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*Rosenkrans*

CLASS OF '99.

# The Kodak.

Vol. V.

EAU CLAIRE, WISCONSIN, JUNE, 1899.

No. V.

## SINGLENES OF PURPOSE.

SALUTATORY AND ORATION.

Today, we the class of '99, experience one of the greatest events of our lives. Today, we have completed our High School course and many of us not only our High School but our University course. So to the residents of the city, here assembled, and, especially to the earnest parents who come to witness the graduating exercises of their sons and daughters, I, in behalf of the class of '99 extend to you a hearty welcome.

As we cross life's threshold we see above the door these words, "What will the morrow bring forth?" During our four years at High School, we have gained much book knowledge but the answer to this question we cannot find in books—experience alone must teach us this. But what good is this learning if we make no further use of it? Far more important is that grand result—that command to go forward if we will and as we will. Indeed many a contest have we had with Geometry, Latin, Algebra, but what is this in comparison to the battle of life? Struggle after struggle s'ands before us but let us have one purpose in life and work for success—for success is a crown which must be won only by severe combat. The truly great man is he who has striven for his laurels. It is one purpose in life and that pursued to the end that brings success. Some of us may become discouraged with circumstances, having nothing but an iron fortune, but how did our great men succeed—our lawyers, our doctors, the rulers of our country? They were once in the same circumstances as many of us today. We have opportunity but we must struggle to unlock the door of poverty, for we have learned the combination.

Give anyone the alphabet and one purpose in life and you may as well attempt to check the tide as block his purpose. They locked up the "Bedford Tinker" and he wrote that immortal Allegory—an inspiration wherever the English tongue is known—Pilgrim's Progress. Galileo was imprisoned, but he discovered the relative strength between a solid and a hollow tube by experimenting with the straws in his cell. Kepler's writings were burned, his library locked and himself exiled, yet by perseverance in his purpose, which was as fixed as the planets he studied, he became the greatest astronomer of his time. Garrison was dragged through the streets for giving his sentiments on Anti Slavery. "I am in earnest,"

he said, "I will not equivocate, I will not excuse, I will not retreat a single inch but I will be heard," and he rose from that obscure hole in Boston, the "Cradle of Liberty," and illuminated the whole world with his eloquence. It shook a nation, for son rose up against father, north against south, and he was heard. And lastly one of our greatest and noblest of American presidents achieved the highest office in the gift of any people, through his persistent and earnest study of those ever difficult problems—"the poor farmer's son," "Back Woodsman," "Rail Splitter," our own Martyred and Immortal Lincoln. These men gained their laurels not only by an early struggle for learning but continued throughout life with a singleness of purpose. But what if one fails in his purpose? Then he has no opportunity because he makes none, he marked out no straight path on which to travel. Thus we see on the ocean of life countless wrecks strewn along the shore, they have gone to pieces on the rocks in their zigzag course.

The selection of one thing in life and all the energies brought to bear on it is like the one little drop of water that wears its way through the most solid rock, or the ever active ant that builds its heap, particle by particle.

With such glorious examples before us let us set ourselves to our several tasks with courage, determination, and purpose, and the greatest of these is purpose. And having one aim we will reach that port toward which we are traveling, and anchor with success.

Then with the morning let us be ever upward, ever onward, till we reach that glorious goal; that one haven where stands the temple of fame; and even after that, we may well say the end is not yet.

H. K.—'99.

## CLASS HISTORY.

Let us pause awhile to-night before we leave behind forever our High School life, and allow our thoughts to wander back over the four years which contain such pleasant memories for us. There are but few dark spots marring its brightness, and these were by no means serious—that is to some. Only an unusually hard quiz in Physics or Virgil, soon over, but leaving its traces, never to be erased in the little books containing our standings. It was four years ago, when with sinking hearts and trembling



limbs, sixty-seven freshmen crept timidly into the assembly room.

Full of awe at that mighty chamber, they huddled into the corner wondering much at the giggles and whispers that accompanied their every movement. At last a small, but dignified person assigned us our seats into which we sank with a sigh of relief, only to be called forth again, to wander aimlessly about the labyrinth of halls, in search of the ever-fleeting object—the right recitation room. Thus we roamed about, until rescued by the tall, wise-looking gentleman, who had endeavored to instill into our minds, that morning, the importance of making the most of our opportunities while young. He spoke kindly words, somewhat soothing our bewildered minds, and assured us that in no way should we fear “the black hole.” Our Sophomore year was marked by no exciting events, the only changes being the lengthening of the girls’ dresses and the promotion of the boys into long trousers. But our heads went on swelling and swelling with the amount of knowledge we were amassing, and, at last we moved back a seat or two and were known as Juniors. Our president was a very worthy youth, and did all in his power to promote the interests of the class, though we suspected him of being somewhat interested in the Freshmen. The Junior promenade was the all absorbing topic, and well may the class of ’98 appreciate our efforts, for we even went without our dinner at times, in planning for their pleasure. But alas what history ever written contained no sorrowful facts? None. And this is no exception. I must here record that awful day when our prodigy of learning, on whom we had centered all our hopes for a clear demonstration, flunked in Geometry. Thus day by day we toiled, and at last we reach the longed for goal, the back seats. Ah! how proud and grand we felt. But now came the all important question: Who shall be President? After much discussion and debating we decided, that, from all appearances, some one should be chosen who was accustomed to turmoil. A foot-ball player was just the thing. Thus it is that we claim as our President, the famous center rush. And let me warn you never attempt to air your knowledge of “Robert’s Rules of Order” in his presence. I shall not dwell upon our class meetings, for their history should best remain unwritten. I will merely say, that, in one of our most memorable ones; thirty-six smiling Seniors went into the meeting and thirty-six smiling Seniors emerged. Not one frown was visible. Even that familiar “No” was wanting, and we missed it. But then, the smile with which the individual, to whom this negative is attributed, is always accompanied, fully compensates for his—well, I might say oppositeness. Yes, I could go on indefinitely naming the gifted members of our

class. For, among our number, we can boast of orators, poets, musicians, lads and lassies who sing like birds, and we are all learned. But think of us merged into one. The giant who would represent us thus would boast the height of 158 feet, weight 4390 pounds and be 666 years old. He would have plodded his weary way to school for 432 years and the amount of onion sandwiches and cream puffs which he would have devoured, appalls me as does the size of his shoes. The boys can boast the oldest member 24, and the girls the youngest 17, the average age of the boys being  $19\frac{1}{2}$  while that of the girls is  $18\frac{1}{2}$ . Yes, and the boys can boast the largest shoes, but I am certain, that in a year or so their hats will be many sizes smaller than now. But I need write no more on events so fresh in our minds, events which will be cherished for many a long year in our heart of hearts. So I will end the history of the class of ’99 only hoping that our lives in the future may be as free from sorrow, and as full of happiness, as our High School life has been.

K. M. - '99.

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#### UNITED STATES SENATORS SHOULD BE ELECTED BY POPULAR VOTE.

The gradual drift of the centuries has been toward a lessening of authority and a broadening of liberty and personal responsibility—man’s full measure of Justice. The framers of the Declaration of Independence recognized this tendency, when they laid down the consent of the governed as the foundation of all just authority.

The present mode of electing senators was not adopted by the framers of the constitution because they feared to entrust this duty to the will of the people, but because they intended the senate to be pre-eminently a council of wise men, and they thought that the state legislators would be better able to pass judgment on the fitness of the candidates. They did not foresee the growth of the machine in politics which makes the state legislator’s nomination depend upon his pledges to support a certain candidate for the United States Senate. Nor did they foresee the great power of wealth in politics which has practically converted the council of wise men into a rich men’s club.

If they had foreseen those things they would have unquestionably left the election of United States Senators to the will of the majority.

At the present time, more than ever before in the history of this country, the highest statesmanship is demanded in our national Senate to decide the important questions of policy which have grown out of our late war, and whatever tends to elevate or degrade the standard of the personnel in that assemblage of

men becomes at once a matter of public concern and one entitled to a hearing and careful investigation.

Restrictions of any kind which tend to prevent a full, fair and direct expression at the ballot-box of the will of each individual voter, whether native or foreign born, white or black, are obnoxious to the great fundamental idea upon which free government is based.

The people pay the Senatorial salaries and are bound by the Senate laws, but they have very little to say who shall be their Senators. A state may go by a large majority in favor of one platform and yet its legislature may elect a United States Senator on the other platform. Furthermore, months of the state's valuable time and thousands of dollars of the people's money are expended in every Senatorial election by the state legislatures.

The legislative needs of this country are practically boundless. A state legislator's usefulness is limited only by time and by his stock of knowledge. When he turns aside from the work for which he is elected and makes the election of his man to the United States Senate the one important duty of his office, it is time for the people to rise in their might and demand - "Upon what authority?"

The seriousness of the Montana, California and Pennsylvania scandals in the last election has proven, to a great extent, that the election of senators must no longer be entrusted to the legislatures.

Aspirants for Senatorial honors are often chosen without having their record before the public for a day.

Bribery may reach and govern the legislators in any state, while it cannot reach the masses.

In the days when the money power was small, when politics were unorganized, and when the legislatures were in close relation to the people, the choice of the legislatures was likely to be the choice of the people. But at the present time it often means the display of power conflicting directly with the popular will.

Senatorial deadlocks, of which we have just had fair examples, are a disgrace to a nation claiming a republican form of government.

In the last few years certain states have not received their just representation in the United States Senate because of the degrading conflicts which took place in their legislatures.

Surely a change is needed, and, after much discussion, an enlightened public sentiment demands it. It would remove to a great extent the temptation and destroy the opportunity of using corrupt means in primary elections, and tend to the purification of American politics. It would leave less powerful the mighty bosses who seek to run the government.

It is the mode of choosing Senators that will alone be affected, and not the capacity in which they shall serve, whether as the agents of the states or of the people.

Such a change would receive the approbation of every earnest citizen, and they may well feel that a right is denied them so long as their representatives in either branch of Congress continue to be chosen otherwise than at the polls.

To argue that the proposed change in the election of Senators would be a hindrance to progress, is to argue that party leaders are more to be trusted than the common people. The history of our republic proves that it is safe to trust the will of the majority. During the hundred years of our national existence never have the people proved disloyal to their trust when called upon to settle a question of vital importance.

They have always preferred country to partisanship; always adhered to the doctrines enforced and agreed upon by the architects of the American Union.

#### VALEDICTORY.

Again a class appears upon the stage to bid farewell to friends and schoolmates. Again the parting words of the valedictorian must be spoken. I wish that some original mind might have pointed out to me some new way of saying "Good Bye." I dislike to say just the same thing that the valedictorian said last year, but I know that I have the very same feelings that he had, and I voice the very same sentiments.

Fellow Classmates:

We leave school to-night with the assurance that we are the most favored class that ever graduated from the Eau Claire High school, because we are the most strictly "Up to Date" class.

We have had the advantages of all the new methods of teaching. We have worked not under the lash, but under the leadership of men and women who realize that learning is great, but life is greater; and that character is a personal quality far more creditable to its possessor than accomplishments.

We have made a beginning in laying the foundation of manhood, the ground is cleared, the plan is indicated. It remains with ourselves to decide what the superstructure shall be. Cherished Classmates, Good Bye.

Gentlemen of the Board of Education and Citizens of Eau Claire:

You have had occasion, many times, to consider us a thankless crew, but I can testify, that deep down in his heart every individual member of the class truly appreciates the liberality you have shown

in affording us such excellent educational advantages.

Worthy Superintendent and Teachers:

If we were to leave out your personal influence upon our lives and count only the book learning we have acquired during our High School course, small would be the return for the time spent.

Growth in real knowledge and in true manhood and womanhood comes, not merely from cramming the memory with facts, but from the leadership of strong personalities.

We know that we have often been to you a source of discontent, but you have borne it with patience and good will, and we part to-night with feelings only of sympathy and love.

Friends in the High School:

We carry with us in parting the pleasantest memories of the self-possessed Junior, the good natured Sophomore, and the timid Freshman.

Whatever may be your trials during the remainder of your High School course, you shall always have the prayers and the sympathy of the Class of '99.

We wish you God Speed in all your efforts, particularly your efforts to maintain the system of self-government, which has met with such success during the past year.

CLASS DAY PROGRAM.

Grand Opera House, June 1, 1899. Motto—*In Limine.*

Music 8-hand selection ..... Ruth Ellis, Helen Wilcox, Katharine Moon, Edna Thomas.

President's Address ..... Earl McVicar

Class History ..... Katharine Moon

Class Prophecy ..... Edith Fitzgerald, Allie Bullis

Music 4-hand selection ..... Jessie Culver, Maud Cernaghan.

Presentation of the Pipe of Peace ..... Louis Nelson

Response by Junior Custodian ..... Bessie Lee

Class Oration ..... Arthur Pickett

Music

Class Play,—"Helen, Paris and the Apple."

Class Song, written by ..... Jessie Culver

Music furnished by the Urtubee Bros., and Lester and Marshall Pope.

CLASS PLAY.

"Helen, Paris and the Apple" or "The Siege of Troy." Dramatis Personae.

Priam, King of Troy	Louis Nelson
Hector	Julius Derge
Paris	Arthur Pickett
Troilus	Louise Pritzloff
Deiphobus	Fannie Blackwell
Aeneas, Troyan Commander	Garry Dean

Anchises, Father to Aeneas	Maude Cernaghan
Agamemnon, Grecian General	Albert Ramstad
Menelaus, His Brother	Guy Boyington
Achilles	Earl McVicar
Ulysses	Charles Hopper
Ajax	Prudence Cochrane
Lesser Ajax	Garry Dean
Nestor	Katharine Moon
Diomedes	Mary Pritzloff
Pyrrhus	Mary Kidd
Glaucus	Maud Wilson
Thersites	Helen Wilcox
Machaon	Stanley Bartlett
Sinon, a Greek Spy	Vincent Brewer
Apologeticus, Servant to Menelaus	Edna Palmer
Hecuba, Wife of Priam	Edna Thomas
Helen, Wife of Menelaus	Angie Kelly
Andromache, Wife of Hector	Cassandra, Daughter of Priam and a Prophetess
	Ruth Ellis
Thoityche, Maid to Helen	Carrie Sorenson
Jupiter	Arthur Pickett
Mars	Palmie Berg
Vulcan	Adelbert Prince
Mercury	Katharine Moon
Neptune	Vincent Brewer
Cupid	Allie Bullis
Juno	Josie Elliot, Helen Kelly
Minerva	Edith Fitzgerald
Venus	Jessie Culver
Thetis	Pearl Hart, Afra Ramey
Charis	Maud Stiles
Iris	Gertrude Jacobson
Diana	Lydia Newton

COMMENCEMENT

Of Free High School, Eau Claire, Wisconsin. Friday evening, June 2, 1899, 8 o'clock. Grand Opera House.

PROGRAM.

Music "Across the Sea" March ..... Sousa.

Oration and Salutatory, Singleness of Purpose ..

..... \* Helen G. Kelley.

Music, Emerson Quartette, ..

..... Neher, Harrigan, Kelly, Burke.

Address—"Ideals of the Twentieth Century"

..... Professor M. V. O'Shea.

Music, Light Cavalry Overture ..... Suppe.

Oration and Valedictory, United States Senators

Should be Elected by Popular Vote ...

..... \* Guy Boyington

Music ..... Emerson Quartette

Presentation of the Diplomas by the President

of the Board of Education.

Music, The Master of the White House, Gavotte

de Concert ..... Wm. Kretschmer Op 42.

\* Chosen by the Class.



## CLASS SONG.

Oh! We're the class of '99,  
 See how our gay faces shine,  
 They say we have the big head and they're right  
 (O I don't know)  
 For haven't we done four year's work  
 Which we were never known to shirk,  
 And now we've shown you some of it to-night;  
 Forever let our name resound,  
 A class like ours is seldom found,  
 Our well known names later in print you'll find  
 Whatever we will do or say  
 The praise for it will come our way,  
 We're all right, we're of the best kind.  
 Cho.

The boys are noted for their might,  
 They're never known to think or fight,  
 Except in meetings that the class have held,  
 Their passions get the best of sense  
 The clamors rise, the air grows dense  
 Until by force the trouble is dispelled;  
 The girls are known as oh! so sweet,  
 For face and mind they can't be beat,  
 And when they leave the High School they'll be missed  
 For never were there girls so grand  
 In any High School in the land,  
 They beat all others in the list.

## Chorus.

We're alright but we'll have to leave,  
 There's nothing else to do,  
 We're alright but we'll have to leave,  
 Altho' We're sorry to,  
 We know with us you'll hate to part  
 It's no use to weep or grieve,  
 It probably will break your heart,  
 We're alright but we'll have to leave.  
 Sung to "You're alright, but you must say out."

## THE NEW COMMENCEMENT.

With the graduation and commencement of the class of '99 we witness for the third time the new style of commencement exercises, and instead of each graduate presenting such an oration as the previous training and cultivation of his High School course has prepared and enabled him to produce, we have, as *commencement*, an address delivered by one who had no connection with the school, together with the speaking of two representatives of the class, as a substitute. It may be questioned whether the new form of the exercises is an advance or a step towards progress of any kind, and whether or not it is as satisfactory on the whole.

Under the old system each graduate had an opportunity to somewhat reveal to his friends the result of his school work. He put his best efforts into the construction of perhaps the best discourse upon some subject of which he was capable, and the time of presenting the same to his friends and townspeople was a time of triumph for him and made a real commencement to look forward to, his graduating speech then seeming like a final effort with which to close his school work, and, as it seemed,

put a fitting cap upon his course of study. And, indeed, the passing of the student through the ordeal of that speech was of great value in the training he received. This is to say nothing of the relations of the exercises with the families and friends of the graduates, which are so apparent that we need not dwell upon them here.

As to the tiring of the audiences it might be said that it is not so terribly bad. And then it seems as well, for the inappreciative, to listen to a number of different short discourses from their friends as to the lengthy speech of one they do not know or care about. Still, if commencement exercises are dry, so are sermons, perhaps more so. Can we not then, too, expect a reform in the church to do away with sermons and tiresome things? But if the former commencements have been so very dry, it does seem strange that they were always well attended, and the interest so intense.

As for expense and work for the graduates there is no decrease under the new system. The commencement clothing must be bought just as before, and the girls have not a good opportunity to display their white dresses. The essays must be written and the writers have no opportunity to speak them. Perhaps about three persons see or read the discourse which each graduate prepares, the graduate and one of his teachers constituting two of these three. It costs too much to publish all these essays, and they would not be read. However, it does seem very far from right and justice to the students to maintain this nonsensical arrangement of preparing addresses with no purpose and with no opportunity of delivering them.

Expense and work for the School Board is just the same, with the exception of an additional expense item in engaging the speaker. No saving anywhere.

Upon the whole, the one who graduates under the new system hardly feels that he is treated quite so well, or is so privileged, as those who spoke in former days. And he has all the burdens of expense and work.

Still, the students are responsible. The majority wanted the change. And why? From a careful survey of the nature of the case and of the students we must conclude that it was mainly from a sense of timidity and fear, intermingled with laziness, about going through what seemed to their minds an ordeal. The choice by the students of the new method of commencement seems to be nothing more than a voluntary shrinking from the performance of what might require a very small amount of courage and energy, while pleading as an excuse, the wearying of the audience. And this hardly speaks very well for the development of much strength of character. However, while this

timidity or weakness may not be altogether the cause of the choice made, yet it certainly had a great deal to do with it, and, considering it honestly, this, with some small degree of laziness, seems to be mainly responsible. It may not sound well for High School graduates, yet, if it be the truth, it should not be concealed for the support of a slightly more convenient form of commencement.

The class of '98 voted upon the subject orally, responding to roll call, and almost all voted for the new system. It is a matter of positive knowledge that some who were in favor of the old system, and who had advocated it, and who think the same way still, voted for the new method because of a timidity to vote as they thought when others knew how they voted, lest it should be thought that they were ambitious and anxious to speak themselves. That vote should have been taken by ballot.

But apart from the choice of the students it would seem that the older method is much the better for the graduates. The class-day exercises cannot take the place of the oration by each graduate, being merely a sort of class jollification.

Here you have a word from a graduate under the new type of commencement exercises, and he has expressed himself because of his unbroken interest in the school. It is not expected that everyone will agree with the above, but that is one side of it and it ought to be especially considered by those who think the other way. No assumptions of authority or infallibility are made, and the way to determine the question is to consider both sides, and not forget this one.

— '98.

#### PROFESSOR O'SHEA.

On Friday morning, May 5th, we had the pleasure of listening to an entertaining and practical talk by Prof. O'Shea who has been giving the lectures of the University Extension Course.

The subject of his talk was "The things we must get for success in after life."

The most desirable thing to possess in his estimation for future success, was a purpose; to have the mind full of what we would be; to have an ideal before us, the efforts to attain which would constantly spur us on to greater exertions; to have a purpose and strive with all our power to accomplish it. Our actions show to others of what we are thinking. If our ideal is high, our actions are right and honorable, while if our thoughts are on things of a low and base nature, our actions and talk will surely betray us. He also spoke of the influence of our companions. What our companions are we will ultimately become, and what they do we will do. If the actions, life and

character of a person are objectionable, keep away from him, lest you also may, in time, take on and lose all abhorrence of those characteristics which now you despise.

He placed second to be desired and wholly essential for future success, the perfection of the human body. Scientists have proven beyond question that a sound mind must be backed by a sound body. Energy is absolutely needed; if the body lacks in this, the mental faculties cannot be active, they will remain torpid and undeveloped. Action in some form of athletics is absolutely essential. Of course there is such a thing as over exertion; this should be guarded against. Boys are apt to forget in the excitement of a game that over exertion is as bad or worse than no exertion, but judicious play coupled with judicious rest, is surely needed for the perfection of the mind. Rarely is found that a boy who exercises in a proper manner, has not acquired that quality of energy and ambition that will make him a splendid student, and a pushing, successful business man. Just as rarely is it found that a weakling one, who takes no part in athletic exercises or games, turns out to be a success in after life. He is completely lost and bewildered in the hurry and bustle of the business world.

The athletic man is always a cheerful, noble good hearted manly fellow, while on the other hand, the prig who is afraid to bend over for fear of stretching his trousers, has always those little meanesses which make a burden of the lives of those with whom he comes in contact. Games have an immense influence for good in a boys character, he learns to be unselfish; to respect the rights of others; to forgive; and he learns to see the good points of his companions while his own are brought out more prominently and his bad ones become dwarfed and finally disappear. If you want to find out a boys character, put him in a game and his actions and words there will either brand him as a boy whose companionship is to be desired or as a cad, one who is to be shunned. With all your learning get a good constitution, for without it education is valueless.

The Professor also made a strong plea for regularity in work, for concentration on our studies, for regularity in habits, and for hygienic living.

He complimented us highly on our system of discipline, and predicted that with the self reliance and control acquired in our system of self government, our futures were sure to be successes.

Such a talk as Prof. O'Shea gave us was a rare treat, it was intensely practical and sensible, and if we take to ourselves all that he said, our lives will surely be brighter and happier, nobler and more successful. May we all profit by what he said.

## AT THE BOARDING HOUSE.

On an extremely cold morning the Idiot stepped into the dining room of the boarding house, turned up his coat collar, and remarked as he sat down, "Mary, I would suggest that the janitor open the windows and let a little warmer air into this room."

Before any one could speak, the Idiot resumed: "I always like to think about the splendors of our Landlady's house. I was just thinking what a fine thing it was for one, on waking up a morning like this, to be able to see a splendid arctic scene around his room. The alabaster ceiling of our Landlady forms the much cracked and broken background for the sky. There is the snow and pillars of ice scattered profusely about, the ice hanging in icicles about your eye-brows and eye-lashes, and on other parts of your face, as well as on all exposed parts of the room, is to be seen the drifting snow which has sifted through cracks and holes in the roof. Just turn and see your reflection in the glass and the hair on your head looks like a snow burdened forest all glistening. These things are grand. Then from the appearance of the scene, coupled with the far fallen temperature, one easily could imagine himself at the North Pole. He is happy to find, however that he is not, and that on finishing his breakfast here, which is quickly done, he can find a warmer climate by merely going outside the door, where it is only thirty degrees below."

The Landlady was speechless, which was unusual. The boarder who liked to sit next to her ventured the remark that he and the others had not noticed it so cold, and added, "Of course you ought to expect a little spell of cold weather like this once in a while. But I suppose it is hard for the monkey from the tropics to stand the frost like we do, and he naturally sighs for continual tropical weather in which to chatter all his crazy notions."

"It is very unkind of you, sir," responded the Idiot, "to speak of me as a monkey merely because it is so cold as to make my teeth chatter. Still, if man is the highest and noblest type of animal life, I must say that a monkey is much nearer him than a set of donkeys. Accordingly I esteem the monkey much more than most of my fellow boarders at this table."

Whereupon one of the boarders arose from the table, upsetting his chair by the act, and glared fiercely around. The first thing he saw was his hat, which he grabbed, and then rushed from the room muttering something about craziness and insanity.

"Well," remarked the Idiot, "He might have taken his breakfast. Yet, considering the company I have here, I do not see how I could be otherwise than as he said. But, as I was saying, I esteem the monkey above the donkey. It is a very commend-

able thing for humanity, on the whole, that it possesses the chief characteristic of the monkey tribe in its character, namely, that of apeing. The idea, 'What monkey sees, monkey does,' expresses a characteristic which is one of the redeeming features in the stubborn and spiteful race of man. In short, this phase of human nature, or rather of monkey nature, lies at the bottom of all progress in civilization, and indeed is responsible for all our present civilization. It is the foundation upon which it rests."

The boarders were now getting interested in spite of themselves, and one of them asked, "How do you make that out?"

"Simply enough," was the reply. "The conclusion is drawn from the very methods by which men slowly become civilized, and by which alone they could become civilized. Each or every man is not the originator of every action he performs. For almost entirely all his doings he has some example set by other people. Each man is also not the inventor and originator of every article of use, pleasure or adornment that he makes use of, enjoys, or adorns with. When any man sees his neighbor doing something, making something, or using something more convenient, advantageous or pleasing than anything he does, makes or uses, then he will follow that neighbor's example and adopt the scheme himself. In that way the whole community picks up every improvement and every idea that is calculated to advance civilization and stir up the sometimes sluggish march of Progress. Every prolific idea, every improvement, starts with some one man, and every other man in the community, to civilize himself so much the more, needs only to play the monkey and imitate."

"But here," put in one of the boarders, with an air of triumph and great glee, "you seem to ignore a more important element, and the one that underlies all other things in progress—namely, the original creations of those whom others imitate. Ha! where is your monkey now at the bottom of Progress?"

"Your monkey," responded the Idiot, "is right at the bottom of those original creations or achievements. It is merely the inquisitive nature of the monkey, his curiosity, that leads man to investigate and monkey with things until he finds out or does something. His inquiring nature brings him to all inventions and discoveries. Evolution is thus somewhat explained, and perhaps somewhat better understood, for with his curiosity and tendency to imitate, with a little intelligence, how could the monkey do aught else than evolve into man.

"But every man is not an inventor or one of those originators. The greater part of the race are not, and civilize themselves by imitation, and therefore, as I said before, the most important thing in

human nature is this phase of monkey nature, imitation. To my notion, this is the only explanation for man's having been able to civilize himself. It is a very simple matter after all. But just fancy my fellow boarders here trying to civilize themselves by any other or more laborious process than that of merely imitating."

"You seem to exclude yourself," said one of the boarders, rather warmly, "Do you consider yourself any different or superior to the rest of us?"

"Oh," said the Idiot, "I am only an Idiot."

"Which means," returned the boarder, "that you are a sort of a lune, crazy, insane, that you have wheels, that—eh—you are mentally or intellectually deranged, and very much so at that."

"Ah, thanks," remarked the Idiot, who had left the table and was now putting on his coat and hat, "for you will remember that *very much* mental and intellectual derangement requires *very much* mind and intellect. Otherwise had you all long since been sent to some insane asylum."

Whereupon the Idiot left them to themselves, and strange to say it did not seem so cold around there as it had been before breakfast.

— '98.

#### THE PERPETUITY OF OUR REPUBLIC.

Rome, once the proud mistress of the world, is known only upon the pages of history. Greece, once the patron of art and literature, famous for her poets, her orators, her philosophers and statesmen, is now like Rome, embalmed only in history's page, her glories long since departed.

For hundreds of years Rome ruled the civilized world, her power and authority extended to the utmost limits of the surrounding nations. Now only a small kingdom numbered among the feeble powers of the world, and comprised within the narrow limits of Italy. Greece, once so famous, now even more feeble than Italy and existing as a government only because of the protecting care of more powerful nations in Europe.

Why have these once powerful and illustrious states passed away? Why do they not exist to-day, living, moving, struggling factors in the world's progress and renown?

No, they are dead. Their glory has departed. Only to the student the scholar or the reader is it known that such nations formerly existed. We, fellow pupils, may learn valuable lessons from the downfall of those former powers. Into our hands will soon be committed the happiness, the success, the perpetuity of our own nation. This great Republic must continue to exist only in accordance with the virtue and the intelligence of each passing generation of boys and girls.

Greece and Rome fell and passed into oblivion because the boys and girls became the depraved, selfish, sensual and unpatriotic citizens of the nation. Individual wealth and power were the chief aspirations of the people. The good of the nation was forgotten in the good of the individual. From that time Rome and Greece became the tramping-ground of foreigners and they soon choked the life out of the corrupted powers and established other governments upon the ruins. Certain dangers are lurking now within the borders of our own fair land. Evils exist that are already gnawing at the vitals of our country. We, as boys and girls, should study those evils; should do all in our power to rid our land of them; and should exercise all vigilance to perpetuate the country that has given us birth, and in which we expect to live. The very frequency of our national campaigns portends evil to us.

Business is greatly demoralized by them, and in many cases actually stands still awaiting the results of the elections. Let us put our president into office once in seven years and only for one term, and then put farther off the dangers incident to frequency of national elections. Let us say to every foreigner who comes to our shores, "You must not only be naturalized, but before you can vote among us you must be able to read and write our English language, and have a familiar knowledge of our United States Constitution, and of the constitution of our State." Thus we would get rid of our ignorant and dangerous voter, and establish an educational qualification which will protect the sacred institution of our land. Let us establish strong fortifications upon our exposed sea borders. Let us have a still stronger navy and thus command the respect of any nation on the globe.

Fellow pupils, the reins of government must soon fall into our hands. Will we be ready to worthily conduct the affairs of state? When the mantle of government shall fall upon our shoulders, will it rest upon men and women qualified to inherit from our fathers responsibilities of so great importance? Our preparation is now in our hands. Our school-room, our books, the public library, the newspaper, all are ready and willing to help us, if we but do our part? We should be serious, sober, steady, employing our time faithfully, and working with a view to the responsibilities that will be thrown upon us, whether we are ready or not. The perpetuity, the continued life and prosperity of our great land rests upon us. Are we getting ready to bear those responsibilities in a worthy and creditable manner?

#### "PRESIDENT'S ADDRESS."

Friends and Schoolmates:

Tonight the class of '99 have assembled to pre-

sent the last class exercise of their High School Course. For four long years we have worked side by side with the same purpose, and the experience of one has practically been the experience of all. For four years we have shared the joys and borne the difficulties which needs must fall to the lot of the scholar.

Theorems in Geometry, problems in Algebra and Physics took both time and patience. Latin and German walk hand and hand with hard work, but although the course was difficult, we have at last caught a glimpse of the goal, for the dawn of our lives is fast lifting itself above the horizon of difficulties. When and how it will set, the future alone can reveal.

But it matters little now, what precise curriculum we have pursued, if our scholastic training has given us an interest in affairs, an insight into their solution and a solid substratum of character.

We are about to be disbanded and scattered in this universe of competition of men. We are to be tested and tried—a final test of our whole course. Perhaps we can then more readily realize that he who sacrifices both body and soul to build up his mental strength, is a total failure.

One of the most significant points of the past and the present is found in the end and aim of scholarship. In times past the scholarly ideal was that of the recluse. It had no mission to the multitude. It loved men, had sympathy with men, but never considered it a duty to teach them. Modern education has a different spirit. We learn to-day, not simply that we may know, but may do; active service and help are its aims, and the learning that does not tend to this is incomplete.

Many who have preceded us are now rising to noble prominence. Like them we too have our ideals and ambitions, and like them, we too must adopt as our motto "High ideals and firm integrity." Henceforth let us work with a purpose and strive to cultivate higher standards of thought and action. And let us guard against the fever of speedy riches, which so often wrecks the energy of early manhood. Wealth is becoming a potent magnet over the spirit of every youthful career. The boys are encouraged to get it, the girls to marry it. The fever for it naturally breeds unscrupulous methods, speculative habits and positive dishonesty. We do not despise money, but let us resolve here to-night that if we are successful, it will be justly won, and if we fail, our name will remain unsullied.

The time is at hand when we must work our own way. If we are prepared, if we are capable of taking advantage of opportunities then the race is half won. We must think less of power, more of independence, less of ostentation and ease, more of character, if we advance far beyond this threshold.

We must not delay for now is the vital period of idleness and if we wait and linger for a grand emergency that opportunity may never come. Success never conquered without a struggle, it must be worked out with diligence and with care.

As in the past so in the future will we be watched by hidden eyes. As in a school two or three reckless scholars can lower the standard of deportment, so can two or three imprudent thoughtless acts lower the standard of our character in the eyes of the ever watching public.

One cannot deceive nature by artificial means. What one is will show itself when least expected. We are judged by our actions and if we wish to be well judged we must choose with precision our words and companions. An untrue companion resembles a miss-spoken word, he shows himself unexpectedly but the injury cannot be retracted.

We all perhaps can never achieve wealth, fame or honor, yet we can be as great as these by being true to our inward selves and faithful to our fellow-men. With a definite aim and a firm resolution,—with faithful consideration and hard work; we the class of '99 are endeavoring to pass over this threshold and compel success.

In conclusion let it suffice to say that for the advantages received we are grateful to our parents, to our teachers, to the Board of Education and the citizens of Eau Claire. And as a symbol of our good will we welcome you here tonight.

In behalf of the class of '99 I welcome you.

Earl McVicar.

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#### IN MEMORIAM.

The sad duty devolves upon the KODAK of chronicling the death of Miss Gertrude Donaldson on May 1st. She finished a four years course in the High School and graduated in 1897; her standing being the highest in the class. Soon after she left school her health failed and she was forced to take a trip to the West, but she was soon wrapped in the clutches of quick consumption and her decline was very rapid. She had the same bright, cheery disposition even through the most trying stages of her illness and she passed away as she had ever lived, a true and conscientious Christian. Her pleasant face and many deeds of kindness have won a place in the hearts of all who knew her. The KODAK extends its most heartfelt sympathy to the bereaved family.

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## THE KODAK.

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This issue of the KODAK is respectfully dedicated to the class of '99. Your record is as yet but partly written. When you leave our school, you will enter a world which is not a day dream. You will find difficult problems to solve, but in solving them you will become stronger and more able to cope with greater ones. If you were to stay forever in this school room you would not become the developed men and women we expect you to be.

For four long years you have been diligently studying books, and now comes the time to put your knowledge in practical use. No matter what your lot in life may be, you will always find a hearty welcome awaiting you at the old school, and the columns of the KODAK will always be open to any communications which you may see fit to offer.

Another school year has drawn to a close, and we are looking to the future with great expectations. To us this has been a year of marvelous growth and advancement. Sometimes as we look at our past record we feel as though we have not accomplished as much as we might, but nevertheless we have been steadily laying the foundation for the success which we feel confident awaits us. During the past year we have been studying up knowledge with which we hope to attain our ideals, and, as we bid farewell to our school-mates we feel that they are well able to start into life. To-day we must say good-bye to those with whom we have spent so many happy and

profitable hours. They are about to start out upon the great ocean of life. They have been carefully building for themselves, those ships, which, we trust will carry them safely through every storm with which they may come in contact. As they raise the anchors which have so long bound them to our school, may they christen their ship "Success," and our prayers and best wishes will follow them, that they may sail over calm and happy seas.

As the last day of this school year is nearing, some are planning to spend their vacation as enjoyably as possible; others, and we hope there are many, intend to spend the time profitably; while there are still others who know not exactly what they will do; and there are those who will not return to their accustomed places among us, but intend to embark on the troubled waters of the "sea of life" to "sink or swim, live or die, survive or perish" as the case may be but to one and all, to those who return and to those who do not, the "KODAK" wishes a happy and successful future.

With this issue, the KODAK will pass into a state of "innocuous desuetude" until September, when it hopes to emerge with increased vitality, larger powers of usefulness and higher ambitions. We realize that the editorial work, assumed by us, has not been performed in an irreproachable manner, but we plead ignorance and inexperience excuses so potent that even the hardest hearted critic will pause and be kind. We have enjoyed the work, however, and have realized fully that every effort we have made in the interest of the KODAK has profited us largely. We promise that when the autumn summons us again to the halls of the High School, we shall come prepared to do more and better work for the KODAK—a promise made in all sincerity and with all deliberation.

Our school is fast becoming the center of attraction. The City Council even saw fit to change the name of the street which forms its boundry on the north, and we are now surrounded by Grand avenue, 4th avenue, Seminary street and Best's boulevard.

All readers of this paper will please take note of the advertising and oblige the editor and managers. Especially members of this school should patronize those that patronize them. All the firms whose ads appear in these pages are thoroughly reliable, and may be depended upon to give full value for money received. The managers were particular only to offer space to those who are of this class, and therefore have no hesitation in presenting them to the public as the most prominent, popular and reliable business men of this city.

The exercises at the Fair Grounds went off splendidly, the events followed each other in quick succession, and there was no disputing or wrangling on the track. The boys were gentlemen and Prof. Frawley was complimented highly in the afternoon for the gentlemanly conduct of his pupils. We regret to say that this state of affairs did not continue. Some of the boys succeeded in the evening in disgracing themselves and giving a bad name to our school. It is only justice to us and to the public to say that all those who created the disturbance do not belong to our school, and that outsiders were more instrumental in the disorder than our boys. We wish the people of Chippewa Falls to bear with us and not judge the character of our whole school by the foolish acts of a few persons. There is always a tendency among boys when in a strange city to cut loose and have a good time. This is in a boy's nature. The KODAK does not wish to in any way excuse the disgraceful acts of these persons (they would be a disgrace to any school even to a reform school); but we do wish people to remember that our school is not composed wholly of members like these, and that our school in the main consists of manly young men who severely discountenance and denounce the acts of a few, such as made a contemptible spectacle of themselves in Chippewa Falls.

## ATHLETICS.

Field day at Chippewa on Saturday, May 6th, was an entire success. It was one of the best if not the best that we have ever held. The events were well run and interesting and very good records were made in nearly every contest. As was to be expected Chambers secured the first place in the 100 and 220, running very fast. His time for the 100, 10 2-5, equals the Madison record, and 22 4-5 for the 220 breaks the record of 23 1-4 made by Fred McGowan in '95 by over 2-5 of a second. Burse secured the 440 after a hard run in 55 seconds only 1 2-5 seconds over the record at Madison. The 1-2 mile run resulted in Williams winning in the credible time of 2 22. The record at Madison for this event is 2.14. The mile was run in the slow time of 5.45, but presented a pretty and hard fought finish between Wilcox and Williams, the latter finally succeeding in out-sprinting his opponent.

The hurdles were not particularly exciting, being run in slow time. Ramstad won the low hurdle in 31 1-5 after being hard pushed by Kent, a freshman. Selmer fell on the 5th hurdle. Burse won the high hurdles in 27 3-5. Hall had no competitors in the 1-2 mile walk but made excellent time, doing the dis-

tance in 3.66 only 8 seconds over the Madison record. The bicycle races resulted in Rowe's winning both the one-half and the mile, the former in 47 and the latter in 2.41. Brooks showed up extremely well considering these were his first races and with training will doubtless make a valuable man.

The races on the whole were very good but the result of the field events were discouraging. The broad jump was won by Kent with 14 ft 10 in; the high jump resulted in a tie for first place by Ramstad and Burse. This was a pretty contest. The shot put was won by Rowe with 34 ft 3 in; the hammer by Burse with 68 1-2 ft; and the pole vault by Davis with 7 ft 6 inches. It is extremely unlikely that any men will be sent to Madison on the result of these field events. Kent threw the hammer in very poor form but with coaching and practice should develop wonderfully as he is very strong. The event resulted as follows:

Fifteen men took part in the fifteen different contests. They scored as follows:

	POINTS
1 Burse, . . . . . '01 . . . . .	30
2 A. Rowe, . . . . . '00 . . . . .	15
3 Kent, . . . . . '02 . . . . .	14
4 Ramstad, . . . . . '99 . . . . .	12
5 Chambers, . . . . . '01 . . . . .	11
6 Williams, . . . . . '01 . . . . .	10
7 Brooks, . . . . . '02 . . . . .	6
8 Hall, . . . . . '00 . . . . .	5
9 Selmer, . . . . . '02 . . . . .	5
10 W. Rowe, . . . . . '02 . . . . .	4
11 Davis, . . . . . '00 . . . . .	3
12 Anderson, . . . . . '01 . . . . .	3
13 Wilcox, . . . . . '01 . . . . .	3
14 Thomas, . . . . . '01 . . . . .	1
15 Porter, . . . . . '02 . . . . .	1
Total	123
Unclaimed	12
	135

The Seniors entered one man and scored twelve points; Juniors three men, twenty-three points; Sophomores six men, fifty-eight points; Freshmen five men, thirty points.

The trial for the relay team took place at the Fair Grounds on Friday, May 12. Eight candidates took part and the race was a hard and pretty run. Burse jumped for the pace and led the bunch all the quarter at a terrific pace which, together with the strong wind, was very fatiguing to the runners. At the finish the contest was exciting. Burse won with Ramstad a close second, while Morrison, by hard running, pushed Ramstad hard and was in turn closely followed by Hopper. Anderson finished 5th and Kent 6th. The time 57 seconds, was excellent considering

the high wind and the rough, grassy track. The relay team as sent to Madison will be composed of Burse Ramstad, Hopper, Morrison and Anderson

#### THE O. A. C.

The girls of our High School are taking more and more interest in athletics. An organization known as the O. A. C. has been established for the purpose of promoting athletic spirit among the girls of our school.

That the O. A. C. has made progress in its line of work was closely shown at the Athletic Entertainment given by the school May 12th. The club swinging with lights was something new and the class performed its task with credit to itself and its instructor. Harmonious club swinging in class is very difficult and can only be accomplished by energetic and constant practice. Individual club swinging, in which more difficult movements are usually attempted, does not give that unity and concentration which class-work affords.

Recognizing the value and influence of games, the members of the O. A. C. each Wednesday afternoon engage in a friendly contest between the two divisions of its members, in the popular game of "basket ball." This game is similar to foot ball and has the advantage over the same in having personal encounters and combats, which frequently occur in the mixing-up of foot ball eliminated. The mind and body work in harmony.

It is hoped that when the next school year begins, our O. A. C. will have the pleasure of meeting in friendly combat the basket-ball teams of our neighboring cities and that the O. A. C. will come victoriously bringing the laurel wreath, to place beside that so often won by the boys of the foot ball team. The following efficient officers were elected at a recent meeting: President, Charlotte L. Gillette; vice-president, Bess M. Ross; treasurer, Miss Schuster; secretary, Mary Wilcox; sergeant at-arms, Bess Lee.

The O. A. C. extends a hearty invitation to all girls of the High School to become members of this organization.

## ALUMNI.

In this issue we publish a communication from Fred McGowan '96. Fred is attending the University of Wisconsin and is in his Sophomore year. He encloses newspaper notices of several graduates of our school who have recently achieved distinction for themselves, notably E. N. Chickering '96 in the inter-normal debate and the appointment of Knud Knudson as second lieutenant in the regular army.

To the Editor of the KODAK:

Whenever I see prominently mentioned any of

the former students of our High School there always comes the desire that the present students be informed concerning the advancement of their predecessors.

This desire is probably the result of two reasons. First that it may incite the present student-body to maintain the high standard which the school has already attained. That it has attained this excellent record is rendered evident by the fact that a graduate of the Eau Claire High School has never been "conned out" of the University. The second is more of a personal nature perhaps and yet is one common to every graduate. It is that no person can spend four years of his time participating in the various activities of such High School life as was ours, and is now yours, without feeling a deep interest in its welfare, and a fond hope that present students will meet the responsibilities which there confront them and in doing so will reflect honor upon themselves, and upon the institution which they are so fortunate as to be able to call their "High School Alma Mater." I am,

Very sincerely yours,

F. C. MCGOWAN, '96.

Nels Nelson '96 is attending the University of Wisconsin.

Frank Bartlett '88 is book-keeper for the Rust Owen Lumber Company.

Anna Nelson '94 is teaching at Porter's Mills.

Minnie McDonough '97 was recently elected to take the important role in the dedication ceremonies of the new Grand Avenue bridge.

Ambrose Mabbut '97 is teaching at Brackett, Town of Washington, as is also George N. Schroeder '97.

Alexander Morgan '95 is pursuing professional studies at the University of Minnesota. He intends to be a physician.

Julia Johnson '97 holds a position with the Smith Crockery Co.

Fred Arnold '96 is mail clerk on the Chicago, Milwaukee and St. Paul railroad.

Orrie Ely '96 is at present in West Superior, Wisconsin.

Wilfred Kutzner '98 is part owner in the Menomonie Street Feed Mill.

Wm. Petzold is employed with the Eau Claire City Directory Company.

Olaf B. Rostad '97 is at present occupying a position as draftsman with a Chicago manufacturing concern.

Agnes Keith attended the Milwaukee Normal but was forced to discontinue her studies on account of illness. She is, however, rapidly regaining her health.

Fred D. Brown Pres '97 this June completes his Freshman year at Cornell.

James Waterbury, who is principal of the school at Weyerhauser, spent a few days with friends in the city.

Will Smith is at Stevens Point Normal.

Mollie Olson is practicing as a trained nurse.

## ... PERSONALS ...

Gil Joyce, Frank Drummond and Dick Kepler have left school.

Hugh Henry (translating Caesar)—“They carried their feet backwards.”

Dr. Frizzell thinks Prof. Wicherski is a mighty man even if he is a midget.

Lee Skeels (In Physiology)—“In the oxidation of the tissues of the body, where does the smoke go to?”

Go down to the laboratory and hear the Hot Siren orchestra. Rothstein and Bartlett, Props.

Mr. Barry (In Physiology)—“The tongue is lined all over by small projections called Papillae.”

Miss Smith—“What syllable do you accent in that word? Mr. MacMartin—“The Peanut.”

Miss Schuster—“We don't say hares in English. What should it be Mr. Murphy?” Murphy—“Rabbits.”

Just like Freshmen. 1st Freshmen—“Have you seen the mail man to-day?” 2d Freshman—“Why I thought all men were male.”

The new club started by the girls of the school known as the O. A. C. is called by the boys “Otto's Athletic Club.”

Pearl Hart says when she goes across the river and sees the rushing waters below it makes her think of an eddy (Eddie.)

Two Freshmen overheard at recess discussing a coming debate. 1st Freshman—Are you on the Negative or Positive side?

Teacher in Botany Class—“What are weeds?” Murphy—“They are what I have to pull out of the garden every summer.”

Miss Holcombe—“Locate Aix-La-Chapelle.” Alice Walmsley—“Oh! it's some place in France, Germany, Italy or Switzerland.”

Charlotte Gillett (in history, speaking of the murder of Morat by Charlotte Corday)—“Why she stabbed him clear to her heart.”

In Junior Reading Class Discussing Tennyson. Carl Olson—“Lancelot was the referee at the last tournament” Curley—“Who was the time-keeper?”

There is quite a number of pupils who have wheels at present, among those are Shirley Burce, Curtis Thomas, Wilfred Rowe and Willie Dowans.

Tulips were scarce and the botany class had to do without. Hall said—“I have two lips.” Pollock—“Yes but you'll let only one use them.”

Mr. Mayo (reading the sentence)—“Sin has many tools, but a lie is a handle which fits them all.” Miss Schuster—“You had better remember that.”

Miss Brown:—“Distinguish between chronic and acute diseases produced by alcohol.” Stanley Bartlett—“One can be seen from the outside the other from the inside.”

Miss Rosenkrans (Taking a picture of Professors Tallman and Wickerski for class picture) “Now boys it takes just a moment. Watch this little monkey and look pleasant.”

Kelly had made some disparaging remarks about the preservative power of arsenic and said that alcohol was much better. Dunham—“Yes, Mr. Kelly seems to think that alcohol will preserve anything.”

In Chemistry Class (Drummond has flunked.) Prof. Swearingen—“I've been trying to see if you know anything about this lesson and I guess I know now.” Drummond—“Well, I looked it over anyway.” Prof. S.—“Yes, you looked away over it.”

Prof. Swearingen rushing into the laboratory, “Goodness, what a smell. What have you been doing?” Cooper—“Please sir, it's only burnt rubber. We were heating this crucible and Miss Hart accidentally got her neck over the flame.”

Skeels is always trying to collect practical knowledge and so had asked Prof. Swearingen concerning perpetual motion. He was disgusted when the Prof. told him to catch hold of his boot-straps and pull himself up stairs, as an application of the perpetual motion theory.

### QUOTATIONS.

“Now by the double headed Janus, Nature hath framed strange fellows in her time.”—Newton Vandalsen.

“A horse! a horse! My kingdom for a horse.” (In Cicero.)—Bess Lee.

“I am strong of limb but alas I cannot throw worth a shekel.”—Hart Johnson.

1:30 a. m. “I wish it were 8:30 a. m. and all were well.” (Spoken in a very melancholy tone.)—Dick Kepler.

“Entire affection hateth nicer hands.”—Maud Cernaghan

“Whoever loved that loved not at first sight?”—High School Girls.

“I would fain die a dry death.”—Hoddy Bartlett.

“There is the short and long of it”—Mr. Frawley, Miss MacGregor.

“These are our salad days when we are green in judgment.”—Freshmen.

“I dote on his very absence.”—Jessie Culver.

"Golden lads and lassies all must, as the chimney sweep, come to dust."—High School Pupils.

"When he is best he is little worse than a man, When he is worse he is little better than a beast."—James Curley.

"A merrier man within the limit of becoming mirth, I never spent an hour's talk withal."—John Slagsvol.

"Lord—I wonder what fool it was that first invented kissing."—Earl Chappell.

"A poor lone woman"—Lulu Fleming.

"He does it with more grace but I do it more naturally."—Steve Dunham, Jim Allen.

"She watches him as a cat watches a mouse."—Allie Bullis.

"It fell upon a day which was in the merry month of May,

Sitting in a pleasant shade which a grove of myrtles made."—Ed Ihle, Pearl Hart.

"Upon the hill! Upon the hill! Ho, there upon the hill!" (In Chippewa.) Nathan Rothstein.

"There is nothing like having a good foundation."—Henry Davis.

"Behold a Lord for Dunham."—H P. Henry.

"A learned judge! An upright judge."—Allard Rowe.

"The first in banquets, but last in fight."—Steve Dunham.

"Whose little body lodg'd a mighty mind."—Gertrude Jacobson.

"For love deceives the best of womankind."—Agnis Mason.

"None but himself can be his parallel."—Juel Noer.

"Is she not passing fair?"—Fannie Blackwell.

"Too fair to worship, too divine to love."—Edith Malcolm.

"Alas, the love of woman, it is known,

To be a lovely and fearful thing."—Harry Morrison.

"There was a laughing devil in his sneer."—Earl Chappell.

"Sweet is revenge and especially to woman."—Sadie Adams.

"I awoke one morning and found myself famous."—Hugh Henry.

"What a strange thing is man and what a stranger thing is woman."—Allard Rowe, Kate Moon.

#### WANTED.

Wanted by Johnson—Black hair.

" " Tolles—Breaking in on the West side.

" " Miss MacGregor—Excuses.

" " Murphy—A playmate.

" " Street Car Conductor—Fare.

Wanted by Base Ball Team—Money.

" " Chambers—A stride.

" " The Kodak—Ads.

" " The School—Vacation.

" " Miss Brown—A cat?

" " K. Anderson—Coaching.

" " Every Body—Information.

" " Miss Smith—Book's in on time.

" " Pickett—A high collar.

" " Class of '99—A compliment.

" " Self Government—Order.

" " Burse—A play thing.

" " Carl Olson—A dictionary.

" " The Girls—Fellows.

" " The Track Team—Support.

" " A Freshman—Ma.

" " Andrew Playter—A partner.

" " The Scholars—A quiz?

#### EAU CLAIRE GETS FOURTH PLACE.

Allard Rowe Shows them How to Ride a Bicycle.

The Eau Claire High School Track Team won fourth place at the Interscholastic Athletic Meet held at Madison May 27th, thus defeating every other city in Wisconsin except Milwaukee, whose three schools got the first three places. Eau Claire captured fourteen points

The tracks were not in the best condition because of the rain. The quarter mile cinder path was fairly good, but the third mile track had to be well raked and rolled before it was possible to ride a bicycle on it. It was on this track that Allard Rowe surprised them all.

In his trial heat for the mile bicycle Allard took things easy, allowing the Milwaukee man to take first place while he leisurely rode in second, thus qualifying and saving his strength. In the final heat most everyone looked for the Milwaukee man to win. Allard, however, got the part of the track he wanted, and when it came to the spurt, pulled up ahead and came in first, completely outstripping all the rest in a spurt of about 120 yards, and in that short distance obtaining a lead of twelve or fifteen yards. Time, 2:53 4-5.

Rowe next rode and won his trial heat in the third mile bicycle race, and did it as easily as anyone might desire; but just after making the finish as he rode round the bend, one of his tires exploded and his wheel was done for. It looked as if Allard's chances for the final were also done for. There was excitement in the dressing-room, and another bike was sought for. The cry, "A bike! a bike! my kingdom for a bike," was heard, and the boys finally succeeded in obtaining another wheel, of a different pattern and a different gear. Allard mounted this strange

bike and rode and won the third mile final, just as easy as you please, doing the trick upon the final spurt and crossing the finish in 51 4-5 seconds. And thus were the Fates defeated. Allard, with the two races made ten points for Eau Claire.

Just before Allard won his second race, Neal Hall captured second place in the half-mile walk, and nearly got first. Hall did splendid walking throughout, and on the finish spurted up to the first man in such shape, that, had there been ten yards more, he would have passed him and taken first place. Hall and the first man completely outstripped the others. Time, 3:45 1-5.

Chambers did splendid work, but was not in form. In the first place he drank some of the Madison water, which did up his stomach. In the 100-yard dash he got second in his first trial heat, being beaten by a few inches, and the run being made in 10 2-5. He then ran and won the trial for second men in 10 2-5. By the time he ran the final he had run himself to pieces, and with the condition of his stomach, was not in fit shape. He got a slow start and could not score, the run being made in 10 1-5, thus smashing the record.

Chambers got out and won his trial in the 220-yard dash without difficulty, but by this time he was used up and hardly expected to enter the final, nevertheless he managed to run it, and secured third place, the winner's time being 22 4-5, again smashing the record.

Chambers had to run too many trials in the 100-yard dash, and this spoiled his chances for the final. He was also consequently not in fit condition for the 220. Next time he must take better care of his stomach by letting Madison water alone. The writer believes that Pearl is as fast a man as anyone who took part in the meet at Madison last Saturday, and can make as fast time. His run in the 220-yard dash in our home field day three weeks ago was made in 22 4-5, the same as that made at Madison.

Altogether the team did excellently. Anderson's stride in the half was very good, but the pace was too fast for a new man like him. Williams had a splendid stride for three laps of the mile, running third place, but was laid out at the end of the third lap by getting another man's elbow in his stomach. Our relay team also is to be congratulated upon a very good run. They secured fourth place in the relay, Ramstad and Burce running their quarters in about 55 or 56 seconds.

The team did finely, but will do better next year, and will probably get the cup. Hall will win the walk next year if he trains. Rowe will repeat his work in the bicycle races. Rowe is a man who will tend to business, and next year will be better than ever. Chambers will probably be in shape to get

both the sprints. Burce will improve his stride and make a very strong runner. Had he gone into the quarter at Madison, he might have done something, as he is good for faster time than was made in that event. Romstad graduates, but there is lots of good raw material to be developed. Anderson ought to make a good relay man, as will also Morrison and Hopper. Kent is another good man to be developed. Williams ought to do good work in the mile next year. Next year there ought to be more rooters. The trip is not expensive, and next year we are going to have the cup.

## EXCHANGES.

It is with a feeling of pleasure—and yet with a feeling of regret—that the exchange editor commences to look over the last number of the various exchanges. With pleasure because he knows that it marks the close of his year's work in that line; with regret, for it has always been a source of much profit and enjoyment to read the many good articles in the exchanges. But there is and always must be, an end to everything. To the editors and readers of the High School publications, we wish success in your future work, and a happy vacation.

The Pingry Record for May contains a good article "The United States as a World Power."

The Authentic, Stoneham, Mass., presents a "nobby" appearance in its new cover. But its exterior appearance does not excell its reading matter.

A young man hearing the song, "Just Break the News to Mother, if you Get a Chance," for the first time, understood it to be "Just Break the Nose of Mother if you Get a Chance" and sang it accordingly

Pile on the Seniors burden,  
He hasn't long to stay;  
So work him while you've got him,  
An essay every day,  
Just fifty lines of Virgil,  
Twenty problems every day,  
Pile on the Seniors burden,  
He hasn't long to stay.—Ex.

We see by the Acta Diurna, that Trinity School of New York, has won its fourth Interscholastic victory in athletics during the present school year. Not a very bad showing indeed.

Three notorious punsters named Strange, Moore and Wright met and dined together one day. After dinner Moore said "There is one fool among us, that's Strange. "Oh," cried Wright, "There's one Moore." "Yes," said Strange "that's Wright."—Ex.

Bull dog for sale; will eat anything; very fond of children.—Ex.

The Lake Breeze contains many good articles in its last issue, especially one on the University. There is also an interesting account of the U. S. Naval Academy at Annapolis.

The Yale Glee and Banjo Clubs' receipts for the last year were over \$30,000.

Read the story entitled "A Man of Honor" in the Vermont Academy Life.

Mr. W.—"Why does a dog turn around several times before lying down to sleep?" Dr. E. "Why it is instinct." Mr. W.—"No, not at all. He has only

learned that one good turn deserves another."

The View Point is always received with the greatest welcome. It contains a department found in no other exchange for it has in every issue, many good descriptions, with accompanying half-tones, of the surrounding scenery. One can get a fair idea of the picturesque country from these articles, but of course they cannot fitly describe the grandeur of the many lofty hills, roaring water-falls, and beautiful lakes.


The Herald, Holyoke, Mass., is a very neat publication. All the articles are well written and everything tends to show that it is a first-class paper.

A. G. R. '99.



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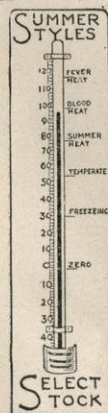
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 mind blows*

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