The Winonan

Winona State Teachers' College

4-25-1924

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NEGATIVE DEBATORS WIN AT WINONA AND ROCHESTER

CAST IS CHOSEN FOR “TEMPTEST” CLASS PLAY

The naïveté of the comment, “each one suited his part so well,” is always interesting to the director of a dramatic production. Of course, this comment brings satisfaction to the director, because, after the choice of an appropriate play, the cast is the first requisite for a successful play. Players are chosen largely because of their physical fitness to assume the characters to be presented. They must, at least possess those characteristics that will, under make-up, bring them into an easy, natural portrayal of the characters of the play.

Some years ago, make-up played a big part in fitting the actor to the role but more recently, nature has been quite largely the deciding factor. In amateur plays, both factors must be considered. Along with physical fitness for the part, voice, ability to read, and capacity for hard work, and possibility for growth are matters to be kept directly in mind while the cast is being chosen.

The most important asset for the director, however, is ability to visualize each player in the finished product. Herein lies the difference between those within and those without the magic circle. One of the great joys of dramatic work is to watch a person who possesses possibilities only, grow into a character of striking forcefulness.

In choosing a cast to present a Shakespearean play, not only must the points already mentioned be considered, but the players must also possess a naivete of appreciation that will enable them to interpret something of the wealth of the matter that Shakespeare stores up in his lines. The question is often asked, “Isn’t a Shakespearean play particularly hard to give?” The writer has not found it so. In the first place there is much to work on, and if even a fairly accurate reading of the lines is given, the work is worthwhile. Then, too, in rehearsals, the lines do not become threadbare as is often the case with present day plays, and the players themselves feel the challenge of the great master.

The spirit in which the Seniors have tried out for “The Tempest” has been admirable. All have come with an eagerness to “fit in” but all have felt the necessity of having those chosen who not only were best qualified individually, but who would help make the best balanced whole. And be it said to the credit of the Juniors that they have taken with a most commendable spirit those parts for which apparently no Seniors were available. Including the dancers, about seventy-five students have tried out. The story of “The Tempest” will appear in an early issue of the Winonan. The cast chosen is as follows:

Y.W.C.A. IS HOSTESS TO CABINET TRAINING COUNCIL

A Y.W.C.A. Cabinet Training Council was held in Winona from April eleventh to fourteenth. Miss Pierce, student secretary, acted as adviser of the convention. A large number of delegates from Colleges in Minn. and Wis. attended, there being seven delegates from St. Cloud, one from University of Minnesota, one from Stout Institute, two from Mankato, five from Rochester, seventeen from La Crosse, four from Stevens Point, one from Whitewater and one from Hibbing.

The first meeting of the convention was held in the Training School Friday evening at 8 p.m. Miss Evelyn Marr, Pres. of the Y.W.C.A., presided at this meeting. Miss Richards gave a short talk of welcome and on the meaning of Y.W.C.A. in the Teachers College. The remainder of the hour was spent in devotional services conducted by Miss Pierce.

Saturday morning, Bible Study was led by Miss Pierce from 8:30 to 9:30. At 9:30 Miss Erma Schurr of the University of Minnesota took charge of a commission discussion which proved very interesting. After this discussion Miss Pierce led a technical discussion.

In the afternoon meeting National Organization and Finance were the important topics for discussion. At 3:30 a hike was taken to Garvin Heights by a number of the girls.

One of the important features of the convention was the banquet held at 6:30 Saturday in the Social Rooms of Shepard Hall. The place cards were in the form of a triangle, the symbol of the Y.W.C.A. A color scheme of blue and white was carried out. The Cookery II class under the direction of Miss Parker were responsible.

COUNTRY LIFE CLUB HAS BACKWARD PARTY

The Country Life Club members were entertained at a backward party on Friday evening, April 4, in the gymnasium of the training school. The guests all arrived in very conspicuous costumes, but it was unanimously agreed that the prize for the best costume should be given to Miss Christianson. The evening was spent in dancing and in performing stunts which included a backward newspaper relay, a grand march, and a spelling contest. Miss Bartch assisted by David Farney and Rex Sanders of Gilmore Valley, then presented a pantomime, “The Light House Keeper,” which was the final touch necessary to make the party a decided success.

The club is now looking forward to another good time—a hay-rack party to the Gilmore Valley School.
HONOR ROLL
Winter Term 1923-24
Average Above B

Anderson, Dorothy — BAAA
Budors, Ursula — AAAAA
Bemis, Ella — ABBB
Bersagle, Benita — AAAAA
Chard, Helen — ABBB
Chard, Lida — ABBB
Cummings, Remona — ABBB
Currie, Janet — A4/5BC
Eide, Esther — AAA
Elliott, Mabel — ABC
Farmer, Louise — ABBB
Fish, Charlotte — A4/5AB/5BC
Goltz, Eleanor — AAAAA
Hammer, Thora — ABBB
Harrington, Lucille — AABAB
Hartborn, Herbert — AAB7BC
Henderson, Jessie — ABBB
Henderson, Rona — AAB
Herr, Miriam — ABBBC
Hill, Jennie — ABBB
Irgens, Leonora — ABBB
Lincoln, Dorothy — AABAB
Mack, Elizabeth — ABBB
McCaffrey, Catherine — AAA
McLeod, Clarence — AB75BC
Mettam, Mary — AABB
Middlemas, Mrs. Laura — AA
Minard, Ada — AAB
Nash, Ruth — AAB
Olson, Helen H. — ABB
Pederson, Agnes — ABBB
Pierard, Virginia — AABC
Prentis, Helen — A4/5AB/5BC
Pritchard, Mabel — ABBB
Schlichter, Edie — ABBB
Smith, Esther — AABC
Sorum, Stella — ABBB
Sova, John — AABC
Stickney, Edith — ABBB
Stiegel, Jessie — ABBB
Thomson, Catharine — ABBB
Vaughn, Kathrine — ABBB
Verven, Minnie — ABBB
Wein, Anna — ABBB
Wiger, Esther — AAB
Wolander, Mrs. Hazel — A4/5ABB

Average of B

Backman, Geneva — BBBBB
Brady, Selma — AACC
Bredchrist, Hortense — ABBB
Buswell, Beulah — ABBB
Christian, Nettie — ABBB
Clark, Julia — EBB
Doten, Agnes — ABBB
Hatch, Harold — ABBB
Johnson, Elwin — ABBB
Kappel, Harriet — BBBBB
Larson, Marie — ABBB
Lindborg, Ruth — AACC
Lindberg, Hermine — ABBB
Mayan, Harold — ABBB
McNeilla, Ethel — ABC
Mitchell, James — EBB
Nash, Dorothy — ABBB
Nelson, Mrs. Maud — BBBBB
Shilton, Bertha — BBBBB
Spangler, Vivian — BBBBB
Stanton, Margaret — BBBBB
Sund, Carolyn — BBBBB
Wall, Gust — BBBBB
Welcome, Cella — BBBBB

DON'T BELIEVE EVERYTHING YOU READ
BY E. S. SELLE

No matter how much students may discount what others have seen or heard, or even what they themselves have seen or heard, it seems to me that they tend to believe everything that they see in print. Unless it is impressed on their minds in advance that a book or an article in a magazine or a newspaper editorial is likely to be biased, they tend to accept it as the whole truth, even though the writer is unknown as to race or nationality or occupation or training or political affiliation.

The unformulated line of reasoning back of this ready acceptance of the printed statement is something like this: "If a person knows enough about this matter so that he is willing to spread his ideas before the public in this permanent form, and if they are accepted and paid for by this publisher, who is in a position to judge as to the writer's qualifications, certainly they are reliable."

A little consideration will show that this reasoning is erroneous. The writer may have more to tell the whole truth. He may have set out to present only one side of a case. Or his racial or national or industrial experiences may have so affected his point of view that he cannot see all sides of the case impartially, no matter how hard he tries to do so. Or, in a position to be impartial and meaning to be impartial, a writer may make mistakes as to facts and conclusions. As for publishers, some of them will accept and pay for anything that will sell. Others, more scrupulous, will not circulate anything meant to be untruthful or anything too glaringly biased in its point of view, but they are all subject to human limitations in the tests that they may apply to facts and conclusions, and of course they may themselves be biased.

Certainly extended reading in any controversial field ought to show to students how unwise it is to accept as final the first article read. Here is an article on the Negro problem in one of our widely-read periodicals. I am interested in the problem. The title is "catchy." I read the article through to the end. The conclusion of the author is that Negroes should associate with Whites, and that inter-marriage should be encouraged. The name of the author is unfamiliar. I have imagined as I read that he is a white person, perhaps basing this assumption upon the fact that this is a white man's magazine. But I turn the pages to find anywhere the editor tells who he is. He is a New York Mulatto. Negro writers have contributed many articles to our best magazines during the past few years, all dealing with some phase of their particular race problem. Needless to say, we surely ought to know whether a particular discussion is from a black pen or a white pen.

The title of a book on the library shelves catches my attention. I sketch through three or four chapters, and discover that the author believes that a semi-feudalistic industrial system, with Whites controlling Blacks, would be best for the Blacks. The preface indicates that this author ought to be able to speak with authority concerning the Negro problem because he is a plantation owner in Mississippi and has lived there all his life.

We read Madison Grant and Lothrop Stoddard as to the superiority of the Nordic race and as to the "perils" that face us if any others come to America. Then we read Smerlenko, who refers to Ripley and Boas and Spencer, and who says concerning Grant and Stoddard that: "... It is as if some radio amateur, troubled by a nightmare, had studied the lightning experiments and accepted the conclusions of Benjamin Franklin and on the basis of that knowledge had published books and magazine articles alarming the public with his hysterical dread of the dangers of electricity."

Space forbids further use of Illustrations. Innumerable examples might be given from the fields of industry, military affairs, politics and education.

Then what should be your basis for judging what you read? First, you should know as much as possible about the author's life — about his racial descent, about his business interests, about anything likely to give any kind of bias to his thinking. A deposed king is not a good witness when we are considering the success and failure of democracy. Second, you should know what training and experience a writer has had in the field about which he presumes to write. Henry Ford is not competent to speak in the field of educational method. Third, you should know whether specialists in the field, support the writer's main conclusions or at least approve his method of work and investigation. If physicians consider a man a 'quack,' he probably is just that. Fourth, in highly controversial matters of importance, read as many different discussions as possible, applying the foregoing tests as far as possible to each writer. Before deciding that you are a Democrat, inform yourself not only as to Democratic candidates and platform and history, but concerning Republican and other parties as well. Read what proponents and opponents have to say. Then MAKE UP YOUR OWN MIND.

TO MARCH

Thou cruel, hard deceiver, March,
Thy yester smile so coy, so arch,
Put my poor heart all in a flutter;

My tender thoughts I scarce could utter.

To-day thy face is hard and cold,
So great a change thy heart can mold
In one brief day.

Thy vagrant whims no order know,
Thy changing faces no constance show,
And I must wait till May hath come;

For April's face, like thine hath some
Of hope and some of fear for one
Whose brightest hope comes when the Sun
Shines on his way.

—March 28th, 1924, F. M.
HEBRAISM

Yea, verily! There were two young men, both seekers after knowledge. And one was well versed in the mysteries of handwriting and the other was versed in matters both military and profane.

And it came to pass that one day the two sped forth behind an iron monster to explore the streets of a large city in search of amusement. And lo, they mingled among many damsels, both fair and otherwise. For these damsels also sought amusement and they were many. And yea, the two young noblemen dispensed themselves right merrily.

But the lord of the city, seeing these and many other foreigners frolicking with his maids waxed wrathful and called his servants unto him, saying, "I charge thee, observe closely and jealously the actions of these foreigners and lightly bring me word of any evil thereof."

And it came to pass that as the two young noblemen were leaving the city after a most frolicsome time, behold, they neglected to pay the tariff charged for transporting people from one city to another and, lo, as they rode behind the iron monster, they were confronted by the officers of the law who commanded them saying, "Avast, lest ye perish!"

And the officers reported this to the lord who could scarce contain himself for joy. And he sent a messenger to the two young noblemen demanding that they do penance. And the poor noblemen showed signs of sorrow and repentance, though inwardly they raved and fumed with much swearing. And furthermore, the young noblemen found it necessary to pay the tariff in order to return to their native village.

Let all who hear this beware and profit by the unhappy experience of these two gentlemen and think long and count carefully their riches before seeking diversion in foreign villages.

Yea, verily!

CAST IS CHOSEN FOR

"TEMPEST," CLASS PLAY

(Continued from page 1.)

Alonzo, King of Naples............... Mr. Clary
Sebastian, his brother................. Mr. Land
Prospero, the right duke of Milan...... Mr. Gilsdorf
Antonio, his brother, the usurping duke...... Mr. Kelly
Ferdinand, son of the King of Naples......... Mr. Mitchell
Gonzalo, an honest old Counsellor...... Mr. Bourre
Astrain Lords.................. Mr. Spencer
Francisco Lords.................. Mr. Chinski
Caliban, a savage slave............... Mr. Zimmerman
Trinculo, a jester................... Mr. Curtis
Stephano, a drunken butler........... Mr. Ruhnke
Miranda, daughter to Prospero......... Miss Lindberg
Ariel, a spirit...................... Miss Kowaleska
Iris, goddess of the Rainbow.......... Miss Carpenter
Ceres, goddess of the Earth........... Miss Sande
Juno, queen of the gods............. Miss Alberg
Names of the dancers will be printed later.

PEG'S COL-YUM

Gwenneth Hinckley and Alice McNernley were shaken up and slightly bruised when they stepped in front of a car — not intentionally.

Nadeane Mills entertained at a slumber "less" party, Saturday evening, April the fifth. Those slumbering were: Margaret Mitchell, Helen Blanche, Francis Bowden and Remona Cummings.

June Otterness returned to her home in Kas-sun, after a serious illness.

Everyone is admiring Miss Vaughn's new sparkle. But — then it is also rumored that Miss Vaughn just had another birthday!

Helen Klein has been absent from school on account of illness.

During the visit of the Y.W.C.A. girls at Morey Hall the Morey Hall girls visited the attic of Shepard Hall. Fun was anticipated on both sides, except when a few noiseless ghosts attempted to disturb the already boisterous "attic-ers" at 3 a.m. The "Shepards" hope that the "Morey-ers" come over again soon.

Now that spring is here the student body must keep a watchful eye — for look to your right and you see your dramatic teacher driving a car, then to the left, and your geography professor driving a car, in back of you — your penmanship teacher enjoying a ride, and in front of you — your president driving his car!

The "Shepard" girls spending their vacations at home were: Ruth Gustafson, Remona Cummings, Francis Bowden, Mildred Voight, Adeline Gorgus, Herminda Lindberg, Margaret McAintyre, Nadeane Mills, Helen Blanche, Alice Hubbard, Lawrence Gibbons, Winona Smith, Virginia Mattcalfo, Ruth Lidgerding and Genevieve Harrington.

Harriet Tykeson, and Edna Stegner, last year's "Kg's" — visited girls in Shepard Hall during the weekend.

The following students were graduated on April 25: Mary A. O'Rourke; Ida D. Erickson; Celia M. Welcome.

The boys all went home for Easter but no tickets were sold to young "gentlemen" bound for Wabasha, Canton, Caledonia, or Harmony. Guess why.

English is now the commercial language of Japan and every student in the secondary school in the country must have four years of language before he can graduate.

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"Robin Hood"
Next MON. - TUES. - WED.
"The White Sister"

Colonial Theatre
MON. - TUES. - WED.
"Broadway After Dark"
THURS. - FRI. - SAT.
Strongheart in
"The Love Master"
ONE FRIENDLY DUTY

If there is anything worse than the person who knows our business better than we ourselves do, and is continually telling us about it, it is that friend who will not tell us the truth about ourselves. Those who know and like us best, know our weaknesses best. But for fear of wounding our feelings, let us say, rather, vanity, they tell us only what is good.

Emerson says, "I do not wish to treat friendship daintily, but with roughest courage."

It is partly our fault. We deliberately avoid those who intimate that there is anything wrong with us. We seek praise, even flattery. In so far as we listen to it, we weaken ourselves. The bad is unnoticed until it comes to overshadow the good. Many times we are blamed unjustly by one who is not trying to be helpful. Of course we resent it, and are justified in so doing. But we cannot resent the other kind of criticism. A student accepts the more or less gentle suggestions of the teacher. He may dislike that teacher for the rest of his days at school, but he must someday realize that his antipathy was born of injured self-love, and knows it as weakness. Most of us, however, appreciate that our weaknesses are recognized and eliminated. It is so with business men who know our weaknesses best. But for fear of wounding our feelings, let us say, rather, vanity, they tell us only what is good.

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One of the best books to read is "The Mind in the Making" by John Dewey. It is a study of the development of the human mind from childhood to old age. The book is written in a clear and concise style, and is easy to read. It is one of the best books on the subject of psychology.

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HAIL MINNESOTA

Come, oh, hail to Minnesota,
Dear and glorious Gopher State,
With a welcome hand extended
To the stranger at your gate.

Hail to the fertile fields, the pastures,
Fair and green;
Hail to the rivers broad, in sparkling
Silver sheen;
The towering hills,
In purple dressed;
The rugged rocks,
Upon their crest:
In all the land from east to west,
It is for you that love is best.

Hail to the sparkling lakes, like diamonds
I think I love no other so.
In all the world, where e're I go,
Hail to the grasses green, that flourish
It is for you, 0 joys sublime,
The heart is filled with nature's rhyme.

Hail to the shaded wood, where flowers
Throughout the year:
The buffalo there
In years a 'gone,
The cattle now
Upon them throng:
In all the world, where e're I go,
Hail to the sturdy men, whose saintly
From far and wide, a voice of praise.
Then for all these, we can but raise,

THE WINONAN

FACULTY OPINION

A few years ago the most common subject
for speakers before eighth grade and high school
students was, "The Advantages of a Higher
Education," or "Why a Student Should Con-
tinue in School." These advantages were pre-
sented so convincingly that today our high
schools are overcrowded, and are urging more
taxes for more and bigger buildings; our colleges
and universities, on account of lack of teaching
force, lack of equipment, room, and funds, are
forced to refuse admittance to great numbers.
They are raising their entrance requirements,
and limiting their attendance.

This situation exists because youth realizes
that this age of science and readjustment in
which we are living, requires men of trained
minds to solve its present and its future problems.
Youth also realizes the striving and stretching
necessary for leadership when today those seek-
ring mental training are in such large numbers
clamoring at our colleges for admittance.

In this day of readjustments youth must ask
himself if he is also getting ready socially, for
his road will always be difficult if his social
habits offend. Posture, carriage, modulated
voice, and social ease may be acquired by any
earnest seeker, and are most necessary tools
when one is seeking to bring about harmony and
peace and good-will. Crudeness of speech with
a cleverly limited vocabulary is quite as much
a handicap as a hairlip. Some person's sole
phrase in conversation is, "I should say!" or in
reply to some felicitations, "The same to you."
In studying a play you realize how a character's
speech shows the sort of man he is, and the
environment to which he is accustomed. One
scene in a cheap boarding house presents, of
course, loud, raucous voices with the common
expressions as "gosh!" and "golly!" helping
present the unrefined atmosphere. The police
arrive to quell the carousal late at night. But
when the scene shifts to a college dormitory we
note that the voices are modulated, that the
students call one another by nicknames that
show originality as well as affection, instead of
one common term, "Kid," for everybody, and
that education and training have inculcated a
respect for the rights of others, and a willingness
to obey laws necessary for the common good.
In other words public opinion, in return for
high taxes, expects education of the whole
person, — not his mind only.

Training for leadership in this critical time,
implies primarily the power to make adjustments
in one's relationships to one another, starting
with one's own home, school, community, and
constantly enlarging the circle until it embraces
international relationships. For this great task
unless a leader is trained also in character, — in
the essentials of truthfulness, honesty, upright-
ness, good-will toward mankind, there can be no
satisfactory readjustments which will permit
men to live at peace with one another on this
small planet.

There has never been a time when youth was
more capable than today, or more eager to
prepare himself for the struggle ahead; but in
this preparation unless he realizes, in this scien-
tific age, the necessity of getting, in addition to
his mental training, social, ethical and religious
preparation so that he can forget himself in his
fervor of helping a sick world regain its feet, the
rapid discoveries in science leaping far beyond
our social, ethical, moral, and religious control
may be the fatal means that will end the human
race. Knowledge of this fact is the first essen-
tial, for youth joining hands with youth around
the world will emerge, we believe, trained in
heart and soul to help bring about friendly
relationships between all peoples on this globe.
Truly the youth, and primarily the youth of
America, are the hope of the world.

F. R.

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THE TEN COMMANDMENTS OF THE DORMITORIES

I Thou shalt follow the steps of Dean Florence in all things.

II Thou shalt study industriously from 7:30 to 9:45.

III Thou shalt not "step" without permission.

IV Thou shalt smoke no paper cigars, or burn incense in thy rooms.

V Thou shalt not cross the lake after dark.

VI Thou shalt not eat an automobile—not even a Ford, after the sun has sank.

VII Thou shalt not have young gentlemen call you on the phone early Sunday morning.

VIII Thou shalt not use the phone for long private conversations.

IX Thou shalt not close the door to the "Beau" parlor when entertaining gentlemen friends.

X Thou shalt not complain of the grub dished out at Morey.

—Oh death! Where is thy bumble-bee.

SAYINGS OF THE GREAT

Adam—It's a great life if you don't weaken.

Plutarch—I am sorry that I have no more lives to give to my country.

Jonah—You can't keep a good man down.

Cleopatra—You're an easy mark, Antony.

David—The bigger they are the harder they fall.

Helen of Troy—So this is Paris.

Columbus—I don't know where I'm going, but I'm on my way.

Nero—Keep the home fires burning.

Noah—It floats.

Methuselah—The first hundred years are the hardest.

Edward—the Lord have mercy on his soul.

Miss Kuklinska declares that her history students are so dumb they think knights wore tin suits because they didn't wrinkle.

Wallie Morgan—"I have five suits of clothes, counting B.V.D's."

CAN YOU IMAGINE?

Mr. Simmers classes having a conference.

Carl Gerlich with a car full of "beetles."

Leo walking home without Lindy.

Ed. Leicht keeping his trap shut for ten minutes.

Everybody studying 100 minutes on every lesson every day.

Mr. Owens with his hat on one side of his head.

Dizzy Piggy Orr—I don't know what I'm going to do over the weekend.

Pfeilsticker—Why not wear your hat over it?

Spencer—I wish I could change the alphabet.

Peg—Why?

Spencer—I would put u and i closer together.

—EXCHANGE.

A peanut sat on a railroad track

His heart was all aflutter

The 3:15 came flying past,

Toot! Toot! Peanut butter.

TWO

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