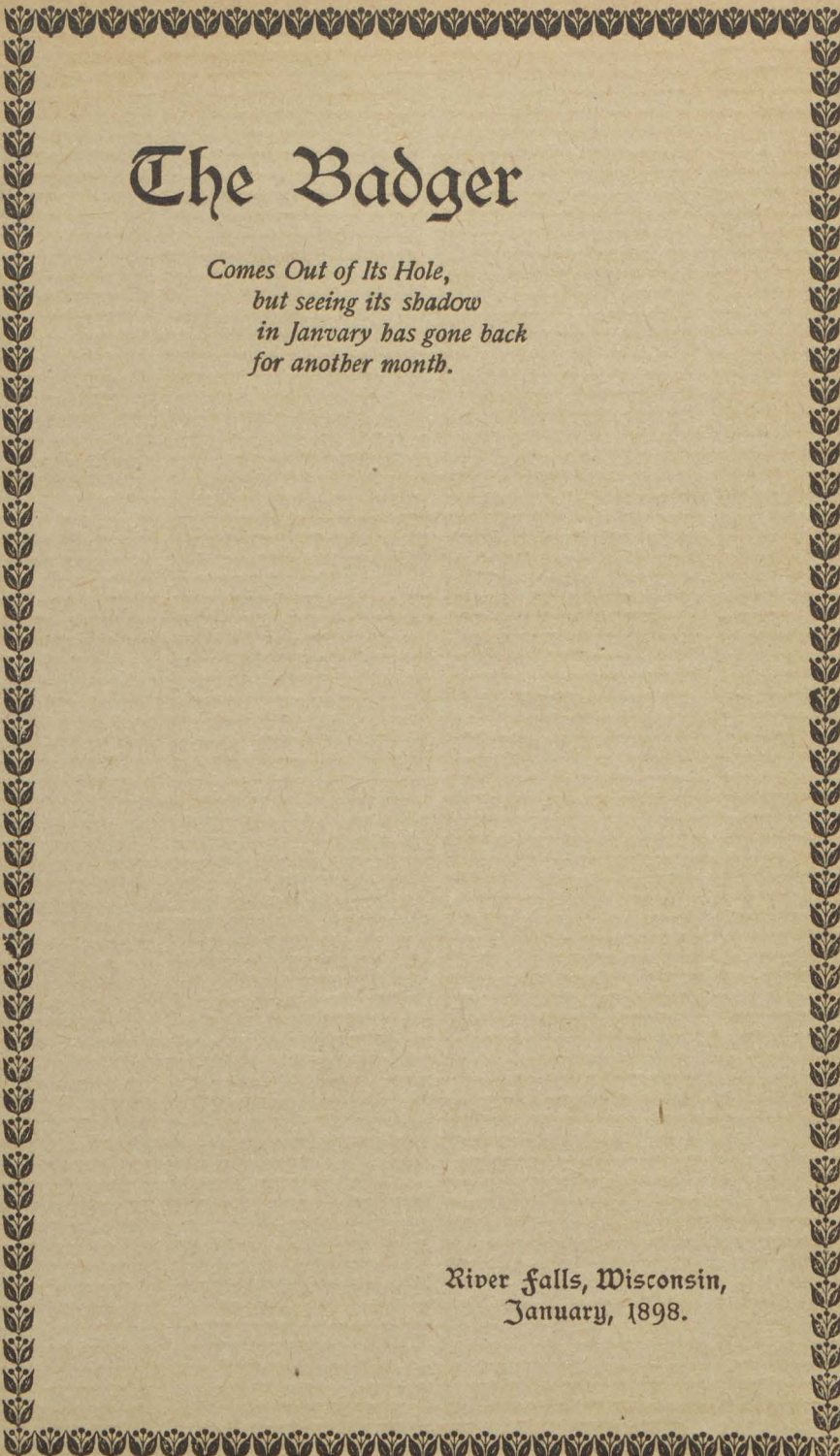




The Badger

*Comes Out of Its Hole,
but seeing its shadow
in January has gone back
for another month.*

River Falls, Wisconsin,
January, 1898.

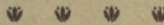


THE
State Normal School

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., January, 1898.

No. 5.

EDITORIAL.

The Educational Revolution.

There is a resistless force at work which is slowly but surely revolutionizing the entire system of education. Great minds aglow with an enthusiasm for humanity and its possibilities, have been seeking the bed-rock principles upon which the unfolding intellect depends for proper development. This revolution which we are now experiencing is only the logical outgrowth of unwise and unnatural educational formulæ. But what is the substitution for that which has for ages sufficed? Wherein does it differ from the old established systems! The leaders in this humane warfare have been pleased to designate it by several different names, but none of which are more significant than "Natural Education," the germ of which is the kindergarten. Object lessons and elementary science in the primary schools, co-relation of studies in the grammar schools, inductive systems in the universities are nothing more nor less than the ultimate application of philosophic principles, first propounded and practiced in the kindergarten. This new theory, therefore, seems more than a mere poetic enthusiasm over an ideal. It would be quite impossible to state the vitalizing function of natural education in a single sentence. Crudely stated, natural education is the symmetrical development of the faculties of the individual from his own spontaneous impulses, in harmony with the progressive stages of his growth, in order that he may realize his highest possibilities in the actual business of life. The supreme fault of the old system is its conventionality, aiming as it does at the acquirement of a certain amount of information upon given subjects; making the development of faculties only incidental; ignoring the adaptation to the individual and, lastly, forgetting to employ the motive power of spon-

taneous impulses. The curriculum of the old system is artificial and is applied with the unflinching precision of a machine.

Laying aside all theories, all philosophies, all prejudices, has formal education vindicated itself in the education of its students? We hear upon every side, instances of the failure of college-bred men. Fathers who, with meagre advantages, have made a success of life, see their sons, with far greater opportunities, fail. The failure is certainly not to be attributed to education, but it indicates that the system was inadequate. If education is not to prevent failures, and to turn out successful men, wherein lies its value?

Ask any honest man where he acquired the knowledge and training that have made him successful. Will he refer you to page and section of some text-book or to the influence of any series of text-books? Never. The millionaire would answer with derision if the idea were suggested that he acquired the science of money-making in a business college or from the pages of Mill, or any other economist. He would say that in nine cases out of ten he acquired it in the practice of rigorous economy in the poverty of his youth.

Where did the naturalist gain his intimate understanding of nature? From personal contact with the life of fields and woods. Where did the youthful poet, fresh from a country village, learn to "write like the sound of a trumpet?" Was it in the forced rhetorical of school life? Impossible. His inspiration came from the music of Keats and Shelley and Burns conched in some spot of pastoral beauty.

To argue from such facts that formal education fails to educate and that the mind should be abandoned to its own desultory gleanings of knowledge would be a false deduction. The central idea of the theory of natural education is that the germ of education lies in the mind



LITERARY

Rudyard Kipling.

BY NINA LOWATER.

About thirty years ago, in the city of Bombay, India, Rudyard Kipling was born. He spent the first five years of his life in India, and then was sent to England to spend his boyhood in his father's native country. At sixteen he returned voluntarily to the land of his birth, there devoting himself for seven years to journalistic work. With fever and cholera all around him, taking away from him his nearest and dearest, his only consolation was the hard labor which was destined later to bring rich returns, but which at the time taxed his vitality to the uttermost.

During this time he had little society beyond the rough, free soldiery, and the natives, with whom he slumbered and fought, sorrowed and rejoiced, watched and broke bread, until they were to him as brothers. Most natural it was, then, that his first writings should take on the character of this life, as he describes it in "Barrack Room Ballads" and "Plain Tales from the Hills." This first is, as its title signifies, a collection of poems, stories in verse, descriptive of the adventures of the Mulvaneys and Ortherises of the Indian army. In his "Plain Tales" Kipling gives us vivid pictures of the life of the British officers and civilians stationed in that

far country, a little handful among the hordes of natives, all knowing each other so well, yet never suspecting there was "a chiel among them taking notes."

Even this earliest work took the reading world by storm; nothing like the originality and strength displayed in these glowing pictures of soldier life had been known for years. At once the obscure journalist became the best-known and best sought after of all English writers; this was true especially in America, as much of his writing is of a nature to appeal to the sympathetic, imaginative, inventive American than to the colder, more reserved, conservative Englishman.

Judging from his stories of soldier life alone, many have supposed this theme to be the only one possible to him, and that when this was exhausted nothing more was attainable. This is far from the truth. Poems many and varied have followed his first "Ballads." The subjects of a few of them may be inferred from the titles, "When the Birds Will All Have Died," "The Gypsy Trail," "The Gift of the Sea," "An Ocean Tramp," "Tate," "Soldiers Three," "India," "Hymn Before Action," "Ring Out, Ye Bells," "Recessional."

Rudyard Kipling was almost

the only British poet who did not write a Jubilee poem during the Queen's Jubilee last year. After the great celebration was over, he produced his "Recessional," which is said by many careful critics to rank far above all other Jubilee poems. It is a grand, stately hymn, with a solemn refrain to each stanza and an invocation to the Lord of Hosts to keep His people devout and humble lest like other proud people, such as those of Nineveh and Tyre, they should forget, is in striking contrast to much of Kipling's work.

The tumult and the shouting dies;
The captains and the kings depart;
Still stands thine ancient sacrifice,
An humble and a contrite heart.
Lord God of hosts, be with us yet,
Lest we forget, lest we forget.

Far called, our navies melt away—
On dune and headland sinks the fire—
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre!
Judge of the Nations, spare us yet,
Lest we forget, lest we forget.

But the fervent piety of the "Recessional" is no new feature in Kipling's poems. In the dedication to "Soldiers Three," one of his earliest works, Kipling says:

Lo, I have wrought in common clay
Rude figures of a rough-hewn race,
For pearls strew not the market-place.
Yet there is life in that I make.
O, Thou who knowest, turn and see!
As Thou hast power over me,
So have I power over these,
Because I wrought them for Thy sake.

The poet ends his dedication by laying his verses at his Master's feet, without desire for worldly profit or applause, content if only He shall say, "Well done, thou good and faithful servant."

This dedication is no isolated utterance; coming at the outset of Kipling's career, it has remained an abiding spirit in his work. Several of his stories have a strong

religious element, and in the guise of allegory, contain a true gospel message. In his tribute to his brother-in-law, Walter Balestier, Kipling rises to rare elevation of language and spirit, and speaks of his brother as one who "had done his work, and held his peace, and had no fear to die."

Scarce had he need to cast his pride, or slough
the dross of earth.
Even as he trod that day to God, so walked
he from his birth,
In simpleness and gentleness, and honor, and
clean mirth.

Beyond the loom of the last lone star through
outer darkness hurled,
Farther than rebel comet dared, or living
star-swarm swirled,
Sits he with such as praise our God for that
they served his world.

The last poem in his last book of verses closes thus:

And only the Master shall praise us, and only
the Master shall blame.
And no one shall work for money, and no one
shall work for fame.
But each for the joy of the working, and each
in his separate star
Shall draw the thing as he sees it, for the God
of things as they are.

These are but a few of the religious utterances in Kipling's poems, but these are sufficient to challenge the prevalent idea that he has no sympathy with the spiritual side of man's nature.

About a year ago there appeared, in one of the American magazines, a tale of the North Atlantic cod-fishers, "Captains Courageous," by Rudyard Kipling. This story revealed anew his wonderful power of making himself at home in any position and under any set of circumstances.

Many people have wondered how Kipling acquired such intimate acquaintance with the habits and character of a people as far removed from his own life as the cod-fishers of New England. Dur-

ing the short period of his residence in this country, Kipling acquired besides the material for "Captains Courageous," the data for "A Story of a Locomotive," and several articles on American customs and habits which show more discernment and understanding of our ways than is shown by many other foreigners' writings on such subjects.

To children, Rudyard Kipling is known as the author of the "Jungle Book," that delightful story of Nowgli, the child brought up by the wild beasts of the jungle, a story equally fascinating to children of a larger growth.

All this, remember, is but a small part of the work done by a man not yet in the prime of life. If his productions increase in value in the future as they have done in the past, the world will eagerly await the coming of Kipling's novel,—a work which Kipling says cannot be produced by any under forty, but which he has already accomplished, in the opinions of many people.

A recent visitor at the home of Rudyard Kipling, in London, speaks of his small, lithe, graceful figure; his countenance, which bears the marks of constant labor in a deadly climate; his chin strong and prominent, and fine gray eyes, with widely dilating pupils, behind constantly-worn eye-glasses. Such is the personal appearance of the "Laureate of Greater England."

Will Lusk, principal of the school at Humbird, visited the Normal last week.

Science Notes.

At the time of the Klondike discovery, miners were digging for gold along the entire Yukon river.

Prof. Crookes made the astonishing discovery that a diamond inclosed in a Crookes tube became covered with a black film. On investigation this film proved to be graphite.

Mr. W. Ogilvie, surveyor of the Yukon district, first reported authentically the Eldorado found there. He reported to the Canadian government that rich discoveries of gold had been made on Bonanza Creek, a tributary of the Klondike.

The latest achievement of the Weather Bureau Scientists is the successful flying of a kite which balances itself at a height of one and one-half miles. It is superior in construction and material to any kite hitherto used. Attached to it is an instrument, called a meteorograph, for the purpose of indicating atmospheric conditions. The scale of the instrument is marked in black ink and can be read by focusing a telescope upon it.

The Kalamazoo Carrycycle is a vehicle invented for the purpose of carrying invalids. It has three wheels with pneumatic tires, two front wheels supporting a cushioned easy chair on which the invalid sits, and one hind wheel with a seat like that of an ordinary bicycle on which the propeller sits. The vehicle is propelled and steered on the same principle as the bicycle. It is intended to do away with the slowness of motion of the ordinary movable invalid chair.

PEDAGOGICAL

Need of Greater Uniformity in Normal Courses.

BY PROF. W. J. BRIER.

Paper read before the Normal Section, W. T. A., Milwaukee, December 29, 1897.

Two purposes are prominent in the minds of those who seek admission to Wisconsin Normal Schools. First, the acquisition of an education sufficient to do successful work in teaching. Second, the possession of a legal document which shall give immunity from the expense and inconvenience of examinations and at the same time serve as a passport to the professional ranks in teaching.

Were the first named the sole purpose, uniformity in admission and graduation would have little significance. But, in view of the fact that the completion of a course of study in one of our schools confers upon the graduate the same legal qualifications as graduation from any other school, it seems there is some reason in the claim that greater uniformity should prevail.

The graduate of a Wisconsin Normal goes forth into the world a teacher, legally qualified to teach in any school under the supervision of the state, and as such he is carefully differentiated from all other persons possessing legal qualifications. He is known in all educational circles and by Boards of Education, if the question is raised, —and it is one likely to be raised—

as a graduate of a state Normal school.

Comparisons are not instituted between him and the University graduate,—their claims to excellence are unlike quantities,—neither is he placed in line with that body of certificate holders who have ventured their crafts upon the stormy sea known as a state examination and risked being impaled upon one of the three sharp prongs of the inflexible trident, the board of examiners, launched at them by the educational Neptune, the superintendent of public education.

As comparisons are not made between the Normal graduate and the teacher who has passed the state examination, it signifies nothing that the branches required in the Normal course are not identical with those required for the state certificate. If, however, the state board were to examine applicants in one set of branches in Eau Claire, another set in Oshkosh and still another set in Madison, adverse criticism would be forthcoming at once. Criticism would likewise be made if there were a marked fluctuation in branches from year to year. As a matter of fact the branches have

changed but little in a quarter of a century.

But Normal graduates are compared with Normal graduates and this fact alone suggests the propriety of making courses and standings as nearly uniform as possible. Careful inspection of the catalogues of the several schools shows a wide divergence in subjects pursued and a greater divergence in time allotments for the several subjects.

It is in no sense the purpose of the writer to offer criticisms upon the courses pursued by the different schools. That agreeable pastime he gladly leaves to those who are responsible for them. To say that the school which gives more time to a subject than another does well or ill by so doing is not within the scope of this paper. It is for me to point out the differences and leave it to those who have the shaping of the courses to apply the remedy if they think the evil sufficient to require it. That comparisons similar to the ones which follow are being made by the youth of the state whenever they begin to talk of attending a Normal school is a fact which may be found out by any one who will take the trouble to go out into the field from which Normal schools are recruited and inquire for himself. With catalogues placed side by side, they make a definite arithmetical calculation as to which school offers the least resistance in completing the course. If the certificate or diploma looms up large before the mind's eye—and it usually does—they decide to go along the line of least resistance.

As the Normal in this city (Mil-

waukee) has only the advanced course, it is omitted from the comparisons, and to avoid all appearance of a personal criticism the schools are designated by number. These numbers do not designate schools in order of establishment, or any other determinable order.

The Board of Regents has named certain branches which must be pursued by those who complete Normal courses and has designated the minimum time during which these branches are to be studied. It is safely inferred that additional time may be given by any school at its discretion, but that no school has a right to offer less than the minimum. After a careful examination of the work offered as shown in the catalogues, and with such modifications as personal knowledge or direct inquiry would prompt, the following statements are made with the realization that the greatest care cannot prevent errors in treating a subject so complex as this has proven itself to be.

THE ENGLISH COURSE.

Minimum established by the board, 610 weeks. No. 6 offers 590 weeks; No. 3, 600. All others are up to the minimum, the highest being No. 2, 720 weeks. This gives a range of 130 weeks. Looking at the different lines of work the records show that but two of the schools are below minimum in mathematics, the other four being from ten to twenty weeks above minimum. English, as scheduled by the board, includes grammar, composition, orthoephy, reading, rhetoric and literature. Inspection of the catalogues sets one to wond-

ering. Has the board overrated these subjects? Or do the executives underrate them? Or do the students who enter the Normals show themselves possessed of extraordinary ability along these lines? Or, most pleasing of all conjectures to the teacher of literature, are the teachers in this group of subjects so much more proficient than other teachers that they need less time to accomplish the work? Whatever the cause, every school falls below the authoritative minimum in this group of branches. Even No. 2, that sails with such ample canvas, and No. 3, that hugs close to the winds of authority are both short on English. But all are long on natural science except No. 6 and it meets the requirement. No. 2 revels in the ologies and other scientific terminations to the extent of 170 weeks, where but 110 are demanded. No. 1 with some kind of a biological combustion not made very clear in the catalogue gets the temperature up to 150.

All but two of the schools theorize, methodize, review, practice and manage their work up to the required mark in the professional subjects. The board demands 160 weeks; Nos. 2 and 5 are in excess of that.

Other anomalies are as follows: But four schools courtesy to the University by offering courses in trigonometry. Two do not geologize. All botanize through the very flexible period of fifteen to forty weeks, but within the last summer the holder of a diploma from a Wisconsin Normal confessed to an interflocuter that she had never

studied botany a day in her life, and stated that "there are others." One school holds out enticements to the graduates of four years high schools, in offering a course of two years in which there is no sign of mathematics other than trigonometry and not an hour offered in the natural sciences. Does anybody believe that the natural science work in the average high school of four years is sufficient for graduation from a normal school, especially in these days when so much stress is laid upon the ability to manipulate apparatus? Another school offering a two years' course for graduates of high schools requires fifty weeks in science. To which of these schools will the seeker for information wend his way? To which the seeker for a sheepskin? Does any one think for a moment that these graduates should be certified to possess the same qualifications?

LATIN COURSE.

In the Latin course like differences exist. With a requirement of 640 weeks the following are the offers made: 696, 760, 640,—No. 3 as usual right on the line,—658, 690, 650. No. 2 leading in the natural science requirement 50 per cent in excess of the minimum. No. 3, ten weeks short in its mathematics.

ELEMENTARY COURSE.

In this course No. 6 offers 320 weeks and No. 2, 390, upon a 330 weeks course. No. 1 offers no physical geography, as such, in this course, although it is a subject required by law for a second grade county certificate. Variety

is the spice of normal school courses.

Besides these divergencies in the time element, the courses show anomalous conditions as to positions of the branches in the courses. In one school physical geography and school management are deferred until the fourth year, while forty weeks of algebra is offered in the second year and a like siege in geometry is maintained during the third year. The next catalogue consulted shows algebra in the first term of the course. Does the statement that a student has completed the first year's work in a normal school mean anything?

In conclusion it may be said,—

These schools exist under the same law.

They are operated by the same Board.

They are administered by officers whose tenures are the same.

They confer the same legal privileges.

They are patronized by students of nearly the same attainments.

Is it not reasonable to contend that the requirements for admission should be the same? that the students should be required to pursue the same branches for the same length of time; and that these branches should be studied in the same order?

If the board of regents and the presidents of the schools will prepare a course of study stating specifically not only what branches are to be studied, but when and how long each branch is to be studied, and require that the course be printed in tabulated form in all catalogues, so that he who runs

may read, some of the existing evils of competition among the schools will be eliminated. The definiteness thus brought about will be feared by none except those who wish, if any such there be, to make that which should be as clear as sunlight, enigmatical or darkly equivocal.

Toughts on the Kindergarten,

By some of our prominent educators:

"Give me the first six years of a child's life and I care not who has the rest."

"The child of six years has learned already far more than a student learns in his entire university course."

"The first six years are as full of advancement as the six days of creation."

Perhaps it will be of interest to those studying Speer method of teaching number to know that sense training is carried on all through the kindergarten year. In fact that is one of the foundation stones of the kindergarten work.

"The introduction of the kindergarten into the public schools is the greatest step in the educational history of this century, with the exception of the founding of Normal schools under Horace Mann."—Supt. C. B. Gilbert.

Have you had a kindness shown?

Pass it on.

'Twas not given for thee alone—

Pass it on.

Let it travel down the years,

Let it wipe out another's tears,

Till in heaven the deed appears—

Pass it on.

—Sunshine.

ROUND TABLE TALKS

Use of Periodicals.

BY PROF. L. H. CLARK.

A person who would be intelligent and well informed must be a reader of the best periodicals. These record contemporary history as it is being made from month to month. They also contain announcements of the latest inventions in the arts and the discoveries in science, and as serials, they contain most of the best of the contemporary fiction, poetry and history which will later be embodied in book form. Therefore, no person who would be well informed can neglect this kind of literature. And more than any one else, the teacher who would be progressive and growing, must make a large use of newspapers and magazines to keep abreast of the times and himself from stagnation.

It is not necessary that one should be a reader of the daily paper to become well informed about events in different parts of the world. If he can afford a daily paper and will read it wisely, it will be of great assistance to an intelligent understanding of the weekly and monthly periodicals that he must necessarily read. One cannot afford to spend much time in reading daily papers. He must learn to get from them what

he needs with the least expenditure of time. In from ten minutes to half an hour, any one should obtain from a daily paper what he desires most to know. The paper is made for all classes of readers, and no one is supposed to read it all, or to want any large portion of the news it contains. The page containing telegraphic reports of political events in all parts of the world is for the general reader, and he is assisted by headlines in getting the substance of the reports without much reading. The page containing the market reports is for the business man. The page devoted to sporting events is for the lover of sports. So each man can find what he most desires to know in about fifteen minutes daily. Greater time than this spent in reading the daily paper is dissipation.

But for an intelligent understanding of events and their bearing upon the future and their relation to the past, the reader must rely very much upon the weekly paper and the monthly magazine. The weekly paper should be a weekly indeed and not a paper made up from scraps from the daily edition published by the same company. If the weekly is carefully edited,

the editorials will contain intelligent opinion on the events of the week and month. This weekly paper should be independent rather than partisan, fearless in exposing wrong rather than subservient to great corporations and class interests, broad in its treatment of all public questions and generous in its sympathy rather than narrow and governed by sectional prejudices. This kind of a weekly will not be given to publishing sensational accounts of crime and all uncleanness. It will be clean and high minded. In using this paper the reader cannot afford the time to read all of it and probably not even any large portion of it. He should read the editorial page. If the journal is independent in its reviews of books, the reader should by no means omit this page. He will not have either the time or money to enable him to buy and read even a small number of the leading books that are printed each year. But an intelligent person likes to know what books are being published, what they are about, and how they rank with others of the same class. This the reviews will enable him to do, and they will also be a guide to him in his purchase of books for his own library. If the journal only prints what the publishers pay it for publishing, these reviews will be unsatisfactory and misleading. A high-minded journal will not usually permit itself to be used for misleading the public in this manner. In reading periodicals of any sort, it is well for the reader to read only that which interests him most. This plan will probably

keep him from wasting a great deal of time. Of course, one must often read articles that are tedious and uninteresting because it is necessary for him to have the information contained in them, but unless there is some such necessity, he may well omit that which possesses but little interest.

After the reader has read a topic in the paper, it may prove useful for him to relate to himself or to some other person the substance of what he has read. This will tend to prevent the gradual weakening of the memory that often follows excessive reading of periodicals, and will assist in preventing the formation of the bad habit of inattentive reading that frequently comes from the perusal of periodicals as a mere pastime.

The teacher cannot afford to be without some monthly magazine like the Review of Reviews. He has not time to read any large number of magazines. In fact, it is not wise for him to attempt to read even one through from cover to cover. A magazine is usually published for many different classes of readers, and each is supposed to read what suits him best. The Review of Reviews will show him what the different magazines contain, and besides it also gives summaries of the leading articles in these monthlies. These summaries will assist the reader in learning the scope of these articles and thereby in knowing whether it is worth while for him to secure the magazine and read any one of them for himself. If it seems desirable, he can buy the magazine at the newsdealer's. This method of get-

ting what he desires to read will cost him little, if any, more than it would as a regular subscriber to two or three monthlies. If he has access to the reading room of any city library, he will be able to read what he desires with but little expense. Usually, he will not find more than one article in a magazine that possesses any special interest for him. It is a waste of time for him to read what does not interest him particularly. Of course, this statement is based on the assumption that he possesses a taste for what usually interests intelligent people.

No teacher can afford to be without one or more educational journals. Yet no class of periodical literature is thinner and less deserving of patronage. Still there are a few fairly good and high-minded journals among those of this class. A good school journal will give the education-news without having its columns filled with senseless laudation of second and third rate school men and women for the purpose of increasing its circulation. Neither will its news column be used for the purpose of punishing some unfortunate individual who refuses to contribute to its support, or who has incurred the hatred of the editor. The good journal will not be used to gratify personal spite. The good school journal will give impartial reviews of text books instead of reviewing favorably those which are advertised in its columns and condemning those that are not so advertised. This column of the paper will not be used by the editor to blackmail publishers, by

compelling them to advertise in it in self-defense. In fact, the school journal must be read with greater care and discrimination than any other class of periodicals. Yet the progressive teacher may not ignore it. Wisely used, it will do him good.

Science Notes.

The trains on the Bavarian railroads carry telephone receivers and transmitters by which the trainmen can at any time communicate with the nearest station.

A law has been placed upon the statute books requiring all railroads to equip all their freight cars with automatic couplers, and to equip a sufficient number of them with such brakes as will enable the speed to be controlled by the engineer. The time limit for making these changes was set at Jan. 1, 1898. The near approach of that day will make it almost impossible for some roads to meet the requirements of the law; but when the changes shall have been made, it will add greatly to the safety of the employees.

In 1866 steel rails cost \$165 per ton. Now the Bessimer steel plant near Baltimore, which is the largest in the world, sells steel rails for less than \$21 per ton. This great reduction in the price of steel has expedited the building of railroads which now cover the country like a network, and without which modern enterprise could not be carried on. Today we are able to use steel for bridges, ships, cannon, frames of buildings, to say nothing of farm implements, nails, etc.

The Normal Badger.

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GENERAL NEWS.

Grant Fuller is so far recovered as to be out.

Lyman Weld is cultivating the patience of Job.

Judge Weld gave an interesting talk to the school, Jan. 7.

Dr. Parker, of Chicago, visited the Normal a few days ago.

W. A. Clark, of Eau Claire, visited in town during vacation.

Miss Minnie Cliff has returned to resume her work in the school.

Miss Minnie Barg has returned to her school work in the Normal.

Frank Chapman's cheerful face is again seen in the circle of his friends.

Marie Murphy, S. '95, visited friends in the school during her vacation.

Rollo Works has returned from the west and taken up his work in the school.

Elmer Waite, principal at Spooner, spent his vacation at his home in Menomonie.

Miss Etta Foster is enjoying a long visit from her sister, Miss Amy Foster, of Shell Lake.

The class in Literature completed their study of ancient authors and since the holidays have been studying English writings.

Miss Edna Littlefield has gone to fill a position in the Barron schools, and Miss Alice Parsons has gone to teach in Stanley.

Mr. D. L. Hennessey, S. '96, visited friends in the city and school during his vacation. He is the principal of the schools at Wilson this year.

Miss Susie Downer has resigned her position in the school at Humbird on account of ill-health. She will spend the remainder of the winter at home.

The business manager of the BADGER called on Attorney J. E. Florin, of Menomonie, during the holidays. Mr. Florin is a former graduate from this school.

Claude Bodman, a former member of this school, and who also held the principalship of the Hammond schools for two years, is contemplating studying law.

The Friday previous to and the Monday following the holiday vacation are to be "made up" by sessions on Saturdays or such legal holidays as the school may decide upon.

It is rumored that Pres. Parker ventured upon the ice a few days ago without first inquiring about the depth of the water beneath. His knowledge in that respect was subsequently made perfect.

Among those who returned to

spend vacation in River Falls were Elizabeth ApRoberts, Laura Weld, Christine Chidester, Willie Lusk, Marie Murphy, Verne Hemenway, Clara Evans, Mr. Henessey.

Dr. Boothby, of Hammond, was a visitor at the Normal at the close of the holidays. He was looking for a teacher to fill a position in the Hammond schools. Hammond has now a free high school.

The latest on the Normal question: "The Board of Regents has left the decision of the location of the new school to Pres. Parker. That means we won't have it in River Falls." Of all ridiculous reports abroad, this caps the climax.

Those persons looking toward the certificate and diploma in June, are seen hovering about the president's desk, haunting the records, and getting into line generally. The Elementary and Senior classes are soon to be duly organized.

Miss Margaret Elliott goes to fill a position in the Hayward schools. Miss Elliott appropriately began her new year by paying for one year's subscription to the BADGER. All other good Normalites are invited to do the same.

Preparations for rebuilding the Normal School are being made. Architect Cook, of Milwaukee, has been here discussing plans for the new building with the faculty. The new building is to have all the modern improvements.

The initiation of morning rhetoricals in the new assembly room came in the form of a pleasing

talk on geology by Miss Mary Olson. Mr. Works, Miss Frost and Miss Ingersoll have also passed through the ordeal with deserving credit.

Visitors, desirous of avoiding the publicity of a seat on the rostrum, retire to the rear gallery. Mrs. Parker seems to have a favorite corner.

Messrs. Frank Chapman and Clarence Dodge occasionally drop in during chorus time.

Kellogg does the best work at lowest prices. Patronage of Normal students solicited.

From the Business Manager.

Have you paid your subscription to the BADGER? This is simply a business matter and should be attended to promptly. If you are interested in the BADGER as it comes to you now, pay up and it will be more interesting. Don't wait to be asked. Volunteer services are always the best.

At the Universities.

Some man has discovered and called general attention to the fact that in this country the schools closed to male students exceed the number closed to female students. Another man, Prof. von Hartmann, of Germany, consoles the women who are shut out of universities in this wise: "The lecture rooms seem to have a magical attraction for you. They are for you the paradise of intelligence. Absurd mistake! They are more like barracks where one learns mechanically the manual of arms. I'm going to tell you the great secret—the best means of education

is reading. Let those of you who care little about diplomas and whose sole ambition is to cultivate your minds, stay at home and read. Get it well into your heads that your brothers and your future husbands, who, after leaving the university, do not read, will never be anything but stupid ignoramuses, and that all the universities in the world are useless to a woman who knows how to read.”
—Farm and Fireside.

Communication.

Wilson, Wis., Jan. 10, 1898.

Dear BADGER.—I find it somewhat difficult to write a letter after such a recent visit to your haunts, but as your editors requested me to “remodel” my last month’s tardy communication for this issue, I suppose I must make the attempt.

I wish that all my fellow alumni and other ex-students might have the privilege which I enjoyed of spending two days at the Normal’s new quarters. They would, in many cases, find the lavish sympathy which they have been pouring upon the students to be entirely uncalled for.

In the numerous classes which I visited I could see little difference from the work of last year. Of course, the psychology class was not thinking as deeply or reasoning as profoundly as the class of ’97—but that was not to be expected.

The BADGER is always a welcome visitor to me, and the future numbers of this year will be particularly enjoyed, as I have paid my subscription and can peruse

them with an easy conscience.

With best wishes to all readers
I am, Yours Sincerely,
D. L. HENNESSEY.

“The Silver St. kindergarten, established in San Francisco some twenty-five years ago, trained from the ages of three to six, the children of the poor, not the clean poor but the slum poor. They were the children from whom were recruited the criminal classes. Ten thousand of these children were carefully watched and records kept of their after careers. Only one of them was ever arrested, and he was discharged. No such showing can be made by the schools which omit this early culture and give reading, writing and arithmetic as the bread of life. These kindergartens did not teach a letter.”—Arena.

“River Falls, Wis., has had the loss of the Normal School building by fire. Miss Lucy K. Peckham, formerly of Duluth, is in charge of the kindergarten department of the Normal and writes of the misfortune of losing all her professional books and papers in burning. The kindergarten department was opened last fall, with a class of six students, a model kindergarten and an observation class of fifty-five teacher students. Regular mothers’ meetings have been held during the fall, and a practical appreciation of their benefits came in the offer of several homes to receive the kindergarten after the fire. Such favor from parents comes because of their enlightened interest in the work.”—Kindergarten Magazine, Chicago.

A Conversion.

As the short winter's day is drawing to a close, I sit and think of my many years' experience in the school room and how the opinions of a lifetime may be changed by a day's, perhaps an hour's actual observation.

I had always been prejudiced against the kindergarten. I thought it a fad, which would soon go out of existence. I had read, I had studied the subject, but no reading or studying had changed my opinion.

Now as I think how changed all is, and all by a day in the kindergarten. Let me tell you about it. As I entered the doors of this "child garden" the first thing I noticed particularly was the bright sunshiny room. In the windows were plants and flowers and from a hook in the centre of the ceiling hung a bird cage, but the bird had perfect freedom, flying from window to window among the plants.

The children called him Dick Kindergarten and he flew from child to child seeming to feel that it was a real garden.

A picture of a beautiful Madonna and the Christ-child hung between two of the windows, while other pictures, charts and work of the children nearly covered the walls.

One by one the children came to the circle from their happy play and sat quietly with folded hands. I looked in vain for the bell—Where was the teacher? At her desk? No, in one of the chairs. How did they get there? I listened. Soft music was being played, that was all. I could not help feeling

that by this influence, how much better fitted a child was to begin the day with the melody of music in his soul rather than the clang, clang of the bell. The "thank you" was said and a hymn sung. The morning talk was on Carol Bird. A story in school!!! What were the people thinking of!! Where I taught we studied. Yes, the four year old children had to sit still if they could not read and write. But I will tell how this new fad-garden worked through the day, and if you will follow me you can see that hard as I tried to mentally defend my long time prejudices, one by one they passed from me until I felt truly the "new woman." How the children listened; eyes speaking wonders. You could see it was not a story to them, but a real child like themselves.

The leader told how this little lame girl, born on a beautiful Christmas day, seemed always to be planning and working for others. How one Christmas day she had invited her little neighbors to dinner and to the tree which she had worked hard to decorate herself.

After a few Xmas songs were sung, each leader and her children went to the tables. The children were graded at these tables, not by age but by the skill or dexterity with which they did their work.

At the first, or baby table, they were working with the eight small cubes, telling with these the story told in the circle—the room of Carol Bird, her house, etc.

The next table was making the same story only with the right

parallelipeds instead of cubes and at the third, or the oldest table, they were using the sticks making the Ruggle's house, yard and the walk to Carol Bird's. Through all this I could not help, but notice the perfect unison with which each table worked. After thirty minutes play or work as they called it, they returned to the circle. The little ones were given a chance to chose the game or song they liked best. One little boy chose the Family Song, which is a game as well, representing an ideal family—mother, father and child. They had a visitor and the small mother introduced her to her family and told her how busy they were getting ready for Xmas. A chorus of voices was heard out of this play house and it proved to be another band of children singing the Xmas Carol.

They were thanked and heartily clapped for their song. Other songs and games followed. Some seemed especially for the body, some for sense training, while some were the highest or soul training.

At one time the name of the song was not given, but the tune was played through on the organ, and it was quite surprising to me to see how quickly some of the little ones could tell which song it was.

The march led by one of the assistants was closely followed by the children. The different positions of the hands were noted and obeyed almost immediately, without a word from the leader.

They learned "right" and "left" and by listening to the music, in

march or waltz time whether to march, skip or fly like snow birds. From this they returned to the table and were as busy as bees. They whispered of Xmas presents for the tree which they were to have, not for the Ruggle's, but for their own mothers and fathers. They invited me to come again when it is finished, which I will be pleased to do. Then the going-home time came and the putting on of wraps—how the boys helped the girls—the oldest table, the little ones.

Then they returned to the circle once more and the good-bye song, "We have tried to do our best," was sung. Throughout the whole the spirit of love, politeness and altruism was shown and above all perfect obedience. The thought came to me, no matter what of sorrow or care the future years may bring to those dear hearts, there will always be the influence of that peaceful, golden morning of life to cheer them on. How could any one visit this dear "child-garden" and go away with the feeling that it is not doing a great good in the world. These little ones, at their songs, their games, their work, were always so happy and so bright, so gentle and each so mindful of the other.

It is hard to own that one has been mistaken and still harder after years of reading and study, but I own I was in the wrong and now acknowledge the kindergarten one of the noblest, if not the noblest, institutions in existence.

LUCILE KING.

A penny in a jar makes a great noise.—The Talmud.

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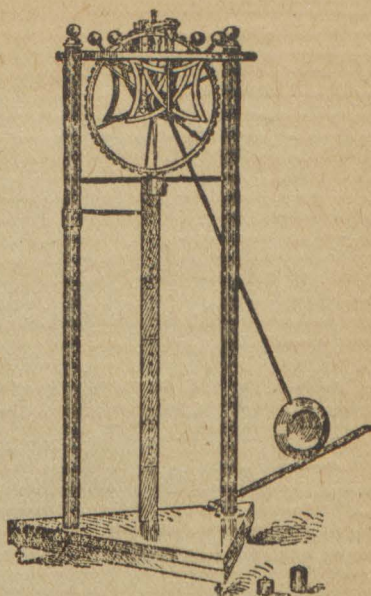
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