We expect winning teams.

In Special Methods, after the first five weeks, Mr. Hippensteel taking the names of the new members of the class—"X— Y— Young, Merle. Never mind, Miss Young, you can change your name some time."

Have you noticed some of the Junior boys' little-finger rings?

"What our class needs is a little more enthusiasm!" was the comment of the Junior boys the other day. Is this true? Would more enthusiasm benefit the class? Indeed it would! As yet the class hasn't worked as a whole. When meetings have been called about half of the members have responded. It is a common saying that there are "back-sliders" in every organization. If this be true, let us try to have the least number. You can do this by being one of those who readily respond to anything that pertains to the Juniors.



Rosella Purdy

On Thursday, December 23rd, the ticket agents at the depots in Stevens Point were kept busy handing out tickets to the Normal students who were going home to spend their Christmas vacations. Were they a jolly crowd? Ask the people of the city. They can tell you. But perhaps they did not all go home. We know of one student who spent his vacation at River Falls. It seems that he had such a good time there, that he did not have time to go home. We wonder if there was a special attraction.

The Elementary class has increased in number since Christmas. A number of the new members are young men. They are welcome, as young men are in the minority here.

Miss Bertha Dodge, who was obliged to leave school on account of illness, has resumed her studies with us. We congratulate her on her recovery, and are glad to count her as a member of our class again.

Miss Laura Tagatz will not attend school during the third quarter, but will finish the work at a later time.

All young ladies of the school suffering from toothache are advised to apply to Austin Means for the remedy. It is warranted to cure.

The Elements gave a sleighride party one Friday night in January to which other students were invited. They drove out to Wysocki's, a distance of nine miles. A most enjoyable time was had by all present.

A student of the Elementary class, taking civics, was asked to write a definition of the

word "government" on the board. He did so, but neglected to place the period at the end of the sentence, and was accordingly marked seventy-five per cent off (so the story runs). Next day, he was again sent to the board. This time he cleaned a space, and put down a large period. When asked why he did this, he answered, that seeing the period was worth seventy-five per cent, and the definition but twenty-five, he wished to be sure of the period, the rest being of little importance.

Because of the recitation room being full of smoke, the music classes met in room 215 on January tenth.

Miss Myra Bucklin, who has been absent from school for some time, has returned and resumed her work. The physics class was rather quiet while she was gone.

Mr. Melvin Olson's music book must have the "wanderlust." It is always traveling. Perhaps Mr. Olson and his book are not very good friends, as they are seldom seen together.

Two of the girls were talking about rhetorical. The one was telling how worried she was about appearing before the school. The second one wished to comfort her and said: "Never mind, it's just like dying; we all have to go through it."

Mr. William Hanson gave a talk on Egyptian Art in the II drawing class January 7th. Other members of the class are required to be prepared to give talks on Greek and Roman Art. The class has been working on designs with charcoal.



FRESHMEN

FRESHMAN REPORT.

Since the holidays the Freshman class has been increased by the following new members: Anton Hormung, Albert Blune, Charles Blune.

At the concert given by the music department in December most of us were surprised to see our worthy class president in the orchestra. Up to this time he had modestly refrained from mentioning his musical attainments. Two of our new members, Albert Blune and Charles Blune, have also joined the organization.

The office of tax collector in the class is far from sinecure. Miss Chandler may be seen every noon faithfully making her rounds with a money bag which fills all too slowly. Dear classmates, as you part thus reluctantly with your silver, remember the good times still in store for you. A sleighride, a party, and a reception have all been promised for that ten cents. A bargain? Indeed the great clearing sale in our city last fall where ladies' hats were offered at ten cents apiece could not have been a greater bargain than this.

At the concert given by the Whitney Brothers' Quartet they sang the song "Winslow's Soothing Sirup is Good for Freshmen." The Elements profess to see a great joke in this and have tried to make fun of us. We understand their purpose, however, and

know that this is merely an attempt to hide their jealousy. They want us to give them half of our bottle.

Small informal receptions are frequently held in the rear corner of our study-room during the noon hour. A few of our Freshman girls entertain in this way a chosen number of boys from the Elementary class.

The players for the girls' regular basketball team are to be chosen this quarter and open gallery games played in the gymnasium. All you Freshmen be sure to come to the games and cheer our team on to victory.

Mr. Hippensteel reading in Commercial Geography—"Gloves are made from rat skins. So, young ladies, you have rats not only in your hair, but also on your hands."

Miss Strong who withdrew from school during the first quarter on account of illness, will resume her studies this coming quarter.

Miss Menaul in second music—"Now I wish you would please keep your soul (sol) in your minds."

Miss Menaul to John Geimer—"Get up to me (mi); you're not up to me (mi) yet."

Mr. Lawton and Miss D. were working a problem in Normal Arithmetic.

Mr. Collins—"Now Lawton if you do not get the same answer as Miss D., she will pull your wool."



THE OHYESA CHRONICLE.

Stevens Point, Wis., January, 1920.

EDITORIAL.

Just as this new year is beginning it seems a fitting time to speak of the progress that has been made by our society. Our new society room, with its seating capacity of four hundred and its well-selected pictures and furnishings, has been a new force to spur us onward. The benefits we derive from parliamentary practice and debating are being multiplied at each meeting. Our work along this line, even in times past, has been of great value and has produced results of which we may be proud. One of our former members, Miss Neva Adams, always one of our best debaters and leaders in parliamentary law, has become one of the most influential and eloquent advocates of woman suffrage, of which the nation can boast.

EXTRACTS

At the beginning of this new year, the editor has been very much interested in looking over some of the first editions of this paper. Among other items, these extracts from issues of the Chronicle in December 1909 and January 1910, may serve to show present members of the society, some of the activities which characterized the social meetings of ten years ago.

"In response to an invitation given us by

our brother society to join them in the pleasures of a Christmas tree and of an old-fashioned school program, we assembled in the gymnasium on the evening of December seventeenth. President and Mrs. Sims were also present at our party. All study and school cares were laid aside, and future schoolmasters and schoolma'ams would hardly be recognized in the lads wearing blouses and knickerbockers, and in the lassies decked in short skirts, pig-tails, and hair-ribbons. Our worthy and dignified teacher, Milo Wood, was a very good representation of the old-fashioned schoolmaster. After a half-hour of very interesting questions and answers, various recitations were given by the boys. After school-hours were over, all gathered around the Christmas tree and the gifts were distributed. Refreshments followed, served in dinner pails, and the remainder of the evening was spent in games. Each Ohiyesa girl departed with a very good opinion of the ability of the Athenaeum boys to entertain."

"On the evening of January 7, 1910, the Ohiyesa society met in the Kindergarten room for a good time in honor of our President Emma Protz. As Miss Protz was to start on the following day for Prentice to take up her duties as a teacher, the members of the society surprised her with a farewell party. One of our former chiefs, Miss Ellen Wheelock, was present and yielded to our demands for a

speech. A jolly evening was spent in playing games. Sitting on the floor in a circle, we partook of our 'spread', which consisted of fruit, nabisco, and candy. Toasts were given, wishing Miss Protz the best of success in her enterprise. An exceptionally pleasant evening was reported by all."

LOCALS.

At our last meeting, a very interesting and instructive extract was read from a recently published book, "Europe as Seen from an Airship," written by Miss Amy Hennessey, a former member of our society. Miss Hennessey's interest and ability along literary lines in society work has resulted in her becoming a most popular writer.

The society was favored this month with a talk by Miss Florence Ziegler, instructor in Latin in the University of Chicago. Miss

Ziegler, formerly a basket-ball champion in this school, chose for her subject "The New Stimulus in Athletics."

Word has been received that Miss Edith Spray, a member of Ohiyesa in 1909 and 1910, has joined a Lyceum Bureau and is having splendid success in her platform work.

The members of our society will be interested in hearing of the school for girls, recently established in Spokane, Washington. The founder of this school, Miss Ellen Nyhus, was an Ohiyesaite when she attended the school here some time ago. Several of her helpers are also well known to us. Miss Alice McCoy is instructor in Literature, Miss Clara Maurer in Music, and Miss Anna Schwochert in German. A special course for study in national affairs and current events is under the able supervision of Miss Beatrice Brown.

ATHENAEUM

We have previously given accounts of the proceedings of the regular meetings of the Athenaeum—which good work is still executed—in order that the reader may obtain an idea of the work which this society performs at the present time.

In this issue we shall endeavor to relate the program given by the Athenaeum and Ohiyesa societies, during the week preceding the Christmas recess. The entertainment was held in the Normal gymnasium. Nearly every member of both societies was present. Since the entertainment was to consist of a "last day of school" program, each and every one came in costume suited to the occasion. Had a spectator but peeped in he certainly would not have recognized in the figures before him, the dignified people seen here on other days.

After the usual amount of turmoil to be found in every district, just before the day's tasks are assumed, the school was at last called to order by the teacher, Milo Wood. He found considerable trouble in securing or-

der, but finally silence reigned. The dropping of the smallest pin could be heard from the farthest corner.

The session was opened by singing "My Country 'Tis of Thee," the harmony of which was never excelled and never will be by any mixed chorus to be found thruout the breadth of this land. The teacher then proceeded to give his farewell address:

"Ladies and gentlemen:—While we were singing that beautiful little song, my soul was moved with the delightful harmony to such an extent that I feel anything I might say would be extremely inadequate to the occasion.

The school is one of the grandest, noblest, most necessary, most requisite, most essential, most indispensable institutions in the land. This school right here is one of the greatest of all schools. Why? Because of the requirements for graduation. They are as follows:

I. All boys must win against, destroy, smash, reduce to nothing, injure, demolish, consume, overthrow, subvert, bamboozle, and

speech. A jolly evening was spent in playing games. Sitting on the floor in a circle, we partook of our 'spread', which consisted of fruit, nabisco, and candy. Toasts were given, wishing Miss Protz the best of success in her enterprise. An exceptionally pleasant evening was reported by all."

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The members of our society will be interested in hearing of the school for girls, recently established in Spokane, Washington. The founder of this school, Miss Ellen Nyhus, was an Ohiyesaite when she attended the school here some time ago. Several of her helpers are also well known to us. Miss Alice McCoy is instructor in Literature, Miss Clara Maurer in Music, and Miss Anna Schwochert in German. A special course for study in national affairs and current events is under the able supervision of Miss Beatrice Brown.

ATHENAEUM

We have previously given accounts of the proceedings of the regular meetings of the Athenaeum—which good work is still executed—in order that the reader may obtain an idea of the work which this society performs at the present time.

In this issue we shall endeavor to relate the program given by the Athenaeum and Ohiyesa societies, during the week preceding the Christmas recess. The entertainment was held in the Normal gymnasium. Nearly every member of both societies was present. Since the entertainment was to consist of a "last day of school" program, each and every one came in costume suited to the occasion. Had a spectator but peeped in he certainly would not have recognized in the figures before him, the dignified people seen here on other days.

After the usual amount of turmoil to be found in every district, just before the day's tasks are assumed, the school was at last called to order by the teacher, Milo Wood. He found considerable trouble in securing or-

der, but finally silence reigned. The dropping of the smallest pin could be heard from the farthest corner.

The session was opened by singing "My Country 'Tis of Thee," the harmony of which was never excelled and never will be by any mixed chorus to be found thruout the breadth of this land. The teacher then proceeded to give his farewell address:

"Ladies and gentlemen:—While we were singing that beautiful little song, my soul was moved with the delightful harmony to such an extent that I feel anything I might say would be extremely inadequate to the occasion.

The school is one of the grandest, noblest, most necessary, most requisite, most essential, most indispensable institutions in the land. This school right here is one of the greatest of all schools. Why? Because of the requirements for graduation. They are as follows:

I. All boys must win against, destroy, smash, reduce to nothing, injure, demolish, consume, overthrow, subvert, bamboozle, and

bust all football teams with which they come in contact.

II. The second rule is that the school selects a heavyweight champion who defends the school against the attacks of angry parents, against too close inspection by the county superintendent, and who shall keep any and all members of the school board off the premises when said school is in session. Any pupil fulfilling these conditions shall be given a diploma of graduation, regardless of all other rules and conditions.

Leone Carley was elected by the school as heavyweight champion for the year ending December 17, 1909.

III. A small boy, weighing not more than fifty pounds, is to be appointed by the teacher to scale the roof in case of fire, to fix the bell-rope and to dust the ceiling occasionally, in return for which he shall receive a diploma. Reid McWithey takes a diploma under this rule.

IV. Any girl who has not whispered more than once during any two consecutive school years, and who has never been seen to smile and laugh more than once, shall receive a diploma regardless of other rules. Emma Protz is the only member getting the diploma under these conditions.

My friends, these rules are the most exacting required by any school for graduation from any institution. Therefore this school is the best in the land.

Ladies and gentlemen, all France, land of Napoleon, at the tread of whose legions little more than a century ago, all Europe trembled as if taken with the fever and ague, could scarcely make a path through a Portage county farm of sandburs.

Do other lands boast of their great rivers? We could take up all the Niles and Thamses, their Yellow Tibers, castled Rheins, and beautiful blue Danubes by their little ends and empty them into our mighty Mississippi and Missouri, Amazons and Saskatchewan, Wisconsin and— and— Plover Creeks, without making rise enough to disturb an alligator basking in the sunlight on the banks of the Wabash.

We are therefore thankful that our school is situated, located, placed in such a glorious country.

We will now go on with our recitations and programs. I have only one request to make of the audience, and that is that no person have the audacity to laugh during any of the proceedings. If any person or persons should think it proper to faint during the entertainment, we kindly give them leave to faint now. Critics and crying babies will find plenty of chloroform in the ink wells. You will also limit your applause to eggs not more than three months old, as we must draw the line somewhere."

The program was concluded by a series of recitations and class recitations, after which refreshments were served and the gifts on the Christmas tree distributed.

FORUM

Messrs. Kluck, Wysocki, and Lawton have recently joined the Forum. All are proving themselves to be good literary members.

The Forum society regrets the loss of one of its members, Reynold Olson, who has left school on account of poor health. Mr. Olson was a very active member and helped to win the decision for the team in the Forum-Atheneum debate of 1906.

On December 17, 1909, Mr. Smith presented

to the Forum an elaborate and instructive talk on the budget controversy in England. He told about the rise of the English parliament and the power of each house in relation to the raising of the English revenue. He also described the English constitution and told how it existed and of what it is composed. Finally he related all the facts of the present financial trouble in England. His talk was thoroughly appreciated by all mem-

bers present.

On Jan. 7, the society carried out the following program, which is a type of its regular work:

Roll Call—To be responded to by a two minute talk on your vacation experience.

Talk—Mr. Hyer.

Impromptu debate.

Talk—Mr. Larson, State Rural School Inspector.

Vocal Solo—Henry Halverson.

Recess.

Regular Debate—Resolved, That an open shop promotes the best interests of the employee. Affirmative, David Kumm, Raymond Birdsall. Negative, Nugent Glennon, Walter Horn.

Current Topic—Edward Mach.;

Business Meeting.

Critic's Report—Thomas Olson.

Adjournment.

Mr. Hyer's talk consisted of a masterful recitation of some of the struggles he has experienced and observed in the educational field. The value of a high aspiration together with a persevering character was deeply im-

pressed on the minds of his auditors. Talks of this kind cannot fail to arouse in us a spirit of determination which leads to the ultimate attainment of a higher goal of success. From beginning to end the talk, characterized by Mr. Hyer's charming personality and earnest delivery, was full of inspiration for the members of the Forum.

Mr. Larson in his talk to the Forum dealt at some length on that which he earnestly believes is bound to come in the near future—the Country High School. To conduct such schools specially prepared teachers will be needed; teachers who are in sympathy with country life and who understand the needs of the country boy. "Teachers who are big enough," says Mr. Larson, "to look out of the windows of the schoolroom and see the country about them." Mr. Larson's talk was pleasing and instructive and contained much food for thought.

The current topic given by Mr. Mach was on the evils in our city governments as revealed by last fall's elections. All were pleased with the topic as it was well rendered and full of valuable information.

ARENA

The Arena enjoyed a very pleasant time, December seventeenth, which was the last meeting before the holidays. The program was appropriate to the season and instructive as well as refreshing.

PROGRAM.

Music Arena Quartet
 Christmas in the Long Ago..... Miss Ritchie
 Recitation..... Clark Hippensteel
 Reading..... Crystal Bigelow
 Piano Solo..... Beatrice Bachman
 Recitation..... Lynus Danks
 Under the Mistletoe..... Eva Schutt
 Music..... Arena Quartette

After the program the members remained for an informal, social gathering. Under the direction of Miss Studley corn was popped and fudge made in the domestic science kitchen. To Miss Blanche Hill the Arena owes a debt of thanks for the delicious fudge. At ten o'clock the girls separated after assuring each other that they had spent a most delightful evening and in this manner pleasantly ended the last meeting of the old year.

Our society has recently organized a quartette of which we feel we have every reason to feel proud, and from which we are expecting much entertainment in the future. The members of this quartette are the Misses Hortense Stebbins, first soprano; Blanche Hill, second soprano; Marie Thorne, first alto; Rosetta Johnson, second alto.

The enrollment of the Arena is still increasing, not so rapidly now, as at the beginning of the year, however. The attendance at some of our meetings recently, though good, has not been as large as it should be considering the enrollment. This is doubtless due to the cold, but every member should make a special effort to be present at every meeting from now on.

The bust which Miss Hainer won for us last year in the declamatory contest is now in the possession of the Arena. It will remain with us for the remainder of the year and let us hope for many ensuing years.



“A Grain of Sand.”

The particular sand grain whose history is here recorded began life as a very attractive little quartz crystal, a long time ago. Its trim, symmetrical figure was due to the exceptionally favorable conditions under which it had grown up. Its home had been in a snug little rock cave, where there was plenty of room to grow, and yet complete seclusion.

Its homely cousins, the quartz grains in the neighboring granite mass, had none of the external graces of their handsome relative. Theirs had been a narrow cramped life and this had led to imperfect and irregular development. They lacked the grace, symmetry and polish of their trig cousin.

It may be that this marked difference in appearance was the cause of envy on the one side and of haughtiness on the other; but if this was the case it was kept well under control.

Their nearest neighbors the Feldspars, who had known them all their lives, could not remember a time when either had shown the other the least bit of disrespect or ill temper.

Thus life ran serenely on in the little cave for a very long time,—so long that the old granite mass slowly crumbled to pieces, and one day the pretty crystal and his homely cousins with all their neighbors were tumbled out into the world together to shift for them-

selves.

It is a common belief among many people that there is nothing quite like travel for giving a polish to one, but any crystal will tell you that this is quite a mistake, that the real effect is quite the opposite. Certainly the experience of this particular crystal was such as to confirm this opinion. It was rolled about in the dirt; big stones tumbled over it and scratched its face; it fell over precipices and got dreadful bruises, until finally it grew so helpless that even the wind could toss it about as it pleased, and very often would catch it up and whirl it off this way and that, bumping it against all sorts of obstacles until the poor thing wished it was safe in its snug cave again.

It did not make matters any better that there were lots of others having just as hard times. To be sure they were company for each other and sometimes a lot of them would dodge in at an open window, when they heard the wind coming, and would hide in the book case or among the piano keys until the wind got clear down the street out of sight. But then some one was sure to come in and make unkind remarks to them and drive them all out again. It did seem as if they hadn't a friend in the world.

One day when the wind was giving them

an unusually hard race, a lot of them fell over a high bank into the water. At last they had escaped. The wind would never find them now. But the water rolled the little things along and they got more bumps than ever. They seemed to be all the time hitting something or being hit and they kept going on and on for a very long time indeed.

If you could have seen the little crystal at this time you wouldn't have guessed that it had once been beautiful. It was so battered and worn by its hard usage that even its old neighbors, the Feldspars, wouldn't have recognized it but would have called for the police if it had ventured to speak to them on the street. It had become a mere sand grain, a mineral tramp and could do nothing but "move on" down the stream until at last the stream itself was lost in a great tumbling body of water, and the little tramp with many others was tossed up on a long low heap where the water came ever so many times a day and insisted on washing all their faces.

Any boy knows how trying that must have been. The little sand grain was glad it didn't have so many faces as it used to have, but as it was it grew thin and worn day by day.

It is a long lane that has no turn, and better days came at last for the little sand grain. If they had not I am afraid I should have no story to tell. Some kind-hearted old giant lifted the great sand bed up out of reach of the roaring sea and now there was peace. No more scrubblings and grindings by the big rolling waves, no bumping against

stones in the stream, no more being tumbled about by the wind; but instead a chance to rest and think over the many events of its long life.

It had endured so many hardships and undergone so much bad treatment that it would not have been strange if it had become disheartened, morose, bitter and without any desire to rise above the conditions of vagrancy in which it had so long existed. One would hardly have expected that under the worn and battered exterior of the little tramp there was still a yearning for a return to the life it had known in those far away years in the crystal cave, but it was so.

It wasted no time in brooding over the troubles now happily past. It seized every opportunity to repair its damages and to build itself up into mineralogical respectability again. Its neighbors, seeing its efforts at selfhelp, gave generously of their material for its use, and even the water now came to its aid and brought the contributions of its neighbors with no charge for transportation.

And now a marvellous change took place. The touch of kindness had aroused all its old power, and although innumerable centuries had passed since its life in the little cave began, it still retained all its wonderful skill as a builder, and it began to weave the new material it received into the symmetrical form whose polished planes and regular angles had made it so beautiful long ago. In short it was growing young again.

It is wonderful how it remembered just where each molecule must be placed, never making the slightest mistake, until the last one was in place and it had rebuilt itself exactly as it had been before. And if you look at it now you would never suspect that it had ever been anything but the neat trim body it now is.

But down in its heart it carries the scars and the memories of that long struggle of which it never speaks. G. E. CULVER.

The Christmas spirit was manifest in the cooking department before the holiday recess by the attractive candies which the fourth cooking class made and the dainty boxes that were filled with the candy.

The students are gaining very valuable experience by working in groups of three, acting as hostess, waitress and cook, respectively, and serving in these capacities for breakfast, luncheon, and dinner. Breakfast is served at seven thirty, luncheon at noon, and

dinner at five thirty.

The hostess has the experience of planning menus, ordering materials, and overseeing the preparation of these materials. Four persons are seated at each meal, the hostess, two members of the Faculty, and a student. Practical and interesting work has been done with meats and fowl. Work with the chafing dish was demonstrated, as this is coming into such general use for luncheons, breakfasts, and all forms of light refreshments.

Y. W. C. A.

Several times throughout the year the Young Women's Christian Association endeavors to do something by which it makes its presence felt in the school. A short time before Christmas it voted a novel and much appreciated method of accomplishing this purpose by giving a Japanese tea and picture sale.

The tea and sale were held in the art rooms which were artistically arranged to produce a Japanese effect. Fans ornamented the walls and lanterns were festooned from corner to corner. A dainty lunch, in the form of Japanese tea and wafers, was served at little tables placed about the room. Small Japanese cups and saucers were used for the service. All who had ever eaten of the delicious little wafers knew that they could have come from but one place—Mrs. Culver's. Idele Borgia, Florence Ziegler, Lulu Johnson, Alma Warnecke, Alice Glenn, Eloise Quimby, and Neva Adams served the tea. They seemed like veritable Japanese maidens, dressed as they were in Japanese costumes, with their hair characteristically done and held in place by burning joss-sticks.

The prints aided everyone in solving the gift problem for Christmas. A great variety of pictures, many of them reproductions from the works of the greatest artists of Japan, made it possible to satisfy everyone's tastes. Of the favorite pictures, it was found that the demand was much greater than the supply, so an order was sent in for more of the same kind. Among the prints, reproductions were found from the works of such famous artists as Hiroshagi and Hosuki.

The sale was very well attended, making one of the most successful social events of the year, and the wish was expressed that it might be repeated often. Students and Faculty helped generously to make it a grand success, financially as well as socially.

We count ourselves very fortunate in secur-

ing with Miss Flanagan's help such a collection of prints as that which was put on exhibit this year. Any collection of art gems is of great educational value. Japanese art has come into great prominence in the last years. The artistic sense of the people has long been known and is now much appreciated. Japanese artists are now considered among the best in the world. Their art is famed for its excellent designing. Every work shows harmony with its spacial relations. It has a daintiness, and delicacy in tone and coloring. The artists work directly from nature. The prints exhibited were excellent illustrations of Japanese art. The educational value of merely seeing such a collection can scarcely be overestimated, particularly to people intending to go out soon to teach. Every teacher should have enough knowledge of art to be able to recognize a picture as being of a certain type or school. We may safely say that this collection has given us a good beginning in our education along that line.

THE INEVITABLE.

I like the man who faces what he must,
 With step triumphant and a heart of cheer ;
 Who fights the daily battle without fear ;
 Sees his hopes fail, yet keeps unfaltering
 trust
 That God is God ; that somehow, true and
 just
 His plans work out for mortals ; not a tear
 Is shed when fortune, which the world holds
 dear,
 Falls from his grasp : better, with love, a
 crust,
 Than living in dishonor ; envies not,
 Nor loses faith in man ; but does his best
 Nor ever murmurs at his humble lot,
 But, with a smile and words of hope, gives
 zest
 To every toiler : he alone is great,
 Who by a life heroic conquers fate.

Our Football History

Fifteen years have passed since the birth of our school, and before memory fails us it is befitting that we review, somewhat, our football history. In its infancy our school quickly adopted the game of football and each year found among our mole-skin wearers some bright particular star or stars. The writing of this article is a difficult undertaking, especially the earlier history, and the author, in advance, craves the pardon of alumni and old friends of the school for any errors which may creep in.

Our first year of football was a very successful one—a fitting start. In the December copy of the Pointer of 1895 we find the following: "The Stevens Point Normal has, the present year, had the privilege of introducing to the various parts of the state, a football team well worthy of the name, both as regards victories and clean playing." It may be remembered, however, by some, that a game was played in the fall of 1894 with Lawrence University, but as the school was not yet awake to the game, this first trial does not really mark the opening of the game here. In the fall of '95 games were played with Green Bay, Lawrence University, Eau Claire, and Whitewater. Of these games our team lost but one, that with the Whitewater Normal School.

Old friends of the school will recollect how Guy Blencoe, half-back, proved the sensation of the season by his remarkable dodging and running. His name was uttered with reverence by all the small boys in town, it being nothing short of hero worship. Other stars of this team were Walter Thoms, Stevens Point, Joseph Miller, Kewaunee, and the reliable Gardner of Liberty Pole, who played center. Here is a characteristic yell of that time:

Civilization! Rah! Rah! Rah!
 Heap big Indian! la! la! la!
 Scalp 'em! Scalp 'em!
 Rah! Rah! Rah!

In the fall of '96 the team played two games

with the Oshkosh Normal, one with Whitewater, and one with Lawrence University. Of these games but one, that with the Oshkosh team, was lost. The other games were won by good scores. This proved another successful season. The second team also made a good record this year, winning three out of four games played. One record says: "The results of our football season are tip-top, a record of which we are justly proud." The most brilliant players this year were Blencoe, John Lees, and Holman.

In 1897 the football season, tho short, was successful. A regular coach was hired and the team won against Lawrence University and Superior. Other games had been scheduled, but were canceled by the opposing teams. Football stars of the season were Holman, Pease, and Bert Cassels. It is said that this year's team was the strongest and quickest the school ever turned out.

The football team of 1898 was also a success. Out of a total of six games four were won by fair scores and the two lost were lost by one and four points respectively. During this year Oshkosh was defeated twice, but we lost our game with the Appleton school by a score of 5 to 6. The best players in this year's team were Cassels, Argyle, Karnopp, and Sager. Cassels, the real star of the team, left early in the season and finished his football career with the University of Chicago football team. He was, perhaps, the most finished player ever developed in this institution.

The football season of 1899 was the most successful one in the history of the school. The team was, without doubt, the best ever turned out here. As this was a banner year in athletics the reader may wish to know what was achieved by this team and who the players were. The results of the games were:

Stevens Point.....	0	Lawrence U.....	5
Stevens Point.....	6	Oshkosh	9

THE NORMAL POINTER

Stevens Point.....17	Whitewater.....5
Stevens Point.17	Oshkosh0
Stevens Point.....11	Lawrence U.....0

The Pointer of that year says: "The above record shows the Stevens Point team to be the third team in the state and the holder of the Normal championship." The following is a song which was sung to the tune of the "Bull Frog on the Bank." It brings in each of the players and shows the enthusiasm of the school toward the team.

Oh, our Normal football team,
On the gridiron they're supreme,
Oh, our Normal football team,
When they play it is no dream.
They make a score, 16 or more,
And always win the game.

CHORUS—Singing Iackish, Polley, Karnopp,
Grimm, Murat;

Nelson, Carlston, Sager, Cowan, Jake Wo-
jak;

Singing of that mighty kicker,
Tell me who could do it slicker
Than Schofield when he tries for goal
And makes a mighty score.

As the song infers "Dad" Schofield was the bright star of the team, while Karnopp, Iackish, Polley, and Wojak all did work worthy of mention. "Mush" Murat first broke into prominence during this year, his work at quarter-back marking him as the best man the school had turned out up to this time.

In 1900 the football team was again very successful. Two good teams were maintained throughout the season. The first team played three games, two with Oshkosh and one with Lawrence University. The scores for the games were:

Stevens Point.....12	Lawrence U.....10
Stevens Point..... 0	Oshkosh..... 0
Stevens Point.11	Oshkosh..... 5

The second team won three out of four games against High School teams. Both teams, in fact, left a record that they might well be proud of, but the season was not so brilliant as that of the year before. Those who excelled on the gridiron were Iackish, Murat, Karnopp, Schofield, Polley, and Wojak—the same sextet stars of the previous year.

In 1901 the team was not as successful as it

was expected to be. It won two games, one with Oshkosh and one with Waupaca, and then went to pieces, losing the remaining two games with Lawrence and Oshkosh. Many will remember L. Van Gorden, the 275 pound center, who was our mainstay in the line. Widmer, Iackish, Halverson, and Murat did good work on the field this year.

The 1902 football team was not even a fair team. It won two out of five games played but lost badly to Lawrence and Oshkosh. Duncan Reed and Leon Powers played good ball despite circumstances.

During the few following years the Normal team achieved no more than partial success. As a rule all the seasons opened with a great deal of enthusiasm but little material.

It was not my intention when I started this history to leave out of consideration the work of any year's team, but lack of space will not permit of further discourse of their prowess. However, we must not forget the work of the 1908 football team. It would be hard to picture in words our enthusiasm over that team's record. The boys regained for us the old title "State Normal Champions," which had been lost to us for so many years. Much credit is due "Strawberry" Hill, who by his good generalship piloted the team to first place. Of course, there were other stars on the team. Olson's end runs generally netted any distance from fifteen yards to a touch-down. Roberts, the iron man, and Dumas, the battering ram, both forced their way thru the line at will, while Collins' splendid work on defense was highly commendable. It would take too much space to mention the good work of each man. This team won all but their first game, this being played while the team was wholly unorganized. After that the victories were "reeled off" in true championship style. It is quite proper to close our football history with the record of our last year's champion football team, so

"What's the matter with our team?

They're all right!

What's the matter with our team?

Out of sight!

Rah! Rah! Siz! Boom! Ah!

Give 'em a regular scream!

There isn't a minute

The others are in it

With our own team!"



WIT AND HUMOR

Boy in Music class (starting to sing)—“Do.”
 Miss Menaul—“I don’t want you to take
 ‘do,’ take ‘me.’”
 Boy—“Oh, this is so sudden!”

Said the first mother to the second, “I hear
 your son has been winning high honors at col-
 lege.”

“Yes,” answered the second, “he has, in-
 deed. He has been a quarter-back, a half-
 back, a full back, and now,—” Here she
 paused.

“Well,” asked the first, “what is he now?”

“Now,” concluded the other, “he is a hunch-
 back.”

G— C—in bacteriology—“Is lock-jaw al-
 ways fatal?”

Prof. Gardner—“Why no—not always.”

G— C—“Well, I don’t see how people live
 if they can’t move their jaws.”

Prof. Spindler (to Psychology class)—“Why,
 any fool can classify his emotions. You all
 know how YOU feel.”

The little Swede had presented himself be-
 fore his new schoolma’am.

“What’s your name?” asked the school-
 mistress.

“Yonnie Oleson,” he replied.

“How old are you?” pursued the teacher.

“Ah not know how old ay bane.”

“Well, when were you born?” continued the
 teacher.

“Ay not born at all; Ay got step-mother.”

Miss Menaul to M— R— (in Music class)—
 “Sing ‘do.’”

M— R— tries to, but fails.

Miss M.—“Why can’t you do it?”

M— R— “I can’t twist my tongue around
 that ‘do.’”

Prof. Hippensteel, when calling upon mem-
 bers of his review grammar class to give the
 principal parts of different verbs, called on
 one student thus: “Spit, Miss Larson.”

Soon after Congressman Davidson talked to
 the students of the school one of the practice
 teachers said to his pupils: “Don’t whisper,
 don’t talk, I say, don’t do it!” One of the
 bright boys in the room immediately re-
 marked, “And the other forty-eight verses.”

Prof. Collins (in Methods class)—Miss Steb-
 bins, what chapter in ‘Smith’ did you read for
 the day’s lesson?”

Steb.—“I didn’t read any.”

Prof. C.—“Well, what was the matter with
 you?”

“I don’t know.”

Prof. C.—“Shall I excuse you from class?”
 (Period bell rings.)

Steb.—“Yes, sir.”

Miss Jenkins (analyzing a problem in compound proportion)—“We have given ‘days’ and ‘feet,’ but ‘man’ is the quantity we want.”

“Johnny, your face is dirty again this morning,” exclaimed the teacher. “What would you say if I came to school every day with a dirty face?”

“Hugh!” grunted Johnny, “I would be too polite to say anything.”—Ex.

Prof. Collins (to 9th Arith. class)—“You look rather sour today.”

Class—“Why?”

Prof. C —“Because Mr. Sweet is not here.”

Wanted by Will Dineen—A girl who does not possess an alarm clock.

Do not blame the phonograph if it has a bad record.

A Polish couple came before a justice of the peace to be married. The young man handed him the marriage license and the pair stood up before him.

“Join hands,” said the justice of the peace. They did so, and the justice looked at the document which authorized him to join in matrimony Zachawicz Perczynski and Leokwarda Jenlinski.

“Ahem,” he said, “Zacha—h’m—h’m—ski, do you take this woman?” etc.

“Yes, sir,” responded the young man.

“Leo—h’m—ah—ski, do you take this man to be?” etc.

“Yes, sir,” replied the woman.

“Then I pronounce you man and wife,” said the justice, glad to find something he could pronounce, “and I heartily congratulate you both on having reduced those two names to one.”

Mr. Mach (when taking charge of the class in Current Events)—“Has anyone anything to add to the North Pole?”

An experiment in which the deflagrating spoon had been used, occasioned the following :

Prof. Culver (in Chem. to Miss Moehrke)—“If you didn’t ask me for a long spoon, you’re the only girl in the class who didn’t.”

