



# THE NORMAL BADGER.



Vol. 3.

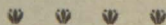
River Falls, Wis., September, 1897.

No. 1.



THE  
State Normal School

At River Falls, Wisconsin.



Offers Special Facilities  
for the Preparation of Teachers.



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In all regular courses for residents of Wisconsin  
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W. D. PARKER,  
River Falls, Wis.

# The Normal Badger.

*Published monthly during the school year by the Normal Literary Society.*

Vol. 3.

River falls, Wis., September, 1897.

No. 1.

## EDITORIAL.

An apology is due our readers for the tardiness of this number. The absence of the editorial staff that was appointed last spring has been the prime cause of delay. It is with reluctance that we assume the editorial work again this year, and yet some one must do the work and perhaps the discipline is in itself a compensation for the labor expended.

We trust the present subscribers will renew their subscriptions and also write the BADGER concerning their location, work, hardships or pleasures, or anything else of interest to friends.

The lateness in organizing has necessarily interfered with the subject matter of this number, but hereafter we hope to get out a bright, newsy sheet that will elicit its fair amount of patronage.

Attention is called to Prof. Sims' article. If you are teaching, you will find helpful suggestions in the article.

Wishing each reader of our little journal a prosperous and satisfactory year, we present Vol. 3, No. 1 of the NORMAL BADGER.

### The Child-Garden.

The kindergarten is a term full of significance. Froebel, with the insight of a poet and the wisdom of a philosopher, embodied the underlying principle of his teaching

in the word. It is the principle of growth. Child-garden—a place where the child is allowed to grow in accordance with his own being, nourished by the beneficent influences of nature. It is the loftiest ideal of education and the sweetest dream of child life. It calls up the image of a garden bathed in sunshine, fragrant with flowers, musical with the voice of waters, the twitter of birds and the laughter of children; a garden where play is the great teacher and love the great lesson; a garden full of peace and pleasure. The true child-garden should be the home, with the mother as gardener. Public sentiment, however, is demanding that children be placed in better environment than that of many homes, and to that end the kindergarten is slowly but surely growing in popular favor. The teacher then becomes the guide of this imperial garden. It is the teacher's duty to tend the budding intelligence, surround it with the conditions essential to its best growth and keep the garden flowering with all that is good and beautiful.

What the life-giving sun is to vegetation, that the mother-heart, or teacher's love is to the awakening spirit of the child. The warmth of love and the light of cheerfulness are necessary to the unfolding intellect.

In response to the benign force

of love the child-soul awakens and the intelligence puts forth its tendrils. It is the lofty parallel of the marvel of spring, when at the touch of the sun,

"Every clod feels a stir of might,  
An instinct within it that reaches and towers  
And, groping blindly above for light,  
Climbs to a soul in grass and flowers."

A wholesome atmosphere of peace is an element of vital importance to growth. As the sensitive plant must be shielded from the slightest touch, so the keen susceptibilities of the child, not yet adjusted to the outer world, nor hardened to the experience of life, must be shielded from any disturbance. Perez says of the child: "All it's senses are battered by repeated shocks or strange impressions and it's wailing cries indicate how painfully these are felt."

Another author exclaims in sympathy: "What handling can be delicate enough, what voice low enough, to temper itself to the needs of these sensitive nerves?" What should be the soil of the child-garden, from which character may draw its sustenance? It should be constant obedience to natural law and unfailing practice in the larger virtues. If a child is habitually subject to order, if he sees love, reverence, truth and justice always in force about him, he will of necessity imbibe these elements, and from these will spring other virtues. To a nature thus cultivated morality is no mere code of restraint, but that divinest virtue, unconscious goodness. The secret of culture, as of character, is proper environment. Surrounded with the noblest ideals of art and litera-

ture, a child acquires fine perceptions which become to him a second nature.

This, then, is the principle of the child garden; to surround the child with all that is wholesome, all that is good, all that is beautiful, in order that the noble elements of character may be nourished, and to banish all that is evil, all that is harmful, all that is unlovely so that the ignoble elements of his character may die of neglect. Sunshine, peace, law, and the practice of the virtues, these are the essentials of the child-garden, and they secure to the child the best things of life, freedom and happiness, growth and goodness. This is education.

Shall we have a lecture course this year? This is a question which we will find to our interest to answer soon, early in the season as it may seem.

It is not our desire unduly to urge any one in this matter, but we do believe that if a good course of lectures can be secured that there is not a student who can afford to remain away.

Another vital question, if we decide in favor of the lectures, is, what shall be their nature? Last year through the co-operation of the faculty and students, a course was procured including such talent as Robert J. Burdette, Dr. Henson and Prof. French. It was a grand success, and we feel perfectly safe in saying that ninety-nine out of every hundred of those attending were well satisfied.

Previous to last year the lectures here were largely of an instructive nature. But there are objections

to a course of that nature for a student body. Our work is largely a search for information, and when we spend five days of the week in this manner and on the evening of the sixth attend a lecture and try to absorb the knowledge a specialist has spent weeks in condensing into a suitable form, the results in most cases are not very satisfactory to the listener; whereas, an evening spent in listening to a lecture that, perhaps, contains no new knowledge, but had been delivered in a manner that aroused the enthusiasm of the audience would have been much more satisfactory.

It is wonderful the amount of energy the enthusiast finds to devote to accomplishing his end. His force is spontaneous and there is no prodding of himself to his work. For these reasons we believe it will be best to secure a course of lectures that will arouse the enthusiasm of the students as the course did last year. If this is possible each student should congratulate himself on his chance of hearing national talent at a modest sum. Let us see what we can do and right early, for the sooner we make our choice the better men we will be able to obtain.

With the opening of a new school year we come together filled with a desire to accomplish as much as we can in the short time we will be here. In our haste let us not overlook the Literary Society and its work, nor should we feel that its work is unimportant. It is the universal testimony of the students that have been in school and taken part in the doings of the society, that it has been of almost incalcula-

ble benefit to them since going out into the world. Let us learn by their experience, and improve every opportunity that is offered us by the society, as it will certainly benefit us in many ways.

Along this line there is another chance offered us for improvement. This is through our school paper. If you are not on the staff, do not feel it out of question for you to aid in making the paper worthy of the school. It is your paper as much as any ones, and you should feel a personal interest in it. A staff is appointed because it has been found necessary to have some concentration in order to carry on the business with dispatch. Let us have contributions from you whenever you have anything that you think will be of interest.

The average student of mathematics seems to shun all attempts of his teacher to compel him to analyze a problem to the end before attempting the mechanical labor of solution. Yet no effort of his mind better repays him than this analysis. How much useless labor and drudgery would be often saved in every walk of life if a man or woman habitually thought out clearly and completely, where possible, every problem before taking action. This may be easily illustrated in the solution of the following problem: A merchant sold a customer 7 pieces of cloth, each containing 50 yards. He made a reduction of 20% from the retail price and a further reduction of 5% for cash. The retail price was 40% above cost. He received \$532. What was the retail price per yard? The following statement is a written expression of the analysis, and is solved entirely by cancellation:

$$\$532 \times \frac{5}{4} \times \frac{5}{4} \times \frac{10}{9} \times \frac{7}{5} \times \frac{1}{5} \times \frac{1}{5} = \$2.$$

# SCIENCE

## Action on the Surface Between Air and Other Substances.

Every one has read about the metamorphosis of a drop of water or a grain of dust. These, however, are not the only substances that make their way through other substances into places apparently not suitable for them. Particles of air also make excursions away from the main body of air, and like the drop of water, with wonderful results.

It is a fact generally known that these changes in the form of water are necessary for the distribution of moisture and that particles of water and grains of dust perform an important part in checking and dispersing the energy of the sun and in preventing the too rapid radiation of heat from the earth. But this penetration of water and dust into the atmosphere is reciprocated by the entrance of air into water and solid substances. It is a theory accepted by most scientists that all substances, liquids, gases, or solids, are not of the same density on the surface as in the interior, that there is an extremely thin layer on the outside in which the molecules have a tendency to separate themselves from one another and drift away. We can readily conceive this in gases and liquids, but not so easily in the case of solids. Yet, how can odors of solid substances arise, or ice evaporate without thawing, if not in accordance with this theory? This theory accepted then, let us see what takes place on the surface common to air and water. If endowed with the power of seeing all that occurs, something like the following might be seen. The thin layer of water and the thin layer of air, the molecules of each having a tendency to drift away from one another, are in contact. A molecule, or a stream of molecules, of water gets between the widely separated molecules of air and vice versa. The result of this is of the greatest importance. On the one

hand we have the incalculable quantity of water appearing as fog, cloud, or floating particles of ice; on the other, life-giving oxygen, entering and purifying the water and giving breath to the countless water-animals, and carbon-dioxide, furnishing food for water-plants. Nor is this all. Water once boiled to get rid of all life will after a time bring forth minute plants and animalcules. The germs of these must have entered at the surface of the water as in the case of particles of air.

Solids, too, it is claimed, have an external layer of molecules tending to float away into space, but prevented in most cases by the greater cohesion of the solid. Particles of air, then, get between these outer separated molecules of solids and form a layer composed of the molecules of air and the molecules of the solid. Without this layer, it is claimed, most of the movements of life would be impossible. But this layer has a much less adhesive power than if it were more compact and without the particles of air, so that adhesion between different solids is not so great as to prevent their easy separation.

### Scientific Notes.

There will be found in the *Arena* for August a most readable review of President Jordan's *Saga of the Seal*, and some fine words of appreciation for the author. "David Starr Jordan, President of Leland Stanford Junior University, has many times deserved well of his country. As a scientific man he has, we believe, given to the American public and the world a greater number of original monographs on important branches of current investigation than has any of his distinguished contemporaries. From his special department of ichthyology, in which he became an expert fully a score of years ago,

he has branched into nearly all fields of scientific exploration, finding ever new paths leading to new regions and new empires of knowledge."

President Jordan was, in 1896, placed in charge of the United States commission of fur-seal investigation. He has published a preliminary report of his observations which is of the highest importance, probably, in adjusting affairs in Behring Sea.

But while performing the official duty, the investigator became profoundly impressed with the "sorrows of the seal." In his new book, "Matka and Kotik; a Tale of the Mist Islands," Dr. Jordan has interpreted to the world the cry of the seal under the cruelty and abuse of the fur pirates.

Huxley has been called the poet of science. "Dr. Jordan," says this review, "in his Matok and Kotik," vindicates his right to be known as the American Poet of Science.

The little book is, we are told, a model of diction. We bespeak for it, when placed upon our shelves, a wide reading among our students.

Here is an illustration of the unreliability of the Press. The Scientific American in one of its August numbers makes a comment on the growing importance of the X rays. It then makes the X rays a servant of the custom house officers in Paris in detecting smuggled goods in parcels and trunks and even has an illustration of a female smuggler standing for examination with relentless rays throwing the shadow of a bottle, hid within her clothes, upon the screen. The "Science" in a later issue, speaks of this comment of the Scientific American and says that the X rays have not been adopted by the Paris custom house officials as yet, but may be in the future, and that the illustration originated in the imagination of some reporter. We may believe with Irving that many things told in print must be accepted with cautious credence.

### A Nation of Inventors.

The report of the commissioner of patents just issued reveals some suggestive facts about the genius of the American nation.

This country, during the past twenty-five years, has granted more patents than any other country in the world. The inventive faculty, like other intellectual faculties, develops more rapidly and effectively under free institutions than under restrictive systems and where a great stimulus has been given to the use of machinery under the protective system. Since 1870 there have been 562,548 patents granted in the United States, against 981,961 granted in the whole world outside this country in that time. France has only granted 164,726 patents since 1870; Great Britain, 171,746; Germany, 92,763; Russia, 6,099. The United States beats the world. In electrical appliances, Edison alone has taken out some 800 patents. The bicycle business has, like electricity, stimulated invention, and men who invented even small mechanical devices for bicycles are making respectable fortunes. Within the past two decades the American inventive faculty has brought entirely new businesses into existence, giving employment to thousands of men and women. It is true that very many patents are not industrially available; but a large percentage of them are and have entered into the common uses of life. Some inventions patented are very simple and yet yield ample reward to the inventor. The simple cuff fastener for men's use "hit the spot" and hundreds of other devices of the same utility might be mentioned. The inventive faculty works in the interest of economy and is gradually changing the whole aspect of housekeeping, transportation and motive force. Our splendidly developed industries draw continually upon the inventive faculty for new appliances.

But even England, with its largely developed mechanical industries, has granted only one-fourth the patents granted in this country during the past 25 years. The American mind works like a flash when a mechanical need is brought to light, to supply it. Even Keeley may yet bring out his mysterious motor in effective use to add to our mechanical economics. To Keeley we shall give the Twentieth century. There has been plenty of glory for the American inventive faculty during the last half of the Nineteenth century.

# PEDAGOGICS

## Suggestive Topics in Home Geography.

BY PROF. J. F. SIMS,

Department of Geography, River Falls Normal School.

The following suggestive topics in Home Geography, based upon the manual for the common schools of Wisconsin, were originally prepared at the request of a county superintendent for use in his teachers' meetings. While the study of Home Geography should be made an end in itself as a means of development, the teacher will understand that it also prepares the child for that broader study of geography beyond the home by giving definiteness and reality to the great geographical facts and relationships, because of having mastered the types in his home neighborhood. We have these types everywhere at hand. The child's early training in geography concerns itself with them. The continents have these geographical types localized—that is—these types bear specific relations of location, which manifestly have no meaning unless the types themselves are known. By perception, then, the child gains a knowledge of the fundamental facts, which the constructive imagination of the child builds into groups of relations, and which gives him his picture of Europe, Asia, or some other continent.

The purpose and the means in geographical study lie close at hand. How shall we use the material to most readily and comprehensively achieve the purpose? It is believed that thoughtful preparation which leads to the mastery of the following topics on the part of the teacher will render the use of the manual much more effective.

1. The general forms of landscape.
2. The forces at work changing the forms of landscape.
3. The conditions and amount of rainfall.
4. The work done by the rain.

- a. Account for entire disappearance of the rainfall.
- b. Answer questions in Manual Rec. 173.

5. The home stream.
  - a. Develop geographical terms peculiar to rivers.
  - b. The forms of land determined by the stream.
  - c. Work done by stream as a carrier of soil material.
  - d. What use does man make of stream?

6. Soils.
  - a. Secure specimen of those named in Manual (173-1 a).
  - b. Characteristics of these.
  - c. The probable origin of these soils. Consult Our Continent and Geology of Wisconsin.
  - d. Upon what the productiveness depends.
  - e. Nourishment of soils.
  - f. Note differences of soils in a well or cut.
  - g. Relation of soils to man.

7. Rocks.
  - a. Specimens of those named in Manual (173-1 b).
  - b. Characteristics and tests.
  - c. Relations to soil.
  - d. Relations to stream.
  - e. Usefulness to man.

8. Plants.
  - (1) Cultivated.
    - a. Name all in your home district.
    - b. Classify into farm, garden and orchard products.
    - c. Make a detailed study of typical plants, such as corn, wheat, potato, apple. Consider under heads of cultivation, harvesting, kinds and usefulness to man. The encyclopedias.

- will be helpful to the teacher. See Manual 314.
- d. Relations to soil.
- (2) Forest fires.
- a. Make list of those in neighborhood.
- b. Collect specimens showing bark, cross and longitudinal sections.
- c. Describe trees : s to height, shape, bark, leaves. See Manual 315 to 318.
- d. Follow processes through which a tree passes from the forest into some manufactured article.
- e. How was the land cleared of forests?
- (3) Wild plants.
- a. A few wild grasses—their appearance and use.
- b. Harmful plants. Their appearance. What provision has been made for their destruction? Why? See Pamphlet on "Noxious Weeds." Agricultural Dept. N. W.
- c. Name and describe a few wild flowers. See "How to Know the Wild Flowers.
- (4) Relations to animals and man.
9. Animals.
- (1) Tame.
- a. Make list of those found in neighborhood.
- b. Classify.
- c. More obvious qualities and uses.
- d. A study of horse, cow, chicken as types.
- e. Relations to man.
- (2) Wild animals.
- a. Make list of.
- b. Classify.
- c. More obvious characteristics.
- d. A more detailed study of such animals as squirrel, crawfish, earthworm as types.
- e. Relations to man.
- f. Relations to soil—earthworm.
- g. Animals that are injurious and helpful to agriculture.
10. Occupations.
- a. Name all that can be observed.
- b. Conditions that determine general occupation of neighborhood.
- c. Detailed description of work of farmer, carpenter, blacksmith.
- d. The finished product of the different kinds of manufacture.
11. Commerce.
- a. Articles that make the basis of
- b. How does farmer secure the things he needs and does not produce? (See Manual 173, 2; and 177.)
- c. Importance of good roads to farmer.
- d. Why do roads converge to the towns?
- e. Use made of rivers.
- f. Commercial use of postoffice, telegraph and telephone.
12. Exercises on location and construction of maps. See Manual 173, 3, 4; 178 to 182.

A teacher who speaks in a tone lower than the average will soon have followers among his pupils. Teachers should speak distinctly and with sufficient energy and volume of voice to be heard in any ordinary school room. Pupils of all ages imitate their teacher. Teachers are the pupils' ideals. The habits which pupils form in school usually accompany them throughout life. One correct habit firmly fixed in early life is more valuable than a score of text-book facts. Correct habits are real values. The aim of education is right conduct.

Pupils should not be detained after the regular school hours for any cause whatsoever. Detention only irritates them. Idleness cannot be cured by any such cheap device. The only real cure for poor lessons is industry, and the only way to get an idle pupil to study is to interest him. It is thus clear that the remedy for idleness and the consequent poor lessons must be found in the teacher. If the cheap devices of untrained and incompetent boys and girls could change idle and inattentive pupils to studious and attentive ones, the science of education and the art of instruction would be easily mastered.

Experience is valuable only when it is of the right kind. Experience of any kind without the inspiration, suggestion, and guidance of high ideals is always destructive. This self-evident fact is especially applicable to the work of the teacher. Experience is often the greatest obstacle in the way of a teacher's success. Success depends upon ideals.—J. N. P.

## The Normal Badger.

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## GENERAL NEWS.

Miss Etta Foster, daughter of Prin. J. N. Foster, of Shell Lake, is a member of the Elementary class this year.

School is going along without friction. Everybody is busy—indeed so busy that he does not know anything about his neighbor's business.

The time to make a resolution is when you feel the need of it. Don't wait until the New Year before throwing away that gum or paying your subscription to the BADGER.

We are sorry to announce the withdrawal of Misses Ethel and Mabel Grant from school. The young ladies, together with their parents, leave shortly for Missoula, Mont., which place will be their future home. The school always feels the loss of bright, progressive students. Both of the girls will enter the University of Missoula. We wish them a satisfactory future.

John H. Andrews, the business manager of this journal, has canvassed the city thoroughly in behalf of advertising. Students may find it to their interest to see who deem the Normal worthy of patronage. One of the hardware merchants considers the Normal a nuisance to the city. This man ought to be transported to the land of the Lilliputians so his breadth of soul and mind might have a physical response.

## Indian Summer.

The Red Man's Summer, stained with  
all the dyes

That his rude pallette knew, has pushed  
aside

Intrusive winter. Over hazy skies

There steals a calm to all the year  
denied—

A time to pause, to rest and meditate;

A time to peace and beauty consecrate.

And I have reached those halcyon days,  
when life,

Like bygone summer, throws a sunset  
glow

Over the hours. Past is the ardent strife,

But hazy memories that come and go

Keep warm my heart; it seems another  
spring

Has stolen in beneath Death's icy wing.

—Chas. Lowater,

(In Frank Leslie's Magazine.)

## Where This Term Finds Them.

So far as can be ascertained, former members of the school have located as follows: Hugh Gallagher at Star Lake, Vilas Co.; Frank Slonicker is at his home in Wonewoc; D. H. Hennessey at Wilson. J. J. Enright at Ettrick, Trempealeau Co.; Will Lusk at Humbird; Chas. Olman at Downsville; Geo. Sanford in the O'Keefe District, St. Croix Co.; David Clough at Prairie Farm.

The Misses Eastman hold positions in the Glenwood schools.

Bessie Lusk is assistant at Shell Lake.

Emer Waite holds the principalship of the schools at Spooner.

W. A. Clark is principal of a ward school in Eau Claire.

Among the teachers who go to Milwaukee are Marian Doppler, Florence Officer and Nellie Warner.

John Hale returns to his former position at Avery.

Maria Hale holds a position in the schools of St. Croix Falls.

H. Newton is canvassing.

O. L. Fuller is principal and Hattie Flint is teacher of the intermediate department of the school in Osseo.

H. B. Wentz is principal of the Gallesville schools.

Miss Barry has a position in La Crosse.

Anna Saby is at the head of the Normal department of the schools in Spring Valley, Minnesota.

Fred Thompson is at his home in Pepin county.

Miss Van Schoonhoven teaches in the primary department at Olivet.

Leonard Stroebel returns to Plum City

Eva Potter holds the principalship at Stockholm.

Carl Deyarmond is to teach in Pleasant Valley.

John O'Keefe is assistant principal at Barron.

Miss Rosa Cheney holds a position in the Platteville Normal.

Christena Chidester teaches in Estella.

G. A. Rogers goes to Unity.

Henry Kircher is principal of the Nelson schools.

Margaret Fillman teaches in Downing.

Frank Webster holds the principalship of the Pepin High School.

Sue Downer and Anna Bandli have positions in the Humbird schools.

Alice Baker teaches in Houlton.

Charity Snodgrass and Carrie Henderson have positions in Wausau.

Alta Horth goes to Osseo.

Mary McCabe has secured a position in Glenwood.

Cornelia Campbell teaches in Martel.

Lillian Downs has charge of the school at Roberts.

Emma Lees teaches near Onalaska.

Oiver Needham has charge of the school in his home district.

Miss Schultes has returned from her trip in Europe.

Many of the students who have long been connected with the school have returned to complete their work.

Chas. Seiler made the Normal a visit last week. He goes to the University this year. Other students enrolled in the University are Oscar Polin and Miss Deans.

Since the last issue of the BADGER, we have learned of the marriage of Mr. W. N. Mackin to Miss Bernice Roberts, and Mr. N. O. Varnum to Miss Belle Kirk. Mr. Varnum returns to his former position in Eau Galle and Mr. Mackin goes to Chetek. The congratulations and good wishes of the BADGER go with them.

## Y. M. C. A. and Y. W. C. A.

"Not by might, nor by power, but by My Spirit, saith the Lord of Hosts."

### OFFICERS OF THE Y. W. C. A.

Pres.—Eleanor Burnett.

V. P.—Lillian Prince.

Rec. Sec.—Louise Spence.

Cor. Sec.—Mae Eneroth.

Treas.—Cora Chapman.

### OFFICERS OF THE Y. M. C. A.

Pres.—A. J. Gunnison.

V. P.—D. A. Swartz.

Rec. Sec.—S. A. Bewick.

Cor. Sec.—F. D. Otis.

Treas.—C. J. Wentz.

Meetings held in Music room every Tuesday at 4 p. m.

### LEADERS AND TOPICS FOR THE MONTH.

Sept. 28.—How to study the Bible:

Rev. C. H. McIntosh.

Oct. 5.—The Excellence of Christian

Love: Cora Chapman.

Oct. 12.—Why a student should be a Christian: Rev. W. M. Balch.

Not how shall I have more of Christ, but how shall Christ have more of me for this year.

The Y. M. C. A. and the Y. W. C. A. are still in our Normal school, and are planning vigorous work in the various lines of their association. New members have been added to both Associations.

Last year the Y. W. C. A. sent one of their members as their representative to the International Conference at Geneva. This year it is their intention to send two members that more may derive the benefit of such gatherings.

Two joint devotional meetings of the two associations have been held this month and have been unusually well attended and interesting, all evincing an earnest desire to further the good work of the associations.

A young girl went from home to one of our colleges. At that time she was not a Christian. Within a week after her arrival she was called home by the death of her mother, but she did not leave the college as she had come to it. Through the efforts of a live earnest Y. M. C. A., the young girl had been led to the Saviour who sustained her in her great sor-

row. May not such golden opportunities be open to us? Shall we not be ready to improve them? Don't let a day go by without striving with God's help for the salvation of at least one soul.

### Athletics.

At the opening of school athletics were at a very low ebb, most of the old players being out of school. However a meeting of the N. A. C. was held and officers elected. The treasury was found to be empty, the foot ball gone, and base ball and tennis material in poor condition, so the club voted to reinstate the dues. Base ball and foot ball captains were elected, and a foot ball was purchased, and a team organized. As yet they have not played a game, so nothing can be said of their success. The base ball team, however, proved to be a complete failure and probably nothing will be done in that line this fall.

The officers of the N. A. C. are:

Pres.—Rob. Ap Roberts.

Vice Pres.—J. H. Andrews.

Sec'y—Frank D. Otis.

Treas.—Geo. Trieb.

Base Ball Capt.—S. Saby.

Foot Ball Capt.—C. Purves.

Foot Ball Mgr.—J. H. Andrews.

The second foot ball team has been organized as follows:

C.—C. Cashman

R. G.—M. Larson. Mgr.

L. G.—Tousley.

R. T.—C. Wood.

L. T.—G. Cashman.

R. E.—R. Ap Roberts. Capt.

L. E.—F. Otis.

R. B.—C. Purves.

R. H. B.—W. Leonard.

L. H. B.—G. Works.

F. B.—L. Rogers.

Subs.—Weld, Thompson, Hill.

### Burns Night at Lyceum.

(From the River Falls Journal.)

Friday was Burns night at Lyceum, and whether out of regard for the poet or for the people taking part on the program, the audience that came together in the Normal Chapel was unusually large and distinguished by many mature faces. The music for the evening was singularly

apt, and included some of the sterling favorites by Burns—Auld Lang Syne and Coming Through the Rye—as well as a few of the rarer lyrics.

A paper by Miss De Lap, dealing with Burns as a boy, a poet and a citizen, opened the literary part of the program, and laid an easy and safe foundation on which to build up the fabric of the poet's larger self that followed.

The talk by Miss Shultes on the haunts of Burns' as she had so lately seen them in her visit to Scotland, was in the nature of a charming lecture, colloquially fluent and yet set forth in a delightful diction. The enthusiasm and the touches of personal feeling that characterized it, as the scenes of Burns' boyhood, his meeting places with Highland Mary and the farm on which he spent his closing years, were each called to mind in regular order, brought the pictures very distinctly before the eye. In addition to this, Miss Shultes had provided several charts and drawings, which helped materially in the narrative.

With so clear and so attractive a story, those wits must have been dull indeed, who failed to see, though less clearly than the speaker, the splendid highways of Ayrshire as they wound through the green valleys checkered with stone walls, closed in on either hand by trees and ancient mansions, and interrupted now and then by rustic stone arched bridges, older than the generations, and clothed, as with drapery, with masses of clinging ivy.

They must have been unsympathetic, too, or no lovers of Burns, if they failed, on hearing her charming recital, to catch something of the personal uplift felt by the speaker as she visited, a hundred years after, the seats of the mighty.

It was an immensely refreshing sketch, lively and personal and gay, and lighted up by bright bits of philosophy. Nor was wit lacking, or a tilt at repartee with her fellow tourist, Miss Pardee. At the close of the speech the heartiest kind of applause was struck up in every part of the house. And the only pity is, that there remains no other poet whose bygone days and haunts Miss Shultes may be called upon to describe. Or have we Walter Scott?

As an appropriate complement to the

address, Prof. Clark gave several readings from Burns, including parts of The Cotter's Saturday Night and Tam o' Shanter. As an ardent admirer of Burns, one to whom the bonnie writer made an early and certainly lasting appeal, Prof. Clark was the one among a hundred to give the delicate yet robust spirit of the lines. The Scotch fire, too, was in the tone, and here and there the dialect was given a quaintly native turn that was happy even to distraction.

The singing of Auld Lang Syne closed the program.

Incidental to this program, which could hardly be dispraised, it is worth while to say that the Literary Society is in a really flourishing state of being. It probably has a better corps of workers and committees than has ever graced its rolls on previous years at so early a period of the year. Mr. Swartz, as president, has an eye to making the meetings of lively parliamentary interest, giving them a suggestion of the public forensic entertainment as well as a school for the performers.

The transportation of the books from the old location in the library in the Capitol to the new Library of Congress is attended by some amusing features. The books, after careful marking of both classification and shelving, are placed in boxes and literally shot down a wooden chute to the eastern area of the Capitol grounds. They are then transported in wagons, and, arriving at the new building, are placed in a huge vat. The horrified looker-on sees the muzzle of an ordinary hose-pipe directed into the vat of dusty tomes, but it is a stream of air that is forthcoming, and the dust is in a second everywhere but on the books. They are then carried up to their proper location in the new stacks. Some weeks will ensue before this work is properly and entirely completed.

The following sentence, said to be taken verbatim from a law recently passed by the Nebraska legislature, has a very strange and alarming sound: "It shall be unlawful for any person to fire off or discharge any pistol, revolver, shotgun, rifle, or any firearms whatsoever, on any public road or highway, in

any county of the state of Nebraska, or within sixty yards of such public road or highway, except to destroy some wild, ferocious, and dangerous beast, or an officer in the discharge of his duty."

Ridicule has no place in the school room and the teacher who uses it resorts to a weapon entirely unworthy of her. It is a double-edged sword, and its uses are more severe on the wielder than on the victim. How easy it is to "poke fun" at a stupid boy's blunders when it is quite possible he has been doing his "level best." Sarcasm always follows in the wake of such attempts and then comes a wound that does not heal.--The Teachers World.

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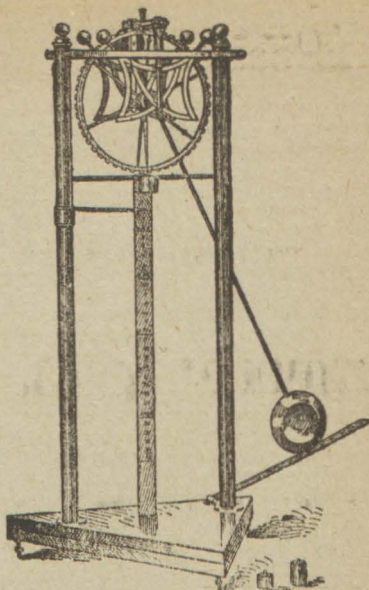
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