

THE NORMAL BADGER

RIVER FALLS, WIS., APRIL, 1898.

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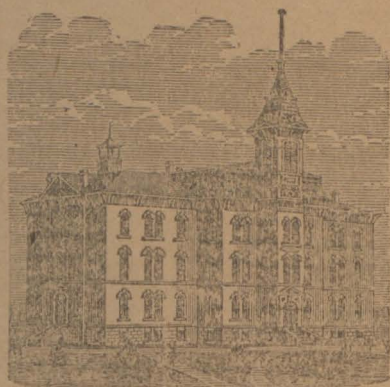
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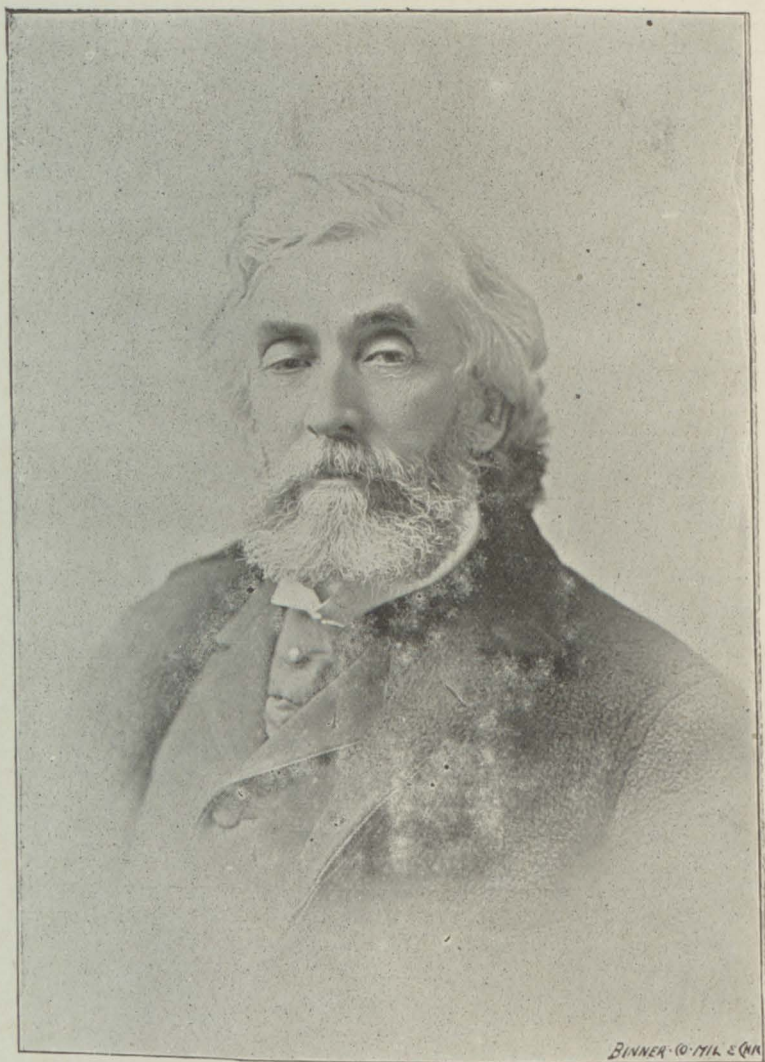
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PRESIDENT CHARLES KENDALL ADAMS.

The Normal Badger.

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Vol. 3.

River falls, Wis., April, 1898.

No. 8.

The University of Wisconsin.

U-RAH-RAH, WIS-CON-SIN,

U-RAH-RAH, WIS-CON-SIN,

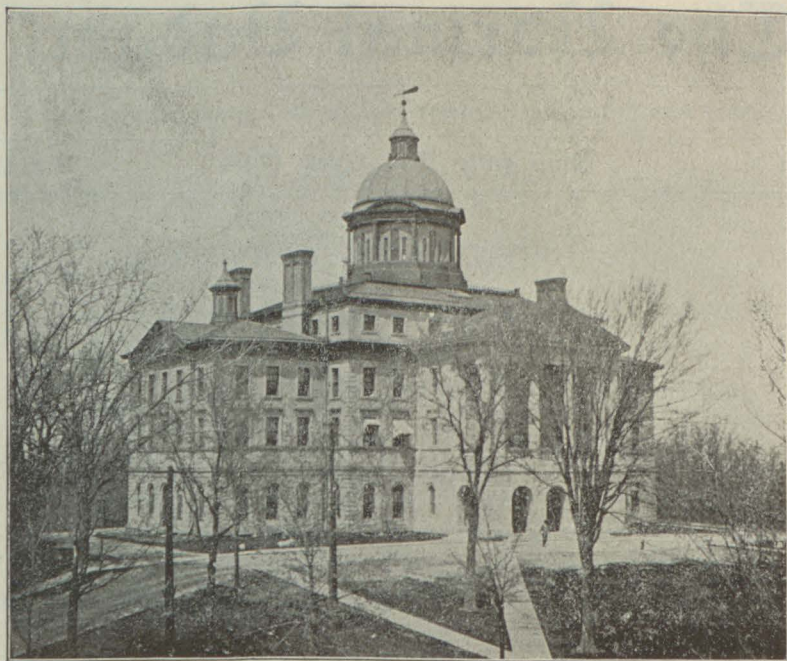
U-RAH-RAH, WIS-CON-SIN,

TIGER.

Horace Greely said, "Madison has the most magnificent site of any inland town I ever saw." Sir Edwin Arnold, after his visit to Madison in the winter of 1891, pronounced Madison the most beautiful city he had seen in America. "It has not a street but is a vista," he said. James Bryce, in the American Commonwealth, ranks the site of the University of Wisconsin as second to none in the States. If space permitted, one might go on almost indefinitely with quotations about the beauty of Madison and the picturesque location of the University. The "Four Lakes Country" is known everywhere for its beauty. Longfellow commemorated it in song.

Our fathers acted wisely indeed when they designated Madison as the site of both the State Capitol and the University. The charm of the place sinks deep into the students' lives. If the silent influences of nature have anywhere full sway in the formation of character they have it at Madison. A stroll over "the hill" on a fair morning or afternoon one can never forget. The views are enchanting and move the very depths of one's being. To the east stretches the main part of the city, its domes and spires pointing heavenward, while beyond is seen the mirror-like surface of Lake Monona; the beautiful suburbs, Greenbush and Wingra Park, and "University Heights" with its picturesque homes are on the south; on the west are seen typical Wisconsin hills and dales, rolling away into the distance; and on the north lies Mendota, the largest of the four lakes, with the State Hospital for the Insane on the opposite shore. Surrounded by these scenes lie the grounds of the University.

The University buildings are located on College Hill which stretches along the southern shore of Lake Mendota for nearly half a mile, and has an elevation of about one hundred feet. This hill is crowned with two summits. On the eastern summit, overlooking the city, is situated Main Hall, the home of the College of Arts and Letters, the literary and linguistic center of the University. North



MAIN HALL.

Hall, South Hall, Library Hall and the Law Building are on the slope of this hill, and Ladies' Hall, Science Hall, the Heating Plant, the Machine shops, the Chemical Laboratory, and the new State Historical and University Library Building are clustered about the foot, also facing the city. The Lower Campus stretches eastward between State and Langdon Streets for a distance of two blocks, and the Gymnasium is located on the lake shore fronting this campus. Back of the Gymnasium is the University Boat House. On the western summit is the Washburn Observatory and the Director's residence. On the western slope, looking out over the University Farm are to be seen Hiram Smith Hall and the Horticultural Building, besides the eight or ten farm buildings in the distance. The tennis courts and Camp Randall, the football arena, are beautifully located on the south.



LADIES' HALL.

Rank.

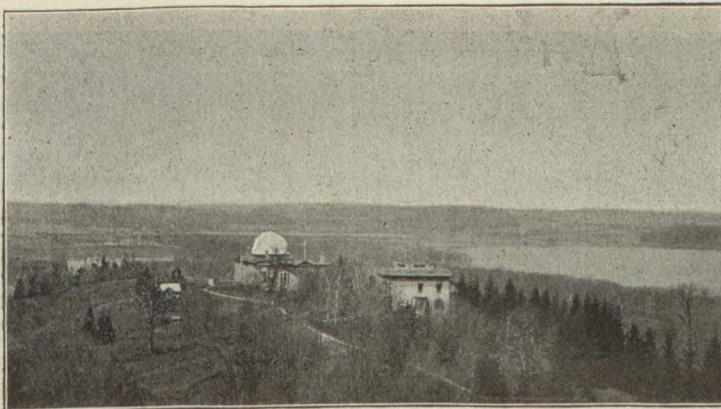
Wisconsin has no medical nor dental department and consequently in mere numbers does not equal some of the other great universities. But in the quality of the work done she has no superior.

Graduates from the University of Wisconsin rank with those of Harvard, Yale, and Princeton and in competition for fellowships with the graduates of those institutions they are at no disadvantage. Many of the courses given here are not equalled elsewhere in the country. The professors are men of ability and character as scholars and teachers and are worthy and inspiring models for young minds. Many are men of national and some of international reputation. Last year four of them were tempted by larger salaries at eastern universities, but chose to remain here.

Dr. Charles Kendall Adams, the president, is one of the best known educators in America. As an administrative officer he is highly respected and whenever President Adams wishes to make an announcement to the students very few miss hearing him. In the field of letters he is known as the author of the *Manual of Historical Literature* and of several other volumes, and some years before coming here he was chosen as Editor-in-Chief of *Johnson's Cyclopaedia*. Since his election to the presidency in 1892 the University has increased rapidly both in size and reputation.

Relation to Normal Schools.

Some one has said that a student in the schools of America loses two years because of poor connections. Courses of study are laid out in our schools without sufficient reference to lower or higher institutions with which these schools should connect, and it is a standing criticism that our school system is not a continuous one.



WASHBURN OBSERVATORY AND DIRECTOR'S RESIDENCE.

However that may be in other cases it is not true so far as connection between the University and the Normal Schools is concerned. The connection in this particular is all that can be desired. A graduate from the full course of a Wisconsin Normal is admitted as a junior on his diploma and is graduated after two years in the course of Bachelor of Philosophy. His work connects with that done before

and repetitions are unnecessary and very unusual. In this respect Wisconsin is unique and takes the lead, no other university or college as yet having provided connections so perfect with Normal Schools. There are normal graduates here from New York and Ohio as well as from California and Washington. Nearly all the graduates from the Minnesota Normal Schools who are attending higher institutions are found here. Aside from the splendid connections these people seek also the courses offered by the School of Education which are exceptionally good, a natural result of a staff of instructors consisting of such men as Professors Stearns, Jastrow, O'Shea, and Sharp.

Student Organizations.

In its debates with other institutions Wisconsin has been uniformly successful, and in oratory she has always taken a high rank. Debating and oratory are fostered in the literary societies, of which there are ten. Five of these are in the College of Letters and Science—two for ladies and three for gentlemen,—three in the College of Law, and two in the College of Agriculture. The College of Engineering maintains two engineering societies, and the School of Pharmacy a Pharmaceutical Association. A few weeks ago the students of the School of Education organized a Pedagogical Club. The religious organizations, the Y. M. C. A and Y. W. C. A., have a large membership and their meetings are always well attended. There are glee clubs for both men and women, banjo and mandolin clubs, an orchestra, and a University Band, which is associated with the University Regiment and has a paid student leader.



UNIVERSITY BOAT HOUSE.

Athletics.

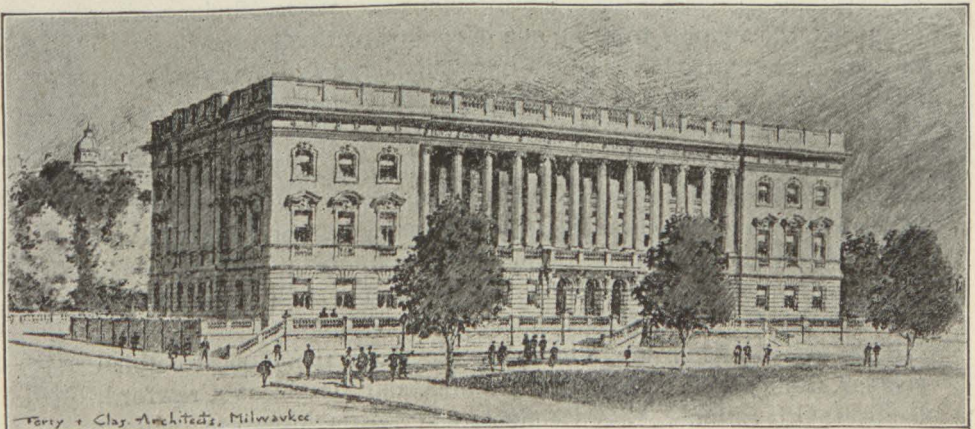
In athletics no less than in other lines Wisconsin is in the lead. For several years her foot-ball team has had the most enviable record in the west, and last season she came out with an undisputed title to the championship. Only Chicago of the intercollegiate teams scored against her, making eight points, while Wisconsin scored in every game, summing up a total of 154 points. On the diamond, success has not been so universal during the last few years; but much is hoped from the team this spring. Those who are competent to judge say that the showing for a championship nine never was so bright. In rowing, Wisconsin has always been at a disadvantage because no other western university or college supports a crew. For the last two years she has gone east to contest for glory, and at this writing arrangements are being made to enter the four cornered race with Cornell, Columbia, and Pennsylvania at Poughkeepsie in June. Track athletics, gymnastics, tennis, hand-ball and basket-ball also receive their due share of attention.

Student Publications.

A great convenience for faculty and students is the Daily Cardinal. It is a connecting link between them, as it were, containing all the official announcements by the faculty and students and much other information of vital interest to the student body. Besides the Daily Cardinal the students publish the Alumni Cardinal, a weekly edition issued for the benefit of the Alumni; the Wisconsin Aegis, a monthly magazine; the Wisconsin Engineer, a quarterly by the students of engineering, and the Badger, an annual by the Junior class devoted to the students' side of college life.

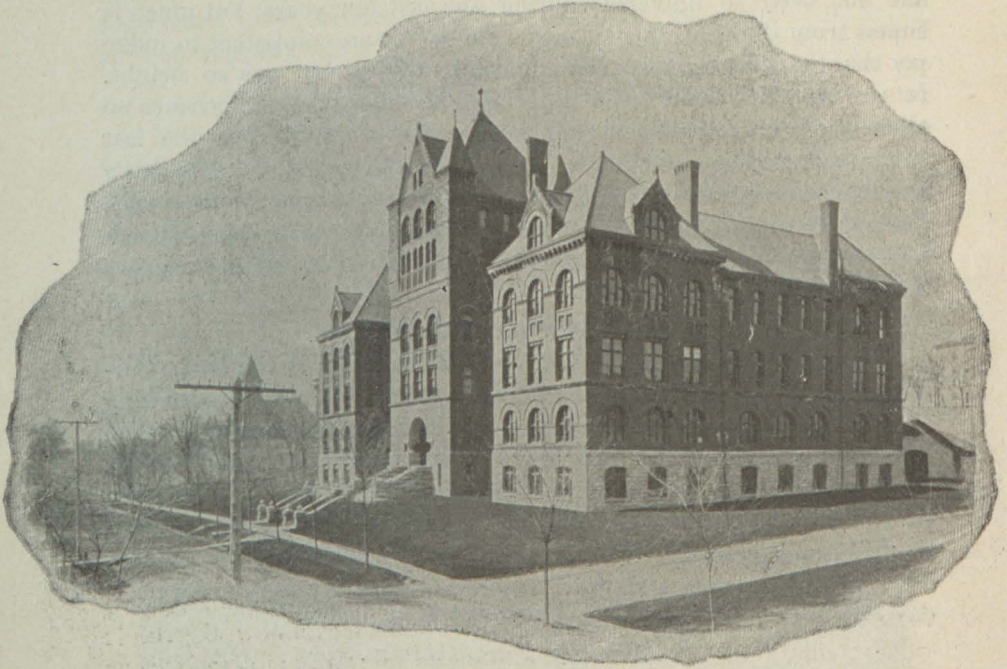
Library Facilities.

The students are especially well favored with library accommodations. Besides the ample libraries of the University they have



UNIVERSITY AND STATE HISTORICAL LIBRARY BUILDING.

free access to the vast State Historical Library, and the State Law Library, now located in the Capitol, and the Madison City Library on Mifflin street,—over 280,000 volumes of books and pamphlets in all. The University and State Historical Libraries will soon be lodged in the new library building, a magnificent stone structure now being built on the lower campus opposite the President's house. The building is to be ready for occupation in the fall of '99.

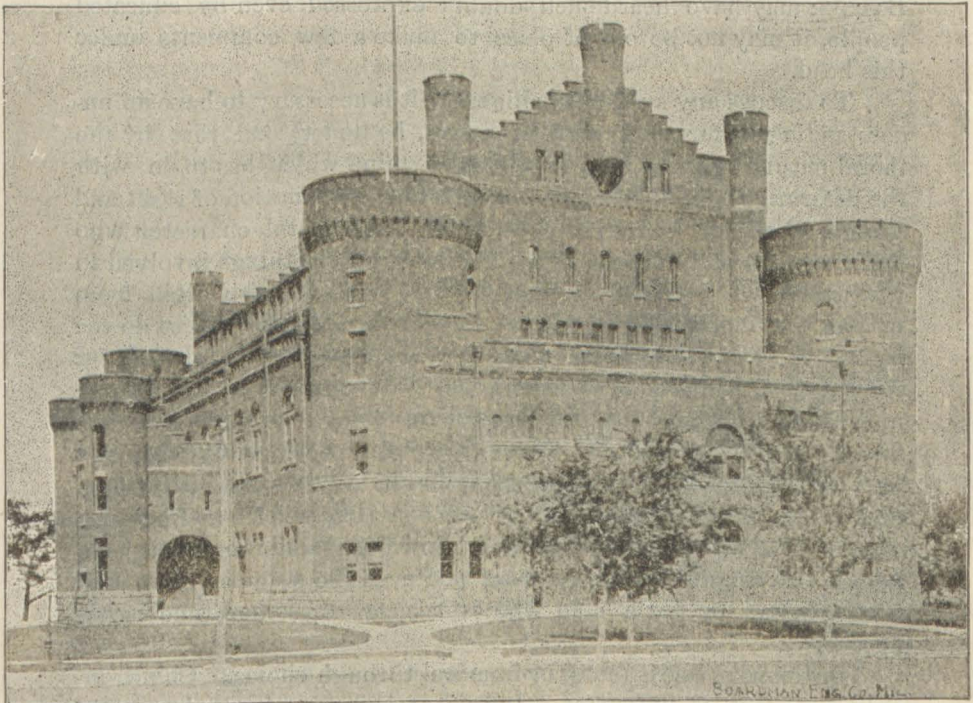


SCIENCE HALL.

The City of Madison.

In many respects Madison is an ideal place for a great institution of learning. It has not the monotony and temptations of a large city, yet it is large enough to bring one in contact with all needed phases of human life. Its churches are unusually large and well equipped, and the clergy are men of exceptional ability and spiritual power who are in delightful harmony with the spirit of the University. First-class entertainments, lectures, and plays in one form or another are of almost daily occurrence. The opera house is one of the finest in the state and all the first class shows passing between Chicago and St. Paul stop at Madison. Among the many noted people who have appeared before the public so far this season the following may be mentioned: Dr. Fridjof Nansen, the Arctic explorer; Prof. William Knight, of St. Andrew's University, Scotland; the Woodsworthian scholar, John DeWitt Miller; Dr. Nourse, and President Crawford, lectures; Otis Skinner, Clay Clement, and Lewis Morrison, actors; besides noted orchestras, singers, and musicians.

In closing, the following from the special number of the Daily Cardinal for January, 27, 1898, is in place: "The citizens of Madison are few of them wealthy, and one will not find among them the luxury and prodigality in living of the metropolis, but a large proportion are men of scholastic reputation, or of political or judicial position. An exceptionally large number of them are people of high attainments, of educated taste and of travelled and cosmopolitan breadth and refinement. In this little community of 18,000, one meets United States senators, cabinet officers, foreign ministers, judges of all ranks, prominent military commanders, historians, and people of literary attainments. The *entree* to society is more largely based upon merit than is often the case. The importance of such surroundings and such an atmosphere can hardly be overestimated in its salutary effect upon a young and impressionable mind, and the university is pre-eminently fortunate in this regard."



GYMNASIUM.

PEDAGOGICAL

The Moral Influence of Intellectual Processes.

BY PROF. W. J. BRIER.

It is sometimes doubted by those who have given the subject little consideration, that there is a direct moral influence growing out of purely intellectual processes; and it is not an infrequent occurrence to hear such a doctrine advocated in public. The proposition seems, to a teacher who has watched the influences of education upon the young, so absurd, that discussion is but a waste of effort, like trying to square the circle or to invent perpetual motion.

However, in view of the fact that many of the readers of the *BADGER* may have heard such doubts expressed even by educated people, it may not be out of place to make a few comments under this head.

To discuss any subject intelligently it is necessary to have an understanding of terms; it may, therefore, be understood that by the moral nature is meant that condition of mind which has to do with the determination of duties and obligations,—the notion of right and wrong, of virtue and vice. One is of good moral character who practices virtue and shuns vice. There are three things involved in the practice of good morals,—the ability to distinguish right from wrong, the inclination to choose the right, and the will to do the right. It would seem that religious notions must be excluded, for every person is moral or immoral, and is recognized by his fellow-men as such, without his religious beliefs being taken into consideration. It was recently stated from the pulpit of one of our churches by a minister who sees much of prisoners in a state penal institution, that many, in fact a large share of the convicts, at least make a profession of being religious. It is well known that while most religious people are highly moral, no one, not even the judge on the bench, asks whether or not a man who is accused of some crime is religious.

Ordinarily, one is moral or immoral through choice. Choice involves an act of judgment. Judgment is an intellectual state of mind. There seems no plainer truth than that a trained intellect to which is submitted any question of right and wrong will judge more wisely concerning it, and, being guided less by the emotions than is the untrained person, will not only decide more readily what is right, but will through, the trained mental powers, more easily guide himself along lines of moral conduct.

Another point to be considered is that moral rectitude is in some degree the result of habit. The habits formed by intellectual

processes are largely on the side of good morals. To illustrate, take the case of two boys, one of whom has taken a substantial course in mathematics, while the other has spent the same amount of time about the streets, listening to the idle gossip of the town and the trivialities of the uneducated, perhaps being filled with the improbable if not impossible stories of the village rivals of Munchausen. What is likely to be the attitude of the two concerning truth telling? Will not the years of exact thinking done by the student aid him in being able to tell where truth ends and falsehood begins? More than that, will not his long training in exactitude of thought and expression tend to create in him a wholesome respect for truth and incline him in that direction?

The mind is so constituted that it must think on and on while life lasts. A training in things of the intellect will give the mind a great mass of material upon which to feed, so to speak, and will in a great measure tend to keep out of the mind evil thoughts and sinful suggestions which are the beginnings of wrong doing. That young person who has studied botany and understands the wonderful variety and the significance of the plants which surround him; who has become familiar with the great story of the forming earth as revealed in geology; whose mind is responsive to the beauties of fine poetry and noble prose; who has been filled with the glory of great actions and inspired by those who performed them as shown to him in the pages of history, is, it would seem, far less likely to fall weakly in the face of strong temptations. His reason comes promptly to the rescue, holds in check his emotional nature,—a too strong manifestation of which oftentimes drags its possessor down to vicious practices,—and fortifies him against the evil, before which the less perfectly trained person might fall.

One other phase of the subject should not be overlooked. The person who secures an education, usually does so with great effort and through long sacrifices. He schools himself to work patiently and uncomplainingly when his companions, not bent on so serious a purpose, are taking their pleasure and perhaps even laughing at him for being a book worm. Through this process of application, through this long protracted effort toward a single goal, through this definite training of the will he comes to have a strong will power. When so trained he easily dismisses temptation to which the untrained mind might easily succumb.

One needs to make but little inquiry in our penal institutions to learn that but few of the convicts are persons of any claim to education. Said one of my former pupils, a young man who held for sometime a position as one of the officers at Waupun, "You often hear it stated that many of the prisoners are educated, but as a matter of fact most of them cannot read or write to any advantage, and the prisoner who has a common school education is looked upon by

the other prisoners as a wonder." All statements concerning convicts serve to convince one that the criminal classes are almost as an invariable rule long on the emotional side of their nature and correspondingly short on the rational side, to cultivate which takes so much of the time of the school work.



Songs and Games.

Play originated in the child, we only develop and guide it. Many, many years ago games, such as tag, dancing, games where myths figured largely and kissing or forfeit games were used and are still. The play of the child seems very simple, but in reality, there is a deep meaning behind all, and deep meaning often lies hidden in childish sports.

Through play the child becomes acquainted with the external world and also reveals himself to others which gives good opportunity for the kindergartener to find out the true disposition of the child. If he is shy and backward he should be chosen rather than one who is forward and always ready; for this very reason, we should select different children giving each the same encouragement.

Many of our games are outgrowths of some previous experience of the child, as for instance, the blacksmith game. The children had talked of it and then were taken down to a blacksmith shop to make it appear more real to them. When all this was done, they were prepared for putting it into real practice, and so the children chose a blacksmith, an anvil and other appropriate objects they had seen and proceeded to shoe the horse. The imagination comes in full play in these dramatized games, as the child must see again all the things he saw at the blacksmith shop.

As these games include the majority of children, co-operation becomes very important and thus harmony in the kindergarten.

The kindergartener who is skillful knows what games to select and at the proper time. When the children grow restless, she should give them some game in which to work off that spirit. When they are tired, then a more quiet game is thought of.

In the guessing games the senses are developed, and it is surprising to see with what accuracy they distinguish between the voices and steps of different children.

In the physical exercises one should not dwell too much on perfect time, for this destroys the spontaneity of the child, but to the gracefulness and true expression of the idea they intend to illustrate. We know from experience how monotonous a thing grows if repeated time and time again, then how much more so does a child grow weary of the same thing. So in the games, change them often, even though they are the same game, one can alter them a little so

that they seem like new ones, but even then there is a limit to time of play, and we are safe if we follow the precaution to stop while the interest is still fresh.

In many of the games music enters largely. This should be of the softest and simplest kind, but always good. Songs of the Kindergarten Circle should be selected for the pure and high thoughts, as this is the child's first impressions of music and it must be of the best. All kindergarten songs should contain but one leading thought expressed in simplest language, for then the child knows what he is singing about and is not merely calling words. To sing to the children brings them into a receptive and passive mood thus more easily impressed, and in this way reaching the emotional feelings. No melody should be sung which is heard upon the street by street boys, as this may call up vulgar associations and the child's ideal lowers, while we are striving for the opposite.

Kate Douglas Wiggin says: "Let us make the child's life objective to him. Let us unlock to him the significance of family, social, and national relationships, that he may grow into sympathy with them.

He loves the symbol which interprets his nature to himself, and in his eager play he pictures the life he longs to understand. If we could make such education continuous, none can doubt that he would unconsciously grow into harmony and union with

"The life of all life,
The light of all light,
The love of all love,
The good of all good things,—
God."



Ten children entered the primary grade from the kindergarten this term.

The number of visitors at the kindergarten during the past month shows how interesting the spring work is. This work consists of the subjects of the wind, the awakening of the baby buds, and the returning and nest building of the birds.

The afternoon of April 8th, being the last day of the term and the last school day before Easter, the primary school joined the kindergarten in an Easter party. About seven dozen eggs were gorgeously colored by the children with paints and taken out doors and hidden in various places. After many games bringing out the beautiful Easter thought or the opening of the flowers were played, the primary children searched till they had found the eggs belonging to the kindergarten children, and the kindergarten children searched for the eggs belonging to the primary children. This is an old German custom and was thoroughly enjoyed by the many children.

SCIENCE.

A machine has been invented for the purpose of washing lemons and oranges. The fruit is made to pass in a trough beneath a revolving wheel armed with stiff bristles.

An electric street railway sprinkler has been invented. The inventors claim for it a great reduction in the cost of sprinkling streets and a far greater efficiency over the ordinary horse tank wagon.

The building of two enormous dams in the Nile has been proposed. These are designed to hold sufficient water to enable the tiller of the soil to irrigate his fields during the entire year, thereby greatly increasing the value of the land and the prosperity of the people.

The Scientific American remarks that in the case of a war with Spain, the United States would be practically invulnerable in a quarter where most nations would suffer greatly, namely, in ocean trade. This is due to the fact that most of our ocean shipping is carried on in ships belonging to other nations, our own merchantmen being for the greater part on rivers and lakes where they are practically secure. It is estimated that for every one ton of our commerce exposed to attack, there are nine tons which will be safe-guarded by the laws of neutrality.

This is the time to begin nature study in the schools. After the long winter the bird and the flower have more of interest for us than at any other season. How eagerly the average boy and girl hunt for the first flowers on the hillside. Besides increased interest, there are other reasons for beginning the work now. The early birds and flowers are much more easily studied than the later ones, as the early birds have more distinct characteristics and the early flowers more simple forms and apparent parts. How much easier it is to describe a robin as differing from a meadow lark than to describe any one kind of the closely-allied summer birds and distinguish it from other kinds. If the work is begun now it is much simplified by studying each species as it appears.

It may be of interest in this age of steel to note a few things of the life of one who did more than any other man to bring about this age. Doubtless many of our readers are aware that we mean the late Sir Henry Bessemer. Bessemer was born in England in 1813. From early boyhood he exercised his inventive faculties. At the age of 18 he came to London and began work as a modeler, designer, and engraver. He invented a method of producing gold paint which

reduced its price from \$20 per pound to \$1, and secretly manufactured it for 40 years. Between the years 1844 and 1854 he was engaged in the manufacture of paints, oils, and varnishes, the manufacture of sugar, the construction of railway carriages, centrifugal pumps, and projectiles. Being engaged in devising a method of throwing elongated projectiles with a rotary motion, he was led to attempt an improvement in the manufacture of iron, as stronger gun metal was desirable. Accordingly he studied all the available books on metallurgy and began a series of experiments. After a year of hard work he succeeded in making a much better iron than the ordinary output, but it was only after 18 months of hard labor and thinking that he arrived at the method of decarburization known as the Bessemer process. This was the great achievement of his life and it brought about a revolution in all-existing methods of producing steel. The process is essentially as follows: A stream of air under great pressure is forced through the molten iron contained in what is called a converter. Here the oxygen of the air combines with the carbon existing as impurity in the iron and thus decarburizes the iron. Bessemer was offered \$50,000 for his patent, but refused. He had little trouble in convincing the public of the merits of his method, when he produced the same article of steel at \$40 per ton which before this time had cost \$300. One manufacturer after another applied for a license to use it, and soon girders, bridges, marine engines, shafts, screw propellers, anchors, railway rails, wheels, etc., were all made from the new product. Sir Henry took out 120 patents, the illustrations of which, all drawn by himself, fill seven volumes. In 1872 the Albert gold medal was presented to him by the Prince of Wales. In 1879 the honor of Knighthood was conferred on him by the queen.

The Russian government has decided to introduce the French metric system of weights and measures throughout the Muscovite empire, and, by order of the Czar, a decree to this effect has been submitted to him for signature. An imperial commission has likewise been organized at St. Petersburg for the purpose of considering the best means of abandoning the Russian calendar in favor of that which prevails in the remainder of the civilized world.

The Prince of Monaco continues his researches on the fauna of the Mediterranean and the Atlantic at great depths. Near the Azores he has discovered a volcanic bank fifty miles long, and a Portuguese captain has discovered a second bank close by. These banks are the resort of numberless fishes. The prince is having a new vessel of 1,400 tons built for further explorations.

In Turkey the use of electricity is prohibited by an irade of the Sultan, and in accordance therewith, patents for electrical inventions are refused.

The Influence of Good Books.

Not long ago, at the home of a friend, the mother was telling her daughter of thirteen that she was too old to play with dolls.

"Bertha is only twelve years old and she laid away her dolls long ago," persuaded the mother.

"But Bertha never knew how to play with dolls," urged the young American.

"Why, Laura, how do you play with them?" asked I.

"Oh, Edith and I read a book, and then name our dolls for the people in the book, and have them act out everything we read."

I thought, What a training of attention in reading, observation, memory, and imagination! Surely such play develops more mental power than much of our school work.

Miss Lillian Prince has given us a description of how one book was used in play.



One Book.

When I was ten years of age, an older sister gave me a set of Miss Alcott's works. Of them all, *Little Women* pleased my childish fancy most. I read the book over and over again, until I knew many passages by heart. I read it with my younger brother and sister, and with them seemed to live again the lives of the four girls.

We played their games, repeated their sayings, and, I believe, almost thought their thoughts. In a little world of our own, we dramatized the book.

As the March girls played Pilgrims, so did we, traveling from the cellar to the upper story of the house and out onto the roof of the woodshed. There we had a Palace Beautiful, for there my sister had a large box of flowering plants. There we kept our choicest toys and spent our happiest hours.

Boards were nailed to the roof to prevent our falling, but they were hardly needed, for we seldom moved about, preferring rather to sit still and tell stories.

We admired Jo very much and tried to imitate her, telling stories hour after hour. When one's invention gave out, another would carry on the tale. We told stories and built air castles, which, improbable as they were, I think helped us nearly as much as Jo's stories helped her and her sisters.

We had a postoffice made of a box nailed to a tree. My brother was postmaster. Sometimes the older members of the family would drop in a note, an apple, or, what we liked better, a hot cookie or doughnut.

My sister loved dolls and was a true Beth, with her numerous families of paper, clothespins, bottles and rags.

We admired Meg for her pretty face and womanly ways and en

vied her because she was the oldest child in the family. I think Meg's gentle ways with her sisters helped us unconsciously to be less rough and more thoughtful of others.

We loved Beth for the same reason that every one else loved her. She was so thoroughly unselfish. A shy and quiet girl, living for others so cheerfully, making the small sacrifices so willingly, that when the bright, sunshiny spirit vanished, her influence remained and a sweet memory made life still seem beautiful, for enshrined in the hearts of those who loved her, Beth still lived.

Though we did not like Amy very well at first, we grew fond of her as she and we grew older. She inspired in us a love for the beautiful, and, even as children, we felt her refinement.

But we liked Jo best of all. It was Jo who helped the family out of difficulties and made the way smoother for others. To Jo the others brought their troubles and sorrows, and she always proved a comforter and consoler. She was not quiet, like Meg, but I think she was like her in her thoughtfulness. Hidden under the brusque manner, Jo had a very tender heart.

Jo and Amy had a common enemy. Both had bad tempers. But they met the enemy boldly and nobly won the victory.

I have tried to show the influence of only one book, but I know you will agree with me when I say that each book has an influence, and a good book will live forever in the lives of those who read it.

LILLIAN PRINCE.



Easter Morn.

A tint of light in the east;
A blush of breaking day;
A splendor the new day brings
Ere morn unfolds her golden wings,
And gently takes her way.

Awake, thou slumb'ring world,
Unclose thy heavy eyes,
For Christ, our Lord, has risen today,
And op'd for thee the only way
That leads to Paradise.

I see in my musing a tomb—
Who has rolled back the stone?
Guardian angels hovering stand
Outside the door on either hand,
But the Lord of Light is risen.

Peal out glad Easter bells!
From echoing belfries ring.
Your joyous voices say to me,
"O Death! where is thy victory?
O Grave! where is thy sting?"

By F. H. GETCHELL.

General News.

Miss Widmeir, of Hudson, has entered the school.

Judge Smith, of Superior, visited the Normal, April 8.

Miss Pauline Coggsball is spending a few days at home.

Miss Kate Dennis enjoyed a visit from her sister recently.

Fred Currier and a party of Klondikers visited the Normal last month.

Geo. Sanford will resume work in the O'Keefe school after vacation.

Mr. Peckham was called to Neenah by the serious illness of his daughter.

Miss Anna Axtell, of Pepin, E. '97, visited friends in the school recently.

Miss Ingeborg Isaacson was among the visitors at the Normal last month.

Miss Mamie Williams attended the Normal a few weeks during her vacation.

Chas. Rand spent the spring vacation with relatives and friends in Minneapolis.

Miss Maybelle Wood has withdrawn from school to resume her school at Albertville.

David Swartz visited with friends at Hammond and neighboring towns during vacation.

Miss Ovedia Johnson, Elementary Class '92, made the Normal a visit a short time ago.

Frank Peabody has withdrawn from school to teach a school near his home at Wilson.

Pres. Parker spent his vacation in an extended trip to Washington and other eastern cities.

Several members of the faculty attended the meeting of the Association at Chippewa Falls.

Miss Lillian Prince has accepted a position as teacher in the public schools of New Richmond.

Miss Blanche Langan, senior '95, was home a few days from Menomonie where she is teaching.

Mrs. Scott, of Augusta, spent the spring vacation with her daughters, Misses Pearl and Ruby.

Mr. Asa Cliff, of Glenwood, visited his sisters, Misses Iva and Minnie Cliff, a few days before vacation.

Miss Day gave a very interesting rhetorical recently on a trip east from Vancouver on the Canadian Pacific.

Mrs. Fleming, of Duluth, has been visiting her daughter, who has charge of the Grammar Grade of this school.

Miss Bessie Lusk senior graduate of this school, is spending her vacation at home. She is teaching in Shell Lake.

Miss Axtell of Pepin, Elementary Class '97, spent several days visiting friends at the Normal during the last month.

Verne Hemenway, who has just closed a successful term of school at Martell, is spending his vacation at home.

Misses Bird and Ada Ames were called suddenly to their home in Waubeek by a telegram announcing the death of their father.

Wm. Mackin will conduct a summer school at Chetek the coming summer. He will be assisted by H. B. Wentz, of Galesville.

Miss Rosa Cheney, a former teacher in this school, but now in the Platteville Normal, is spending her vacation at her home in this city.

The expression classes under the direction of Mrs. Truesdell gave a recital shortly before vacation. An interesting program was rendered.

Miss Alta Horth, of Plymouth, Wis., spent a week recently with her sister, Mrs. W. J. Brier. Miss Horth has been teaching this year in Osseo, Trempealeau county.

Miss Hattie Flint, who is teaching in Osseo, was home for the spring vacation. Accompanying her was her pupil, Miss Myrtle Salt, daughter of Supt. Salt of Trempealeau county.

Work has been in progress for some time clearing away the rubbish of the old Normal building, preparatory to putting up the new structure which will be erected under the supervision of the John Bonnett Co., of Milwaukee.

The Elementary Class has elected a new president in the person of Miss Day to fill the vacancy made by the resignation of Miss Getchell. The class has chosen the name of Phoenix, since it, like that legendary bird, came thro' the fire, with renewed vigor. Its motto is "Forward."

The following conversation was heard between two of the primary children:—

First Child.—"Let's play school. You play you are Miss P. and I'll be Miss S."

Second Child.—"No. You be Miss S. and I'll be a practice teacher, and pretend I don't know anything."

Y. W. C. A.

Looking back over the past school year, we feel greatly encouraged by the degree of success which we have attained. Beginning our work last September with scarcely a dozen members, we have now a membership of over forty. Judging by the large attendance of students at our Tuesday afternoon prayer meetings and their evident desire to make the gatherings profitable and helpful to all, we can safely say that our work has not been in vain.

At our business meeting, March 18, the following officers were elected for the year 1898-9: President, Miss Pearl Scott; Vice-Pres., Miss Ella Getchell; Recording Secretary, Miss Bessie Roundsville; Corresponding Secretary, Miss Eleanor Burnett; Treasurer, Miss Mae Eneroth. We voted to send Misses Scott, Eneroth and Roundsville to the Geneva Conference next summer. This means a great effort on our part to secure the necessary funds to send the delegates. We hope that we may have encouragement from the whole school, for we cannot consider our efforts entirely successful until we have the personal interest of each student and each member of the faculty in our work.

THE LORD IS RISEN, THE LORD IS RISEN, INDEED.

Sweep through the azure deep,
Oh tender Easter glow;
Smile on a world that sleeps
In sin and woe;
Whisper, let greed and strife,
Pass like a dream away;
Wake to the new, true life
That dawns to-day.

O Risen Lord! O Conquering King!
O life of all that live!
To-day that peace of Easter bring
Which only Thou canst give.
Break through my bonds whate'er it cost;
What is not Thine within me slay;
Give me the lot I covet most,
To rise as Thou has risen to-day.



Athletics.

The following arrangements for field day have been made. Contests will be:

	Point 1st.	2nd.
Foot race, 20 rods, boys under 15,.....	10	5
100 yard dash, open to all,.....	15	10
Sack race, open to all, 20 yards,.....	10	5
Wheelbarrow race, 20 yards,.....	15	10
Running high jump,.....	10	5
Standing high jump,.....	10	5
Running jump,.....	10	5
Standing jump, without weights,.....	10	5
Standing jump, with weight,.....	10	5
Running hop, skip and jump,.....	15	10
Standing hop, skip and jump,.....	10	5
High kick,.....	10	5
Tennis tournament.....	Points not Determined.	
Pole vault.....		
Shot throw.....		
Hammer throw.....		
Egg or potato race.....		

The tennis tournament will begin at 10 a. m., the other exercises at 2 p. m.

The date, judges and accountants have not yet been chosen.—C. J. Wentz, J. H. Andrews, M. Larson, Committee.

The editorials this month are the product of the associate editor, Mr. G. A. Works, owing to the absence of the editor from the school. While we believe firmly in Mr. Works as to right motive, yet should he advocate any reforms not in keeping with modern thought, we deem it just to all concerned that he be held responsible for the same. By the way, he is authorized to collect any stray fifty cent pieces for which subscribers have no further use.

G. W. SWARTZ.



The writer recently had the pleasure of seeing the folding and weaving books of the kindergarten teachers. These are books containing designs for folding and weaving. They are models of neatness, beauty and skillful workmanship. We had always wondered where the young ladies found the patience in the handling of the children. But it is no longer a mystery if they are schooled in such work as is found in those books.



We find that some of our exchanges are asking if it is right for one paper to copy from another without giving any credit beyond the statement that it is taken from an exchange? We say No! It is like going and borrowing something from a neighbor and not saying anything to him about it. It is only showing a reasonable amount of courtesy to acknowledge the name of the paper from which the article was copied that it may receive all honor due. This refers to original articles and not to what might be called the "current coin of the realm," short sayings that have always been and always will be copied by papers.



Are the teachers in our schools doing all they can in teaching the youth of our land to respect lower animal life. Nature study affords such a good chance for the basis of language work in the grades and at the same time gives the teacher a good opportunity to impress the children with the importance to us of the birds, insects, rodents; to say nothing of toads and snakes—animals that we usually regard with horror. There are very few animals in our country that do not do more good than harm. Certainly very few that the teacher will find in any ordinary community. No teacher has done his duty in teaching a nature lesson, in which the object is almost any animal, if he has not impressed the pupil with some of the good qualities and uses of the animal, that the pupil may regard lower life as having a value. It was this utter disregard of life that lead to the wanton destruction of the immense herds of bison that once roamed our western prairies. This same feeling would have long ago rid our forest of that beautiful animal, the deer, but for the intervention of law. Teach the pupils to love their dumb friends and then there will be less squabbling over game laws.



The first issue of the April Ariel, the official paper of the U. M., contains a cartoon that shows up the commencement situation at that institution from the humorous standpoint. It represents the seniors trying to pull the public speaker on to the commencement platform, while the regents are exercising equal vim in holding him back. It only goes to show that the old question of commencement orations has not been satisfactorily settled. The graduating class of the U. M. are determined not to deliver their own productions for the exercises in June, but they desire a speaker. The regents are anxious that the class should conduct the exercises of the day and so it stands at present.

Whatever may be the truth as regards universities, there is no doubt that in the secondary schools that the appearance of candidates for commencement before the public is a good thing. The graduation exercises mark the finishing of a

definite course of study and it is only fair to suppose that a student during the pursuit of the course has gained some ideas of his own, the foundation and presentation of which will re-act on him in ways that are good. We are aware that the High School essay has for sometime been the butt of considerable ridicule. But this is largely due to the subjects that are dealt with and not to the system itself. It would probably be better if more High School students chose less showy title and treated upon some more every day topic than they do. The trouble is not with the plan of having commencement essays, but with its application.



Exchanges.

Mark what ills the scholar's life assails.—Ex.

From the Kodak we learn that self-government is to be tried in the Eau Claire High School.

We welcome to our table a new exchange in the Carleton College Gleaner from Bonham, Texas.

Any man's fall in mature years can be traced to some fault he has always allowed in himself.—Ex.

Another exchange has been added to our list, viz., The Phoenix, of the Janesville High School. Keep on coming.

For neatness of matter and good paper The Pingry Record is hard to beat. Its editorial department does not occupy much space.

The Normal Advance for March contains a nice selection of orations that were rendered by the students of the Oshkosh Normal.

According to Darwin it takes a monkey thousands of years to make a man of himself, but a man can make a monkey of himself in a minute.—Ex.

The March number of the NORMAL BADGER was by far the neatest and best one that has been issued. The cover page is very attractive.—New Richmond Voice.

The following is a sign upon a western academy for teaching: "Freeman & Huggs, school teachers. Freeman teaches the boys and Huggs the girls."—Crucible.

Dartmouth College has the honor of having issued the first college paper in the United States, and the great honor of having Daniel Webster for its first editor-in-chief.

We think it would be better if The High School World of Topeka, Kansas, were issued but once a month and that number were made larger and printed on better paper than the present semi-monthly copies.

The Butte High School Leader is one of the largest and best exchanges that comes to our table. It is a well edited paper and speaks well for the school. The only objection that can be made is to size of type that is used. The print is so fine that it is trying on the eyes to read it for any considerable length of time.

A Georgia paper the other day somewhat infelicitously remarked of the late General Avery, of Atlanta, that "although he was a great journalist, he was an ideal gentleman." This suggests to the Montgomery Advertiser the old story of the editor and the barber on the steamboat. When the editor offered to pay for his shave, the barber drew himself up and remarked: "We don't never charge editors nothin', sah." "But you can't carry on your business unless you charge for it," persisted the editor. "Dat's all right, sah," replied the darkey. "We makes it up off 'n gentlemen."

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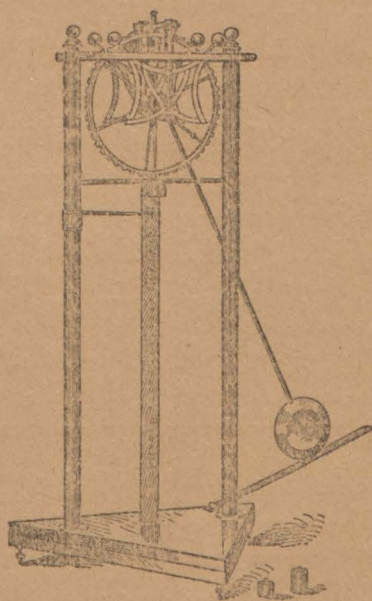
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