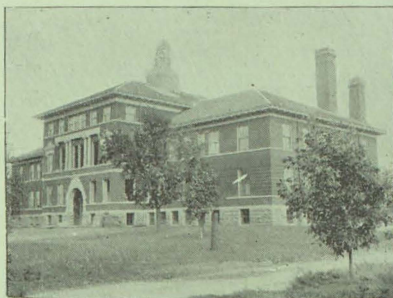
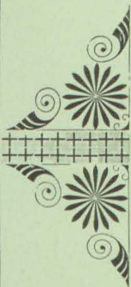


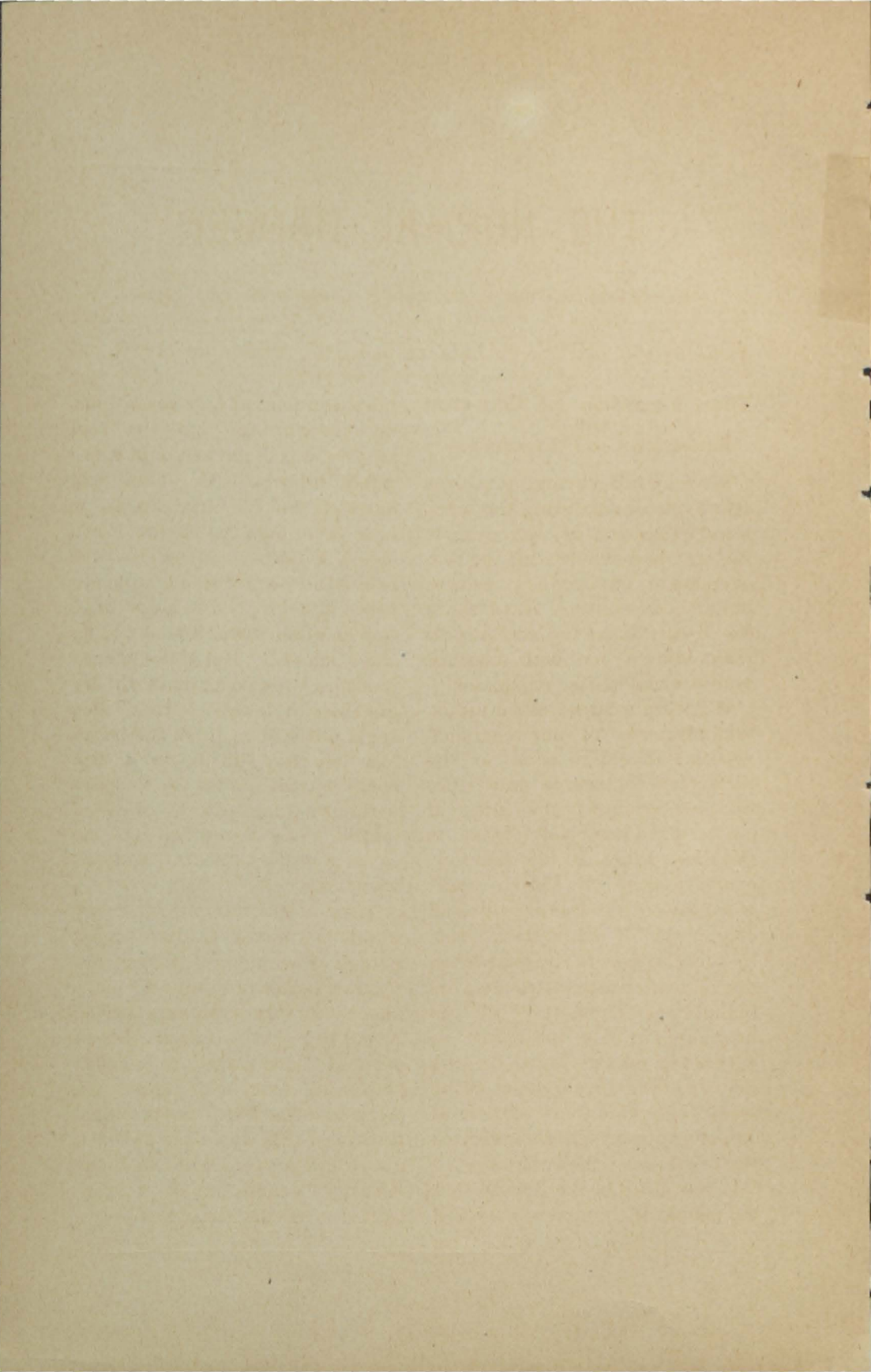
**JUNE,
1900.**



THE NORMAL BADGER.

He who is false to
duty breaks a thread
in the loom; and will
find the flaw when he
may have forgotten
its cause.—HENRY
WARD BEECHER.

RIVER FALLS, WIS.



THE NORMAL BADGER.

Published monthly during the school year by the Normal School.

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RIVER FALLS, WIS., JUNE, 1900.

No 10.

The Expansion of Education and Education in Expansion.

We may differ among ourselves all we choose regarding the territorial expansion of our country. We may be believers in the exogenous or endogenous growth of our body politic. But I think we all agree that the educational plant should be both external and internal in its expansion.

If I were to speak of the industrial progress of our commonwealth I should go back to the time when fortresses and trading-posts occupied the sites of our large commercial cities, to the time when a few narrow, crooked paths or Indian trails were the only routes of overland commerce. Then let us go back in hasty review to the time when our educational institutions were in embryo. The history of the development of an individual is with a few minor variations the history of the development of the race. Likewise the evolution of one of a type of schools indicates the progress of the entire line.

It was early in the fifties that the people of the sparsely settled

northern part of La Crosse County, recognizing that the true basis of a free government is her public schools, with axes and saws started for the woods to hew out of logs the frame for a school building. A few loads of rough lumber from an adjacent town, a few nails, the help of a few neighbors, and the building was enclosed. But those sturdy pioneers were so anxious to begin their little school that they could not wait to finish the building. So they laid down a few rough boards across the sleepers without nailing, placed piles of lumber along the sides of the room to serve as seats, and all was ready.

Then with thirty or forty pupils and ten or twelve books, no two of which were alike, the teacher began her school. In a short time improvements began. A nail-keg was secured and a piece of board placed across that served the teacher as a seat. In a few months four desks were made and this was considered a great improvement. As the country became more thickly settled other districts were cut

off from the first one and each established a school of its own. Every year changes were made and the little low school-house became too small. Now, after scarcely fifty years have elapsed, a fully equipped modern school building, with a bell that peals forth tones of warning to the truant child, stands on the same ground. The people are now discussing the question of enlarging the building so as to have a graded school of more than one department. This is the expansion of the district where I was born.

Huxley says:—"No school system is worthy the name of national unless it creates a great educational ladder with one end in the gutter and the other in the university."

I believe that it should be the experience of every teacher when he enters a school-room and realizes that he is at once to become a model for each of those young untrained children before him, to feel a conscious uplifting of his ideals. If this is true, then the adoption into our great national school of more than 9,000,000 of people, some of whom are in the very babyhood of civilization, ought to be an inspiration to every teacher and to every citizen of Continental United States when he remembers that these people are all turning toward him as a model of higher civilization. Perhaps few realize the added responsi-

bility to our entire citizenship since the late Spanish-American War and the extent to which all have become teachers.

As an example of this it is expected that 1000 of the teachers of Cuba will spend their summer vacation in study in the United States. The government is expected to furnish transportation and Harvard University offers free tuition. They will be placed in the homes of American families so that they may learn more of the manners and customs of our country. This means that every large town in Cuba will have one or more teachers who have been to an American school. The chances are that these American homes with their pleasant surroundings will produce as lasting an impression upon those Cuban teachers as will the teachings of the Harvard professors. Probably in no other way could the manners and customs of the American schools and the American people be so quickly transferred to the people of Cuba. If this method can ultimately be expanded and carried out from time to time with the other islands over which we have control, whether these are to remain the permanent property of the United States or not, the benefit to civilization will be enormous.

Lasting results can be reached far more quickly by this method than by sending large numbers of our own teachers into those

lands.

Native teachers from the islands trained in this country will have a much easier task after they have learned our systems of education than missionary teachers: first, because they are better suited to withstand the malaria of those tropical climates; second, because they will be better able to understand the special characteristics and peculiarities of the people. This alone would require long experience for one of a different race. Any teacher can do better work with pupils of the same nationality as himself. Thus, other things being equal, a teacher of American extraction can do his best work with a class of American children, a Scandinavian with Scandinavian children, and a German with German children. If this be true, then how much greater will be the difficulty if the teacher is of a race so entirely different from the Malay as the Caucasian.

In the Hawaiian Islands, according to the report of Inspector-General Townsend, a fairly efficient school system is already in operation. This will require only a little modification to make it suitable. Cuba, Porto Rico and the Philippines are not nearly so fortunate. One of the first conditions that must be met there is the total lack of public funds for the payment of teachers.

Some means of raising funds

must be provided for this purpose in order that educational expansion may be successfully carried on in these places.

O. W. NEEDHAM.

School Incentives.

An incentive is that which stirs a person to act along some definite line. The word comes from a Latin term which signifies to set on fire. This meaning it still retains to a certain extent. When we speak of a school incentive, we mean something that will fire the pupil to an enthusiastic effort to accomplish the work of the school.

There are no more important truths in the educational world than these: that the success of the school depends upon the interest of the pupil; and that the pupil's interest is in turn dependent upon certain incentives which guide and stimulate him in his school life. Without true incentives, true education is impossible. Then since the pupil's education must be obtained by his own effort, the value of those incentives which will spur him on to that effort is apparent. In the first place, they will lead him to acquire a large body of classified practical knowledge which will raise him head and shoulders above what he would have been without it. This knowledge, too, is the pupil's means of obtaining more. In the second and more important place, these incentives

will lead to the development of a strong mind and noble character.

In the mind of every babe is the germ of his education, impatiently waiting to grow—the embryonic tree of truth and wisdom, wrapped in the tender tissues of innocent babyhood. God has endowed every mother and father with wisdom and power to lead the tender mind up through the first stages of its growth, to a pure and innocent childhood. After that the parents trust their child in the hands of the teacher. How delicate and plastic is the child's mind as he steps, at the age of six years, out of the home into the school life. It is like the sapling transplanted from the protecting mother forest to the rugged mountain brow. With what a feeling of responsibility, yet with what pleasure, do we take our tender charge from the fondling arms of the mother and guide it into the school ranks to grow strong. We realize what danger there is that the child mind will grow wrong, yet we rejoice in its possibilities and in the hope that we shall be able to guide its inner workings aright.

The natural tendencies of the child mind are in our favor, if we but rightly use them. Within the mind of every child is a natural appetite for knowledge in the form of curiosity. How can we sharpen that appetite till it becomes an enthusiastic and

living desire for permanent and profitable knowledge? Within the mind of every child is the tendency to grow in thought and character. How can we stimulate that thought and tendency till it becomes a desire for freedom from narrow-mindedness, ignorance and sin. The great educators tell us to use incentives, and present us with a list of cure-alls. As the great mean them, these incentives are faultless and even indispensable in school work. Do we, as teachers, interpret their meaning as to use and importance in character building, or do we treat them as a set of rules and principles? Do we seek to keep alive in the pupil those incentives which are the springs of life and virtue, and to feed them until they gush forth in a perpetual flow? Truly that little life before us were worthless and barren did it cease to thirst for knowledge. It were barren, too, were it not full to overflowing with a desire for the development of a strong mind and noble character. Which are the incentives that will bring about this mental fertility? Shall we give our children prizes to create interest in school work? Yes; throw a stone into a stagnant spring, but remember that even if it should give the spring new life it will choke its flow. Shall we lavishly praise the child, or exempt him from duty for well doing? Yes; feed the child dainties to

sharpen his physical appetite and he will eat less every meal. No! let your gifts, pleasures and prizes go for what they are worth as rarities, or you will check the natural tendency toward education, with which God has endowed every child.

We must lead the child into possession of the treasures of his own mind.

Every healthy child has pride. He desires to appear well, to do well, and to stand well. This is righteous pride and should be fostered. It is one of the teacher's most effective means of leading the pupil to productive effort in school work. The same motive that causes the four-year-old to cry for a new hat, leads him to stand and make a manful recitation and spurs him to prepare his lessons perfectly, that he may be able successfully and creditably to meet his examination. Pride also leads the pupil to habits of neatness and cleanliness which will remain with him through life. Judiciously encourage pride in your pupils and you will discourage a hundred bad habits that flesh is heir to.

Desire for acquisition of knowledge is another source of the pupil's power to concentrate his energies upon the things of education. The child has a curiosity to know what he knows not, and finds pleasure in the mastery of difficult things. We must use these elements of his nature that they may grow. We must give

the pupil plenty of work that he can do. His natural thirst for knowledge and the pleasure of acquisition will lead him to attack the work with life and interest. If we make the work easy for him we deprive him of one of the greatest possibilities of his nature—the spirit of industry and the will to overcome difficulties.

The noblest incentive there is, is loving duty. The germ of this incentive is parental love. The child who is led by love of parents to see his duty toward them, does what he can for them from a willing and loving heart.

There is a peculiar pleasure in such service, which gives habitually a burning interest in his work. Now the teacher steps into the place of the parent just as surely as he steps in at the school-house door. If he has not a loving interest in his children, he is a poor excuse for a vice-parent. If he has a loving interest in his children they will love him, for love begets love wherever it is. If there is love between teacher and pupil, the pupil will have a burning interest in the duties set forth by the teacher. As the pupil's interest broadens from love of parents and teacher to the love of humanity, this sense of loving duty will follow him, and will be a spur to right living.

Thus we find that the proper incentives for school use are

(CONTINUED ON PAGE 150.)

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EDITORIAL.

We extend the thanks of the BADGER to Mr. A. T. Churchill, publisher of the River Falls TIMES, for the uniform courtesy we have received at his hands, and for the neatly made-up and well printed paper he has furnished us.

We wish it understood that the publishing of the theses which appear is by no means to

be taken as evidence that they were selected as best. Those who understand the conditions under which ye editor works know that he must have a great part of his copy in nearly two weeks before the date of issue. At that time the theses were not all complete and had they been, it would have been a stupendous task for ye editor to read them all and take upon himself the responsibility of deciding upon their merits. Therefore two were chosen simply for the suggestiveness of the title. Later, the printer called for more copy, and another was taken almost at random.

We make this lengthy explanation that no misunderstanding may arise as to the circumstances of their selection.

(CONTINUED FROM PAGE 149.)

those that lie within the soul of the pupil, waiting to spring heavenward at the inspiration of the presence and skill of the true teacher. Once fanned into a warm glow these incentives burn on and never cease to lead the pupil to perfection.

Let us, as true teachers, ever feel the responsibility and dignity that our divine calling places upon us—to lead our children to use the God-given powers within them as a means of character building; to lead them to use the light they have as a means of getting more.

ARTHUR GUNNISON.

The German Schoolmaster.

National pride is a grand virtue; but when we allow it to become derogatory to our own interests, and close our eyes to the progress of other nations, that pride becomes a vice. We have much in our American teachers and schools to commend, nevertheless a look at our fellow-pedagogues across the sea, in the land where many of our educational principles and theories originated, cannot fail to be of benefit to us.

As we travel through Germany and visit school after school, we shall probably be surprised when we find that the school-ma'am is conspicuous for her absence. Only in a few of the city schools a small number of ladies are employed as teachers in the lower grades. You inquire, "Can these be promoted and in time become principals or instructors in advanced schools?" No, never; as long as the father is the head of the German family, intermediate and advanced grades are closed to them. "Women", the German people say, "cannot govern men," a thing which they would have to do if they were made the heads of schools. So deep-rooted is this prejudice against female teachers, that, in places where a few of them are employed, the male teachers club together at recess and leave the ladies to amuse themselves. Oh, yes, they speak to them, and politely

salute them by uncovering their heads as they pass by, but no professional discussion, no social conversation, takes place between them. All such professional ties seem to be forbidden by an unwritten but well understood law.

A more praiseworthy feature of the German schoolmaster, one worthy of imitation, is the requirement by law of a thorough professional preparation in schools established for that purpose. Boys and young men who desire to become teachers and to enter one of the royal normal schools, are invited in a sort of compulsory way, to take a regular course of training in a preparatory school. The course lasts three or four years. The students here get thorough academic instruction, and are trained in music, drawing, manual occupations and gymnastics. The branches of pedagogy are not taught here; they are left to the normal schools with their practice departments. Presidents of the normal schools keep in close touch with these preparatory schools by making frequent tours of inspection to examine the students. The instruction given here is offered in a style and in doses which would indicate how such matters might be presented to other pupils. No pedagogical principles are preached, but they are practiced. After the students have finished this course, they pass through a

regular course of three years in a royal normal school. When you take into consideration that no man is licensed to teach in Germany unless he has completed these professional courses and has passed a satisfactory state examination, do you wonder that Germany has good teachers and good schools, and holds the highest rank in education?

The normal schools of Germany differ somewhat from our own in that they are boarding-schools and are exclusively for men. Students live in the school building and are kept under rigid control at all times. Like our own, they have model schools in connection with them, in which the students get their practice; but instead of teaching a class for thirty minutes each day, they take charge of a department or grade for several weeks at a time; and after the charm of novelty has worn off, they are visited by their schoolmates and by the model teachers, and their work is criticised. In some of the normal schools the master holds three kinds of conferences with the students. In the first, called *practicum*, the would-be teacher submits his plans of lessons to the master, who suggests improvements and, together with the class, discusses them. While the lesson is being presented, the class again meets, under the supervision of the master and in presence of the model teacher, to observe. This

is followed by the second conference, called *criticum*, in which the presentation of the lesson is criticised. The third conference is similar to our faculty meeting except that the students are included. Here the master lectures on professional subjects, which is followed by fruitful discussions.

Young ladies who desire to become teachers must get their professional education in a private way as well as they can afford; but the government subjects them to the same rigid and searching examinations as the students of the royal normal schools. To overcome this difficulty, some German cities have established normal schools of their own for young ladies, and very recently a Royal Normal School for Young Ladies was established at Berlin.

A normal school graduate in Germany may not know so much of the sciences of mathematics, physics, chemistry and geology; but, better than all others, he knows how to apply what he did learn, and what is of still greater value, he has learned by actual practice in the schoolroom how to discipline and how to educate. Thus equipped, he is assigned to duty somewhere or elected by a community for a two years' probation, at the end of which he is called on to pass his "repetition examination". Having passed that, he is free from any further examinations and may

settle down permanently. Americans cannot imagine how peaceful the life of a German country schoolmaster is. He is secure in his position. Nothing but gross neglect of duty can remove him. He has no rent to pay, but lives in a part of the the school building, or in a dwelling near it, erected by the community for that special purpose. Usually a large garden is at his disposal. Being thus safely housed, he devotes his leisure hours to some hobby. Some teachers resort to agriculture or floriculture; some raise bees (many a time did our old schoolmaster leave us to prevent some of his swarming bees from escaping); others make collections of beetles, butterflies and minerals. A great many choose literature for their leisure hour occupation. Nearly all are musicians and act as musical directors and conductors of choirs, and as organists in churches. There is only one in the community who is honored more and held in higher esteem, that is the preacher.

This stability of office might lead us to think that there is stagnation in the schools of Germany; this, however, is rarely the case, since it is prevented by local, district and national teachers' meetings, as well as an educational press and frequent visits from royal school commissioners and friendly colleagues. The German schoolmaster never

forgets that he is teacher first and gardener afterwards; with him it is first duty, then pleasure.

C. F. PETERSON.

Senior Class Prophecy.

One evening in June I sat by the window watching the gently falling raindrops. Suddenly the sun burst through a cloud, bathing the landscape with a flood of warm, rosy light. My first thought was, "Perhaps there is a rainbow". Stepping out onto the lawn, I beheld, arching the eastern sky, a bow of gayest color. There came instantly to my mind the old story which used to delight my childish heart of how at the end of the rainbow may be found a pot of gold. Whatever credence I may have given to the legend has long since vanished. Yet, led by some strange fancy, I determined to go in the direction of the "bow of promise". Wandering slowly through moor and meadow, absorbed with thoughts suggested by the beauties of nature surrounding me, I had almost forgotten my purpose in taking the tramp. Presently, coming into an open place in the midst of the woods, I stood spell-bound before the sight which met my vision. There, resting upon the verdant grass which sparkled with the recent rain, was the end of that glorious arch. Regaining control of my muscles, I moved toward it and there beheld a beautiful golden urn. Peering into its depths I saw a dainty gilt book which I cautiously took out and opened. What I read with increasing curiosity and amusement were the fates of the members of the Senior Class of 1900:

John E. Hale: In thy calm, happy, DeLapidated old age thou shalt sleep the whole long summer afternoons with no fear of a sudden awakening by a question from the professor of geology.

C. F. Peterson: A second Webster

shalt thou be and in the Congressional halls of our United States shall thy flowery speeches and words of wisdom be heard.

Lee Rogers: Bepatient. In time thou shalt have freescopes of the West Side.

Arthur Gunnison: Thy fate is uncertain. Either a dealer in Wagons or a Smith shalt thou be.

Oliver Needham: Farms upon farms shalt thou own and plow their vast acres with an automobile.

Gustaf Mattson: Thy future years shall be filled with the gladness and sunshine of Mae.

W. H. Tousley: As Professor of Political Economy in our State University shalt thy fame be established, and a title of high rank shalt thou have.

Maurice Larson: As a rival of Corbett and Fitzsimmons shalt thou be renowned.

Margaret Kavanagh: As Supervisor of Practice in the Cook County Normal shalt thou hold sway.

Eleanor Burnett: In an ivy-mantled cottage in Ohio shalt thou dwell, surrounded by thy feathered friends and purring felines, faithful members of the Audubon Society.

Mary Olson:

Mistress Mary, quite contrary,
A garden thou shalt grow,
Full of spines of Porcupines,
And good things in a row.

Roy Baird: A man Wilder than the Wild Man of Borneo shalt thou be.

Edward Mooney: Never more in the early morning on foraging expeditions shalt thou need to go, for a stately, fair-haired queen shall thy doughnuts make.

Grace Wales: As the greatest American prima donna, glory and honor shall crown thy years.

Rena Adams: With credit shalt thou fill the position of Director of the Manual Training School of San Domingo.

Orizaba Boorman: In thine own little Kindergarten shalt thou reign supreme.

Pauline Coggs: Thou queen of American beauty, the whole world shall ever be at thy feet.

Margaret Anderson: Thou shalt outvie all thy classmates in artistic lines, particularly as illustrator of botanical works.

Grace Kellogg: In Earldom shalt thou reign.

Ella Getchell: Thy Christmas stories shall charm the people of all lands.

Bessie Rounsevell: As a teacher of trigonometry in Wellesley College the ladder of fame shalt thou climb.

Belle McShane: Thy sweet and winning ways shall make the schoolroom a garden of sunshine.

Constance Haugen: The first lady of the land shalt thou be.

Charles Rand: With that blue-eyed maiden shalt thou cross the seas to Heidelberg where fame and glory wait thee.

ALUMNI.

Whitehall, Wis., June 4, 1900.

DEAR READERS OF THE BADGER:

The following is an extract from a letter received by me from the principal of one of the high schools of the state.—C. J. WENTZ.

While supervising the work in the primary department the other day I noticed in one corner of the teacher's desk a bottle of liniment. Near it was a bottle of oil of cloves, some strips of white cloth, some thread, a paper of pins, some needles and a handful of assorted buttons.

"Are these things that you have collected from your wayward pupils?" I asked. "No," she replied, laughing, "those are the badges of my office." While

she was yet speaking a little tot of five years came in with tearful face and said, "Teacher, my toof aches." Due examination revealed a cavity which the sympathetic teacher filled with a piece of cotton soaked in oil of cloves. "This is not all the work I have to do," replied the teacher to my inquiry. "This week I have pulled two teeth, extracted five slivers from hands and feet, cured a headache and sprained wrist, filled one tooth with cotton and sewed on three buttons."

I went away thoughtfully pondering over the things necessary for a primary teacher to know and do. These are things which normal schools do not yet teach, yet necessarily arise from gaining the confidence of these little people. What do you suppose the practice teachers at old Normal would think about it?—A NORMALITE.

ATHLETICS.

New Richmond 11, Normal 13.

May 12th, New Richmond was defeated by the Normals after a closely contested game. New Richmond got the lead at first, the score at the end of the fifth inning being 7 to 0 in their favor. Then the Normals braced up and played better ball and managed to leave the score in their favor after the ninth inning.

Ellsworth High 7, Normal 19.

The Normals went to Ellsworth May 26th for a second game with the High School and won easily. The Ellsworth boys found that our team had improved wonderfully since their first game there.

"Last Saturday night at the oratorical contest our business manager tried to get a baseball game with the Normals, but they positively refused to play under any considerations and gave no reasons. You may draw your own conclusions."—True Blue (Hudson High.).

June 2nd, the Hudson H. S. base-ball team came down to cross bats with the Normal and when they went away they probably had drawn some conclusions of their own. Although the Normal played exceedingly poor ball, they won easily—24 to 12. Green, our regular pitcher, was out of the box, and Baird took his place.

Mrs. Truesdell's classes gave an entertainment in the gymnasium, Wednesday, June 12th.

Very many former students whose schools close before ours, have spent a few days or hours visiting their old school home. They are always very welcome.



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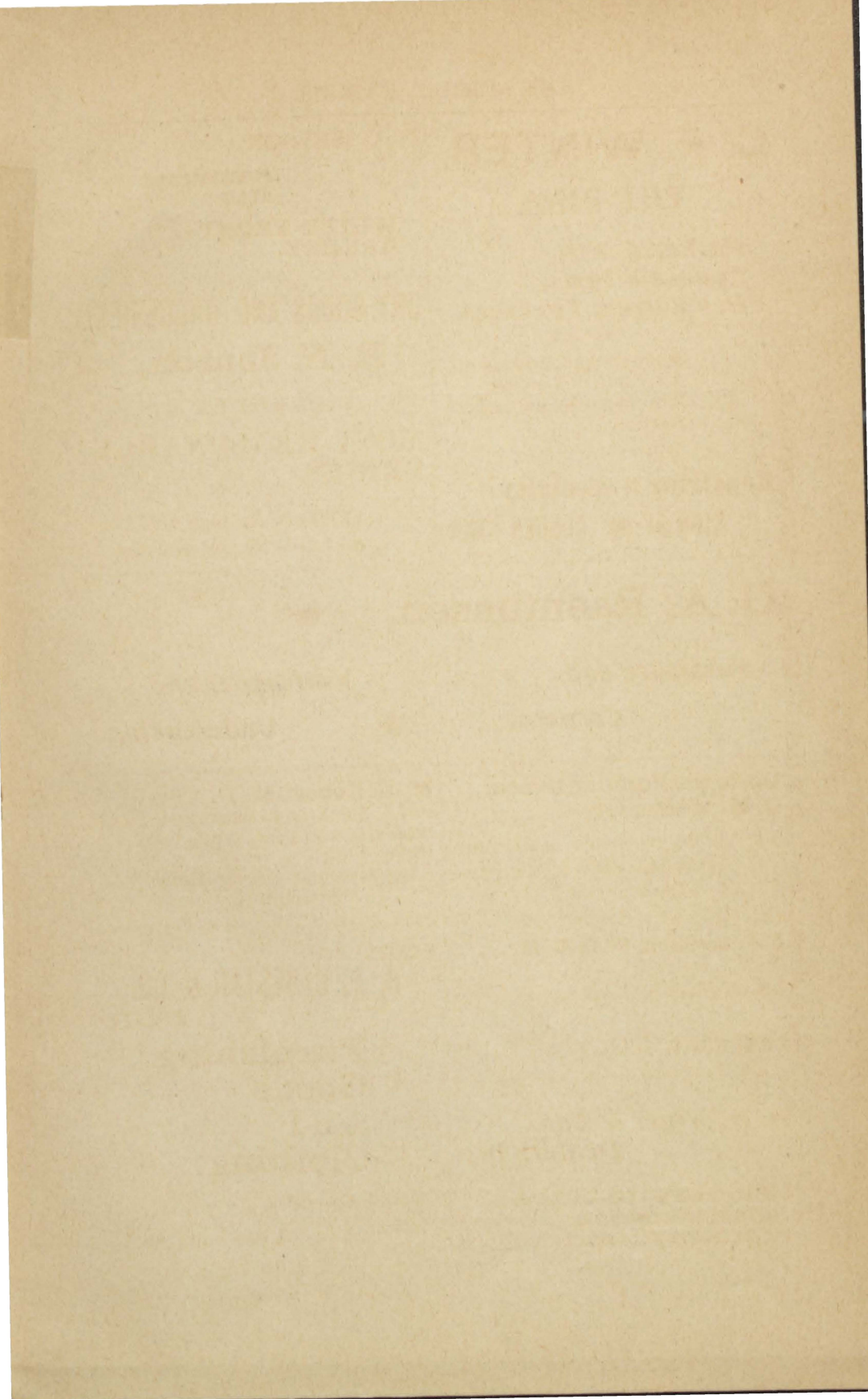
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