

THE NORMAL BADGER

RIVER FALLS, WIS., MARCH, 1898.

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PRES. CYRUS NORTHROP.

The Normal Badger.

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No. 7.

The University of Minnesota.

BY HARRY L. CURRIER.

'Rah! 'Rah! 'Rah!
Ski-U-Mah!
Hoo-rah! Hoo-rah!
'Varsity! 'Varsity!
Minnesota!

The 'Varsity yell, given with the hearty swing and vigor of a thousand young voices, was my first introduction to college life, and somehow it made me feel at home right away. There is inspiration in a college yell, even as there is in a national song. Your true college student will put as much feeling into a good yell as the British soldier does into "Rule Britannia," or the American into "The Star Spangled Banner," or "America."

I had entered school a week late and was attending chapel for the first time. We had been addressed that morning by some distinguished speaker from abroad and the yell was given in his honor. As I learned later, this is only done on special occasions, ordinary speakers being rewarded simply by hand-clapping. As a rule the students do not attend chapel regularly, but let it be rumored about that some distinguished man is to speak, and standing room will be at a premium. These chapel talks are of great value to the students, bringing them in touch with many of the leading speakers and thinkers of the time. Any prominent man who comes to the city is given a cordial invitation to visit the University and if he accepts he is generally induced to speak for a few minutes at least. We always give them an enthusiastic reception and I imagine they go away thinking what a tremendous hit they have made, and saying to themselves that the students over there must be a fine lot of fellows. By the reception we gave Mr. Bryan last fall, a stranger would have thought that we were all ardent free-silverites, though the politics of the school are notoriously the opposite.

The next event of which I have a distinct remembrance was the cane-rush which took place about three weeks after the chapel episode. I had a very indistinct idea of what a cane-rush was like, but I didn't like to ask questions for fear of exposing my ignorance,

particularly after hearing one of the Juniors, when he was asked how he thought it would come out, remark in a sneering tone, "Oh, the Sophs will eat 'em all up. I don't suppose half of these Freshies ever heard of a cane-rush."

This was to be an impromptu affair, so no public announcements were made. It came off during chapel time, and we learned afterward that the only people at chapel that day were Prexy and Maria Sanford.

A large crowd, in which the co-eds and Profs were quite as much in evidence as the fellows, had gathered in front of the Library Building awaiting developments. They had to wait some time before anything showed up, but at last two freshmen came out of the Main Building carrying between them a stout oak stick about four feet long. This was the cane. Before they were half way across the road a dozen sophomores had started for them, then more Freshies went after the Sophs, and the annual cane-rush was on.

The object of the freshmen is to establish their right to carry canes by keeping possession of this one, the sophomores attempting to show their superiority by taking it away from them. It is seldom that either class is able to get full possession of the cane, but the victory is awarded to the side which has the most hands on when time is called. With one hundred and fifty husky lads on each side one can imagine there is a lively time. It isn't considered good etiquette in these rushes to "slug," i. e., strike with the fist. But if you get hold of a man who has a hand on the cane, it is perfectly legitimate to get him by the neck, face, hair, anything, just so you pull him off. Naturally he doesn't take kindly to this, and once you get him off you will have to settle with him personally. So there is always a fringe of these minor contests around the outside, though the hottest of the fight is always over the cane itself.

The freshmen are at a disadvantage in this first rush as they don't know their own men and are just as liable to tackle a freshman as a sophomore. Sometimes in the heat of the contest even the sophomores make mistakes: two fellows were wrestling on the outskirts of the crowd and after a hot scrap one got the other down—"You Freshies are altogether too fresh," he remarked as he let his opponent up. "I ain't no freshman, you fool!" was the other's angry response.

The freshmen were handicapped in another way—they had no class yell; before many minutes, however, one had been improvised:

"One-a-Zip! Two-a-Zip!
Zip-a-Zip-a-Zam!
'99! '99!

Don't give a —!
One-a-Zip! Two-a-Zip! Etc."

and before that war slogan the Sophs went down in defeat.

The occasion of that cane-rush moved one of the upper classmen to poetry, *a la* Palmer Cox:

But now the sounds of war are heard,
 The Brownie's martial souls are stirred.
 Far in the clouds their minds do soar
 They dream of battle and of gore.
 With firm resolve and courage high,
 They long to fight and e'en to die.
 To prove their might as ne'er before
 And tame the haughty sophomore.

At chapel time we see them all
 Appear before the well-known hall.
 A ponderous cane they bear along,
 A cudgel short but thick and strong.
 The sophs the challenge view from far
 And muster for the deadly war.
 In ominous strife they quickly close;
 Each risks his life, his limbs, his nose.

And mangled collars strew the ground,
 While shouting juniors gather round.
 All college comes to see their feats
 And Prexy talks to empty seats.
 They struggle round about the green
 And many a daring deed is seen.
 The dust of battle rises gray
 All, breathless, watch the deadly fray.

A Brownie throws a sophomore down;
 A sophomore does a freshman brown.
 All said, when that stern fight was o'er
 We ne'er had seen its like before—
 The freshmen win; the first time yet,
 The sophomore defeat has met.

But I'm afraid my good friends will begin to think that a University is a sort of finishing school for savages, instead of an institution of higher education.

A few words in regard to the history of the school seem necessary in order to get a correct view of its present conditions
History. and future prospects. "On February 25, 1851, the Governor of the Territory of Minnesota, Alexander Ramsey, approved an act of incorporation by which the University of the Territory of Minnesota began its legal existence. The same act located the institution at or near the Falls of St. Anthony. That tells substantially the whole story of its first year, for at the first meeting of the Board of Regents, held the third day of June following, nothing but a situation confronted them. There was no endowment, no money, and the work of the Board consisted in talk. A short time after this, Mr. Franklin Steele presented to the Board of Regents a site on which to build the new University. It was the ground on which the Exposition Building now stands. Here a building was erected and the preliminary school of the University opened in November 1852. This was conducted by Rev. E. W. Merrill, and continued for three years with an average attendance of sixty students.

In 1854 the present site of the University was selected and purchased, and in 1856 the erection of the first University building was begun on the campus. This still stands, and forms the back part of the old main building. It was about this time that a chain of events began which brought disaster and ruin to the new enterprise as well as to many of its promoters. In the stress of events incident to the financial crash of 1857, followed by the War of the Rebellion and the Indian outbreak, the cause of higher education was largely lost sight of. Indeed, it was not until 1867 that the Legislature voted \$15,000 to repair and furnish the University building, which since the '50s had stood unoccupied and crumbling.

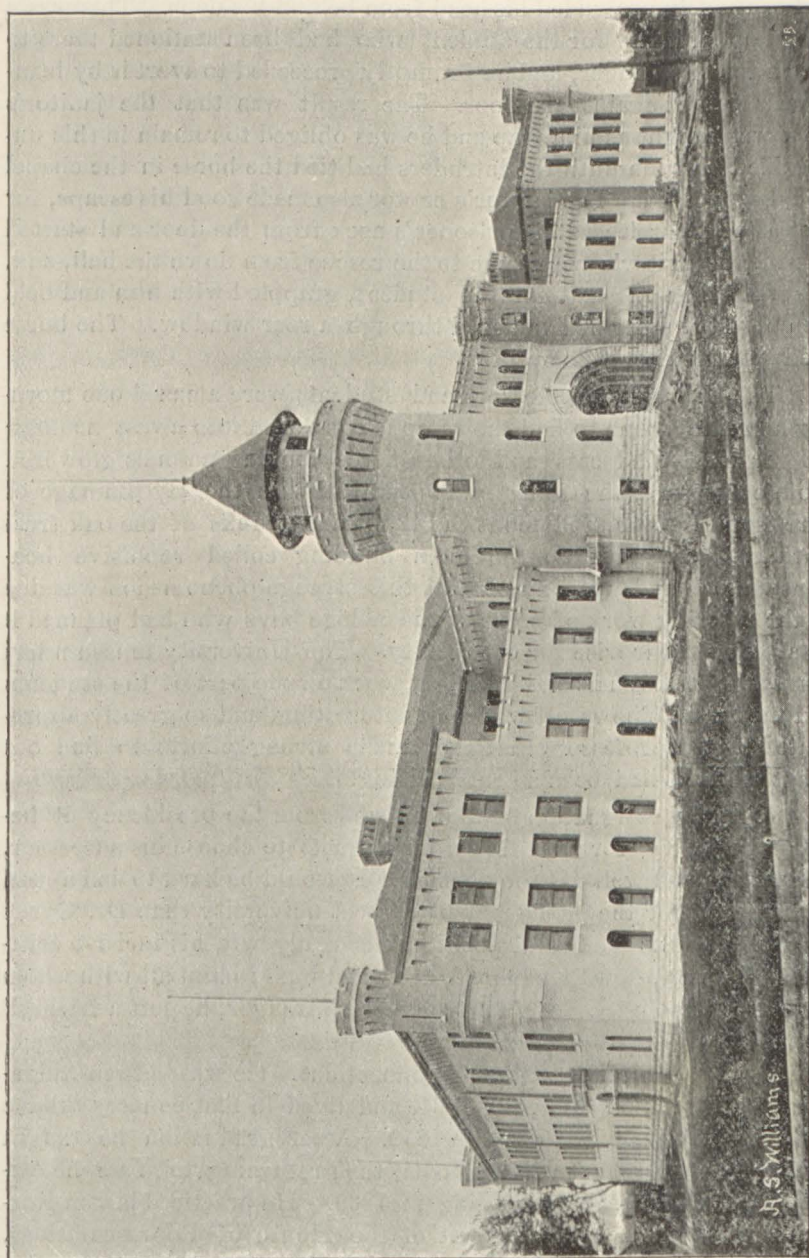
Among the perplexities of the Regents in the early days some of the most annoying were associated with their efforts to maintain their charge as an educational institution. For instance, it was through the shrewd movements and decisive vote of one man that the state was once spared the conversion of the institution into an asylum for the insane. Another question which had to be answered at this point in the history of the institution, was whether co-education should be allowed. The Regents decided in the affirmative and the question of sex has never since been raised.

The first president of the University was Col. W. W. Folwell, a man of courage, persistency, caution, bright scholarship and a large view of the future. During the years of Dr. Folwell's administration (1869-1884) the school grew steadily and when he resigned the presidency, to take the chair of political economy and international law, the University was ready to begin the second stage of its career; that wonderful career of rapid growth and development which is probably unparalleled in the history of education.

Many traditions come down to us from the time when Dr. Folwell was Prexy. It would seem that in those good old days, though there were fewer students than at present, there was more of college spirit, and some of the pranks the boys played were very ingenious.

Nearly every University student has heard about "Dr. Folwell's horse,"—how naughty college boys dragged the brute up three flights of stairs, at dead of night, and tied it in the old chapel to be discovered by the horrified president next morning. This happened when the main building was used as a dormitory, and the deed was the result of a conspiracy between some of the outside students and a few of the dormitory boys, some of the latter having agreed to unbar the front door for the entrance of the horse. There was some delay in gaining admission, and while the boys outside waited, gunny bags were fastened to the horse's hoofs, and one wicked youth clipped off part of the horse's tail as a souvenir. This set the other rogues an example, and when Dr. Folwell viewed his steed on the following morning it presented a most dejected and forlorn sight, not a hair of its mane or tail being in evidence.

During the journey upstairs the horse offered no resistance, but



ARMORY AND GYMNASIUM.

H. S. Williams

one of the pads was lost from a hoof, and such a stamping and clattering ensued that many of the students were awakened and came from the dormitories to see the fun. The janitor also was aroused and cautiously protruded his head from behind his door. This was a grand opportunity for the student who had been stationed there to watch for this danger, and he promptly proceeded to avert it by leaning his weight against the door. The result was that the janitor's neck was caught as in a trap and he was obliged to remain in this undignified position until the intruders had tied the horse in the chapel and disappeared. The janitor's captor also made good his escape, for just as he had released his prisoner's neck from the door and started to run, the janitor's wife came to the rescue from down the hall, and, mistaking her husband for the student, grappled with him and held him until the other had vanished through a rear window. The horse died shortly after this event.

The University professors and students were amazed one morning about this time to find the campus converted into a vast zoological garden. Wild cats and other fierce looking animals glowered from every tree; the foliage was beautiful with the gay plumage of rare tropical birds, and about the limbs and trunks of the oak trees bordering the path to the main building coiled repulsive boa-constrictors and anacondas. All this strange phenomenon was due to the untiring work of some of the college boys who had planned it as a pleasant surprise for the faculty. The University museum had furnished the animals and midnight work on the part of the students did the rest. The result was most interesting, and so greatly appreciated by the professors that they made strong efforts to find out what students had been so enterprising.

With the resignation of Dr. Folwell from the presidency it became necessary for the Board of Regents to choose his successor, and wisely and well did they choose. It would be hard to find a man better fitted for the presidency of a great university than Dr. Cyrus Northrop. His genial disposition, his ready wit, his incisive criticism, his whole-souled manhood, draw and bind to him all with whom he comes in contact. "Whom he met a stranger, he left a friend," could find no truer exemplification.

Dr. Northrop is a native of Connecticut. He was born in Ridgefield, that state, on Sept. 30, 1834, and lived in that country village until he entered Yale College in 1852. After graduation he taught school for two years in New Haven, then returning to Yale he entered the law school, graduating in 1860. He practiced law in Norwalk, Conn., and was clerk, first of the House of Representatives, then of the Senate of Connecticut. In the summer of 1862 he became editor-in-chief of the New Haven Daily Palladium, a leading paper of the state.

But the young editor was soon called to fill a more important

position. In 1863 he was offered the chair of Rhetoric and English Literature at Yale College. He accepted this professorship and held it until he was made president of the University of Minnesota in 1884. So quick was his discernment of the quality of the students' work, and so great his executive ability, that when he came to leave the college, two or three men felt themselves overburdened in trying to carry the department.

The administration of President Northrop shows how true it is that men love to obey when there is power and wisdom to command. It would be hard to find an institution in which is combined so much freedom with such willing obedience to authority. The students of the University of Minnesota are by no means "molly-coddles," but toward the authority of the University there is no opposition. That this state of affairs exists is a constant tribute to the wisdom and good judgment of Pres. Northrop. It is due to the fact that he possesses in the highest degree those qualities which fit a person to control large bodies of men—a strong sense of justice, a quick sympathy, a readiness in judgment and action which forstalls opposition, perfect openness and truth, and crowning all, absolute fearlessness. Dr. Northrop is also a gifted orator and is known as the best after dinner speaker in the Northwest.

The University is situated on the east bank of the Mississippi River, about a mile below, and in full view of the Falls of Location. St. Anthony. The campus contains fifty acres, extending from University Ave. on the east to the river bank on the west. The location is an ideal one for a great university. It is far enough removed from the heart of the city to be unaffected by the noise and smoke, yet it is near enough to feel the throbbing life of our flourishing western metropolis. There are many who think it is better to send students to a small school in some quiet country town, than to expose them to the temptations of a large city, and up to a certain stage in the process of education this is undoubtedly true. But if the object of a university is to fit one for *life*, why should we not see something of life before we leave school, and not go out into the world altogether without experience. Then, too, the students have an opportunity of attending a class of entertainments, musical, literary, and theatrical, such as never come to a small college town. Many of the students here earn their own way through school, by working afternoons and evenings, and so many are the opportunities which offer in a city like this that no one need give up the idea of a college education on account of a lack of money.

The principal buildings of the University are arranged in a semi-circle facing University Ave. and enclosing the open part of the campus. The campus itself remained almost as nature left it until 1894. In that year the grounds were laid out by a distinguished landscape gardener and a well planned sys-

tem of improvements begun under which the campus is rapidly assuming the appearance of a well kept park.

The number of students enrolled this year is 2654, making the University of Minnesota fourth in the country in point of Rank. size, being exceeded only by Harvard, Pennsylvania and Michigan. At the present rate of increase next year will bring us up to the 3,000 mark. But it is not numbers that those in control desire at present, indeed they are trying in every way to keep the enrollment down. This has resulted in a raising of the standards along all lines. That the standard for entrance is high will be appreciated from the fact that a normal school graduate can only enter as a freshman.

To those who judge a college by the success of its foot-ball team, Minnesota may at present appear to be somewhat in the Athletics. shade. It is true that the results of the last two seasons have been disastrous, but we should remember that Minnesota held for many years the undisputed championship of the West, and at present the outlook is bright for her to regain her lost laurels. One great trouble with athletic affairs has been a lack of efficient management. The control has been mainly in the hands of a "ring," who have run things in a way eminently satisfactory to themselves and very dissatisfactory to everyone else. Last fall there was a revolution in athletic circles, the Athletic Association was reorganized, and the management placed on a business basis. The new gymnasium promises to do much for athletics, both by keeping the men in condition, and by cultivating a proper athletic spirit.

The literary societies are seven in number, one of which is a ladies' society. The societies do excellent work. They are in the main debating clubs, though their programs always include many other features. The number of members in these societies is limited by the constitution. But visitors are always welcome.

The "Ariel" is published weekly during the school year by the Ariel Association. It is the largest college weekly in the country.

The "Minnesota Magazine" is a literary monthly of excellent quality. It is published monthly during the school year by a Board of Editors from the Senior class.

The "Junior Annual," better known as the "Gopher," is published annually by the Junior class. It is devoted to the student's side of college life and is always a handsomely bound and illustrated volume.

The "Engineer's Year Book" is published by the Society of Engineers and is devoted to the publication of articles of a technical nature written by the professors and students of the engineering college.

The Greek letter fraternities are national organizations represented by local chapters in the various colleges. There are twenty-four such chapters in the University. Of these, six are for women and twelve for men in the academic department, two are law, one is medical, one is dental, and two are honorary. The object of the fraternities is the all-round development of their members, moral, intellectual, and social, but in too many, all but the last are neglected. The fraternities are, however, the center of the society life of the University. There has always been an intense rivalry between the fraternity and non-fraternity men, or the "Frats" and "Barbs" as they are commonly called, and this foolish bickering has cost the University dear in very many cases. Now, however, the Barb element is so strong that they practically control in all University matters.

Any sketch of the University, however meager, would not be complete without at least a passing mention of the library. We are all proud of the library, both the building and the books. It consists of about 60,000 bound volumes, besides many thousand volumes of pamphlets, magazines, reports, etc. About one hundred and twenty periodicals are received regularly by the library, not including technical magazines and newspapers. Besides the general library of the University, the following are easily accessible to University students:

MINNEAPOLIS.

The Public Library.....	55,000	volumes.
Minneapolis Bar Association Library,..	9,000	"
Guaranty Loan Law Library.....	9,000	"
N. Y. Life Insurance Library.....	8,000	"
Minnesota Academy of Natural Sciences	7,000	"

ST. PAUL.

State Historical Library.....	56,000	"
State Library.....	20,000	"
Public Library.....	32,000	"

Making a total with the University Library of 246,000 volumes.

So we see, that though less than half a century old, and in its early years having passed through straits which threatened its very existence, the University of Minnesota has already taken its place among the leading schools of the country, and promises to become, what its many friends believe it will, the leading University of the West.

PEDAGOGICAL

Some Notions Concerning School Discipline.

BY PRIN. C. J. BREWER, ELLSWORTH, WIS.

It is not my purpose to occupy the time allotted to me in pretending to discuss the entire subject of "school discipline." The county superintendent asks me to present the topic in such a way that the younger teachers may receive some suggestions that will be practically helpful to them. In order to succeed in doing this, even in a measure, I shall make it my business to avoid generalities. In my fifteen years of almost continuous school work—during which time I have visited not fewer than two hundred schools, under as many different teachers, and have had several hundred pupils, ranging in age from five to twenty-five years, under my personal instruction—I have formed some opinions concerning school order and how to obtain it. A few of these opinions I shall present for your consideration.

Ideal order obtains in that school where every pupil is conscientiously pursuing the legitimate work of the school, and doing it in a way that will cause the least possible disturbance to others. Observe the conditions: (1) work; (2) quiet. Notice also that the second condition is simply a means to be employed in order that the first may be realized. Let it not be imagined, however, that because quiet occupies this secondary position, it is of secondary importance. On the contrary, it is of the very highest importance. The good working school is necessarily a quiet—a very quiet school. Pupils must move about quietly, and books, slates, etc., must be moved with as little noise as possible; communication must be reduced to a minimum. Without these conditions, the work of the school will not be efficient in the highest degree. If, then, the teacher will bear in mind these two conditions of good school order, namely work, and quiet that all may work, I think there will be little danger of her degenerating into the martinet, or, what is still worse, of allowing noise and confusion to render her efforts to secure work largely migratory. At the risk of repetition, I want to emphasize that I do not believe any school can be, in the highest degree successful; either as an instrument for furnishing its pupils with a body of useful knowledge, or for formation of character unless noise and confusion of all kinds is reduced to the minimum. If necessary, recesses may be given more frequently; but during the school period, quiet and industry must prevail. I make no plea for the traditional school where a pin might be heard to drop at any time during school hours, but it is a question in my mind whether such a condition would not be better than that of some of the noisy so-called working schools

that I have visited. Remember always that the school is, or ought to be, a place for work. Every pupil should be at work all of the time during school hours. Assign as much work as you can reasonably expect pupils to prepare, and then insist that they prepare it. If this is done, order will generally take care of itself.

A fundamental requisite for a good disciplinarian is accurate scholarship. "Captivate nine-tenths of your school and capture the rest," some one has said; and it is a good maxim—well worthy the most thoughtful consideration of every teacher. You will never be able to captivate the nine-tenths unless you enjoy their confidence; and you will never hold their confidence unless they see that you understand your business. A glance back upon your own school days will suffice to convince you of the truth of this. This, then, means that she who would be successful in discipline should know what she attempts to teach; and this, in turn, means daily preparation. No teacher should be compelled to stand before her geography class, for example, with book in hand in order to determine the correctness or incorrectness of her pupil's answers. She is supposed to know at least as much as she expects them to know. Caution: Don't pretend to know everything. There is no fraud comparable to the know-it-all teacher, and children are quick at detecting frauds. Admit your error when you find you have made one.

Keep the school room in an orderly condition. I never saw a successful disciplinarian who allowed bits of paper to be strewn about the floor, or who allowed an unreasonable accumulation of soil or other debris about the room. Have a waste basket and see to it that it is used.

Make it your business to know what is going on in and around the school while school is in session and at intermissions. In other words, keep your eyes and ears open; but do not, above all things, act the spy. Remember, pupils, as well as teachers, have rights. "Eternal vigilance is the price of success" in school discipline. The teacher must cultivate the ability, if necessary, to see and hear what is going on in the room in general while she is conducting her recitation.

Make few rules, but enforce those that you do make. Have the courage and will to enforce obedience to your commands.

If you have captivated the nine-tenths, the remaining one-tenth will usually capitulate without trouble, but not always. A tired, heartsick, nervous teacher goes to an association or an institute, or subscribes for an educational journal or buys a book on school management hoping to find some device whereby she may manage that miserable ten, or perchance twelve or fourteen-year-old young American who is literally teasing the life out of her. (You, my dear teacher, who have taught many terms know that boy well. You can remember his name. You can remember wakeful nights caused by

the little tormentor. You can remember your sigh of relief when he failed to appear at nine o'clock in the morning—which, in his case, rarely happened.) She puts her question into the question box. The high school principal, perhaps, who presides over the association—or even occasionally the institute conductor—reminds her of her exalted calling, of the immortal soul that she has the charge of training, of the miserable homes from which many of her pupils come, that she may not directly see the good effects of the living sacrifice that she is making of herself, but that she will surely reap her reward, etc., etc., *ad nauseum*, and advises her to return, put on a smiling face, and resume her search for the true manhood that lies somewhere in the little heart. He, perhaps, winds up by telling a dismally pathetic tale of how, once upon a time, under conditions that never existed and never could exist, a teacher, after suffering all but literal martyrdom, succeeded in winning the urchin without hurting his feelings—psychical or corporeal. It always seems to me that men who talk in this way are “playing to the galleries”—working for the applause of the spectators, and they get it. The people go away and say “Isn’t he grand, superb?” etc. The English language does not contain adjectives to express their admiration. Truly “the American people are never so well satisfied as when they are being humbugged.” The educational paper sometimes sings the same song. I can’t help thinking that the writer is also bidding for cheap notoriety, or else that he has about as much practical knowledge of country school teaching as the editor of an agricultural journal had of practical farming who wrote an elaborate editorial on “The Cruelty of Dehorning Hydraulic Rams.” Have you read “The Evolution of Dodd”? If you haven’t, good; if you have, perhaps good and perhaps bad. But there are many Dodd’s abroad in the land, and they are absolutely worrying the life out of many of the refined, nervous women who are teaching our schools. Now, I have a theory for bringing such youngsters to time and it never failed me. That’s all I can say of its virtues. I say don’t worry yourself into nervous prostration over one of these characters. You don’t owe it to him, to yourself, or to the district whose servant you are. When you find that the boy (or girl) insists on making a disturbance, insist that he shall not. Don’t worry a week or two before taking heroic steps either. Don’t waste a lot of valuable time and nervous energy in trying to get him interested. Of course I mean, if he won’t obey your reasonable commands after you have used a reasonable amount of moral suasion, punish him. As to the nature of the punishment, that will depend upon the nature of the child. Study him and apply the punishment that will be the most efficient in his case. Every case is a proposition in itself. It may be that keeping him after school even, will be the proper thing, and it may be that a whipping will be required. There is no general rule that can possibly apply. If a

whipping is what is needed, administer it; and, like Grandpa Stebbins did, do it well. Don't be carried away by any weak sentiment concerning "ruling by love." Of course you love your pupils; otherwise the school room would be an intolerable place for you. Just remember that sometimes "He chasteneth whom He loveth." He finds it necessary. The western nose is, in many cases, inclined to raise perceptibly at the mention of New England Puritanism. It is quite a general notion that our children must be given freedom—license would be a better term. They must be governed by their own sweet wills at school as everywhere, and we teachers are expected, too often, to make our government conform thereto. For my part, I have yet to find the western community that could not well stand a liberal application of New England Puritanism, or even "Boston culcha." Whence ever sprang a sturdier manhood or a truer womanhood than from the Puritan schools of the hills of New Hampshire, the valleys of Connecticut, or the plains of Massachusetts? Remember, teacher, that you are moulding the future manhood and womanhood of our country. Keep this constantly before you. Use your own good sense, have the courage of your convictions, and you will best serve yourself and therefore your patrons.



Kindergarten Notes.

On the twenty-second of February the kindergarten children celebrated Lloyd George Lovell and Floyd Washington Lovell's birthday. Either River Falls people are patriotic citizens or they wish to see how little kindergarten children could show their love and appreciation of George Washington.

The room was filled to overflowing. The church was opened and the children's parents were seated in it. The kindergarten was decorated with flags and red, white and blue chains, some of which were draped about the portraits of Mr. and Mrs. George Washington. Lloyd and Floyd, dressed in the costume of the time of Washington, went about before the opening of the circle pinning badges made by the children upon each child and their guests.

Star Spangled Banner and other national songs was the soft music which called the children to the circle and with their own accord they rose to say their little prayer and sing "My Country, 'Tis of Thee." Afterward they sang songs and played games chosen by the birthday boys. In the march which followed, the children wore soldier caps and were led by Lloyd and Floyd bearing the flag. They came down the room in twos, then standing aside, as straight as soldiers, saluted the flag. Throughout all the march the children showed they had the spirit of patriotism.

When the table was brought in with the red, white and blue chains draped about the white cloth, the paper napkins and birthday

cake in the centre. The children sat in the circle listening to the lullabys Mrs. Thatcher sang while the birthday children served their guests.

The guests departed feeling that the little kindergarten children, if not as patriotic as older ones, truly felt and believed that red means brave, white pure and blue true.



Mrs. Paine, of Duluth, visited the kindergarten last week.

Mrs. Mead, of Shell Lake, paid the kindergarten an official visit this month.

The presence of jumping ropes and marbles in kindergarten show us spring is here.

The kindergarten will be unable to receive any more children until the spring term opens.

There was no session in the kindergarten Mar. 8, as the directress and class were in St. Paul to visit kindergartens.

The kindergarteners of the River Falls State Normal having studied nearly a year and gained an insight into the principles of Frederic Froebel, wished to broaden our ideas and note what others are doing in this work. We, therefore, made an excursion to the Twin Cities on Friday, Mar. 4. We first visited the Webster Kindergarten in St. Paul. We found ourselves in a very pretty room containing a piano and many pictures from the best artists. The children were older than ours, since they are not allowed to enter under five years of age. Nearly all are ready for the primary room. The director was trained in St. Paul and was doing work similar to ours. There were two paid assistants working with her. In the afternoon we were met by the Minneapolis training teacher who took us to the Sheridan school. In this school we found the ideal kindergarten work of the city under the supervision of Miss Foote. Her room was most beautiful, since everything in it was suggestive of the year's work. They were located in a new building. All around the room at the top of the board there were pressed leaves, flowers, wheat and oat blossoms. Most beautiful of all, however, were the pictures which had been given by people of the city. They were all suggestive to children and appropriately framed. Also during our visit here we heard the softest, sweetest music almost continually from the piano in one corner of the room, manipulated by an able musician. We found in both kindergartens the work of the Knights (which was our thought) being carried on. There are two sessions of kindergarten in both schools, but different children come to each session. Altogether we had a most delightful day and came home not discouraged, but very much encouraged to work toward the ideal for which we are striving.

SCIENCE

A contract has been let to open a rail and river route to the Youkon.

An official summary shows that the United States navy has only nine first-class battleships.

The Belgian government has built the largest locomotive in the world. It has twelve wheels with a diameter of 52 inches. The locomotive is 55 ft. 6in. long and weighs over 200 tons.

In the United States we have a maritime nation with a seaboard that confronts two oceans for thousands of miles, yet possessing a larger tonnage upon its lakes and rivers than upon the high seas.

The zoology class have been at work upon the lobster and the star fish which were sent up from the ocean. Owing to the mildness of the weather, some have even begun the out-of-door work of catching frogs and crawfish.

It is estimated that the year 1897 saw 38,000,000 tons of freight pass through the Detroit River. Loading this freight into cars, 20 tons to the car, it will make a train of nearly 2,000,000 cars, reaching four times across the continent.

The restaurants, cafes, theaters, etc., of Berlin, Germany, are to be provided with bicycle racks of a novel kind. Each stand will have a lock, the key of which can be removed by the cyclist only after putting a nickel in the slot.

A pneumatic mail system has been adopted in New York City. The mail is transmitted through an eight inch tube by means of a current of air therein. Other cities have adopted practically the same system. Among these are London, Liverpool, Manchester, Birmingham, Glasgow, Dublin, Berlin and Philadelphia.

The second year botany class of the River Falls Normal School have now begun their work on seeds. At the time of this writing they are engaged in procuring their microscopes, mounted needles, and pen-knives and in soaking and planting a great variety of seeds under different conditions of temperature, moisture and light.

Notwithstanding the fact that the study of geology was recently made optional in the course, the members of the fourth year class have shown their appreciation of the opportunity of pursuing such a delightful and instructive subject. They are at present considering structural geology and have for some time, in anticipation of this division of geology, been examining the rocks so kindly furnished by the university.

Such is the accuracy of mathematics as applied to astronomy that the duration of the total solar eclipse which occurred recently in India was determined within four seconds.

The largest fruit plantation in the world is in Jamaica where an American company owns a farm of 44,000 acres. Their main products are bananas and cocoanuts and last year's output was 3,000,000 bunches of bananas and 5,000,000 cocoanuts.

The Pontiac Pacific Junction Railway express train has for a month been lighted by acetylene gas. The gas generator is placed in the baggage car and each car is supplied with six 50-candle power burners. The management is eminently satisfied with the experiment and proposes to light all their trains and stations in the same way.

According to an official estimate given out Feb. 10, 1898, by the health department, the population of Greater New York is as follows: Number of persons in all five boroughs, 3,438,899, of which 1,911,755 are in the borough of Manhattan; 137,075 in the Bronx, 1,197,100 in Brooklyn; 128,042 in Queens and 64,927 in Richmond. By the census of 1891, London had a population of 4,231,000, leading New York by less than a million.

An interesting discovery by Jacquemin is that the leaves of fruit trees, having themselves no marked flavor, may develop a decided bouquet of the fruit in solutions undergoing alcoholic fermentation. Pear and apple leaves, for instance, placed in a 10 per cent solution of sugar, with the addition of pure yeast, imparted to the fermented product a strong odor and excellent flavor, which became even more marked in the alcoholic distillate. A similar effect was had with leaves of the grape vine. Leaves from trees having fruits near maturity gave the most decided results, from which is drawn the important inference that fruit flavors are due to a body—possibly glucosidal in character—elaborated in the leaves and transferred to the fruits only as the latter approach maturity, developing distinctive flavors when acted on by the special ferments of the fruit juices.

The almost incredible march of science has brought about many wonders, among which is the liquefaction of air. The liquefaction point of air under normal atmospheric pressure is 311.8° below zero by the Fahrenheit scale; but by increasing the pressure it is much less. Mr. Charles E. Tripler, of New York, who has experimented upon this for several years, employs the following method: Since pressure cools a gas, he compresses air to 2,000 pounds to the square inch, passes it through a coil and allows it to pass through a needle-point orifice. This cold air circulates about a second coil through which cold, compressed air is flowing, reducing the temperature of this air. The extremely cold air in the second coil is used similarly to cool a third coil, the air in which is brought down to a temperature of 311.8° F., at which it condenses and flows from the coil in a liquid stream.

General News.

Among the new arrivals in school is Mr. Nash of Polk County. General Agent Todd, of the A. B. C. Co., visited us again this month.

Mr. and Mrs. Albert Farrington rejoice over the advent of a son, born Feb. 22.

Washington's birthday was celebrated in the school with appropriate exercises.

Louis Fogle of Shell Lake spent a few days with his sister Mary and other friends.

Professors Brier and Sims report a profitable association at Galesville, Trempealeau county.

The birthdays of Washington and Lincoln were celebrated by appropriate programs in the Lyceum.

The Botany class began work in the second half of this term and will continue during the remainder of the year.

Supt. Natress, of Lafayette Co., and Mrs. Mead, of Shell Lake, official visitors, spent several days with us last month.

The kindergarten gave a birthday party Feb. 22 in honor of the birthdays both of Washington and several of the little folks.

Misses Pearl Scott and Cora Chapman spent a few days in Eau Claire last month as delegates to the Epworth League convention.

Supt. Frank W. Bixby, of St. Croix County, visited friends in school recently. He held his examination for this part of the county during his stay.

More than thirty of the faculty and students attended the teachers' association at Ellsworth, Feb. 26. This association reports the largest attendance of any held in the county.

The Senior class has organized with Miss Emma Roberts as president. Other members of the class are Olive Caldwell, Theresa Ingersoll, Leona Delak, Belle McShane, Mabel Frost, G. W. Swartz, Sever Saby, Robert ApRoberts and Geo. Works.

Miss Alice Parsons, a student of this school during the early part of the year and a member of the elementary class for '98, is at her home in this city enjoying a vacation from her duties as school teacher in a district near Chippewa Falls. She reports that in spite of the fact that the district is located in a sparsely settled neighborhood that she has in her school house all the necessary apparatus for conducting a school in good shape. From her we also learn that Miss Shaver, a graduate from the elementary course in '97 is having very good success. Miss Shaver commenced as a teacher in a district school last fall, but has since been promoted to grade work in the city schools at Chippewa Falls. Normal graduates usually succeed.

At the session of the N. W. T. A. in this city in '96, the summer school was one of the topics that received special attention. The questionable benefits of the summer school as seen by some of the school men of the state was the immediate cause for the discussion of this topic. When confronted with the actual condition that exist among the rural districts, many who had been bitter opponents conceded that the summer school had its legitimate place in the educational machine of the state, limited of course in its utility by reason of the comparative brief session. The majority of the rural school teachers are the product of the rural schools and the high schools. The former class need academic drill in the common branches and the latter class look to the summer school as a ready means for a review of these same branches. The objection that the school keeps many from attending the higher institutions is illy founded, to say the least. There are hundreds of young men and women in this country with natural teaching ability, who cannot by virtue of poverty, attend a training school until after they have taught or done some other work to earn the necessary funds. Such worthy men and women are not satisfied with the few weeks of summer school instruction, but from among their numbers will be found the leaders in the future classes of our normals, colleges, and universities. Not that the summer school aided them materially, but even a casual observer cannot but note that the young people who take advantage of every worthy means for advancement are the leaders in the affairs of life. A plan of summer school work founded by Supt. Bixby a few years ago is rapidly gaining ground among the county superintendents. The plan is indorsed by our state superintendent, J. Q. Emery; Prof. W. J. Brier, Institute Conductor; Prof. L. H. Clark, Pres. W. D. Parker, Pres. Harvey, and many others of equally high rank. Mr. Bixby's plan, briefly stated, is this: "The school is in session two weeks at a centrally located place. The plan of work is patterned after the Normal school. Instructors in the academic and professional departments are provided for—the former from the institute fund and the state pays the institute conductor. Last year Prof. Brier was in the school one week, but owing to previous engagements he left the second week. Miss Smith, of the Normal here, had charge of the practice work and it is the testimony of the practice teachers under her supervision that they were greatly benefited. We understand that several county superintendents will provide similar institutes the coming summer. It is along some such line that the rural schools will have better qualified teachers.



Is it a fad, or a habit, or is it really essential for the best results that the black boards be used so freely in the assigning of lessons and also in the conducting of recitations? From a purely physical standpoint there is much to be condemned in the practice when carried beyond the minimum of actual necessity. In every school there are many pupils whose eyes are weak but who, nevertheless, are forced to copy written work from black boards at a distance that subjects the eyes to great strain. Again, in many buildings the black boards are so arranged that each one of them at some time during the day acts as a reflecting surface and to hold a pupil responsible for a specified dose of black-board hieroglyphics is cruel if not criminal. Have you ever visited a school room and seen some little fellow ten or fifteen feet away from the black board, straining every muscle to project the body forward over the top of the desk so that the indistinct writing of the teacher could be focused? The writer has seen such cases and so have you. We have in mind one such scene and while the helpless little folks in the middle and back rows were thus impairing the most precious God-given sense organ the teacher was conducting a class in physiology and learnedly discoursing upon the care of the eyes. Is it not possible to assign more lessons directly from the text? The matter is there, usually, in far better form than the ordinary teacher's paraphrasing can possibly convert it and the pupil has a greater means of self-defense, as he can hold the book to meet the conditions of his environment and besides the

clear, neatly printed page is more wholesome both physically and morally than the scrawling (not an uncommon thing even among teachers) upon a dust-covered black board. No one denies the great use of black boards, but in our enthusiasm for a substitute for the old style methods of teaching have we fully realized their abuse? In this as in everything else, the teacher should use a whole lot of sound judgment and if he finds that any pupils are troubled about lessons and assignments, etc., upon the black boards, he should put the eyesight of every child or adult in his school far above the knowledge to be attained at the sacrifice of the eyes and plan his school work accordingly.



That old and wonderful book, the Bible, which has come down to us from almost unknown regions of antiquity, has at times impressed itself with tremendous force upon the mind of almost every literary man known to history. Shakespeare, Milton and Tennyson are only types of that galaxy of men of letters who drank deep from the eternal founts of Scriptural messages. A recent example of this fact is furnished by Hall Caine, author of "The Manxman," who says: "I think I know my Bible as few literary men know it. There is no book in the world like it, and the finest novels ever written fall far short in interest of any of the stories it tells. Whatever strong situations I have in my book are not of my own creation, but are taken from the Bible. 'The Deemster' is the story of the prodigal son. 'The Bondman' is the story of Esau and Jacob, though in my version sympathy attaches to Esau. 'The Scapegoat' is the story of Eli and his two sons, but with Samuel as a little girl. 'The Manxman' is the story of David and Uriah. My new book also comes out of the Bible from a perfectly startling source." If all authors were as honest as Hall Caine, the Bible would be credited as the source of thousands of books that pass in society as original products of the authors.



"Of all the arts I hold to the belief that the art of cooking is the most far-reaching in its benefits to humanity. Ignorance of this art has caused more misery in the world than intemperance; has broken up more homes than infidelity. By all means let the girls learn to cook and ply the needle."—A. R. Sabin.

The failure of the home properly to train the girls in the art of cooking has shown itself in the incorporation of this art into many of our public schools. If the logic of Mr. Sabin's comment amounts to anything, and we must all concede it does, it is that hundreds of well-meaning mothers who neglect this part of the girl's education from various motives commit as grave a crime as the man who deals out intoxicating drinks to her sons. Nearly every newspaper has its W. C. T. U. column, which is all right to be sure, but why not substitute occasionally a recipe for making good biscuits, coffee, and butter instead of offering a cock-sure panacea for some poor drunkard who probably has been driven to drink on account of poorly prepared food in his home?



It is always a pleasure to note the success of students who have gone out from our Normal and made a success of their chosen work. Among the many bright students of former days perhaps none has a brighter future than Justin D. Hemenway of this place. Mr. Hemenway has turned his attention to mechanics and his gravity machine for which he recently received a \$6,500 order, is a testimonial of the right sort. He has a well-furnished shop and his business is daily increasing. Judd can mend a bicycle tire or construct a steam engine with that modesty which usually accompanies genius.



Elbow grease is the oil of industry.

The public school affair in Minneapolis does not reflect very much credit upon a great city that poses as the commercial, industrial and intellectual center of the Northwest. It seems bad enough when a little back-wood district fails to provide sufficient funds for school purposes, but when a city of nearly one-fourth of a million population, with vast resources, refuses to appropriate the necessary money to maintain its schools on par with those of other cities, the matter is serious to say the least. It tends to show the trend of public sentiment in such places toward the institution that has ever been the key-stone of good citizenship in this land. Minneapolis has been very free to appropriate immense sums for street grading, public parks and buildings, lighting plants, water works and other lines of necessary improvements. The impression, however, has possessed the citizens of Minneapolis that they were being too heavily taxed, and as a consequence the public schools had to be knifed. After the many years of noble work done by our public schools in the training for good citizenship, it would seem that all intelligent people would prefer to walk in the mud, light their homes with tallow candles, or do away with almost any modern convenience or luxury rather than to deny their children the privileges of the public schools. But such is not the case. If a retrenchment of public expenses becomes necessary the public schools are usually the sufferers. To keep the schools open next year without the heroic contribution of the teachers and private subscriptions, Minneapolis has applied the pruning-knife to the school-curriculum and cut out many of the so-called "fads." Among these are manual training, the means for art culture, in short it seems that the city deems the "essentials" to be readin', 'ritin', and 'rithmetic. To be sure every dollar saved on the public schools can be utilized in maintaining police courts, jails, poor houses and asylums. By the way, Minneapolis boasts of having the best gibbet in the country and the enlarging of the room where this great civilizer does its work has been enlarged so now many more of her citizens can witness the work of the hangman's knot.



Mr. Saby's department of Science is receiving considerable notice from other school journals. We have noticed that several of his articles have been clipped.



What Others Think of Us.

Below we give a few extracts from among the numerous letters that have come to the BADGER office:

"The February BADGER was received yesterday. I read it last evening with great delight. You are to be congratulated on getting out so creditable a journal. The mechanical make-up is excellent and the matter is above the ordinary for for school journals."—Fred N. Anderson.

"The BADGER is one of the best school journals I have ever seen. I notice the omission of all disgusting trivialities. Success to the BADGER.—W.W. Dixon.

"Allow me to congratulate you upon your good judgment in the editorial management of your school paper. The BADGER is a bright, clean and well-edited journal."—C. A. Stevens.

"Enclosed find 50 cents for the welfare of the BADGER. I am enjoying the BADGER very much. It, too, seems to have caught the spirit of patriotism that has maintained the Normal School at River Falls since its late calamity; and as a result each issue comes out a better and more patriotic BADGER and a truer exponent of the school.—J. J. Enright.

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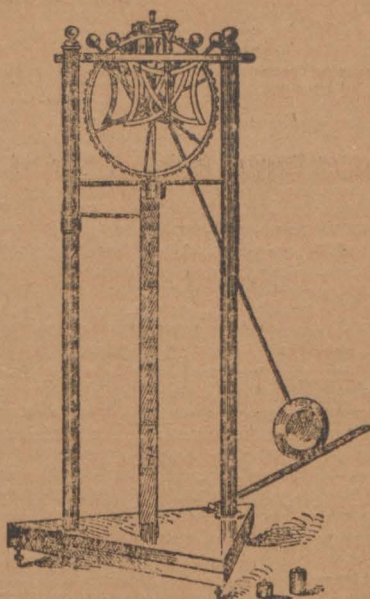
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