

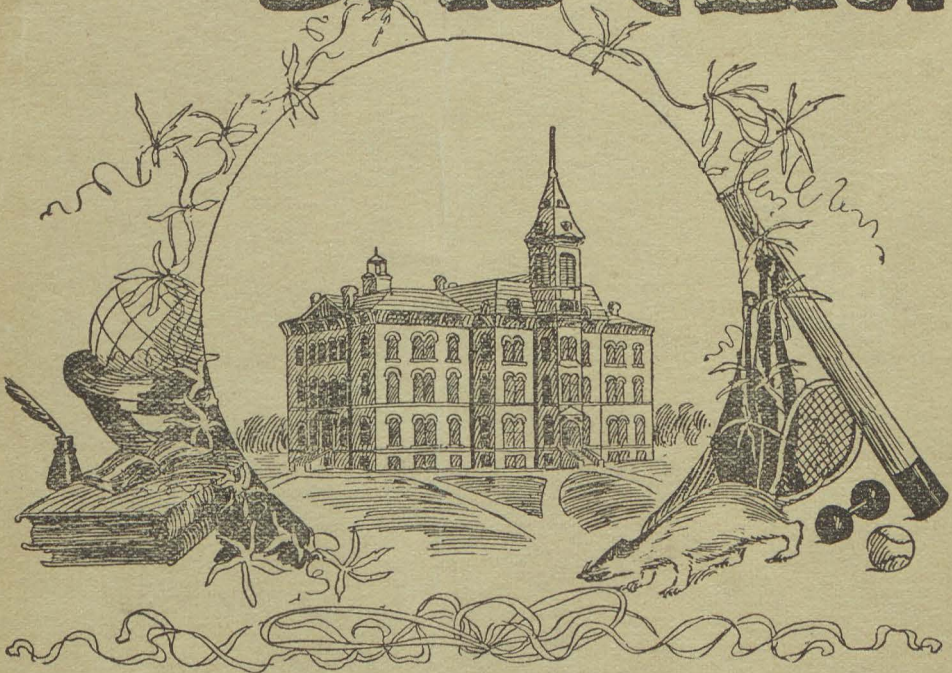
Maggie Elliott



THE

NORMAL

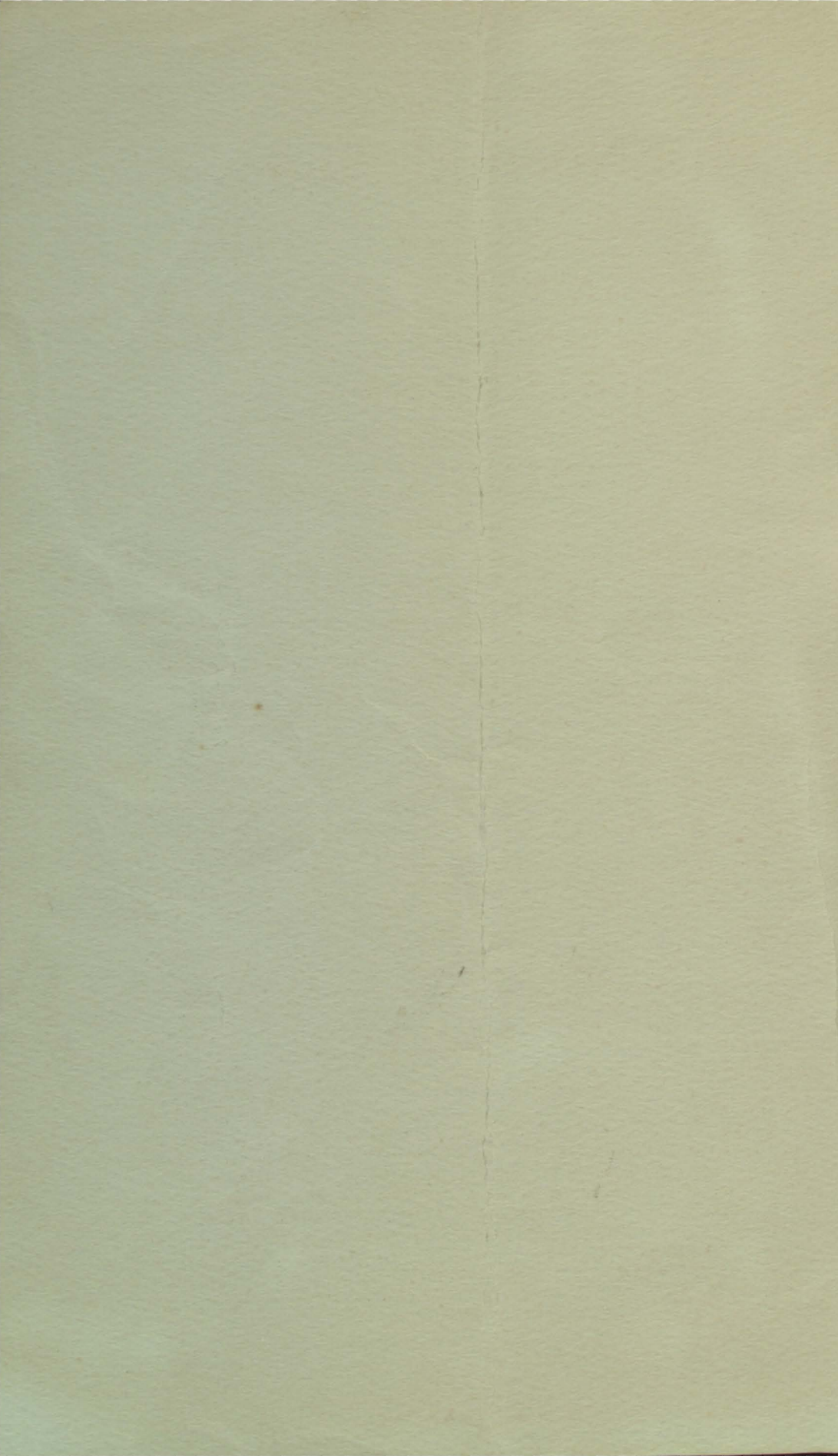
BADGER.



Vol. 2.

River Falls, Wis., May, 1897.

No. 10.



The Normal Badger.

Published monthly during the school year by the Normal Literary Society

Volume II

RIVER FALLS, WIS., MAY, 1897.

Number X



The English Play-house Before the Restoration.

Emma M. Roberts.

When the civilization of any nation reaches a certain high degree of perfection there arises a demand for amusements which not only satisfy the senses but are also of an intellectual nature. The performance of the drama supplies this demand, in that it not only furnishes food for reflection but by the character of its presentation it excites the feelings, pleases the senses of sight and hearing, and keeps the involuntary attention fixed upon truths in the philosophy of human activity that otherwise would be unattractive.

In Greece the drama was the development of the ruder amusements and festivities indulged in in honor of Bacchus. We find the period of its greatest development during the years of peace which followed the triumphant resistance that the Greeks made against the Persians.

The development of the English play has been somewhat parallel to that of the Greek play. It is to some extent the outgrowth of the miracle plays which were introduced into England after the Norman Conquest. Then, too, the climax of its development is found to be during the peaceful years of the Age of Elizabeth, which corresponds, in some particulars, to the Age of Pericles in Grecian history. In England, then, the internal strife had abated, and there also was felt the refreshing breath of the

Renascence and the Reformation which was liberating the latent energy of all Europe.

In ancient Greece the temple was the original stage for the chorus singers of the revelries, but finally to accommodate its mature proportions we find the famous theatres of Athens.

In the English miracle plays of the middle ages the sacred scenes were enacted in churches or shown upon stages mounted on wheels, thus forming a sort of circulating theatre. Several of such stages following each other from place to place displayed in chronological order the scenes in Bible history. In some instances the stage was divided to show in-door and out-door scenes.

During the early period of the revival of secular plays they were acted in very rude structures—in tents or in the court-yards of inns. It was not till after the genius and worth of the great masters of the drama, who lived during the time of Elizabeth, had raised it to its state of artistic perfection, that buildings were erected and licensed for dramatic representations. The first theatre of London was built in 1576 by the actor, James Burbage, the same man who in 1598 built the Globe theatre—famous for its associations with Shakespeare. The theatre buildings of this date seem to be modelled after the court-yards wherein the plays were previously presented.

The Globe was an octagonal structure high enough to admit of galleries, but roofless excepting for a few feet around the outside. The stage was in the center, at one side of which was the green room, the rest of the space around the central stage being devoted to standing room for the mass of the audience.

The circumstances related concerning the establishment of the first licensed theatre of London are interesting for they show that there was even at that time a popular sentiment against play-acting. In the license granted to James Burbage the terms specified are that the plays shall be submitted and approved before presentation, and that the performances shall not interfere with the Common Prayer. The last term shows that the theatres were open on Sundays and church holidays. Burbage was at length so restricted by the laws of the city council as to be obliged to establish the Blackfriars theatre outside the city limits. The chief objection to the plays was their irreligious and immoral influence. They noted "how uncomely it was on Sunday for the youth to run straight from prayer to plays, from God's service to the devil's."

As the Puritan element grew stronger the theatre was more bitterly denounced, for in the narrowness of their religious zeal the Puritans did not appreciate the great worth of the drama as a civilizing force. Milton was the one Puritan who disassociated the evils of the baser stage performances from the literary and moral value of the standard drama. At the beginning of the Commonwealth a law was passed which required the closing of the theatres, which were not opened till after the Restoration.

Messrs. Swartz, Rogers and Enright, who were chosen as representatives from this school for the Platteville debate are working hard. They attended the interstate debate at Minneapolis, and during their stay, searched the public library faithfully for all matter relating to the subject under debate. The question is "Re-

solved that Hebraic influence has contributed more to modern civilization than Greek and Roman." The breadth of the subject necessitates a great amount of reading and each student should feel that it is his duty to aid the boys as much as possible at least be ready to give them a hearty wish of success when they leave for Platteville, May 26.

The Arbor and Bird Day exercises under the able management of Prof. Ewing were interesting and instructive. The various numbers on the program were all good and the professor's comments were to the point and suggestive as to the real purpose of the day. It was, indeed, a delightful hour.

The two graduating classes have planted their trees. The Elementaries had an elaborate spread on the eve of their "tree night." The Seniors in planting their tree (of course they chose a dark night in which to plant it) dug up one of the most expensive shrubs on the campus and substituted therefore a sickly, unshapely orange-banana-elm tree.

The following officers of the Literary Society were elected for this term at last election:

President, F. S. Sloniker; Vice President, Miss Deans; Secretary, Mrs. Downs; Fin. Secretary, G. A. Works; Treasurer, H. Newton; Sergeant-at-arms, J. H. Andrews; Usher, E. Kirsche; First Member, B. of C., G. W. Swartz; Second Member, B. of C., Miss Roberts.

The "Chapel" in which the society holds its meetings is being improved by the decoration of its walls with some pictures which belong to the society, but which have been lying away idle during the year past. There are a number of nice portraits and they may be thus used to good advantage in improving the appearance of the room. The society has also added to its list of appurtenances a nice book-case and the books have been removed from the President's office to the chapel, which makes it much handier for all concerned.

The Normal Badger.

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Editor-in-chief,..... G. W. SWARTZ.
Literary,..... BELLE DEANS.
Locals,..... EMMA LEES.
Science,..... G. A. ROGERS.
Business Manager,..... CLAUDE BODMAN.

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✕ Editorial. ✕

Mr. Geo. A. Works is to be credited with this issue of the BADGER and he is to stand all the "kicks" and receive all the praise that naturally comes to the editor. Owing to unavoidable circumstances Mr. Swartz was unable to do the work.

Supt. Emery has issued a Memorial Day circular, in which he advises all teachers to commemorate the national holiday with exercises by the school if possible. The first circular containing suggestions and hints was issued last year and it seems that it was so well met by the teachers of the state, and the parties requesting its issuance were so well pleased with the results, that Supt. Emery concluded to repeat it this year. Certainly it is a good thing for there is danger in this country as in every other that we will lose sight of the real

object of the holiday and think of it only as an occasion for pleasure. Especially is this true of Memorial Day, a day, which we should always hold sacred and in reverence and honor for those brave men, whether living or dead, who fought so hard to abolish slavery. Men who gave their service and were willing to give their lives if the occasion required that we might reap the benefit. They saved our country from disruption, and removed a stain from our name as a nation. Can we now honor them too much? The dead have gone beyond the limits of our appreciation, but we can at least show to their living comrades, that we honor their valor, and respect them for their bravery. Certainly it must hurt an old soldier who fought, side by side, with comrades that have gone before, to see the day which has been set apart as an occasion to honor them, desecrated by our own selfish pleasures.

Here is a chance for good work on the part of teachers in our country, and may it never be said that it was through their fault, that patriotism, lost its place in the education of the American youth.

The time is at hand when every person who desires to teach during the next school year, begins to look around for a position. Naturally, the competition for the more desirable positions is sharp. It is a day when our qualifications and personal attributes are measured up and tested with those who are to be our competitors in life's race. The young person who is just entering upon his life work,

as he glances over the field, is almost discouraged. It appears to him as though every niche and corner is filled with others ready and willing to do the work which is before them. No doubt this is true to a certain extent, but the old adage that "there is always room at the top" is true now and always will be.

The young man or woman who goes out today with a firm determination to make a success of life and having back of this determination a strong heart, ready hands and the belief that they are not living the life they are capable of until they do succeed, will in the majority of cases reach the goal easy winners, and be crowned with the success which all so greatly desire. However in our strife let us not be blinded by glory of our own ambitious plans, but remember that "we pass this way but once" and we should seek to aid our companions as well as to fulfill our own desires.

What is a more pleasing sight than that of the little child on his way to school with a bouquet in his hand for "teacher?" His face glowing with pleasure, knowing that a kind word and smile will reward him. Glancing back over school progress we think we can easily see that this is largely a result of reform in the ideas and functions of the teacher. The day when the rod is a potent factor in discipline is past and the more natural method that of winning the child's love and respect has come to stay. With this change there has come another quite as radical change and that is

in the manner of presenting knowledge and the kind that is presented. Especially is this true of the lower grades. The idea that Wordsworth has put so beautifully "one impulse from the vernal woods" teaches more than the dry books, is now a factor in the education of the child. He is taught to study nature at an early age, seek truth with his own eyes, not trusting everything to others. Why should he not be taught in this manner? Is not the greatest student he who lives closest to God as we see him manifested in the life around us? We do not wish to be understood as saying that the book-knowledge and dogmatic principles have no place in education, but we do believe that the time when their supremacy has begun to wane is at hand and that it is a good thing for mankind.

WEST SUPERIOR, April 24, '97.

Friend Swartz:—Allow me to thank you cordially for remembering me with a number of the "Normal Badger" and for the all-around sensible remarks made by yourself upon the long paper situation at the N. W. association meetings.

You will see by the inclosed circular letter issued to the members of the executive committee, I have been thinking along the same line.

Yours very truly,

G. L. BOWMAN.

The circular referred to contains the following timely suggestions:

"What do you think of this policy? To limit positively all papers to twelve minutes with a three minute grace but at the end of that time to sound

the gavel and declare the paper closed. That all accepting a place on the program be notified by the committee that this rule will be rigidly enforced by the presiding officer. Also it be strictly understood and enforced that each person who discusses a paper be limited to five minutes and no grace. We can then place four people on the program to discuss each paper and have a short time for general discussion. I believe that we can get a much wider discussion this way and a much better attendance. I am sure the interest will be much better and the people better satisfied."

"It will be well to allow the writer of the paper three minutes to reply to any questions or present a clearer statement if he wishes to do so, of any thing which the discussion reveals as not being well understood."

As the school year nears an end there is of course considerable distrust and fear on the part of the would-be graduate as to whether he will pass on all examinations. Whether this fear is founded on facts or is only a lack of confidence we believe that in the majority of cases it tends to produce an effort on the part of the true student which is good. It of course does not pay to overwork and sacrifice health for an education, good as it may be. However in the majority of cases a young man or woman who has a good constitution and a healthy mind can do work and stand an amount of study that would surprise them if they knew it.

With the coming of spring, the warm days and pleasant evenings which are so inviting, comes the crucial test of the year for the student. During the cool winter the temptation to wander from the things of school was not great,

and all things seem conducive to the best of work. Now all is changed and we are inclined to rather slight the school and follow pleasure along its pleasant paths. But we should remember that the day of reckoning will soon be at hand and each student will be held responsible for the work of the class. It is well not to grow lax but to work on with the thought that soon a long vacation will be ours to enjoy and spend as we see fit. Certainly it will be much more enjoyable if we can look back upon a year of work which shows not a missing link in the chain which we have sought to lengthen during the past ten months.

The year is nearing an end and we find, on our list, quite a number who have not paid their subscription to the BADGER. We desire to have a clear record at the end of the year and will be greatly obliged to all delinquents if they will remit to the business manager Claude Bodman, as soon as convenient.

Fools rush in where angels fear to tread.—A. Pope.

'Tis better not to be at all, than not to be noble.—A. Tennyson.

He prayeth best, who loveth best,
All things both great and small;
For the dear God who loveth us,
He made and loveth all.—
Coleridge.

ATTENTION ALUMNI.

Preparations are being made for the Alumni Banquet which will be held in the chapel June 23. After the banquet there will be a literary feast which will be followed by the business part of program. It is desired that all members, who possibly can, will attend. Special invitations will be issued later.

PROFESSIONAL

The Study of Form and Color.

Carrie T. Pardee. Department of Drawing, River Falls Normal.

So much has been written and said upon this subject within the past few years that I cannot hope to add anything new, but if I can arrest your attention once more to some well-known facts, I shall have accomplished my purpose.

All intelligent people concede the usefulness of drawing. Everyone knows that it underlies all mechanic arts, as well as all purely decorative art. Everyone knows that to learn to draw well requires a training for the hand, the eye and the brain, that is invaluable in any line of work; and all progressive educators have found out that the way to attain this training is to study form with a view to represent accurately the appearance of that form; and that in copying from the flat, but little is gained beyond a certain facility with the fingers—good so far as it goes, but no greater than will be gained by the same amount of time and energy spent in work from the object, which gives so much beyond the mere use of the fingers.

Drawing books with pictures for copying are fast being laid away beside the primer with first the alphabet, then the ab ba sort of literature that some of us remember, and plenty of blank paper with encouragement to draw the familiar objects about us has taken their place.

If the good work goes on, as doubtless it will, the next generation of children will be expected to draw well as commonly as they are now expected to write well.

Along with this training will come a knowledge of and appreciation for good art that will make of our nation an art-loving people.

History tells us that the nations that have excelled in the creation of art have been the nations whose common people have been art critics—whose common laborers have been so imbued with a spirit of art that they would not tolerate poor work.

It was such workmen that built the temples and beautified the cities of Egypt and Greece. It was workmen whose souls were full of love for the beautiful things they created who built the palaces and cathedrals of Italy, France and England.

Of course there was the master mind—the architect who planned it all and must of necessity have been a man of culture and refined taste; but all that delicate carving, all that honest masonry and joinery—which after all makes the beauty of the building—was done by the common laborer who learned thoroughly in his long apprenticeship, what constituted good work, and who took an honest pride in both the worth and beauty of his work.

We no longer apprentice our children in youth to the trade they are to follow. They dabble around at something or nothing until they are forced to go to work, then take the first thing that promises to pay regardless of their knowledge of or fitness for the work. In consequence the country is full of dressmakers, who can't sew a straight seam, cooks who can't broil a steak, and carpenters who can't make an honest joint—if this wasn't a normal school paper I should say that most of those who fail in other pursuits take to school teaching.

Now it is the training of eye, hand and brain that comes in learning to draw and to do other manual work

that is to make better workmen, more skillful, more appreciative of beauty, and above all more honest.

It is this sort of training given to the children in our schools that will make them intolerant of poor work and will make them demand both honesty and beauty from their fellow workmen.

The vast majority of human beings must work with their hands for their daily bread. Should not the schools give, at least, a part of the time to the training of the hand?

A good part of our happiness depends upon the beauty of our surroundings. If the Creator were not of that opinion why have made the world so beautiful?

Most of the ugly, unsightly things about us are made by men and most of them could have been beautiful if the men who made them had known or cared for beauty. Is it not worth while then to teach these children to know and have beautiful things? We have the learning and experience of three thousand years at our hand and the beauties of nature all around us; how is it that we do not learn to make our surroundings beautiful? How is it that we, who have taken upon ourselves the training of immortal souls, do not see that a knowledge of and love for the beautiful, a power to do well and honestly what ever they do is of more worth to the human race than much of the dry bones of learning that we give them?

So much of beauty lies in color—so much that, of the two, color is more apt to attract than form—that I cannot close this paper without speaking of it, tho' I fear I shall find it harder to say anything useful of color than of form.

We are surrounded by beautiful color in nature. The sky, the earth, the flowers, the birds—it hardly seems as if we need be at a loss for standards and examples of beautiful harmony. Color as well as form is so much a matter of feeling that it is hard to say what one thinks on the subject.

It seemed to me on a recent visit to

our neighboring cities, that all the world had gone color mad; and my sober old fashioned eyes were not pleased with the result. Each person seemed to have bought their dress, their jacket, their gloves and their shoes of the color that pleased them without regard to the combination of the different articles in one costume; some added to this trimmings of startlingly different colors, and each one tried to see how many different colors they could put on their hats, all with a total disregard of harmony either with the different articles worn at the time or with the complexion of the wearer. All of which is doubtless the height of style, but surely is not good taste or good sense. We none of us look too well when we wear those things which become us, why should we make ourselves hideous with unbecoming attire?

It seems almost a hopeless matter to strive against the opinions of the milliner, but can we not give these little children such examples, of simple, beautiful, harmonies in color that the next generation of milliners may be artists?

It seems to me we can at least give them a distaste for wearing all the colors of the rainbow at once. Let your color combinations form simple harmonies—avoid glaring contrasts—choose low tones rather than crude colors—know whether a given color adds to or detracts from the beauty of your face—surely those are things we should study and teach.

Let nature be your teacher. There are more colors found in flowers than anywhere else—yes, but they don't all grow on one bush.

A great variety of color is found in the plumage of birds and butterflies—yes, but all the colors in the plumage of any one bird or butterfly blend more beautifully than anything else in the world.

I have read that no one flower is found in all three of the primary colors—red, yellow, blue—that may not be true, but surely the exceptions are so rare that they prove the rule. Nature could not afford to be so daring, surely it were well if man were a little more modest.

EXCHANGES

The past few years have witnessed the growth and, in a measure, the development of an idea, which at first was much ridiculed and laughed at by a great many people. That is the idea of a school publishing a paper. While a great many of the papers did not survive for any great length of time. It is surprising the great number that are now published and the excellent quality of the subject matter of a good share of them and in a majority of cases they reflect to the credit of their school. It is a good work and we see no reason why it should not continue.

The students of the normal at Stevens Point issue a very good sheet under the name of "The Pointer."

"The Macalester Echo" has been publishing a series of very good orations which were delivered by the students of the school which the paper represents.

One of the very best of exchanges that comes to our table is the Kodak from the Eau Claire H. S. It is a neat paper well filled with good read-

ing matter.

The Voice from the W. D. H. S. of Chicago comes out in such good form as to indicate that it is no whisper for progress but an out and out disciple of it.

Unburied. The Hatchet by some thoughtful person in Leavenworth, Kansas. There is no reason why it should not remain unburied so long as it is as well handled as it is under its present management.

The Mirror from West Superior reflects greatly to the credit of the school.

"The Lake Breeze" is fresh and invigorating.

From Greeley, Colo., comes The Crucible, the largest and one of the best school papers that we receive. The school may justly feel proud of its paper.

From the Milwaukee-Downer College comes The Kodak, an instructive and entertaining paper, which shows in a very convincing manner that the young ladies are bound to be in the front row and with the best.

GENERAL NEWS

The management of the BADGER have been planning on making the June issue a little larger than usual, and putting in a picture of each of the graduating classes. The Senior class were in favor of allowing their picture to be used. The Elementary class, however, were very strongly opposed to it and voted the proposition down by quite a majority. This is rather disappointing as plans were well under way and it seems as

though all reasons that have been advanced for not allowing the picture to be used are illusions rather than facts.

President Parker paid a visit, recently, to the State Normal School of Iowa, located at Cedar Rapids, and upon his return gave an interesting talk upon the school. The President commented the work observed and he stated that the school was not so conducive to study as our normal owing

the crowded condition of all the rooms. Iowa has but one state normal and this accounts for the nine hundred students enrolled in one school. The President said, the one thing that impressed him the most was the intensity of the work in all the departments. Every student was so engrossed in his own work that he had no time to criticise his neighbor or serve as a "stumbling block" in the corridors.

Prof. Brier recently visited the Oshkosh normal school. The Prof. is a member of the state visiting committee for that school. From Oshkosh he went to Milwaukee and partook of the good things of the banquet of the State Educational Association.

Mr. Barnum of Minneapolis, was a visitor at school May 17.

Professors Brier and Sims held an institute at Rock Elm Saturday, May 15.

Prof. Sims' classes now occupy the recitation room opening off from the chapel.

The Senior class tree still flourishes notwithstanding Prof. Sims' prediction that a tree bearing such rare tropical fruit could not live in this northern latitude. Mr. G., however, accounts for its growth by the doctrine of the "Survival of the fittest."

Have you examined the dormant buds of the Elementary class tree? The tree stands as a monument testifying to the power of song.

The Literary Society recently purchased a book case.

There will be no school on Monday following Memorial Day.

"Andy" Moynihan, who left for the west two or three weeks ago, has returned. He is once more back to his studies and seems contented to remain with us for a while at least.

Vera Christensen and Elvina Melgord, of Baldwin, former pupils of Mr. Swartz, were entertained by him at the home of Mr. Armstrong Friday and Saturday of last week.

Misses Snodgrass and Henderson visited home and friends at New Richmond over Sunday.

The regents will conduct their annual examination of the graduating classes for this school the 3-4 of June.

Profs. Sims and Brier will conduct an institute at Independence, Trempealeau Co., Friday and Saturday the 21 and 22 inst.

Nearly all the normal faculty ride bicycles.

The normal ladies' quartet, Miss Ethel White, Miss Charity Snodgrass, Miss Mayme Williams and Miss Alpha Chidester, under the skillful guidance of Mrs. Thatcher, is deserving of special mention for the many favors rendered in the line of music. These young ladies have favored the various societies time and again and we feel that their excellent music is appreciated. In behalf of the Literary Society the BADGER wishes to thank the young ladies and also Mrs. Thatcher for their compliance with the numerous demands made upon them.

Miss Alice H. Shultes and Miss Carrie T. Pardee leave for Europe in June to be gone during the summer vacation. We wish them a pleasant and profitable summer outing.

The normal ball team need considerable practice before attempting to play with any outside team. The results of the game Friday, May 14, with the picked nine from the high school and the town demonstrated that the normal's will not be "in it" unless they get more practice. The fact that the opposing team shut our boys out in that game is no reason for believing that the normal team can not play good ball with the necessary practice. The battery, Purves and Saby have done the work thus far but let us hope that in the coming games they may be supported.

Claude Bodman has returned from Dorchester, Wis., where he had the principal's chair for two weeks.

We have in our school an athletic society which is supposed to be organized for the purpose of advancing sports. All members of the school are invited to join, but there are some who are not public spirited enough to join and pay the small sum that is re-

quired for dues. But as soon as the members of the society purchase material they are among the first to use it. In many cases they actually deprive the members of the right to use the property. In the same line there is another fact which we wish to mention and that is the paying of dues to the Literary Society. Students will join at beginning of the year, pay dues for a term or two and then try and escape for the remainder of the year. This is entirely a wrong feeling and we think any student, who stops to think, will agree with us.

Miss Eva Henderson visited her sister, Caroline, at the normal May 14th.

Since our last issue Miss Clara Lien, who is teaching at Albertville, has been home. She was a student at the normal during the first part of the year.

Arrangements have been made this term so that it is possible to have the students from the grammar grade attend opening exercises in the morning.

The Zoology class, under the direction of Miss Hatherell, is making frequent excursions to the neighboring ponds and streams for material to use in the laboratory. Every student is required to collect and classify twenty specimens.

Mr. W. H. Chandler, a pioneer in educational progress in this state, and at present State Inspector of High Schools, was in town May 19. He visited the normal and in an address of half a hour he presented to the students a number of very good thoughts. Mr. Chandler is one of the gentlemen who were instrumental in choosing River Falls as the place to locate a normal school. For several years afterward he was connected with the normal in various ways. In his talk he showed how very necessary the rudiments of the education are in order that we may attain to higher flights of learning.

Father Duren, pastor of the Catholic church here, gave a very interesting and instructive talk to the school

on the morning of May 19. He pointed out how the nations of antiquity were brought to ruin through their misinterpretation of liberty as a result of ignorance. That the instructors in the institutions of learning have a great work to do along the line of preventing our nation from following a course similar to that of the ancients, and that we as teachers must accept our share of the responsibility in this matter.

NOTICE.

I would like to meet for consultation, such members of the Alumni as can be present, Tuesday, May 24th, at four o'clock p. m., at the BADGER office in the normal building.

MRS. WADSWORTH, Sec.

x x Science, *x x*

When the student begins the study of a subject he naturally looks toward some result. Often he asks himself the question "is this going to be of any practical use to me?" In many cases if the person can see no direct benefit resulting he will avoid the study if possible. This is not wholly commendatory as in many instances the benefits which a study result in are not shown at an outward glance but their work is done in the influence which they exert before the student is aware of it. This we think is especially true of zoology. The young person may not see any benefit to be gained beyond the discipline in the work, but he will find after a time that all unconsciously he has begun to look upon animal life in an entirely different manner. The locust becomes more than a mere pest, the reptiles in their close connection with birds are disrobed of a large part of their terribleness. He sees in the very lowest of animals, foreshadowed all the functions, which are made prominent in man by their specialization. Thus he goes on learning of many things which place a galaxy of beautiful thoughts around each creature from the lowest to the highest order.

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SUNDAYS—10:00 A. M., Class Meeting.
10:30 " Preaching Service.
12:00 M. Sunday School.
3:00 P. M., Junior League.
6:30 " Epworth League Prayer Meeting.
7:30 " Preaching Service.
WEDNESDAY—7:30 P. M., Prayer Meeting.

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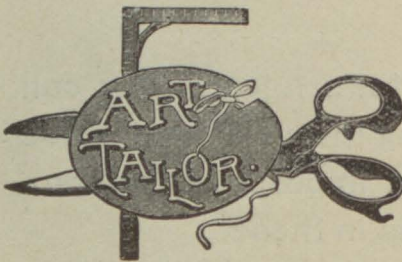
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