

THE NORMAL BADGER.

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Literacy.

Difficulties which Confront Grammar Grade Pupils in Arithmetic and their Remedies.

In the Universe, everything operates as cause and effect, cause and effect, the first effect becoming a second cause, the second effect a third cause and so on. All difficulties are effects, each resulting from some immediate cause. To remedy these difficulties does it not seem logical to strike at the roots and remove the cause? A physician, who tries to cure a disease without seeking to remove the cause, soon lacks patronage. All difficulties are easier found than remedied. We know that it is far easier to tear down than to rebuild a structure. If the remedy to be applied to the immediate cause were sufficient, the task would be comparatively easy: but remembering the serial nature of cause and effect, we know that to deal effectually with a difficulty, the remote causes need attention. Tracing down the line, the remote causes will frequently be found to lie beyond the present teacher's reach.

Difficulties which confront Grammar Grade pupils in the study of arithmetic must be connected with the subject, the teacher, the pupil or two or more of these combined. In my special observations since selecting this topic, I have met with no case illustrating difficulties in the subject; but I need only go back a few years in memory to that little stone-school-house to find many examples of difficulties inherent in the subject. Opportunities for present observations in this line are rare as the matter to be taught is adapted now-a-days to the capabilities of the taught while in former times the capabilities of the pupils were largely adapted to the matter, that is in the one case the shoe must fit the foot while in the other the foot must fit the shoe.

I distinctly remember trying to learn cube root, I say "trying to learn" intentionally, by using pieces of potato cut into forms.

I remember that the smaller cube and the rectangular prisms would sit smoothly about one side of the larger cube; but I don't see how these pieces can be made to fit, I haven't a definite idea how we used the pieces in the concrete. I know they were used in finding the complete divisor. Evidently I didn't learn cube root in arithmetic, and I claim I did not learn it owing to inherent difficulties in the subject. Later, in Algebra, I learned not only the how but the why.

I recollect "going over" three or four pages, in Robinson's Progressive Practical Arithmetic, headed "Alligation." I knew little about the subject when I finished it and took up the "next" one which was just as profitable and interesting. If the difficulties are not inherent in the subject in these instances, I know not wherein they lie.

The teachers who led us over these delightful pages in that little stone school-house were not entirely if at all in the fault. I think many of them had to yield to public opinion and for policy's sake, teach everything in the Arithmetic or go away with a poor reputation as to intellectual ability. I frankly admit that I have taught these subjects in one district school and would again under similar circumstances.

Difficulties arising from pupils' lack of previous knowledge are many. Lack of previous knowledge may be due to absence from school, of pupil, or to dis-association which we may call imperfect knowledge. The absence of one pupil, one day, from the recitations in which the teacher has developed the method of procedure for instance in how to find Selling Price of an article, which cost \$80, when sold at a loss of ten per cent, causes that pupil to lose the benefit of work adapted to the requirements of the class as a whole. No wise teacher will take the recitation time of 99 per cent of the class for the benefit of one pupil in order to teach him the missing steps. Individual help must be given the pupil either out of class or in class while other pupils are working problems; otherwise this pupil will have disconnected arithmetical knowledge.

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This statement may lead you to think that I am emphasizing too strongly a secondary object for which Arithmetic is taught, namely—the acquisition of facts. I think this object is, at present, frequently slighted. The New Education pleads for development of reasoning powers in Arithmetic. All well and good but must there not be facts with which to reason just as there must be money or credit with which to buy? Difficulties arising from the absence of one, two and so on pupils in a class are felt by the entire class. The absence of the few checks the progress of all. Unnecessary absence may be remedied to a great extent by having school work attractive, magnetic if possible.

Difficulties, as prevalent, more extended and far harder to remedy, have their roots in disassociated ideas which are due to unskillful presentation on the part of the teacher or passive individual effort on the part of the pupil. The great law of Unity will permit me to mention unskillful presentation at this point; but I will defer further discussion of it till later. In fact not one of these difficulties is separate and distinct from the others; but all are interdependent one upon another as are the planets in the Universe.

Let me illustrate a few instances in which the difficulties are due to disassociated ideas. Pupils are given such problems as $33\frac{1}{3}$ per cent of 60 is—? $12\frac{1}{2}$ per cent of 60? $16\frac{2}{3}$ per cent of 60? They are supposed to solve the problems by transforming the per cents to common fractions. The entire work shows that the pupil hasn't learned the equivalents, in fractions, for the aliquot parts of a unit. This knowledge should now appear as a mechanical process.

Again, a pupil is asked: "What part of the principal represents the interest for 1 yr., 6 mo., at 6 per cent." The pupil does not know. When asked, "what part of the principal represents the interest for one year," he answers correctly. When asked "what part of the principal represents the interest for six mo.," he answers correctly. The problem is solved without further difficulty. The pupils' knowledge of that which

represents the interest for one year and that which represents the interest for six months, evidently was not associated. In a strict use of the term knowledge these disconnected facts are not knowledge. Pupils are often unable to solve problems solely because the previous facts are not knit together into a body of thought forming a suitable attachment by which the new problem can be securely fastened. No one would think of attaching a string, at the end of which is a weight, to an unstable place in space. A secure support is sought. Neither can a new process in Arithmetic be retained in space without secure attachments.

Returning to the pupils' lack of previous knowledge let me illustrate. A class, having reached interest, commence a review of the previous work. The first problem given is: "Find the Greatest Common Divisor of 168 and 189." The pupils' serious countenances are ample evidences of the answers which follow. The answer of each is "I don't know how." The pupils have not the knowledge of factoring, at their command.

The teacher leaves the work and gives the pupils drill work in percentage. This may appear like a difficulty due to unskillful presentation. In part it is; but by no means wholly. In review work and in all work the teacher is justified in taking certain things for granted, and framing his questions accordingly. A certain amount of experimental questioning is necessary to determine what the pupil knows or doesn't know. The teacher, to be sure, erred in not taking advantage of that opportunity to teach the class how to find the G. C. D. instead of deferring the work till the next day. But the drill work in percentage was by no means a useless squandering of time.

The remedy in this case as in others must be applied to the cause. But as before stated; every cause has its effect which in turn becomes a cause, etc. For example—unskillful presentation may arise from inability, lack of time, or negligence on the part of the teacher. Each of these causes becomes an effect, as inability may be caused by poor health,

insufficient education, surplus of education or lack of inherent ability. In the latter case, I have traced a tiny stream of the great ocean of "Unity" back to heredity. In the individual, it is certainly traceable no further; but the remedy is still harder to apply.

Take another example; let us follow the individual and find the cause of his passive condition. The cause may be lack of interest or bodily weakness. But lack of interest may mean dislike of teacher or dislike of subject. Dislike of teacher, if traced further, will lead us to heredity. Some great educator has said "that to reform a man you must commence with his great grandfather." This, undoubtedly, is true, but it is also impossible. Will it suffice to say, that since the root of the evil cannot be reached and remedied, any attempt is useless? Why no! If a horse is not quite fast enough to win first prize the owner must be content with second.

The remedy to be applied will consist in remedying the conditions through all intermediate causes and through as remote causes as possible. Therefore transform the passive pupil into an active one by making the work interesting. This means that the teacher must be interested in the work and in boys and girls. This means that he must have acquired or inherited a love for the profession.

The teacher asks: "What is a prime number?" A pupil answers—"A prime number is one that can be divided by itself and one." The definition is accepted till one pupil corrects the definition by saying—"the number must be equally divided by itself and one." The teacher says "yes." I question the truth of the definition still. If mathematics should teach any one thing, it should teach accuracy.

Two and two make four and not "pretty near it." If definitions are to be taught, they should be accurate and concise even if the definition must be taken from the book, provided it is true. I think the unskillful presentation here due partly to lack of ability and partly to negligence. The latter could be easily corrected by more thorough prepar-

ation which would result in the teacher having in mind a definition of a prime number that could not be questioned. Then, by questions, the teacher should secure that definition from the pupils and by repetition fix it.

Again, a pupil is asked—3 is $\frac{3}{4}$ of what number? The pupil can not solve it. Another pupil is called upon. Is this teaching? Is this skillful presentation? Unskillful presentation may be remedied, largely, by thorough preparation, by writing out the steps if necessary and, at least, by thinking the work through.

The difficulties arising from inaccuracy in computations are demoralizing. 20 per cent of the difficulties arising in all board work observed were due to inaccuracy in the mechanical operations.

A class of nineteen pupils is given, Principal, \$6,242.80; time, 2 yrs., 5 mo., 10 da., rate 6 per cent. Find the Int. Four failed to get the correct result and in each case the pupil did not multiply or add correctly. A class of twenty pupils are given, Prin., \$582, time, 4 yrs., 7 mo., 17 days; rate 6 per cent. Find the interest. Five had incorrect results for a similar reason.

The remedy could be more effectually applied if those pupils could live over again that part of their lives in the lower grades when the mechanical processes were being learned. But this is impossible. Drill in both mental and written work should be given in problems relating to the subject in hand. The problems should not tax the reasoning powers to such an extent that the pupils will lose sight of the thought of accuracy.

Many difficulties arise from thoughtlessness and carelessness. The following problem is given: Cost, \$8640; gain, 22 $\frac{1}{2}$ c.; S. P? Three pupils have incorrect results because they were not careful and attentive in taking the right number of dollars. Pupils are now given the problem—Cost, \$2,680; 23 $\frac{1}{4}$ per cent profit. What is the gain? Four pupils have the S. P. instead of the gain. Such instances show that the habit of carelessness is characteristic of many

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individuals. Again pupils are given a problem in which S. P. and gain are given to find the gain per cent. Many found the gain per cent by finding what part the gain was of the S. P. When asked upon what the gain is based, they answered "upon the cost." Then the correct results were found. These examples are plainly cases of thoughtlessness and carelessness. The first step towards remedying these habits, since we must take the habits as they are, is pain to the transgressor coming from reaction after some thoughtless act.

A few difficulties arise from weak memory, for instance: The following mental problem is given—"What is the gain per cent on goods sold at 40 cts. per yard, thereby gaining 15 cts.?" The work showed that John understood the method of solution; but had not the power to hold the necessary numbers in mind or in juxtaposition to arrive at the result.

The remedy lies in strengthening the memory by the use of suitable mental problems, easy at first but gradually becoming more difficult as power increases.

The difficulties herein enumerated are one and all increased by disorder in the class. For instance a class is to recite in study seats. The tops of the desks are covered with other material as well as that of the Arithmetic. Work commences. Soon a book is shoved off the top of a desk here, then a pen or a pencil falls on the floor over there, while in two or three places thoughtless pupils may be seen idly turning over the pages of note book and so on through the entire recitation. No doubt about the remedy in this case. All mater-

ial, except that which is to be used for Arithmetic work, should be removed from the top of each desk at the commencement of the recitation. The signal "8th grade in readiness for Arithmetic," should mean all this without the pupils being continually reminded.

Again pupils whisper across aisles and to the neighbors in front of them or behind them. Boys assume side-wise positions in seats and thrust feet scufflingly out into the aisles. A mischievously inclined one seizes the collar of his neighbor's coat and shakes his friend vigorously. These disorderly things should not be tolerated. Does this mean that the room must be noiseless and the pupils motionless? By no means, there is a great difference between the busy hum of work and the idle hum of mischief. The two may be equally noisy but not equally desirable.

The proper nature and spirit of the work is the best preventive of disorder. If this does not invite order it should be commanded.

Reverting to the steps by which I have proceeded, the following summary, based upon actual observations, may be made. Difficulties which confront Grammar Grade pupils in Arithmetic are seven in number.

- 1—Difficulties inherent in the subject.
- 2—Difficulties arising from pupils' lack of previous knowledge of the subject.
- 3—Difficulties arising from unskillful presentation.
- 4—Difficulties arising from inaccuracy in computations.
- 5—Difficulties arising from

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thoughtlessness and carelessness.

6—Difficulties arising from weak memory and

7—Difficulties arising from disorder.

River Falls Normal Alumni in Madison.

There are sixteen persons in Madison who were once students at the River Falls Normal. Of these twelve are Alumni. Although the classes represented range from '86 to '95,* there is almost complete mutual acquaintance among the graduates, extending back to the time of Normal days. The readers of the Badger and present day Normal students may be interested in the conditions, ambitions and attainments of their former co-workers, and predecessors. Lest there should never be better reasons why they should be made the subject of conversation, I hasten to place their names in print with the most available and salient facts concerning each.

Once, early in the year, they assembled—after memorable efforts to fix a time when this one was not sick, or that one not busy, engaged, or otherwise afflicted—and enjoyed an evening amid the hospitalities of the home of Prof. F. H. King and wife. Prof. King had just been in Europe and had some interesting tales of European farm life to tell. Since then they have not met, except in moments of small leisure, by accident, upon the street or University grounds.

The first numbers represent the class at the Normal, the second that at the University.

'86-'92. Dr. O. G. Libby took the degree of Ph. D. last June, after three years graduate study here, holding a fellowship in history the maximum time of two years during this period. He became instructor in history at the beginning of the school year and holds the same for '93-'97. He has shown his scholarly

ambition and attainments in the preparation of two monographs, now published. One deals with "The Geographical Distribution of the Vote of the Thirteen States on the Federal Constitution, 1787-8," published by the University of Wisconsin. The other is a contribution to Wisconsin history, entitled, "Significance of the Lead and Shot Trade in Early Wisconsin History," with a "Chronical of the Helena Shot Tower," published by Wisconsin Historical Society.

'9A-'95. Wm. A. Schaper is a post graduate in the Civic-Historic department of the school of Economics and History. His temperments for scholarship has taken the special direction of the preparation of several elaborate maps and manuscripts showing the "Distribution of Colored Population in the South" from 1790 to 1860. In these he shows, with almost microscopic accuracy, the advance of the colored population, decade after decade, over the southern states and explains the same upon physical and economic conditions.

'88-'96. J. E. Florin, Attorney at Law. So will the shingle read when it is hung. Mr. Florin entered the law school in Jan., '95, after leaving his official work as Supt. of Dunn Co. He still retains the encyclopedic power of pigeon-holing and recalling names, facts and conditions. This is pertinent to his profession. No one can doubt the strength of his peculiar faculty in this when, day after day, one hears him give, at a moments notice, with equal ceerity, the status of McKinley's boom in all the states, the condition of politics in Maine Kentucky, Oklahoma Ter., his home judicial district, or the minutae of civic movements in his own county. This might be illustrated farther by his ability to name the individual members of the faculties of all the Normal Schools in the state, or by his propensity to chronicle all the events of any teachers' associa-

—THE—
NORMAL BADGER.

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—BY THE—

NORMAL ATHLETIC CLUB.

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Literary Department	-	-	Marie Murphy;
Locals,	-	-	Leonard A. Stroebel;
General News,	-	-	Oliver Needham;
Business Manager,	-	-	J. D. O'Keefe.

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 THE NORMAL BADGER,
 River Falls, Wis

Editorial.

Many subscriptions for the BADGER expire with this number. However we shall continue to send the paper to old subscribers till it is ordered stopped and arrearages paid. Failure to order the paper stopped will be interpreted as meaning that you wish to remain a subscriber.

There is an element among the members of the Athletic club which persists in cropping out in spite of all efforts of the club to eradicate it. That is an indifference, a carelessness regarding the proper use and care of the property of the club. Most of it may be and probably is due to thoughtlessness, but from the persistence of some of the members in disregarding the rights of the club, one can but lay it to selfishness. Those who will take a new base ball, tennis ball or racket out into the wet grass or in a drizzling rain and use them in such a way as to make them unfit for the future use of others are little better than vandals. The course with those who persist in such conduct as this, if treated as

they deserve, would be immediate debarment from the privileges of the club. Certainly something further should be done to remind those inclined to vandalism that there are rights of the club, as a whole, which must be respected.

With this number we begin our second year of publication. We have struggled through the initial year patiently taking the discouragements we have met and being duly thankful for the encouragements. We wish to thank the business men of the city for the help we have received from them in the line of advertising and trust that it has not proved an unprofitable investment for them. We hope the paper will continue to receive their patronage in the future. Many students and graduates have lent encouragement and a helping hand to the enterprise. To such it is needless to say we feel the deepest gratitude. But it must be said that there are many among the alumni and old students who seem to have no interest in the school which they have left. We hope that many appear so because the matter of the school paper has not been brought to their attention. We shall make an effort to reach all who might be interested and hope to add the names of many to our subscription list.

The present staff bids farewell to the patrons of the Badger with this issue. We thank the ones who have supported us through the year and solicit their patronage for our successors whom we feel will ably fill the positions for which they have been selected.

The following teachers have returned from their various schools: Nellie Farnsworth, Madison; Ella Follansbee, Chippewa Falls; Lettie Hunt, Minneapolis; Ida Nelson, Rice Lake; Bessie ApRoberts, Mondovi; Minnie Coggs hall and Mamie Williams, Onalaska.

Local.

Warren, son of Prof. Clark is seriously ill.

Now is the time to subscribe for the BADGER.

Chas. Seiler was a caller at the school June 11.

This is our last issue of the BADGER for this school year.

President Parker was absent from school for several days last week.

Prof. Brier addressed the graduates of the Prescott High School May 28.

A new program clock has been ordered for the assembly room. We are thankful.

Many interesting rhetorical are being presented before the school by the first year students.

Several accidents have lately happened upon the ball grounds. None of them were serious.

The melancholy days have come; the saddest of the year: Examinations June 12, 13 and 16.

Pres. McNeil spent a day in our city on business pertaining to the new Normal School at Superior.

The third year rhetoric class has been seeking the inspiring presence of the Muses. Reason: Poetry.

The geology class under the charge of Prof. Ewing took a trip to Hudson to study rock formations Saturday May 30.

Prof. Brier and Miss Shultes conducted an institute in Pepin County Thursday, Friday and Saturday of last week.

Memorial Day was duly observed in our city.

The next term of school begins Tuesday, September 2d.

We enjoyed a visit from several High School students last week.

The Elementary Graduates enjoyed a banquet given by the young men of the class at Mr. Thayer's 27 Tropical June 5.

A committee, composed of members of the faculty and students, has been called to select periodicals for the next school year.

The graduating exercises of the High School were held in Opera Hall June 5th. Six young ladies composed the graduating class.

Recent visitors at the school were: Pres. T. B. Pray of Stevens Point, Miss Anna Schaeffer, Supt. of Chippewa Co., Wm. Anderson of Milwaukee, State Supt. J. Q. Emery, Regents Jenkins of Platteville, Ballard of River Falls, A. E. Thompson of Oshkosh, Prof. Farnsworth of St. Paul, Prof. Hutton of Whitewater, Supt. Shaw of Pierce Co.,

Normal Students' Maxims:

"I love my neighbor,"

"I don't whisper,"

"I shall pass in examinations,"

"I belong to the N. A. C. and pay my dues regularly,"

"I shall have a good time during vacation,"

"I wish I could play tennis as well as—,"

"I get my photos taken at Duntton's,"

"I subscribe for the Normal BADGER and pay for it in advance."

Miss Maud Worthington a former student of our school, but now nurse in the City and County Hospital at St. Paul, paid us a visit June 10.

Miss Amy Chapman, El. Class of '95 has returned to her home from Eau Claire where she has been teaching the past year.

Wm. Hedback prepared a melodrama for presentation by the Elementary Class on class day. Owing to unforeseen obstacles the class will not present the play.

Students

wishing profitable employment during the vacation should address

G. A. Slender,
Stevens Point, Wis.,
Lock Box 96.

A joint committee of the faculty and students met and selected periodicals as following for the reading table next year.

Harper's Weekly, Scientific American, New York World, New York Tribune, Intelligence, Public Opinion, St. Nicholas, Youth's Companion, Harper's Round Table, Primary Education, Babyland, Our Little Ones, Art Amateur, (Art Education) Science, Wisconsin Journal of Education, Public School Journal, Forum, Popular Science Monthly, Harper, Century, Scientific America Supplement, London Times, Scribner, Eclectic, Natural Science, Child Study, Nation, New York School Journal, Chautauquan, Educational Review, North American Review, Review of Reviews, New England Journal of Education, Literary World, New England Magazine, Atlantic, Young Men's Era, Arena, American Historical Review, Littel's Living Age, Public Library, Dial.

CONTINUED FROM PAGE SEVEN.

tion he was ever associated with, be those events legislative, extra-legal, literary or emotional. Should he enter the political arena, we predict his career will be one of firmness, integrity and spotless honor.

'89-'91. Jos. Freehoff is a post graduate. After holding the principalship at New London for four years, '91-'95, he returned to the University in the fall of '95 to take a graduate course in sociology and economics. His youthful, unworldly ways are still unalloyed by the experience of years. He persists with great ambition in the effort of "knowing everything of something."

'90-'97-Rose Cheney is taking the English Course. She finishes this in June '97. Her enthusiasm is of course, unbounded. While at first Anglo-Saxon seemed too dry and history abominable, she was quickly able to harmonize with all and emphasize her admirations and adorations with unstinted praise.

'93-'97 M. M. Boddall entered the Civic-Historic Course. While "striving Parnassus to climb" he has not decided fully to what star he wishes to hitch his educative wagon. But if Neptune is willing, Mars doesn't interfere, if Ceres blesses and the Maiades, Orades, and Dryades are sufficiently inspiring he will try some experiments in charting and mapping to show some of the effects of physiography on the direction and spread of migration of population in some interesting area of the U. S. say "The Blue Grass Region" of Kentucky with a view to extending, if profitable, the same study to the Northwest.

'93-'96 John Weinzirl entered the General Science Course in the fall of '94. He soon became interested in Bacteriology and during the last year he worked faithfully and long at original research with the microscope to determine the highly practical relations these little plants have to the maturing of cheese. His work, embraced in the form of a thesis for the B. S. has been awarded special honors by the faculty.

'91-'96 D. M. Maloney entered the Civic-Historic Course from the Elementary course at the Normal. He finished his work here last September and is now "at home;" of course the last expression will suggest the fact of his marriage which occurred last summer, but which was at first rumored, then reported, then verified here. He recently won a \$50 (3d) prize in a contest among Minnesota, Wisconsin and Michigan University students upon the "Causes and Remedies for the Agricultural Depression."

'95-'97 Wm. Mackin entered the English Course in the fall of '95. His

year here has been unfortunately broken twice by two long periods of sickness, first early in the fall by typhoid fever, then after returning for a time was soon attacked by pleurisy. But still he retains a happy countenance and knows how to be a cordial friend. He is an active and highly esteemed member of the Y. M. C. A.

'90-'98 Henry Hendricksen is the second lawyer in the group. After leaving the Normal in '90, he attended Wayland Academy at Beaver Dam three years, then taught two years, entering the U. W. Law School in '95. His fine power of recollecting the details of speeches will play him a good turn as an attorney.

'92—Miss Nellie Farnsworth, has charge of music in the city schools. As such she has won high compliments for her work. The management of the work takes her completely around among the schools of the city, once per week.

'95 Miss Jennie Harnsberger has a position as primary teacher in the 5th ward school, within a block of the University. She is frequently seen upon the University Campus or in the buildings, often attending 5 o'clock synoptics. The four remaining R. F. N. S. students in Madison are, Miss Annella Goldsmith of Beldenville. She is an adult special, freshman year. Miss Rosalia Bohrer is an adult special, senior year, class of '96. Mrs. Mabel Bold, nee Mabel Dixon, is an adult special, freshman year. Miss Winona Merrick is stenographer at the High School.

The faculty for next year, so far as settled at present, will be as follows: W. D. Parker, W. J. Brier, A. L. Ewing, L. H. Clark, J. F. Sims, Charlotte J. Caldwell, Alice H. Shultes, Rosalia A. Hatherell, Carrie J. Smith, Miss M. E. S. Scott, Carrie F. Pardee, Florence M. Thatcher, Cora Haynes, Laura Peckham. Mr. Sims, the new member of the faculty, has for several years past been City Superintendent and Principal of the High School at Onalaska. He holds a life state certificate. He has had considerable experience as a conductor of institutes in this portion of the state and is recognized as a successful teacher wherever he is known.

Athletics.

The tennis tournament has been played through without a hitch this year. While the entries were fewer than were expected there were enough to make the tournament interesting. The great drawback to any good work is the poor condition of the courts. Before another season comes the Athletic Club should make an effort to put the courts into better condition. The following is the score resulting from the tournament.

Purves and Sanford,	{	Purves and Sanford,	{	Purves and Sanford,
Bleisner and AppRoberts,		{ 6-2, 4-6, 9-7, 7-9, 6-3.		{ Purves and Sanford,
Ballard and Ruehtiger,	{	Ballard and Ruehtiger,	{	6-3, 3-6, 6-2, 6 4.
Barnd and Gwill AppRoberts,		{ 6-3, 6-4, 6-2.		
W. Lusk and Knoble,	{	Lusk and Knoble,	{	Lusk and Knoble,
Cutler and Wood,		{ 10-8, 6-1, 6-4.		{ 6 3, 6 4, 6-0.
O'Keefe and Waite,	{	O'Keefe and Waite,	{	
Wentz and Thompson,		{ 7-4, 4-6, 6-4, 6-3.		
Lusk and Knoble,				
6-0, 6-2, 6-0.				

The Normal and High School teams met on the afternoon of May 30th, to play off the tie in games between them each having won a game. The Normal team was victorious by a score of 30 to 11. The game like the previous ones abounded in errors. Purves did his usual steady work in the box and proved as much of a puzzle to the High School boys as ever. The score was as follows:

	1	2	3	4	5	6	7	8	9
Normal,	2	5	1	0	4	6	2	7	3
High School,	0	2	1	0	3	0	3	2	1

The Normal boys expect to cross bats with the Hudson High School during commencement week. This will be the only game against a team from outside the city this season.

The two graduating classes were examined by the examining committee of the Board of Regents May 27. The committee consisted of State Supt. J. Q. Emery, Mr. Jenkins of Whitewater and Mr. Ballard of this City. Most of the time was spent in investigating the previous records of the students. The oral examination was conducted by Mr. Emery and consisted of a short quiz upon pedagogical topics. The following were recommended for graduation in June.

For the diploma.

H. B. Wentz, E. W. Waite, J. D. O'Keeffe, Mary Stapleton, Marie Murphy, W. F. Lusk, Sumner Farnsworth.

For the certificate.

Jennie Lovejoy, Anna Smith, Maggie Purves, Jessie Hunt, Wm. Ruediger, Irma Armstrong, Oliver Needham, Lena Barry, Edna Littlefield, Ada Burnett, Johanna Iverson, Nina Lowater, Wm. Hedback, Walter Leonard, Emma Guiser, Alice Street, Diana Eastman, Mrs. Webster, Clara Lien, Emily Parsons, Kate Casey, Eva Potter.

Exchange.

"The Normal Badger," River Falls, Wis., is with us every month. We wish particularly to compliment its May number, consisting of ten pages of reading matter, six of ads, besides a neatly gotten up cover, which we are informed, was designed by Miss Alma Oleson of the grammar grade. —The Kodak.

The following from the Ft. Atkinson Chronicle, may be of interest to our zoologists.

A species of crane called the agami is trained by the natives of British Guiana and Venezuela to perform many of the tasks for which dogs are usually employed. It is said that these birds will watch and care for flocks of sheep or poultry as well as shepherd dogs would do.—Ex.

Down by the riverside,
She sighed and I sighed;
We both sighed, side by side,
Down by the riverside."

—Macalester Echo.

"The Prof. sat in his easy chair
Scratching his head where's no hair;
The Freshie sat on his hard chair
Scratching his head —no physics there"
—Ex.

The Flight of Time.

Tempus fugit, said the Romans,
Yes, alas, 'tis fleeting on!
Ever coming,
Ever going,
Life is short and soon 'tis gone.
But as I think of next vacation
Poring over lessons huge,
Ever harder,
Ever longer,
All I say is, "Let her fuge."
—Ex.

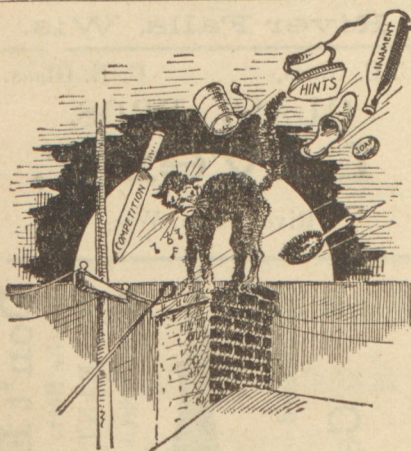
In one of our High School exchanges we note the following:—

The School Board has decided that there shall be no more dancing in the school building. This is hard on us!

The total number of athletes who received crowns at the Olympian games was forty-four, of whom eleven were Americans, ten Greeks, seven Germans, five French, three

English, two Hungarians, two Australians, two Austrians, one Dane and one Swiss.—The Kodak.

The commencement number of The Kodak (Eau Claire) is an excellent work. It contains some forty-eight pages and publishes the essays and orations of the members of the High School graduates, besides a fine halftone picture of the class.



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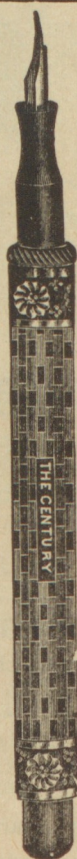
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