

THE NORMAL BADGER

RIVER FALLS, WIS., JUNE, 1898.

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THE
State Normal School

At River Falls, Wisconsin.

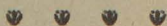


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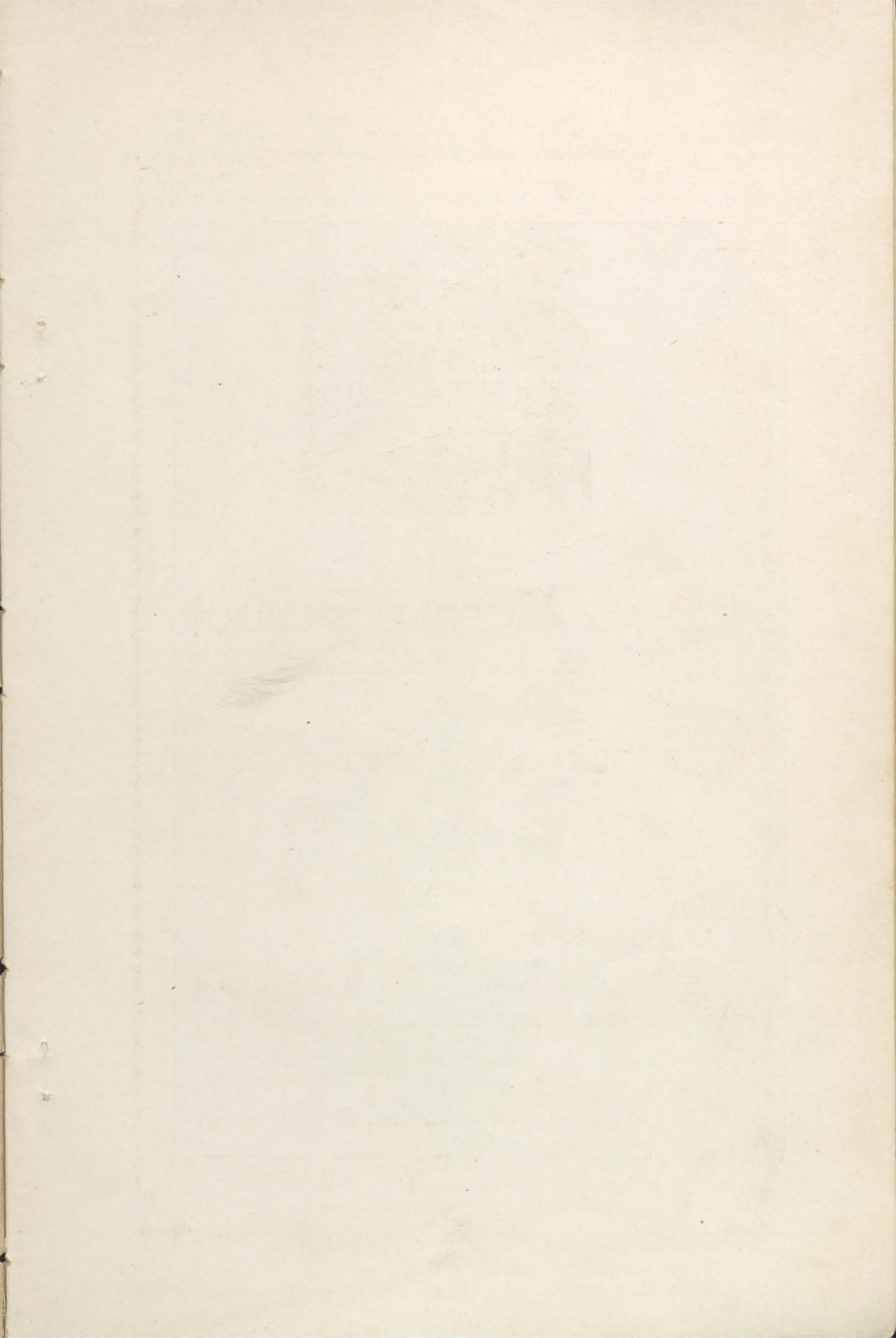
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W. D. PARKER,
River Falls, Wis.





Sadie Johnson.

Emma Jensen.

Grace Lusk.

Lucy Peckham.

Cymbra Daniels.
Vida Barager.

Lucille King.

The Normal Badger.

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

Vol. 3.

River Falls, Wis., June, 1898.

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Editorial Comment.

The Kindergarten.

The ingrafting of the kindergarten into the River Falls Normal School curriculum marks the end of a long campaign conducted by Pres. W. D. Parker in behalf of the kindergarten. The Board of Normal School Regents up to last fall considered this place too small for such an institution, but the fact that eighty-eight have been enrolled during the year, shows that great cities need not necessarily enjoy all the best things of educational value. But upon the other hand the new school must have failed had it been placed under inefficient management. Pres. Parker has many premises from which to form his judgment of a competent kindergarten teacher. Among these are his personal contact with the great leaders in the kindergarten work in this country, the inspection of the St. Louis and many other prominent kindergarten schools, and a keen insight into human nature, which after all is the greatest factor in the selection of all teachers. Miss Lucy Peckham came, therefore, at Pres. Parker's solicitation, and the eminent success of the kindergarten work is sufficient testimony of her success as a teacher. The kindergarten is necessarily a the mercy of Public Opinion, which accounts for its many defects. The public are inclined to crucify on the cross of ignorance any thing they do not understand. Because considerable time is devoted to play and other childish pleasures, many parents keep their children at home and place them under the instruction of an older brother or sister who teaches them "to read" from a newspaper or other equally inviting matter. If parents could but realize that the kindergarten, if properly conducted, lays the foundation for all the future education they would give it more encouragement. The training of the senses, the moral instruction, the impetus given to the Altruistic spirit, the riddance of the truant instinct, the cultivation of the aesthetic nature are but a few of the many channels into which the child's energies are directed and which count for much in the future life.

The kindergarten teacher stands just outside the threshold of life and the lessons she teaches become the guiding star of the children whose home training is inefficient.

The child world should be one of reverence, faith and happiness and where these elements are lacking it is a sign of abnormal conditions. Into this world of childish pleasures the teacher enters and lives in sympathy and sweet communion with these little souls, who respond to the teacher's love and care.

There is no more beautiful sight on earth than to view a group of happy children under the guidance of a competent leader.

It is not to the children in the best homes that the kindergarten is most valuable, but rather those who have bad environment, which tends to dwarf every noble impulse of the soul. Therefore, the kindergarten replaces all reformatory institutions and it is fulfilling its mission along this line, as statistics show.

Years hence we believe that there will be souls that will bless the kindergarten of River Falls and the teacher who implanted the ideas that inspired to lives of honesty and usefulness.

The six young ladies who have received the advantages of the kindergarten training appear in the cut that is given as our frontispiece in this number.

Although the kindergarten here is not a training school, officially, yet it gives

a broad scope of work, as shown by the following, which has been the course followed this year: Gifts and occupations; theory of kindergarten principles; making occupation books with reference to cutting, sewing, weaving and folding; clay modeling; study of the Mother Play Book; songs and games; music in the Normal School; drawing, including work in water colors; study of programs and the continuous work in psychology and history of education.

Miss Lucy Peckham, a Badger by birth, who is at the head of the department, received her training in Kindergarten College, of Chicago, which is under the management of Miss Elizabeth Harrison. Previous to entering the school here last fall, Miss Peckham did private work in Escanaba and Marinette, Wis., and in Menominee, Mich., also three years in the public schools of Duluth. Miss Peckham is engaged by the Chautauquan management to give two weeks of model lessons at the August meeting.

Miss Grace Lusk was born in Wisconsin. She graduated from the Elementary course of the River Falls Normal School with the class of '97. Miss Lusk is not only exceeding graceful, but she is dramatic as well and these qualities, added to a sweet disposition, make her chances of success eminently encouraging.

Miss Vida Barager hails from New York where she spent her early years. Miss Barager displays great talent in adapting herself to all the classes of the kindergarten. She is a favorite among the children and well liked by all.

Miss Lucile King claims allegiance to Wisconsin by virtue of birth and residence. She is a graduate of the Hudson High School and a talented young lady. Her skill in music, particularly upon the violin, gives her added advantages in controlling the children. Miss King is popular with all.

Miss Cymbra Daniels also was born in Wisconsin. She is gifted with great executive ability and her career lies in organizing and directing, and therefore nothing short of standing at the head of an institution should satisfy her. Miss Daniels has lived in this city all her life and she has many friends who will rejoice in her future success. She finishes the Elementary course of the Normal this year.

Miss Emma Jensen was born and raised in this city. She possesses a sweet disposition which makes her at once a friend of the children. Together with Miss Daniels she will continue the kindergarten work in a training school next year. Miss Jensen is popular and stands high in the estimation of all who know her.

Miss Sadie Johnson was born in Illinois. She came to River Falls in her early years and graduated from the High School of the same place. She has been the leader in planning various lines of work, particularly the programs. Miss Johnson is counted as one of the strong "kindergarteners."



No doubt there will be quite lively times in St. Croix, Pierce and Dunn counties the coming election in the nomination and election of county superintendents. In St. Croix the following candidates will be in the field: Frank W. Bixby, the present superintendent; John D. O'Keefe, Andrew Otterson and Lovilia Mosher. Others may spring up later. Pierce county will find the following gentlemen in the political pot: John F. Shaw, W. Chapin, John Ingli and others who are keeping quiet. Dunn county's contest will be equally warm, with the following candidates: Elvira Brickley, John H. Andrews, Prin. Tucker, of Downing, plus the dark horses.

The defeated candidates may find that defeat is often victory. It is too bad that the office of county superintendent is subjected as it is to the influence of politics.



It is quite the custom for those who have taken out the Normal School certificate to pan themselves off as Normal graduates. In this one respect at least the elementary course is a drawback to the school, as the criterion by which an

institution is judge is not always the best product. If there is anything in a name, then the seniors get but little credit for the last two years of diligent study.



The BADGER regrets that State Superintendent Emery is not to be a candidate for re-election. Mr. Emery possesses the qualities of heart and intellect that make him an excellent head to the great school system of the state. During his four years in River Falls as president of the Normal School, Mr. Emery made a host of friends who join the ranks in other parts of the state in asking him to be a candidate for re-election.



The tendency is to put University or College men at the head of the high schools of the state. The Normal graduate should therefore plan to take the University course if he looks to a successful future. Two years in the University now will replace many years of drudgery to reach the best positions, if the graduate is satisfied with his Normal School discipline.



Though a man may have comparatively little culture, slender abilities, and but small wealth, yet if his character be of sterling worth he will always command an influence, whether it be in the workshop, the counting house, the mart or the senate.



A companion that is cheerful, and free from swearing or scurrilous discourse, is worth gold. 'Tis the companion and not the charge that makes the feast.

TWENTY-THIRD ANNIVERSARY

OF THE
STATE NORMAL SCHOOL,
RIVER FALLS, WISCONSIN,
AT THE
CONGREGATIONAL CHURCH,
JUNE 23, 1898, 10 A. M.

PROGRAM:

Piano Solo,.....	Pierrette.....	Chaminade.
Invocation.....		Rev. E. D. Bewick.
Chorus,.....	Hark! 'Tis the Bugle's Blast.....	Emerson.
Local Geology,.....		Geo. A. Works.
Nature Study,.....		Theresa Ingersoll.
Discipline,.....		Mabel Frost.
Chorus.....	Country Fair Waltz.....	Abt.
Origin of Moral Ideas,.....		Robert ApRoberts.
Evolution in Education.....		Olive Caldwell.
The Cymry.....		Emma Roberts.
Quartette.....	Come, Dorothy, Come.....	"Swabian."
The Developing Process in Teaching,.....		Sever Saby.
"All for Thee, O Soul,".....		Leona Delap.
No Ideals Without Truth,.....		Geo. W. Swartz.
Chorus,.....		Soldier Chorus from Faust.
Presentation of Certificates.		
Presentation of Diplomas.		
Chorus,.....	Hark! Hear the Billows Roar.....	Bishop.
Motto: No Ideals Without Truth.		

Senior Class.—Robert ApRoberts, Olive B. Caldwell, Mabel Blanche Frost, Theresa L. Ingersoll, Emma Roberts, Geo. W. Swartz, Geo. A. Works,

Around the Kindergarten.

How the Kindergarten Prepared One Class for Primary Work.

LAURA W. PECKHAM.

Until this spring when a class which has been in the kindergarten since last September entered my room, I have always had to spend the first few weeks in getting the children to talk—to overcome their shyness; for on leaving home for school they enter a strange, new world to them. No wonder it is appalling.

This new little class was entirely different. They knew what school life meant. It had no terrors for them. They could express their thoughts; so on the very first day they began actual school work.

In the kindergarten a great deal of stress is laid upon sense training. Let us see how this helped those little children in primary work.

They had been taught to see, to visualize, in other words to look at a group of objects, close their eyes and tell what they saw; so when they had their first reading lesson they gave me a sentence about some object we had in class. I wrote it on the board and they read it to me. This was written and read a great many times, until the form of the whole sentence was firmly fixed on their minds. Of course, this is not real reading, but it is what we call learning to read, to express the thought of a sentence as a whole, not word by word. In the next lesson, when a new sentence was taught in the same way, because of their previous training they were able to see the differences and so remember both sentences.

I have usually had to spend more than a term on black board reading before the children were able to have books, but this little class had been in school six weeks when I gave them their books and they are taking up the work beautifully. Now let us look at spelling and writing, which we teach together.

These children had learned to use their hands as well as their eyes. They had pasted, cut, drawn in kindergarten. Their idea of form was good, so when I had written "nest" on the board four times in a large round hand, then erased it and asked the children to write it for me, they all tried. Wonderful to relate, not one child said "I cannot." At the end of the fifteen minute recitation each child had made from memory, not from copy, a fair "nest." Test a child who has not had hand or eye training and see if his first attempt at writing will not be a scribble. This has always till now been my experience.

In their phonetic lessons their previous ear training came in use. They were able to take sounds readily. Number is taught in kindergarten with all gifts. Fractions to the little children thus taught are as

easy as wholes. Use what method you will, they will take the work up as easily as they did reading and spelling.

This is how the kindergarten has prepared one little class for its actual work in the primary, but to me the greatest good has been done in character building. The love of nature, kindness and consideration for others that these little children show is beautiful. What care we for the three "R's" if a child has learned to govern himself and has learned to realize that all must work together for the common good.



Occupations in the Kindergarten.

GRACE WHIPPLE LUSK.

The series of kindergarten gifts and occupations were the result of many years of thought, study, trial and experience on the part of Froebel and strange though it may seem have had no essential change from the kindergarten of today. The two series show many points of resemblance in the purpose and in their appeal to the child, and Froebel in writing made no marked distinction between them. Their chief connection lies in the fact that impression made through the gifts is converted to expression in the occupations. The occupations as a whole apply the principle suggested by the gift, and particular occupations connect with particular gifts. If, for instance, a child makes a beauty form with tablets he finds expression for it in parquetry by pasteing this form afterward.

The central points of contrast between them are considered to be as follows: The gifts are analytic, the occupations synthetic. In the gifts there is arrangement but no change of form, while in the occupations the material is reshaped and transformed. The gift gives insight, the occupation power.

The occupations begin with the point which closed the series of gifts and progressed toward the solid, thus tracing the other half of the circle of kindergarten instrumentalities.

Clay in its appeal to the natural delights and instincts stands first among the kindergarten occupations. What child does not love to play in mud. Making mud pies is one of his greatest delights. Froebel saw this, seized upon clay modeling and made it of the greatest use in education. Clay work is easy for the child, for it responds to the lightest touch and offers almost no resistance to the untrained hands. It is the best means of helping the child to produce a real substantial image of things in the outer world to distinguish differences between them and bring them out in their clay. Equally important as clay is the sand, and satisfies the same instincts in the child, that of construction. With the sand they represent their impressions of the world around them. Every day, without any direction,

we find the children as they play in the sand carrying out the thoughts they get in kindergarten.

Almost invariably the children at a very early age show a strong tendency to cut out things in paper which, if duly encouraged and directed, will form another means of expression. In the series of symmetrical figures all the figures cut from the ground form should be used in the design which is to be made; first, because unity should be preserved in everything and the children should be led to see the relation the absolute need of each of these parts to another. Another reason for using all the pieces in cutting is the economical use of the material. A much more practical hand is required in making life forms than is required for simply following the lines, which is all that is required for beauty forms. The free hand cutting is very crude at first, but after a little experience he can cut out any object, thus connecting the work with the subject which is occupying his thoughts, and another link is added to his chain of impressions.

Aside from the exercises of the child's creative self-activity, he is gaining a training to hand, eye and mastery over material, and when we consider its industrial value, it paves the way to the cutting out of garments and other industrious branches. Paper folding is performed by means of squares, oblongs, triangles and circles of colored papers which are made into a great variety of figures from a few definite fundamental forms. Folding, though one of the most artistic and valuable of the occupations, is at the same time one of the most delicate and difficult, requiring perfect eye measure and great accuracy of touch. These are two of the greatest advantages gained by the occupations. This occupation should be given in the most playful way, that he may not lose his interest in what is really to him a delight.

We believe in sewing as it is used in the kindergarten, not only that it leads the child to manual dexterity, cleanliness, careful labor, sense of color and symmetry of design, though these in itself would be a sufficient reason for its introduction, but as a pleasant and simple means of storing the child's mind with ideas of things in general which are certainly of use in his development. Sewing has often been condemned in kindergartens as being to great a tax on the child's nerves and eyes, but great care is taken to give the child the best light, and the whole pattern is made on so large a scale that only the coarser muscles are brought into use.

The material of the weaving is colored paper, mats cut in strips of various widths with a margin left on both sides and strips of another color being woven in with a weaving needle. There is a chance for color lessons here. We begin by weaving simple numbers, then introduce combinations of numbers, gradually becoming more difficult and by this means lead finally to invention. This material requires the most careful handling so that the child should be led to feel

this responsibility. He usually separates all the stripes at first, although he is told not to do so, but he finds that the mat must be finished with them even though they be crumpled. Here, too, economy is taught, for if he loses or tears these strips, lacking the material needed to finish his mat, he learns to be more careful and unconsciously sees the connection of cause and effect. And so on with many other occupations, each devised and used for its special purpose, but through all it furnishes the means of instilling patience, kindness, politeness, neatness, courtesy, right of others, and gives the child opportunity to create.



Resume of the Kindergarten.

VIDA BARAGER.

From time to time some phase of kindergarten work has been published and it seems fitting in this number to publish a resume of the kindergarten year.

The kindergarten was opened for the first time in this school September 7th with forty children enrolled and a training class of six young ladies was also established under Miss Lucy Peckham's supervision, three of which practiced in the morning and three in the afternoon.

The thought taken up in the circle at this time was "family life"—the work of the father and mother now preparing for winter—the help of the children and the care for each other blended into harmony and love.

The red letter day of September was Wilbur Ensign's birthday. This was the first time the mothers had assembled at the kindergarten and it was an interesting and novel sight to most of them.

The October thought was the grand preparation for winter, not only the father is preparing but the birds, leaves and animals all prepare for this long season.

The first mothers' meeting was held at this time and a number were present. Miss Lucy Peckham told some facts about the kindergarten and gave an outline of the year's work. Miss Peckham told why the kindergarten trained child was better prepared for primary work and the training class gave a practical illustration of the occupation and gift work.

In November all the previous work culminated in the first festival of the year, Thanksgiving. This was celebrated on a birthday, and the little waiters and birthday boy were dressed in Puritan style. Songs about the Pilgrims were sung and games illustrating their landing in this country were played.

During this season Miss Lucy Peckham entertained the training class at her home and an enjoyable evening was spent.

November 29th the Normal building was destroyed by fire and

the first week in December we were settled in our new quarters which were the parlors of the Congregational church and this comfortable home was appreciated.

The thought of thankfulness in our circle did not stop with Thanksgiving, but was continued by Christmas preparation, this bringing in the thought of giving. The children made presents for parents and friends. When the Christmas tree was ready for admiration it came from every side. All the gifts and decorations were made by the children and the tree did not hold anything for them, but the giving was their pleasure.

The family life of domestic animals was studied in January and this brought up trade life, the blacksmith, cobbler, carpenter and other trades were studied.

This month Miss Daniels entertained the training class and Miss Peckham at tea.

Out of the trade life grows state life, and Feb. 22nd being the Lovell twin's birthday both were dressed in colonial style and the celebration of each birthday was a novel one.

This month Miss King entertained the young ladies and the Misses Peckham at her home from Friday until Sunday.

With March came the subject of the wind and spring signs and the class and Miss Peckham visited kindergartens in St. Paul and Minneapolis and observed their work in this line which was very interesting.

Miss Jensen gave a dinner party for the kindergarten class that month.

At the close of the third term in April ten children were promoted to the primary department and at the beginning of the fourth term twenty-three new children entered.

On account of our small quarters the mothers' meetings were discontinued, but during this month invitations were issued for the mothers to visit regular work, and the work at this time was very interesting; the awakening of the buds, the return of the birds and glad awakening of all nature leading up to that higher awakening, or Easter-tide.

May 6th, Miss Wood, of Minneapolis, gave a lecture on "The Art of Story Telling," at the close of which she told four stories which were greatly enjoyed.

The training class received in honor of Miss Wood at the kindergarten in the afternoon.

The training class gave a rhetorical on the kindergarten Easter thought or glad awakening of nature showing how the thought is dramatized in kindergarten.

Miss Johnson entertained the class June 9th. This will closed our social year.

The nest building, bees, flowers and how the helpers, sunshine

and rain, work with them is the thought in circle at present.

Since September there have been eighty-eight children in the kindergarten and on the whole we feel as though it had been a very profitable and enjoyable year to all.



Curing a Bad Memory.

Our readers have, doubtless, heard of mnemonics; the name given to any system of rules intended to assist the memory. The practical working of such a system is hindered by the fact that it requires a good memory to remember its precepts, when the occasion comes to use them. But a writer in *St. Nicholas* gives two simple rules for the improvement of the memory, which can be easily recalled and readily put in practice: (1) Your memory is bad, perhaps, but I can tell you two secrets that will cure the worst memory. One, to read a subject when strongly interested. The other to not only to read, but to think. (2) When you have read a paragraph or a page, close the book, and try to remember the ideas on that page, and not only recall them vaguely in your mind, but put them into words, and speak them out.

Faithfully follow these two rules, and you have the golden keys of knowledge.

Besides inattentive reading, there are other things injurious to memory. One is the habit of skimming over newspapers, all in a confused jumble, never to be thought of again, thus diligently cultivating a habit of careless reading, hard to break. Another is the reading of trashy novels. Nothing is so fatal to reading with profit as the habit of running through story after story, and forgetting them as soon as read. I know a gray-haired woman, a lifelong lover of books, who sadly declares that her mind has been ruined by such reading.—*Teachers' Aid*.



It is useless to make light of the power of heredity. It is revealed to us on every side. An old lady and her grandson, about six years of age, entered an interurban street car the other day. Finding the car had a seat on each side, comfortable as it was, the lady curtly remarked she would not ride in that car, she preferred the short seats. Rising with a nervous movement to leave the car, she was saluted by her grandson as follows: "— you, I'm not going to leave this car." Then there was a scene, and observers noted an apparent illustration of the law of heredity that seems to operate with persistent certainty. There is need that people live for future generations.—*Midland Christian Advocate*.



Of all virtues, magnanimity is the rarest; there are a hundred persons of merit for one who willingly acknowledges it in another.

Science Notes.

Rush Medical College, Chicago, has been freed of its debt of \$71,000, and will now be affiliated with the University of Chicago, adding a faculty of seventy-seven members and seven hundred students.—Science.

An example of the remarkable skill and ingenuity of the experienced nineteenth century workman is afforded in the construction of the enormous steel arch across the Niagara on exactly the same site as the suspension bridge now crossing it and without interfering with the traffic on the latter. The necessity of erecting an arch to take the place of the suspension bridge arose out of the demand for a stronger structure to accommodate the increasing trolley traffic between the two shores. The distance across the river at this point is 868 feet, making this by far the longest arch in the world. The floor of the arch will be about 192 feet above the surface of the water in the river.

Paper floors are enjoying a steadily increasing popularity which is readily explained by the many advantages they possess over wooden flooring. An important advantage consists in the absence of joints, whereby accumulations of dust, vermin and fungi dangerous to health are done away with. The new paper floors are bad conductors of heat and sound, and, in spite of their hardness, have a linoleum-like soft feel to the foot. The costs are considerably lower than those of floors made of hardwood. The paper mass receives a small addition of cement as binder and is shipped in bags, in powder form. The mass is stirred into a stiff paste, spread out on the floor, pressed down by means of rollers and painted with oakwood, nutwood, or mahogany color, after drying.—German Exchange.

Two and one-half hours are required for a mosquito to develop from its first stage, a speck resembling cholera bacteria, to its active and venomous maturity, says the Public Health Journal. The insect in all its phases may be instantly killed by contact with minute quantities of permanganate of potash. It is claimed that one part of this substance in 1,500 of solution distributed in mosquito marshes will render the development of larvæ impossible; that a handful of permanganate will oxidize a ten-acre swamp, kill its embryo insects and keep it free from organic matter for thirty days at a cost of 25 cents; that with care a whole State may be kept free of insect pests at a small cost. An efficacious method is to scatter a few crystals widely apart. A single pinch of permanganate has killed all the germs in a thousand gallon tank."

The carbonic acid spring in Sondra is looked upon as a result of

volcanic action, which took place in the region of the Thuringian Forest during the tertiary age. The pressure of 17 atmospheres at the mouth has never diminished and the supply of acid seems to be unlimited. When the opening is closed by means of a system of valves, the gas is used as a source of power for an illuminating plant and for the machinery used in liquefying the acid. The spring yields about 1,000 cubic yards of gas per hour. As it issues from the earth it contains 99 per cent of carbon dioxide, the remainder being nitrogen, which is removed by passing the mixed gases into water under high pressure, displacing the nitrogen with pure carbonic acid and liberating the purified gas under low pressure. The capacity of liquid carbon dioxide of this plant is over ten tons in twenty-four hours.—Sudd. Ap. Ztg.

In Geneva a novel system for delivering letters in high apartment houses is to be tried. On the ground floor is arranged a cabinet having as many compartments and boxes as there are floors in the house. When a letter is deposited in any box it makes a contact which rings a bell on the corresponding floor. The bell can only be stopped by the removal of the letter. The same current that rings the bell opens a valve connected with a water tank in the top of the house. Here are located cylinders attached by cords and pulleys to the letter boxes and so arranged that when they are filled with water they will serve to haul up the letter box and its contents to the proper floor. When the box arrives, the letter is automatically dumped into a stationary receptacle and at the same time the cylinder is discharged of its water. The letter box then descends to the lower floor, the bell stops ringing and it remains in position waiting for the next visit of the postman.—Scientific American.

Notwithstanding the cheapness of labor in European countries, there are two products in the sale of which the United States, even at a distance of 3,000 miles, can compete successfully with foreign producers in European markets. These are pig iron and steel railroad bars. Statistics show that in nine months of the year 1897, the aggregate value of our exports of iron and steel was \$45,693,000. This is due to the unrivaled richness and accessibility of our iron mines, especially those of the Lake Superior region, which possesses the most extensive supply of rich and easily worked ore in the world. Besides being rich and so situated that the cost of mining is low, the Lake Superior iron carries a very low percentage of phosphorus which makes it very amenable to the Bessemer process. The cheapness of mining the ore of this region is illustrated by the fact that on the Mesabi Range a 90-ton steam shovel is capable of loading on the cars 500 tons per hour at a cost of 15 cents per ton. These things point to one thing, that our world-wide supremacy in this trade is merely a question of time.

Under the Shadow of Pike's Peak.

BY MISS ROSALIA HATHERELL,
Assistant Science Teacher, River Falls Normal.

"The wonderful places are always a long way from home," someone says, and so it had always seemed to me. For two days and as many nights, steam power harnessed to the whirling wheel and controlled by an untiring human hand, sped us westward to the far wonderful country. One thousand sixteen miles westward from the home in the level, fertile Rock River Valley, I was first to see the mountains, the wonderland of a child's dreams.

This is the way I found the east to shade into the wild west. Miles of flourishing grain and cornfields—then sage bush and cactus plains, an alkali desert stretching away to the brown foothills. First, the comfortable white farm houses of Iowa, then the sod shanty of the claimer in Nebraska, then the prairie wolf loping off across desolate miles of sage brush. The mountains are beyond.

We stood on the hurricane deck of the car Yellowstone and devoted ourselves to the flying scene regardless of dust, cinders or complexions. The Rocky mountains were the climax of anticipation. Their cloud-like first appearance came to me while breathless with excitement. A fear came over me and, were it possible, I would put off finding their shining outlines a few moments longer. Our engine screeched and struggled and sped on until that silvery line, high up on the western sky became a dusky, mottled wall, then brown and purple foothills came close beside us and there grew into vision, range beyond range—the most distant the snowy range—a billowy mass. "Was it mountains playing clouds or clouds playing mountains?" At Denver the brown foothills *appear* a mile away and are sixteen, so deceiving is distance in this clear, luminous atmosphere. The altitude here is six thousand feet and a fine, exhilarating air,—a pure solution of oxygen and sunshine—surrounds those grand old "Rockies."

The huge magnet that attracted and again repelled so many "forty-niners" still draws the tourist into its shadows. Big and massive, and high and white Pike's Peak looks down on a good portion of Colorado.

One morning we went between the foothills to the north of the Peak, directly into the Rocky heart through fifty miles of canon. Clear Creek had rushed along and fretted its rugged banks thousands of years to make possible our narrow road-bed—a continual curving now on one side of the mountain stream beneath overhanging walls a thousand feet high, past pine covered slopes whose bleak heights pushed themselves above timber line, and now a-hurrying across to the opposite bank. Gorges open on either hand, a journey up which would reveal as wild and rugged nature as that which we were amidst. The tilted strata on all sides suggested a mighty toppling

over in the ages gone. Suspended boulders, large as a church, with apparently no support; backbone ridges; over-hanging ledges; all formed themselves into castles, spires, domes and battlements, a mighty panorama in the golden light of a Colorado sunshine.

We solved the problem of how the iron horse climbs the mountain two hundred seventy-two feet grade to the mile. Here, at Georgetown, is some of the grandest engineering in America put into what is known as the Georgetown loop. This loop means doubling on our track, swinging round the circle, and describing the "line of beauty" towards each point of the compass in succession. Four and one-half miles of track to advance two miles. There stretched three parallel lines of track one above the other and we were told that they formed a continuous line. At the foot of Gray's peak we stopped climbing, the iron horse could go no further.

The altitude of ten thousand feet produced a consequent exhilaration of spirit and sight became delicious. Look with me. Over there is Gray's peak, a gray, desolate rock with snow-banked gorges. There is the Silver Plume into which Clear Creek dashes itself in cascading. Rocky walls are all about and gray peaks beyond. These mountain sides are thickly dotted with mines. A train of burrows burdened with great sacks of ore winds its way down the mountain to deliver its load at the quartz mills, which grind up the mountain and make muddy the bright waters of Clear Creek. All the wealth of Denver has plodded its way down these mountain sides whose slopes are dotted thickly with the dumps of mines. In one rapid glance I can count twelve openings. High up against the rocks can be seen a miner's cabin, there between earth and sky suspended like a hangbird's nest. The sunshine darts down fiercely and icy whiffs from snowy peaks salute us. There is time to do our first Rocky Mountain climbing and gather roses and wild strawberries. Then we whirl back to Denver, brakes down, steam only enough to manage them. The interlocking fingers of the mountains appeared to bar the downward flight. When our faithful engine rushed downward to collide with a rocky wall we strained every nerve to avert the crash, overdid the effort to escape the rocks and next we rushed toward the precipice, but a quick turn just saved us. Soon we catch sight of an engine switching to the left, but we intend to persist in our way downward. But no, that switch engine is our own and we are compelled to follow it at right angles to our intentions. The hills close in behind us swiftly and the plains are once more a camping ground.

We had been playing about the base of the grand old mountain peak that had dignified the background of so many scenes. Pike's Peak had fortified itself so constantly behind range after range that at last we would seek the giant in his own fastness. Five sinewy little horses and a stolid guide made the exploit possible. One intensely hot mid-July day we nerved ourselves for the climb to the

snowy summit, fourteen thousand one hundred forty-seven feet above sea level. The trail followed Ruxton Creek as it boiled along its tortuous channel or lost itself behind great boulders. Manitou, the Garden of the Gods, and sunburned plains were quickly forgotten. From the jagged heights on either side Gog and Magog had done mighty battle and the confusion of boulders, splintered craigs, shattered granite ledges and uprooted pines jumbled together below suggested to the imaginative the thought of a vengeance smitten world. The clambering was toilsome. The dusky light of evening lent the fascination of fear to at least one situation. To the left was the precipice, below the rushing waters and just ahead on the narrow trail was an immense granite boulder to be rounded by my sure footed beast. His first tangent to the granite globe brought his fore feet to the brink and his nose thrust out over the chasm. The second tangent was assumed by a rotating of the body as though on a pivot, on the third tangent I am never quite clear. It is too painful to speculate upon, but the beast's side grazed the stone and that stolid guide had vanished from view.

It had grown dark and chilly. Soon the Halfway House welcomed us with a sparkling fire of pine logs. We are in a settler's cabin. Spread round are the dressed skins of wolves and foxes, in corner a wild cat glared and crouched, wreaths of kinnickinnic drape the interior. We are warm and chatty. In upon us come the latest arrivals, two enthusiastic students tramping to the top. They exhibit a great, beautiful, globe shaped flower of satiny luster.

The next scene is a wide bare room but sweet and inviting where we drowse and sleep, with the falling waters just beyond the window. Then the start at sunrise in the silent, balmy forest. The contracted gorge now spreads out into more free stretches with rank grass and scattering pines. The entire region had been burned over. There was a forbidding aspect to the scene. We were at an elevation of nine thousand feet and had traveled eight miles. The ascent was now by steady climbing. Over on the left was Old Baldy in the dignity of his chilling frowns, below we traced two turquoise lakes. On the distant mountain side the pine trees, like black-robed priests, ascend the slope in order and then file down on the other side.

And now the scattered, stunted pines indicate the timber line. I can see the last two pines on our trail just round windy point. Their deformed trunks beset with withered branches having just a leafy tuft on one side, give the immediate landscape a blighted look. There was something human in the struggle for existence of these two Alpine centenarians.

Beyond we come into a purely Alpine vegetation. After toiling up a difficult slope with little to attract the attention, suddenly I was roused by a joyful exclamation. On an exposed knoll was a profusion of Alpine flowers to delight our eyes. Forget-me-nots like a bit

of sky fallen down. Primula, Arenaria and many others deep dyed in the pure red, blue, white or yellow characteristic of Alpine flora. Their fragrance was exquisite. These dainty blossoms live close beside the patches of snow and the tiny Alpine brooks. Snowball as a summer sport was enjoyed as vigorously as breathing power at such high altitude would allow. A drink at the last spring and then the clamber over the last three hundred feet of forbidding granite blocks. The summit gained, and as we balance ourselves on the backbone ridge of a continent we are Cæsar, Cicero, Alexander the Great. We are above clouds if there were any, an open and extended view is round about. In the east the plains of Kansas and Nebraska like a great ocean enveloped in mist. In the north, mountains. That faint smoke marks Denver, eighty miles away. In the south and west, a chaotic scene of peaks and valleys, lofty, rugged and bounded by the Snowy range. At our feet are tucked away the hamlets of Manitou and Colorado Springs. The eastern brink is a chasm of a thousand feet perpendicularly down. At our side mighty rivers have their source in tiny springs formed in the snowbank. What a loneliness wraps us round!

It was a long, hard climb. But when I opened the satchel next day in the dusty city and was greeted by the sweet, cool fragrance of the delicate flowers gathered above the clouds, it was proved forcibly that the delight of the expedition would revive in memory continually.

Hereafter, the fine prose and poetic descriptions of nature will hold an added wealth of thought. Those who have stood on like exalted places or dwelt in the midst of the grandeur and beauty of nature will speak to me and I shall understand.

Foretold.

The following is a resume of the fortune telling which took place at Prof. Brier's home on the occasion of a party in behalf of a number of students. We trust the "victims" will take this in the spirit in which it is sent to press. The editor is roasted a little browner than the others, but for all that the thing goes.

'Twas midnight. Faint glimmerings from the waving lanterns danced wisp-like on the walls. Creepy shadows flitted now here, now there. Wierd, distant music froze the marrow in our bones and showed our closet's skeleton in every flitting shadow.

On a sudden, into the midst of that awful calm, there came a gipsy fortune teller with flowing hair and tinselled gown. Strange contrast to the gloom of the surroundings. But the burden of the tales she told was not wholly out of keeping with the settings.

We were a careless set of fun loving students, and despit the solemnity of the time and deed, merry peals of laughter interrupted the awful tones of the fortune teller; to which she only frowned and

shook her head and passed on to the next. Only as a warning to my readers do I dare repeat a few of those prophetic revelations.

A comely youth, a worthy senior, yielded his palm to the keen eyes of the gypsy. Long she gazed, then sighing said: "Oh, fairest maidens, nigh a score shall fall as hapless victims to your fascinating power. Fair ladies, in my presence here, beware!"

Next she came to a promising lad, Charles we called him. To him she said: "Sad story read I in your hand. Because of thine o'erweaning love of gum, thou shalt never attain to thy full stature."

And thus she made the circle, bearing to this one a prophecy of naught but good and pleasure; to that one, a message of gloom and distress.

Years passed. The members of that company were scattered far and wide. Finally the severed bonds of friendship were reunited by a message calling each of us to the death bed of our friend Bewick. Ah, Stephen, the gypsy's words have been fulfilled. Your ambition for hard work has brought you to an untimely grave.

After bidding our late friend farewell we assembled at the palatial residence of W. Leonard, a merchant prince.

On that first evening as we sat in the dusky parlors, the glowing grate our only light, we remembered that other gathering in the long gone years of our youth; and as each recalled his fortune then recited he told wherein it had come true. Our host began:

"You see me surrounded by all that wealth can purchase. But I could show you more wonderful things than these. Any rich man may attain such surroundings, but few men can command such laborers as mine. My northern forests are felled by modern Amazons. My immense lumber yards are manned alone by women. Yet one thing I lack which many a poor man boasts, and 'tis the gypsy's fault. You, my friends, are without a hostess in my home."

He finished, and another took up the tale, saying: "And yet yours is not so sad a fate as mine. Ah, love's labor lost! The gypsy said 'a score;' it has been more. And now my lonely life has become a by-word among men. But still I am seeking."

Then up spoke a sprightly woman with silvery curls: "You men are croakers. Let me give you a bit of advice out of my own experience. Give up your aspirations for the unattainable,—for you cannot successfully defy the gypsy's prophecy. I tried it and failed. Time was, when I aspired to a high place in the musical world, even as she told me, and with all my strength I fought against my love of the football team. It was of no use. I gave up the struggle, and now I am content to shout."

"Well said, Nellie!" cried a little woman in the corner. "The gypsy was a prophet. Ask my Sir Roger if I am not right." Then turning to the gentleman at her left, she said: "Now, George, it is your turn."

"Well, ladies and gentlemen, you remember the question the gipsy put to me, 'Is it one or two?' Well, friends, I couldn't decide for myself, so we moved to Utah and settled the question.

In the cosiest corner by the hearth sat our friend Charles, swinging his feet in his high chair, and as we turned to him with tear-filled eyes, he lifted up his tiny child-like hands and said: "My friends, I'm a living monument to the virtue of fortunes feretold and the evils of the gum habit."

The voice of John broke the silence, saying, "It is fitting I should speak next. My awful prophecy has been fulfilled. Perpetual measles makes of me a second Job."

A solemn silence fell upon the group, broken at length by the whistle of a distant train; a warning to us that the parting time had come once more and that each of us must take up the thread of life again and follow it on to its fateful end.

Resolutions of Condolence.

Whereas, Miss Charlotte J. Caldwell, a member of our faculty, has recently been called upon to mourn the loss by death of an only sister, and

Whereas, the students appreciate and commend Miss Caldwell's conscientious performance of her school duties, although depressed in spirit and body by virtue of the suffering and consequent care of her invalid sister, and

Whereas, the students deeply and tenderly sympathize with Miss Caldwell. Be it therefore

Resolved, that the students express their tenderest sympathy to Miss Caldwell at this time of her bereavement.

Resolved, That a copy of these resolutions be presented to Miss Caldwell upon her return to school, by President Parker.

Resolved, That these resolutions be printed in the June number of the BADGER, and a copy of the same forwarded to Miss Caldwell.

G. W. SWARTZ,	} Committee.
ALICE CUMMINGS,	
WM. ROSS,	
S. COGGESHALL.	

A large number of calls came to the different members of the faculty to deliver lectures at high school graduating exercises. Pres. Parker made addresses at Alma, Durand and Washburn; Prof. Brier at West Salem, Cadott and Humbird; Prof. Sims at Augusta, Colby and Unity; Prof. Clark at Prescott.

A large number of new books have been added to the reference library.

Education as a Duty and as a Source of Duty.

Baccalaureate Sermon to Graduates of the Normal School, 1898, by Rev. W. M. Balch,
Pastor of the M. E. Church, River Falls, Wis.

"For a man's life consisteth not in the abundance of the things he possesseth." Luke 12:15.

To live abundantly is the sum of all human problems, and therefore has been made the subject of a divine solution. God has sent a man in the image of His glory that men may "have life and have it more abundantly." Though a King and a Captain, this divine messenger came not with political or military circumstance; He came as a "teacher sent from God." He led an army, but it was an army of teachers. He ruled a kingdom, but called his subjects disciples,—learners. The first task that fell to this Teacher was to free men's minds from materialistic conceptions of life. In a multitude of matchless precepts and figures, He taught that a man's life consists not in the accumulations of wealth, but in resources of character; not in what one has, but in what one is. The value of your life is to be measured by how much and what kind of a soul you are, and the problem to which the Master set you is to enlarge the quantity and improve the quality of your being. Two factors are involved. One is the native endowment with which you came into the world. The other is the development of this endowment,—the drawing out to their proper limits and in their due relations of its several faculties,—the education of character,—ex, "out," duco, "I draw." We will therefore define education as Christ defined His mission,—the development of an abundant life.

What your life essentially is, you do not know. When you abstract the thought of yourself from all thoughts of environment, you yourself are to yourself a blank and hopeless mystery. The soul can be described only in terms of its manifestations. It is that which has power to know, to feel, and to choose. To the spiritual being who thus at once veils and reveals itself, education has the two-fold office of the enlargement and the refinement of these spiritual powers.

It enlarges knowledge in three ways. First, by bringing to attention a multitude of truths which lie outside the circle of one's own experience. Secondly, by increasing the capacity of the mind to receive the increased accumulations of truth. Thirdly, education enlarges knowledge by augmenting the power to retain knowledge once acquired. It thus at once increases the harvest of wisdom, enlarges the barns, and preserves the fruits.

In the sphere of the feelings, it is the work of education to multiply those of desirable character. It gives us more things to sympathize and commune with. And all the while it does so, it also prepares the mind itself for the due exercise of the very affections and enjoyments for which it affords the objects.

And it enlarges the power and the scope of the will. The nec-

essity of attention, the submission to a fixed regimen of activity, the deliberate sacrifice of irrational impulse to the higher things of the spirit, all go to the edification of that self-possession and self-control which give to man the true dignity of his being. Again, the freedom of the will is a freedom within limits. The motives of action, while they do not coerce the will, are the limits within which the will's freedom is exercised. Therefore, to multiply the possible motives of conduct, is to enlarge the scope within which volition exercises its freedom. And thus to give a wider liberty to the soul in an office (perhaps the highest) of education. It enriches life by constantly revealing new incentives to conduct and by ever shifting their balance and arrangement into a truer moral harmony.

The second great office of education is to refine the faculties of the soul. The harvest of knowledge is not only to be greater in quantity; it is to be sweeter in flavor and more wholesome in nourishment. The barns that house the harvest are not only to be of larger capacity, but timbers and thatch must give place to granite and tiles. The affections are not only to be more and mightier; they are to be withdrawn from things below and set on things above. The will must not only be given wider range and stronger power of choice; it must also be trained to the habit of choosing the better part which shall not be taken away, the treasure which hath immunity from thieves, and moth and rust.

But a true education does not merely discipline each faculty, as a thing by itself. It recognizes the soul as an indivisible unit and therefore proceeds to develop each faculty with constant regard to its relation to all the other faculties. Its aim is symmetry of character.

I am, of course, not prepared to appear as an educational critic, and yet against certain tendencies of our modern systems I beg leave to lodge a complaint for whatever it may be worth. The discipline of attention, memory, and reason are the definite objects which our schools seem to seek and with much success to attain. But it seems to me that there is unwarrantable failure in things of even more importance, such as the culture of aesthetic taste, and of moral sensibility and discernment. To store the memory, strengthen the will and clarify the logical faculties, are, of course, conditions favorable to good taste and right conduct, but without a definite cultivation of man's latent affinity for the beautiful and the kindling of his incentives toward righteousness, these other things are foredoomed to failure in the pursuit of life's highest ideals. The man who shall teach us how to teach more effectually the things that belong to art and ethics is to be the great educational reformer of the future. Again, I would humbly challenge our educational system with failing to duly recognize the religious instincts of the mind. Of course our schools should not be made over into institutions for the theological indoc-

trination nor for sectarian propaganda. But of history, literature, and philosophy, it can be said that their religious coloring is of the essence of their nature, and apart from religious implications they are inexplicable. The attempt to disregard their religious aspects results in certain arbitrary exclusions as illogical as they are partial. For instance, St. Paul frames a system of theology and Herbert Spencer frames a system of theology. Our Supreme Court, in the attempt to preserve neutrality, rules Paul's system out and rules Spencer's system in. Surely no system of education is complete which fails to give a working knowledge of that body of literature which exercises a sovereign influence over the progress of civilization and which by common consent contains the highest ideals of individual life and of social relations, together with man's noblest interpretation of the universe about him and of the Infinite and Eternal Energy whence all things proceed.

And now you are invited to consider the most important thing I am able to say about education. It is this: We should remember now and always that education is a duty rather than a privilege. A friend once said to me, "My son is to be a mechanical engineer; will sending him to college help him to succeed in that profession?" This man was fairly typical of a large class of sadly misguided people. In the first place he regarded education as a means of getting a livelihood rather than as a means of getting a life,—as a source of riches rather than of character. In the second place, he looked upon it rather as a privilege than as a duty,—as something serviceable to one's own ends rather than as serviceable to the purposes of God. Whatever a young person's probable occupation, it is of import that he bring to his life-station a character symmetrically edified in all the glories of the spirit.

Aristotle, who seems to have been the founder of scientific educational theory, as he was of so much else that is vital in human thought, gave strong expression to this conception of the true dignity and value of culture. "We see clearly then," he writes in his "Politics," "that there is a certain education which our sons should receive not as being practically useful nor as indispensable, but as liberal and noble. * * * The universal pursuit of utility on the other hand is far from becoming to magnanimous and free spirits." Remember then that in your education all personal ends of mere material import or self-interest must always retain a subordinate importance. An attempt at education will be self-corrupted by such motives. For no education is vitally sound until it is qualified by the two lessons of the supreme value of character and the supreme excellence of unselfish devotion.

And now I trust we are sufficiently clear of false notions to see at a glance why education is a duty. It is a duty which one owes to his own manhood. It is a duty which one owes to his country. It

is a duty which one owes to the world-wide brotherhood of man. It is a duty that we owe to God. To go to school, to read the best books, to seek fellowship with the noblest minds and to commune with the divine life of nature, to seek prayerfully, tirelessly, the wisdom that is from above,—all this a solemn religious duty enjoined all the sacred voices of life.

Finally, we must take note that not only is it a duty to obtain an education, but that the education obtained becomes in its turn a source of duty. Perhaps the most fundamental sin of a cultured man is to live as though he were a favored rather than a responsible man. Woe to you in all possible judgment-days if you bury in the napkin of selfishness the spiritual capital with which God has permitted this and other schools to endow you! These great privileges of growth in wisdom and character are given you to make greater and better your vicarious sacrifice for the redemption of humanity. And so before I close, permit me to indicate a few of the moral perils peculiar to a life of culture.

1st. There is that scholarly exclusiveness. No condition is more discouraging than the prevalent selfishness of culture. The dangerous element in American politics is not to be found in the lodging house whose 100 inmates cast 200 votes, but in the two miles of brown stone fronts which send less than 40 voters to the poles on election day. If the cultured people who live apart from the rush and strain of the world's affairs and loll in criminal complacency among the silken pillows of well-furnished minds, would only follow Christ into the madhness and faith of the world to soil their hands but not their hearts, and so to cleanse society, the most intractable factor in the social problem would be eliminated.

2nd. Another besetting danger to the cultured life is hyper-criticism. This is the sin of the man who has culture enough to condemn, but not enough to sympathize. In any work of art or utility he discovers the imperfections and rails at them while overlooking the good he should have enjoyed. He robs himself of those treasures of commonplace goodness which are the staple sustenance of the higher life. By always whining because the good is not the best he acquires a permanent discomfort of soul, augmented daily by fresh contact with the things he stupidly scorns. And finally he embitters other lives by his unsympathetic withdrawal from that which they rightly prize. The true culture is not concerned so much to brand the mediocre and imperfect as it is to appropriate to its own edification whatever good, no matter how small or commonplace, which offers itself in days and ways and forms that may be however unassuming.

3rd. Beware of indecision. It is much easier for an ill-informed than an intelligent man to form and warmly espouse strong opinions. The ignorant man sees only one side and has no misgivings to

check his enthusiasm. The educated man sees both sides and then has the difficult mental task of judiciously striking a balance. The difficulty that thus arises in the attempt to combine ardor with candor is the reason why we find so many intelligent men who seem to have no enthusiasms, or even strong convictions, concerning the great problem of ethics, politics or religion. We may call such men agnostics, and while we may sympathize with them in the perplexities that bewilder them we should remember that no man has any right to be in this sense an agnostic. That the scholar can see all the difficulties involved by any faith, be it political, religious, or otherwise, does not excuse him from choosing the best accredited faith as it appears to him, and thereafter, though still open to conviction in all points, living as its conscientious and loyal disciple. Indeed, this affords the only possibility of the world's progress. The march of civilization is no process of mere denial or indecision; it is the resistless sweep of those spiritual forces involved in the affirmations of positive and avowed conviction. The advancing centuries proclaim, "We walk by faith."

4th. Last of all permit a warning against intellectual arrogance. Remember that the crude looking old farmer on the school board knows some things you don't know and which it would be well for you to know. Let him teach you. Rightly respect your own advantages and culture, and yet bear them humbly, teachably, candidly, and their value shall be enhanced from a thousand rich and unexpected treasures.

Somehow, at school or at home, get an education, build a character. Build for the duties of time and the rewards of eternity. Forget not God. And thus doing, the structure of your life, a house not made with hands, shall be founded upon a rock where wind and flood shall beat in vain, and when the earthly tabernacle of your life shall be folded away, lo! there remaineth for you the building of God, eternal in the heavens.

Miss Edna Tozer goes to her home at Shell Lake for the summer.

Two loads of students and friends went to Bass Lake on Saturday, the 18th inst., for a picnic. A very enjoyable time was reported.

Among other former students who have returned to River Falls are Miss Saby from Spring Valley, Minn.; Miss Bell Deans and Miss Laura Weld from the Wisconsin State University; Miss Eastman from Glenwood; Misses Alice and Emily Parsons, and Miss Emma Shaver.

Miss Smith will visit Seattle, Portland and other Western cities, returning in time to do some institute work before school begins in September. Miss Hatherell will attend the N. E. A. and the two weeks session of the summer school at Clark University. Pres. and Mrs. Parker will visit Yellowstone Park and Southern Idaho.

In and Around the School.

Fred Thompson and Fred Slonker will hold a summer school at Arkansaw.

The Art Department now includes a class in water colors and a class in outdoor sketching.

Miss Mamie Williams has re-entered the Normal and expects to be graduated with the Elementary Class.

The Senior class will celebrate their graduation by a grand ball to be given Wednesday evening, June 22.

Shell Lake reports sixty applicants from the River Falls Normal for positions in the schools at that place.

It is reported that the members of the Athletic Club will spend their vacations in practicing for next Field Day.

Third Year Class have donated about \$10 to the Art fund. The gymnasium fete netted about \$100 for the same fund.

Thales Ames, a former member of this school, and recently instructor in West Point, has been sent to Fortress Monroe.

The Zoological department of the Normal school is indebted to Miss Terry, of New Orleans, for a collection of marine animals and other curios.

Harry Currier, who has been in the Minnesota University for three years, is now encamped with one of the Minnesota regiments in San Francisco.

Will Lusk, of Humbird, returned home by way of Spooner where he visited Elmer Waite, who has had charge of the schools there during the past year.

A large number of the Normal Faculty and students enjoyed the lecture delivered by Prof. O'Shea, of the State University, at the high school graduating exercises.

Elsie Fox, of the Elementary Class, has secured a position in Durand; Byrde Ames has a position at Osseo; Beth Prince at Tomahawk; Leona Delap assistant at Rice Lake, and Olive Caldwell Grammar Grade, Hudson.

A special sermon to students was delivered by the Rev. Balch on Sunday evening, June 4. Other special sermons on the same day were delivered by Dr. Frissell, of Eau Claire, in the Congregational church, and by Rev. Cuthbert, of Hudson, in the Episcopal church.

Among the visitors at the Normal during the last weeks of the year are Miss Gunderson, Rice Lake; Edna Littlefield, Barron; Edwin Scott, Glen Flora; Geo. Purves, Chicago; Jennie Wales, Red Wing; Tillie Smith, Ellsworth; W. A. Clark, Eau Claire; Will Lusk, Hum-

bird: Bessie Lusk, Shell Lake; John O'Keefe, Barron; Christine Chidester, Cadott.

Prof. Clark will do some institute work this summer.

Prof. Brewer, of Ellsworth, was a visitor at the Normal the first of the week.

The Geology class, in company with Prof. Ewing, visited Hudson on Monday, June 20.

The Phoenix Class has presented a piece of statuary entitled "Victory" to the school.

During the visit of the committee on teachers, Regent Fruit, of LaCrosse, addressed the school.

The brick work on the new Normal is completed. The new building has a very pleasing appearance.

Prof. Brier and family and Prof. Ewing and family will visit Tacoma and other points of interest during vacation.

Prof. Otterson, of Hammond, is in town inducing as many students as possible to canvass for stereoscopic views during vacation.

Misses Pardee, Fleming and Laura Peckham will attend the N. E. A. at Washington after visiting New York, Boston and other places of interest.

The Alumni have contributed \$100 to the Normal School Art Fund. The members of the faculty propose to contribute \$100 or more to the same fund.

The graduates for this year have been highly entertained. Receptions for them have been held at W. S. Armstrong's by G. W. Swartz, at E. L. Fuller's by Misses Delap and Roberts, at Prof. Ewing's, Prof. Brier's, Frank Ensign's, President Parker's and the Misses Peckham.

At 3 o'clock p. m. Wednesday, June 22nd, the Elementary Class will give a Barmiside Feast to the seniors and members of the faculty. At 4 p. m. they will give a May Pole Dance on the lawn near the Congregational church. Wednesday evening the seniors will give a grand ball at Opera Hall.

One of the prettiest receptions of the season occurred at the home of President and Mrs. Parker on Saturday evening, June 18. Everything from the Japanese lanterns illuminating the veranda to the red and white refreshments served on blue plates by the genial ladies of the kindergarten, was very suggestive of the senior class and Normal colors. The floral decorations were especially pleasing. Upon entering each guest was surprised to discover that the name of some person distinguished in the impending war was pinned upon his back and his general information was tested in his efforts to guess whom he impersonated.

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Sunday Services: 10:30 a. m. and 7:30 p. m.
Sunday school, 11:45 a. m.**CATHOLIC CHURCH,**

STEPHEN DUREN, PASTOR.

On alternate Sundays beginning with Oct. 3:
At 10:30 a. m., High Mass and Sermon. At
7:30 p. m., Sermon and Benediction.
Seats for Non-Catholics always free.**FIRST BAPTIST CHURCH,**

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sermon at 7:30. An illustrated sermon is
given each alternate Sunday evening.Meeting for prayer and Bible study each
Wednesday evening.B. Y. P. U. meets in church parlor one hour
before evening sermon.A hearty invitation is given to all who read
this to attend any and all of these services.**METHODIST EPISCOPAL CHURCH,**

W. M. BALCH, PASTOR.

Services as follows: Sunday, 10:30 a. m., ser-
mon; 12 m., Sunday school; 3:30 p. m., Junior
League; 6:30 p. m., League Prayer Meeting;
7:30 p. m., Sermon.

Wednesday, 7:30 p. m., Prayer Meeting.

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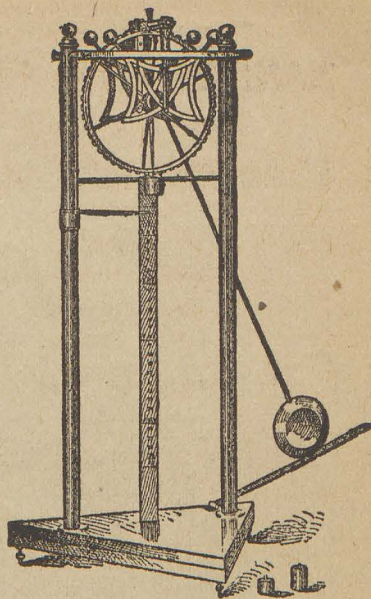
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