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SEPTEMBER, 1896.

# *THE Normalia.*

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---

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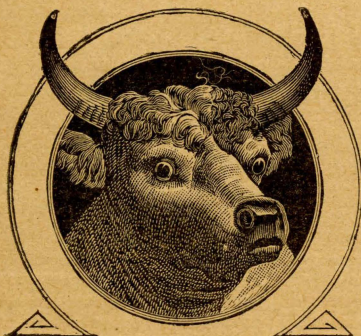
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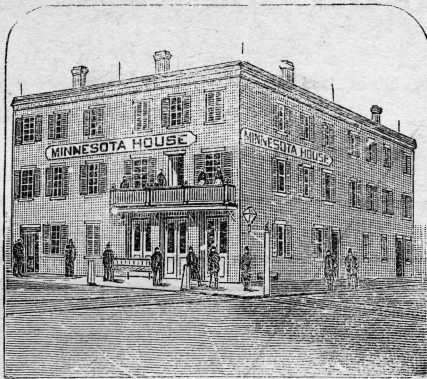
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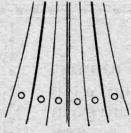
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# THE NORMALIA.

VOLUME VI.

ST. CLOUD, MINN., SEPTEMBER, 1896.

NUMBER 1.

## The Normalia.

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Rostrum.....	{ Annie Linn. Bird Craig.
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### NOTICE.

*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.*

THE NORMALIA, in beginning the campaign of another year is influenced by the political electricity around it sufficiently to feel that it is incumbent on itself to furnish a platform for its deeds and words during the coming year.

And this platform shall—again following the virtual example of this year's parties—be a platform of a single plank, and that plank shall be: THE CHILD. For this is the center from which the pedagogy of the future must radiate. Not how to teach arithmetic, geography and grammar, but

how to teach the child, shall be the great problem to whose solution the NORMALIA proposes to offer a modest contribution.

Not teaching subjects, but teaching children—this sounds like a mere quibble, a mere empty catch-word, something similar to those political watchwords and war-cries of “mingled mendacity and ignorance” so alarmingly plentiful in these days. But rightly understood it expresses the heart of pedagogy. In the spiritual world every thing depends on the point of view. The “three Rs” are not the same things when viewed from the standpoint of the child as when looked at from the cold mountain top of science. The logical and systematic presentation of a subject in a cyclopedia or a university text book, for example, turns out to be an entirely impossible and illogical presentation to the immatured child. Hence so much pedagogical labor must be done all over again. For are not most of our text books—especially in the exact sciences, like arithmetic—written with painstaking accuracy and iron-clad logic as far as the science of them is concerned, but without any reference to the evolution of the child-mind? And our courses of study—really it is tragic—our courses of study are as yet little but a systematization of the traditions and superstitions of the past as to what it behooves the educated person to know.

The editor was forcibly reminded of this sad state of affairs this summer by the acquisition of a new piece of knowledge, and as this piece of information is by far the most important pedagogical truth we have learned for many a day, we beg leave to be allowed to air our new knowledge here. The nerve-centers of the larger and more centrally located muscles, as of the arms and legs, develop much sooner than those of the smaller muscles and those located near the extremities, as those moving the fingers. The latter



do not develop fully till quite late in the child's life. Hence writing smaller than blackboard writing is almost certainly injurious to a child of six years!! And latterly we used to think that the child should start writing the first day he came to school! But what did we know about it? Do we know that a child should learn to read at the usual "primary" age? Do we know that computing compound interest is the very best thing for that long, lank twelve-year-old girl? Do we know that a list of American battles with maps and plans is the best means we can employ to make a patriotic American citizen of that freckled urchin fresh from the mud-pies? Alas! I am afraid "we know not anything," as Tennyson hath it. But we shall try to find out. And we are determined that it shall not be the fault of the *NORMALIA* if any new light on the subject that comes to our friends is not given publication. And hereby we invite all our readers, and especially alumni, former students, present students, faculty and friends of the State Normal school at St. Cloud to communicate to us anything along the line of practical child study that they think may give our readers more light on this important subject.

### HIAWATHA IN THE PRIMARY GRADE.

BY BLANCHE ATKINS.

[Paper read at the meeting of the Normal Alumni Association, Sept. 3.]

Hiawatha, in the primary grades, is a very old topic, but to those who have ever had the pleasure of using it there, it is always new and never so full of meaning as the last time it was read. It is so full of references to the facts of nature for the intellect to understand, of melody to please the senses, and ennobling thoughts to influence action, that its possibilities never seem to be exhausted. It was not the first time I read the poem that I realized that the fiery serpents were really there, in the sun's reflection on the water, heard all the music as

"He heard the cataract's laughter,  
Heard the falls of Minnehaha  
Calling to him in the silence."

Nor was it the first time I read of how the warriors buried their weapons and washed

themselves clean of all their war-paint, that I realized the beautiful allegorical significance of the words:

"Clear above them flowed the water,  
Clear and limpid from the foot-prints  
Of the Master of Life descending;  
Dark below them flowed the water,  
Soiled and stained with streaks of crimson,  
As if blood were mingled with it,"

and saw there all the vanity, anger and malice in mankind marring the life which God has given us of his own purity and holiness.

There are many reasons why the poem of Hiawatha is one worthy to be presented in the lower grades. Of these the most conspicuous is the melodious form in which it is written. The value of this is so evident that it scarcely need be mentioned. The children delight in listening to it, and from this delight must come an improved taste for poetry. There is another reason in the form of its writing, with its "frequent repetitions and wild reverberations." And this recommends it especially to primary teachers. By means of these repetitions it overcomes one of the difficulties in the presentation of most poems to little children. The language, or part of it, is beyond the understanding of the children, but by the repetition, once, twice or even more times in a different form, not only is the sense almost sure to be conveyed, but impressed, and the ear pleased by the melody. In the simplest form the second line of a couplet is almost the same as the first:

"Give me of your roots, O tamarack,  
Of your fibrous roots O larch tree,  
My canoe to bind together,  
So to bind the ends together,  
That the water may not enter,  
That the river may not wet me."

In the other form the idea is presented the second time after an interval and in quite a different form, but is still a repetition and an explanation. As when H.'s requests of all the trees and their answers are summed up in that beautiful passage:

"Thus the birch-canoe was builded  
In the valley, by the river,  
In the bosom of the forest;  
And the forest's life was in it,  
All its mystery and magic,  
All the lightness of the birch tree,



All the toughness of the cedar,  
All the larch's supple sinews;  
And it floated on the river  
Like a yellow leaf in autumn,  
Like a yellow water lily."

I have profound respect for Mr. Longfellow as a teacher whenever I read a page of this poem, for is not "one topic in many forms" one of our chief pedagogical principles? And it is surely carried out in this poem, and always in such a skillful and melodious way as to enhance the value of and best express the ennobling thoughts which form the basis of the whole poem.

Leaving the form, let us consider the least important virtue of the content first.

There is no little amount of intellectual worth in it for the children. Every line contains some reference to a fact of nature. Take any passage, as:

"Give me of your bark, O birch tree,  
Of your yellow bark, O birch tree,  
Growing by the rushing river,  
Tall and stately in the valley."

There is a whole nature study lesson in those words, if they be regarded in that light. First, the birch bark as used is not white, but yellow, it being only the outer dry layer which is white; then the tree grows in moist valleys by streams, and finally, is tall and gracefully formed.

It is so everywhere in the poem, and among the hundreds of references to nature, in narration or figure, there is not one error that I have ever found. From speaking of the pine trees as appearing black to the connecting of Shawondasee and the dandelion, which does bloom at the time of the year when we have almost constant south winds, all is perfect; and as the rythm of the lines seems to keep them in the memory even if the meaning is not entirely clear, they come to form a basis for future knowledge, and can be called up at any time to aid wonderfully in the comprehension of the subject then studied. If there were no other merits to commend this poem of nature to the use

of primary teachers, this usefulness for reference would be sufficient cause for their presenting it. If it is a third grade geography lesson and the idea of a mountain is being presented, repeat again parts of "Hiawatha and Mudjeekeewis" and the answering look of intelligence will tell you that the pupils not only know more of the wild tempestuous climate and rugged nature of the mountain, but see new meaning in the old story. If in a lesson on the signs of autumn, they remember that Kabibonoka told the diver he must not stay north, for the "wild goose, Wawa, had departed;" or it is a botany lesson, and they are speaking of the structure of grass stems and recall Chibiabos, the musician, and how

"From hollow weeds he fashioned  
Flutes so musical and mellow."

In any case it is as an old friend they welcome the new thought, and in the end have just one more association for it. Another reason that comes to us why Hiawatha is pedagogically correct for primary grades is that presented for all mythological literature. The children are in the same stage of development as were the people among whom the myths originated, and are, therefore, delighted with them, and their asthetic nature cultivated and ennobled by them, or their moral nature strengthened in the same way. And in this mythological literature the Indian myths have their own place and their own work to do. The Norse myths are of life and the deeds of men, and bravery is the virtue they teach. The Greek myths deal with man and nature, but it is the far off part of nature, Jupiter, Mars and Apollo of the sun. It remains for the Indian myths to deal with mother nature close around us, and, through sympathy, teach kindness to those of her children with whom we come in hourly contact.

Taking first the aesthetic side or the culture which comes of the child's delight in the stories and scenes. You know a child

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will not stay on the smooth, clean lawn when there is a vacant lot next door. The lawn is bare and has not the hundreds of interesting things with which the weedy wild lot is filled, and he cannot keep away from them. He must get as close as he can and will wade through the brush and grass and will be found seated in the midst of the thickest, greenest and "most alive" spot, completely buried in the verdure and completely happy in what he sees and hears. It is just here that the poem of Hiawatha places him. Places him so that wherever he looks he sees "the robin the Opeeche" the "fir tree, tall and somber," or "the squirrel, Adjedaumo, rattling in his hoard of acorns." In the poem he is completely buried in the midst of nature, for in the whole of it there is not one thought or figure out of touch with the wild forest life, but on the contrary every line gives a hint of something new to be added to the picture. And the hythm and matchless melody in which these thoughts are all set is but the sunshine of a perfect day thrown over all, which makes the shadowy parts clearer, the beauties brighter and the being more at peace with nature and himself.

And when is added to this the human aspirations and Hiawatha's life, so in touch with wondrous nature that he "learned of every bird the language," and "talked with them whene'er he met them," then the child's cup of happiness is full and the teacher is given the material for the last and most important phase of the work—the moral. In this there are two lessons to be taught—kindness to animals and unselfishness, or work for other people. The great end and aim of nature study lessons is the teaching of love for, and kindness to, the things of nature around us. The mere study of the plant or animal gives something of this, for on becoming an object of knowledge it becomes a part of self and hence commands respect. So the mere fact that this poem places the child in the midst of nature so that he must learn some of her secrets, must give him some feeling for her, if only that accorded an acquaintance. But it does more. In his childhood Hiawatha begins to question of the things around him and learns how they are all related to him and

his people—the northern lights are contending warriors, the owl and owlet talk together, and the Flowers have a heaven after death, in the rainbow. He learned of every bird its language, how they built their nests in summer and where they hid themselves in winter. He shared the secrets of the beavers, squirrels, rabbits and reindeer, and called them his brothers.

When he grew to manhood we see the plants and animals returning his good will and proving themselves brothers. For did not Mama, the woodpecker, reveal to him at the critical moment that in the crown alone could Pearl Feather be wounded? Hiawatha stained his head red in token of his service. It was the sea gulls who released him from the body of the sturgeon; and Nakomis repaid them again by working at night and leaving them undisturbed in daylight. When Hiawatha was starting on his famous fishing trip, peeping timidly through the bushes came the little squirrel, Adjedaumo, and then as he recognized his friend, unnoticed but with perfect confidence, we see him taking his seat on the bow. With him he remained, quiet while they drifted down the river waiting for the fish, but when the birch canoe "stood endwise" and "whirled round and round in gurgling eddies, he sat on the summit and "frisked and chattered very gaily"—a companion, in perfect sympathy with him who fairly enjoyed the wild commotion; and a dainty messenger of the same fraternal spirit in all the forest life.

The second lesson which, as I have said, the poem helps to teach is the great lesson of life. Forgetfulness of self and work for others. Hiawatha is called the prophet of his people, and he well deserves the name. His life is made up of one labor after another for his people. His first deer is brought home and given as a feast to his people. All of his battles were fought against evils which beset them. True, it is with men he contended, but the men were simply evils in human form, comprehensible to children. Pearl Feather was disease, Mudjukeewis faithlessness and Paupeekeewis cunning theft, and against each of these he fought.

In the beautiful picture of the friendship



between Hiawatha, the musician, and the strong man, occurs the words:

"Long they lived in peace together,  
Spake with naked hearts together,  
Pondering much and much contriving  
How the tribes of men might prosper."

Even his friendship had for a hallowing principle, work for the good of the tribe.

But the highest and noblest act of his life is portrayed as "Hiawatha's Fasting." The first day, as he wanders in the woods, he sees the wild animals and birds, then the fruits, and then the fishes, and thinking always of his people, sees how perishable these all are, and prays the Master of Life for something to last as food in winter.

"On the fourth day of his fasting, as  
In his lodge he lay exhausted,"

came the youth, saying:

"O, my Hiawatha!

All your prayers are heard in heaven,  
For you pray not like the others,  
Not for greater skill in hunting,  
Not for greater craft in fishing,  
Not for triumph in the battle,  
Nor renown among the warriors,  
But for profit of the people,  
For advantage of the nations.

From the Master of Life descending,  
I, the friend of man, Mondamin,  
Come to warn you and instruct you  
How by struggle and by labor,  
You shall gain what you have prayed for."

Not yet is Hiawatha's work done, but the words follow, "Rise up from your bed of branches, rise, O youth, and wrestle with me." Though faint with famine, Hiawatha did rise and wrestle with him, not once, but three times, each trial harder than the last. But then, after the triumph, and the making and tenderly caring for the grave all through the summer weather, then stood the maize in all its beauty. Then he summoned all to a feast and "made known unto the people this new gift of the Great Spirit."

As to the manner of presentation: This must be such that it will give the most meaning to the intellectual references; make the child feel deepest the beauty of both the poem itself and the forest scenes it depicts, and make clearest the nobility in the characters presented. As the last of these is the most important it is the first to be considered in planning the work for use, and whatever method will best present the

purpose of the life of Hiawatha as a whole, and give the best understanding of each one of his experiences, is the manner in which it should be taught.

(To be continued.)

## Model School.

We are glad to welcome a large number of new members to the Model school this fall. The practice teachers are particularly glad, for it gives them an opportunity to work with larger classes, thus making the work more like what it will be in the city schools.

First grade, lesson on the cow. Teacher: Why does the cow have horns?

Eddie: 'Cause God made 'em.

Teacher: Why don't we have horns?

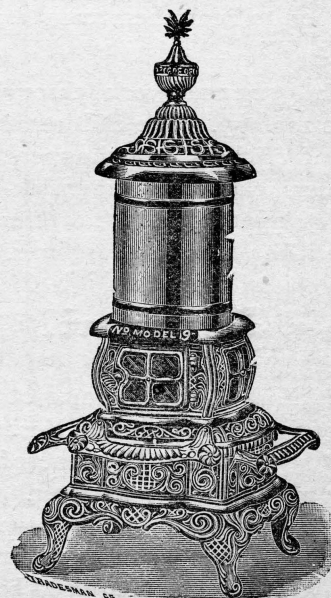
Eddie: 'Cause we aint no cows.

History lesson, 8th Grade. Teacher: What did the Indians do when they saw Columbus?

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Pupil: They said, "Welcome, Englishmen."

Early in the term a number of tests were given all the pupils in the Model school to see what is the historical sense in children. One of the questions asked was: How do you know that George Washington ever lived? Some of the answers were as follows:

Because there was a war and he was in it and whipped the other side.

Because the history books say so, and the histories don't tell fairy tales.

Because I don't think they would have made such expensive monuments to him if he hadn't lived.

Because he was the first president.

In answer to the question, "what does 1896 (the year) mean?" the following remarkable answers were given, among many others:

It means 1896 years since the world was made.

It means 1896 years since our country was free.

1896 means 18 hundred and 96 years.

1896 means how old Christ is.

1896 means 1896 years since Jesus was crucified.

The 6th grade have begun the study of Latin, with Dr. Magnusson as teacher. The children are very much delighted and we expect soon to hear them conversing in the language.

The fall science work throughout the grades is zoology. The children are making friends of crickets, grasshoppers, caterpillars, spiders, clams and crayfish. They are delighted at finding what an interesting little fellow the common housefly is.

## Alumni.

The meeting of the Alumni occurred on the 3d of September at the Normal, as announced last spring. The time of the next meeting will be announced later. Let every member of the Alumni make an effort to be present. The following program was carried out and was very much enjoyed by all. We have secured the papers read and they will appear in the Literary department of the NORMALIA.

### PROGRAM.

10 a. m.—Round Table.

3 p. m.—Round Table.

4 p. m.—Annual Banquet, Ladies' Hall.

The following topics were presented:

Advanced ideas of Education—Pres. Geo. R. Kleeberger.

Ruskin's Ethical Teacher—Rebecca T. Mattson.

Origin and Development of Number—Syver Vinje.

Hiawatha in the Primary Grades—Blanche Atkins.

The officers elected for the ensuing year are as follows:

President, P. P. Colgrove.

1st Vice-President, Syver Vinje.

2d Vice-President, Rebecca T. Mattson.

Corresponding Secretary, E. W. Atwood.

Recording Secretary, Martha M. Wheeler.

Sec. of Correspondence Bureau, Gertrude Cambell.

Treasurer, Waite A. Shoemaker.

## Societies.

As the school year has now fairly begun, the students' organizations are receiving some attention.

The Literary society finds its affairs in an encouraging condition again this year. The president with an able corps of assistants hold out promises of a successful opening meeting in the near future. An invitation is extended to the new students to attend and associate themselves with the society. There is scarcely any controversy as to the advisability of this under ordinary circumstances. The exercises afford desirable training, being conducted by the members, with occasional help by the teachers, and are such as are usually found in similar societies; they are in harmony with school work and efforts for self-culture. The meetings are held semi-monthly, at which literary and musical programs are rendered.

Arrangements are being made by the society with a view of giving a reception in the assembly hall upon the evening of Sept. 25, to the faculty and students. If we judge by the criterion of the past, those who attend will not be disappointed in their expectations of a pleasant evening.

Drs. Hoyt & Spratley make special rates to Normal students. Fine dental work, McClure & Searle Block, Fifth avenue.



## Kindergarten.

The Kindergarten children are all busy gathering and studying seeds, as a part of the preparation for winter. Much originality has been developed in the play—men with acorn heads and bodies riding wild cucumbers for horses; cats with rose berry bodies and grasses for tails, etc. They are making a collection of seeds for the Thanksgiving time.

"Three great teachers of men and of children—art, nature and the industries (or useful arts) have been too little regarded in the schools. These cannot take the place of grammar, mathematics, history. Art appeals not so much to the understanding as to the higher emotions and institutions, and rests upon the mind's power to create ideals and to create the external forms, which gives them adequate expression. Dancing, free play and original games should constitute a large part of the physical training of little children, but as the mind becomes more purposeful, the training of the will should be more severe through labor and systematic gymnastics. The elementary school should aim to establish such interest and such power over lower impulses as will

bring the child far along the way to a successful life. As the child presents himself at the door of the secondary school we should like to ask: First, what are his interests; what does he love? Second, has he reverence for the highest ideals of the community? Third, what is his mental and physical power of endurance? Fourth, what does he know?"

## Personals & Locals

Mrs. P. P. Colgrove, formerly known among us as Miss Alice Jacobs, of the class of '95, visited the school Sept. 10, and we hope she will be with us often.

Mrs. Hyde now takes her place on the rostrum with the other members of the faculty at morning exercises, and we are glad to see her.

The Home is well filled with young ladies this year, but they need not soil their hands with dish-washing, sweeping, dining-room work, etc., and in spite of this fact they are by no means "ladies of leisure."

Members of the grasshopper family have been heard to complain lately "there is no peace for the wicked." On bright days they

## GRAND FALL OPENING OF SHOES AT The Leisen Shoe Co.'s Mammoth Shoe Emporium. TWO—Complete Stores Under One Roof—TWO.

Read these prices over and you will be convinced they are lower than all other.

Ladies' Patent Tip Button,	\$1.19.
Vice Patent Tip, Button or Lace,	
Razor Toe,	1.49.
Ladies' Fine Vice Button, Razor or Square Toe, worth \$2.50, our price	2.00.
Ladies' fine Box Calf, Button or Lace, an elegant school shoe, heavy sole,	2.98.
Ladies' Genuine Vice Hand Welt, Button or Lace, for	2.75.



Our Bargain Basement salesroom is filled to the ceiling of bargains in shoes, it is the centre for bargain seekers. By calling on us we will show you two stores under one roof to select your shoes from.

### THE LEISEN SHOE CO.,

St. Cloud's greatest and only complete shoe house; 624 St. Germain Street.

## DON'T READ THIS!

*We have the largest and best selection of Woolens in Suitings, Overcoatings and Trouserings ever shown in this city. Dress suits a specialty. All kinds of uniforms got up in first class Style.*

*Cleaning and Repairing.*

## BROWN & SON.

are seldom considered beautiful, but on cloudy days they are "out of sight."

Young ladies returning to the Home this year found many pleasant changes. The parlors have an air of luxury and everything seems to bid welcome, not only to the "old girls" but to those who will make it their home for the first time.

On Friday evening receptions were tendered to the new students by the Presbyterians at the home of the pastor, Rev. Campbell; by the Methodists at Mr. Hubbard's pleasant home, and by the Congregationalists at the residence of Dr. Brigham. A pleasant evening was spent by all who attended.

We have reduced the price of bread in St. Cloud 40 per cent. and hope to receive a liberal share of patronage.

T. D. MAXSON & Co.,  
505 St. Germain St.

Miss Elizabeth Buehler of Minneapolis, has returned to the Normal, after a year's absence, and will complete the elementary course this year.

Miss Sarah Vaughn of North Branch, who attended this school six years ago, is with us again. She enters the E A class.

Scotch bread only 3 cents per full pound loaf. It cannot be had on the west side of the river, except of us.

T. D. MAXSON & Co.,  
505 St. Germain St.

Stop at the Minnesota House. Travelers and boarders will find the best of accommodation. Good stabling and water in connection with the house. Rates, \$1 per day or \$3.50 to \$5 per week. Special terms by the month on application. Geo. H. Overbeck, proprietor.

Miss Knudson of Pelican Rapids, who is also a former student, returns this year to finish her course.

## Exchanges.

The enrollment at the St. Cloud Normal school shows a flattering condition at the end of the first week of the school year. In the Normal department the enrollment for Friday was 267, as against an enrollment of 239 for the corresponding date of last year and 211 for the first week of 1894. In the Model department the enrollment is 95, and in the Kindergarten 13. The school has the outlook for a most prosperous year.—Journal Press.

Scholarship is valuable only when its talents are used for noble purposes. Educating the faculties for the mere pageantry of knowledge and the polish it gives manners subordinates intelligence to egotism and a loss of soft pleasures. The object of mental training is to equip the intellectual powers for active pursuits and broaden the mind for determining the relation of self-interest and the duties owed to others. Misdirected genius is a greater obstacle to the march of advancement than the allied forces of crime and ignorance.—Mirror.

A great many people are like bicycles. They roll along through life in a proud manner until the tire is punctured and then we find they were mostly built on air.—Mazepa Independent.

Cheerfulness is the smile of the heart flooding the soul with the sunshine of good nature and dispelling ill-feeling by the warmth of its sympathy.

Sink not in spirit; who aimeth at the sky shoots higher much than he who means a tree.

## OUR BUSINESS IS TO "CLOTHE THE NAKED!"

We are full prepared for the coming season to supply all demands in our line. In connection with our large and well assorted lines of ready-to-wear Clothing, Furnishings and Shoes, we carry a complete line of samples for "Custom Tailoring" which enable us to suit, fit and please all. Inspection invited.

Strictly One Price. \* \* \*

Price's, Clothing and Shoes.



A Dutchman, in trying to quote the proverb, "Without faith it is impossible to be saved," said: "Without face it is impossible to be shaved."—Ex.

A teacher asked his class to write essays on "The Results of Laziness." A certain bright youth hands in as his composition a blank sheet of paper.—Ex.

An illiterate farmer, wishing to enter some animals at the fair, wrote to the secretary as follows: Also enter me for the best jackass; I am sure of taking the premium.—Ex.

Prof. in arithmetic: How many in a family consisting of husband, wife and child?

Smart pupil: Two, and one to carry.—Ex.

The wise man's eyes are in his head, but the fool walketh in darkness.

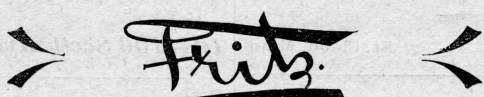


Silence, when nothing need be said, is the eloquence of discretion.—Bover.

The June number of Crucible is perfectly out of sight. The staff is to be congratulated.

Every student should make it a point to read Dr. C. C. VanLiew's article on "Child Study" in the September number of Public School Journal.

#### Notice.

The NORMALIA will be sent free for one year to the person who will invent the best and most original "yell" for the Normal school. Sealed communications (with the "yells" enclosed) will be received by the business manager of the paper through the librarian until Oct. 15th. The result of the contest will be announced in our next issue. Here is a chance to get your money's worth. The management reserves the right to reject any or all bids on aforesaid matter.

J. J. FRITZ.			J. J. FRITZ.
	<h2>Photographer.</h2> <p>PRICES TO THE SCHOOL.</p>		
J. J. FRITZ.	701 St. Germain St.,	- - St. Cloud, Minn.	J. J. FRITZ.

## To my Friends and Patrons!

\* \* \* \* \*


for, viz: First-class work, and as near perfection as human skill can make a garment. I have a splendid line of woollens for you to select from and solicit a continuance of your valuable patronage, as I can assure you that I am now able to guarantee you complete satisfaction. I trust that you will verify the above statement at your earliest opportunity by leaving me your measure for a fall or dress suit, and oblige


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Before buying come and see my goods; whether you buy or not, you will be welcome.

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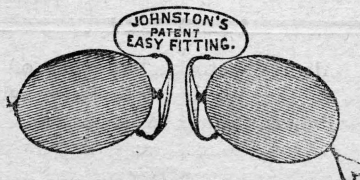
The following are our special prices to you:

Shirts, 9 cents.	Cuffs, 4 cents.
Collars, 2 cents.	Socks, 4 cents.
Handkerchiefs, 1c.	Underwear, 5c pair.

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Watchmaker and Jeweler.

THE LARGEST STOCK  
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PRICES ALWAYS  
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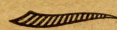
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### TIME SCHEDULE.

#### GOING WEST.

St. Paul	Minneapolis	St. Cloud	Little Falls	Brainerd
*2:45pm	3:15	5:15	6:15pm	1:55
*9:00am	9:30	11:45	1:00pm	
*8:06pm	8:40	10:58	12:07am	

#### GOING EAST.

Brainerd	Little Falls	St. Cloud	Minneapolis	St. Paul
*12:45pm	*3:10 am	4:18	7:00	7:25am
1:45	2:45	5:00	5:30	
				5:58

\*Daily via Staples.

†Except Sunday via Brainerd.

Through tickets to Japan and China, via Tacoma and Northern Pacific Steamship Co.

For Information, Time Cards, Maps, and Tickets, call on or write E. WOLFSBERG, Agent, or CHAS. S. FEE.

Way Pass. & Ticket Agent, St. Paul Minn. Gen'l Freight: E. 12:50 p.m.; W. 11:15 am.

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FOR SALE



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It's not so Much What's in the Ad. as what's behind the ad. that the public cares for. The fact since our start in the business here six years ago, every promise of every advertisement has been faithfully carried out. The fact that the people have formed an intimate personal acquaintance with the business methods of this store has had more to do with its phenomenal success than all the advertisements put together. . . . .

**We promise low prices. ✱ We promise finest quality.**  
We do as we promise and the people know it.

### Specials to Close.

Ladies' odd undergarments for fall and winter wear at about ½ usual prices. Children's odd Merino under garments for fall and winter wear. Any size closing, your choice 10c each. Same as above but finer grade, any size 15c. Don't miss to see them and get your share. Special closing Sale of fine large Linen Towels at 19c, better see these. 105 Ladies' Corsets closing out, worth \$1.25 to \$2.00, your choice, any size 75c. 40-inch double fold All Wool Henrietta Dress Goods Remnants, all shades, 39c values, your choice per yard, to close, 15c. 42 and 44-inch All Wool Henrietta Dress Goods, any shade, 75c values, closing at 29c a yard. Closing for the season, \$2.00, \$2.25 and \$2.50 Ladies' House Wrappers' your choice 98c. Don't ask for Ladies' Shirt Waists. We are entirely out. Our ever ready low prices entirely wipe out all lines in their season.

### JUST HEAR THESE GIRLS!



When Women Talk on Things to Wear,  
Wise Men Listen.

First girl—"I think this is just the sweetest shoe I ever had on."

Second girl—"Isn't it just too sweet!"

First girl—"Did you ever see a shoe with such a perfectly lovely shape?"

Second girl—"It's too lovely for anything."

First girl—"And isn't it an awfully jolly fit?"

Second girl—"It fits divinely; where did you get it?"

First girl—"Why, I went down to J. W. Wolter's and I told them I wanted the stunningest pair of shoes they had in the store, and they said, 'Here's the finest thing in shoe wear ever produced—the new needle toe shoe. Notice how shapely they are, how narrow the instep is and how the sole swells out around the ball of the foot and then tapers to the toe? It's the swellest thing we have in the place,' and so I took them, and they are perfectly gorgeous."

Second girl—"Be sure and not forget the place where you can buy shoes the cheapest and the best styles."



**J. W. WOLTER,**  
21 5th Avenue South, St. Cloud, Minn.

*C. J. Kill.*

*Photographer.*

**Special Prices to Normals.**

— 26 Fifth Ave. South.