

THE NORMAL BADGER

RIVER FALLS, WIS., MAY, 1898.

50 Cents per year.

Single Copies, 5cts.

TABLE OF CONTENTS:

Frontispiece. Pres. W. D. Parker.	PAGES.
EDITORIAL.....	154-156
Shall There Be a Continuous Session of the Normal	
School to Be Paid for by the State.....	157-163
Around the Kindergarten.....	163-165
A Year Among the Indians, By Beth Prince.....	165-167
In and Around the School.....	168-169
Athletics.....	169

STAFF OF OFFICERS:

Editor-in-Chief.....	G. W. SWARTZ.
Associate Editor.....	GEO. A. WORKS.
Business Manager.....	JOHN H. ANDREWS.
Literary.....	MISS OLIVE CALDWELL.
Science.....	SEVER SABY.
The Child-Garden.....	MISS VIDA BARAGER.
General News.....	{ C. J. WENTZ.
	{ MISS ETHEL WHITE.
	{ MAUD WOOD.
Athletics.....	FRANK OTIS.



THE
State Normal School

At River falls, Wisconsin.



Offers Special Facilities

for the Preparation of Teachers.



Instruction Free

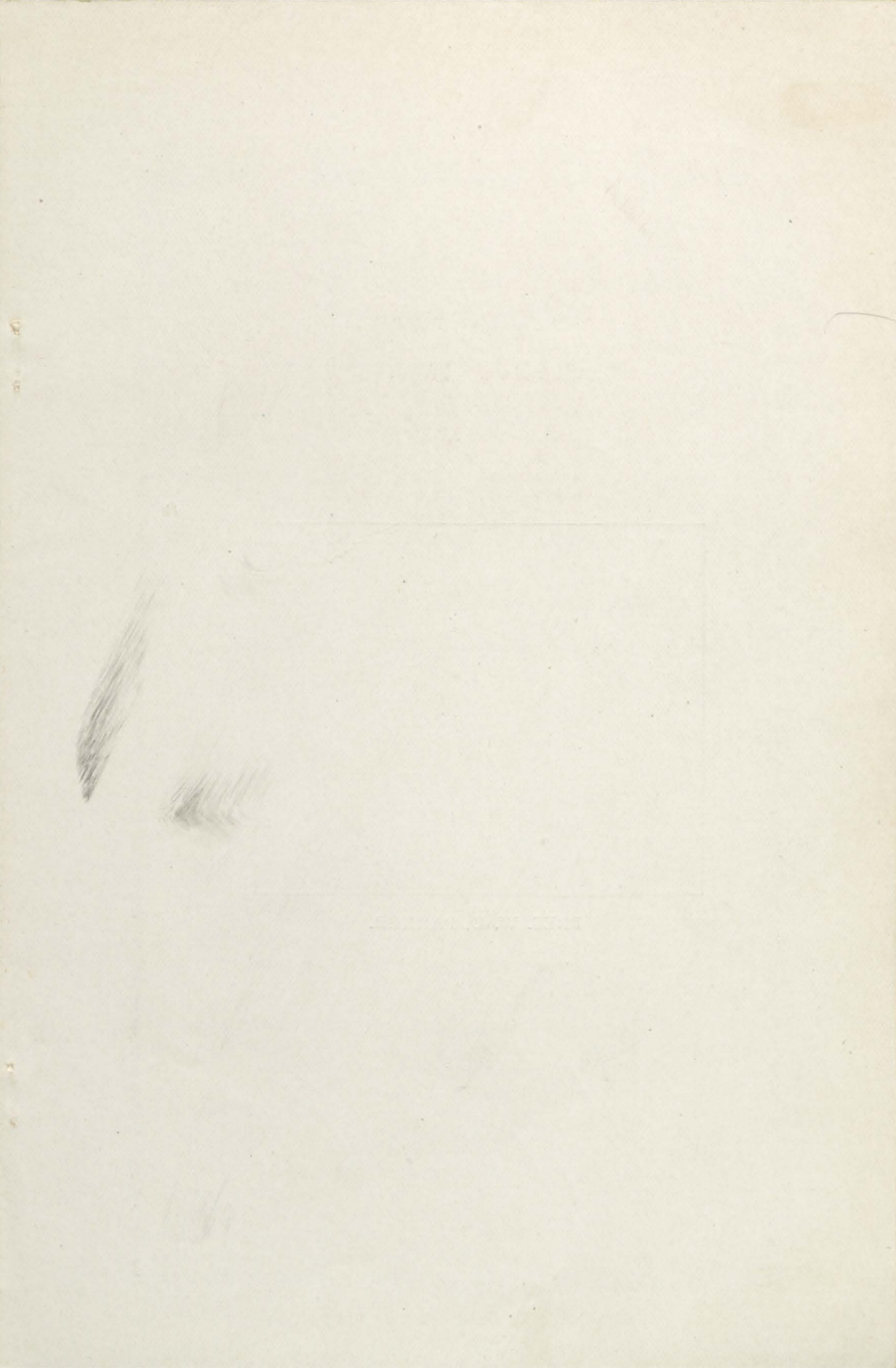
In all regular courses for residents of Wisconsin
who declare their intention of teaching.

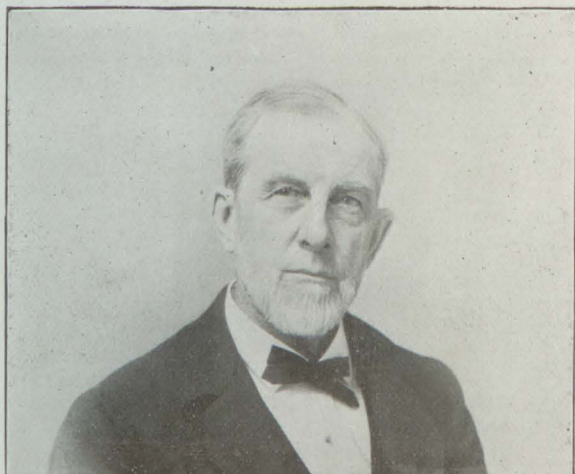


Address the President _____

W. D. PARKER,

River Falls, Wis.





PRES. W. D. PARKER.

The Normal Badger.

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

Vol. 3.

River falls, Wis., May, 1898.

No. 9

Editorial Comment.

AN IMPOSSIBLE ALLIANCE.

Our present armed conflict with Spain has revived the old idea of the necessity of the United States and England forming an alliance with the ultimate purpose of defending the Anglo-Saxon against the Latin nations. The basis of this argument is the familiar theme of a common race, a common language and a common religion. Strong as this bond may have been in the past, the great nations have outgrown it and in its place there exists to-day a larger, deeper, stronger, more lasting kinship than that of blood, language or religion. This bond is a common national feeling and purpose. Time was when it was religious sympathy which overcame bonds of race and speech, united Swede and Saxon against the German Empire, and Huguenot, Dutchman and Englishman against the crown of France. Now political sympathy is the dominant bond, uniting Englishman and German in America against their mother country in Europe, as it united all the diverse people of the coalition under the head of aristocratic England against republican France.

The modern democratic spirit was prematurely born in the first English revolution, and had a brief but brilliant efflorescence in the life of Cromwell; but it was too much mixed with the dying fervors of religious enthusiasm to endure after his death. It sank forever in England or fled to new life across seas, leaving that people to harden into lasting forms of feudalism and aristocracy, and to fall definitely out of the line of the evolution of political society. More than a century later the modern—the democratic spirit—was born again in the French revolution, unmixed with religious enthusiasm and destined to outlive the splendid conquests of its first-born child and the crushing defeats of monarchical coalition, to inspire all vital and still-growing peoples to new development, and to change the whole course of modern history. The French revolution introduced the most powerful dividing and unifying principle of human society, and drew the sharpest line of division among the states by bringing on the irrepressible conflict between aristocracy and democracy, between the divine right and rule of the people all over the world. Since that time all human society has been divided more or less consciously upon that line, as in primitive times it divided upon distinctions of race and language, and as later it separated upon the theological dogma. The world divided more or less deliberately into two camps. Great Britain marshalled and led the forces of aristocracy from the beginning, as is still their trust and refuge. France was the first brilliant leader of the forces of democracy, but their present hope is the United States. This people is separated from the British by the sharpest division known to modern times, by a clash of opposing feelings and purposes dating back to the battle of Edgehill, and intensified by every conflict between aristocracy and democracy in either continent from that day to this. The forces that fought at Naseby, at Marengo, at Waterloo, at Bunker Hill and Yorktown, at Shiloh and Gettysburg, confront each other still whenever Great Britain and the United States meet in the arena of war or diplomacy.

A noted Roman lawyer and statesman uttered a stock quotation that will endure as long as thought is considered in letters, because it expresses a fundamental and universal truth: "To have the same feeling for the state—that is the only true friendship." When this was written Rome was the world, and it was

the Roman state he meant. But his truth has broadened with the evolution of society. It is as true of peoples as it was of citizens, of the ideal and universal state as of the Roman republic. To have the same feeling about the relation of the citizen or subject to the state, about the conflict of the divine right of kings with the human right of the people; that is the only true kinship among nations, and is a higher, deeper and stronger bond than race, language or religion. By this test the United States and Great Britain are eternal and irreconcilable foes.



No doubt our readers will be interested in the discussion of the summer session of the Normal school which appears elsewhere in this issue. Each writer was requested to state his convictions upon the subject so that the unanimity of opinion is not to be interpreted as meaning that the discussion of only one side of the question was called for.

We believe there is a demand for a continuous session of the Normal school. There are many teachers whose financial status forbids the pursuance of a regular Normal school course, but the summer session would give them much needed training. The opportunity afforded the Normal graduates to pursue post graduate work is a factor worthy of consideration. Oshkosh will maintain her summer school again this year with a faculty of ten eminent teachers. To be sure the state does not support the school, but there seems no good reason why it should not pay at least a part of the expenses.

If the University plan of summer school is justifiable, then who can intelligently argue against a similar session of the Normal schools?



"All the victories the United States navy ever won were unparalleled in history. The victory of the Constitution was wonderful, of the Monitor more wonderful and of Dewey's fleet most wonderful."

The above is a nonsensical comment of an exchange, in a recent number. It takes a great event like a foreign war to show how much many so-called patriotic citizens "don't know" about true patriotism, history and several other things. The first sentence alone is a sufficient exposition of the writer's dense ignorance of history. We will refer the writer to Lord Nelson's victory over the combined French and Spanish fleets at Trafalgar. One who is familiar with the results of this great battle would not let enthusiasm or jingoism get the better of his judgment to the extent of branding himself as a historical ignoramus.

While the American people honor Dewey for his great victory at Manila, yet they do not and cannot place his victory on a parallel with Perry's victory on Lake Erie or the victory of the Monitor over the Merrimac. Perry's victory practically decided the contest between this country and England in the war of 1812.

The victory of the Monitor was the turning point in a great civil war. Dewey's victory is not decisive. The Philippines are not yet ours. Spain is yet to be conquered. The real strength of the Spanish navy will not be known until it faces Admiral Sampson's fleet. Had Dewey's victory resulted in a declaration of peace between the United States and Spain, it still could not be classed as equal to the victory of either Perry's fleet or of the Monitor, because of the inequalities of the opposing nations. Fitzsimmons is deserving of all the credit accruing to a prize fight for defeating Corbett, but imagine the magnitude of his victory for "knocking out" the writer of the above.

True patriotism must be founded upon intelligence, honesty and a reasonable degree of conservatism, and where these are lacking, the public utterances become unreliable and disgusting, of which the above is a type. The world honors Rear-Admiral Dewey for what he has done, but he is not yet a second Perry or Lord Nelson.

There seems to be a demand for more convenient means of reaching this school from Pepin and some of the other eastern counties. If teams can be sent to Durand and come through via northern Pepin and southern Dunn and central Pierce counties, there is no reason why the plan cannot be mutually profitable to the liverymen and students. The drive can easily be made in one day from Durand. This plan would not only be a great convenience to students, but it would inevitably awaken many outlying districts to the fact that a Normal school is near at home and open to young people. We know of no better method of advertising a great institution.

If the faculty will weigh this matter carefully and get one of the liverymen interested in the project, the time seems opportune for making the plan an entire success.



The evils of cigarette smoking have been brought to notice in recent examinations of young men for military service. Reports from various parts of the country indicate that from seventy to ninety per cent. of the young men applying for enlistment, who are addicted to cigarette smoking, have been rejected. It is amazing that in the face of such facts, young men will persist in the habit. Such is the despotic power, however, of an evil habit.



There is a whole volume of instruction in the character and career of Mr. Gladstone for all men, young or old, who have a spark of ambition to comprehend the secrets of a successful life, for precisely those principles and habits that won for Mr. Gladstone such distinguished success and such varied enjoyments of life, will bring the same blessings to others in proportion to their natural gifts, for Mr. Gladstone's was not only a very busy and useful life, but also a very happy one. One of the best resolves young men can make at this time is to possess a good biography of Mr. Gladstone and make it the subject of careful study.—Midland Christian Advocate.

THOUGHTS WORTH READING.

Talking of the mother's influence, better than all the sweetness, the gush, is the firm, decided, gentle "No." Too often it is the weak "Yes"—hence so many spoiled youngsters, weak young men, selfish young women, and a life very much astray, if not wholly so. The firm woman is the mother without price. She it is whose children rise up and call her blessed.



Nothing in your possession should be so carefully watched as your lips. Do and say all you can to cheer, but never, never, under any provocation, allow yourself to strengthen a rumor of scandal. If there is wrong in any soul it will produce its own results, for the laws of the universe are inexorable; but if the wrong is not there, and by any word from your mouth you give the impression that it is there, you judge as you would not like to be judged, and you would think it a great calamity if a like measure were meted out to you.



Probably one-half of the rudeness of youth of this day, that later in life will develop into brutality, is due to the failure of parents to enforce into the family circle the rules of courtesy. The son or daughter who is discourteous to members of the family, because of familiarity with them, is very likely to prove rude and overbearing to others, and very, very certain to be a tyrant in the household over which he or she may be called on to preside.

Great things are not accomplished by idle dreams but by years of patient study.

Shall There Be a Continuous Session of the Normal School to Be Paid for by the State?

FROM THE STANDPOINT OF A NORMAL SCHOOL PROFESSOR.

J. F. SIMS, RIVER FALLS, WIS.

A question of vital and growing importance in the educational field is that of continuous sessions in the normal schools. Whether to hold such sessions in the hope that the schools would suitably qualify a greater number of teachers for service in the public schools of the state—the great purpose of normal school instruction—or whether the schools, as at present conducted, are working to their maximum in this effort, are the questions at issue. Under the regulations adopted by the Board of Regents the schools are now in session forty weeks of the year, divided for practical purposes into four terms of ten weeks each. The schools open early in September and close late in June. The adoption of the plan of continuous sessions implies the continuance of school work during July and August as well.

Such a change, if made, must find its justification in the needs and consequent demands of the public schools. What are the pertinent signs of the times and how do we interpret them? Educational activities, as well as others, reflect the higher revolutionary tendencies of the age. In the busy world competition is fierce, and the pathway of competence and success more rugged and difficult to travel. The stronger in body and mind meet and solve its problems; the weaker are driven to the wall, and occupy places of inferior rank in the social structure. He who enters the battle well equipped, ready and eager for action, has a coign of vantage, which places his fellowman, less fortunate, in the background. The work done in the common schools is a mighty factor in the general resultant preparation. Many contend that the impulse to genuine thought and earnest activity there given, far outweighs all others. Certainly its influence is incalculable—being as great as that of the human soul itself—none being able to estimate it in terms of mathematical exactness. The greater the demands of active life, the greater is the need of thoroughly trained, conscientious teachers in the schools, for they will be asked as the years go by to increase the effectiveness of the students sent forth.

It may be safely estimated, if we judge according to the last report of the state superintendent that between seventy and eighty per cent of the 12,000 teachers of Wisconsin have had little or no professional instruction. The work of training souls is taken up by many who have absolutely no idea of the great meaning and purpose of education. While teaching in the graded, high and normal schools has reached the dignity of a profession, the statement is by

no means true of the rural schools. Still, the spirit of the age, the increased demands of the public, and the growing tendency to look upon teaching as a profession have aroused in many teachers, and those who are about to enter the work, an earnest desire for at least some professional instruction, and a higher academic education. The numerous private summer schools established in Wisconsin during the last decade, have furnished in part the means for the consummation of this desire. In the months of July and August, 1896, there were fifty-seven schools in operation. The average length of the session was twenty-five days and the total enrollment 2858. The tuition varied from fifty cents to one and one-half dollars per week. During the same season nearly 6,000 were in attendance at the institutes. When it is remembered that the average salary of male teachers outside of the cities is forty-five dollars per month, and that of female teachers thirty dollars per month, and that schools are in session about seven months of the year, we are the better able to appreciate the attitude of the common school teachers toward professional advancement, in that a generous percentage of their salary must needs meet the expenses of tuition and living while in attendance.

Granting that this desire for self-improvement is deep and widespread, are any institutions in Wisconsin in better position to extend the hand of welcome, and to give out of their resources the help sought than the normal schools? The state has been generous in providing commodious and admirably-planned buildings, well-equipped laboratories, large, well-selected libraries, and above all a large force of earnest, enthusiastic and skillful teachers. The very atmosphere of the schools is permeated with the spirit of pedagogical advancement. Daily and hourly the student is impressed with the dignity and responsibility of the calling of the teacher, while, at the same time he is philosophically trained in the art of teaching. His contact with the faculty and fellow students spurs him to honest, vigorous and sustained effort to secure that adequate strength of body, mind and character which enables him as a teacher to arouse self-activity, with all it implies, in the pupil.

At a reasonable estimate the state has invested in the buildings, grounds, apparatus and libraries of the normal schools the sum of \$750,000. Is it good business or educational economy to close these institutions during July and August? Continuous sessions would enable teachers to secure training at a season when individual vitality is at its best, and when otherwise they are idle, many of them absolutely wasting the entire summer. Pres. Shepard, of the Winona (Minn.) State Normal School, in a recent article in the Educational Review, contends that the ability to learn depends less on the season of the year than upon the vitality of the learner; and that this vitality

is at its maximum in late spring and early summer, and at its minimum in late winter and early spring. Reflection bears out the accuracy of the statement. The general feeling of lassitude in summer does not argue a low vitality. In our latitudes these seasons are the seed and harvest times of the year when man, as a rule, works infinitely harder than at other seasons. The body, too, maintains a more perfect degree of health at this season. One's individual experience in summer study confirms the belief that as much and effective work can be done at this time as at any other.

Summer sessions would be advantageous to the regular student in that he could so much sooner complete the course of study and enter upon the actual work of teaching. With a given amount of preparation, such as legally qualifies him for teaching by securing the certificate or diploma, the earlier in life one strikes out for himself, taking and making a place in the world's activities, the clearer the gain for the individual. Continuous study, wisely regulated, is not harmful to the student's health. The mind preserves its tenacity and reacts vigorously upon problems set before it. It is questionable whether the long period of vacation is not more harmful, because mental habits are likely to become desultory, occasioning a loss of time at the beginning of the fall term to bring mental activity back to its wonted energy. For the irregular student, continuous sessions would offer the alternation of teaching and studying, causing no loss in the salary-earning capacity of the student, while at the same time making for real advancement.

The plan of continuous sessions would involve a readjustment in management. It means an increase in the faculties of the schools and a consequent increase in expenses. It is believed, however, that the length of the sessions could be increased twenty per cent with an increase of less than twenty per cent in the expenses. The item fuel would be almost eliminated. A readjustment of the terms could be made by making each term two weeks longer, or by simply adding a fifth term of eight weeks, as would be determined by actual trial. Minnesota successfully inaugurated this plan last year in the Mankato and Winona schools. The enrollment in the two schools was about 500, and the majority of the students was made up of actual teachers. The university of Wisconsin has had summer sessions since 1887, and the University of Chicago since its organization. The normal schools must offer advantages in their own lines to students commensurate with those offered by the University.

The movement in favor of such sessions is now on, and we must yield to it, or be passed in the race of progress. Traditional policy must give way to growing public sentiment. The efficiency of our state normal schools has been great in the past; it must be greater in the future, and the establishment of the plan of continuous sessions will be one means of achieving it.

FROM THE STANDPOINT OF A HIGH SCHOOL PRINCIPAL.

S. B. TOBEY, HUDSON.

Huxley made the remarkable statement that "No system of public education is worthy the name unless it creates a great educational ladder with one end in the gutter and the other in the university." His thought—that the educational system of a nation should be so broad and so ample, so consecutive and so well graded, so universal and so complete as to afford to every child of the state the very best opportunities to completely fit himself for whatever sphere in life his inherent capacities make possible—is held with practical unanimity by the ablest educators of this age.

That which appears to me to be the ideal education is one which involves the principle of eternal development. If we may, by a comparison of the vestiges of primitive animal and vegetable life which we find with the perfection which today surrounds us in inexhaustible and inexplicable mystery, argue that progress is a principle of the Infinite Mind, may we not with equal reason believe that God's highest hope for man will be realized only in the continuous unfolding of his noblest powers? That high school teacher is not worthy the great trust confided to him who does not, under the inspiration of growing minds about him, feel within his own soul the desire for expansion that he may more adequately meet the proper demands of his position and fully improve his great opportunities. And if he does feel the high inspiration to a larger mental life, the wisest thing that the state can do is to make it possible for him to acquire that liberal culture and develop that thirst for knowledge which shall awaken in the souls of the youth who shall look to him for guidance the high resolve to acquire a liberal education.

That the teacher in the high school, as well as the one in the lower grades, may be permitted to obtain, in the way most economical both of time and money, this larger preparation for his work, it would seem to me that the state could well afford to hold a summer term of six or more weeks, at the normal schools which in Wisconsin are so situated as to accommodate many who do not feel that they can afford the greater expense incident to the more distant University Summer School. As the normal schools are designed primarily to train teachers, so these summer terms should be arranged for teachers only.

They should be supported by the state, that the expense to the teacher may be as small as possible. Any considerable cost would make it absolutely beyond the reach of the average high school teacher. It is a weak argument to say that the high school teacher will find in increased salary compensation for more adequate preparation. The high school teacher who is now esteemed a competent instructor and who receives a salary of sixty dollars per month for

a term of nine months in the year will not stand one chance in twenty of increasing her wages five dollars per month by any amount of additional study. She may give back to the people infinitely more than she could have given without the extra preparation; but she will seldom receive anything except thanks, and often not even that, in return. It is only just then that the teacher who shall give a large portion of her summer vacation, pay her car fare and board, and bring back to her people a larger soul, a fuller life, and give to them for the same money more brains and a greater wealth of knowledge, character and intellectual power, should not be taxed by the state for so doing. And every teacher who is anxious to secure the riper scholarship and that generous enthusiasm which comes from study under direction of great teachers and by association with them ought to have that privilege, tuition free.

In no way can the state more rapidly perfect her schools than by offering every inducement to the teachers to generously equip themselves for their high duties.



FROM THE STANDPOINT OF A COUNTY SUPERINTENDENT.

BY SUPT. FRANK W. BIXBY, ST. CROIX COUNTY.

The question of a summer session of the State Normal Schools in Wisconsin has been agitated some during the past few years. There seems to be no particular leader among the school men of the state in this agitation and as I have a few thoughts on the subject which are known to the editor of the BADGER, and he has expressed a desire to have them communicated to others through the medium of that excellent school paper, I gladly reduce my thoughts to a convenient form for the type setter.

I believe the State Normal Schools should have a summer session of eight weeks, commencing about the middle of June. I would have this summer session conducted primarily for the benefit of rural school teachers and incidentally for any one finding it to his advantage to attend. To that end the course should include both professional and academic work. The academic work should be so planned that every branch required for a teacher's first grade county certificate may be reviewed in just one term. Each session should conclude with an examination and the standing acquired should have the same weight and be treated as standings of any other session of the school. I accept Normal standings on the affidavit of the president for county teachers' certificates. I believe other superintendents who are not now doing so, will, if a summer session is conducted with a view of aiding particularly the country teachers.

In the professional department I would have a model school, consisting of a consolidation of the model rooms of the other three sessions, in such a manner as to retain about ten of the primary,

fifteen of the intermediate and five of the grammar grade pupils. This would make a fairly good type of the average country school. I would purposely have many of the more difficult problems of the rural school infused into the course so as to confront the model teacher and be disposed of while the student body of the school were observing. I would have the teachers visit this room for observation purposes in classes of a dozen or fifteen at several different periods of the day. Practice teaching should take up about half the time of the model room.

A good text book on theory and art of teaching should be in the hands of the students and a practical application of the theory advocated made in the teaching and the principles specifically pointed out. Teachers' meetings for consultation should be an essential feature. This department could be conducted by a teacher and a supervisor. The academic department could be nicely taught by three teachers. I would have free tuition for this session.

I would have the institute law so changed at our next legislature that a certain specified number of counties in the vicinity of each normal school would be deprived of state aid for institute purposes and the money expended in the salary expense of the normal summer school.

This kind of school would do away with the need of teachers' institutes, except such short ones as might be held on Saturdays during the year to revive enthusiasm. The one dollar tax fund would be abundantly able to do this and also hire some good lecturers. In this way the normal school and rural school would get in closer touch and possibly would do much to solve the rural school problem, at present so much agitated.



FROM THE STANDPOINT OF A STUDENT.

CHAS. J. WENTZ, RIVER FALLS.

The teacher who seeks to advance by attending a summer school, as a matter of course, chooses that school from which he may receive the most benefits for the least money.

Summer sessions of the normal schools would present greater advantages in both ways than do the summer schools as now conducted. Financially, the student would be saved tuition and the expense of text books. Let it be hoped, however, that the motives which prompt the selection of a school will be other than that of expense.

Other benefits to be derived from attending a summer session of the normal school are: First, that the teachers would be of broader education and longer experience than most of the teachers now engaged in summer school work. Second, that a more complete set of apparatus for the study of science could be placed at the disposal of the student than in the smaller summer schools. Third, that the stu-

dent would have at his command a large library to assist him in the study of all topics. Fourth, the standings gained could be recorded in view of a possible completion of one of the courses of the normal school, and, most important of all, that the student could be given special training as a teacher, a phase of work which is receiving attention at present in only one or two summer schools in the state.

Such a summer school could be made to reach the large class of country school teachers who cannot well afford to attend school at any other time of the year. That these teachers would appreciate and patronize such a summer school is shown by the successful summer sessions at the Winona Normal and other normals in the neighboring states. The success of the summer school in our own State University may be also cited to show that a higher grade of summer schools is demanded. The class of teachers that would be benefitted, now receive little or no benefit from the normal schools except through the institute conductors, so that by such a summer session of the normal school the number of teachers receiving normal training would be very largely increased.

Why should not such a session of the normal schools be held when the results could be made so beneficial and far-reaching?

Around the Kindergarten.

GIFTS OF THE KINDERGARTEN.

BY CYMBRA DANIELS.

"The sequences which the child builds as well as the sequences of the kindergarten gifts, points on the one hand to physical evolution, wherein each form remembers the next inferior, and predicts the next higher, and on the other to the process of historic development which magnifies the present by linking with it the past and the future."—Susan E. Blow.

Froebel devised one series of objects in the kindergarten so connected with each other as to aid the child in observation. He called these objects, which gradually and in order proceed from one another, gifts. Froebel chose this name for no special reason, but thinking it a pleasing one for the child, decided to call the objects, gifts. All intellectual functions find in the gifts occasion to utter themselves, the longing for motion, finds nourishment in the play with them. The desire of knowledge is regulated and developed by the exercise of the senses and observing powers; the wish for activity finds an opportunity of fulfillment by employment with gifts and the child becomes excited and overjoyed when he is able to make beautiful forms.

The play with the gifts is for the child what singing, drawing, etc., is for us. The kindergarten gifts were designed by Froebel to

serve as an alphabet of form, so that by a continued use of them the child might learn to read all material objects. These objects would form a connected sequence, moving from an object which contains every quality to those of special nature whose use would be definitely marked.

With this thought in mind in his series of gifts, Froebel begins with the six balls colored, red, orange, yellow, green, blue and violet. They are soft rubber and were chosen because of the simple shape, easily grasped by the small hand of a child as well as by his mind, and the pleasing color attracts the child in ways which give him most harmonious impressions. Froebel says that the ball connects the child with nature as much as the universe connects man with God.

We may easily see that if the ball is given the child as a plaything or in the kindergarten in gift work he may then receive his first impressions of unity, form, color, material, motion, direction and position.

With all of these impressed upon the child's mind, we may pass over to the second gift which includes the cube, the simplest regular body with even surfaces, and adds next the intermediate between the ball and the cube which is cylinder. The purpose of the second gift is to stimulate observation and comparison by presenting striking contrasts, and to afford new basis for classification of objects. From the three solids in this gift we lead over to the building plays. The building gifts meet two very strongly marked tendencies in the child; first, the tendency to investigate, and secondly, to transform.

The third, fourth, fifth and sixth gifts are divided units and their significance lies in the relationship of the parts to one another and to the whole of which they are the parts. In the use of the building gifts the constructive powers of the child are developed, and striking perceptions of form, size, number, relation and position are afforded.

The seventh, eighth and ninth gifts are the flat or laying tablets, stick laying and ring laying. These lead the child, who has practiced representation with building boxes or through surfaces and linear forms, to drawing, which stands in relation with the interesting pricking and sewing. And now the child reaches the last step in the series of gifts, the tenth, which consists of small lentil seeds or pebbles with which he constructs most wonderful pictures.

We have been moving by gradual analysis from the solid, through the divided solid, the plane and the line, and have thus reached in logical order the point. Although a point is imaginary, having no dimensions, this very lack of individuality lends itself to charming plays in the tenth gift. The gift work is not separate from the other work in the kindergarten, but every gift lesson given is worked out in connection with the morning talks or thought of the

week. There is a splendid opportunity for children to work together or do group work with the gifts, and in this way they acquire habits that make them perfect men.



Twenty-seven new children entered the kindergarten at the beginning of this term.

Mrs. Orlady, of Durand, visited the kindergarten this week. She is anxious to start one at that place.

Friday afternoon, May 6, a very pretty party was held in the kindergarten circle, it being the birthday of May Tozer. The children made birthday chains and played out of doors. Then they were seated around the tables and tiny sandwiches were passed, after which the six candles burning on the dainty cake were blown out and birthday wishes given. Then the cake was eaten and it was a happy band of children that then went home.

Friday afternoon, May 6, Miss Peckham and the six young ladies assisting in the kindergarten received in honor of Miss Wood, of Minneapolis. The kindergarten room gave the appearance of a home, rugs and furniture having been arranged about the room and many plants and cut flowers added to the decoration. Miss Ewing and Miss Pierce served wafers and frappe. About one hundred were present, and an enjoyable afternoon was reported. Friday evening Miss Wood delivered a lecture on "The Art of Story Telling," at the close of which she told four stories which were equally enjoyed by young and old.

A Year Among the Indians.

BY BETH PRINCE.

A year or two ago I was engaged to teach school a few miles from the White Earth Reservation, Minnesota. A short time previous to this the United States government had seen fit to send all the Indians from the Mille Lac Reservation to this place and so the number at White Earth had been greatly increased. My school-house, a log building, was beautifully situated on a narrow neck of land between Wasego and Woman Lakes.

The furniture was made from the trees cut down on the land around the school building and although not the adjustable seat and desk, they did nicely and were quite comfortable. In this little school were twenty-four children, fifteen of whom were children of the Chippewa tribe, ranging from four to seventeen years of age. These children were anxious to learn to read and write, and as soon as they had a limited vocabulary of English, they wanted a reader. They were naturally timid about speaking English and it was some time before I could get them to talk freely. Like all Indians they were fond of bright colors. The girls were proud of a bright ribbon or strip of bright colored cloth with which to tie back their hair. The boys always had several feathers arranged in the bands of their hats

and their buckskin clothes would be well decorated with fringe of many length; some time on one sleeve there were as many as six or seven rows of fringe.

They were equally fond of pictures, especially the girls. They were well acquainted with the pictures of all the school books and had a story of their own for most of these pictures. The smaller children considered it a great treat to be allowed to look at the pictures in a large geography or history. One little fellow, Little Buck, was always a child of great interest to me. He was a short, chubby child, but he could run as fast as any of the boys of his age. When the boys tried to catch each other Little Buck was always the last to be caught. When the older boys played any games in which there was a great deal of running, such as "Pull away" or "Prisoner's base," he was always to be seen sitting on the top rail of the fence, enjoying himself to the utmost, clapping his hands and urging on the older boys by his cheers. Bright in his school work, he worked as hard as he played. His little head was full of original ideas which would often burst forth in very funny ways. One afternoon the physiology class was studying the circulation of the blood. I had a frog specimen to show the class that the blood flowed through tubes or vessels. When school called next morning Little Buck was absent, but at about 9:30 he came in and brought to my desk a small basket full of frogs. These, he said, he had caught on the lake shore that morning for the physiology class.

The older boys delighted in fishing and seemed to enjoy telling me their fishing experiences. If they were absent from school their excuse was invariably, "Indian boy went fishing."

One of the peculiarities of the Indian is that he always speaks of himself in the third person, never using the pronoun "I." First I was rather inclined to be afraid of the Indians of the neighborhood, but this fear soon left me. However, I think I shall never forget the first time that any of them visited my school. It was the third day of the term at about 10 o'clock in the morning. I was teaching a class of small children, suddenly the door opened and a voice said, "Beshue, Beshue." I turned around and there by my desk stood three of the largest, blackest Indians I ever saw, with their black hair hanging over their shoulders, their snow shoes on their backs and their guns, seemingly at home, piled on my desk. I offered them our only chair together with the woodbox to sit on, but as they were not accustomed to chairs, they sat on the floor, inspecting the interior of the room and watching the proceedings of the school with great interest. Later they began to talk, but would not say one word in English, although they seemed to understand me very well indeed. Near 12 o'clock, after telling me by signs that they were coming again, they picked up their guns, went out, down the hill and across Wasago Lake. After that they visited the school many times. They

would come in quietly, stay awhile, then go on their way once more. The Indians usually lived along the shores of the lakes in tepees which they would move from place to place as soon as they had burned the fallen timber around them. These tepees were made by stretching the prepared skins over a framework of three or five poles, the poles crossing each other at the center, at which place there was an opening through which the smoke, from the fire directly below, escaped. It is interesting to go into their tepees and see their queer ways of living; they are all crowded in one small space, usually about nine feet square, but each seems to have all the room he cares for. Here, when the weather is such that they can not with comfort remain outside, the Indian smokes his pipe, the children play by the fire; while the squaw performs her household duties, weaves her baskets and tans her skins.

In the winter the men hunt and fish, but when warm weather comes men, women and children band together and collect birch bark, out of which they make their baskets and canoes. In watching them make their canoes, first we notice that they bend the bark into the canoe form, making it secure by very thin strips of ash wood. They use this kind of wood because it is the lightest they can obtain in that vicinity. Then the canoe is sewed and made water tight by the use of pitch, which the Indian obtains from the pines which grow around him. This done, in a few days the canoe is ready for use and we may see the Indian paddling his way across the waters.

Just across the lake from the school is the Indian burial ground. Here there are about twenty graves. Over each grave is a frame structure which looks very much like a small chicken coop. At the end of this, on the newly made grave, some Indian friend each day places food for the departed one. At the foot of the grave stands a tall pole, usually about twenty feet high, and from this floats some garment that had been worn by the person there buried. The Indian is, and probably will always be, more or less superstitious. What the superstition was connected with this custom of burial, I never fully understood.

There had never been school in this locality previous to this time, therefore the Indian children had never attended school, and the white children only to a limited degree. In comparing these children I found that the Indian, with his interest and great knowledge of nature, appeared to make more rapid progress than did the white children of the same age and similar surroundings. Thus I have come to believe that the Indian is becoming more and more civilized and interested in education.

The habit of exaggeration in language should be guarded against; it misleads the credulous and offends the perceptive; it imposes on us

the society of a balloon, when a moderately sized skull would fill the place much better; it begets much evil in promising what it cannot perform, and we have often found the most glowing declarations of mere thoughtless vows.

A maxim is the exact and noble expression of an important and incontestable truth. Good maxims are the germs of all good; firmly impressed in the memory, they nourish the will.

In and Around the School.

Miss Cora Chapman gave a very interesting rhetorical on artesian wells.

The Normal school will assist the G. A. R. in celebrating Memorial Day.

Albert Knight and Hector Beech, formerly students of the Normal school, have joined the army.

Pink is the most popular color for the eye at present. Many of the students are right in line with the fad.

G. W. and David Swartz took a trip on their wheels to their home in Arkansaw Saturday, May 7. They returned to their studies the Monday following.

Miss Lillian Currier, our librarian, has been up to Camp Ramsey a number of times to see her brother Harry who has been in camp for the past few weeks.

The correspondent of the Elementary class forgets to mention that the president of the Junior class didn't get drubbed till after he and his friends had eaten the cocoanut.

Miss Mabel Frost, a member of the Senior class, left the school May 10 for a weeks' rest. She visited her Hudson friends in which place her father was principal of the high school for a number of years.

Harry L. Currier, a student in the Minnesota "U" at present, was among the first to enlist in the call for volunteers. Harry's many friends here in his native city will wish him a safe return from the war.

Miss Beth Prince gave an interesting rhetorical on her experiences in an Indian school. Many amusing and instructive facts relative to the Indian's progress in civilization were brought out. The article appears in this issue.

We are glad to report that our Reference Library has received 217 new volumes to replace those lost in the burning of the Normal school building on Nov. 29, '97. We are also glad to state that an

order for about 200 new volumes, to form an addition to the library, is to be made at once.

The officers elect of the N. L. S. for the spring term are as follows: President, Mr. Saby; V. Pres., Mr. Gunnison; Sec., Miss Ingersoll; Fin. Sec., D. A. Swartz; Treas., Mr. Leonard; Usher, Mr. Works; Serg't at Arms, Miss Iva Cliff; First member board of counsellors, Miss Delap; Second member board of counsellors, Miss Eneroth; Trustee, Chas. Wentz.

In the quiet hours of Arbor Day evening, while the members of the Phoenix class were quietly and solemnly planting their class tree, a ruffian thief, strongly resembling the honored president of the Junior class, rushed boldly into the company and made off with his hands full of the class' bounteous repast. The male members of the class, either struck dumb by the boldness of the deed, or what seems more likely, overawed by the thief's great size, attempted no recovery. But our female friends, more brave, or at least more revengeful, pursued the thief through the darkness and overtook him. Meanwhile the male members, having regained their courage, threw the ruffian upon the ground and proceeded to give the strapping fellow such a drubbing as he deserved.

[The above is not to be taken seriously. The young lady who wrote the article, at heart does not believe there is any harm in a Junior eating of the good things, especially delicacies that are furnished by a class that has such an outrageous name as "Phoenix." Birds, you know, do not eat cocoanuts.—EDITOR.]



Athletics.

The Athletic Club has purchased some base ball, tennis and track athletic goods.

Some of the boys were seen not long ago laboring in showing some young ladies how to play tennis.

The dues for the N. A. C. is 25 cents per term in advance. Come boys, pay up your dues and enjoy the use of the goods.

Field day sports should be such as other schools have. Not those of a Fourth of July celebration, as some of our members think.

It has been suggested that our athletics should be taken in a more systematic way. A good suggestion. Can't we carry it out?

The following officers of the N. A. C. were elected for the ensuing term: Pres., S. Saby; V. Pres., Abner Thompson; Sec., Roy Baird; Treas., D. A. Swartz; Warden, Geo. Works.

Last year we had a good tennis tournament. In order to have as good a one as last year, let all who wish to play in the tournament this year hand their names to Mr. Saby or Roy Baird.

CHURCH DIRECTORY.**CONGREGATIONAL CHURCH,**

C. H. M'INTOSH, PASTOR.

TRINITY EPISCOPAL CHURCH,

T. C. CUTHBERT, RECTOR.

Sunday Services: 10:30 a. m. and 7:30 p. m.
 Sunday school, 11:45 a. m.

CATHOLIC CHURCH,

STEPHEN DUREN, PASTOR.

On alternate Sundays beginning with Oct. 3:
 At 10:30 a. m., High Mass and Sermon. At
 7:30 p. m., Sermon and Benediction.
 Seats for Non-Catholics always free.

FIRST BAPTIST CHURCH,

Cor. Elm and Second Sts.,

E. D. BEWICK, PASTOR.

Morning service at 10:30, Sunday School
 at 11:45 a. m. Evening service of song with
 sermon at 7:30. An illustrated sermon is
 given each alternate Sunday evening.

Meeting for prayer and Bible study each
 Wednesday evening.

B. Y. P. U. meets in church parlor one hour
 before evening sermon.

A hearty invitation is given to all who read
 this to attend any and all of these services.

METHODIST EPISCOPAL CHURCH,

W. M. BALCH, PASTOR.

Services as follows: Sunday, 10:30 a. m., ser-
 mon; 12 m., Sunday school; 3:30 p. m., Junior
 League; 6:30 p. m., League Prayer Meeting;
 7:30 p. m., Sermon.

Wednesday, 7:30 p. m., Prayer Meeting.

A Large Variety of

Collars,
Cuffs,



Neckties,
White Shirts. and



Pants of
Sterling Worth, at

G. I. ApRoberts,

The Flagstaff Corner.

Furniture, Carpets.

Undertaking Given Special
Attention.

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

RIVER FALLS, WIS.

Physician and Surgeon.

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

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

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

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

Established 1874.

BANK OF RIVER FALLS

RIVER FALLS, WIS.

A General Banking Business Transacted.

R. S. BURHYTE, President.

R. N. JENSON, Vice-President.

JOSEPH M. SMITH, Cashier.

Money Loaned on Real Estate.

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

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

FIRE INSURANCE,—six of the lead-
ing companies represented.

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

Farmers and Merchants Authorized
Capital \$100,000.

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

RIVER FALLS, WIS.

Telephone 17.

You Can Save ✦

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

H. A. Hagestad & Co.,

One Price Cash Store.

100Lamps from
Factory . . .To be sold at
Manufacturers'
Prices.**M. Norseng.**Don't buy before seeing
these. Something new.

C. C. GLASS.

C. E. GLASS.

Glass Bros.' Livery.

River Falls, Wis.

H. E. FOLLANSBEE,

Surgeon Dentist.

Graduate of Chicago Dental College. Office over Postoffice,
River Falls, Wis.**H. W. RADCLIFF,**

Surgeon Dentist.

Graduate of Ohio Col-lege Dental Surgery. Office, N. Main St.,
River Falls, Wis.**A. E. GENDRON, M. D. C. M.**Office and Residence,
next to Gladstone Hotel.Office Hours: 10 to 12 a. m., 1 to 4 and 7 to
8 p. m.

E. E. & H. L. LEVINGS,

Books,

Stationery,

School Supplies.

Wall Paper,

Curtains, Etc.

Goods as Good as the Best

and

As Cheap as the Cheapest.

C. F. WINTER,

THE LEADING
JEWELER.

Dealer in Lenses of All Kinds.

Watches,
Clocks AND
Jewelry.

Parker Fountain Pens.

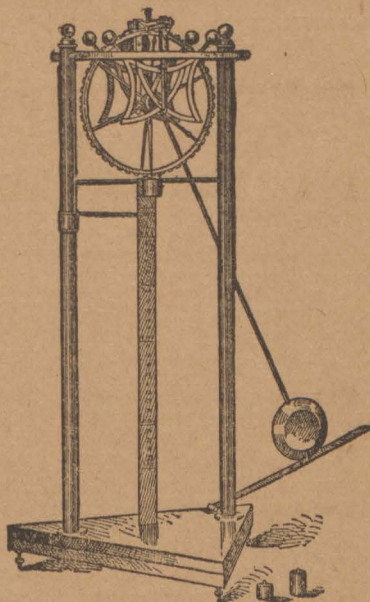
Special Discount to
Normal Students.

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

Leave Your Laundry at —

The White Front First Class
 Work Only.

Curtis
& Lagerstedt. Barber Shop.



Machine to Illustrate the Laws of Falling Bodies.

J. S. HEMENWAY,
Sole Manufacturer.

Bicycle Repairing
a Specialty. River Falls, Wis.

Pratt & Son,

Headquarters for

First Class Meats.

TELEPHONE.

O. D. PETTET,

Tailor.

RIVER FALLS, - - WIS.

DRUGS.

LAMPS.

For Purity of Material and Excellence of Finished
Prescription Work

Taggart is the Leading Druggist.

Prices Always the Lowest, Quality Considered.

School Supplies.

Wall Paper.

GET THE BEST WARRANTED.

— Don't —
Experiment.



Always Satisfactory.

Century Fountain Pen.

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

CHAS. WENTZ,
Agent for Normal School.

CENTURY FOUNTAIN PEN CO..
Whitewater, Wis

F. J. BURHYTE,

RIVER FALLS, WIS.

Cloaks, Capes and Jackets,

For Fall and Winter.

The Largest Stock, Choicest Styles, Lowest Prices.

Come in and See Them.

N. H. WIGER & SON,

DEALERS IN

BOOTS & SHOES.

— Satisfaction Guaranteed. —

R. S. Freeman, Druggist,

A Solid Gold Fountain
Pen\$1.00.

School Supplies and Fancy Articles.