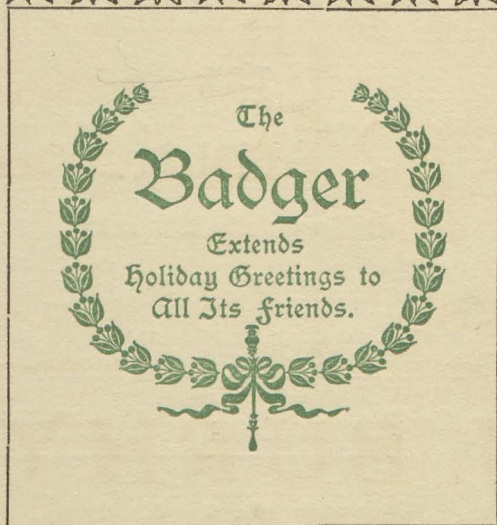




The
Badger

Extends
Holiday Greetings to
All Its Friends.



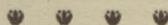
THE
State Normal School

At River Falls, Wisconsin.



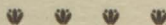
Offers Special Facilities

for the Preparation of Teachers.



Instruction Free

In all regular courses for residents of Wisconsin
who declare their intention of teaching.



Address the President _____

W. D. PARKER,

River Falls, Wis.

The Normal Badger.

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

Vol. 3.

River Falls, Wis., December, 1897.

No. 4

EDITORIAL.

The various classes of teachers' gatherings on the two days following Thanksgiving are of great value to the attendants. In some counties the state institute conductor is at the head, and through him the work is directed along practical channels. Supt. Bixby, of St. Croix Co., is a firm believer in the efficacy of observation methods. He has his summer state institute and the various teachers' associations throughout the year conducted upon the principle that seeing is of more vital importance than hearing. To that end the observation of practical school room class work precedes the discussion of teaching methods. His teachers voted almost unanimously this year for the continuance of this work in lieu of the old association-paper-plan. One of the important considerations that should be noted in planning for a teachers' gathering of any kind is to give that tangible something that shall be inspiring and encouraging to the majority present. It is conceded, to be sure, that the usable material and methods should not be lost sight of, but this matter of inspiration and encouragement is to be thought of, too. Each county superintendent plans his work as he thinks best for his teachers, and, perhaps, this diversity of opinion will lead to a future plan that will comprehend the best of all these methods now in operation. We have a plan, too. Why not have two counties, say, join hands and get a man like G. Stanley Hall to give two or three lectures? Dr. Stanley Hall has gone to the bottom of this question of pedagogy. His recent lectures in Minneapolis were listened to by professors of universities, colleges, normal schools, high schools, students, and interested citizens in general. Dr. Hall speaks so he can be understood by any ordinary intelligent person. He stimulates his hearers to think and he gives

them something to think about. It is a well-known fact that one of the worst stigmas upon the teachers' associations, as they are usually conducted, is the paper-reading, the most noticeable feature of which is the rhetorical effect. Dr. Hall is a reverent man. He is fighting in behalf of humanity, itself. He deals with the child and its possibilities if handled rightly. He explains the things to be done in the various periods of the child's life. His knowledge is based upon the accumulated statistics of the whole world, therefore, his seeming dogmatism is reasonable. His power of concentration can largely be attributed to his spending two years, after leaving college, in studying the twenty-third muscle of a frog's hind leg. The majority of teachers are groping around in the dark even to-day. They do not know the child sufficiently well to lead it intelligently and safely through the dark corridors of life. It is the men of the type of Dr. Hall who are illuminating these great hallways, and it is the duty of every earnest teacher to become as intelligent as he can upon the question of the proper guidance of young humanity—the greatest problem that can confront a civilized people. If our good friends, Bixby and Shaw, will join forces, they can, without doubt, get Dr. Hall next Thanksgiving, the lectures to be given in some centrally located place. This is a suggestion given in good faith, and if it meets with the disapproval of the gentlemen, we will gladly give space in the BADGER for any reply.

This is BADGER number fourteen that the present editor has had to aid in getting out. Let us in all sincerity present to the readers a brief retrospective resume of the conditions just as they have developed. The attitude of the school has not been very good toward the BADGER. Less than 50 per cent of the students have given us any aid in any

form. The faculty, while all are subscribers, yet but six out of the entire faculty have ever given us a word of commendation or encouragement. There has been that sort of indifference that takes the pleasure out of the work, at least so far as we are concerned. Kindly criticisms, suggestions or commendations, if there be any commendable things to mention, aid an editor in improving and vitalizing such a little home production. With the exception of the members of the faculty already alluded to, whom we could mention, a number of students as numerous as the fingers on one hand have been our only source of encouragement out of a State Normal School with a faculty of sixteen members and an enrollment of about three hundred students. We are not asking for a thing, only in so much as such might be a help in improving the paper. If we were paid for doing the work, we would do it and say nothing, but every member of the school knows that many sacrifices that must be made by the editor, if he presents even a decent sheet. Now, the thing stands just this way. If the BADGER is not worthy of an occasional voluntary contribution from the faculty and students; if everything that is printed, with the exception of the articles of the staff officers, must be obtained by a process of nagging and begging, it seems to us best to discontinue the paper. It is only during fourteen successive months that we have gone through the same dull, monotonous, begging, hanging-on, chasing-around routine and strange to say it begins to get stale.

Prof. Brier and William Hawley Smith conducted a teachers' institute in Menomonie during the Thanksgiving recess. The reports that have reached us through the newspapers are to the effect that Menomonie never had a better institute of the kind. Prof. L. H. Clark together with Prof. Bowman, of Superior, did efficient work in a state institute in Ellsworth during the same recess. The Herald of that place pays both of these gentlemen great compliments, emphasizing the valuable work done by Prof. Clark in Arithmetic. Yes, and Mr. Clark

is equally clear in his teaching of the higher mathematics. Prof. Sims found his way into the Hudson assemblage where he gave an instructive talk on "Definitions in Arithmetic." Pres. Parker, Misses Hatherell and Fleming heard G. Stanley Hall in Minneapolis. We do not know where or how the other members of the faculty put in the short intermission. As usual upon these occasions many students were at their homes, but a good delegation listened to the exercises carried on in each of the above teachers' aggregations.

The immediate reorganization of the school after the fire was vital in its effect. It was not with the view to teach a few facts that the faculty met their classes amid the excitement incident to the fire, but it was the moral effect upon the students that was paramount. Without opposing forces there can be no conquest. Every member of the school, whether teacher or student, who thus was sufficiently self-controlled to continue the ordinary daily routine is a stronger character for this one conquest. We believe that never before have teachers and students been more thoroughly cemented, or appreciative one of the other. The students have been weighed in the balance of loyalty to the River Falls Normal School and found not wanting. Out of the large enrollment, but two have left, and we believe they will return when they understand the school is moving right along as if nothing happened.

"The Thanksgiving number of the NORMAL BADGER was very attractively and neatly gotten up. The Hammond News is doing good work on the BADGER. Of course the reading was up to its usual high standard."—New Richmond Voice. Thank you. With the possible exception of the River Falls Journal, the Voice has been and is one of our best friends among the weekly newspapers. The Voice reaches the Normal reading table every Wednesday. The matter, even to the foreign advertising, is always attractively arranged, and it is inviting to the readers. Mr. Scott, the editor, is a young man of push and ability and he is meeting with merited success. His paper has many friends here at the Normal.

It has been amusing to note the arguments that rival cities have made against the re-building of the Normal school here. Perhaps instead of "arguments" we should have said twaddle, because an argument implies at least a little common sense. One city, through the editorial columns of a daily newspaper, says: "The River Falls Normal has been dead, practically, for some time," and yet this same city has offered a bonus of \$150,000 for the "dead institution." We doubt if anything of permanent value is ever gained by a misrepresentation of existing conditions and a vicious attempt to hood-wink an official body for none other than purely selfish motives. All these rival cities would have waged a much more successful warfare had they been honest in their convictions and intelligent upon the charges made, instead of resorting to the Arabic method of plunder. No intelligent official body will be influenced to any extent by the maligner, notwithstanding his private or public station. The Normal school, by virtue of its long and successful career in this city has naturally made it a prize of great value, and this fact is shown when nearly half a hundred cities of the state have been resorting to all imaginable tactics during the past three weeks to win the prize. We do not see how our Normal school could have been more highly complimented. Has not every city that has "bid" for the school practically indorsed its good name and work, their reasons to the contrary notwithstanding? The city from which hailed the \$150,000 bonus was not blind to the immensity of this auxiliary to her social, moral and intellectual future. Her method of trying to secure the prize, however, was beneath the dignity of any community that holds sacred to any degree, that righteous power—Truth.

Other opposing cities have maintained that because a Normal school is a state institution, that, therefore, it should be centrally located. Very well. Find that spot in Wisconsin around which the state maintains her equilibrium and we will fulfill the logic of this proposition by removing thence the other six Normal schools, the State University, the School

for the Deaf and Dumb, the School for the Blind, the Industrial School for Boys, the like institution for the girls, the Insane Asylum, the School for the Feeble Minded, the State Prison and all other institutions with which the state has affiliated.

River Falls is an ideal place for student life and the location of the city on the line between St. Croix and Pierce counties with her proximity to Pepin, Dunn, Eau Claire, Chippewa and Polk counties gives her a territory that is rapidly increasing in population. River Falls has already passed through the critical period. The school was located in a new section of country, but the founders, with prophetic vision, rightly interpreted the magnificent future of this section. Southern Wisconsin has reached the maximum of her growth. Pierce, St. Croix, Dunn and other immediate counties have but laid the foundation for their future prosperity. If we mistake not, in less than ten years the River Falls Normal school, with her new and increased facilities for work, aided by the denser population of her territory, will enroll not less than five hundred regular normal students. We have a faculty of whom we have every reason to feel proud; a little city possessing those charms that lend inspiration to the students' daily routine; a class of resident citizens thoughtful of our welfare, and above all a bond of loyalty and love between faculty, students and citizens that hopefully will never be severed, as the school continues its noble mission in the larger and better equipped buildings soon to be erected.

Southern Wisconsin has not yet begun to realize that there is any "north side" to the state. The denizens from that section look upon this region as a land of sand banks and pine stumps; a section whose inhabitants have not yet emerged from the semi-civilized state and whose schools and other social endowments are in perfect keeping with the savage condition of the barbarians. If some of those southern ignoramuses would get out of their narrow little world and come up to this city (which is by no means in Northern Wisconsin), take a drive of two or three weeks through the finest farming

lands that lay out of doors; if they would start at Southern Pierce and travel as far north as they wished, then come back to this city and go east for hundreds of miles, these same southerners would be convinced that, after all, the Creator helped make Wisconsin and in so doing He did not discriminate against this section. Southern Wisconsin is all she can ever become, while these counties bordering us are coming to the front in population, production and wealth. The schools throughout Pierce, St. Croix, Pepin, Dunn, Eau Claire, Chippewa and Polk counties are permeated with teachers who have received their training in whole or in part in the River Falls Normal School, and to what effect? It is the testimony of competent judges that the rural schools in these counties have been improved, in fact almost revolutionized by virtue of the power of our Normal School. It is further maintained that there is more enthusiasm, more earnestness, more excellent work accomplished in one of our N. W. T. A. than the like associations of Southern Wisconsin (while they existed) ever conceived of. We would like to invite our Southern friends up here just to give them an "eye-opener." We have just as good ministers, just as competent teachers, equally good house wives, just as pretty children, just as brilliant young people, just as comfortable and luxurious homes, just as good morals, just as smart lawyers, just as pure politics, just as breezy newspapers, just as able doctors, just as good libraries, just as delicious cakes and coffee as our critical neighbors have and, above all, we have more handsome girls to the square acre than these less fortunate southern aborigines have to the square mile.

"The alacrity of the local people at River Falls, the enterprise of the faculty and resident regent, in providing for the school after the destruction of the building, should be respected. Only half a day of the school was lost. Such enterprise and enthusiasm should elicit the enthusiastic approval of every well-wisher of a noble institution that has always done for our common schools a superior work. The school should be rebuilt at once upon the old site."—Hudson Star and Times.

The Star and Times is edited by one of those broad-minded and fair-minded gentlemen who can reach beyond the limits of his own city's interest and proclaim the rights of fellowmen, whether they be in politics, religion, education or finance.

The Literary Society starts upon its new term's work with glowing prospects for profitable meetings. The officers are all chosen purely upon merit, and by the co-operative efforts of the students and faculty with them the value of the society cannot but be enhanced.

Prof. A. L. Ewing's contribution will, without doubt, be appreciated by all our readers. It contains much pedagogy in addition to its scientific value. To know how to utilize the things at hand is one of the rare accomplishments of the teacher. The BADGER gratefully acknowledges the professor's article.

Interesting letters from our good friends Will F. Lusk, of Humbird, Wis., Frank Sloniker, of Wood, Wis., and D. L. Hennessey, of Wilson, Wis., were received too late for publication this month. They will be published next month.

Exchanges.

A number of our exchanges received during the past month were burned with our school building and we are unable to comment on them this time. Hopefully it will be our pleasure to mention all in the near future.

Our exchange list is reasonably large but we are glad to make additions at all times. It is possible for school papers to aid one another in making their papers of a high standard by kindly suggestion once in a while.

From Wonewoc comes the High School Enterprise. It is a good little paper, but judging from the advertisements is not well patronized by the business men of the town.

The November number of the Mercury contains several good articles by the students of the school under the Literary department.

"One word leads to another—no matter whether you are reading the Bible or a dime novel."—Chicago News.

PEDAGOGICAL

Nature Study.—Some of Our Common Rocks and Minerals.

BY PROF. A. L. EMERY,

Instructor in Science in River Falls Normal School.

Mineralogy is doubtless looked upon as a difficult and perplexing branch of study. So it is, if an understanding of the great variety of minerals, rare and otherwise, is anticipated. On the other hand, there is no topic in the whole realm of nature so prolific in results from simple observations. The fact is, the greater part of what is known of the earth is composed of a very few substances, whose characteristics are easily determined.

Let us suppose we have a collection of minerals, fragments of rocks, pebbles, etc., such as children of all ages might collect from gravel-beds, along streams, by the road or in the fields. Next let us attempt to classify them. The disposition will be to classify according to color or attractiveness, but as this will lead nowhere, let us take hardness as our basis of classification. It will be found that quite a number of the specimens are definitely harder than the rest, that they are so hard that we may scratch glass with them, and find that we cannot impress them with a knife or a file. In case of doubt whether a specimen belongs to this first group, try scratching it with one about which there is no doubt,

and vice-versa. Exclude all from the first group that are not up to the standard fixed by some of the hardest. We will now have sorted out a number of specimens, differing in color and superficial features. If no mistakes have been made they are one and the same substance, viz., quartz.

The broken surfaces of all or nearly all of these specimens resemble glass. The break or "fracture" is uneven. This is another characteristic of quartz. Possibly some of the specimens consists of crystals. If so, they are in the form of hexagonal prisms terminated by hexagonal pyramids, though doubtless, only a part of the crystal will be visible.

Quartz is by far the most common mineral known. It exists under many varieties, a number of which are found among our precious stones; for example, onyx, agate and amethyst. Grains of sand, whether in disintegrated beds or cemented as sandstone, are but fragments of quartz crystals, more or less worn. Quartz is a constituent of granite and of many of the granite-like rocks. All told, it forms, perhaps, nearly half of the earth's crust.

Let us now turn our attention

to the specimens that fall into the second group, those next to quartz in hardness. These we can barely scratch with a knife. At least two common minerals are likely to be found in this group, yet may be, only as fragments of rocks. One of these is readily recognized by the fact that it breaks in planes. These cleavage planes may be detected by the eye, if the specimen is held in proper relation to the light, even though they are quite small. The most common variety of feldspar is flesh colored. It is this that gives the pink or red tint to much of the statuary granite. Color alone, however, is not a reliable test for this or other minerals as most of them vary much in color. Yet the novice need be scarcely less certain of this species than the expert, if he relies on the two things mentioned above, viz., hardness and the light reflecting surfaces, as there is no other common mineral that closely resembles feldspar in both these respects. Like quartz, feldspar is exceedingly common. As above intimated, it forms a part, and a very large part, of all of the granite rocks. These rocks form the bed rock of about one-third of the state of Wisconsin, and of other vast areas throughout the world.

In the case of quartz, we found no less interest in the disintegrated sand, than in the rocks from which it came. It is thus with feldspar. Clay is mainly the decomposed product, there being a chemical change from feldspar to clay. The association of clay with decomposing feldspar may in many cases be shown.

The next mineral that we will study, mica, is even more easily recognized than quartz or feldspar. All will appreciate this, as the transparent substance used in coal stoves, often incorrectly called isinglass. In our classification according to hardness we should probably find mica in the group containing the softest specimens. There is one rather common mineral, talc, softer than mica. We are not liable to find this, however. We may scratch mica with the thumb nail. This together with its extreme foliated character will usually enable us to identify it. The elasticity of the thin leaves distinguish it from other foliated minerals. Mica is less common in nature and less noticeable than the other minerals described; yet on breaking open one of the stones of variegated color found in any mass of gravel, particles of mica are usually found. The use of a knife point together with the facts stated above, will enable one to decide positively whether it is there.

We have mentioned quartz and feldspar as constituents of granite. Mica is the remaining substance in true granite. The granite of commerce, however, contains little or no mica, but instead, another mineral known as hornblende, and hence is composed of quartz, feldspar and hornblende. This rock, the granite of commerce, is called syenite by the mineralogist. Hornblende is a very tough mineral, about the hardness of feldspar and of a dark color, often greenish in hue. It is found usually as a constituent of rocks, and in our group containing feldspar there is doubt-

less an abundance of it. Indeed the two minerals are often so intimately associated that it is difficult to distinguish them. They thus form a number of kinds of rock, according to the variety of either or both of the minerals found in the specimen well known to the geologist, but not profitable for us to consider. The one of these rocks whose name is most common is basalt. For our purposes we may call all of these specimens hornblendic rocks. They constitute in the main what are commonly known as "hard-heads." We may conclude then, that when we have a tough, granular, dark-colored rock, so hard that we can scarcely scratch it with a knife, it is hornblendic, and that it is made up chiefly of hornblende and feldspar. All these granular, crystalline rocks are known as granitics, and are supposed to have been brought into their present condition by the action of heat. In this locality they are foreigners, having been brought here by glaciers.

We will speak of but one other mineral, viz: calcite, a substance quite different in composition from the others described, but more common perhaps than any of them, except quartz. In our classification we shall find calcite intermediate in hardness between feldspar and mica. We are able to scratch it with a knife quite readily. Calcite is the sole mineral constituent of ordinary limestone and marble, hence it is common in limestone regions as our own. The mineral in a pure and crystalline form occurs in cavities and crevices in limestone. It is usually light col-

lored, often white, and breaks with a cleavage resembling somewhat that of feldspar, for which it is often mistaken by the beginner. The mistake is quickly rectified by applying the test of hardness. It follows that limestone and marble are comparatively soft rocks, being but little harder than the calcite of which they are composed, a fact that frequently surprises one on first making the test. The distinction between limestone and marble is, that the latter has been changed by the action of heat and rendered crystalline. Another test for calcite, whether as a mineral or in rocks, is that it is decomposed by dilute acids, producing an effervescence. Hence, if a drop of muriatic acid, mixed with ten or twenty times its volume of water, is placed on the specimen the test is reliable.

It will be seen by one who follows these lines that we have noticed the obvious characteristics of five minerals; that this information gives him a fair understanding of the great group of granitics, of sandstone and limestone, and in their disintegration, of sand and clay; hence of shale or slate rocks formed from clay. In short, it will be seen, incredible as it may appear, that these few substances make up the great mass of what is known of the earth. It is no less obvious that all these materials may be found within easy reach of every school in the land and the knowledge be gained first hand. Shall we not then educate our children by teaching them more about these things of nature that lie at our doors, rather than attempt to fill their memories with facts about things far removed in time and space from their experience?

LITERARY

One Christmas.

BY MISS ELLA GETCHELL,
Winner of Last Year's Prize Story.

The school house door banged a last good-night, as with whoop and yell the last noisy urchin rushed into the open air.

The week's work was finished. With a cheery song the teacher hastened about the dusky room dusting away a few crumbs here, straightening an untidy desk there, restoring general order from the chaos produced by twenty untidy children. Then as the sun's last feeble rays peered through the pines, she turned the key in the door and started briskly homeward.

Louise Roberts was a graduate of a southern Wisconsin normal school. Armed with her diploma, glowing with enthusiasm and faith in her ideals, she had come to this little schoolhouse among the pines of northern Wisconsin.

Reared in a cultured, comfortable home, surrounded by such well educated people as largely compose a college town; with books and music her daily companions; and above all, with wise, loving parents to guide and guard her, this first step alone out into the world was a long stride in the dark.

Ignorance, poverty and coarseness, such as the young girl encountered in this rough, lumbering village, were known to her only by report.

The school house in which she

gathered her little brood, was built of logs, the seams caulked with red clay plaster. The rough pine floor was darkly mottled by the expectorations of the weed-loving pupils. Desks were shamefully defaced by carvings of ambitious youths who endeavored thus to perpetuate names and fames to future ages. Miserably heated, lighted and ventilated, the room was totally unfit for the purpose to which it was dedicated.

Released at nightfall from the uncomfortable conditions of the school room, the weary girl found little comfort in her boarding house home. The room she called her's was close up under the eaves of a story-and-a-half log house. Winds and storms had loosened the clay caulking and through many an open chink the stars twinkled a chilly lullaby, or drifting snow floated in on frosty air.

But the society, or lack of it, to which Louise was subjected, was the most trying feature of her ordeal. The family in which she lived was neither better nor worse than its neighbors. Of books they knew little and cared less. Their world was bounded by the timber line and with it they were content.

When Miss Roberts first arrived, the young ladies of the family viewed her modest attire with

surprise and scorn, they having expected, evidently, something quite different in the wardrobe of a city girl. So on the first "dress-up" occasion they flaunted their cheap, gaudy finery before their boarder with deep satisfaction. Their brothers, more bashful than they, favored the "new school-ma'rm" with speechless, gaping curiosity. Having gaped and stared at the stranger until they discovered there was nothing supernatural about her, their awe subsided into unconcealed admiration most repugnant to its object.

Obstacles beset the teacher's path on every hand. Amidst poverty, ignorance and indifference to education, it was hard to be true to her ideals. Pluck and tact were her most efficient assistants, and thanks to these, a glimmer of encouragement was beginning to shine upon her uphill road to success.

Now it was a week to Christmas' vacation. As Louise walked homeward on that chilly December evening, her thoughts were all of home and friends. Happy imagination annihilated time and distance. Already she saw her father awaiting her at the end of the long journey home. Almost, she heard brother Ned's hearty "Hullo, sis! Glad you're home!" And mother's close embrace seemed almost a reality. Bright visions of long, happy days flitted before her. Filled with these pleasant anticipations, Louise forgot the biting wind that moaned through the pines and whirled the light snow in eddies about her feet. Gaping lovers, giggling girls and dirty school house were of little moment just then.

Beside her plate at the tea-table that evening lay a letter from home. In eager haste Louise broke the seal and read. The smiles faded from her whitening lips. The letter read thus: "Ned is very ill with diphtheria. I'm afraid to tell you what we fear. Your father and I think it advisable for you to remain where you are during your vacation, at least until you hear from us again. I cannot bear to think of the disappointment to us all, but we must not risk our dear daughter's life. Try to forget yourself in others."

Hastily excusing herself, Louise left the table and hurried to her room. Shut away from intrusive, curious eyes, she met and fought one of the hardest battles of her life—a conflict between anxiety, homesickness and their foe, obedience. All her loving heart cried out against this enforced detention from her suffering brother. Her mind revolted at the idea of Christmas spent in such surroundings. Every fiber of her nature was in arms against the seemingly cruel mandate.

The struggle was sharp and short. Gradually the stormy rebellion subsided and Louise was able to appreciate the loving care that prompted her mother's order, but gnawing disappointment remained in her heart.

The following Saturday and Sunday were weary, anxious days. The poor girl, tormented with the belief that a telegram was coming to announce her brother's death, scarcely left the one window of her room that overlooked the road, training her eyes to catch the first

glimpse of the dreaded carrier.

Sunday evening came. Night's curtain shut the tiresome road from her sight. A strange peace settled down upon the young girl as she sat alone by the glimmering fire. Suddenly, as from out the silence, came these words, "Try to forget yourself in others,"—the last words of her mother's letter. Scarcely heeded before, in the tumult of her emotions, now she could almost hear her mother's voice, so real the message seemed. Did it mean that she should do something for those tittering girls and ogling boys? Louise smiled at the idea of celebrating Christmas with them. Not that she felt herself of a superior mould, but their spheres seemed so far apart that to celebrate the beautiful Christmastide here, as in her own home among her loved ones seemed an impossibility.

Again and again Louise dismissed the words from her mind. Again and again they returned. Ah, wise mother! Who but a mother would have known so well the bitter disappointment and its best remedy.

Before she retired that night Louise had formed a resolution. At present it meant simply to enter the festivities of the family, should there be any, with all the spirit she could summon, and make the best of disagreeable circumstances.

Throughout the night, heavy snow fell quietly. In the morning, the woods seemed a pretty bit of fairyland. The damp snow clung to all it touched. All rugged outlines and unsightly places were rounded and wrapped in billowy masses. A gray mist

hung amid the trees. Every nodding weed and bare branch bristled as with a myriad of tiny glistening bayonets. As the teacher plodded through the drifts, her young heart could not help but be glad because of the beauty about her, despite the heavy load of anxious fears that rested there.

When the children were assembled, Louise spoke to them of Christmas day so near at hand, and incidentally inquired its meaning. Only a few had any conception of the meaning. One said it was some man's birthday. But to the majority of poor, little cramped souls, the day meant only a time when "school didn't keep."

Then Louise told the sweet, old story of the first Christmas. No silver-tongued orator ever had a more attentive audience than those little children who caught eagerly at every word that fell from the teacher's lips. Inspired by their eager interest, Louise continued the morning's talk long past the usual time allotted to it. She told of Christmas as it was observed in her own far away home; of splendid Christmas trees laden with gifts; of Santa Claus and his prancing reindeer; of beautiful Christmas services; and families gathered about bountifully spread tables.

When the talk was finished the children drew deep sighs of satisfaction, but the wistful expressions upon their faces went straight to the teacher's heart and tears sprang to her eyes when a poor little, half-starved, half-clothed child asked timidly: "Is it true, teacher, or is it just out of a book?" Louise hastened to assure her that it was

all true. Then and there her resolution took definite form. These children should have a Christmas tree and a Christmas dinner as nearly like those of her own childhood as limited time and circumstances would allow.

The first was an easy matter, for most beautiful trees grew at the very door and could be had for the asking. At once her active mind saw the possibility of converting one of them into a very respectable copy of those of her childhood. Paper chains, popcorn festoons, toy candles and gold tinsel would give it an air of festivity, while the simple gifts could be made by the children, for one another during their busy work periods.

Oh, the tree was easily compassed, but how about the dinner? As Louise looked in the faces of her scholars that morning, perhaps she imagined some of the pinched, hungry expressions she saw there; but knowing so well the wretched poverty in some of their homes, she could not doubt but that many of these little ones would have scarcely enough to satisfy hunger on Christmas day, to say nothing of such a dinner as she hoped to give them. But how? That was the question that revolved all day in her busy brain.

In a small clearing near the school was a tiny log house. In outward appearance, just like its neighbors, except in size. But within the cherry, sunshiny atmosphere of home was to Louise as an oasis in a desert land. Here, with a crippled brother, lived one of those dear old maiden ladies that are a

blessing to the community in which they live.

To Aunt Sabina, as she was familiarly called, Louise went with her puzzle at close of school. This was not the first vexing question she had carried to the sympathetic soul, and in this case, as in the others, she felt sure of good advice and cordial co-operation. The girl's heart was too full to allow of wasted time in preliminary conversation. Plunging at once into the heart of her story, she told of the trouble at home, of her consequent detention, of her mother's advice, and of her, as yet unfinished plans. As Louise talked, the face of her listener brightened; her kind eyes beamed upon the speaker; the clicking needles flew faster as the story proceeded.

The story ended, Aunt Sabina mechanically folded her knitting, straightened her glasses, smoothed her snowy apron, and settled herself to the solution of the question of how to arrange for a Christmas dinner of twenty hungry children. Brother Hiram straightened his aching back and became an active member in the debate. Racking pains could not shrivel the big heart that embraced every child in the village. In every good work Hiram Goodspeed was his sister's able second.

I need not tell you all the details of that conversation; enough, that the details were wholly satisfactory to the visitor.

The remaining days of the week were crowded full of activities for teacher and pupils. Louise felt justified in abandoning the minor parts of the daily program, believ-

ing that the lessons of love and kindness which the children would learn from this occasion were worth as much to them as those derived from a close adherence to the program

She had received no further word from home; but hoping that "no news meant good news," she sat aside all unnecessary worry and fear and gave her best effort to the fulfilling of her plans.

By Friday night wonders had been accomplished. The unsightly school room was converted into quite a bower of beauty. Great loops of pine festoons draped windows, doors and teacher's desk. Whole branches of evergreen stood in the four corners of the room and a great piney bell hung from the ceiling. Clusters of bitter-sweet berries brightened the dark corners. Appropriate crayon pictures adorned the crackled boards. On one board Louise had drawn in colored crayons, a picture of Santa Claus on a housetop. The crude picture was a keen delight to the color-loving children. The great tree stood in the center of the room.

Remembering that in her childhood half her pleasure in a tree was in helping to trim it, Louise had allowed these children to assist as far as possible. When all was finished, the tree was truly beautiful. Each child had fashioned some simple gift for his favorite playmate, then with great show of secrecy hid it away in "teacher's desk" until the eventful day.

To accomplish all this required a greater number and more accomplished hands than those of the

children alone. Louise began by asking the girls at her home to assist in fashioning the bell. They consented so gladly she ventured still further and the result was a gathering of young people at the school house one evening to make and hang festoons. That pine trees were good for anything but fuel and lumber seemed a revelation to them. Their pleased surprise in each item of decoration was very gratifying to Miss Roberts. By the end of the week there was scarcely a family in the village who did not feel an interest in the proceedings.

Nothing now remained to complete the first part of the plan, so Louise was free to turn her attention to the other part which was gradually maturing in Aunt Sabin's kitchen. So far, this was a profound secret between those three.

Christmas came on Tuesday. The children were to assemble at the tree Christmas eve. When they went home on Friday night each child carried an invitation from the teacher requesting the parents to attend the exercises of Monday evening.

A very short, simple program had been arranged to precede the distribution of gifts, but when the company assembled the children were too excited to be controlled and the program was abandoned. While the little ones danced wildly about the tree and their elders admired it in more dignified silence, Louise went among the company, making the acquaintance of some, winning the hearts of all by her cherry face and pleasant words.

Presently a merry jingling of bells at the door sounded above the tumult within and Santa Claus came stamping the snow from his feet and shouting to his imaginary reindeer. It was good to see the wonder on the children's faces at this unexpected appearance of Santa.

Just before the company broke up, Louise touched the bell upon her desk and gained the children's attention while she requested each one to meet her at the school house on the morrow at noon. Then to the further amazement of young and old, she continued, "You will please bring with you a plate, knife and fork."

Early the next day she met her band of chosen helpers and directed them in the construction of tables and benches. These were stretched the length of the room and the tables covered with brown wrapping paper for table cloths.

When the children arrived at noon they found a bountiful supply of plain, wholesome food awaiting them. At either end and in the center of the long table stood a deliciously browned chicken pie, steaming hot from Aunt Sabina's oven. Large bowls of mashed potatoes, heaping plates of bread and cakes, baskets of rosy apples, with nuts and candy for dessert, furnished such a dinner as few of the children would have had in their own homes.

After a simple blessing the assistants aided in waiting upon the children. You would have been horrified at the table manners. Such cramming, smacking, reaching and grabbing surprised even

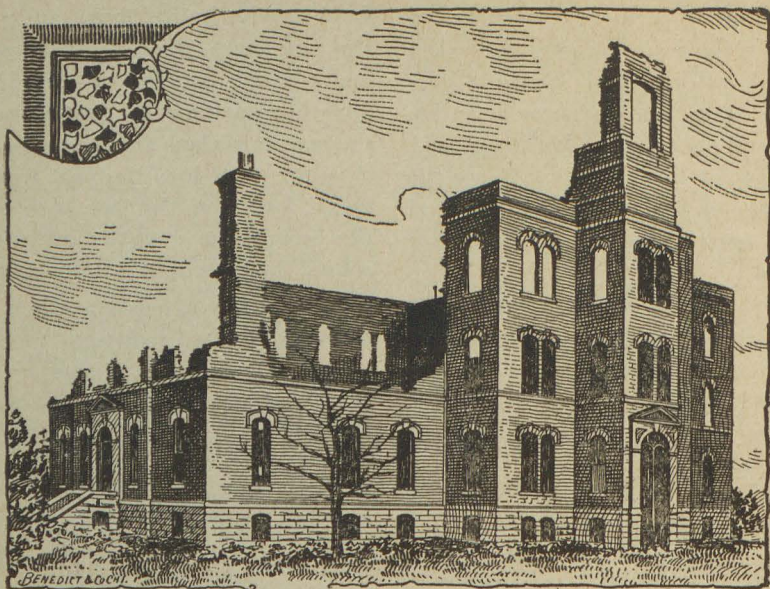
Louise, who knew them so well. But her heart was glad because of the content written on each little dirty face; and not for that alone,—she was conscious that the love and thought put into the past week's work, had won the confidence of the people as months of honest school work would not have done.

Late in the afternoon when the school room had resumed its usual aspect, Louise was thanking her departing assistants at the door. Suddenly a boy rode up and handed her a telegram. A paralyzing fear possessed her. Her trembling finger could scarcely unfold the slip. One glance and all the world was bright again. She read: "Ned is out of danger. Come."

Extract from a letter written by a member of the primary department who was a witness of the fire:

"Last night the school got afire. A table got on fire and a door. The rough got on fire. to more windows got on fire and the next floor got on fire. The rough got on fire all over and the next floor got on fire. The other side of the school got on fire; it was a big fire. They put water on the school and the next floor got on fire and the school was all afire and the room that I am in got afire and all of my things were afire. The lowest room the little bird was taken out and the top of the school fell in and the sides some of them the rocks were all around."

The spirit of the teachers and students exhibited in contending with difficulties promises a successful year's work.



RUINS OF RIVER FALLS NORMAL SCHOOL BUILDING.

Taken three days after the fire.

"Soft-heartedness in times like these
Show softness in the upper story."—Lowell.

"Past and to come, seem best; things present,
worst."—Shakespeare.

"O yet we trust that somehow good
Will be the final goal of ill."—Tennyson.

"All human things
Of dearest value hang on slender strings."

"How'er we trust to mortal things,
Each hath its pair of folded wings;
Though long their terrors rest unspread,
Their fatal plumes are never shed;
At last, at last, they stretch in flight,
And blot the day and blast the night."

—O. W. Holmes, "After the Fire."

"Wise men ne'er sit and wall their loss,
But cheerily seek how to redress their
harm."

—Shakespeare.

Little did the faculty and students dream when the key was turned at five o'clock on that memorable night, November 19, 1897, that the noble old building would never receive them but once again and that only to snatch a few of her treasures from the viciousness of the Prince of Earthly Masters. Pres. Parker always made it a part of his personal supervision to go through every room of the entire building three times a week, previous to the closing of the building for the night.

On the day of the fire he made his usual rounds and had anything been wrong in the chemical laboratory previous to 5:15 p. m. that day, it would not have escaped his alertness. Therefore, although many possible causes have been advanced, in all probability the real cause of the fire never will be known.

It was a cold, uninviting night. About three inches of snow had fallen some

days previous, imparting to everything the impress of that dull, monotonous, transitional period from autumn to winter. The students had but little more than started their evening's labor when the fire alarm, mingled with the coarser and louder peals from the Normal School and the church bells, aroused the whole city to the impending danger. Seconds, scarcely, were required to spread the alarm, "The Normal building is afire." The wretched condition of the roads made it difficult for the fire company to make their wonted speed and they were handicapped again in the water supply. They worked like heroes and little did they heed the icicles that clung to their hats, mittens and coats! The fire, however, was too high to reach from the outside, so the full power was turned on the fire that was rapidly making its way from the chemical into the physical laboratory and adjoining rooms and the attic above the

chemical laboratory. All the combustible material in the building was as dry as tinder so that nothing short of the well-equipped fire brigade of a large city could have saved the main building, even in part. The firemen did all that men could do and they have received nothing but words of commendation for their labor. Unfortunately for the workers below, the lights from the lower corridors had been carried to the third story. The surging mass of rescuers pushed and jostled each other along these dark labyrinths, but the work of saving the more valuable contents of the building never ceased until the roof had fallen in. One of the last things to be saved was the Grand piano, when at the call of Pres. Parker more than a score of men carried the instrument from the second floor down through the dark hall-ways to a place of safety.

Prof. Ewing never left his favorite haunts in the third story until it was wholly unwise to remain longer and it was his cool head that saved much of the valuable physical apparatus.

Profs. Brier, Clark and Sims were foremost in the fight, followed by scores of volunteer students and resident citizens.

Pres. Parker gave his commands with almost as much self-control and gentleness as he exhibits in his ordinary daily work.

The N. L. S. lost nearly all of its embellishments, among which was a good library. The splendid museum was a total loss; everything in the chemical laboratory went up; many of the records of twenty-two years' accumulation; hundreds of dollars worth of books and other like embellishments are numbered among the losses.

It would take too much time and space to enumerate all that was lost, and even though it should be given the power to see every material thing that passed away forever, yet even then my story would only be begun. The traditions of the school—the sweet memories of familiar rooms and nooks, the chapel with its wealth of the associations of students and faculty in Lyceum; the rostrum upon which our good faculty each morning greeted us with their earnest faces; the winding stairs, the gymnasium and

even the rugs in the hall-ways all possess associations that have unconsciously woven themselves into our lives. Although the building is gone, yet these pleasant memories will come back to each of us time and time again. Not like the meteor that flashes for an instant and then disappears forever, but like the star in heaven they will pierce many a cloud of despondency and show us the way.

In the new building that is soon to crown the old site, we may confidently anticipate a re-enforcement of all the vitalizing forces that contribute to the making of a good school.

Let us hope that the present faculty may continue a unit in their noble work when removed to their new and more adequate home.

Yes; the old building is gone, but the soul cannot die. It rose on the morning after the fire and has gone right along with its noble mission of life-expansion. Believing that the good people of River Falls, together with the faculty and responsible official bodies, will ever preserve intact the Normal School interests of this section of good old Wisconsin, I dedicate these few words to Prof. Brier's scrap-book, this 12th day of December, 1897.

G. W. SWARTZ.

From Sympathizing Friends.

Below will be found clippings from communications which have been received at the school since the fire. Owing to the lack of space we have been forced to omit even scores of others all equally as interesting and thoughtful as those from which the selections have been made.—Ed.

Mae E. Schreiber, Milwaukee Normal: "Burned out and only lost a half day of school work!"

Pres. I. C. McNeill, Superior Normal School to Pres. Parker: "Regent Os-trander agrees with me that your promptness in action is one that should lead to a change of name, and that henceforth you should be known as Napoleon Parker. I congratulate you on holding things together so well."

Prof. J. W. Stearns, Wisconsin University: "I congratulate you on the very

prompt resumption of work at the Normal after the fire. I know something of the work involved, and am astonished at the result."

Pres. Pray, Stevens Point Normal: "Stevens Point sends sincere sympathy in your misfortune. Have good courage."

S. A. Farnsworth, Principal Cleveland High School, St. Paul: "I trust that you will have a new building ere long better equipped for the school."

S. B. Tobey, Prin. Hudson High School, Hudson, Wis.: "I am truly sorry for this calamity. I trust that the generosity and wisdom of this great state will cause the Normal to be rebuilt at once."

Miss M. E. S. Scott, formerly teacher of Latin and German in the Normal here, but now of the Chicago University: "My whole sympathy is with you. I hope the state will rebuild at once."

Ex-State Superintendent Wisconsin, O. E. Wells: "I am surprised and pained to note in the Milwaukee Journal the account of the loss by fire of the River Falls Normal School building. I sincerely regret the loss to the community."

Pres. Albert Salisbury, Whitewater Normal: "The students and faculty of the Whitewater Normal School extend to the River Falls Normal School sincere sympathy and profound regret for the disaster which has befallen you. What can we do?"

John B. Parkinson, Professor of Constitutional and International Law, University Wisconsin: "I read of the touching loyalty of the students and of every one else in the time of trial, and of the almost unparalleled prompt and generous action of your citizens, private and official, in coming to the rescue. I feel that it affords the best possible evidence of the stronghold the school has upon the city and community. I trust this fire may in some way prove a blessing in disguise, and that your building will soon be replaced by another more perfect in its appointments and better suited to your needs and possibilities."

Harry L. Currier, student School of Mines, Minnesota University: "I believe

that the added sympathy and interest of the people, and the increased patriotism of the students will result in an ultimate gain which will more than offset the temporary misfortune."

Supt. J. E. Hoyt, Menomonie, Wis.: "I wish to express my very deepest sympathy with you in the calamity which you have sustained in the loss of your building. We have gone through this experience so recently that we well know what it means. The extra work, the care and inconveniences, the anxiety about a new building, cannot be known until one has passed through the experience. The immediate loss to your school is very great, but I think there can be no doubt but that in the end you will be much better off for having had the fire, as has been our experience."

Pres. C. K. Adams, University Wisconsin: "The loss of such a building is always, for the time at least, a great calamity. I have never had the pleasure of visiting River Falls, but I know of the work of the Normal School and I am sorry, indeed, that it should in any way be embarrassed or interrupted. While taking this view of the situation, I cannot but reflect upon the ultimate influence such a conflagration seems almost invariably to be. A few years ago the State University of Indiana lost its principal building and all its contents. Some years later, a conflagration swept the University of Missouri apparently out of existence. As you know, some twelve years ago the University of Wisconsin lost its most important building. About the same time the buildings of Iowa College were all swept to the ground by a cyclone. But in recalling these apparently calamitous events it is interesting to note that in every instance the buildings have been replaced by new accommodations. It has almost seemed to be that the best thing that could happen to a great institution in the long run is some calamity that will call out the generous sympathies of the public. However paradoxical this statement may be, there is much in the history of education to justify it. I hope it may prove so in this case. I trust you have been able to secure such accommodations as will enable you to go

forward with your work without great disadvantage."

State Normal School, Milwaukee. "To the President, Faculty and Students of River Falls Normal School: Greeting.

Whereas, It has come to our knowledge that the River Falls Normal School building has been burned, and

Whereas, We understand the uncomfortable conditions in which you as faculty and students of this institution are placed, and

Whereas, We are members of the same sisterhood of schools, working in the same field,

We, the President, Faculty and Students of the Milwaukee Normal, join in expressing our heartfelt sympathy with our co-workers of the River Falls Normal School in the recent misfortune that has befallen you.

Adopted by unanimous vote of the school, Dec. 1, 1897.

Pres. Parker seems to delight in commending the loyal conduct of the students during these unsettled times. We are thankful for the commendation and mean to be worthy of it. However, the praise should not be all on one side. We appreciate the double efforts our professors are making. There is an "elbow touch" between teacher and student such as there has never been before, we believe. We know, too, that it was only by the prompt, decided action of our president and faculty that the school was preserved to us. Furthermore, we believe there is not another president and faculty in the state of Wisconsin that could have accomplished what ours did in twelve hours after the fire and the time that has elapsed since. Forward, comrades! Face the difficulties in our march! With such captains as ours, there is no such word as failure.

The promptness with which the school resumed work and the readiness with which its members adapted themselves to new conditions shows that there is a practical side to the Normal school as well as theoretical.

NOTICE.

Photos of the ruins of the Normal school building for sale by R. P. Ensign.

The Normal Badger.

Entered at the Postoffice at River Falls, Wis., every month as second class matter.

STAFF OF OFFICERS:

Editor-in-Chief.....G. W. SWARTZ.
Associate Editor.....GEO. A. WORKS.
Business Manager.....JOHN H. ANDREWS.

TERMS: 50 cents a year in advance.
Single copies 5 cents.

Subscribers wishing change of address should always give their former as well as present address to insure against mistakes

GENERAL NEWS.

Henry Gray has gone to Eau Claire.

Minnie Cliff has withdrawn from school on account of ill health.

A sister and niece of Miss Smith visited her at the Normal recently.

All other local happenings this month are cast into the shadow by the burning of the Normal school.

One of the healthful features of the new condition of things is the short open air walk between classes.

Miss Anna Swanson, E. '97, visited the Normal, Nov. 23 and 24. She is teaching at Boardman this year.

The new school furniture has been placed in the new Methodist church. The church makes a good assembly room.

Several new students have been enrolled since the fire; substantial evidence that the Normal school was not burned.

Mrs. Cliff, of Glenwood, and Mrs. Scott, of Augusta, spent a few days, including Thanksgiving, with their daughters who are attending school here.

Our sister cities should not forget the command, "Thou shalt not covet." As one of our local papers neatly puts it, "Twenty-two of our sister cities are asking for something that does not belong to them."

All the departments of the school are now comfortably housed and the work moves on smoothly. The Preparatory grade is quartered in the Congregational church; the Grammar and Intermediate in Good Templar's Hall; the Primary and Kindergarten in the Congregational church parlors, and the Normal, proper, assembled at the Baptist church and from there disperses to recitation places in the various churches and halls in the block.

Y. W. C. A.

Maud Wood attended the state convention of the Y. W. C. A. at Northfield, Minn., Nov. 6 and 7, as a delegate from the Normal Y. W. C. A. On the following Tuesday at the regular meeting of the Association, she gave a very interesting report of the convention. Over one hundred delegates were present and the convention was addressed by several prominent persons besides the state officers.

Miss Helen Barnes, Wisconsin State Secretary of the Y. W. C. A., visited the Normal Y. W. C. A. Tuesday, Nov. 16. She addressed a large number of students in the chapel at four o'clock, and after dismissing that meeting held a short conference with the members of the Association, talking over and imparting new plans of work. Among the many good and helpful things she said was, "God expects more of you as students because of the great privileges you have."

The Y. W. C. A. devotional meeting held last Tuesday night was one to be long remembered. The meeting was changed to a thanksgiving meeting and though it seemed dark just then because of the disaster to the Normal, all found some reason for thankfulness. The meeting was much encouraged by having Pres. Parker look in to see if all were going well, and by Miss Haycs' kind words of sympathy.

Athletics.

All of the N. A. C. goods have now been accounted for with the exception of the football, which

was probably burned. All records were lost.

Some of the members of the club feel that it is a burden to be obliged to pay the dues during the winter months; but we must have money to carry on spring sports, and so far as I am concerned it is as easy for me to pay two terms' dues of twenty-five cents each as to pay an extra assessment of fifty cents next spring. Pay up, boys, and quit your grumbling.

What is the matter with the N. A. C. fitting up a bath room? The tubs were saved, and for ten cents a bath at the Maximum, we can pay all of our expenses. Pres. Parker was asked to give his permission and he responded with his hearty "of course," and we can depend upon his co-operation in this as in all matters that are for the best interests of the club.

The N. A. C. had a very interesting meeting at its first regular meeting of this term. The election of officers was the first order of business, and Mr. Andrews was elected president; Mr. Tousley, secretary; Mr. Leonard, treasurer. Much business was transacted, and motions came so fast that it was suggested the society hire a stenographer. As our constitution had been destroyed by the fire, a committee was appointed to draft a new one. It is to be hoped that this committee will improve upon the old constitution in some respects.

Five new students have joined us since Thanksgiving,—three of these since the fire. This does not look as though our school is losing ground.

CHURCH DIRECTORY.**CONGREGATIONAL CHURCH,****C. H. M'INTOSH, PASTOR.****TRINITY EPISCOPAL CHURCH,****T. C. CUTHBERT, RECTOR.**

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,

Cor. Elm and Second Sts.,

E. D. BENICK, PASTOR.

Morning service at 10:30, Sunday School
 at 11:45 a. m. Evening service of song with
 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.

G. I. Ap Roberts

... HAS ...

Gents' Furnishings,
 Notions, Groceries.

He Supplies high quality of goods
 for all personal wants
 of students.

The Flagstaff Corner.

Furniture, Carpets.

Undertaking Given Special
 Attention.

O. W. Newcomb & Co.**E. H. PARKER,**

RIVER FALLS, WIS.

Physician and Surgeon.

Special attention given to diseases
 of the throat, nose and chest.

Office hours: 10 to 12 a. m. and 2 to 5 p. m.

**Barnard &
 Clough, ✦
 The ✦ ✦
 Druggists.**

WE carry a full line of
 Drugs, Chemicals, Pat-
 ent Medicines and Station-
 ery and make a specialty
 of Prescription Work.

Established 1874.

BANK OF RIVER FALLS

RIVER FALLS, WIS.

A General Banking Business Transacted.

R. S. BURHYTE, President.

R. N. JENSON, Vice-President.

JOSEPH M. SMITH, Cashier.

DIRECTORS.

R. S. Burhyte, F. J. Burhyte,

R. N. Jenson, W. D. Parker,

Joseph M. Smith, F. H. Lord,

Osborne Strahl, L. Stiles.

S. M. Rosenquist.

LOANS made on approved securities.
 DRAFTS issued on principal cities of America and Europe.

STEAMSHIP TICKETS to and from Europe on all lines at lowest rates.

FIRE INSURANCE,—six of the leading companies represented.

HON. N. P. HAUGEN, C. N. WIGER,
 Vice-President. Cashier.

Farmers and Merchants Authorized Capital
 \$100,000.

State Bank. Paid Up.
 \$25,000.

RIVER FALLS, WIS.

Telephone 17.

You Can Save ✦

Some money by buying
 our Unlaundried White ✦
 Shirt, Linen Bosom, Pat-
 ent Facings, Wamsutta ✦
 Muslin. Price, 50c. ✦

H. A. Hagestad & Co.,

One Price Cash Store.

100

Lamps from
 Factory . . .

To be sold at
 Manufacturers'
 Prices.

**M. Norseng.**

Don't buy before seeing
 these. Something new.

C. C. GLASS.

C. E. GLASS.

Glass Bros.' Livery.

River Falls, Wis.

H. E. FOLLANSBEE,

Surgeon Dentist.

Graduate of Chicago Dental College. Office over Postoffice,
 River Falls, Wis.

H. W. RADCLIFF,

Surgeon Dentist.

Graduate of Ohio College Dental Surgery. Office, N. Main St.,
 River Falls, Wis.

A. E. GENDRON, M. D. C. M.

Office and Residence,
 next to Gladstone Hotel.

Office Hours: 10 to 12 a. m., 1 to 4 and 7 to
 8 p. m.

E. E. & H. L. LEVINGS,

Books,

Stationery,

School Supplies.

Wall Paper,

Curtains, Etc.

Goods as Good as the Best

and

As Cheap as the Cheapest.

C. F. WINTER,

THE LEADING
JEWELER.

Dealer in Lenses of All Kinds.



Watches,

Clocks AND
Jewelry.



Parker Fountain Pens.

Special Discount to
Normal Students.



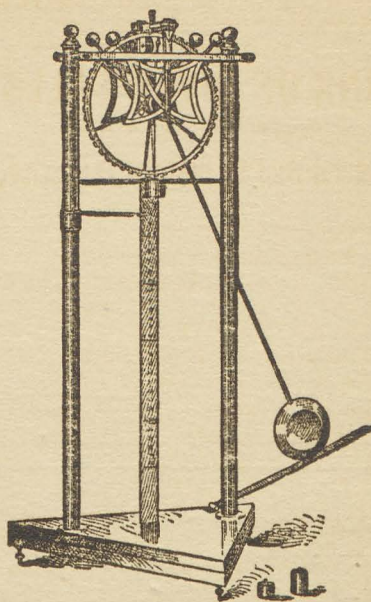
Repairing Sign of the ..
a Speciality. Golden Star.

Leave Your Laundry at —

The White Front First Class
Work Only.

Curtis &
Lagerstedt.

Barber Shop.



Machine to Illustrate the Laws of Falling
Bodies.

J. S. HEMENWAY,
Sole Manufacturer.

Bicycle Repairing
a Specialty. River Falls, Wis.

Pratt & Son,

Headquarters for

First Class Meats.

TELEPHONE.

O. D. PETTET,

Tailor.

RIVER FALLS, - - WIS.

DRUGS.

LAMPS.

For Purity of Material and Excellence of Finished
Prescription Work

Taggart is the Leading Druggist.

Prices Always the Lowest, Quality Considered.

School Supplies.

Wall Paper.

Don't  Get the Best Warranted.
Experiment



Always Satisfactory.

Century Fountain Pen.

Commended by Normal Users. - - - New Style for Ladies. - - - Dis-
count to Students, 25 per cent.

CHAS. WENTZ,
Agent for Normal School.

CENTURY FOUNTAIN PEN CO.,
Whitewater, Wis

F. J. BURRYTE,

RIVER FALLS, WIS.

Cloaks, Capes and Jackets,

For Fall and Winter.

The Largest Stock, Choicest Styles, Lowest Prices.

Come in and See Them.

N. H. WIGER & SON,

DEALERS IN

BOOTS & SHOES.

 Satisfaction Guaranteed.

R. S. Freeman, Druggist,

A Solid Gold Fountain
Pen\$1.00.

School Supplies and Fancy Articles.