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## Normalia [April 1896]

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APRIL, 1896.

# *THE Normalia.*

## State Normal School,

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1. An Advanced Course, extending through five years.
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	2. Advanced Course, two year.
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### EXPENSE OF LIVING IS VERY MODERATE.

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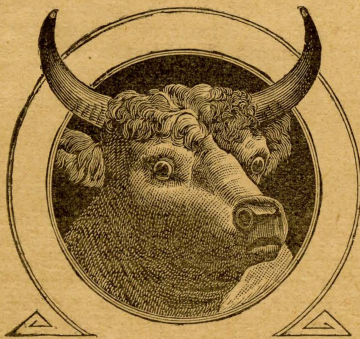
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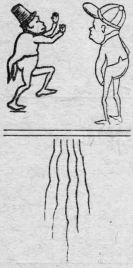
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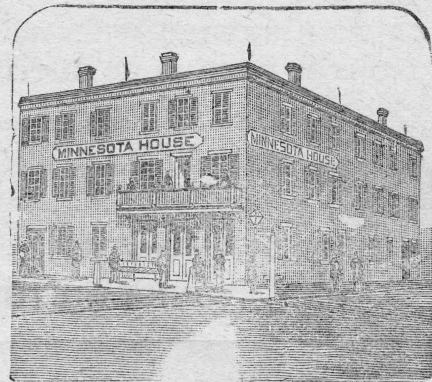
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St. Cloud, Minn.

# THE NORMALIA.

VOLUME V.

ST. CLOUD, MINN., APRIL, 1896.

NUMBER 8.

## The Normalia.

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Published monthly during the school year at the State Normal school at St. Cloud.

Entered at the post office at St. Cloud as second class mail matter, 1895.

Subscription, 50 Cents a Year.  
Single Copies, 10 Cents.

### 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.*

INTEREST, effort! How the doughty champions of the Herbartian and Hegelian schools have spent breath and shed ink in defense each of his favorite shibboleth! And here comes Dr. Dewey and calmly informs them in his Jacksonville address that these two things are inseparable—outside of the theorizing psychologists text-book. In this masterly essay Dr. Dewey proves—what we all knew right along, but never thought of—that we can not make an effort except in the direction in which we have an interest.

Well, that is comforting! It is to be hoped that after this, the two great pedagogical schools will not continue to thresh over the old straw of "interest" and "effort." The only chance for a fight here, is a misunderstanding as to the meaning the opponent puts into his definition of the thing at issue; and the school men of this age ought to be too experienced psychologists to try to carry on a discussion without knowing the "apperceiving masses" employed by their opponent. But if any one thinks that agreement on this point will cause the white winged dove of peace to descend over the educational field, he is mistaken. The vital question on which the greatest educators of today are divided, is not the question of interest and effort. That is but a preliminary skirmish and touches only the fringe of the garment of the great problem.

Individualist and Institutional. These are the names the two opposing schools ought to go by. There is a sneaking spirit of materialism abroad. It will believe nothing not demonstrable to the eyes and fingers. The institutions of man, such as church, family and state, have no physical flesh and blood unity that can be seen by the naked eye. So the educator infected with materialism believes in the individual only. To him the state is not a living organism, but simply a lot of people, each separate from the other. Hence to him the life, liberty and happiness of the individual is the only thing worth living for. To him the school is a place where individuals are to be trained to be *themselves*, and nobody else. "Bring out what is in the boy," is his constant mot-

Mabel W  
Oppo

to. "Let the child dictate what sort of an individuality it wants," is practically his creed.

Against this extreme individualism, bred by the materialistic tendency, there is a strong protest by those idealistically inclined. They in their turn become one-sided institutionalists. Society is everything, they say. Educate away the peculiarities of the child and make him like his fellows. Not what is in the individual child must be our guide, but what is in the race. We should not educate individuals, but citizens, church members, heads of families, business men, patriots. The chief lesson the individual must learn is to subsume his will under the greater Social Will, which is the earthly incarnation of the Will of God.

Now whom should we believe? Both. The synthesis of these two tendencies is the great work of our day and generation.

### What Should the School Do for the Bad Boy?

First, what is a bad boy? His name is legion, his attributes most diverse. If each of a hundred teachers were asked to describe the typical bad boy of his or her school, it is safe to say that full and accurate descriptions of a hundred different specimens of the genus boy would be handed in, unless the teachers were unusually discerning, in which case there would probably be many more. The only trait these many specimens seem to have in common, the only thing by which they are classified as "bad" boys, is that they are all sources of care and trouble on the teacher's part; that each presents a problem not easily solved, and in many cases even entirely beyond the reach of all the mental and moral forces which the teacher can bring to bear upon it.

But the hard, the difficult, the unconquerable is the thing of things to be achieved. The bad boy—which includes that rarer (?) type, the bad girl, as the greater always includes the less—is the person of all persons

for whom the school should exist. If the object of the schools is to turn out good citizens for the state, not only those are to be turned out good who were good before, or would have been good citizens without it, but those who show evil tendencies must all the more be trained and cultivated and turned out good and useful citizens. If the school cannot do this it has missed its aim. The good child, he who gives no trouble to his teacher, who presents no brain and heart-worrying problems, has little or no need of the school. The chances are either that his home training has been so good that the school is a mere supplement to it or that he has too little character to pay for the time and trouble spent in developing it. The school was made especially for the bad boy.

So we have the conditions presented and know the end to be attained, but to accomplish this aim we must adapt the means, not only to the end, but to the beginning. The kind of bad boy must be taken into account, and although the kinds are almost as numerous as the bad boy himself, yet they may be roughly classified, and the means for dealing with the problem of each class briefly indicated.

First and most numerous, the merely mischievous boy, he whose overflowing life and activity not being given full vent in the confined limits of the schoolwork, breaks through the external restraints under which it has been placed, and finds expression, at first perhaps in mere wiggles and squirms and irrevelent remarks which show his mind to have been far away from the presented lesson, but later, if not attended to, may end in riot and open rebellion. This kind of bad boy is usually young and then the problem is simple, the cure easy; but sometimes he is found advanced in years even to the dignity of young manhood, in which case he does indeed become a trial to his teacher. For him, in either case, there is one sole remedy, which the teacher must furnish—work; one power he must be induced to cultivate in himself—self-restraint.

While the child is young the teacher's part is greatest. Let her but supply sufficient work, active labor, either mental or physical, that the child can do and will like to do, and the greater part of the difficulty is cleared away. If he is older the trouble is more apt to lie in a dislike of, or indifference to, the kind of work furnished and in this case the teacher, while meeting him half way and modifying the work to arouse his interests should try also to develop in him that self-control which will hold him to an uninteresting task until he does become interested in it.

Next comes the weak boy who is always in trouble or getting others into trouble simply because he cannot resist either the impulse of the moment or the suggestion of the nearest or strongest leader. If he does wrong from the latter cause he will very likely suffer all the penalties himself, and so perhaps learn strength by bitter experience; but if he goes astray from his own impulse he will be more likely to escape the immediate consequences, for the same impulse that leads him to commit the wrong will lead him to avoid the consequences in any possible way and he may escape detection or punishment of any kind until the habit of expecting escape is so thoroughly formed that he cannot be reached by fear of external influences, and a false strength is acquired, a strength strong only for evil. This danger must be avoided at any cost. The child must learn that wrongdoing causes pain, and that there is no escape from the return of the deed upon the doer. The weak must suffer for their weakness when it leads into wickedness, and though we may pity them as victims, we cannot help them save by helping them to strengthen themselves. Pity is what they seem to demand and should have, but the pity that will help them is the pity which will make them feel the strength and beauty of justice.

Then comes the bully, the type of the savage stage of development, who delights in inflicting pain and in frightening the weaker ones into abject submission. This

class is easily managed. In nine cases out of ten the bully is a coward, and must be treated as such, made to recognize his own condition and its degradation, and inspired with a higher and more civilized ideal of courage. Children are your true hero-worshippers and admirers of Washington, Lincoln, King Arthur and Ivanhoe, and can scarcely fail to form an ideal of manhood in which bullying has no place.

Next we would put the positively stupid boy, whose wits work slowly or incorrectly, or both. He does not see the relation of things, he does not and cannot, apparently, see why things are so. He does not apparently reason at all, forms no conclusions of his own, or relying upon authority, puts fragments of truth together in such manner as to make sheerest nonsense. With him the teacher's problem is to find out what he can do. The stupidest pupil can do something, has some mental ability. This must be discovered and made the most of, and working from it as a basis even the stupidest boy may astonish one by his final achievement.

Last and most difficult of all, there is the boy whose very talents have proved his detriment, whom overpraise has impressed with the idea of his own importance until the ever-present self-consciousness of the ego has become an insurmountable bar to all progress; until his power of self-estrangement is destroyed, all wholesome growth rendered utterly impossible, and he becomes a source of irritation in the school as he will become later in society. Nor is it overpraise alone that may produce this disastrous effect, nor the talented mind only that may show it. The most mediocre mind may be so affected, over-blame may as frequently cause it, and then the result is even worse, for not only is the mind dwarfed and weakened but the few ideas that remain alive in the self-stunted brain cluster around the central principle that as folly and wrong doing have given the ego its importance therefore they are "smart" or "clever," and to be admired. Not necessarily in others



for he is often incapable of an honest admiration of others, but in himself; and he will put forth upon any and all occasions his petty sins and infinitesimal wickedness for the wonderment and admiration of each new acquaintance whom he wishes to impress. For this type there is only one hope. If some power can hold up to him the mirror of truth and he can be brought to see the smallness and meanness of his ideals and that there are things in the world better worth even his time and energy he may be saved though "as by fire."

To sum up, the bad boy of whatever class or age needs one essential thing to put him on the road to true manhood. That one thing is a high and noble ideal of life and its purpose. Let any boy once fill his mind with the ideals of a grand life and noble living and it is utterly impossible for him to be a "bad" boy any longer. This is the school's great work. Finally to accomplish this changing and elevation of ideals, there must be a living connection between the teacher and the taught; a certain community of interests, something in which both have a heartfelt and intimate concern. Only so can the higher nature reach and influence the lower. Thus alone can the teacher determine the ideal of her pupil.

### Child-Study.

PRES. G. R. KLEEBERGER.

Much that is being done under the name of Child-Study seems so lacking in either purpose a method—or both—as to be of little value to pupil, teacher or science. The St. Cloud Normal School has endeavored to discriminate between the useful and the useless, and has sought to emphasize such practical plans for Child-Study as shall be both practicable and valuable in the ordinary work of the school-room.

It is designed to keep the graduates of the Normal in close accord with it in all its good work, and to give them the benefit of all its progressive steps; and, with this thought in mind, the following outlines of a

specific Child-Study has been prepared by Miss Lawrence and will be sent to the Alumni of the school. It is hoped that each Alumnus will carry out the suggestions therein as fully as the circumstances will permit and report the results to Miss Lawrence either by letter, or in person at the meeting of the Alumni association of this school next August, or by both methods.

If the graduates of the institution will aid us in promoting practical Child-Study, they will not only increase the affectiveness of their own work as teachers, but will also help in furnishing data for the discovery and formulation of pedagogical principles by the faculty.

When the material received from our graduates has been collated and digested by Miss Lawrence, it will be turned over to the Minnesota Child-Study Association in order that it may serve the purpose of furthering pedagogical investigation by that body:

#### A STUDY OF CHILDREN'S READING.

Purpose—To find out as far as possible what your pupils are actually reading, and incidentally what proportion of them are not reading at all. It will not be advisable to try the test in grades below the third. It will not be safe to trust entirely to answers the class write to the questions. The teacher should supplement the work by informal interviews with parents and children, making sure that the statistics are correct. Do not let either parents or children know that you are making a formal study of this subject. Unconscious answers will be most trustworthy.

#### OUTLINE.

1. Name of pupil.
2. Age.
3. Sex.
4. Books which have been read since last September.
5. Magazines read regularly this year.
6. Magazines read occasionally this year.
7. Newspapers read regularly this year.
8. Newspapers read occasionally this year.
9. Name of book preferred.

10. Why preferred. (In pupil's own language.)

11. Name of book disliked.

12. Why disliked. (In pupil's own language.)

13. Character of pupil's work in written language and spelling marked poor, very poor, medium, good, or very good.

14. What study is pupil most proficient in.

15. Mention any influences whether of persons or surroundings, or school exercises which you know to have governed the selection of books read.

#### VALUE OF THIS STUDY.

1. It will help determine what books are most interesting at certain ages, and what characteristics attract and what repel.

2. It will point out individual cases who are being injured by the character of their reading.

3. It will be very suggestive to the teacher of means within her power by which conditions may be improved.

### Societies.

A peculiar wave of sentiment swept over the Debating Society April 4, to such an extent that the members became so childishly imaginative as to "play" that they were a party of visiting inspectors, and the speech making stage not having been passed in the historical development of this organization, every member present was called upon to speak from the rostrum, and the walls of the assembly hall reverberated with floods of oratory. It would be very desirable that members distinguish between enthusiasm and boisterous conduct, and that better order be preserved at meetings.

The hastily improvised program of the Literary Society for the evening of April 10 proved to be very successful. Notwithstanding several disadvantages, the meeting was quite well attended and an enjoyable evening spent. Messrs. Ponsonby and Rosenberger were induced to "discourse" sev-

eral pieces of music upon the piano, and these together with the solos played by Mr. Rosenberger, constituted the musical portion of the program. Mr. Hibbard recited the oration entitled "Toussaint L'Overture" and it is not saying too much that if it had been rendered in such a manner in a district declamatory contest it would undoubtedly have been awarded first rank. Mr. West discussed the unique subject of Physiognomy and the result showed that this was a fortunate choice of subject; but this alone would not have been sufficient were it not for the successful way in which it was handled.

### Alumni.

The death of Lillian Maude Barney, a member of the class of '96, occurred at her home in Millbank, S. D., on the 4th of April, 1896. Miss Barney was one of the best and brightest members of the class and we sincerely mourn the loss we sustain in her death. The following is a copy of the resolutions relative to her death drawn up by a committee of the faculty, signed by the entire faculty and forwarded to the bereaved parents:

#### RESOLUTIONS.

Whereas it has pleased an All Wise Providence to remove from our midst by the hand of Death, Maud Barney, a member of the class of '99, and,

Whereas we appreciate the fact that she was one of the most efficient and valuable members of the school honored and respected by all who knew her; and, that during her short life among us she endeared herself to us all by her modest demeanor and her beautiful unselfish character, so that we feel her loss to be a personal bereavement to each of us, therefore, be it

Resolved that we extend to the bereaved parents our heartfelt sympathy in this their hour of trial.

Several members of the Alumni visited their Alma Mater during the spring vaca-

tions in their own schools. Among the number were Misses Bessie Cambell, Velma Cramb, Daisy Badeau, Jessie Carrick, Minnie Sweet, Rizpah DeLaitre, Nellie Field and Grace McConnell.

Miss Mary Smart, '94, spent last Saturday in St. Cloud visiting friends.

Mrs. Mary Street *née* Greeley is taking a post graduate course in this school.

The class of '96 will be the largest class ever graduated from this school. The problem of finding each member a suitable position for next year is under consideration and the prospect of arriving at a satisfactory solution was never better than at present.

## Gostium.

On April 9th we had with us Supt. Steward of the Fargo schools and on the 10th Supt. Parr of the St. Cloud schools. Below we quote some of the thoughts expressed by them:

On being introduced Supt. Steward thanked Mr. Kleeberger for not letting him know earlier in the morning that he would be asked to speak, as his ignorance of the fact enabled him to enjoy the morning exercises so much better.

Some time ago while the presidents of the Minnesota Normal schools visited at Moorhead, Supt. Steward endeavored to be present when they were expected to speak so that he might know what was expected in the way of remarks on such occasions. But, though he heard excellent speeches on different subjects from them, he knew no more what he should say when his time to speak came than he did before; still he thought it a teacher's duty to speak words of encouragement to students when he had an opportunity. He knew but one pleasanter sight than that of a teacher with a crowd of little children around her, and next to that the pleasantest sight to him is a large school like this united in opening exercise of song and prayer which must charm away the nonsense and thoughtlessness with which the students

come on their way to school and prepare the mind for a day of earnest work. As Burns in "Cotter's Saturday Night," expresses it, "They tuned their hearts by far the noblest aim." He gave us a criterion by which to test our knowledge by proving that if we do not know a thing so well that our pencils and fingers know it, we really do not know it at all.

Supt. Parr, upon being introduced by Pres. Kleeberger, remarked that there were few things he knew anything about from observation, except two: The weather and school-teaching. The speaker said he was a thorough believer in the American system of education, but acknowledged that there was always a great deal of froth in education and never more so than at present. On the other hand there never was so much good earnest work done in education as at the present day, and the fact that there is much froth proves that there is good work done too, as it takes large bodies of water to produce froth, the small stagnant pools are without it.

The experience of thirty years has taught him that three things are essentially necessary for success in teaching. The first is a good, solid academic education, not from books alone, but a broad knowledge of the subjects from books and things. Once it was thought that anyone could teach if they knew something, but more is needed. Second, method in teaching is very necessary, but no amount of method, psychology, or educational philosophy without the first will make a good teacher, both are needed. Method has had its froth, and very often what are mere devices is mistaken for method. The true idea of method is the leading of the child's mind to gain the idea for himself. Third, experience. Normal graduates often think that they can get along in any position without experience, but this is a great mistake and should not be attempted. A great deal of the breaking down of teachers is due to the fact that they get positions demanding experience beyond their capacity.

America is the country of ambition and ambition is a laudable thing to possess, but when we are ambitious to reach a goal that is worth striving for we should begin at the beginning and work our way to it gradually—ten years of conscientious labor is not too great a preparation. With ten years of experience any one with an ordinary amount of ability must succeed.

These three things are requisite to successful teaching, however a fourth one might be added, viz: Art instinct. It is said that poets are born. Teachers are to a certain extent born, but whether they are born or made they must have an academic education, professional training and experience.

## Kindergarten.

This month brings one of the most important festivals of the Kindergarten year, the anniversary of the birth of Frederick Froebel, the founder of the Kindergarten. The week before was devoted to telling the children of his life and helping them feel—

Froebel came to tell the sweetness  
Planted in each childish heart  
Came to show how just by loving  
It would live and ne'er depart.

On the 21st, the birthday, each child brought a flower and as they all marched around the bust of Froebel, in the center of the circle, singing the birthday song—

We'll each bring a flower,  
And build a bright bower,  
To circle about and to sing  
While glad hearts are beating  
And sweet lips repeating,  
Hurrah for Froebel, our King!

They laid their flowers about the bust and finished with:

Sing little birds and tell the story  
Froebel's birthday is today,  
Sing little birds the day's rich glory  
And all the world keep holiday.

The children made German flags with which they marched during the week, folded

papers with which to decorate the picture of Froebel in the Kindergarten, and decorated small ones to take home themselves.

Each child in the Kindergarten has a window box of his own in which he has planted seeds, and which he watches and cares for himself.

## Personals & Locals

Locals are scarce this time, but the advertisements are all right.

Only one more issue this year.

"We're gwine to be angels bymby," so Mr. Hubbard says.

Pay up your subscription to the NORMALIA before leaving for home.

Field day is approaching. Now, boys, harden up your muscles. Don't let the "Highs" run off with everything.

Prospects are bright for an "iligant" football team next fall.

We have some new "ads" this time. Read them. The old ones are still in line also. Patronize both.

Mr. H. "How many have ever seen a plant in the growing season without leaves?"  
Mr. G. "I have."

Mr. H. "What kind of a plant was it?"  
Mr. G. "Dead one."

Judge and Mrs. Hansen viewed work at school April 20.

Mr. Lawson, a member of the Methodist conference recently held in the city, visited school April 21.

Misses Jelly and Tanner were callers in Miss Creed's room.

If everyone appreciated the NORMALIA as much as the writer of the following letter does, what a "snap" the business managers would have. We sincerely hope that everyone reading it may "go and do likewise:"

Misses Covey and Gable visited the St. Cloud schools Wednesday of this week.

BEAVER BAY, Minn., April 15, 1896.  
Business Manager NORMALIA—

Inclosed find 50c which please credit on my subscription for the ensuing year. I could not do without the NORMALIA.

Wishing the NORMALIA success, I am,

Yours truly,

ALBERT LINN.

## Exchanges.

The Normal Exponent, from Mayville, North Dakota, is at hand with many interesting articles, but it would be still more interesting, at least to us, if it contained an exchange column.

Many of our exchanges vary the form of their papers by placing the editorials and lists of editors, near the middle of the paper. One paper begins with a story continued from the January number.

The April number of the School Education contains an interesting article on "Primary Reading," by Miss Lida B. Earhart of Mankato Normal, a sister to Miss Earhart, of our faculty.

Since first receiving the "Mt. St. Joseph Collegian" we have wondered if it is to the advantage of any school paper to advertise liquor dealer's business.

Among our exchanges we now number the Seminary Echo, a very neat paper.

We are in receipt of a circular giving information concerning the St. Cloud Normal school. Pres. Kleeberger is having an auspicious year for the first and we wish him and our Alma Mater increasing usefulness—Kandiyohi Co. Leader.

### THE WAY TO A-DORE.

"I adore thee, my love," he exclaimed.

"As an ancient, his love of yore,"

But her father appeared and explained

The modern way to a-door.—Ex.

I see her turn the corner,

I hear her manish tread,

I feel an awful presence

That fills my heart with dread.

Great Scott! she's drawing nearer;

I'll vanish while I can.

If she's the coming woman,

Then I'm the going man.—Ex.

The following from Mr. Spurgeon's "John Ploughman's Almanack" is worthy of a wide circulation;

"He that sponges on his friends wipes out their love. We need, nowadays, upright men in downright earnest, who say what they mean and mean what they say. Cheating in trade, cheating in religion, cheating in talk, must not be put up with any longer. Old Father Honesty is the man for our money. None of your painting and gilding; give us the real thing. There would be a great fall in sheepskins if all the wolves were stripped; but stripped they ought to be! Let each one of us begin to mend the world by putting off every



# Your Dollar



in any store but ours, will buy an amount of goods represented by this line:

In our establishment its purchasing power is after this order:

The moral is obvious.

... BARDEN BROS.

Dry Goods, Notions, Cloaks and Carpets.  
Agents for Butterick's Patterns and Delineators.

bit of sham that we may have had about us. Off with the trumpery of pretence. Show the Mock-frock or the fustian jacket, and the clump boots, and don't be ashamed."—The Seminarian.

An East Jordan girl wrote to her best fellow: "Don't phale to be thar." He replied at once: "There's no such word as phale."—Ex.

### ANSWERS TO CORRESPONDENTS.

J. J. McC. Quotations from Shakespeare are always correct and in good taste, but it is well to prepare the minds of your listeners for them by explaining that you are not responsible for what you are about to say. The effect of undiluted Shakespeare upon an unprepared mind is sometimes very trying. I do not wonder your friend received a shock from which she may find it difficult to recover.

X C. F-g-d. The price of a P. O. money order depends upon its amount. At the regular rates \$2.65 should have been sufficient to pay charges on an order for several thousand dollars. Either you are somewhat extravagant in your commencement expenses, or the postmaster overcharged you shamefully.

A. O. and others. It is in very bad taste to run out to the gate to see a baby. The fact that the baby weighs 500 pounds and rides a bicycle does not alter the case in the least.

S. P. By all manner of means, yes. Take all you can get, even to the key on Wednesday nights.

Student. It is perfectly gramatical to say "listen to the dam roar," or "look at the dam floor," but as such expressions are liable to misinterpretation I advise you to avoid them. The same rule applies to the last example given. It may be correct grammatically to say, "J— has had his hair cut; I saw it going down stairs," but you would render yourself liable to serious misunderstanding, and lay him open to embarrassing charges.

M. F. I do not think you had better wear your new shirt-waist to church, at least not yet awhile. Let the newness wear off your hat and gloves first. It is neither good taste nor good economy to wear all your new things at once.

M. C. and H. R. I cannot sanction your conduct in persisting in taking evening strolls with J. K. C. No, I do not think that you can claim relationship, although you may bear the same name.

IF YOU WANT . . . .

GOOD GOODS, GOOD TRIMMINGS, GOOD WORKMANSHIP

and prices that will defy competition from home tailors, you will order your suits from

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ROMAN BICYCLE,

One of the best wheels made for \$75.00. And we are going to give some lady or gentleman a chance to ride one this summer, at our expense. We give with each purchase a ticket on one of our high grade wheels, which will be drawn for later on.

\* \* \* The BARGAIN STORE, Atwood Block.

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cuts by actual measurement, using the WORLD RENOWNED, S. T. Taylor system. A perfect fit and good work guaranteed. Ladies who make their own garments, will find it a great help to have them cut and basted, which will be done in the latest styles. Leading Fashion Journals used. Terms reasonable. Will give instructions in cutting and basting by this popular system. Fifth Ave. South.

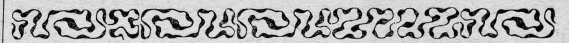
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## STUDENTS

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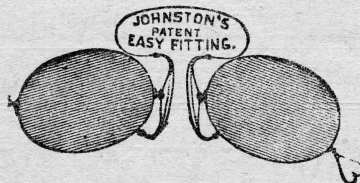
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HELENA	Pullman
BUTTE	Sleeping Cars
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TACOMA	Dining Cars
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TIME SCHEDULE.  
GOING WEST.

St. Paul	*3:15pm.	†9:00am.	*8:00pm
Minneapolis	3:40	9:30	8:40
St. Cloud	5:37	11:45	10:58
Little Falls	6:35pm.	1:00pm	12:07am
Brainerd		1:55	

GOING EAST.

Brainerd		†12:45pm	
Little Falls	*3:10 am	1:45	*2:10pm
St. Cloud	4:25	2:45	3:10
Minneapolis	7:00	5:00	5:25
St. Paul	7:25am	5:30	5:55

\*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,  
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Gen'l Freight: E. 12:50 p.m.: W. 11:15 am

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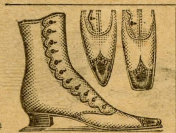
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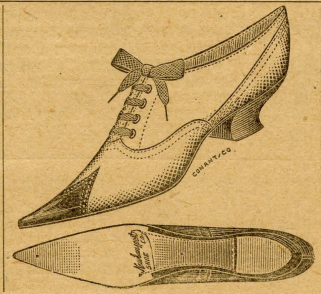
\*\*\*\*\*

P. S.—Crawford Bicycle given away June 1st. With each cash purchase of \$1.00 we give you a ticket which gives you a chance on the \$75.00 bicycle.

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