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JANUARY, 1894.

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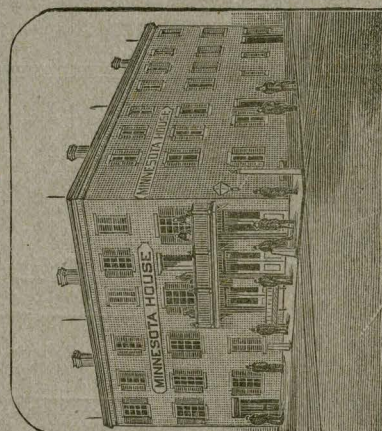
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THE NORMALIA.

VOLUME III.

ST. CLOUD, MINN., JANUARY, 1894.

NUMBER V.

The Normalia.

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NOTICE.

Former students, friends, and especially members of the Alumni Association are invited to send articles for publication.

Subscribers will receive the Normalia until notice of discontinuance is given and all arrearages are paid.

A blue mark here () means that your subscription has expired.

Subscribers should notify the business manager of any change in their address, also if the paper fails to appear.

Editorial.

With the last issue of the NORMALIA our earnest and efficient editor-in-chief was obliged to lay aside the work connected with the paper. The editorial staff received her resignation with reluctance. We promise

the friends of the paper that an effort will be made to keep the NORMALIA up to the standard of excellence it has already attained.

We quote a few thoughts from the close of a sermon by Rev. C. J. Staples, of this city, which are in line with the series of rhetoricals now being delivered. The sermon is from the text, "He that ruleth his spirit is better than he that taketh a city."—Prov. 16, 32: "You are not in control of yourself until you can direct the trembling hand whither you will, until you can command the mind and bid it think clean, kindly, noble thoughts. You are not in control of yourself till you can, not merely hold the heart's beating, but send it forth in warm floods of sympathy to the distressed, the troubled, the forsaken. * * * Life seems to me a wonderful gift, my brothers, and it grows more wonderful with every century. Oh, the power of it, the joy of it! It can be made so useful, so happy, so honorable.

"It matters not how strait the gate,
How charged with punishment the scroll,
I am the master of my fate,
I am the captain of my soul."

Literary.

Extracts Made from Observations of Practice Teachers upon Each Other.

I.

One of the best little girls in this class is very careless in small matters. She makes pictures not relating to the lesson on the board, if she finishes before the others. She smiles at her neighbors, talks without permission, and her positions are invariably poor. Yet she seems to have the best spirit toward her teacher and the work, and always accomplishes a great deal.

The teacher seems annoyed. She tells the child not to do this and not to do that. The child obeys at the time, but there is no permanent improvement, in fact she seems to grow worse every day. The class are influenced by this, and are all more or less disorderly.

Suggestion:—Could not the teacher by a quiet talk with this little girl outside of the class, make her see that these acts are wrong, because they interfere with the work and the happiness of others? Could she not make the child understand that it is not so much because the teacher tells her not to do these little things that they are wrong, as because it is a part of the Golden Rule which must govern everybody, the teacher herself as well as the pupils; that all should work unselfishly and assist, not disturb others' work? I think the little girl can comprehend that it is unkind and selfish to do these little things that disturb the class, and that it is very dangerous to begin being unkind and selfish even in trifles. In other words, let the teacher carry out Froebel's thought that "Between educator and pupil, between request and obedience, there should invisibly rule a third something, to which educator and pupil are equally subject. This third something is the right, the best — This should appear in the smallest details of every demand of the teacher."—Froebel's "Education of Man," Hailmann's Translation, Page 14.

I am sure the little girl in question will respond, for she is very bright and has keen and sensitive feelings. With her help, the whole class may be led to comprehend and practice the same rule, and thus be permanently improved, instead of being merely repressed for the occasion.

II.

The sentences "made up" by the pupils, to use a well-known word, were almost invariably mechanical, formal, and stilted. This was emphasized where it seemed to me, it should have been guarded against.

In using the word "blind," a little boy said: "Why the lady right across the street

is blind," saying it solely to express information. The teacher said, "Yes, can't you use the word in a sentence then?" Whereupon he said lifelessly, "The lady is blind."

Now was not the first expression just what was wanted,—an expressed thought in which language is spontaneous and incidental to expression of thought?

A little fellow using the word "cup" said, "I have a cup with flowers all around it," motioning with his fingers as he spoke. Are not these little incidents of their home lives what give these little ones material for apprehension, and ought we not to try to more closely harmonize our school work with the natures and material we have to work with? The little girl who said, "The baby broke the cup," and then whispered, "She did, too!" plainly showed the source of her expression. Unless we can draw upon this store of knowledge which bears interest to the subject in hand, our drafts will not be honored. By showing interest in what the children are interested in, we augment their direct interest.

III.

In the work in word analysis, the following order was invariably followed:—(1.) words gotten or given, (2.) words separated, (3.) words literally defined, (4.) words used in sentences and present meaning given. All points were not equally emphasized in every case, but literal meaning always preceded present meaning and use.

Which should be most clear in pupil's mind? If present meaning, ought it not to be emphasized? If either be slurred, which shall it be? If nine-tenths of the time is spent on analysis and synthesis of words, and one-tenth on present meaning and use, which will be dissociated and discriminated? I should think present meaning and use of words, should be first discussed as thoroughly as is necessary that the word may be easily used correctly by the pupils. Then attention may be directed to analysis and synthesis. Finally pupils should be led to see how the literal meaning has developed into the present.

IV.

The first questions asked were devoted to making the pupil recall what he knew which had a bearing on the subject of attributes, that his mind might be adjusted to their apperception. Ten or a dozen questions were asked to make the pupil think of the qualities and actions of objects, where one or two directions as *name the qualities of any object in the room*, were all that were needed. This was a more serious fault than it seems at first sight.

1. Much time was wasted.
2. Class could not give attention to easy work whose purpose they could not as yet see.
3. Worse than this, the pupils' minds were dissipated. Each pupil ought to have brought a unified self to bear upon the subject, but the ideas had been so chopped up that no one of the class seemed readily to apprehend the significance of what they were doing. The fifteen minutes spent in preparing class left them less prepared than if the subject of the lesson had been announced at once.

Discrimination between words and ideas was defective. The teacher seemed to think the pupils merely careless when they said "Talking is an attributive," or "The word talking is an attributive." Such expressions she obligingly changed for them, although their number increased rather than decreased with the progress of the lesson.

Vagueness of apprehension must have been the real trouble. This should have been remedied by insisting that the pupil tell just what he meant by the term used. Forcing him to define his thought, would have compelled him to discriminate.

V.

A geography lesson, subject: The Winds.

The teacher, after developing the main directions of winds in the northern and southern hemispheres, called on one of the clearest-headed pupils in the class, to make a recitation upon them. This recitation was very confused and full of mistakes. The teacher seemed much disturbed by it, and

continually interrupted to correct, patch up ragged statements, and put crutches under lame ones.

The teacher should have "minded his own business" during this recitation. It contained many hints for him on which he should have meditated as he listened.

1. That his previous development of the subject must have been very poor, since a pupil keener than the average of his class had not grasped it.

2. That it must have been poor in the direction of doing the work for the pupils instead of having them work,—an inference drawn from his sanguine expectation that the class could recite, when the facts proved that they knew little of what he had been attempting to teach.

3. Each specific error or shade of error should have been noted, as an assistance to future development.

Had the teacher thus quietly listened, he would have gotten what he evidently missed in the previous part of the recitation,—a "guiding sensation," that is, he would have come in touch with his pupil, and have seen what they were really receiving. He could then have carefully developed the subject again, keeping hold of the guiding sensation by having pupils sum up oftener without his help.

The critic will endeavor to point out more specifically the fault with the early work. At the beginning of his lesson, he asked, "In what direction does the wind blow?" After his class had the wind blowing to all points of the compass *in their minds*, he asked again, "Air will move toward a heat centre, will it not?" Class said "Yes." What they thought can only be imagined. Teacher here relinquished the guiding sensation and did not touch class near enough to find out what they thought, during the whole exposition of the subject.

"Will the wind fall behind or go ahead as it blows toward the equator?" One pupil guessed it would go ahead; another that it would fall behind. "How can it go ahead when the points on the surface of the earth

at the equator, move so much faster than points on the surface of the earth at the poles?" Class didn't know how it was, but were naturally unanimous in deciding that said wind could not "go ahead." Teacher then proceeded on the assumption that this error had been utterly routed, and his next question was, "Since then, *as you say*, the wind will fall behind, in what direction will it blow?"

In this way the recitation proceeded. There was no recitation much longer than a monosyllable from the class, and there were many prolonged explanations on the part of the teacher, until the recitation referred to, at the beginning of this criticism.

Lecturing, or reciting from the book is preferable to such work, though a lesson of this character should be developed by questioning which will lead the pupil to discover the truth for himself.

He should be directed only when necessary, and the truth should not be held up for his assent or admiration until he has found it. In the last question criticised for instance, the teacher should have been sure that the pupils had the premises,—(1.) the comparative velocity of the points on the surface of the earth in its rotary motion, and (2.) that the earth rotates from west to east. Then the question,—“On which side of the meridian on which it starts, will the wind from the poles reach the equator?”—ought to demand thinking on the part of the class. If anyone arrived at a wrong conclusion, instead of correcting it for him, or allowing anyone else to correct it, he could have been made to explain his point, and in most cases, the correction would have come from himself.

The teacher of this lesson was the embodiment of energy and enthusiasm. The matter was clear and correct in his mind. The points were well arranged for presentation. It is marvellous to me, that so little was accomplished with such an admirable mastery of the subject by the teacher. This lesson emphasizes beyond any lesson I ever saw given the necessity of the pupils doing the work instead of the teacher.

HOW THE MIND IS GOVERNED.

BY SARAH JOSEPHSON.

The mind is governed both externally and internally. Externally, it is governed by objects and events, which, continually and in ever changing succession, are thrown in its way, and brought to bear upon its intricate mechanism. Internally, it is governed by its own activity and conditions, by its selective activity and its mood. Every scene, every occurrence brings to mind a multitude of past experiences according to the inexorable law of association, and the mind is at liberty to choose, as the object of its activity, any one of the trains of thought which are called up. I say it is at liberty to choose any one of the trains of thought suggested by a present sensation, but that liberty is comparative, not absolute.

The mind is free in the sense that the will is unrestricted in its choice at the present moment, but it is so strongly influenced by its past activities and consequent habits, that it may be difficult and even impossible instantly to abandon thoughts and feelings which have become dominant elements of the soul, either on account of external or internal conditions. So the mind's choice is dependent upon several things. It is to a certain extent at the mercy of (1) conditions, (2) mood, (3) habits, (4) heredity.

(1) Conditions:—The conditions governing the mind's choice are of two kinds: psychical and physical.

A highly developed and cultured mind that has had opportunity to come in contact with the good, the true, and the noble, is not likely to choose the same grade of thought as a less fortunate brother's mind, whose circumstances and conditions in life have been such as to suppress, rather than encourage the higher forms of thought.

The physical conditions, independent of the mental state, may be such as to impose upon the mind a certain train of thought. A change in scene necessarily results in a change of thought, because new sensations with their endless train of associations, pre-

sent themselves and demand attention. Again, the same person is apt when in perfect health to choose a different train of thought from that which forces itself upon him in pain and sickness. This leads us to mood.

(2) MOOD.—It is often the case for some reason or without any apparent reason, a person's mind is in a state of despondency or exhilaration. Such a state of mind is called its mood. A mood of despondency forces the mind to look upon the dark side of everything, and induces it to choose its trains of thought accordingly. A mood of exhilaration illuminates the whole world, both psychical and physical, and causes the mind to choose only joyous ideas to dwell upon, while all things that are dark and disagreeable recede to the background and are not noticed.

(3) HABIT.—The law that under similar circumstances the same activity is likely to occur, is as true in the psychical as in the physical world. What the mind has once chosen as the object of its contemplation is bound to recur through later associations, and when a certain activity has been repeated so often as to become a habit, it forces itself upon the mind and virtually controls its choice in regard to the thoughts and ideas entertained.

(4) HEREDITY.—Heredity is the most subtle, though the least perceptible of all the factors entering into the government of a person's mind. The modes, directions, and quality of thought entertained by parents, as well as their tendencies, propensities, and desires are as surely transmitted, in some form, to their children as the properties of an orange are sure to reappear in the fruit raised from its seed.

The existence of these invisible factors in the government of a person's mind is well stated in Whittier's lines:

"The outward, wayward life we see,
The hidden springs we may not know."

From the preceding discussion, it may seem that the human mind is entirely at the

mercy of circumstances and conditions and, consequently, not responsible for any of its acts, but happily, this is not the case. Above all conditions, inherent or acquired, rises the self, and although it is bound to submit to the laws and hidden forces which govern its being, it has the power to curb and direct those forces and make them subservient to its highest interests. By a wise use of the law of habit, the self can uproot evil tendencies and substitute in their place noble and desirable habits. When a base or foolish thought springs into the mind, a person can change his occupation or surroundings so that it will be easy and natural to choose and entertain desirable thoughts, thus suppressing and forgetting the less desirable. The secret of all reformation is substitution. Although it may take a long time and severe conflict, the mind is capable of breaking up and ultimately eradicating unfortunate habits, and substituting in their place ennobling ones. By thus ever repressing ignoble thoughts and encouraging those which are noble and uplifting, the mind may become secure from aggressions of unworthy thoughts in the future.

Were it not for this power of transcending circumstances, of transforming hindrances into helps, of directing the activities of the soul into legitimate channels, there could be no hope of further progress and development. In that very power rests the hope of man's ultimate perfection and the final triumph of right over wrong.

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Model student.—"Iron is used to make lightning-rods to catch the thunder so it won't burn the house up."

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Rhetrum.

From a series of rhetoracles on "The Education of Laura Bridgman."

Just as a sketch from the pen of the caricaturist sets off this or that trait of character or personal peculiarity more forcibly than the truer reproduction of the photographer, so a study of cases of mental deficiency or of abnormal mental growth, in which the natural physical process is, as it were, isolated and emphasized, constitutes an important and effective aid in grasping the physical activity of the normal being. This is especially true of those cases in which the unfortunate being has been deprived of one or more of the usual avenues of sense. Here we have to do not only with the increased sensibility and accuracy of the remaining senses, but, what is still more significant, also with mental growth through a vastly simplified process of apperception.

This latter, though simpler indeed, is on the other hand more marked and, to the observer, more emphatic by reason of the contrast with normal apperception.

The above implies the object of the recent series of morning rhetoricals taken from the life and education of Laura Bridgman. At the age of two years she was deprived of sight and hearing by disease, and at the same time smell and taste were so nearly destroyed as to become nearly useless. At this early age her problem in life was a difficult, apparently an unsolvable one—to know the world through the sense of touch alone—not only to receive tactual impressions of it, but to develop out of them also her own knowing self and the world of known objects—to accomplish all this in what, to the normal human being, would be absolute darkness and absolute silence.

Even if this life had had no other triumph than that of an invaluable contribution to the science of psychology, it would still not have been lived in vain. Nowhere do we find such abundant and excellent illustrations of processes, which in the normal mind almost elude analysis by reason of their very com-

plicatedness, as in the story of the development of this woman. Let us note, for example, the process of the objectification of sensation—in this case of tactual sensations alone, which have become so highly objectified as to be able to overcome the limitations of space and to supply in a measure the offices of vision and hearing. The opening door, the footstep on the floor are plainly felt as sensations of touch, though they occur at a distance. The recognition of acquaintances solely by the touch of the hand illustrates how carefully the mind retains in memory particular elements with which to re-apperceive the individual. Dissociation in the midst of association, the simultaneous apperception of both the universal and the particular in the individual. Again the struggle to recall elements by means of which to interpret a supposed stranger, (her own mother from whom she has long been separated and whom she half suspects at this meeting to be more than a stranger) vividly illustrates the constant emotional concomitant of apperception, the "saturation of the objects of knowledge through and through with developed feeling," or interest. How painfully slow the development of the first conception of the generic significance of symbols; but then how rapid, when once a generalization has been consciously acquired, when she could lay the single symbol, "chair," upon any one of that class of objects and know that it stood for each and all. Finally, of no less interest and value is the growth of her intention of God (and her educators were wisely content at first with the bare intention,) slowly breaking through to light by way of her ideas of superior wisdom, strength, love and purity.

The study of Laura Bridgman's educational history, as directed by the skillful measures of her educators, is invaluable to the teacher, both from the standpoint of psychology and of method. No less instructive is the life of Helen Keller whose condition parallels that of Laura Bridgman, with the exception that the latter was naturally of but average ability while the former is, even with her one sense, the possessor of remarkable genius,

Literary Society.

The following program is proposed for the next meeting of the society.

Recitation, - - Miss Hilborn.
Short discussion of the money question,
Mr. Olson.

Violin and piano duet,
Messrs. Wetzel and Benhardus.

Literary Paper,
Manager, Mr. P. P. Colgrove.
Assistants, Miss Polley,
Miss Petrie,
Mr. Zech.

Vocal duet, Misses Kerr and Kinney.

The Literary society will follow its usual pleasant custom and, on Friday evening, January 19th, give a reception for the purpose of welcoming the new students. After a short literary program the time will be spent in playing games and making new acquaintances.

Mitchell & Elliott believe in square dealing. When they advertise a $\frac{1}{2}$ reduction on overcoats and a $\frac{1}{4}$ reduction on suits and single pants you can be sure that they will do just what they agree.

Alumni.

Among the graduates of this school who attended the State Teachers' Convention in Minneapolis, were Misses Lida Earhart, Ella Stanton, Ida Johnson, Sadie Boulter, Sylvia Aurland, Mary Wedgewood, Neva Foster, Caroline Rich, Caroline Nygren, Della Knudson and Maude Amonson; Messrs. L. Q. Greeley, Ralph Manuel, Jas. Maybury and Frank Harmon.

Miss Ada Ridge is teaching in Fargo and likes her work.

Miss Della Knudson is teaching a primary grade in St. Paul.

Miss Caroline Colburn is spending the winter at Highland Park, Illinois.

Mr. Ralph Manuel is much improved in health and is thinking of teaching during the remainder of the school year.

In "Education" for Oct., '93, there is a short article on "Atmosphere," which contains some good hints for teachers.

Misses Ione Hall and Edith Pattison were at home in St. Cloud during the holiday vacation. They are both teaching in Duluth.

Miss Lida Earhart, who has been principal of the Jackson school in Duluth for the past three years, is now assistant principal in the Teacher's Training school in that city.

Mr. Thos. Grovesnor, who is teaching at Grand Marias, says that out of twenty-seven pupils, twenty-two are Indians. He is kept busy in his work, as he tries to lead his school out of the narrow limits of their home life into the broader, freer life of the outside world. He finds it rather lonely there, especially when the mail is delayed, as it has been during the recent stormy weather.

You can get a nice overcoat at Mitchell & Elliott's for \$4 or \$5 and an average coat for \$2.50 to \$3.

Model School.

This department resumed work on Wednesday, Jan. 10th. The attendance in the higher grades is greater than usual, there being forty pupils enrolled in the Grammar department and thirty-nine in the Senior-Model.

The Senior class finished their practice work last quarter and their places are filled by members of the "A" and Pedagogical classes. On account of the large number of students in those two classes, all can not practice but some do observation work instead. Those of the "A" class who practice are Misses Polley, Cambell, Anderson, Reiter, Petrie, Collins, Raymond, Keller, Cranston, Wilson, M. Nessel, Hayes, and Messrs. Butler and Bjorklund. The practice teachers among the pedagogical students are Misses Kenney, Tennison, Kerr, Phelps, McBride, Martin, Sears, Wheeler, Goodrich, Coulter, Field, Foster, Badeau,

Angus, Oliver, Aell, Cramb, Florance, Atkins and Amonson.

Some are more or less discouraged but all hope for a better time by-and-by when they shall have mastered some of the difficulties which now confront them.

Any dollar's worth of Goods now for 80c.
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Kindergarten.

The children in the Kindergarten had a very happy Christmas festival. For days before, they were preparing for it, not only making gifts for their parents, but getting ready to trim a tree. The closing day of the Kindergarten was given wholly to Christmas songs and stories and decorating the tree, the trimmings for which they made entirely themselves. The calendars for papa, and needle books for mama, were also hung on the tree. The tree, together with toys and clothing brought, was sent to a Mission Sabbath School. Mrs. Johnson, the Missionary, and a number of the mothers were present at the exercises. The joy of the children that day, in doing for others, fully exemplified that "it is more blessed to give than to receive."

The Kindergarten should offer the child *experience* instead of *instruction*; *life* instead of *learning*; practical child life, a miniature world, where he lives and grows, and learns and expands.

No books are to be seen in the Kindergarten, because no ideas or facts are presented to the child that he cannot clearly understand and verify.

AMERICAN TEACHER.

Mitchell & Elliott are selling all overcoats at one-half retail price. You can get a \$10 overcoat for \$5 and all others at the same rate.

During examination:—"Do you know of anyone who will exchange heads for a half day?"

Exchanges.

The first number of the Banner for '94 is enlarged. A good beginning.

The Christmas number of the Helos comes out in a very attractive cover.

The R. H. S. has a very interesting and instructive article on American Scenery.

We are glad to see the Golden Rod among our exchanges again. The design of its cover is among the neatest.

The Mount St. Joseph Collegian wishes its readers a Merry Christmas in its January number. Better late than never.

Michigan University will have a graduating class of 731 from all departments. The largest ever known in an American university.—Ex.

The High School Register asks of us: "Can not such an excellent paper as the NORMALIA improve its cover?" Thanks for your suggestion and compliment combined.

One-third of the university students of Europe die prematurely from the effects of bad habit, acquired while at school; one-third die from lack of exercise, the other third govern Europe.—Ex.

It seems a lawyer is something of a carpenter. He can file a bill, split a chair, chop log-ic, dovetail an argument, impanel a jury, put them in a box, nail witnesses, hammer a judge, bore a court, chisel a client, and other like things.—Ex.

Personal.

Mr. Leon Hyde is now teaching at Oga.

Miss McKinney has been slightly indisposed since returning from her vacation.

Prof. Shoemaker was "off duty" during the latter part of last quarter, but vacation soon restored his usual health.

Mrs. Hagan has commenced a term of school in Kasson, near her home, and will not return to the Normal until next year.

Misses Stevenson, Foley, Bell, and Waggoner were prevented from returning to school duties promptly, because of illness.

Many were the flushed cheeks and anxious faces, that told the story of the first day's practice, in the Normal school, by the "Peds."

Mrs. Florence Emery, graduate of '90, visited the Normal, January 10, and expressed great pleasure at the improved condition of the building.

Many are the regrets expressed at Dr. Van Liew's absence, but all join in wishing him pleasant and successful work in his new field of labor.

Students of the Normal were out in force to hear Dr. Van Liew and Prof. Mitchell read their papers at the State Convention. The pedagogical class had more representatives at the convention than all other classes combined.

The young ladies of the Home had a very pleasant time during the vacation, but all were ready to return to their work again. Many who did not go to their own homes spent their time in Minneapolis, and attended the Teachers' Convention.

CHEAP RATES TO CALIFORNIA.

The Northern Pacific Railroad company has put into effect a series of low round-trip rates to California points. Tickets are good until April 30th, 1894 and are good for stopover under certain conditions.

These rates will enable those desiring to do so, to spend the winter in southern California, or to visit the Mid-winter fair to be held at San Francisco. This latter event will undoubtedly be second only to the World's fair just closed, and will repay a visit as it will exhibit the resources and capabilities of California.

St. Paul, Minneapolis and Duluth to San Francisco, and return to Missouri river, \$89.50; and to Los Angeles and return to Missouri river, \$89.00.

For further information apply to Chas. S. Fee, G. P. & T. A., St. Paul, Minn.

Normalia.

As the furniture of the Minnesota building at the Fair was distributed among the state buildings, the Normal Home received its share in the shape of carpets, rugs, chairs, etc.

The following was found on the boards of room 25. Said the school master: "When asked about Esau, the pupil said 'Esau wrote a famous book of fables and sold the copy-right for a bottle of potash.'"

Eighteen new students have taken lodgings at the Home, and it is now taxed to its fullest capacity. The fact that there is such a pleasant place provided for the young ladies is not the least among the attractions of our school.

LIST OF NORMALIA ADVERTISERS.

Atwood, E. W., Bookstore.	Hill, E. S., Photographer.
Bensen Bros., Grocers.	Journal-Press Co.
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Clark, Geo. R. & Co., Jewelers	Minnesota House.
Coates, John, Livery.	Northern Pacific Ry.
Edelbrock Bros., Shoes.	Puff Bros., Bakers.
First National Bank.	Rosenkranz, C. C., Dentist.
Frink & Jennings, Dry Goods	Robertson, A. F., Jeweler.
Fritz, Photographer.	Trossen, J., Meat Market.
Guy, Fritz, Jeweler.	Webster, J. W., Barber.

ODE TO THE GENERAL LESSONS.

Teachers in these lessons remind us
 Of the lessons we could give,
 But, when called upon, we hesitate
 And trembling do as we are bid.
 "Can you tell me, oh, ye children,
 What a circle represents?
 Can you tell me, oh, ye smart ones,
 All the standard measurements?"
 Glancing at the vacant faces,
 Longing thoughts of home arise.
 But the lesson there before us
 Calls for a question that applies.
 How much longer is the hour?
 Will the bell forget to ring?
 Ah! I hear it! Oh! how joyful
 Is the message that it brings!

—a—b— —a— —o— —.

DR. VAN LIEW'S SUCCESSOR.

From the St. Cloud Journal-Press.

The authorities of the Normal school have been fortunate in securing as successor to Dr. C. C. Van Liew, who recently resigned the department of history and civil government in this school to accept a more lucrative position in the State Normal University at Normal, Ill., Mr. James Alva Wilgus, of Columbus, O. Mr. Wilgus graduated from the Ohio State University in 1888 with the degree of Ph. B.; in 1889 he received the degree of A. M. from the same institution. Subsequently, during one year, he pursued a postgraduate course in history and political science in Harvard University, making a specialty of United States history and civics. He has had several years' successful experience in teaching. During the present year he has been prominently engaged as a lecturer in university extension work.

The appointment of Mr. Wilgus is an illustration of the theory of the school that method in a given subject, to be in the highest sense effective, must be based upon a broad and comprehensive knowledge of the subject in itself and its relations. It is hoped that in the near future the resources of the school will be so materially increased as to enable it to permanently hold its efficient teachers. The school education of the great mass of our citizens, "the sovereigns of democracy," is limited to that given in the elementary schools. The value of that education depends upon the efficiency of the teachers. Normal schools are the only schools maintained for the express purpose of qualifying teachers. Their efficiency depends upon the general and professional attainments of their faculties. The services of such teachers are as valuable to Minnesota as to other states. A state which boasts of the largest educational fund of any state in the Union should be satisfied with

nothing less than the best, and yet within a year several members of our Normal school faculty have accepted better offers elsewhere. Those who aspire to serve the state by influencing legislation for the common weal could hardly find a more worthy cause than that herein suggested.

THE NORMAL SCHOOL.

This Popular Institution is Overcrowded and Admission Will be Refused Students.

From the Journal-Press.

One of two things must be done by the authorities of the Normal school; they must either increase the facilities to accommodate the increased attendance or do something to decrease the rapidly growing popularity of the school. The attendance at the present term just opened is something phenomenal. When the new students first began to arrive the faculty saw that the attendance would largely exceed their most sanguine expectations. The standard of admission was raised, but even then the number who successfully passed the examinations and gained entrance to the classes was so large that the school is greatly overcrowded. Nearly fifty of the students are unable to secure seats in the assembly hall during the chapel exercises. The accommodations of the entire Normal Department of the school are taxed beyond their capacity and the students have been instructed by President Carhart to write to their friends who are contemplating coming to the school that they cannot be received.

This is something probably unheard of in the history of the Normal schools of the state and would indicate that one of the two propositions above named will of necessity have to be adopted. Solace is found in the hope that the legislature and the governor will so fully appreciate the needs of the school by next year that an appropriation will be secured sufficient to build a wing large enough to accommodate all who come.

You can get a suit of clothes at Mitchell & Elliott's for \$5.

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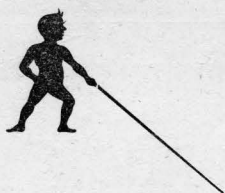
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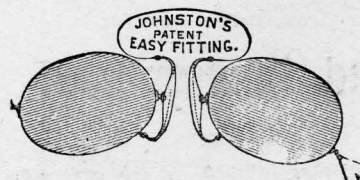
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St. Paul	*4:15pm	9:00am	*8:00pm
Minneapolis	4:55	9:30	8:40
St. Cloud	7:10	11:52	11:01
Little Falls	8:15pm	1:00pm	12:07am
Brainerd		1:55	

GOING EAST.

Brainerd	11:20pm		
Little Falls	*2:45 am	2:20	*3:50am
St. Cloud	3:45	3:15	4:50
Minneapolis	6:30	5:50	7:05
St. Paul	7:00am	6:15	7:35

*Daily via Staples.

†Except Sunday via Brainerd.

For Rates, Maps, Time Tables or Special Information, apply to E. WOLFSBERG, Agent Northern Pacific R. R., at St. Cloud, Minn., or CHAS. S. FEE

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In an almost endless variety. Decidedly the largest and best selected assortment ever brought to St. Cloud—an undeniable fact. Prices range from 4c to \$10.00 each.

HOW IS THIS FOR PRICES OF SAME:

12-inch long kid body dolls with bisque head and long curly hair, your choice of 150 at the unmatched price of 15c.

18-inch long, kid body dolls, bisque head, long curly hair, our unapproachable sale price only 25c.

24-inch long, kid body dolls, bisque head and hair, our unprecedented price only 39c.

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Albums and Plush Cases—a Great Variety.

Fine Plush Albums, nickle trimmed—how is this for sale price—only 50c.

Proportionate bargains in Albums up to \$10 each.

Plush Cases from 25c each to \$12.50 each.

Doll Chairs in great variety.

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