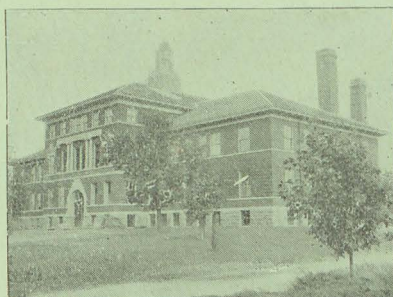
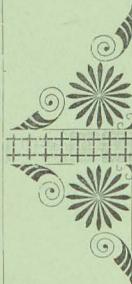


MAY,
1900.



THE NORMAL BADGER.

Every person is responsible for all the good within the scope of his abilities, and for no more, and none can tell whose sphere is the largest.
—GAIL HAMILTON.

RIVER FALLS, WIS.

THE NORMAL BADGER.

Published monthly during the school year by the Normal School.

VOL. 5.

RIVER FALLS, WIS., MAY, 1900,

No. 9.

Sunset on Mendota.

It was a hot summer afternoon. During the spring term the Madison High School had been holding half-day sessions and when we were dismissed a number of us decided to enjoy an afternoon's outing at Picnic Point. This is a small peninsula stretching out into the lake. Mendota, otherwise known as Fourth Lake, affords many such resorts, but Picnic Point is the favorite. It is about a quarter of an hour's journey from the city. The ride was most enjoyable; the road, known as University Drive, is sheltered from the burning rays of the sun by overspreading maples, beautiful pines, and bending willows, and luxuriant growths of wild flowers and ferns add to its beauty. We reached our destination and voted that "work before play" should be our motto. Following this plan we all studied for an hour. After that we devoted our time to the enjoyment of the beauty and freedom of our surroundings. We were at the zenith of an argumentative discourse on Benedict Arnold,

when one of our number exclaimed, "Oh! the sunset!"

We looked and were enchanted—

"Robed in flames of amber light,
The clouds in thousand liveries
dight."

No Alpine scene, however grand, could surpass it, and words cannot express its beauty. As we watched it we were inspired by the magnificence of the scene to higher thoughts and nobler feelings. To the north the hills appeared in the faint gleam of sunlight, one vast expanse of living verdure. Across the waters to the east could be seen the dim outlines of the Asylum and to the south lay the city, with its capitol seeming to stand aloof in its splendor and majesty. The lake too, added its beauty to the matchless panorama. There was a slight motion of the water and as it reflected the disappearing sunbeams it sparkled as if each wavelet wore a crown of jewels. We all were enraptured; not a word was spoken as we watched the shifting clouds and changing colors until the sun had disappeared and it was twilight.

EDNA MAE WILDER.

The Maid of Orleans. Prologue, Scene IV.

—
From the German of Schiller.

Farewell, ye hills, and pastures
loved so well,

Ye dear familiar valleys, fare ye
well!

Joanna's steps shall know you
nevermore.

Ye vine-clad bowers that I dressed
and loved,

Ye meadows green I rambled o'er,
ye trees

I planted here, still joyous bloom
ye on.

Farewell, ye glens, ye thousand
sparkling springs,

Thou echo, sweetly voice the valley's
dream;

Joanna goes, and comes not back
again.

Ye scenes of youth, of life that knew
no pain,—

I go, I go and leave you—'tis for aye.
My lambs will stray o'er hills and
valleys far,

A scattered flock, no shepherdess have
they;

For I must lead another helpless flock,
Far on the clam'rous field of bloody war.

The spirit voices speak, 'tis not my
will—

No vain desire, that springs from
earthly pride.

For He who from the bush of flame
spake forth

To Moses upon Horeb's sacred height,
That he should free his people from
their bonds;

The Voice that bade the shepherd
Jesse's son

Go forth to war against Philistia's host,
Great Guardian of all shepherds and
all flocks;—

That Voice I hear, borne on the moun-
tain breeze:

“Joanna, come! I've holy work for thee.

“Let metal harsh embrace thy tender
form,

Let rude steel clothe thy soft and
timid breast.

No earthly passion's fire shall ever burn
Within thy heart, that glows with holier
flame;

No orange garlands ever wreath thy
brow,

Nor e'er the joy of motherhood bethine;
But glory, war's wild glory, shalt
thou have—

A glory that earth's daughters never
knew.

“When hope's star sets within the
bravest soul,

When fast the life-tide ebbs from
France's heart,

Then wave our Charles's flaming
pennon high,

Lead on to vict'ry 'gainst the foes of
France,

And strike them down like reeds before
the gale;

For thou alone canst save our hero-land
And hero-sons, and crown our right-
ful king.”

From heaven came this warlike sign
to me—

This helm—the God of battles sent
it here;

And at its touch I feel the spirit's
might

And in my veins doth flame the holy
fire.

The battle's din—I hear it from afar—
The war-steed neighs, the trumpet
sounds—farewell!

UNBEKANNTER DICHTER,
Junior German Class.

Elementary Tree Planting.

The Seniors had kindly offered
to “assist” the Elementaries in
planted their class tree, pro-
vided they could know the date
and hour. The Elementary class
politely replied that if they

needed any help or suggestions whatsoever, they would promptly notify the Seniors of the fact.

Long and earnest was the discussion at the next Elementary class meeting, as to when the tree should be planted. "We must get ahead of the Seniors, and they have a committee appointed to watch every movement we make," someone said. "Let us plant it to-morrow night." "No, they will find it out, and will all be there." "Let us plant it Saturday morning, April 28, before they are awake—say at four o'clock." This was approved as the best plan. Accordingly, the tree, a rock maple, was ordered, and secreted until the proper time. On Saturday morning, between three and four o'clock, many ghostlike figures, "by twos and threes and single," might have been seen to silently glide across the Normal campus to the appointed rendezvous. Promptly at four o'clock the services began. The hole was dug, and after the class colors, which are lavender and white, were attached to the tree, it was put in place. The tree was then christened, and the class, led by the president, passed it, each member casting upon the roots a handful of soil, and giving the password. The tree was then planted, after which the class surrounded it and sang their class song. The president of the class next gave a short address, another verse of the song was

sung, and the ceremonies were concluded.

A Study of Home Life.

It is upon the family that society is built and from this comes social, religious, civil and moral life. In order that children may be cared for themselves, their parents must provide a home and work for them a considerable length of time. It follows, then, that the family must exist, in order that the race may be continued. In the majority of homes the members of a family have common interests and make an effort to follow those interests to further prosperity and intelligence. They are held together by affection and habit. The family also forms the foundation of all activity that leads to civilization. The most urgent of the duties of life is the providing of daily food, shelter and clothing. Hence work is an important function of society.

At one time the women did a great deal of the work but now we have division of labor between the sexes, the women attending to the indoor work and the men to the outdoor work. But the world has come to look differently at this matter. When men taught school and women did not, the word "teacher" was a masculine noun. Now there is a change. In our own school and elsewhere, the number of girls training for teaching is far in the majority and the word "teacher"

may be either masculine or feminine. But this idea is not wholly gone and wives who work in an extra-domestic relation are regarded by some as being disloyal. It is considered right, if driven by necessity, to work but to wish to develop special talents and use them for the common good is regarded by some as against the ideal of womanhood.

Let us look at the average home in our town. It may be a modest looking structure but there is an air of neatness about it. It is evening. We see the father and mother sitting before the fire surrounded by the children. The father is reading from the newspaper concerning an important question of the day, thus interesting the children in current topics. There follows a discussion of these events and the children are made to feel that they are really a part of the household. To be sure the sons will doubtless be influenced by the opinions of the father, but if they are thinking boys they will see the truth or falsity of the opinions.

It is here in the home that the child first gets the idea of right and wrong. The mother is wise and seeks to lead her child by example to be gentle, loving and truthful. Here, too, the little child first learns to talk. He imitates those about him and thus talks as his brothers and sisters do. The habits of industry, neatness and politeness are here

first acquired. The father is a moral man, dealing honestly with his fellow men, regardless of the rights of others. The sons and daughters looking up to him and following him become like him.

The religious side of life is also begun in the home. The family worship and attendance at church have their influence on the children. There is a common interest and a common feeling. In such a home a thousand good influences surround the young from the beginning, and give them an impulse to the formation of good characters. In this home there are sources of amusement and improvement and life becomes noble and happy.

The visitor coming from the crowded city is at once struck by the attractiveness and beauty of the homes of our city. This may be accounted for—partly—by the fact that fifty per cent of those who pay taxes own their homes and are thus encouraged to improve and beautify their grounds. How readily one can distinguish a house occupied by the owner and one rented! Not far distant is a home which two years ago was in the hands of a renter. Little interest was taken in improving the yards and buildings. The lawn was neglected—weeds smothered the flowers. Plantain and mustard grew close around the door, giving the place a general air of indifference as if this were a

place merely for shelter and food.

What a satisfaction to look upon this home now! Much has been accomplished even in this short time. The house is surrounded by a green and velvety lawn, trees have been set out and choice flowers bloom here and there, while over the porch trails a clematis vine. There is a general air of neatness and taste which reflects the character of the occupants.

But unfortunately a small percentage of the homes are of a low animal type. Many times the home is but a place of drudgery. The body is indifferently cared for, the mind is neglected. Few books are to be found and there is no feeling of mutual interest among the members of the family. These homes afford little pleasure to those who must endure them and are displeasing to the visitor. Poverty is the beginning of this condition and ignorance, intemperance, and crime come from it. The craving for the liquor many times comes from the feebleness brought about by poor food and cheerless homes and the constant care of the father in supporting his family. No man would prefer ignorance, nor that his children be ignorant. But if he must give up necessary food to educate his children, they must go without an education.

No doubt a great deal of ignorance and crime may be laid to

poverty. "It is hard for an empty sack to stand upright". Yet we must not give too much credit to the wealthy for being moral, industrious, and truthful. These people are not constantly given to the problem of "making ends meet."

How lamentable is poverty when it falls on children! The home is small and the number of children increase. There is not enough food and clothing for all and as soon as a child is old enough it is thrust out into the world to make a livelihood with little or no education. If in our own town a child have a real desire for an education, there are many opportunities for attending school. But too many children are not old enough to realize the value of an education and so grow up in ignorance and are compelled to follow a life of drudgery.

In our own town there is considerable opportunity for charitable work, especially in the cold season. Statistics show that during the past winter there were ten cases of persons needing aid.

I am reminded of one home. The family were at one time in good circumstances but through some business failure they were reduced to poverty. The father had become discouraged, was not strong and took to drinking. The mother was strong but was fretful, continually scolding,

(CONTINUED ON PAGE 135.)

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

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 River Falls, Wis.

Printed at the
 TIMES office, River Falls, Wis.

EDITORIAL.

A hopeful sign for the social and economic future of our state and nation is the recent establishment of the School of Commerce at the University of Wisconsin. The benefits to come from it are incalculable. The business world has long shown a tendency to withdraw itself from the paths of university culture—a condition fraught with danger to the republic. The business man

has felt that much of the time his son spent in school and college was given to work of doubtful value to him in his career. As a result came the establishment of commercial courses in many of our high schools, and finally the incorporation of a similar course in the work of our university. An idea of the nature of the course may be gained by noticing some of the subjects it contains: American History, Industrial History of England, Transportation, Economic and Social Legislation. Many young men will be attracted by this to take a university course, who otherwise would have taken up their life work with no higher culture than that afforded by the high school. What they gain from it we hope to see reflected not only in more intelligent and efficient management of business but also in wiser and juster administration of local, state, and national government.

“There has recently been incorporated in Madison an organization *** known as The Teachers’ Country Club, and its purpose is to provide a suitable summer home for high school teachers and principals, and principals of grammar schools. ** The club has under contemplation the purchase of a large amount of land on Lake Monona which will be fitted up with dining hall, cottages, boat houses, golf-links, and everything essential to a complete summer home.”

We quote the above from the Daily Cardinal because on reading it we thought at once, “What

an ideal place for Normal graduates and undergraduates to spend their summer vacation!" Here will be congenial companionship, both of nature and of man, that will rest and recreate the tired brain and careworn soul. Added to this is the opportunity of attendance at the summer session of the University. For a healthy person, idleness is not rest. After spending the summer in moderate mental labor amid such environments as those at our beautiful capital city, the teacher or student will return to his work feeling stronger for the problems and difficulties of the year than if he had allowed his mental life to stagnate for two months. We hope this organization will include many of our Normal associates of the past and present.

(CONTINUED FROM PAGE 133.)

and moreover was a profane woman. But she still retained her pride and resented any offer of aid. When her little girl was given a cloak the mother remarked that she should prefer going without to accepting anything on charity. The children attended school only when they were so disposed. The home was ill kept, the rooms small and poorly furnished. Think of the effects of these surroundings on those children. As a result the boy, a bright-faced lad of nine, was neglected and was often seen on the streets poorly clad.

The minister kindly offered him a suit of clothes on condition that he attended Sunday school. To this he agreed and every Sunday the boy was seen in his place at Sunday school until the family moved away. At one time he exchanged a gun for ten cents and when asked what he was going to do with it, his reply was, "Going to buy milk for the baby." And thus we see even in these unfortunate children a kindness of heart and thoughtfulness for others. If only this could be brought out! Surrounded by agreeable companions and pleasant environment—who can say what might be accomplished for the boy?

When we think how much the character and life of the young are influenced by their surroundings, we should honor still more those who are striving with so much earnestness to brighten these dwellings and make them *homes* in the true sense of the word.

JENNIE BEERS.

ALUMNI.

DEAR FELLOW TEACHERS:

Since I have begun my work as a teacher I have often wondered how many there are in all the great army of teachers who wait until nine in the morning to take up their school work and who lay all care aside when the last tardy pupil has been dismissed at night. I have wondered, too, how many there are

among those preparing to be teachers who look forward to such a life of work. If teachers could confine their labors within these hours their lot would indeed be easy and a less number would leave their fields of labor because of broken health. But the teacher's work is never ended. He holds an influence for good which he must lose no opportunity of using. He cannot be content with the mere teaching of reading and writing and arithmetic—few teachers succeed who do content themselves with this—but he must have ever before him the fact that these children, over whom he has charge, are living souls that grow during the whole twenty-four hours either towards the good or towards the bad. Can, then, the teacher who has the best interests of his pupils at heart afford to let his influence extend through only seven of the twenty-four hours for only five days of the week? Not if he would make the most of his opportunities. What a grand opportunity there is at the Normal to gain an experience in church and society work that will be invaluable to the teacher as a means of influencing his pupils for the right. Yet how many of you who are now preparing to teach refuse to help in church work and ignore the Literary Society in order that you may grind away at your studies. Yet if the high aim of each lesson

taught in school is the spiritual development of the child, can you afford to neglect that kind of training which, far more than mere knowledge of books, prepares you for your chosen work? See that thy opportunities are not neglected. CHAS. J. WENTZ.

ATHLETICS.

Ellsworth 17, Normal 7.

The base-ball season was opened April 21, by a game with the Ellsworth H. S. at Ellsworth. Although the Normals lost, they had reason to be encouraged by the playing of the team generally. The Ellsworth boys can play good ball, as those who saw the game April 28, between them and River Falls High in this city, can testify. Their pitchers were good but their arms seemed to be a little weak. Our pitcher, who was throwing his first game, did very good work and held out through the whole game. The playing on our side was very poor in two innings, the third and fifth, which was the cause of our defeat. The Normal batting was very weak although that of Ellsworth was no better. The final score, 17 to 7 in favor of our opponents, looks bad for us, but all things considered, it might have been much worse.

The young ladies of the High School very pleasantly entertained the River Falls boys at a reception given at the Hotel Lane in the evening.

Hammond 20, Normol 12.

The Normal boys went to Hammond Saturday, April 28, expecting to be beaten by a score of 50 to 0, but the final score was not bad at all. It looks now as if Hammond would keep the pennant of the League again this year. The Normals showed improvement over their previous game.

Normal 14, Cumberland 8.

Last Saturday, May 5, our team went to Cumberland and won a victory by the score of 14 to 8.

The game was called at 3 o'clock and after two hours of playing, the Cumberland boys were aware that the Normals could play ball. The Normal showed a great improvement since the Ellsworth game, two weeks before. Only four men were struck out and there wasn't a fly dropped on our side during the game. A few wild throws were made but the boys kept their heads well. We were very well entertained while in Cumberland and hope to have their team down here next year.

EXCHANGES.

A copy of "Our Dumb Animals" came to our table this month. Its motto is, "We speak for those who cannot speak for themselves." It is a grand good paper and is doing a wonderful work among the youth of our land.

Read the "Mirror" in the April number of Aggie Life (Mass.). It will set you thinking.

We are pleased to notice that most of our exchanges are omitting those worse than stale jokes from the exchange column and are filling it with helpful criticisms and commendations.

We have made the acquaintance of the Westfield (Mass.) Herald through its April number. It is a neat paper. It contains two articles on the Merchant of Venice which are very good.

How many of our exchanges receive The Wisconsin Times? You would all enjoy it, we know. To any one who is in sympathy with the Delavan School for the Deaf it will be of increasing interest.

The Echo contained many good articles last month. No teacher should fail to read "The School Library." It touches the keynotes of habits of reading and taste for good literature. The article on "Personality" is also excellent.

The H. S. Reporter deserves credit for the interesting April number. That old style of type always makes our throat dry to read it, as we think of many old books we have read, printed in that type. The Reporter always leaves a pleasant taste in our mouths, however.

The Student (Marinette, Wis.) contains a poem, "Cut It Short";

all editors should copy it and furnish each of their correspondents with a copy. The class of '02 have benefited by their work in rhetoric and as a result there are three splendid stories in the April number of the Student.

We wish to commend The Pointer on its large department of "Locals." It is that column which first attracts the ex-student who is anxiously waiting to receive news from his *alma mater*. A paper having those qualities which make it a companion causes little trouble about renewal of subscription.

"Mustered Out" is a story of a Kentucky soldier boy—a most interesting story of a beautiful character.

Y. M. C. A.

June 5: Union Meeting with Y. W. C. A.

June 13: James Cuthbert—Retrospect and Prospect.

*** The best instructors now recognize the fact that time must be allowed in the curriculum for physical culture. We have yet to learn the correlative and not less important truth that the mind cannot be best developed at the expense of the spirit.—Outlook.

Y. W. C. A.

June 5: Union Meeting with Y. M. C. A. Burgie Worthington—Remember the

Sabbath Day to Keep it Holy.

June 12: Tina Nelson—Missionary Work.

LOCALS.

Mae Terry is in school again.

Miss Emily Mules' mother and aunt spent last Saturday with her.

Arthur Thompson has been visiting friends in the city and school.

Mr. Thayer has been setting out some new trees on the campus lately.

Miss Alta Terry, of Ellsworth H. S., visited her sister, Mae, the first of the term.

We are afraid Miss F-g-e is getting vain, as she spends so much time before the Glass.

Miss Kate Snodgrass has been obliged to discontinue a part of her school work on account of poor health.

The Pedagogical Club has suspended its regular meetings. Only rainy afternoons will be devoted to further study.

"Mother, what does 'Trans-Atlantic' mean?"

"Across the Atlantic; don't bother me."

"Does 'trans' mean 'a-cross'?"

"Yes; if you disturb me again I'll send you to bed."

"Well, doesn't 'trans-parent' mean 'a cross parent'?" Tableau.

Have you seen that new diamond? Rumor says that it was

found near a Park while finder was hunting Deer.

Did the seniors plant a class tree? Ask the juniors and sophs—they ought to know, for they lost four nights' sleep trying to find out.

Archie Shepard has been quite ill. Although he is now able to be about, his health will not permit him to re-enter school this year.

Last term's political economy class meets with Prof. Sims each Friday evening to read and discuss papers on different phases of sociology.

The Senior class met at the home of Miss Anderson, on the evening of May 1st, and made and hung May-baskets for the elementary class.

Pres. Brier was absent May 9—11, on a visit to Stevens Point Normal. He also visited the high schools at Eau Claire and Augusta *en route*.

Mrs. Thatcher knows what it means to be vaccinated. Because of her experience we have missed our music classes and chorus practice.

Janie Walsh, Mollie and Rob't Kiresch, Harry Miller, Mae Gerity, Alice Swanson, Ida Peterson and Miss Lawrence have withdrawn from school.

Thursday afternoons have been set apart by the geology class for excursions. There is some talk of a trip to St. Croix Falls in the near future.

1st geological student (pointing with his hammer)—“What is that green stuff?”

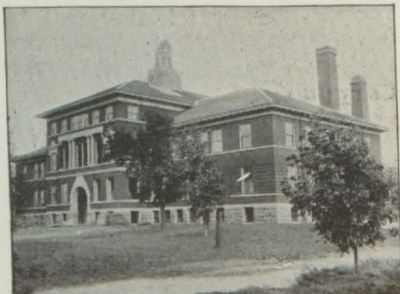
2nd g. s.—“At which end of the hammer do you mean?”

The small-pox scare prevented a few from returning to school at the beginning of the term. Various ill-grounded rumors were afloat about there having been cases of the disease in our school, but a little investigation proved that they were only rumors.

The other day Mr. Mooney found a black-shelled bug on the laboratory floor. When asked to classify it, he knowingly answered, with that mysterious look on his face, “I think it is a rare specimen of cabbage bug whose habitat is the head of a Junior.”

Within a few weeks, death has thrice entered our school and claimed for its own some of our number. Since the last issue of the Badger, little Alexander Bergman and Lloyd Lovell have been called home. Alexander was a member of the kindergarten, and Lloyd, of the primary.

When we were notified, a short time ago, to pack up our books preparatory to a change of seats, we looked for nothing more than a slight change in our location. We were indeed surprised when the seniors and juniors were told off to seats on the extreme west side. We have not yet determined a reason for the change.



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