AM APPRECIATION

Forty-three years President Maxwell has been actively associated with our school. During all this time, the school has retained and built upon its reputation as a leading teacher training institution. During this time, the student body has increased greatly in size. The campus and the course of study offered have been enlarged and modified to meet the demands occasioned by this growth. We believe that Mr. Maxwell, as president of our school, has been largely responsible for this record. During the past year, one of the most critical times in the history of the college because of the trying circumstances incident to and resulting from the burning of our main building, he has guided the college successfully. We wish him more success, doubting not that more success will be the recompense of his sincere effort and interest in the welfare of Our College.

NEW LAW ON CITIZENSHIP TRAINING

Section 1. In the eighth grade and in the high school grades of all public schools, and in the corresponding grades in all other schools within the State of Minnesota, and in the educational departments of state and municipal institutions, there shall be given regular courses of instruction in the Declaration of Independence, the Constitution of the United States, and the corresponding laws. Miss Pavlovskas renders her selections with a quality of the highest charm. Each selection received the most sublime interpretation and

(Continued on page 10)
SIX WEEKS OF COLLEGE

Within a few days, this summer session will be, for us, a memory. Our recollections of the college faculty, of the college halls, will grow fainter as later impressions crowd out these memories. Merry Hall study hours, civic class, these words which now are so pregnant with meaning, will soon bring up distant, hazy, pleasing images. College days will be wistfully recalled as being carefree.

Too often the average person thinks of the college student as a supercilious person, as one who is not serious minded. It is an obvious fact, however, that this view is not the true one in the case of the average student. We have a definite purpose, a definite aim to be attained. We realize that unless we are influenced in our conduct by the education we have received while attending the summer session, our time and effort will have been spent in vain. We had definite reasons, varying with the individual, for enrolling in this school. The primary objective of many of us was merely the acquisition of college credits. Most of us realized that credits are symbols. We enrolled for the purpose of learning what to teach pupils, and how best to teach them.

Now we may well review our work here. Have we kept the proper balance between study and recreation? Have we borne constantly in mind the fact that next fall we shall expect to receive stimulus, impetus, inspiration, from the work of this term? Has the college atmosphere communicated itself to us, to be reflected in case of manner, in demeanor of attitude, in geniality of spirit?

Seventy-five per cent of us are here for only the summer term. Those of us, in particular, are apt to stress the daily routine of classes, to become instruments of assimilation only. These of us are searching for facts, facts to be used in teaching next fall. If this acquisition has been our primary achievement, then our attendance here has been barren of the highest fruit, of the fullest gain offered. For the training of character is the school's greatest task. During the school year, the teacher is in a narrow, constrained environment, an environment rather unfavorable, as compared with that of the college, for the proper reflection of personality. This is especially true in the case of the grade teacher. Therefore with the golden opportunity offered through attendance at college with hosts of fellow workers, with people interested in the same values, and striving for similar objectives, should we not cultivate ourselves in these surroundings, attempt to render ourselves pliable, expand our individualities, lose that teacher-pupil attitude?

A considerable number of us are having our first taste of college life. The summer school spirit of a college is not usually the typical college spirit. Therefore the estimate of these juniors concerning our school is not likely to be what it otherwise would be. College life should be free, unhampered. The college student need not be hampered by the restrictions placed on high school students, for he has reached the age where he should, undirected, act with discretion. He should therefore be encouraged to rely on himself, to develop his own personality, to manifest a distinctive individuality. College days are days of real fellowship. College friendships endure. The college pal of today may become the nation's leaders of tomorrow. Therefore, the cultivation of friendships among school mates is an opportunity, a duty, a privilege.

If we have added a little to our store of knowledge, if we have built a few friendships, if we have acquired new inspiration as to our future ideals, then we may count these six weeks at Winona State Teachers College successful.

DULLNESS

You and I know plenty of people who are a good sort and reasonably industrious, but when we come to examine them critically, and to wonder why they have not gotten ahead in the world, we are obliged to confess that it is because of their dullness. Dullness usually indicates lack of use.

Some people are satisfied to eat, sleep, and to follow a commonplace routine without making any definite attempt whatever to improve or climb a little higher. If you want your saw to be bright, and your axe sharp, there are three things you must do.

The First is to associate with people who are successful, progressive, and kindly. The Second, is to think and plan and act along the success lines which they have found good. That is, you must learn TO THINK AND TALK THE LANGUAGE OF SUCCESS. The Third, is to constantly learn new FACTS and definitely increase your business efficiency.

Facts are concrete, provable truths—not broad, unsupported statements or glittering generalities. To increase one's efficiency one must work, to apply oneself mentally, and if necessary, to sacrifice. The individual who puts these three commonsense rules into action, will be keen, shrewd, and bright. Leaders are never chosen from the dull ones. Avoid dullness as if it were any other disease which warps, undercuts, and cripples. Many people of real ability are dull because they are lazy. Many people of ordinary caliber do big things in the world because THEY MAKE THE MOST OF THEMSELVES AND THEIR OPPORTUNITIES.

—American Penman.

COLLEGE TO LOSE SERVICES OF MANY OF ITS TEACHERS

A college does not become a great institution because of beautiful surroundings, of massive buildings, of spacious rooms and halls, but rather on something more intangible—on the spirit and personality of the leaders and teachers of the institution.

Our college has been particularly fortunate in the personnel of its teaching force during the past year. Our teachers have so inspired the various groups of students with whom they came into contact that their influence will be felt for years to come.

Many of these teachers are leaving next year for new and wider fields of activity. We regret their departure, but we wish them the best of luck to our school, though our best wishes go with them for success and happiness in their new work.

Fortunately, however, the inspiration and sympathetic attitude of these departing members have become a permanent asset of the institution and will help to maintain the high rank in teacher training which the Winona State Teachers College enjoys.

Dorothy Waterman, who has been physical director for women during the past year, secured her master's degree from the University of Minnesota and then took graduate work in physical education at Wellesley College. She taught for three years in the Teachers College of New Britain, Connecticut, before coming to Winona. Miss Waterman was a specialist in orthopedics and did a great deal of constructive work in that field while here.

Irael Irene Aldrich, who secured her master of arts degree at Teachers College, Columbia University, during the coming year; and Dorothy Waterman, who has been physical director for women during the past year, secured her master's degree from the University of Minnesota and then took graduate work in physical education at Wellesley College. She taught for three years in the Teachers College of New Britain, Connecticut, before coming to Winona. Miss Waterman was a specialist in orthopedics and did a great deal of constructive work in that field while here.

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Bernice E. Learoyd, who secured her degree of bachelor of science from Columbia University and has taught as assistant teacher in the Horace Mann School. She was offered an assistantship in the kindergarten department of the Teachers College, Columbia University, but came instead to Winona where she has been assistant teacher in the Kinderg- (Continued on page 10)
SOCIAL EVENTS OF SUMMER SESSION

FIRST PARTY

On June 23 occurred the first social event, for the summer term students. A get-acquainted party was arranged by Miss Richards. This took place in the gymnasium of the Elementary Building. As the guests entered the hall, they were met by a receiving line, at which they in turn became a part. A grand march, next in order of events, was followed by a few games to entertain the group. Numerous stunts, in which Shepard and Morey Halls, West and North Lodges participated, were presented for the guests’ approval. The Red Wing girls also deserve mention for the pleasing way their contribution to the entertainment was carried out. Refreshments were served, after which dancing was enjoyed.

THE PICNIC

The annual picnic, held June 29 at Bluff-side Park, was ideal in every way. The weather was perfect and by the time the students arrived everything was in readiness. Before luncheon an exciting ball game was played by West Lodge and Shepard Hall girls. To the sorrow of West Lodge, the Shepard Hall nine carried off the honors. Picnic lunches had been taken along and all were served with coffee and ice cream. Songs were sung, games played, while not a few of the participants followed the Indian trails up the near-by bluffs, there to gaze at the panoramic view from the heights. As daylight began to wane the weary groups wandered homeward, pausing only to view the moon as it rose over the hills.

JULY 4, 1923

'Tis well that the glorious fourth fell on Wednesday, thereby not only breaking up the week, but exactly dividing the summer term. At Morey Hall many were the places left vacant by the different members of hiking and excursion parties. In the evening the spacious grounds of the dormitories were the gathering place of many of the faculty, guests, and students, to witness the events of the evening at which time we were enjoyably entertained by a fitting program. As darkness settled over the gathering, many Roman candles, sky rockets and numerous Japanese lanterns lighted up the scene. The most pleasing scene of the evening was the appearance of many sparklers, all twinkling their light over every part of the lawn. An incident which drew the attention of the crowd was the ascent of the balloon, which, as it rose high above the trees and floated serenely away, was followed by the cheers of the crowd. The students hereby wish to thank Miss Richards for making their fourth of July entertainment possible and the young men of our college for their assistance with the demonstration.

RIVER EXCIRCION

One of the annual events of the summer school session is the river trip, up the Mississippi. An afternoon was given over from the regular routine for this excursion. You may be sure not a student was numbered among the missing, at the time for starting. The Kentucky Jazz Band did its part in adding to the entertainment. All showed their appreciation of the scenery on both sides of the river. As no entertainment is complete without refreshments a picnic lunch was highly appreciated by all members of the party. After reaching a certain point in the river our boat, “The Washington” began its return trip, and we again had a chance to view beauties of nature, that had escaped our notice at first. Early in the evening we returned to Winona with ample time to plan the work for the next day, all tired but appreciating more than ever not only the beauty of Minnesota, but especially of Winona.

DANCING PARTY

An informal dancing party held in the gymnasium of the Training Building on Friday, June 13th, was all that one could desire. Although there was much speculation about setting forth on such a night, many were the partners who conquered these fears of the Hoo-doo, and all were well repaid for their courage. Social dancing was enjoyed by the many, music being furnished by Herrick’s orchestra. During the intermission the guests were entertained by Folk Dancing. The Virginia Reel and other old time dances were recalled. Cooling refreshments were served during the course of the evening. All too soon came the time for departure, and thoughts still linger of those pleasant hours spent together.

MISS SMITH ATTENDS N. E. A.

Miss Francis Smith was the only member of our present faculty who attended the N. E. A. and World Conference on Education in Oakland, Cal. She writes, “This N. E. A. wasn’t nearly as lively as the superintendents’ meeting a year ago.”

THE ART NEED OF ALL

By C. V. Kirby, Pittsburg

First. All need sense training, and a fine discrimination in the selection, and use of articles for the person and home.

Second. The community needs citizens who desire attractive homes, beautiful yards, parks, public buildings, and all that contributes to civic pride and civic beauty.

Third. The merchant needs salespeople with fine taste and sound aesthetic judgment to sell the goods.

Fourth. The manufacturer of textiles, wall paper, carpets, furniture, pottery, glass, etc., require designers and artistic craftsmen who will make the products ever more beautiful.

Fifth. The printing industry requires illustrators, and designers of covers and advertising of all kinds.

Sixth. The state requires painters, sculptors, architects, and museum directors. It requires teachers and supervisors of art for its elementary and secondary schools, for its colleges and universities.

Every time a man laughs he takes a kink out of the chain of life.

“Dr. Arnold, will you please assign us some studies to do for tomorrow?”

Sign on butcher shop: “Tongue 48c, Brains 35c.”—as usual.

Father: “Young man, do you think you can make my daughter happy?”

Her suitor: “Do I? I wish you could have seen her when I proposed.”

Announcing one of the editors: Sparkling fingers make flashy kittenball players.

“CALL OF THE WILD”
THE SELECTION AND USE OF MENTAL TESTS

By W. A. Owens

It is encouraging to note that increasing familiarity with the nature and purposes of mental measurement has brought increasing confidence in its value. It seems no longer necessary to speak argumentatively in behalf of measurement nor to indicate its general services. It seems rather that effort should be directed toward such definitely practical objectives as providing assistance in the selection of specific tests for particular purposes, stating where they may be secured, and suggesting the uses to which the results may be put. In a word, assisting the person eager to do the work to grasp the proper instrument for its accomplishment, and having done this to employ it effectively. The present article will undertake to deal briefly with each of the following topics: The two general types of tests, the criteria by which the various tests of each type may be evaluated, the sources of supply, and suggestions for classroom procedure based upon the results of measurement with the two types of tests, considered separately and in relation to each other.

TESTS are of two general sorts. Testing, at the present stage of its development, has as its object the measurement either of intelligence or achievement. By the former is meant native ability or capacity, unmodified by any special discipline; by the latter is meant the results of particular definitely directed disciplines such as the penmanship, language, or arithmetic work of the school. The Binet-Simon Scale illustrates the intelligence test, the Coats Arithmetic Test, the achievement. The one measures potential achievement, the other actual. Results of the one classify the individual tested as superior, normal, dull, or positively defective, while results of the other indicate how far one has progressed on the road to mastery of a particular subject as compared with others of his age or grade.

Now the teacher has need of both sorts of information regarding children, as we shall see more clearly presently. What then, are the criteria by which she should select the particular instrument to use? It seems to be a matter of the personal judgment of the teacher, so far as one can progress on the road to mastery of a particular subject as compared with others of his age or grade.

New World Book Company, 2126 Prairie Avenue, Chicago, Illinois. The mass group intelligence test which is in two parts, the Primary Examination for grades one to four, and the Advanced Examination for grades five to twelve; the Haggerty Intelligence Examination in two parts, Delta I for grades one to three, and Delta II for grades three to nine; the scribbled group Tests of Intelligence in two parts, Series I for grades one to four, and Series II for grades four to nine; and the Myers Mental Measure in one continuous scale applicable to all ages.

With reference to the place of securing this material and most of that which is to be mentioned later, it is suggested that those interested in mental measurement secure from the World Book Company, 2126 Prairie Avenue, Chicago, a bibliography of 275 titles of tests with the names of the publishers. The cost is ten cents. It is then relatively simple to secure copies and determine which particular test seems to include in the largest number the desirable qualities.

Qualities of the achievement test. The achievement test should possess all the qualities held essential to the intelligence test. It should be a group test, reliable, easily given, and simply scored. It should be objective, and have been used sufficiently so that reliable norms have been established. In addition, this important quality should be sought. It should be analytical of the subject in which achievement is to be measured. This characteristic is evidenced, for example, in the Freeman Scale for measurement of penmanship, speed of production and five aspects of quality being made the basis of estimation. These aspects of quality are uniformity of slant, uniformity of alignment, quality of line, letter formation and spacing. The sample being measured may have its faults accurately diagnosed, and the value in this is obvious. In contrast to this analytical scale would stand one which purports to measure beauty, legibility, and general merit. The fact that these aspects of penmanship are not mutually exclusive nor sharply defined would make the exact location of faults in the sample being measured very dubious and largely a matter of the personal judgment of the one employing the scale. Here let it be said that the analysis of certain subjects is very difficult, and that ways of measuring all aspects of those that may be satisfactorily analyzed have not been devised. Composition, for example, has not been satisfactorily analyzed. Arithmetic

(Continued on Page 7)

THE WINONAN

THE FIRST LETTER

Dear pa:

I have arrived. There was not a large delegation at the depot. I eat at Morey Hall. It is next to Shepard Hall. They call it Shepard Hall because Miss Richards stays there. Which is fitting. The table at Morey Hall is so large I have to ask for things. Everybody does. The grub is good, fancy you know. They don't give us any chance to sleep at the table after dinner though. But there are some nice things about eating here. I am getting to shine the backs of my shoes as well as the tips when I come down to supper. This is good corn weather. And you would know the reason why if you had a room on the third floor.

I wish I had my voice cultivated, pa. That's what the boys recommend. They say I'm awkward good as a sirenraid. They say most anyone should fall for my singing.

I went to chapel today. At first I thought I was in church. There were many people standing out in the hall after the services began. I supposed they were waiting till after the collection was taken. But some tried to walk in, and the deacons sent them back, so I knew it was not church. They had a very short program, and no one in the audience went to sleep. The audience was large, too, so they expect to have chapel every day.

There are more girls than boys at this school. Most of the flappers among the seniors stay in private residences not in the halls. There's a reason. The young men here are friendly chaps. Whenever they see me they smile. Democratic, too. Come to dances in their shirt sleeves. I wish I had brought my dog along, pa. I could tie it outside the door while I went to class. It would give the handly something to think about. So she would like it too.

I read in a magazine the other day that the cost of living is going up. It costs quite a bit along, pa. I could tie it outside the door while I went to class. It would give the handly something to think about. So she would like it too.

In a magazine the other day that the cost of living is going up. It costs quite a bit to go to school, more than I thought it would, almost as much as you thought. You were usually right, pa. I am realizing this now. I am very saving. Not that you are not generous, pa.

Your dutiful son, Johnny.

P. S. I had to spend $20 for a bowler.

THE LAST LETTER

Dear pa:


Dear son: Here's three. Write sometime—

(Continued on Page 79)
FACULTY DRUB STUDENTS
IN KITTENBALL GAMES

Notwithstanding the fact that the faculty presented a very patched line-up with which to combat the student kittenball team, yet the faculty team completely routed its opponents to the tune of 25 to 17 in the first game and 27 to 5 in the second. In the first game, the faculty was more fully represented by such stellar players as Messers Maxwell, Harris, Burton, and Goddard, while the remaining places were less ably filled by some of the students. The faculty had their eyes trained on the ball and did some terrific hitting but in the field they were guilty of a number of errors. In defense of the losing team, made up of the new students, let it be said that many of them were new at the game and so were not able to handle themselves as skilled kittenball players should.

The second game played on July 10 proved very disastrous to the student team which succumbed to the onslaughts of the faculty (?) team, composed of Mr. Goddard and eight of the older students. Four student pitchers were unable to check the hard hitting that featured the faculty attack. McCaffrey, of the faculty, proved to be the big star with the stick by knocking the ball into the ruins, making by far the longest hit of the game. On this occasion the ball was lost in the debris and a delay of several minutes resulted while the players were organized into hunting squads to find the elusive ball so that the game could be eventually resumed.

A fair sized crowd witnessed both exhibitions, filling the so-called (?) bleachers completely. It consisted chiefly of co-eds who were out to cheer their favorites on to victory. We think the faculty received more than its share. We wonder why.

The lineup follows:

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>McCaffrey, p</td>
<td>Schedel, c</td>
</tr>
<tr>
<td>Lynch, c</td>
<td>Farley, p</td>
</tr>
<tr>
<td>Lassen, ss</td>
<td>Neville, ss</td>
</tr>
<tr>
<td>Kelly, 1 b</td>
<td>Berge, 1 b</td>
</tr>
<tr>
<td>Mitchell, 3 b</td>
<td>Rahne, 3 b</td>
</tr>
<tr>
<td>Potthoff, c</td>
<td>Witt, 1 b</td>
</tr>
<tr>
<td>Goddard, 1 b</td>
<td>Carson, 2 b</td>
</tr>
<tr>
<td>Blieder, r f</td>
<td>Speltz, r f</td>
</tr>
<tr>
<td>Hanson, 2 b</td>
<td>D. Berry, r f</td>
</tr>
</tbody>
</table>

which placed them on the beginning list. Any player may challenge any other player who is not more than three places above him in the list. This method is something new and has proved quite interesting to the players.

As prizes, the management announces such attractions as the following: house and lot, railroad tour, cars, etc.

At present the standings are as follows:--

1. Mr. Goddard
2. Mr. Arnold
3. Miss Turner
4. Miss Arts
5. Miss Broadwell
6. Mr. Maxwell
7. Mr. Burton
8. Mr. Owens
9. Mr. Sandt
10. Miss Waterman

Challenges Played:

| Arnold—Goddard | 6-3, 2-6, 4-6 |
| Arts—Turner | 0-6, 2-6 |
| Burton—Owens | 0-1 |
| Arnold—Arts | 0-6, 4-0 |
| Goddard—Turner | 0-4, 10-8 |
| Broadwell-Turner | 0-4, 10-8 |
| Broadwell—Arts | 1-6, 0-4, 1-6 |
| Arnold—Goddard | 4-6, 0-0, 1-6 |
| Waterman—Sumit | 1-6, 4-6 |
| Arnold—Goddard | 7-3, 7-9, 6-4 |
| Arnold—Goddard | 6-1, 1-6, 1-6 |
| Arnold—Goddard | 7-5, 3-6, 0-6 |

CO-EDS PLAY KITTENBALL

The Athletes of West Lodge organized a base ball team shortly after summer term opened and after some practice challenged the unsuspecting Shepard Hall rookies.

The teams met on the Burfside Park grounds while at the school picnic June 15th. Both teams played a good game, considering the amount of practice they had had. Shepard Hall players began bravely and shut the West Lodgers out for the first several innings, but they soon tired, allowing their opponents seven scores.

The following was the line up:

<table>
<thead>
<tr>
<th>West Lodge</th>
<th>Shepard Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohlmstad, c</td>
<td>Buchs, c</td>
</tr>
<tr>
<td>Traype p</td>
<td>Anderson p</td>
</tr>
<tr>
<td>Nelson, 1 b</td>
<td>Corenan, 1 b</td>
</tr>
<tr>
<td>Mischke 2 b</td>
<td>Blalesley, 2 b</td>
</tr>
<tr>
<td>Longear, 1 f</td>
<td>Donnay, 1 f</td>
</tr>
<tr>
<td>Zandor, r f</td>
<td>Allen, r f</td>
</tr>
<tr>
<td>Mengelt, 3 b</td>
<td>Holmes, 3 b</td>
</tr>
<tr>
<td>Johnson, c f</td>
<td>Donnay, c f</td>
</tr>
<tr>
<td>Stanfer, ss</td>
<td>Hadler, ss</td>
</tr>
</tbody>
</table>

Substitutes: Pilling for Buchs

Score:

West Lodge 7 Shepard Hall 19

DO YOU GET THESE?

Please excuse Willie for going home at recess.

Please excuse Mary for being jumpy. She just got better of St. Fido's dance.

Miss G: James didn't have a doctor, he only had measles in two days he was alright he made a mistake and said it was a doctor.—Hygela.
Prospects for Next Year are Bright

TEACHERS AND RETURNING STUDENTS LOOK FORWARD TO A SUCCESSFUL YEAR

Another year of school is about to close. Those who spent the whole year here and are not returning next year, will perhaps find their thoughts wandering back over the year that has gone by, while those who are returning next year are doubtless more interested in the year which is before them.

During the past year this school has passed through the greatest crisis in its history, but it is with both pride and pleasure that we can say that the crisis was successfully met. Due to the cooperation between members of the faculty, students, and the kind citizens of Winona, the situation was mastered. A student body of more than five hundred was effectively accommodated within a brief period of time so that its members could pursue their courses without loss of time, or without being seriously handicapped. Meeting a problem and solving it must add to a persons intuitive and mental stamina, therefore the experiences of the past year have been of value to both teacher and student, and have helped make this a very successful year.

What is the outlook for next year? Shall we take a pessimistic point of view and think that a successful year are poor, or is there reason for optimism?

It is true that the new building will not be ready for use next year, but the housing proposition presents no difficult problem. The school will continue to use the Main Street Church for offices as well as for other purposes, and Masonic Temple will be used for auditorium and class rooms as heretofore. These buildings, together with the school library, the training school, and other buildings as are needed, will take care of most of the activities of the school.

The question has often been asked: Will attendance be small? It is believed at present that attendance will be moderately large because the dormitories are filled and there is already a waiting list.

As the new year approaches many are interested in the prospects of men's athletics. Heretofore one of the big drawbacks for strong teams has been the small number of men students in attendance here. Through the efforts of the One Hundred Club, whose chief aim is to swell the men's attendance to one hundred, this difficulty will soon be remedied, thus making it possible for W. S. T. C. to have strong teams in all branches of men's athletics. Even though our teams next year will not be able to go out and whip the world, let us trust that year by year in every way they are getting better and better.

Everyone is keenly interested in knowing who shall constitute the faculty of '23-24. Many of the present members are to remain next year, but several new members have been hired to take the place of those who have already left, or are leaving. The following is the list of new teachers whose work will begin with the opening of the fall term, on September 4.

Ferna Andrews, assistant in music, comes from Indianapolis public schools. She is a graduate of Indianapolis Normal School and has made special study of public school music. She plays the violin and sings.

A. M. Christensen, junior high school principal, is a graduate of Carlton College and holds his master's degree from the University of Minnesota. He has had experience as superintendent in one of the Minneapolis high schools. In college he was interested in athletics, public speaking, and music.

Cecile Evans, previously announced, comes as assistant librarian from the Pratt Library School in Brooklyn.

Cyrus Jennings, assisting in manual training for the past year, comes to the faculty on full time, most of his preparation having been made in Bradley Institute in Peoria.

Martha E. Lewis, a graduate of the University of Wisconsin and the Sargent School of Physical Education, has had a variety of experience as teacher of physical education, but more recently her work has been in Marshall College, West Virginia.

Angela Mensing, an experienced primary teacher and a member of the class of 1923, comes into the kindergarden as full time assistant.

E. S. Selle comes from the Mankato superintendent. He is pursuing special studies this summer at Teachers College, Columbia.

Ruth Strickland is at present a teacher in the Duluth public schools. She is a graduate of a state normal and has completed most of the requirements for the bachelor's degree. She will act as assistant in the primary room.

The directorship of training has been accepted by Charles L. Simmons, who was awarded the master's degree by Teachers College at Columbia in June. For the coming summer he is an instructor in the Yale University faculty. He has had a variety of training and experience for this position, having previously completed his normal training in the Cedar Falls State Teachers College.

The junior high school supervisory critic work will be carried by Miss Beulah Brunner, a graduate of the Warrensburg, Missouri, State Normal school, with her bachelor's degree from Teachers College, and her master's degree just completed in the University of Ohio.

Appointments for the teachingship of physical education for men, the assistantship in the junior high school, and the head teachingship of music have not been announced.

Besides the routine work of the school there are many other opportunities for making next year profitable and happy if these opportunities are made use of. For those who are interested and have the ability there will be opportunity to join the Mendelssohn Club, the Winona Players, or one of the many athletic organizations which are to be formed in the school. All the advantages which the school offers together with those which the city and vicinity offer will make next year a pleasant and worthwhile one for all who come to W. S. T. C.
TO THE LITTLE RED SCHOOL HOUSE

This is the school house primed; The murmuring voices of children, Languid with all, and impatient, They wait the hour of dismissal; Wait with watchful attention Eying the clock hung above them, Ticking away the minutes, In seemingly slow swinging tempo. Wait with the days pent up feeling, To madly burst forth from the schoolhouse, Exulting once more in their freedom To madly burst forth from the schoolhouse.

Exulting once more in their freedom To madly burst forth from the schoolhouse.

THE SELECTION AND USE OF MENTAL TESTS

(Continued from page 4)

apparently may be readily analyzed, but all aspects are not yet measurable by scale. We are at present measuring satisfactorily only the ability to associate answers with combinations, and, even here, the most widely used test, the Courits, does not enable the teacher to say just which combinations need further drill, and which are well controlled. The Cleveland Survey has carried the analysis of this aspect of arithmetic to a farther and more desirable stage. In silent reading, the analysis of the subject into speed and comprehension aspects has been relatively simple, and the chief difficulty has been found in making the tests for comprehension possess another of the qualities which should be present in any satisfactory measuring instrument, that of objectivity.

Having noted the qualities which should be found in the intelligence and achievement types of tests, let us now inquire briefly what their use may mean to the classroom teacher.

USE of intelligence measures. The intelligence test will give promptly an acquaintance with the distribution of ability that would ordinarily be gained slowly and less definitely. An occasional child may need to be cared for entirely outside the school. The dull children may require placement in special classes in order that the progress of the normal group may not be impeded. The superior child must be given special opportunities, either of extra work or more rapid progress, according to need. The recognition and development of the superior child is of greater importance than the attempt to keep the subnormal child up to the average group.

USES of achievement measures. In the case of the achievement tests, the uses are easily discoverable. Various abilities of an individual agree closely. If then, he does not hold much the same position with reference to the norm in his various subjects, inquiry may well be made as to the reason. Presumably it is in his interest or some other obvious circumstance rather than his aptitude. The test should direct attention to the subjects needing time. Knowledge derived from them could influence profoundly the daily program, or prompt promotion. Achievement tests can be used in determining status of entering or departing pupils. Their use will reveal class and pupil progress, may supply incentives to the children.

achievement should accord with intelligence.

Achievement should accord with intelligence.

But there is a further significance to the intelligence and achievement test than appears when their uses are defined separately, for it is obvious that there must be a relation between the rating which one receives in an intelligence test and the scores which represent his achievement. They should, then, be considered together as well as separately, and deductions which may be drawn when they are compared for any individual or group seem to be of the greatest significance. Let us suppose that an individual stands in the highest fifth of his group in intellect, and in the third or middle fifth of his group in achievement. Compare the value he is deriving from his work with that coming to the individual who reverses the conditions. The teacher then should have both kinds of information regarding her group, and it should be her objective to secure from each pupil results commensurate with his ability or better.

A particular test should here be mentioned because of its pioneer character in this field of investigation. The Illinois Examination, devised by Drs. Monroe and Buckingham, and published by the Public School Publishing Company of Bloomington, Ill., under the auspices of the University of Illinois Bureau of Educational Research, is referred to. It is in two parts, one for grades three, four and five, and one for grades six, seven and eight. It consists of an intelligence scale and two achievement tests, one in reading and one in arithmetic. The norms for reading and arithmetic are mental age norms, and so indicate what achievement should be expected of a pupil of a certain intelligence or mental age as determined by the intelligence test. A new term, Achievement Quotient, is then introduced which means a pupil's actual achievement divided by the achievement he should be expected to attain, if he makes C, or high if he makes A. It is then readily conceivable that a certain teacher may be doing better work if her pupils make C grades than is a teacher in a neighboring building whose pupils make B grades. One may be causing her pupils to realize C on D intelligence, while the other may be allowing hers to realize B on A and B intelligence.

Is not this new aspect of measurement assuming high importance when it is reported by Pinter of Ohio State University in a study of over four thousand cases, that 40% of those who were accomplishing more than their intelligence should lead one to expect, were mentally slow as against 11% of the mentally superior? Of nine hundred cases that revealed inferior achievement considering their ability, 37% were superior, and only 8% dull.

If this be true, as it seems to be, that ability considered, our superior students are more retarded than our dull, that we are consistently underestimating the ability of the superior pupil and failing to provide him with disciplines that are truly educative, ought we not to know both intelligence and achievement, and see that the latter is congruous with the former?
THE INDUSTRIAL ARTS DEPARTMENT

A most interesting, constructive, profitable course has been given in this line judging from the results obtained in the various activities undertaken.

The projects in mounting, note book construction, book binding, and box making (paste board) were very much worth while, bringing a realization to the worker of the detailed difficulties with which the simplest problems in these lines are accomplished. Photograph book covers, a bound volume, and a bound pamphlet were the specialties accomplished in the above projects.

The weaving projects proved very fascinating. Loom weaving, which included rugs, plain and checked design, was most practical. The Four H's Colonial Pattern weaving was special; two clever specimens were made, one, a table runner; the other, material for a shopping bag.

The Shuttle Craft Course in card weaving was intensely interesting. It is known as Egyptian card weaving. It is an ancient but ingenious method of weaving ornamental bands without a loom. Though limited in scope by the fact that the process does not lend itself to the production of anything but strips from three to four inches wide at the most, the possibilities in the way of color and design are so delightfully varied that it has a fascination all its own.

The apparatus is extremely simple—a mere handful of cards and a hank of thread—and so portable that it is as portable as crocheting or knitting material. It may be set up anywhere and is in its way as technical as weaving on a loom.

In occupational therapy this work is extremely valuable. Problems may be arranged to be simple or complex, suitable to different intelligence levels. The kinds of articles which may be made are variable: neckties, belts, girdles, watchbands, curtain tie backs, etc., comprise a partial list. It is so worth while that Mr. Sandt has been fortunate enough to at least "make interference." In occupational therapy this work is of special interest. It makes work possible for many who otherwise could do nothing. The Kid wondered why he could not have been fortunate enough to at least "make interferences."

A long freight train came slowly up the track at Huff Street. Toward the rear end of the train a door was opened and the Kid was standing in the opening. He seemed to be studying the group of houses near the station. Apparently he was swaying easily from the moving train and watched it as the last car disappeared down the track.

Among the hoboes there is a system of signs which is very important to the success of a tram—that is, if begging three meals a day could be called a success. A brief survey failed to reveal any of these signs, so the Kid concluded that the neighborhood did not feed tramps.

After some hesitation, he set off down the track in the direction of the receding train, when he heard yells in that direction. He recognized them instantly and for a few minutes he was lost in thought. It reminded him of games he had witnessed, and made in a few minutes he was lost in thought. It reminded him of games he had witnessed, and in his younger days he watched only the player with the ball. They were playing the game with principles the reverse of his own. The Kid wondered why he could not have been fortunate enough to at least "make interference."

His thoughts were interrupted by the final whistle. The players came off the field, and the coach shook hands with each of them and patted them on their backs. The crowd dispersed, rejoicing over their victory.

As the Kid reached the track he was greeted by Jerry, a "pal" he had met in Minneapolis.

"Well, if it ain't the Kid. I ain't seen you for a year. Have you had anything to eat? I know a place up the line." Then he stopped. "You ain't sick are ya?" for he noticed that the Kid was not very responsive.

"No, I was just thinking." Yesterday he would have been glad to see Jerry, but today—well, he wished he hadn't met him. He wanted to be alone. Back there at the game he had a faint hope that he might begin life over. He thought perhaps he might still have a chance to play football. What was the use? It was

(Continued on page 9)
THE RURAL SCHOOL OUTLOOK

Our rural schools have recently been the subject of much discussion and have been undergoing serious consideration by leading educators of this country. The old notion regarding this system of schools has been discarded. Formerly when the country child was taught reading, arithmetic, writing, and spelling his education was difficult to arouse sufficient interest and was practical. This naturally resulted in a narrow understanding of life's problems, and left the student to cope with a great handicap—the lack of general knowledge. In many instances it was difficult to arouse sufficient interest and cooperation in a community to overcome these adverse conditions.

With the passing of years the inefficiency of these schools became more apparent. The advancement of civilization required well-trained men and women, for carrying on the work of the world, and the old type of school failed to fit its children for the demands of modern living. When the “country” people began to realize the importance of good training, they demanded a better system of rural schools.

Not only is the improvement of these schools sought by providing training for rural teachers in the state teachers colleges, but agricultural schools, experiment stations, and domestic-science departments are provided by the state for educating the children of our country. The object of these institutions is to educate the country boys and girls to become intelligent farmers, housekeepers, and citizens.

A general reform of the methods of teaching the country schools is being advocated. The old method of teaching books to children is regarded as inefficient and illogical. In its stead emphasis is placed on the practical and thorough training of the pupil for life's work. This, undoubtedly, is the most important, and worthwhile idea for the advancement of civilization.

What advantage is there in knowing a multiple of facts and skills if they are not applicable to life's situations? Yet, that has been the common fault of our schools. Therefore, educators are striving to establish a system which will eliminate waste of time in acquiring useless facts; and promote individual creative thinking.

The methods now presented teach the pupil to belong to himself—that is to think for himself. Thus he acquires self-confidence, vision, and skill with which to solve the problems arising in his daily experiences. In addition, particular attention is paid to physical development. Physical training is now compulsory in all schools of this state. Proper lighting, ventilating, heating, and seating systems have been established and are installed in school houses to provide the best and healthiest atmosphere for studying. Health drills, medical examinations, sanitation, value of pure water, hot lunches, athletics, games, and self-activity are greatly emphasized to preserve and promote the health of the child.

The beauties of nature, together with this improvement in our rural schools make the opportunities for the rural student more effective and desirable. The country child becomes familiar with subjects teaching more efficient farming and a more wholesome and happy home life. The social outlook of the rural school is also improved. With the teacher’s and pupil’s assistance, the school is often made the social center of the community, where both old and young meet for study and recreation.

It will be noted in observing and comparing the new type of rural schools with the old, that the latest system has such important changes and advantages as—a greater and more active interest on part of the community; better buildings and end of the session adequate accommodations; better trained teachers and opportunities for farm boys and girls to secure higher education; improved methods more closely related to life; provision for maintaining vigorous health; and a more wholesome, happy social life.

—Berge

THE COUNTRY LIFE CLUB

BY CARL WITT

Seven years ago an organization, The Country Life Club better known as the C. L. C., was formed at the Winona State Teachers College. The preamble of the constitution of the C. L. C. states that the Club’s purpose is to train its members for social leadership by actual participation in its activities. The eight hundred members who have joined its ranks have worked sincerely toward the realization of this aim. Possible members who were rather skeptical as to the organization’s worth came to visit at the programs. When the call for members came at the session our members were found to be glad to get the opportunity of becoming one of us.

We have at all times felt especially fortunate in having Miss Trites as our guide. This summer the C. L. C. stepped forth with new vigor under the leadership of Mr. Borge, who came to us from Peterson. Miss Ruth Wisley of Rushford took over the secretarial work. The group leaders, Mrs. Hadler of Kasson, Mrs. Jackman of Bruno and Mr. Speltz of Altura have furnished the Club with delightful programs, not only highly entertaining in themselves but also rich in suggestions and ideas which may be carried out in the schools of the communities in which we teach. The programs consist of readings, songs, plays and many original productions which, through their presentation have served as a “Melting Pot” to weld us all into one strong band of co-workers for the improvement of our profession and ourselves.

The summer session was climax by a picnic at the Gilmore Valley School and Teacher’s Home. Some pleasant and profitable hours were spent in the examination of the school and home. The following bluffs were sealed with the vigor and vim characteristic of the climbers’ achievements in other works. The day marked the end of another chapter in the history of the C. L. C.

MISS RICHARDS HONORED

Miss Florence Richards is this week acting as president of an important conference of the National Council of University Women in session at Portland, Oregon. As an alumna of the University of Michigan, she represents that institution; and on request of the association, she has prepared and is in charge of the program. From Portland, Miss Richards will go to Pasadena, California, where she will spend the remainder of the summer with her mother and sister.

THE KID

(Continued from page 9)

It is easier to go with Jerry. Yes, he was foolish ever to think of leaving such a good pal!

At this point something happened. Two little boys were passing on their way home from the game. "When I get big I'm going to be half-back on a football team, ya bet. I hope I get to be as husky as that guy there," one of the boys said as he pointed toward the Kid. "He's got a lot more ambition than a boy of eight or nine years. He knows that he wasn't going with Jerry. He turned and spoke.

"Jerry, I'm quittin' the game. I'm going to get a job and next year go back to school. Maybe sometime I'll go home," he added.

Jerry did not understand, but he shook hands with the Kid. He stood and watched him as the Kid walked up Johnson Street.

John Wilson (for he was no longer the Kid) walked straight ahead, looking neither to the right nor left. He was afraid the sight of Jerry again might make him weaken.

If the next morning we could have been both in Winona and Minneapolis, we would have seen John going to work at the Ford Garage, and Jerry in Minneapolis, telling a group of "pals" that "The Kid's gone wild."

—Corinne Brown

STUDENTS DAILY TONIC

I LOVE CHAPEL, TOO

BURTON LOOKS SLEEPY

S P E E D Y N I N E - N I N E

B A N G

M Y B I R T H D A Y IS T O D A Y

N E V I L L E S C O O L... D O W N T H E R E

Faculty Reflections
program of lectures and concerts good

(continued from page 0)

finished musical ability of the singer. Miss Pavlovskia's recital proved to be not only a delightful evening's entertainment but was a musical event of great importance to the artistic development of each student.

Another Musical Treat

On Thursday evening, July 17th., Mr. Charles Norman Granville gave a programme worthy of commendation. He is admirably equipped as to the vocal, artistic and technical requirements of his art. Through his remarkable vocal and interpretive powers, Mr. Granville, has earned the enviable title of Master Interpreter; and since his brilliant success in recital at Aeolian Hall, New York City, he is recognized as one of America's greatest singers.

Sternheim a Magnetic Speaker

Dr. Emmanuel Sternheim of New York City spoke on the 10th, and 11th., of July. Dr. Sternheim is a graduate of Oxford University, the Sorbonne and Heidelberg. His particular specialization is educational literature. In his several talks throughout the two days he reviewed many books. Among the ones of the most educational importance were "The Crown" by J. C. Smith, "Foe—Farrell" by Sir Arthur Quiller-Couche, "Humbug" by E. Delsfield, "The Judge," by Rebecca Wells, and "Babbit" by Sinclair Lewis.

His manner of talking was that of a satirist, yet he has great faith in America, although he sees her dangers and weaknesses. One of the great points he made was that education serves a great function in America but there is much specialization is educational literature. In his several talks throughout the two days he reviewed many books. Among the ones of the most educational importance were "The Crown" by J. C. Smith, "Foe—Farrell" by Sir Arthur Quiller-Couche, "Humbug" by E. Delsfield, "The Judge," by Rebecca Wells, and "Babbit" by Sinclair Lewis.

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Hi...
THE HALL DESCRIBED

The new Hall is located on the site of the old building, with its main entrance again facing north, but it is larger than before and extends nearer the street in front and nearer the training school. It retains the same relation to the library except that the "bridge" is abandoned. It is concrete and brick, the same brown pressed brick as in the library and training buildings.

Going in by the main entrance, which is shown in the picture, one enters a wide corridor or lobby beyond which he finds the auditorium. This is a well day-lighted theatre with floor sloping to a wide stage at the south. This fine room is two stories in height, with a balcony on the long north side, and seats 1000. At the sides of the stage are ample dressing rooms and above the dressing rooms is provided the space for a pipe organ, awaiting the generosity of the alumni or of some other good friend of the school. An orchestra pit provides for the oratorios, dramas, and commencements, all of which will now take place under our own roof.

The amply wide and well lighted main corridor entirely surrounds the auditorium, the two large light courts, and the four stairways. Turning in this corridor to the left, after entering from the front, one passes the suite of offices, then turning south he finds the social room; a large study room, with unassigned desks for use during vacant periods; then the nurse's office, with rest room, and the physical education office for women. Passing on, another turn to the right brings one to the big gymnasium, just across from the stage of the auditorium. It is sixty-five by eighty-eight feet in size, with high south windows, and has seating space both on the floor and in a gallery that extends across a side and two ends.

One next comes, in the south and east corner, to the large assembly room of the junior high school, grades seven to nine having been provided for in this new building. On the west, next the training school, are seven or eight rooms also set apart for these children. This entire department is separated from the college department by glass partitions but is easily accessible to auditorium, gymnasium, offices, etc.

Having now reached the west end of the front corridor one passes the office of the director of training; a class room for special methods; a student-activities room for publications, committees, and club officers; and last, a faculty and literary society room combined.

In the story next above, one finds rooms and equipment for the various academic subjects, all connected with the fine open corridor that again passes in a square about the entire floor. The four well-located, well-lighted, stairways, extending from bottom to top of the building, make this floor readily accessible from any location.

The lower story, over the main entrance, is large enough and well located for the music department, and provides an ample recital room, three practice rooms, and an office.

The ground floor with its windows six feet above the grade of the sidewalk, has four entrances—east, south, and west. Here are to be taught the several art subjects. Industrial and manual arts with printing has six rooms; household arts has four; fine arts has three.

The lockers for wardrobes, six hundred of them, are recessed in the corridor walls on this floor, while gymnasium lockers, with fine shower bath equipment and small group dressing rooms, are installed in the spaces below the auditorium. Wardrobes for the junior high school, and space for a future swimming pool also find provision on this floor.

The heating plant lies below the gymnasium and all piping and mechanical equipment extends below the ground floor of the building in unoccupied basement space. Underground passageways lead conveniently from the new building to each of the buildings at the east and west.

There is no space here to tell of the many special and up-to-date features that characterize this new home for the college. The building is elastic in arrangement and provides for the growth and changes of the hundred years to come, because those who have planned have kept in mind the future, as far as they could see it, as well as the present. Limitations such as shall develop, aside from those conditioned by reduced funds and high costs following the great war, will be the result of the limited vision of which the future always indicts the past.

G. E. M.

Mr. H. "Yes, they have painted it white."
THE STRETCHER BEARER

Mr. Harris: A little boy, on coming home from Sunday school, said to his mother, when she asked what he had learned, "Those poor African children were so hungry that when they beat on their turn, you could hear them for miles.

Dudberry is going around with a pain on his arm. It wasn't dangerous till it went to his heart.

Miss Mallory expects to flunk some of the young men in her penmanship classes.

Jacobson: "Is 'ou donna by my thweet 'ittle chocums dirt?

Miss Howe: "Uh-'uh. Is 'ou donna thmile nith in chapel at ur 'ittle rollum pollums? Mmm.

Munson: "What is heredity?"

June Peters: "It's what a father believes in till his son acts like a fool."

Why is "Pete" like a camel? Because he's got a hump to keep up with his class.

Mrs. Cassidy: "Sargent was a great artist. With one stroke, he could change a smiling face into a sorrowful one."

Zim: "That's nothing. My mother used to do the same thing to me."

Mr. Harris tells one about the pigs in Kentucky that rooted around in the rocky soil so long that their noses became very calloused and heavy. Then the farmers had to tie stones to the tails of the pigs to keep the hind legs on the ground. Moral: Don't keep your noses to the grindstone too much.

The driest story ever told: An Irishman and a Scotchman went into an east end store. The Irishman was broke.

Ikey: "I would like to take a bath."

The father (bath 25c) "Oh Ikey, when I was your age, I was just so romantic."

June: "He must be strong. Well, what kind of seed did he plant?"

Doris: "A napkin."

June: "Is that true?"

Doris: "No, it's just conversation."

Husband: "My wife cut off a piece of my ear."

Magistrate: "Well, I can't do anything about that, but I will bind her over to keep the peace."

Husband: "You can't, she's thrown it away."

Burton wrote on the back of Risser's paper: "Please write more legibly."

Next day: "Prof., what is this you wrote on my paper?"

Spelts will now sing that mournful little love song entitled "Since Dolores swallowed the spoon, she has not been able to stir."

Mr. Owens: "So he wishes to enter my class. His name is Mr. Braines, is it?"

Miss Pritchard: "Yes sir."

Mr. Owens: "Well I am sorry, we are overcrowded already. We have 40 in this class without Braines."

HAIL WINONA

AHI, ALMA MATER

Lo, in Mississippi's waters,
Blue the eternal sky;
In our hearts, O Alma Mater,
Clear thy spirits high.

Chorus

Lift the chorus
Send it ringing
Far o'er hill and vale
Hail to thee, O Alma Mater,
Hail, Winona, hail.

Noble hills watch o'er the valley
Where thy dwelling lies;
Steadfast hearts, O Alma Mater,
Guard thy destinies.

Ever shall tomorrow better
What today hath won;
Lead thy children, Alma Mater,
On, forever on.

WHY NOT TEACH?

What other vocation offers you the following:

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