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BADLER

January
1910

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River Falls, Wisconsin

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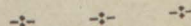
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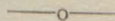
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THE NORMAL BADGER

Vol. VIII

River Falls, Wis., Jan., 1910

No. 3

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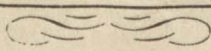
The Normal Badger

Vol. VIII (9)

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No. 3

Editorial



At the beginning of every school year a great many new students enter. Some of them are able to adapt themselves at once to the school and find no trouble in doing the work. With some, however, it is their first step from a rural or graded school to something higher. They find it hard to make their way through the building and to learn what they are to do. Hence they make many mistakes and on this account are called "Freshies" and "Greenies" by the people who have been there before.

This strangeness soon wears off. Receptions are given so that the new students may meet the old ones, and form congenial friendships with them. The new students learn their places and in a few months are as much a part of the school as though they had always been there.

At the beginning of the second half-year the number of new students entering the school is smaller and a single individual is therefore more conspicuous. The others have become used to the ways of the school and now those who enter for the first time

find it hard to get settled. No receptions are given that they may become acquainted and they are left to get along as best they can alone. Many of them are timid in venturing about the building and for this reason are sometimes made fun of by those who have become familiar with the school.

Is it not the place of the older students to help, rather than to ridicule, these new people? If the other students would only remember their entrance to the Normal School they would be more charitable and help the new students to adapt themselves to the ways of our school. Every old student should take a kindly interest in the new student entering at the beginning of the present quarter. It isn't necessary to gush over them or to at once make them a part of the little private groups which at this time of the year are sure to have been formed among the older students. But whatever you can do in a kindly and unobtrusive way to show them that they are a welcome addition to the school, this you should do. And above all, do not betray your lack of good breeding by ridiculing them.

County School News

PIERCE COUNTY

OSCAR F. MATTSON, *County Supt. of Schools*

Spring Examinations of 1910, Pierce County Wisconsin

River Falls, March 14-15. Prescott, March 17-18. Plum City, March 21-22.
Spring Valley, March 24-25. Ellsworth, March 28-31.

PROGRAM

FIRST DAY—FORENOON

- 8:30 Reading—Orthoepy
10:00 Theory and Art of Teaching
School Management (Law of 1909)
10:35 Orthography

AFTERNOON

- 1:00 English Grammar
2:30 Agriculture
4:00 Physiology and Hygiene

SECOND DAY—FORENOON

- 8:00 Arithmetic
10:00 United States History

AFTERNOON

- 1:00 Geography
2:30 Constitution
4:00 Manual

THIRD DAY—FORENOON

- 8:00 Algebra
Library Cataloguing. (Law of 1909)
10:00 American Literature

AFTERNOON

- 1:00 Physical Geography
3:00 English Composition

FOURTH DAY—FORENOON

- 8:00 Plain Geometry
10:00 English Literature

AFTERNOON

- 1:00 Physics
3:00 English History

Do not ask for a change in above schedule.

The minimum and average standings required will be as follows: 60 per cent and 70 per cent for a third grade, 65 per cent and 75 per cent for a second grade, and 70 per cent and 80 per cent for a first grade. The minimum for the first and second grade branches will be 5 per cent lower than above figures.

If you write for the grade you now hold, you may refile five standings of 80 per cent or above, but no standing may be refiled more than once. An experienced teacher having a third grade may have it extended one year by securing 70 per cent or above in at least two of the second grade branches; but no third grade standing below 75 per cent will be accepted from old certificates. A second grade may be extended under sim-

ilar requirements. A holder of a third grade, not limited, may secure a second by completing the additional subjects during the life of the third grade, and a holder of a second grade may secure a first grade by completing the first grade branches during the life of the second grade. All standings must be 75 per cent or above in order to be transferred to the higher certificate.

Applicants, writing for standings only, will be given credit on all above 80 per cent at the examination. Applicants may write under the law of 1909.

The Diploma examinations will be held on February 19th at the following places; Plum

City, Spring Valley, El Paso, Esdaile, Hager City, River Falls, Fargo, No. 4 Clifton and Ellsworth. At this examination pupils will write on History, Geography, Constitution, Arithmetic and Reading. The rest of the examination will be given sometime in June.

A one day institute will be held for the western section of the county at Trimble on February 12th. Prof. Karges from the Normal will give us two numbers. The rest of the program will be on Arithmetic. All teachers within a radius of ten miles are expected to be present. If you plan on attending and have not received a program send for one.

ST. CROIX COUNTY

By Supt. H. A Aune.

BETTER TEACHING OF ARITHMETIC NEEDED

For a number of years nearly every leading educator in the state has made the claim that reading has been the most poorly taught subject in the public school curriculum; and I believe this contention has been well founded; but from observation of the work now being done in our schools, and from results of several diploma examinations, I am convinced that the subject of arithmetic is at the present time more poorly taught than is the subject of reading. Reading is being much better taught in our schools today than it was a few years ago, as a result I believe from the fact that reading, and more especially primary reading, has been so strongly emphasized in our teachers' institutes the past few years; and possibly we have been so enthusiastic in "pushing" the subject of reading that arithmetic has been allowed to suffer on account of it. Our poorest work in arithmetic at the present time is in teaching the purely mechanical part of arithmetic. It has been said that

the English student in the elementary schools is better in the fundamental operations than the American student. There is a reason for this which I attribute to the fact that the English student is given more thoro drills in the mechanical processes of arithmetic than is the American student, who in his hurry to get to fractions and percentage, is allowed to pass on before a firm foundation in numbers is laid. Let us have a little more thoro work and systematic drilling in the purely mechanical processes of arithmetic.

The following teachers' institutes will be held in St. Croix County during the winter months: Glenwood, January 22, F. M. Jack, conductor; Deer Park, January 29, C. J. Brewer, conductor; Roberts, February 5, W. Welles, conductor; Wilson, February 12, W. A. Clark, conductor.

Work will be offered in School Management, Language and Composition, Agriculture, and U. S. History. Some miscellaneous work will be done by Supt. Aune; and the local principal in each case is to arrange for an association number.

Locals

MRS. TRUESDELL'S RECEPTION

On December 20 the school gave a farewell reception to Mrs. Truesdell. At 3:15 the faculty and student body gathered in the gymnasium. Mr. Wilson, speaking for the faculty, presented three books which were the "Rubaiyat" of Omar Khayyam and two books of "Masterpieces in Color."

Mr. Gunning, representing the students of the Junior and Senior classes, presented a beautiful pair of opera glasses.

Tea was served in Miss Shultes' office, Miss Shultes presiding; and chocolate in Miss Fleming's office, Miss Pardee presiding.

ANOTHER NEW MEMBER OF THE FACULTY

Owing to the resignation of Mrs. Truesdell at the holiday season, it was found necessary to obtain a teacher of oratory and expressive reading to fill her place at the Normal. The school was fortunate in securing the services of Miss Bertha Eloise Hilton, of Worcester, Mass.

Miss Hilton is a native of Ohio and graduated from the high school of Wauseon in that state. She then studied four years at the State Normal and Training School of Oswego, New York, and completed the Classical Course. Becoming interested in the vocal

interpretation of English Literature, she studied several years at the Curry School of Expression, Boston. Here, after receiving three diplomas, she did post-graduate work.

Last summer she traveled in England, Wales and France and attended the Summer School of Oxford University. Aside from her excellent preparation to teach the subjects assigned to her, Miss Hilton is a woman of broad culture in many lines. On the literary side it may be mentioned that she is a member of the far-famed Boston Browning Society.

She is interested in sociology and while in Worcester was connected with the Worcester Social Settlement, under whose auspices the City Garden has developed and achieved such marked success with Dr. R. G. Floody as director.

Miss Hilton's pupils in Worcester are in constant demand on the reading platform. The *Worcester Telegram* says of her:—

"One feature of her work is the naturalness of the readings. She has eradicated the stiff, artificial style of elocution from her classes and has brought about natural poses and portrayal."

While Miss Hilton's time will be largely taken up with her teaching at the Normal, we may hope to be permitted to hear her in public recital at some time in the future.

Rhetoricals

The program on December 14 was given by the Juniors. Isabelle Annis spoke on "Our dangerous Guests," in which she told of the diseases carried by rats, mosquitoes and flies.

Cecelia Ambruster gave an interesting account of the Dreyfus Affair. She closed by saying that Dreyfus was not the victim of a monarchy but of a free people.

Anna Cowan gave an interesting talk on "Salten Sea."

Loretta Bailey, using the Cornish accent, told an amusing story of "A Quilting Bee in Cornish Hollow."

Gertrude Behrens gave a rhetorical on "The Call of the West." She said that the call of the West is as alluring now as it was in the past.

December 22 was given to the Junior rhetoricals. On that day Katherine Chinnock discussed "The Child and Child Literature."

Bertha Crawford told of "Christmas in Merry England."

Eva Defenbaugh described some of the "Winter Sports."

Alice Dupuis explained Halley's Comet which is now in the heavens.

Alpha Henkrison gave a rhetorical on "The Value of Story Telling," in which she told the story of the "Ginger Bread Man" in a very interesting way.

There were no rhetoricals when school opened after the holidays until January 12. At that time a senior program was given. Four of the students gave their rhetoricals in the form of a debate. The question debated was: Resolved: that the women of the United States should not be granted suffrage. Wallace Gustafson and Thomas Riley were on the affirmative. Patricia Hawkins and Mary Hodgins were on the negative. Many good points were given by both sides. The judges gave a unanimous decision for the negative.

Miss Anna Greina spoke of John Hay as a writer.

Alumni Notes

John Bille teaches in Everett, Washington.

Theresa Armbruster teaches German and History in the Athens High School.

Dolly Rudow, who teaches at Phillips, visited the Normal during her vacation.

Henry Rudow is assistant in West Bend.

Adelia Rudow visited the Normal after the holidays.

Harry Bowers called at the Normal during his vacation.

THE NORMAL BADGER

Stella Waite has moved to Everett, Washington.

Lillian Prince teaches in Everett, Washington.

Mildred Cornish is teaching her third year at Barron.

Louise Gerber is teaching a primary grade in the Menomonie City schools.

Wm. Hodge was a caller at the Normal the week after the Christmas holidays.

Ira Schoonover was a caller at the Normal and left his subscription for the Badger.

Rheinhard Winger and wife spent their honeymoon at the Yukon-Alaskan Fair in Seattle.

Agnes Carney, who teaches primary grade in Black River Falls, visited the Normal during her vacation.

Anna Anderson, who is principal of the graded school in Salem, Wis., visited the Normal during her vacation.

A. C. Deneen, Lottie Deneen, and Mae Deneen spent Christmas with their sister, Mrs. W. P. Knowles, of River Falls.

Eva Colburn is teaching in Everett, Washington.

Nora Peterson is teaching her second year at Menomonie.

Helen Truesdell and Eva White spent their vacation in River Falls.

Elizabeth Clark visited the Normal Saturday forenoon after the holidays.

Mina Brown visited the Normal one day during her stay in River Falls with her sister, Mrs. Spence.

Esther Martin visited her parents during the holidays. She is principal of a Ward School in Milwaukee.

Matilda Smith visited the Normal one day during her vacation. She is principal of a Ward School in Madison.

Eva Peterson completed her senior work at Christmas time and accepted a position in the seventh grade in Black River Falls.

D. L. Hennessey, Simon Norstrom, Frank Lamson, Edwin Green, John Hammer and Lloyd Merrihew visited the Normal before the Christmas vacation.

Senior Notes

Miss Ethel Houston was absent a few days because of sickness.

The Misses Ahlstrom, Wedin, Smith, and Carlson accidentally missed their train at Rush City while returning to River Falls after the holidays.

It has been conclusively demonstrated that three-fourths of the Senior Class have supplied themselves with that old friend "a bad cold." Was there a sale during the holidays?

Notice: Miss Florence Ahlstrom has changed her seat. She now occupies seat 9, row 13.

The psychology class holds the school record for attendance. The average daily attendance for the last ten weeks is 49 2-3, with an enrollment of 50.

The Seniors have started the New Year in their usual way—the right way. A meeting was called January 9th for the purpose of deciding upon a plan for graduating exercises.

The matter was left for consideration until the next meeting.

GENEALOGICAL FICTION

It has been proved beyond a doubt that Paul Spencer is the seventh cousin of the celebrated English philosopher, Herbert Spencer.

A glance at Minnie Carlson proves that she is the grand-daughter of the great Irish historian and politician, Fredrik Ferdinand Carlson.

Paul Bowen's ability as an economic student is not due to environment but to heredity, as he is in some way related to Francis Bowen,

the American writer on political economy.

Mabel Beardsley, as we all might guess, is an indirect descendant of Eben Edwards Beardsley, an American Episcopal clergyman.

The celebrated beauty, Elizabeth Gunning, Countess of Coventry, of Wexford, Ireland, is well represented by John A. Gunning.

The author of our class, Winona Taylor, is closely connected with John Taylor, the English poet known as the "Water Poet."

Guy Owen's skill with the boxing gloves can be traced back to the great Sir Richard Owen, an English comparative anatomist and paleontologist.

Exchanges

"You had no business to kiss me," she said poutingly.

"But it wasn't business, it was pleasure," he responded.

The Kodak, Eau Claire High School, is a very neat little paper and can be classed with our best exchanges. Its German Department is an added feature.

"Did you ever have a cold," inquired the plain citizen, "that you couldn't get rid of?"

"No," answered the purist. "If I had had I would have it now."

The Rice Lake High School Junior Annual came to us and is a very attractive paper in every way. An interesting feature of it is a picture of the faculty when they were babies with "Who's Who" above them.

Johnny: "The camel can go eight days without water."

Freddy: "So could I if ma would let me."

The Platteville Exponent is as good as their "Band." The most attractive feature of the paper is the "Grinds."

"I want a piece of meat without any bone, fat or gristle," said the bride on her first marketing trip.

"Yes, madam," replied the butcher, "I would suggest that you take an egg."

An old gentleman came into a store where fancy dishes were sold. He picked up a plate and asked an attractive young lady clerk what the price was. She told him and it seemed a good deal to him. "Don't you think you're quite dear?" he asked. "That's what all the boys tell me," she answered.

Literary



THE MYSTERY OF THE CANYON

BY ELLA FRANCIS

At the mouth of a dismal canyon in the very heart of the Bad Lands of South Dakota stood a lone, log ranch-house. It seemed as though its builder could not have selected a more desolate spot in which to make his home. Back of it stretched the long, lonesome canyon. Around its top the bare rim-rock was relieved here and there by stunted pines, which in the dusk of evening seemed to change to blanketed warriors and peer down into the valley below. Near the building still stood the great corrals, where the cattle, warned by the November cold, gathered at nightfall. Tossed back and forth from one crag to another, the bellowing of the herds reverberated through the canyon. The echoes seemed like the voices of ghost cattle who were killed in the hard winter of 1906, and a great heap of whose whitening bones gleamed on the hillside across the gully from the ranch-house.

The house was a two-roomed log cabin with a garret above. For years it had stood tenantless, but at the time of my story it had been converted into a schoolhouse.

School had been in session three days, and at the close of the third day the young teacher, somewhat homesick and disheartened after the many trials she had undergone, sat wearily working at her desk. From where she sat she could look into the other room and see an old battered stove which had stood there no one knew how long.

The shadows of the canyon grew deeper,

the echoes louder and more weird, but still the girl sat absently, lost in thoughts of home. Suddenly her hair seemed to rise and all the blood in her veins seemed to have frozen stiff; for the lid of the old stove rose slowly and as slowly settled back to its place again. She sat as though glued to her chair. But only for a moment; then she seized her coat and hurried from the room not even waiting to close the door. Fearing lest the people where she boarded would laugh at her fears she kept her experience to herself and succeeded in making herself believe it was only a trick of her imagination.

The next day dragged wearily on and at its close the teacher, as was her custom, remained alone in the deserted schoolroom. Although she had told herself repeatedly that she only imagined the experience of the night before, she could not help casting an occasional glance at the stove. In one of these glances, imagine her horror when she saw the damper in the pipe slowly turn as though moved by some one. She gazed fascinated for a moment, then the lid began slowly to rise and fall. Terrified beyond description, she flew from the building, nor stopped until she had come panting to within a few rods of her boarding-place. Again she kept her fears to herself. She had never been a believer in ghosts and resolved to discover the mystery.

In her school was a large boy of fourteen, somewhat mature for his age. When she dismissed school the following day she asked him to remain for a few moments and copy something for her. While the lad was busy at

his task the girl quietly closed the door between the two rooms. Trembling in spite of her efforts to be calm, she sat at her desk. Suddenly she heard a noise as of a falling stove lid. The boy did not look up from his work. With trembling knees the girl crept stealthily to the door and bravely peered through the keyhole. She saw the lid rise and sink slowly. Shaking with fear she was about to call to the boy when, wonder of wonders! She saw the lid rise quickly and a huge mountain rat push itself up and scamper wildly away.

The animal who unwittingly had caused so much fear, had come down through the pipe each day to get the crumbs which the children threw into the stove, and being unable to return by the same route, had raised the lid and climbed up the wall to his nest in the chimney.

A MURDER IN FAIRY LAND

BY EMMA KINNEY

The shower was over, and brilliant rain-drops flashed on every tree and bush in the forest. In a hollow beneath the trunk of a fallen oak tree two brownies had sought shelter from the storm. Angry words were passing between them, for Tweedledee had accused Tweedledum of stealing a pair of lady's slippers which the former had intended to present to the beautiful fairy queen. A queer picture they made as they stood among the bright-hued flowers, with their tiny bodies bent menacingly forward, while all about them the rain-drops sparkled in the light of the sun. As the quarrel rose to its height, their shrill voices pierced the air like knives.

"Where have you hidden the slippers?" piped Tweedledee, his little body quivering with anger. "She must have them for the moonlight ball tonight. Tell me immediately where I shall find them."

"Do you think to win her favor with pretty

gifts?" taunted the wicked sprite. "You, who are the homeliest elf in the kingdom?"

"Cease jesting, thief," warned his enemy, darting close to his side. "Where have you hidden what you stole? Answer, or bear the punishment due to thieves."

"You would dance with her, you goblin, whom all the roseleaf jackets and grass blade sashes in Fairyland cannot make beautiful," and a shrill peal of laughter burst from the tormentor's lips.

"I will not abide this," screamed Tweedledee. "A thief has never been allowed to live in Fairyland, and, by the Mighty Moth, you shall not be the first."

With a terrible strain of his slender form, he lifted his enemy high in the air, then hurled him into the cup of a bluebell filled by the morning's rain. A frightened shriek rent the air, followed by a splash, and the brownie thief met his death, drowned in a pretty bluebell.

TO JAMES WHITCOMB RILEY

Sweet singer, as you twang the quiv'ring strings

Of that old harp whose tuneful melody

Fills all our hearts again with boyish glee

Or, melting into tend'rest pathos, brings

To mind some sweet, sad joy that closely clings

And twines new life about our hearts, as the
Old ivy decks with green the storm-rent
tree,—

Now, while you sing, the "clearer twitterings"
In leafy depths I hear, the breezes blow

To me the breath of clover bloom, the
stream

From its pellucid depths chants music rare
In liquid laughter like the tinklings low
Of fairy serenaders in a dream

Till, drunk with joy, I'm lost to every care.

LLOYD GOBLE.

Early Impressions

BY CLARA S. ROYCRAFT

The subject of my talk was suggested to me by a topic under discussion in teachers' meeting one afternoon; namely, "Early Impressions."

As Miss Shultes spoke of the way pupils are impressed by their teachers and the way they imitate them my mind went wandering back to many of my early teachers and the impressions I received from them.

I attended a little country school, that always was and is yet about ten years behind the times, and we usually had two and occasionally three teachers a year.

It was the ambition of the school board, which consisted of two old bachelors and a conservative old Englishman, to hire a teacher for the smallest salary possible and to get what they called a "strict one."

Their ideal teacher was one who would teach for twenty-five dollars a month and use corporal punishment. A teacher who would not whip the children a great deal was considered worthless. They succeeded in getting the twenty-five dollar kind, but the strict ones were not always to be found.

I always imitated my teachers and many times my mother was distracted over the manners and habits I occasionally assumed.

Chameleon-like I changed my habits with each new teacher. I never went to one teacher long enough to have that plasticity of mind and body, which the psychology teacher so recently spoke to us about, so firmly moulded but that it could be easily changed.

I can not remember many items of knowledge I learned in this school, but I have a distinct remembrance of the characteristics and habits of many of the teachers.

The first teacher I had was a beautiful girl,

who had a hobby which she rode zealously. This hobby was spelling. We spelled all the words in every lesson, whether it was reading, writing or arithmetic. The worst of it was that if we couldn't spell the words assigned to us we had to stand on the floor until we could. I had not learned my A, B, C's then so I soon dropped out of school.

The school at that time was rather hard to govern, as rural schools often are; so the school board looked around for a "cranky" teacher, as they expressed it. They found one. She weighed two hundred ninety-eight pounds and I shivered in mortal terror every time she looked in my direction. Even now when I meet her on the street I feel cold and my knees grow weak. Many times I have crossed the street or dodged into stores to avoid meeting her.

The next teacher had beautiful black curly hair which she wore arranged so that one long curl, through which she was constantly twining her white fingers, hung over her shoulder. I was filled with a desire to have a curl like teacher's. I coaxed my mother to arrange my hair so that the ends would hang loose, and all day long I twisted the straight ends of my hair and watched with much anxiety for a curl like teacher's. It never came.

The most vivid recollection of my next teacher is of her watch. Her daily occupation was to pace the floor, watch in hand. She used to open it about every five minutes and then she would shut it with a vigorous snap. Desires for a curl were now replaced by desires for a gold watch. I thought it would be a delightful thing to have a watch to snap shut. The snap was the fascination. Finally when my father gave me a watch his

strict injunction was, "You must not snap your watch shut. If you do, you will spoil the spring."

The school was in such a condition now that the school board decided, after many discussions held in meetings at crossroads and in the country store, to hire a man teacher. Now, to have a man teacher was quite an event in our little lives and it was with a feeling of much curiosity that I went to school on the first day.

This man was a typical Ichabod Crane. He was tall, lean, lanky and homely. From fiction that I had read I concluded he was a good type of school masters. We children rather liked this man. He called at our house a great deal, especially at meal time. He talked about me most of the time, so I eagerly listened to his conversations which usually ran thus—"What delicious honey you have. Yes, as I was saying, Clary is a remarkable child. Won't you please pass me one of those delicious biscuits of yours. You make the best biscuits of any lady I know of. As I was saying, Clary is the smartest child in school. What nice potatoes you have. They can not raise potatoes like those in Vernon County." He lived in Vernon County. Two facts I learned from him were where Vernon County is and that they do not raise good potatoes there.

Two impressions which I received from this teacher were that my mother was an excellent cook, and that I was the smartest child that ever lived. I thought I knew everything, but I learned differently later on. The whole school was left in a state of sophism.

The school board concluded that as this man was such a success they must hire another. The next teacher still carried out the fictional theory I had in regard to school masters. He was very tall and had nervous manners. He had great bony hands which

he could never keep quiet. He wore rubber collars without a necktie and there were two buttons missing on his coat, a fact that he seemed to forget as he was continually trying to button his coat up. One day while trying to explain a problem to a class he kept tapping an ink stand with his fingers. Finally he tapped the cover off. But that didn't make any difference, the tapping continued as he didn't notice what he was doing, and in a pause between tappings he wiped his face carefully with his inky fingers. The uproar that followed can be imagined.

Another teacher was the affected, gushing kind. She walked with a mincing little step and tossed her head in time with her feet. She used many flowery phrases, as "perfectly charming," "charmingly beautiful," "awfully dear, don't you know." She had a distinct facial expression for each one of her gushing phrases.

The last term I attended this school the teacher was preparing a class to write for their diplomas. This was the first time such an event ever happened in that school and we were all excited over it. I can remember the teacher saying at least ten times during every recitation. "Be sure and learn that. It is important. They will be sure to ask that in examination."

These are only a few of the impressions I received of my rural teachers. I could spend hours telling of others.

From observation it seems to me that teachers are usually careless about the impressions they make upon their pupils.

Teachers forget that small children are natural imitators. Teachers fail to realize the solemn charge that is given to them when they have little children in their control. They do not realize that they may make or mar a human soul.

THE NORMAL BADGER

A Clark Talk on Tests

—♦—
An Interlude of the Arithmetic Lesson Transcribed From *The*
Shorthand Notes of a Senior
—♦—

An interlude of the arithmetic lesson transcribed from the shorthand notes of a senior.

"You did not think that you would be called on for that question? Why not? I am afraid that some of you are like a colt I once had.

"Did I ever tell you about a team I used to own years ago—a colt and an old horse? The old horse was willing to do all the work and the colt was willing that he should. They were a *willing* team.

"If I used the whip on the colt he would give a jump ahead and keep up his end of the eveners so long as I had the whip in my hand. He would watch me and as soon as I laid the whip aside he would drop back to his old place.

"I got around that colt in this way. I fixed a stick on the plow beam and put a sharp nail in it, so that when the colt let his end of the eveners fall back, he always found that sharp

point there to prod him. At first, he used to get pricked pretty often, but when he found that the nail was always there, he kept up his end of the eveners.

"So the recitation is a prod on the pupil. If we were all like the old horse in that team, we would not need recitations except where some difficulty arose that needed to be explained. Tests are a prodding process largely, to keep the student or pupil up to his work. The teacher knows by experience how much the pupil has acquired. I don't want to be always prodding the class so I go on and try to do a good deal of teaching; but I find that one must be a disciple of Josh Billings: 'Blessed is he that expects nothing, for he shall not be disappointed.'"

"Miss Taylor, what is the other method of division?"

—♦— ULLA —♦—

She stood there waiting at the market-place,
A quaintly shapen jar upon her head;
Then, turning, with shy grace and doubtful tread
Passed down the row of stalls, her girlish face
With sweet timidity and just a trace
Of mild confusion blooming there. Rose-red
It deepened as bold youths would praise
instead

Of merchandise her charms and gentle grace.
Oh! happy swain who neath the olive trees
Shall read in those soft eyes a warmer glow
And mark upon her cheeks a rosier bloom
While am'rous eve's own lazy, loitering breeze
Shall idly sing of that glad overflow
From hearts so full they scarce have beating room!

LLOYD GOBLE.

Humor

Instructor: "Edward, what is the function of the pancreatic juice?"

Edward: "I think it finishes the work of the heart."

Not far from right, Ed. Eating is a work of the heart with some people.

While the young lambs bound as to the tabors (Tabors) sound

To me alone there came a thought of grief.

Mr.—, "What is a tabor, Miss—?"

Miss—, "A tabor (Tabor) is a small drum."

Mr.—: "How do they get the music out of the tabor (Tabor)?"

Miss—, "With a small stick."

HEARD IN REVIEW ARITHMETIC

Mr.—, "What book have you, Miss—?"

Miss —, "The green one."

Mr.—, "If it's green it won't be dry."

Robert Burns was born at Stratford on Avon, in I think about 4500 B. C., anyway it was some time between the First and Second Punic Wars. He was a great friend of Raphael and Euclid. He belonged to the School of Stoics. He wrote *Evangeline* and a book on astronomy called *Il Penseroso*. The last part of his life was very sad, for while trying to work out a rule for the formation of the subjunctive of German verbs he became violently insane. He was sent to an insane asylum at Plymouth Massachusetts where he died in 1492 from eating a cake of cummin while making a water-color picture of a red parosol.

AN ESSAY IN LITERATURE

By Olga Thompson

Teacher: "What is a caravan?"

Pupil, "Some sort of thing that carries goods across the desert."

Teacher: "Evidences of culture are, proper enunciation, correct pronunciation, and a good English vocabulary,—name another evidence of culture."

Thoughtful I—: "Why I think the way he walks would be one."

M. D.—"She stayed out because she had

two carbuncles on her nose."

M. S.—(Not understanding what M. D. said.) "I had four in my class this morning."

EXTRACT FROM A PRACTICE PLAN

"I will give the sacks to the children before I untie them."

Have the Sevens become so unruly they must be tied up?

A practice teacher was telling her class the story of the Puritans. She told them of the baby Peregrine who was born on the ship.

"The name Peregrine means 'wandering,'" she said. "Why did they give the baby that name?"

A little hand waved eagerly in the air and a childish voice said jubilantly, "Because they were wondering what they were going to call him."

A prize will be given to the first Freshman sending in the correct solution to the following problem:

A young lady, 5 ft. 2 in. in height, weighing 114 pounds, can waltz three hours straight without stopping; while a young man, 5 ft. 9 in., weighing 190 pounds, can waltz only 32 minutes. How many partners averaging 170 pounds and 5ft. 3 in. in height, will the young lady exhaust in an evening of eleven hours, allowing twenty minutes for refreshments?

SENIOR ERUDITION

Mr.— (in Psychology)—"What are some of the animals of the animal group?"

Student—"Man, beetles, horses, flies and other insects."

Mr.—"What common characteristics of these animals aid in the formation of the concept animal?"

Student—"They all breathe and are all covered with fur!"

Miss—"How long should you continue this work?"

Student—"This work should be continued until the pupils get the habit."

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