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THE NORMAL BADGER.

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THE NORMAL BADGER,
River Falls, Wis.

Editorial.

We note an unwarranted attack on Normal Schools through the columns of a paper published in a neighboring city. The statements made are such that any one at all familiar with the actual conditions will be unable to find any ground upon which the author can base his statements. We publish some correspondence this month which shows the matter in an unprejudiced light.

River Falls, Wis.
Feb. 9, 1896.

Mr. Editor:—

A few days ago, I received a letter from Hon. W. H. Chandler, Inspector of High Schools, portions of which are of particular interest to the friends of normal schools in our state. I have received permission to publish the letter, but as parts are of interest to myself alone, I will offer these portions only that are of general interest for publication.

Truly Yours,
L. H. Clark.
R. F. Normal School.

Madison, Wis.
Jan. 31, 1896.

Prof. L. H. Clark,
River Falls, Wis.

Dear Sir:— I am in receipt of yours of Jan. 28th. and take the earliest opportunity to answer. I have no hesitation in giving you the result of my observation upon the work of normal school graduates who are principals of high schools, in comparison with college graduates acting in the same capacity. I do not think there is any occasion for any concealment about judgments formed by this observation. I am often asked by college graduates how their work compares with normal school graduates. I have always been frank and tried to be just in my statements in relation to this matter, and have found it a fruitful source of occasion for good suggestions in relation to their work.

You ask in what lines of work do normal school people excel, and in what are they deficient? The lines in which they excel are more apparent than those in which they are deficient. They are given to such discrimination that where they are consciously deficient in preparation for certain lines of work, those lines are assigned to others whom they deem more or better fitted than themselves. I find them specially strong in their organization, and their management and in their supervision of the work of subordinate teachers. They almost universally familiarize themselves with the work of every teacher and I believe are helpful in their suggestions in relation to the work of these teachers. I think they are very strong in their efforts to unify the teaching force where they reside, and are also helpful in shaping the work of the preparatory schools in such a way as to bring the best results in preparation for high school work. I find them almost universally apt in the line of mathematics, also in history, geography composition and civil government. My observation has led me to conclude that they are conscious-

ly less prepared upon the lines of German and Latin languages and perhaps in literature and physics. I am not so confident about the matter of literature as I find that my ideal about the method of dealing with that subject is very rarely realized in either class of teachers. Perhaps my ideal is too high, but I do not think that is the trouble. I agree with you in your premonition that the college student, or principal, is given to telling more than testing in the early part of his experience as a teacher. The idea of drill is not so prominent in his mind, and the normal graduate has a more prominent and constant purpose in all his efforts. I think the broader education of the college student will tell ultimately upon his power as a teacher, and as he studies more and more the art and science of teaching he comes more and more into touch and sympathy with the methods inculcated in normal schools, and he is able to grasp these when he carefully considers their bearing upon his work. I have no general adverse criticism to make upon the college graduate as a principal of a high school. I think they do as a rule better than we could reasonably expect them to do with the inexperience and lack of professional training which most of them have in the beginning of their work. But I very rarely find a normal school graduate who does not immediately organize and direct the force of his school in such a manner as to utilize to the fullest extent the facilities and opportunities at hand.

I am conscious of the fact that no little criticism on the part of university inspectors has been given in the relation to the conduct of the science departments in those high schools where those departments have been under the

direction of normal school graduates. But careful consideration and inquiry have led me to the conclusion that these criticisms were directed and inspired more by the lack of apparatus and laboratory facilities than by the character of the instruction given or the ability of the principal to give the instruction. I think it is quite possible that the normal school graduates have been timid and conservative in making demands for these things as well as for modern and recent reference books upon matters of science. I think they are less aggressive in securing these facilities and helps than college men. They have been accustomed to get along with moderate provision in these lines while college men usually have had them in abundance and so consider them indispensable.

Respectfully yours,
W. H. Chandler.
Inspector of H. S.

The BADGER is indebted to the young ladies for the glowing account of the leap year ball which we publish this week.

Dr. Ed Ballard of this city is now our resident regent for Normal Schools. He spoke briefly to the school Monday morning.

The halls of our school are furnished with rubber matting. This improves the school as there is less noise made by classes in going to and from recitation rooms.

Prof. Brier conducted an institute at Cumberland Jan. 25, and one at Osceola Jan. 31 and Feb. 1. He has but one Saturday unengaged this week.

Hon. N. P. Haugen favored the U. S. history class with a talk on the manner of choosing delegates to the national convention from town caucus through county, district and state to national convention.

Literary.

The Purple East.

Never, O craven England, never more
Prate thou of generous effort, righteous aim!
Betrayer of a People, know thy shame!
Summer hath passed, and Autumn's thrashing
 floor
Been winnowed; Winter at Armenia's door
Snarls like a wolf; and still the sword and
 flame

Sleep not; thou only sleepest; and the same
Cry unto heaven ascends as heretofore;
And the red stream thou might'st have
 staunch'd yet runs;
And o'er the earth there sounds no trumpet's
 tone

So shake the ignoble torpor of thy sons;
But with indifferent eyes they watch, and see
Hell's regent sitting yonder, propped by thee,
Abdul the Damned, on his infernal throne.

You in high places; you that drive the steeds
Of empire; you that say unto our hosts,
"Go thither," and they go; and from our coasts
Bid sail the squadrons, and they sail, their
 deeds

Shaking the world; lo! from a land that pleads
For mercy where no mercy is, the ghosts
Look in upon you faltering at your posts,
Upbraid you parleying while a people bleeds
To death. What stays the thunder in your
 hand?

A fear for England? Can her pillared fame
Only on faith forsworn securely stand,
On faith forsworn that murders babes and
 men?

Are such the terms of glory's tenure? Then
Fall her accursed greatness, in God's name!

Heaped in their ghastly graves they lie, the
 breeze

Sickening o'er fields where others vainly wait
For burial; and the butchers keep high state
In silken palaces of perfumed ease,
The panther of the desert, matched with these
Is pitiful; beside their lust and hate,
Fire and the plague-wind are compassionate,
And soft the deadliest fangs of ravens seas
How long shall they be borne? Is not the cup
Of crime yet full? Doth devildom still lack
Some consummating crown that we hold back
The scourge, and in Christ's borders give
 them room?

How long shall they be borne, O England? Up,
Tempest of God, and sweep them to their
 room. - William Watson.

Cross Fertilization of Flowers.

Looked at from the standpoint of a botanist, a flower consists of a short branch or stem on which leaves, modified for the purpose of reproduction are compactly arranged. The complete flower consists of four sets of modified leaves constituting as many different organs. The first or outer set is called the calyx and may be composed of one or many pieces called the sepals. The next and more commonly colored set is the corolla and is made up of individual pieces called petals. The next is made up of stamens generally more than one, and the last and central set is known as pistils.

A flower is simply nature's design to secure the continuation of its species by the production of seed. The parts directly concerned and necessary to the production of seed are the stamens and pistils. The function of the stamens is to produce the pollen, and the work

of the pistil is to produce the seed.

Before seed can become mature a pollen grain must be conveyed from the stamen to the stigma, where it is securely held in place by the adhesive secretion of the stigma upon which it is deposited. It soon forms a pollen-tube, just as a seed forms a root, and this tube readily finds its way between the easily separable cells of the loose interior tissues of the style, enters the seed which is contained in the ovary and in this way fertilizes the seed.

Fertilization therefore consists in the conveyance of pollen from the stamen to the pistil in such a manner as to produce seed. There are two kinds of fertilization, the close and the cross. A flower is said to be close fertilized when the pollen from the stamen of one flower fertilizes the pistil of the same flower. Cross fertilization occurs when the pistil of one flower is fertilized by the pollen brought from another flower of the same species.

Until recent years it was generally supposed that flowers bearing both stamens and pistils were self fertilizing—that Nature's design in placing the two sets of organs so near together was to make sure of bringing the pollen in contact with the stigma of the same flower.

There are indeed some instances in which this is the case, but such flowers are now known to be comparatively rare.

Most flowers are so constructed that external agencies of various kinds must be depended upon for this purpose, and the modifications of the flower by means of which this result is obtained is some times very wonderful and elaborate. Even when the anthers are in the closest position possible in the same flower, the pollen in many cases is effectually prevented from reaching the stigma while the arrangements at the same time are such as to insure its being brought from another flower. It is evident from the great pains Nature has taken to secure cross-fertilization that some great advantage must accrue to the plant or its offspring, and this has been proved to be the fact by careful and extended experiments. It has been found that there are plants that utterly refuse to set seed when supplied with only their own pollen; that there are others

which greatly prefer pollen from another plant, and refuse to utilize their own, when that of the same species is placed upon the stigma, and it is proved that in the great majority even of those plants capable of close fertilization, stronger, healthier and more numerous offspring result from cross-fertilization. The eternal agencies utilized by the plant to bring about cross fertilization are chiefly the wind and insects.

Flowers in which the transfer of pollen from anther to stigma is effected by the wind differ greatly in structure and appearance from those in which insects are the agents. They are usually provided with stigmas that expose a good deal of surface to the wind they produce great abundance of dry powdery pollen; they are without showy floral envelopes; they are without nectar and are always destitute of perfume. Frequently also the stamens and pistils are in separate flowers, thus making self fertilization impossible and cross-fertilization necessary. On the other hand flowers that are cross-fertilized by the agency of insects include all of those with a showy calyx or corolla, all perfumed flowers. The gay colors and perfumes are to attract the attention of insects, the nectar to reward them for their services, and the irregularities are adaptations of the flower to their visits.

Bright colors and perfume sometimes go together, and then the flower offers a double attraction to its insect visitor, but more commonly, highly colored flowers are not odorous, and highly odorous flowers are not showy.

Even the stripes or lines found on the corolla are significant; they point to the locality in the flower where the nectar is secreted, and serve the purpose of guiding the insect thither. Such flowers as are visited by night-flying insects withhold their perfumes by day but dispense them freely at night. Some flowers, also, that are fertilized by day-flying insects close at night, doubtless to prevent the wasting of nectar and pollen by insects that could not be of service to the plant.

Many years ago the Australian farmers wished to import our red clover into that country. They got the seed, planted it, with the result of a luxuriant crop, both in foliage and bloom, but not one

seed for future planting. Why? The Australian farmer had not taken into consideration the fact that the American bumble-bee is the only insect that is adapted to fertilize the red clover. The bumble bee must be transplanted with the clover. Wherever the clover goes he must go. If the red clover is to produce seed the bumble bee must be the agent that brings about the fertilization.

The Australians transported the bumble bee, it became naturalized and now our red clover grows and prospers there as well as here.

Henceforth the study of flowers and the study of insects must go hand in hand. He who would be a student of one must be a student of the other.

The Meadow.

Near my house, on the farm, is a long narrow meadow. Through the center, a cowslip-bordered creek with its dripping fringe of grass, loiters among the hammocks in its path and then joins the tiny lake at the foot of the meadow. Here in summer, the snowy pond-lilies float quietly upon the dark, weedy water and bunches of cat-tails rear their long heavy heads above the marshy bed.

In the pleasures of my childhood days, the meadow played no unimportant part. In the spring, when the grass was short and green, we (my sister and I) gathered the sweet-scented violets and I have never found, in other places, flowers as sweet as those. The ground-bird's nest, too, we found here, and we watched it carefully through the long spring days, to the alarm and annoyance of the old birds who, I fear, did not appreciate our kind intentions. Later we searched diligently for the sweet, juicy strawberries hidden in the long grass.

When we grew tired, on these many expeditions, we would rest in the shade of an old willow tree and weave strange stories about the meadow. One favorite fancy of ours was, that it was a battle field on which two bands of fairies were contesting the ownership of a tiger lily that grew near the tree. These battles were fought in the evening, and the silent armies, the grasses, were drawn upon each side of the creek which furnished the martial music. They,

Continued on page 3.

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CONTINUED FROM THE JANUARY
NUMBER.

The primary section was well attended and discussed Science versus Literature as subject matter of primary reading and finally settled upon Science and Literature. The primary exhibit was very large, and shows that the spirit of correlation was at work in other primary schools than ours.

The Normal section considered the question of Normal School extension and there seemed to be a strong feeling that the influence of Normal Schools could and should be widened by extension work. Prof. McGregor of the Platteville Normal School related his experiences in extension work and cited many instances of good both to the Normal School and the country school that had resulted from his efforts.

While the papers read at the general meetings were all strong and helpful the greatest amount of interest clustered around the addresses of Pres. Brier, Pres. Adams of the State University, and G. Stanley Hall.

Pres. Adams' address was delivered at the first general meeting and took his audience completely by surprise by its favorable attitude towards poor students. The impression has been abroad in the state that Pres. Adams desired to make the University a school for the rich, but his paper was very far from advocating such a doctrine. After referring to favorable relations existing between the High Schools of the state and the University, he said, "There was never a time when students of limited means could work their way through the University more easily than now." "The will of those chosen by the students themselves to enjoy in the great intellectual tournaments of the the university shows that it is not wealth but poverty that seems to be on the intellectual shrine. The lesson is, Look out for the man who has neither time nor desire for a dress suit," and concluded with the statement that the university is for the children of the poor as well as the rich. Such sentiments were responded to by hearty applause and Pres. Adams was admitted into many hitherto closed hearts.

Pres. Brier's annual address delivered on the following morn-

ing was an equal surprise to his audience and though somewhat antagonistic to some of the points approved by Pres. Adams, was no less warmly received. After alluding to some of the vital educational problems of the day, and pointing out defects and suggesting improvements, he took up the subject of the University and High School and showed by statistics that only about 4 per cent. of High School students ever attend the university hence it is an injustice to the remaining 96 per cent. to provide a course of study for high schools which has for its end preparation for the university, rather than preparation for life. He said, "It is not higher education I am objecting to but what seems to me a wasteful process in obtaining it. I would not deprive any youth of the luxury of many languages, if they may be had without sacrificing the interests of others who are equally taxed but who are compelled to subsist on a more homely intellectual fare." In closing he said, "I have tried to write with malice towards none and charity for all simply and solely in what to me seems to be the interests of the 96, may they be prosperous as well as the favored 4."

The applause which followed the reading of the paper was an expression of the deep and favorable impression it had made upon his hearers. It was a strong and fearless appeal, couched in most choice and courteous language, for the correction of an injustice.

The third great event of the association was the lecture by G. Stanley Hall who had been bidden from his home in Worcester, Mass., to present to us the result of his investigation in Child Study. His address was a valuable contribution to the association, and all were delighted and profited by the myths he revealed, which are even no less important to the parents than to teachers. Among others he presented the doctrine of rudimentary tendencies of the mind as well as organs of the body; discussed rudimentary fears and loves of children,—love casts out fear, and in proportion as man loves nature he is educated. At a certain age the brain undergoes important changes. The brain granules that have not at that time been changed into brain cells

never will be. There are two sets of muscles in the human form, the fundamental and the accessory. The latter are the muscles that control all fine and careful actions but they develop much later than the former, which accounts for the want of accuracy in all childish movements. Ignorance of this fact leads to the contraction of many nervous diseases in children. In conclusion he said, "Unity with nature is the glory of childhood, and unity with the child and nature is the glory of the teacher."

The value of these meetings to those who attend does not lie alone in the addresses and discussions. Indeed one may remember very little of what is said; but to identify oneself with the educational leaders of the state by belonging to the same organization; to take on the enthusiasm and inspiration generated by the exchange of ideas among so many, to know and to become known are the unconscious silent forces of the association that stimulate, encourage and educate. The young man or woman who aspires to be influential in the teaching world should early ally himself with the State Teacher's Association and let his abilities be known by an active part and interest in its work.

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There is but one agency that is capable of doing this great task, and that is the American Public School where all are on the same level, where rich and poor, high and low, native and foreigner, Christian and heathen all meet together, and the teacher is the friend of them all. The first bond of union is the common language, the English. But the influence of song, in breaking down these discordant race differences, is scarcely less than that of the language itself. One writer says: "I stood recently in the great school at Carlisle, Pa., where 400 Indian boys and girls representing forty different tribes with bloody antipathies, were singing and as the volume of song arose in its majestic and harmonious swell, all hearts seemed united. When a little later, I saw on the campus, Sioux, Pawnees and Apaches parading arm in arm, seemingly unconscious of any tribal distinction, it seemed a prophecy of the good time coming when under the influence of the public school, the children of this land will know no difference of ancestry, but will all be Americans. Music is not the only nor the chief agency in this tremendous transformation, but it is one of the greatest, one of the most effective, and one of the most indispensable factors. To neglect it is the height of folly. To use it, the highest wisdom.

As you go out from this school to teach, do you want your school to be attractive, interesting and pleasant, do you want an aid in your school government, do you wish to make the homes of your pupils happy, do you want your pupils to be Americans and do you wish to use the means I have outlined, then I say, avail yourselves of the opportunities offered you here in this school to fit yourself for the work. L. A. S.

Local.

On the eve of the 24th of Jan. one of the most brilliant events of the social season of this city took place, namely a Leap Year Hop given by thirty of society's most charming members.

For weeks it has been a favorite topic of conversation in all circles, and in many homes part of the evening had been devoted to practice of "the light fantastic."

The ball-room was artistically

decorated and from a daintily arranged booth refreshments were gracefully served the whole evening.

At nine-thirty sharp the assemblage of about thirty couples led by the chaperons, Mr. and Mrs. Fallis, began a Grand March of many beautiful and intricate figures to the inspiring strains of the River Falls Orchestra. At each new arrival there was a flutter of expectancy and many admiring glances would follow the charming blonde or dashing brunette who entered on the arm of his petite escort. Noticeable among the many present was our ideal Beau Brummel, Mr. Krauth, the obliging and well known young operator, who had reached a degree of proficiency in dancing which called for no further comment from his partner.

Winsome Willie Lusk seemed to be the lion of the evening judging from the number of times he was escorted to the frappe booth. Some, however, were not so popular as a neighboring restaurant can testify.

Mr. Currier appeared in his college gown and was a veritable "Tommy Atkins."

All thought that there were two Messrs. Bailey present but to one person there seemed to be only one whose dainty new pumps came untied frequently.

Mr. Seiler, attired in the conventional black suit and blushing loveliness beamed resplendent behind a huge bouquet of Parma violets.

The heavy-Waite athlete's gay laugh resounded frequently through the hall.

In striking contrast to the midnight beauty of Prof. Purves who graced the occasion with his presence, was the blonde Apollo Norseng.

Among those from abroad were that Master of the Terpsichorian Art, Mr. Bundy, and Mr. Stone, whose visits to the city occur with suspiciously increasing frequency.

Sprightly Charley Purves was much in demand and a glance at his program showed a keen discrimination as to acceptance of partners.

All types of beauty were there from the charming brunettes of the south, to the fair blondes of the north. Taken all in all, this was one of the most recherche affairs ever chronicled by our society reporter.

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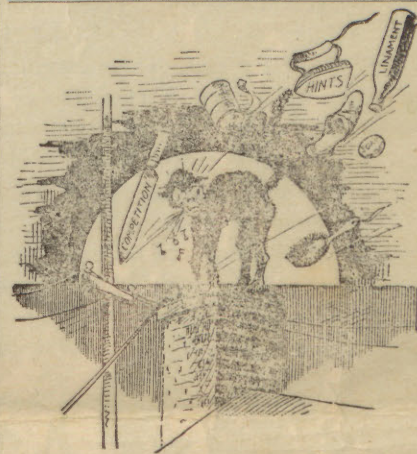
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bearing their blue flags, quietly advanced and then receded to the wind's low command and naught showed the action of battle but the soft mist which like smoke steadily rose from the fairy battle field.

On a cool summer evening we would often drive the cows home from the green pasture on the opposite side of the meadow and as often loiter upon the old wooden bridge which spanned the creek. Leaning over the edge, we would, at the risk of plunging headlong into the water, striving to see the small, black minnows which were swimming about, in safety, in the shadows of the bridge.

When it grew darker, the sweet mournful notes of the whip-poorwill, rang through the dark woods which skirted the edge of the meadow. Near us sounded the deep croak of the stupid bullfrogs and alarmed at the hour, we hurried home.

We were frightened by the flight through the hazel-brush, of a sleepy bird which had been suddenly awakened from his evening nap. This, together with the rustling of the grass, made us think of Ichabod and the Headless Hessian, and we almost persuaded ourselves that there was something by that gloomy clump of hazel-brush. We rushed past it and did not stop or look back until safe within the barnyard gates and then we laughed at our groundless fears.

But it was during the haying season that we most enjoyed our visits to the meadow. To us was accorded the great privilege of carrying the lunch to the busy workers who gave us a warm welcome. We enjoyed running over the long winnows of "new mown hay" which were being piled up by some of the men while others were mowing the grass with long glittering scythes. Farther up the meadow, sounded the harsh rattling of the mower, above which the teamster vainly endeavored to make himself heard, while urging on the plodding farm horses. Sometimes we could hear the sharp ringing of the whetstone on the scythe. Upon all fell the sunshine of the hot summer day and the tired men and horses rejoiced, when the cool shades of evening came.

Music in Public Schools.

Luther said, "Unless a school-master knows how to sing I think him of no account." I presume if there were school ma'ams in his day he also meant, "Unless a school-mistress knows how to sing, I think her of no account."

It was the thought years ago that the common schools should confine their instructions to the three "R's." It was also thought that the pupil's mind was a kind of sack to be stuffed with facts, and the teacher that could do the most stuffing was the most efficient. These false ideas were held not so many years ago, for it is not long since, that in a conversation with one of the students of the school, he remarked that in the first schools he attended there wasn't a geography, a history or a grammar to be seen and that "reading, writing and 'rithmetic" were the only subjects taught. It is no doubt true that such schools are still in existence, but they are few. Gradually the courses of study of the common schools are being enlarged so as to include physiology, history, civics and morals.

It is urged by the friends of vocal music that this should be taught in every public school as a regular study and that special attention should be given to it in the lower grades, especially in the primary and the kindergarten.

Let us look at a few of the reasons for teaching music in our schools.

One of the most obvious reasons for this is, music lends a charm to the school and renders it attractive. The kindergarten games with their musical accompaniments are fascinating for little children, and in the primary grades no time passes more delightfully than that spent in singing. With proper training the love for music grows with the growth of the child and even in academy, high school, normal school or college "music hath still its charms," and the recollection of hymns and the echo of songs linger long in the memory of graduates, and recall some of the sweetest experiences of school days. There are very few children that are not susceptible to its influences, and even those who do not sing are glad to hear others.

School is not attractive to all. Many find its restraints irk-

some, its routine monotonous, its discipline hard to bear. What ever can be done to awaken in such pupils a love for school, should be done. Music will do this to a great extent.

Music is an aid in school government. It softens childish sourness, sweetens the temper, and predisposes to obedience. Harmony is the soul of music, and where this reigns discord vanishes. Singing at the opening of school brings all hearts into unison and is good preparation for the day's work. Those who have come bent on mischief are disarmed.

When school closes with a song in which all join, the tired minds find rest, the over-taxed nerves are relieved, the little troubles of the day are forgotten, wounded feelings are healed, and the children go to their homes, not to find fault with the school and teacher, but to praise them, and instead of plotting mischief for the morrow, plan pleasant things.

The teacher also who loves song is less liable to be snappish and to stir up antagonism than the one who does not. That music is helpful as a means of physical training is also true. It promotes deep-breathing, erect posture and encourages proper regard for the throat and lungs. If rightly taught it leads to pleasing conversation, good reading and elegant speaking. It also trains the mental power of the child which is the chief aim of our schools. It develops attention and observation; trains the sense of hearing, cultivates memory and imagination. It secures precision, promptness and cultivates good taste.

The affects of music learned in school are not confined to the school room, but they at once spread and appear in the home circle. The busy mother or the tired father may not care to hear the child recite the multiplication table, analyze a sentence, describe the climate of China or read a selection from the fourth reader, but they will be glad to listen to it as it sings at its work or its play and often that song may be the very breath of heaven to drive from that home the clouds of care and sorrow. The masses of school children come from homes of the poor where life is serious and there is not much to cheer. A happy child singing school songs is an angel of beauty in such a household. Life is bitter at its best and

even under the most favorable circumstances the weight of care is hard to endure. We need the help of music to gladden the heart, cheer our hope and drown our sorrow. There is no other way in which its sweet influences can be more widely diffused than by introducing it into all our schools from whence it will penetrate the humble cottage as well as the finest mansion.

It is natural for the greater part of our population to have an interest in some form of worship where music is employed. Music in schools prepares in part, children to partake in this delightful service. Thus their education becomes in the highest degree tributary to their well being. Those who believe in having the schools practical in preparing pupils for the various spheres of life, must concede that the ability to sing is a preparation for home life, a passport into society, an indispensable prerequisite to participation in church service and a sweet solace to many even in solitude. Music affords a source of much pleasure for both listener and singer. The musical festivals of both this and the old country are attended by thousands of people.

But unlike most popular amusements, music leaves no sting behind. Its tendency is to refine and enoble. It is suitable for all. It is within the reach of all; men women and children.

A great function of the public school is to arouse in the hearts of our youths a sympathy for each other. The most obvious feature of our population is its mixed character. In our country we find all nations represented. We find the German, the English, the French, the Italian, the Prussian, the Scandinavian, the Negro and the Chinaman all living together; that being the case there is great danger of radical war. Our peace and our prosperity as a nation depend upon the complete harmonization of these clashing elements. This is our great task; the one great problem of the age. To break down these race distinctions, to destroy these race prejudices, and to bring all these people under the sway of common ideas and sentiments, is a great undertaking. But it must be done. Out of this manifoldness must come one people: "E pluribus Unum."

Continued on page 4.

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Pres. Parker spent several days at Madison during the meeting of the Normal and University Regents.

Miss Shaffer, Supt. of schools of Chippewa Co. and a member of the official visiting board inspected the Normal Jan. 28.

Mr. Claud Bodman, a former student of this school, was over from Hammond to attend the lecture on "Money" by Prof. Scott.

Regents C. Pittelkow of Milwaukee, F. Ostrander of West Superior and S. S. Rockwood of Milwaukee were among the visitors at the Normal Jan. 23 and 24.

Harry Currier, Elementary Class '93, now of the University of Minnesota, was down and attended the leap year dance given by the young ladies of the Normal. He remained and spent Sunday with his parents.

A number of the students have organized for the purpose of raising funds to equip the bathrooms. A paper is being circulated among the members of the school asking for voluntary contributions. Every student should aid as far as he is able.

Mr. Sever Saly who was obliged to leave school last fall on account of sickness payed us a visit Friday, Jan. 24 and took the opportunity to hear Prof. Scott's third lecture, "The Money Problem." We are glad to note that Mr. Saly has recovered from his recent illness.

The second term of the year closed Jan. 24. As usual the quarterly examinations closed the term. In general the results were satisfactory. The new studies taken up this term are zoology, political economy, plane geometry, geology civics, school management and botany.

We note an article in the Normal Pointer of the Stevens Point Normal, which quotes a statement made by a teacher of the Oswego, N. Y. Normal, in which she claims that the Oswego school is the only school in the United States teaching the vertical system of penmanship. The vertical system of penmanship has been taught in this school for the past two years, as it has likewise been in the Stevens Point Normal.

During the past two weeks experts have been at work encasing the steam pipes of the new heating apparatus.

The attendance at the Normal has been greatly increased with the beginning of the new term. The assembly room is filled to its utmost capacity and many of the students must be accommodated with seats in the main hall.

Chas. Seiler having resigned his position as local editor of the BADGER, Leonard A. Stroebel was appointed to fill that position upon the editorial staff.

Jan. 28 was jointly observed as the "Day of Prayer for Colleges" by the Y. M. and Y. W. C. A. The attendance was large and a good many meetings was reported. These two organizations hold their weekly meetings every Tuesday evening at 4 o'clock. Everybody is cordially invited.

Miss Videll Finley, El. Class of '92, visited the Normal last week.

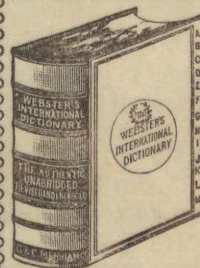
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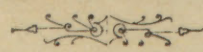
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Literary Society.

At the regular business meeting of the Literary Society held on the first Friday evening of the term, the new officers were elected. Neither of the opposing parties which were organized at the beginning of last term took any steps toward nominating a party ticket and hence the Australian ballot system which has heretofore generally been used was dispensed with. On the whole the election passed off quietly, the best interests of the society only being considered in the selection of officers and the following persons have charge of its affairs for the present term.

Pres.—W. A. Clark, Vice-Pres.—W. M. Leonard, Sec.—Livia E. Seiler, Treas.—Nina Lowater, Usher—E. W. Waite, S. at A.—H. Gallagher, S. M. B. C.—H. B. Wentz, T. M. B. C.—Marie Murphy.

The regular meetings of the society which were discontinued owing to the course of lectures, will be resumed Friday evening Feb. 21. It is hoped that every member will come forward, after the long period of inactivity, with fresh vigor and energy to do his utmost for the interest of the society. Only the best effort of any individual who takes part on the program can be commended, and students who will not take part on the program or who remain out of the society because they have "too much other work" are sadly deluding themselves. The next best thing after getting an education is to learn how to use it, and for this training the Literary Society presents opportunities unexcelled.

Prof. Scott will deliver the last lecture of his course next Friday evening, his subject being "Socialism." Mr. Scott is a fluent speaker and presents his arguments in a clear and forcible manner. His lectures from the beginning have been both interesting and instructive and have been followed in every case by a lively and interesting discussion. The influence of such a course of lectures upon the members of the society and the community in general is far-reaching and highly commendable, and we only regret that we cannot have more of them.

At a special meeting of the Literary Society held Feb. 7th, it was decided to hold the preliminary oratorical contest on the first Friday evening of next term. The orations in each case are to be original and are limited to fifteen minutes time. From the participants in this contest will be selected one to represent the society at the inter-normal oratorical contest. The arrangements of this last contest has been left to a committee consisting of the presidents of the schools that will be represented.

Miss Martin of the Grammar (grade being called to the bedside of her sick sister, Mrs. Wadsworth took her place as head of the school.

The following rhetorical were presented before the school last week: Mr. J. J. Enright, "The International Date-line"; Miss Kavanagh, "Leaves"; Miss Grace Lusk, "The Winona Normal School"; Mr. E. W. Waite, "Iron."

At the last meeting of the Normal Athletic Club the following officers were elected for the ensuing term.

Pres.—E. W. Waite.
Vice-Pres.—Wm. Hedback.
Sec.—F. S. Thompson.
Treas.—J. D. O'Keeffe.

To assist in the work of the school, the doors of the Normal have been opened to students on Saturdays from 9 to 12 o'clock A. M. This gives pupils access to the text and reference libraries and affords opportunity for supplementary work.

Ex-Congressman Nils P. Haugen of this city was appointed to succeed Michael Kirwan of Manitowoc, on the State Board of Normal School Regents. Mr. Haugen however, declined the position. For many years past he has been prominently identified with the school in his home city and has aided the institution in every possible way.

Two quartettes have been organized under the leadership of Mrs. Thatcher. The Ladies Quartette is composed of the following: First Soprano, Ethel White; Second Soprano, Alpha Chidester; First Alto, Clara Lien; Sec. Alto Ethel Heasley.

The Male Quartette consists of the following parts: First Tenor, W. A. Clark; Sec. Tenor, Chas. Seiler; First Bass, Leonard A. Stroebel; Sec. Bass, Frank Otis.

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