



LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

The Kodak. Volume 2, Number 1 October 15, 1895

[Eau Claire, Wisconsin]: The Athletic Club of the Eau Claire High School, October 15, 1895

<https://digital.library.wisc.edu/1711.dl/X36E7NUZQB2PM8P>

Based on date of publication, this material is presumed to be in the public domain.

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

Vol. 2.

Oct. 15th.

No 1.



THE KODAK

1895

... PUBLISHED BY ...

**THE ATHLETIC
CLUB**

... OF THE

EAU CLAIRE HIGH SCHOOL,

EAU CLAIRE, WIS.

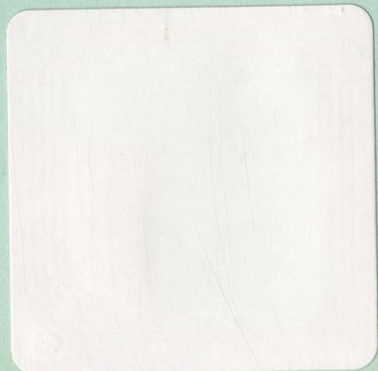
FORWARDED BY

THE ATHLETIC CLUB

OF THE

AND CLARENCE HILL SCHOOL

CLARENCE, WIS.



THE KODAK.

O. H. INGRAM, Pres.

WILLIAM CARSON, Vice-Pres.

W. H. COFFIN, Cashier.

CAPITAL \$100,000

SURPLUS \$20,000

Eau Claire National Bank,

Cor. Barstow and Kelsey Sts.

The Best Facilities in Every Department.

Safe Deposit Boxes to Rent.



DIRECTORS:

O. H. Ingram, William Carson, M. S. Stein, Engene Shaw, W. K. Coffin

W. R. RUST, Pres

H. H. HAYDEN, Vice-Pres.

C. W. LOCKWOOD, Cashier

J. T. JOYCE, Assistant Cashier.

Interest Paid on Time Deposits.

Safe Deposit Boxes to Rent.

THE BANK OF EAU CLAIRE,

CAPITAL, \$100,000.

301 SOUTH BARSTOW ST.

EAU CLAIRE, WIS.

You are respectfully invited to call at

OLSEN & ANDERSEN'S

Tailoring * Establishment,

102 N. BARSTOW ST., ONE DOOR SOUTH OF ARMORY.

and see the fine line of

SUITS AND OVERCOATS

they are making AT PRICES THAT WILL ASTONISH YOU.

CLEANING, DYING AND REPAIRING

Madison Street Manufacturing Co.

CONTRACTORS

AND BUILDERS.

EAU CLAIRE, WIS

S. W. WILCOX,

Insurance and Real Estate.

35 INGRAM BLOCK

THE ELBERT PRINTING COMPANY

FINE COMMERCIAL PRINTING

307 S. BARSTOW ST.

A COUNTY Teachers Institute

Is to be held at HIGH SCHOOL,

EAU CLAIRE, WIS.

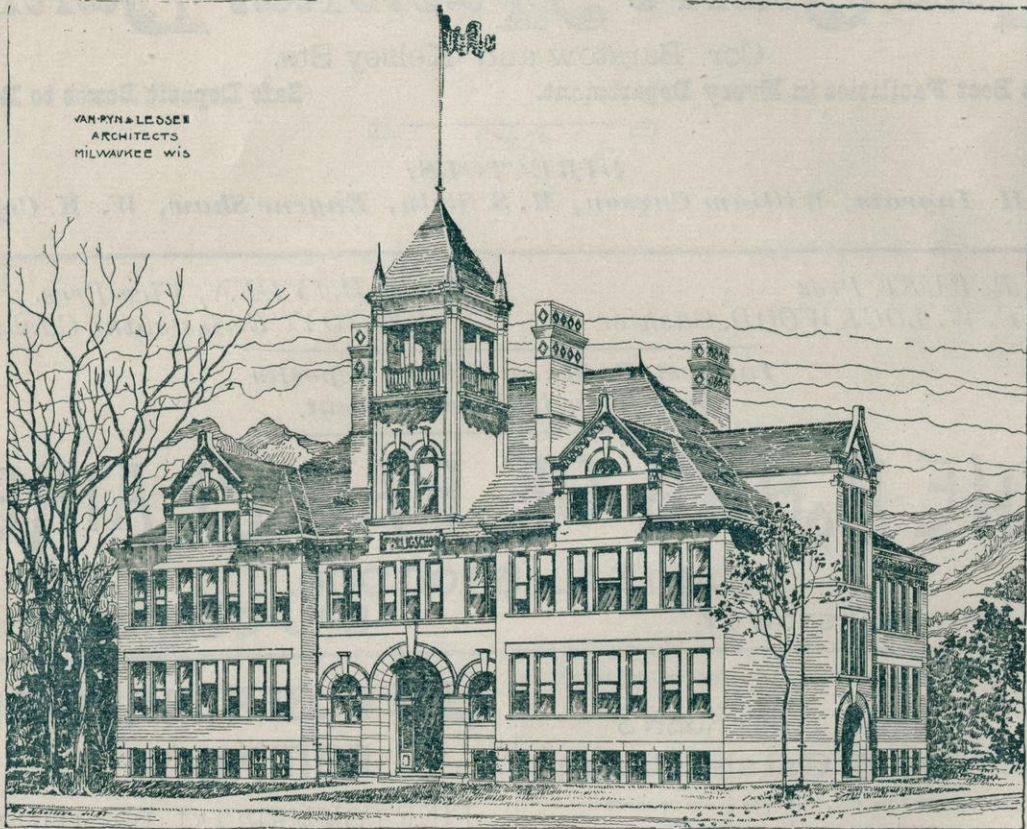
Friday and Saturday, Nov. 29 and 30, '95.

Those high school pupils who expect to teach in the near future and wish to enroll at the Institute should call at the County Superintendents office and obtain an outline of work to be presented at that time.

ANNA SMITH,

Co. Supt. of Schools.

THE BARTLETT SCHOOL.



About one year ago, the subject of a new school building was first talked of by some of the prominent citizens of the Third ward. Then mass meetings were held, and it was decided that a new building should be built on the old site.

Sealed contracts were called for and when they were compared, that of the Madison Street Manufacturing Company was chosen. As soon as school closed last spring the old building was torn down and the digging of the cellar of the new one commenced.

The building is one of the most beautiful, new structures of the city. The first floor contains one large main hall, which has three entrances four side halls, to be used as wardrobes, and five

rooms, each capable of seating about fifty pupils. The second floor has a large main hall the full length of the building, five side halls for wardrobes, and five rooms capable of seating fifty pupils each, and the library. The third floor has but one large room, which is to be used as a gymnasium. The cellar contains the four furnaces which were put in by Richardson and Boynton, of New York.

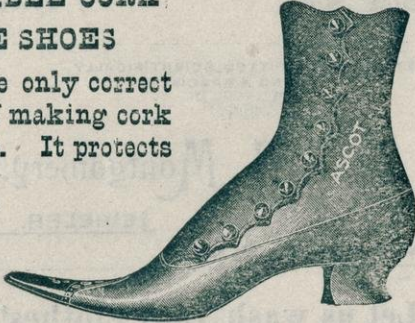
The building is floored throughout with hard maple, which is also used for the base boards and casings. Each room has a four foot black board extending around the room. The outer walls of the building are of brick and stone.

We publish herewith a front view of the building as seen from Wilson Park.

Leading Department Store.—**CHAS. KOSING.**—Household Goods.

This is one of
POTTER & CULVER'S
INVISIBLE CORK
SOLE SHOES

and is the only correct
method of making cork
sole shoes. It protects
the whole
bottom of
the shoes
from
dampness



Call and see them they are a fine shoe for school use.

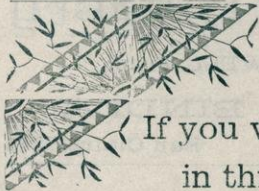
WE ARE CLOTHIERS

yet we can sell with the merchant tailor.
Dont be a ready-made man—one of the old school.
There's something in the average run of store
clothes that gives you away at once.
If a properly tailored, scientifically made suit, that
has all the snap and style of a smart tailor's
production, is ready to put on—there's nothing
against it.

THE STEIN-BLOCH kind is better than those
you get from most tailors. The saving is not
in the quality—it's in the way **THE STEIN-BLOCH**
Co. can buy cloths and tailor them, and we've
no need to charge you for other peoples I. O. U.
SEE?

THE STAR CLOTHING CO.

Exclusive selling agents in Eau Claire for the **STEIN-BLOCH CO.**



If you want to get ahead
in this world buy your

FOOTWEAR of

A. F. Ellison.

CLIMAX BARBER SHOP.

S. M. DAV^Y, Prop.

107 BRIDGE STREET.

L. L. WILLIAMS,

FURNITURE, CARPETS,

WALL PAPER.

Largest Stock.

Lowest Prices.

A Discount for Spot Cash.

314 and 316 South Barstow Street.

EAU CLAIRE,

WIS.

Radensleben & Schroeder,

MERCHANT TAILORS.

LATEST STYLES OF FOREIGN AND DOMESTIC WOOLENS.

Wish **T**o thank

The Scholars of High School as
well as others for liberal patronage
received from them and to assure
them we shall endeavor to merit a
continuance, by keeping the best
assortment of **SCHOOL SUPPLIES,**
Etc. in the City,

Playter's Drug Store,
117 Bridge Street.

Largest Prizes ever given with

GRAND UNION
BAKING POWDER

at the present time.

BRIDGE STREET MARKET,

Goethel Bros.

FRESH AND SALT MEATS, FISH, POULTRY, GAME, ETC.

Telephone No. 190 COR. BRIDGE ST. AND SECOND AVE.

THE KODAK.

HOT COFFEE
AND LUNCH.

WE MAKE OUR OWN CANDIES.

OYSTERS SERVED
IN EVERY STYLE.

PATTERSON & KEPLER,

Can and Bulk Oysters always on hand.

109 BRIDGE ST.

Telephone 132.

A. L. Dodge,

General Insurance.

MANDOLIN CLUB

GIVE
FIRST
CLASS
MUSIC
FOR



RECEPTIONS AND
PRIVATE DANCES

E. W. ALLEN, Steinway, Decker,
Shaw Bradbury.

BUY OF
A. F. Shwahn,

THE LEADING BUTCHER
AND
BE

HAPPY



Dor Smith,

Confectioner and Baker

North Barstow St.

The High School Boys grow fat
on Dor Smith's pastries.

DR. E. C. FRENCH,

DENTIST.

43 Ingram Block

EYE GLASSES FITTED SCIENTIFICALLY.
REPAIRING A SPECIALTY.

J. Montgomery.

JEWELER.

MUSIC HALL BLOCK.

Let us wash your clothes!

We sew on buttons and mend them **FREE**

Any man will be sure to like that. Oh
Yes! And the women folks too.

BRING YOUR WORK TO THE

CITY STEAM LAUNDRY.

COR. GRAY AND RIVER STS.

Telephone No. 118

Eau Claire **Book Bindery**

FRED BLACKWELL, Prop.

GENERAL BINDER.

MUSIC HALL BLOCK,

Eau Claire, Wis

XMAS * * * * *
ADVERTISERS

* TAKE NOTICE *

The next issue of The Kodak being

A CHRISTMAS NUMBER

will be largely circulated throughout
the city, and will therefor be a

GREAT ADVERTISING MEDIUM.

THE KODAK.

BI-MONTHLY. TEN CENTS PER COPY.
FIFTY CENTS A SCHOOL YEAR.

Published by

Athletic Club of Eau Claire High School.

All correspondence should be addressed to
"THE KODAK."

HIGH SCHOOL,
Eau Claire, Wis.

Editor in Chief.....	FRED. BROWN, '97
Assistants.....	FRED. MCGOWAN, '96
	FRANK CARNEY, '96
Management.....	BERT WILLIAMS, '96
	HENRY WEBER, '97
	ELSIE FITZGERALD, '96
Associate	ALVIN SUTTER, '96
Editors.....	THORP WILCOX, '96
	LAURA FOSS, '96

EDITORIALS.

The interest taken in the issues of our first volume both by the members and patrons of our school, encourage us to ask their further favor and aid in this, our second volume.

We also hope that those who heretofore have taken no part toward helping us in getting out THE KODAK, especially the Freshmen, will feel it a privilege and a duty to aid in making our school representative second to none in the state.

The advantages to be derived from maintaining a school paper are manifold. It gives the pupils an opportunity to exercise their talents in the way of writing; it lends additional interest to our school work; it promotes good-fellowship, and after we have left the school to enter upon the cares of life, will tend to make our memories of school-life more pleasant; and last, but far from being least, it enables the Athletic Club to obtain money to use in gymnasium work.

But the means thus acquired are entirely inadequate to the maintenance of a gymnasium. We trust that the School-Board, realizing the importance of such a department in our school, may soon take steps in furnishing funds for apparatus and in engaging a regular instructor.

COMMENCEMENT.

The American people may well entertain pride in being able to boast of the great number of pupils attending their public schools. During the past few years, the number has been rapidly increasing.

The cause of this increase may be due, partly, to laws existing in many of our states compelling

parents, or guardians, to send their children, under a certain age, to school for a definite period each year.

During the past few years in many of our cities large additions to the old school buildings have been built in order to accommodate the increasing number of pupils. Especially has this been so in our own city.

The increase, of course, enlarges our High School classes and thus emphasizes the question—shall the present method of conducting commencement exercises be continued?

This question has been greatly agitated of late, and it, indeed, merits the consideration given it.

Now while it is yet early in the year, with plenty of time for a change, if one is contemplated, let us look into the matter.

Although the increasing size of our graduating classes has, doubtless, given the question its prominence, yet it did not have its origin there. As a general thing the people, who are not directly connected with a school, know little of its inside workings and especially of the standing of its pupils. Therefore they go to the commencement exercises, and from the orations, both good and bad, form their opinions of the whole school. This is very unjust. We all know that oftentimes a very good scholar is a poor speaker. Again, some undergraduates are of such dispositions, that the thought of having to stand before such a large audience as will face them on Commencement, makes them nervous and often they leave school, after nearly finishing, simply to escape this ordeal.

The last two or three graduating classes have been very large and it was really a trial for the audience to remain through the program. As our next class will probably consist of fifty or sixty members, it will be almost impossible to have them all deliver orations without having the exercises continued to a second evening. This would make them uninteresting and tiresome.

The custom in many of our High Schools at Commencement, is for the graduating class to choose from among its number a few speakers to represent them before the public. This combined, perhaps with a musical or reception, makes a very interesting program. Still another method of holding the exercises might be cited; that of having some prominent orator address the audience.

But this article was not intended to offer suggestions, for we know that nothing from our

humble pen can equal the original plans which are sure to come from the fertile brains of the class of '96, to make their Commencement long to be remembered with pleasure by their audience.

A BIT OF GEOLOGICAL HISTORY.

Though it may be that, to the average High School pupil,—

“Latin is no more *difficile*

Than for a blackbird to whistle,”

it is to be doubted whether he knows aught of the ground on which he stands.

Leaving the method of creation to be theorized upon by the astronomers, let us begin with “Let the dry land appear and it was so.”

The oldest known land extended in the shape of a huge V embracing Hudson Bay in its arms. The southern point of this V extended about to the northern shore of Lake Superior. South of this and separated from it, was a huge island embracing most of northern Wisconsin and Michigan. This island was mountainous and made up largely of granite rocks. These rocks were the fragments of earlier rock of which no other traces remain. There is no evidence for either side of the question of life at this period afforded by this state. Indeed much of the supposed evidence found elsewhere is questioned.

During the next age this island separated into two. This age also marks the formation of our extensive iron deposits. It has been supposed that organic means aided in their formation, thus marking the commencement of life.

Terrific volcanic violence characterized the following age, also the depositing of the Lake Superior copper beds. At this time almost the entire state was above water but it was followed by a period of submersion. During the succeeding upheaval the site of Eau Claire and most of the remaining state emerged.

The life, at this period, was abundant as the immense number of remains testify. Among plants, seaweeds were plentiful, though land plants were probably less numerous. Animals were represented by radiates, mollusks, trilobites and rhizopods. Peculiar wave like tracks, probably made by some heavy animal, are also found.

Vertebrates in the shape of fish appeared for the first time in the Devonian age, though our sister states received their consignments first. Insects filled the land soon after. Land plants became quite plentiful and for the last time ocean waters washed our shores.

A few flowering plants might have been seen amid the huge trunks of the carboniferous “forest primeval.”

If the imagination “be stretched until it cracks” it could scarce conceive of the “horrid shapes” and “sights unholy” of the Reptilian age with its huge bat-like birds having air-filled bones and serpent tails, while the monsters of the Aurian family reigned supreme.

Next the warm Tertiary age attracts our attention with its horses, monkeys, birds, and other existing species.

Our next glance will reveal to us the earth wrapped in a solid mantle of ice. Again a brief summer, and once more the earth is a dreary waste of ice.

We look again and this time see,

“Another world, the happy seat,
Of some new race, called Man.”

A. S.

A REVIEW OF CUBAN AFFAIRS.

Ever since Columbus discovered Cuba under the auspices of the Spanish, who took possession of her, she has been oppressed.

First Spain despoiled the native Indians of their possessions and then enslaved them. By butchering those who resented this trampling on their rights and by exporting others to slave markets in Europe, they finally reduced the Indians to so small a number that Africans had to be brought in as slaves.

Slavery had so fixed the spirit of domineering and tyrannical ruling in the minds of those who governed Cuba, that, when at last they were forced to abolish it, to have some class over which to domineer seemed imperative to them. They have continued their oppression over their offspring, until again, the Cubans, exasperated by unjust ruling, have arisen in insurrection.

The administration of Cuba has been, until recently, in the hands of a Captain General, who was given almost absolute power though still under the direction of the Sovereign. Up to the first part of this century, Cuba was governed like the other Spanish territory and the government was good or bad. But when any one person has absolute power it is not often that he will confine his rulings to the limits of justice. So it was in Cuba. As long ago as the middle of the last century she was reduced to insolvency and bitterness. In their despondency the Cubans had a single hope—that of escape from tyranny to modern constitutional freedom. In 1812 a Spanish constitution was adopted which was to extend its jurisdiction over all its territory including Cuba. This

would have lifted her to a position of peace and prosperity. But in 1814, before the new order of things was fairly under way, Ferdinand VII recovered the throne and overthrew the constitution. Cuba again sank into despair.

Although in 1836, after Ferdinand's death, the constitution was again adopted its privileges were not extended to Cuba. It seems to have been always the policy of Spain to keep her in subjection simply for a source of revenue and never to do anything for the benefit of the natives.

Is it any wonder, then, that, for the fifth time in this century she is in rebellion?

It is not very doubtful as to what the outcome will be, for Cuba's army at the greatest limit equals Spain's army on a peace basis, which is 115,735 men, to say nothing of the war basis of 1,000,000 men. Cuba's sources of munition are also very small, compared with Spain's, and she has but a small medical corps.

The Cubans doubtless thought that they might, perhaps, receive aid from the United States, their neighbors, whom they probably consider the champion of freedom. But she has never asked us for help, and we have until lately, closed our eyes to her condition. The step that our government has taken in giving Spain a definite period in which to suppress the insurrection, is certainly laudable. It shows that we have neither forgotten our own revolution nor Spain's recognition of the belligerent character of the Southern Confederacy during our civil war. Retaliation alone, however, is seldom a warranted measure of government, but, when its aim is to aid the Cubans, to free themselves from the tyranny of Spain, it is indeed commendable.

EXCHANGE COLUMN.

We regret to state that we have received only one copy of the High School Rostrum, of Guilford, Me. It is an excellent paper and we would like to see more of it.

The Reflector, coming from New Britain, Ct., recognizes us in the following words: "The Kodak, coming from Eau Claire, Wis., has some interesting short articles, but more fiction and a stronger exchange department would improve it."

Thanks, we are always glad to receive good advice and will try to profit thereby.

Editorial number one in the Commencement Number of the Quill, hailing from Hinsdale, N. H., is excellent, and we wish to exclaim with one of the district fathers, "Them's my sentiments, too!"

The Opinion, Hudson, Wis., is an excellent paper. It is one of our best and most welcome exchanges. Come again.

The Dial, coming from La Crosse, Wis., is an excellent sixteen page paper, with covers. In its Commencement Number, appear a few articles written by the teachers concerning the work accomplished by the classes in mathematics, science, botany, German, etc. In the article on "History and English," Miss Heideman states that an attempt is being made to secure slides, so that some of the talks given (by the pupils) on assigned historical subjects may be illustrated. This will undoubtedly make the recitations very interesting.

We notice by a number of articles in the Lyceum Advocate, Saginaw, E. C. Mich., that the young ladies of the school are decidedly opposed to the habitually wearing of the sweater. That's right, girls, we agree with you.

The High School Opinion, coming from Peoria, Ill., is one of our most welcome exchanges. It is certainly a credit to the school.

The Scio Collegian is the third paper coming from a higher school of learning to favor us with an exchange. The other two being "The Cardinal" from U. of W. and the "The Round Table" from Beloit.

Freshman to barber—"Shave down, please."
Barber—"Yes, that's all there is to shave."

Scio Collegian.

That may be all right for Scio, but it wouldn't apply to the freshmen of our High School; because they haven't even "down" to shave.

Vol. II, No. 3, of the "Gleaner," from Springfield, Mass., has been received. It is quite a paper.

The School Times comes to us in a smaller form than usual, but seeing it has a satisfactory excuse, we will forgive it; hoping that in the near future it may return to its usual size.

A ray of light from the High School Gleam reached us last term. Will it be with us this year?

We were much pleased to receive a copy of Vol. II, No. 1, of "The Review" from Baraboo, Wis. It is larger, brighter, and *reviews* more than ever before. We were also pleased to notice that they are represented in the U. S. Naval Academy by Guy W. Faller, as we are by Henry Dinger.

"THE INNOCENTS ABROAD."

Once upon a time a great army of little men and maidens did aspire to enter within the portals of a mighty building, named the High School. But, ere this desired goal could be reached, a dread task must be performed. With fear and trembling it was undertaken, but many fell in the fray.

The victorious, still bearing the scars of battle, were allowed to pass through the portals, into the secret places within. With gay hearts and easy minds they continued on their way until they entered a vast and lofty chamber, where a great concourse of people was assembled.

Strange, awe-inspiring persons moved about, now and then glancing at the newcomers, causing their hearts to sink deeper and deeper, yea, verily, into their boots. Then a tall and powerful man, whose eyes seemed to look through and through the little folks, advanced to the wall, pressed a button, and without a word, as if by magic, the seats were filled with rows upon rows of gazing faces all looking, with one accord, at the band of little ones in the corner. Soon one of these same persons directs them to seats in the first row. When they make mistakes, as all mortals do, what an amount of merriment it seems to create among those rows of bobbing heads! In solemn march they file through a door in one side of the chamber and presently come forth, bearing volumes of various sizes and descriptions, at which they gaze with awe and wonder.

Suddenly the sound of music is heard, and immediately nearly all the people in the seats are up, and marching forth into some unknown region, the little ones blindly following—

"Upstairs and downstairs
And in my lady's chamber."

In some mysterious way they once more find their seats, entirely bewildered. Music is heard again and now they arise, march forth, and go through the portals—home. But a great change has come over the little men and maidens. A mighty mountain of difficulty looms before their eyes, and with heavy hearts, they realize that a great many battles are still to be won. But the "most unkindest cut of all" is that these brave, dauntless little folks are called "Freshmen."

Why 'tis or how 'tis, none can tell,
But all philosophers know full well
Though puzzled about the action:
That of all the forces under the sun
They can hardly find a stronger one
Than capillary attraction.

ATHLETICS.

Upon the re-assembling of the classes of '96-'97-'98, and the entering of the class of '99, the question arises: "What progress is to be made in the athletic line this year, auxiliary to mental gymnastics?"

The first thing, of course, to engross our attention at the present time is our foot-ball team. Bert Williams, the captain and quarter-back of last year's team, is busy selecting the best material from the candidates for positions on this fall's team. Bert will undoubtedly hold both of these positions again this year, as nothing could be gained by a change either as captain or quarter-back. The most promising candidate for center rush, and the one who will probably secure that position, is Murray Wiszner. He is one of the strongest and heaviest men in the school, and with proper training, ought to be able to hold his own with any center-rush on a school team in the state. Wilcox and Werner will fill their old places at left and right half, respectively; in their last year's form, it is to be hoped. Kjorstad will play right guard, with the corresponding position at left as yet unprovided for. Will Oien could secure that place if he saw fit to become a member of the Athletic Club. The McGowan cousins will play right and left end, with Delos Moon, a new man, at full back. This leaves right and left tackle as yet to be filled, and for these positions there are numerous candidates, including Larry Flagler, G. Faber, I. Desilets, W. Gregoire, and others.

Altogether, the Club will be as strong as last year, and with proper coaching could be made the equal of any in the state.

* * * * *

Ere long the calm, smooth surface of Half Moon Lake will be covered with a clear, smooth stretch of glistening ice. Why could not the A. C. arrange a few races for the purpose of deciding who is the champion skater of the Eau Claire High School? There are certainly a number of good skaters in the school, and no trouble should be experienced in the arranging of some interesting races of this kind. Come, boys; wake up! One! Two! Three! Go!

The '96 Reporter, successor to the Quid Est, and superior to that excellent paper in many respects, has arrived at our exchange table. In its column, "Mirth from the School Room," the following appears:—"Question for students in arithmetic—How can five persons divide five eggs so that each man will receive one and still one remain in the dish?" Nels Nelson says that there must have been a woman in the case.

FINE WATCHES CLEANED AND REPAIRED AT DUNCAN'S.

Botany—

Prof. Now, young ladies, we will observe the tobacco plant.

A. Y. L. And, professor, how long before the cigars will be ripe?

Two changes have taken place in our teaching force this year, caused by the departure of Miss Gurdner and Miss Woodward. Miss Gardner continues her studies at the State University and Miss Woodward has taken a position as teacher at her home in Platteville. These instructors, by their earnest work and strong personal interest in the school, have won a warm place for themselves in the hearts of the pupils, and it is with sincere regret that we record their departure. The vacant places have been filled by Miss Hay and Miss Wyma, to whom THE KODAK extends a hearty welcome.

FRESHMEN.

In recitations, don't let your emotion cause your knees to vibrate.

Don't ask: "Why that wise look on a senior's face?" You are not old enough to know.

Leave your dolls and play-horses in Miss McGregor's room until school is dismissed.

Remember, that little ones should be seen, not heard.

Now, children, if when the recess bell calls, you have your lunch but half eaten, don't jam the remainder into your mouth and run for the school room. It will surely cause dyspepsia.

Don't forget where you are and say: "Yes, papa," to Mr. Frawley.

Remember that Miss Holcomb's lectures are to be well shaken before taken.

MYSTERIES OF THE UNIVERSE.

Herbert Cary and Thorp Wilcox in back seats.

The voluminous contents of Alvin Sutter's head.

Miss Brown's wonderful visionary powers.

Grace Rork's supply of smiles.

Tilla Gilbertson's opinion of boys.

The size of Will Cameron's hat.

Joe Culver's love for Chippewa Falls.

The subjects of Will Cameron's confidential chats with the teachers.

Cary waiting for the class to catch up.

A SAD EVENT.

Bobbie Burns spake truly—

"The best laid plans of mice and men
Gang aft a-gley."

Tuesday, October first, was a day of general mourning. On that fatal day with saddened thoughts and angry words, fond hopes, bright plans and joyful expectations received their death blow, our respected teachers being among the chief mourners. On the following Friday we should have earned a half holiday, which occasion was the center of all thoughts and conversation. But it was destined not to be, and the bright outlook faded before our eyes. Three words will tell the story—"Someone came late."

MISCELLANEOUS.

Thorp Wilcox seems to have a corner on girls. We wonder why?

It is whispered that one of the High School teachers ride a bicycle in bloomer costume. Our curiosity is again aroused.

We are small but, "Oh, My!" Richard Barry, Bobby Douglass, Joe Culver and Tom Frawley.

"There is nothing like having a good foundation."—Herbert Cary.

Owing to the great amount of sickness among the students during the last few weeks our school work has been somewhat interrupted. The prevailing epidemic among the boys seems to be hay-fever.

The bill-boards announce the following attraction:

America's Favorite Tragedian,
WALTER WHITESIDE CAMERON,
in
"Hamlet."

[Special Engagement.]

The Funniest of All Comedians,
ARTHUR STUSSY,
in

"The Smothered Alarm."

Word Analysis Class—

T. What is the meaning of the word transparent?

S. Something you can see through.

T. Name some object that you can see through.

S. A ladder.

PERSONALS.

Anna Pinkum, Allard Smith, Julius Gilbertson and Joe Alexander are attending the University of Wisconsin.

Fred Arnold is professor at Fall Creek. Eck Morgan, Oliver Ramstad and Will O'Leary are taking the medical course of the University of Minnesota.

Nellie Hart, Elizabeth Stevens and Lillian McDonald are attending Steven's Point Normal.

George McGregor is engaged as professor at Rice Lake.

Bert Cameron is attending Lake Forest Academy.

Will Petzold is working for the Wisconsin Refrigerator Company.

Alex. Hepburn is in Chicago studying medicine.

Mabel Southworth has gone to Oberlin College. She will make music a specialty.

Jessie O'Connel is attending the River Falls Normal.

Mollie Thomas is teaching at Hawthorn, Wis.

Bessie Mattison is teaching in Pleasant Valley.

Fred Thomas is professor at Mondovi.

Henry Dinger, '94, now of the Annapolis, Naval Academy, spent his vacation in this city. Mr. Dinger thinks there is no better place for boys like the Naval Academy. Last year he got his first experience in cruising. He was out three months, during which time the ship put into but one port, Madeira.

Nellie McGregor is assistant teacher in the High School at Mazomanie, Wis.

Arthur Knudson is working in Madison.

Roy Mitchell is in the employ of the Northwestern Lumber Company at Porter's Mills.

Edgar Snow is in Minneapolis attending the University of Minnesota.

Edwin O'Brien is employed in the freight office at the Omaha depot.

Martin Olson is at Madison attending U. W.

Ott Cole leaves the sixth of this month for Chicago, where he will enter the Chicago School of Dentistry.

Eldridge Chickering will teach this year at Markesan, Wis.

Henry Hanson is attending U. W.

Charles Johnson is working at Withee.

Louis Hanson is working at Durand.

CLASS DAY EXERCISES.

The class of '95 deserve a little credit for inaugurating in our school, the custom of holding Class Day Exercises. The program, which was as follows, was very interesting; Piano Solo, May Belle Case; Greeting, Martin Olson; President's Address, Alex. Morgan; Class Statistics, Mollie Thomas; Class History, Mildred Olsen; Typical Class Room Scene; Class Prophecy, William Petzold; Vocal Solo, Mildred Olsen; Toast, Frank Radensleben; Advice to Lower Classmen, Edgar Snow; Class Poem, composed by Blanche James; Farewell to School Life, Alex. Hepburn; Class Song, composed by Grace E. Nash.

Through the kindness of the participants we have been allowed to publish their parts in the exercises. At the time this goes to press we have been able to secure all but three of the articles. Should these be obtained in time to be published in any part of the paper the public will certainly have the benefit of them.

We are sorry that it is an impossibility to put The Typical Class Room Scene on paper. Miss Mildred Olsen, as the teacher of the physics class, was at her best, and a few mannerisms of our last year's teacher of that class were easily placed. Fred Arnold, being called upon to explain some mechanism did so in his usual manner, exhausting all the words of over "steen" syllables from Webster's Unabridged. Following this, regular questions were put to different members of the class and answered, each student introducing some particular peculiarity of his own personal genius, such as the accustomed "I don't know" of one and the usual "Why" of another, and—well, etc. Truly, it was well named the "Typical" Class Scene, for it would have been gross assumption to have called it a Model Class Scene, it was typical, but model—No!

We regret that we cannot give the piano solo of May Belle Case; but will publish first the "Greeting," by Martin Olson.

Friends, schoolmates, and teachers lend me your ears;

I come to praise the class of '95.

The evil they have done lives after them.

The good may be forgotten when they're gone;

Here, by the leave of our president and the rest,

I bid you welcome for the Senior class.

You are our friends, faithful and just to us,

Still some of you would say we are ambitious;

And yet ambition is an honorable name.

I speak not to disprove what you shall say,

But here I am, to speak what I do know.

You all did love us once—not without cause;

What cause withholds you then to mourn for us?

'Tis with regret we leave this happy school
 And part with friends and teachers kind and true,
 Yesterday the word of Seniors might
 Have stood against the school; but now the
 Juniors

Have taken our places and will not do us reverence.
 Friends, if I were permitted now to stir
 Your grieving hearts to gaiety and mirth
 I would present to you the program of the Seniors.
 You'll find it neither long nor very tedious;
 But even when the jesting Juniors hear it,—
 Which, pardon me, I do not mean to read,—
 But when they hear it, they will mourn for us,
 Yea, beg a hair of us for memory.
 Have patience, gentle friends, and you will hear it.
 It is not meet you know how Seniors loved you;
 You are not wood, nor stone, but human,
 And being such, hearing this program
 Will but amuse you, it will not make you mad.
 If you have tears, prepare to shed them now.
 You all do know the Seniors; you remember
 The first time they stepped upon these grounds,
 'Tis but a brief four years ago,
 And many a pleasant hour we have spent;
 But, friends, let me not stir you up
 By calling back too many memories.
 I come not here to steal away your hearts;
 I am no orator as many are,
 But as you know me, all, a plain, blunt man,
 That love my friends and that they know full well,
 That gave me public leave to speak to you,
 For I have neither wit, nor words, nor worth,
 Action, nor utterance, nor the power of speech
 To stir men's blood; I only introduce
 The rest, and give you hearty welcome.

The next is the President's address, by Pres.
 Alex. A. Morgan:

The virtue of every nation is measured by
 the intelligence of its people. In this country,
 where all are sovereign (each boy a possible ruler),
 the perpetuation of our system of government
 depends upon the education of those who shall
 succeed the present generation. Education, there-
 fore, must be the chief reliance of the state, the
 foundation stone of our national superstructure.
 The common school of America is the one institu-
 tion in touch with the masses. Not a proud, famed
 Yale teaches men to read their ballots or to write
 their names, but the schools like those of our city,
 which are the product of public intelligence, and
 for the public education.

We feel that we, who have completed the
 course, should be grateful for it, and it shall be the
 earnest endeavor of our lives to prove to the people
 that the public school is not a failure. The class

of '95 presents the Class Day program with the
 usual timidity that is attendant upon any pioneer
 movement. Several previous classes have consid-
 ered the feasibility of presenting such exercises,
 but have every time abandoned the idea as appear-
 ing too much like imitating the colleges and uni-
 versities. We have taken a bolder stand. The
 High School is the university for the most of us,
 and we feel justified in establishing a custom
 which, we believe, will create an enthusiasm
 during our student life, and form a subject for
 pleasant reflections and increase the interest in
 school affairs in after years. The commencement
 is pre-eminently a public exercise. The class day
 is for the class, a public class meeting, as it were,
 when we take a formal farewell of the school
 room.

The period devoted to education constitutes
 one of the primary divisions of life. We, the class
 of '95, have completed our High School course, and
 it is my duty to extend to you a simple welcome to
 our closing meeting as a class. To the residents of
 the city here assembled, and particularly to the
 earnest parents who have come to witness the
 graduating exercises of their sons and daughters,
 in behalf of the class of '95, I extend to you a
 hearty welcome.

CLASS STATISTICS.

Several years ago, at the various little school
 houses scattered here and there over our broad
 country, some in towns and cities, others in the
 pleasant country, even as far away as the Keystone
 state, you might have seen the present class of '95
 little boys and girls, hastening their footsteps to
 the hospitable doors at the sound of the bells.

Some carried dinner baskets; others who
 lived near, had only their slates to carry.

What lay before those boys and girls no one
 could tell. Who thought that today they would all
 be gathered in this building as members of this
 class? Yet here we are a happy class, in love with
 our kind teachers and class-mates.

Some have had more experience than others,
 having felt the heavy hand of the master who
 believed in the old saying "spare the rod and spoil
 the child." Others, of the more timid mind, never
 disobeyed to such an extent that corporal punish-
 ment was necessary; and last but not least, are
 those who indulged freely when the master's back
 was turned, shot the paper bullets and threw the
 forbidden notes.

But let us skip the few intervening years,
 and coming to the present, look upon the boys and
 girls as they are today—grown to manhood and
 womanhood.

There are more boys than girls; larger, older, and, perhaps, wiser, but, as this has long been a debated question, let it pass; it is sufficient that the boys consider themselves the more important and that they may be pleased, let us consider them first.

In our class of twenty-three, fourteen are boys; fourteen of the smartest and brightest boys Eau Claire knows; stately they are, larger than the average boy, exceeding him in height by three inches and in weight by ten pounds, while we girls are two inches taller and nine pounds heavier than the average girl at our age. The average height of the boys is five feet, nine inches, and of the girls five feet, four inches,—a total of five feet, six and one-half inches. Tall, but also width, length and breadth are necessary dimensions to volume. And again we boast of our size. We must be recognized. The average weight of the boys, being one hundred forty-two pounds and of the girls one hundred twenty-four pounds, gives a class average of one hundred thirty-five pounds, while the average fellow being weighs one hundred twenty-four pounds, a difference of eleven pounds in our favor. These numbers have been given from the ages of the boys and girls separately: The ages of the boys averaging nineteen years, seven months, and of the girls nineteen years, two and one-half months,—a class average of nineteen years, four and three-fourth months. The boys again claim the youngest, seventeen today, and the oldest among their number.

Heads also count in the making up of a student, so we are proud of our intellectual bumps, heads high above the ears, broad foreheads, intelligent eyes and large well-formed mouths,—all evidences of character. The largest head in the class measures twenty-three inches and the smallest twenty-one inches,—good size filled with an extra fine quality of grey matter.

Perhaps, I ought also to mention the firm footing upon which we stand, because, as you all know, there is nothing like a solid foundation upon which to build. Some of the boys boast of their number nines and say they measure twelve inches; but give nature more time before you take the final measurement.

The average number of years spent by our class in school life is eleven; the greatest number fifteen years and the shortest time, nine years.

During the past five or six years, twelve out of the twenty-two have aided in self-support,—a fact which I am proud to acknowledge—"true labor is an honor to all," and in the years to come they will be the better prepared to meet the many difficulties their various occupations may present.

Three from our number, one a girl, will continue their studies in a law school and in the near

future will be able to settle all our disagreements. Two will be ready with remedies to cure at once all our aches and pains; and one girl will be always near at hand to carry out the doctor's orders and administer to all our needs. Don't fail to patronize them. One will pursue a course in electrical engineering; another, a course in farming and four girls expect to be numbered among your future school teachers; one expects to keep house,—sometime, so she says, but it is to be doubted. Another is to be a good shepherd; and the seven remaining are undecided in their pursuits; but the majority will continue their education at universities and colleges.

All are American born and of the Protestant religion, although many different nationalities are represented by the would-be Americans. Four represent Germany, two Scotland, one Switzerland, seven Scandinavia, two England, and the remaining six the United States.

The majority of the class speak other languages aside from the English. Eight speak Norwegian, one Gaelic, seven German, one Norwegian and Swedish, one Norwegian and German, and one Swiss and German.

Could our class of twenty-two pupils be represented by one person, he would be four hundred twenty-nine years, three months, six days old; one hundred twenty-three feet, two and one-half inches in height, weighing two thousand nine hundred ninety-one and one-half pounds, and with head measuring four hundred eighty-four and one-half inches. He would have plodded his weary way to school two hundred forty-seven years in number one hundred twenty-three shoes, with such a result as might be expected from intellect corresponding with the head. During this time he would have learned to speak six different languages and would have been prepared to defend the doctrines of a dozen different churches.

CLASS HISTORY.

The first Epoch begins just where we began—in the old Seminary. Ah! how our hearts are filled to overflowing as we look back to the time when we scampered through those spacious halls and up that rickety, winding stair-case—peace be to its ashes.

On the morning of our entrance, the thoughts which thronged our minds were very much the same as those of the present Freshmen class—"We are the people." We were somewhat squelched though, as we marched into the room, thirty strong, to be scrutinized by those seven wielders of the birch, to say nothing of the sage Seniors. A notice was given shortly afterward to the effect

that four weeks from that day we would have Rhetoricals; also, that the Freshmen should each bring ten cents, the sum total of which was to purchase a picture, to aid in beautifying the walls. Rhetorical Day came and each succeeding month wound up with the similar funeral observance. And think you that the Freshmen were slighted? Not so.

Shall we ever forget the patriotic scene enacted on the sixteenth day of October, 1892, as the stately procession, headed by Grand Duke Mr. Van Hovenberg, with our worthy Superintendent bringing up the rear, marched around the grounds to salute our dear old flag?

Ah, no! Such scenes fade not from the memory.

A huge pile of bricks and stone that had been lying around for some time, underwent a strange transformation. Gradually a beautiful structure rose out of the pile, like Phoenix. To this building we were transferred. As miraculously as this new building had appeared did the old one vanish.

Our progress during the first year's work was not very marked. We knew too much in the beginning; we were too big—as to our heads. But the second year we were willing to take a little advice. And that, together with the airy rooms, new studies, and sunny-faced teachers, inspired us to do better. Everything was new with one exception—rhetoricals—that was the same old story. But as Huck says, "That's neither here nor there."

Have you ever been aware of those strange, mystical sounds that seem to creep from every corner and crevice of Recitation Room No. 5? It is said that during a certain period each day, a number of pupils were accustomed to assemble there for the purpose of cultivating their vocal organs. Be it so. One would rather judge from the hideous howls and heart-rending dirges which issued from that room that they were communing with the departed souls in Hades.

You say, "Of course, the class of '95 were not participants?" Well—ahem—my memory fails me at times.

Our work during the third year required some studying. We began to think that, perhaps there was something to learn after all.

Up to this time we had not organized, but had wandered about like stray sheep, not knowing where we belonged. "Class of '96, this, of course, could not apply to you?"

When the sun, having made its yearly revolution, brought about the first term of the fourth school year, we were given the honorary back seats, and had at last attained what all Freshmen look for-

ward to so eagerly. We were Seniors, and a model class in every respect. The class meetings which soon followed will verify this. Never did we disagree. In choosing our officers there were only a dozen different opinions as to who ought to fill the office under discussion. We never quarreled, and only about as many times as we had meetings did our President see the need of a Sergeant-at-Arms. We decided on our class colors immediately, after having spent a little less than a month in electioneering. We appointed a committee to draw up a constitution, not because we needed one,—oh, no!—but because we wanted to become familiar with Parliamentary rules.

It has been said, "Pitchers have ears." Perhaps walls have. Had they tongues what volumes of hidden mysteries would pour forth from the class room!

There are things that cannot be learned from books. So thought some of our worthy classmates when they visited the Dynamo. To illustrate: Gage or Shaw say nothing of the effects produced by standing under a belt connecting two electric machines; but Mr. Morgan can tell you. After all, experience is the best teacher.

Time and space will not permit a lengthy discussion of that never-to-be forgotten trip to the Paper Mill; but a little piece of advice to the next class desiring to visit it may not come amiss. "Take your rubbers along." But it is not necessary to wear rubbers in order to enjoy an afternoon and evening in the country. The weather has nothing to do with it. All you need is a four horse team, a jolly crowd, and a peck of peanuts. Of course it would be out of place to say anything in regard to staying out late. "Early to bed and early to rise, makes a man healthy, wealthy, and wise." Had not the boys of this Senior class heeded this rule, the Eau Claire Free High School could never have boasted of such wonderful Athletic and Debating Societies as it now has.

Judging from our history, who of you can say but that we may well expect a glorious future? Feelings very different from those that animated us upon the first Rhetorical Day will suffice our breasts, when, resplendent in white robes and Prince Alberts, the class of '95 upon Commencement evening, is the observed of all observers. And even after that we may well say, "The end is not yet."

ADVICE TO LOWER CLASSMEN.

After four years of delving in the mine of knowledge, the authorities of schools declare that we, the senior class of '95, have acquired a surfeit of knowledge, and we are about to be turned adrift in the cold, dreary world.

From the heights which we, as Seniors, occupy in the organism of school life, we feel it to be our solemn duty to inform the lower classmen of themselves, and advise them how they may, in time, reach the Summit of the H. S. Parnassus of knowledge.

As, from the sanctity of back seatdom, we gaze down the aisles of our school and observe the many pupils, each distance represents a geological stratum, with fossils, shells and all; and each stratum presents a varied number of characteristics, that merge into the next with harmonious blending.

Deep down in front, where the light of learning scarcely ever reaches, except in feeble and transient gleams, the genus Freshman holds full and undisputed sway. Over their happy faces ripples the smile of innocent childhood; far from their hearts is anxious care with gnawing teeth, and each with rattlebox and marbles, or dolls and dresses fine, while away youth's happy morning hour. They toil not, neither do they spin, nor yet does thought of morrow disturb their gentle mirth.

Far be it from us to check their gleeful prattle; far be it from our hearts to hush the laugh of joy. For each of us was once a child, and children's thoughts of play grow into schemes of nations in great men's minds.

And yet we should not neglect to train their budding intellects into the true upward growth to knowledge. Play and work must be combined, and all their playthings should serve the double purpose of instruction and delight.

So, we, as Seniors, say to you, that if you must have toys, blocks and books if as diligently used, will make you both glad and wise.

We earnestly advise you to consider this change. And yet, 'tis better, far better, to play in innocence, than grow wise in guile. So we only say, banish evil from your presence; listen to the counsels of your teachers; press upward to light and might; and the world and we shall be better for your being.

A stratum thin, but impervious as India's laws of caste, separates from these the fierce, mad Sophomore. Every barbarism of by-gone days, every torture of mind and body is their legitimate property.

Ah! woe to the uninitiated that falls within their merciless gripe!

With fiendish joy, many versus one, they drag their victim to his dungeon, and shout with exultation at his wails.

Do but consider, I entreat, that once you all were Freshmen; and if torture still must be your sport, haze your victims with the rack and wheel. Be merciful in your speed and grind not the spirits of your victims to the dust and freeze the currents of their souls with icy terrors of dungeon darkness.

Nor be so jealous of the Freshman name that you would punish those who come to take it from you.

But it is to you, O, Juniors many, that our hearts we would outpour. To you is entrusted the perpetuity of Senior institutions and the maintenance of Senior dignity in the years about to come.

O, founders of THE KODAK, knights of the Indian club, and lords of the horizontal bar, Juniors, great are the responsibilities devolving upon you from this hour.

Our Senior reputation, in the basement in a bushel, entrust we to your care. Our seats, our Physics lessons, our abstinence from whispering—a precious thing that we have lost by the wayside—we cheerfully yield to you. But do not abuse your noble trust. Progress be to athletes mentally as well as physically. May the sleeves of the Junior ladies be converted into receptacles for knowledge. May the course of the Junior gentlemen in Virtue's path be like the partings of their hair,—straight in the middle evermore.

And may you bless us and follow our advice

FAREWELL TO SCHOOL LIFE.

When about to retire from the cares and duties of active life, every great man considers it proper to bid farewell to his occupation and associates and shed a few tears in the train of pleasant recollections that crowd upon him.

Like all great men and great bodies, the Senior class of '95 feel that it is proper to bid good-bye to the scenes and occupations of the past four years; and, though tearful emotions almost overwhelm me, I will promise not to weep enough to wet the ladies' feet, if they will stand on tip-toe.

When first we entered these classic rooms our childish troubles and beardless faces proclaimed our youth, and our shy ways and modest, wondering looks proclaimed our ignorance. But, ah! what a change old Time and school have wrought! What fine, flashing eyes you see now! What noble brows! The whole world stands open before us.

And now recollection brings to my mind the happy hours I have spent here. What joy, what satisfaction suffuses my mind when I reflect upon the happy hours spent I in the black hole as an innocent Freshmen, with forty yelling Sophomores dancing above me, and I momentarily expecting instant death.

And I recall, too, my mad grapple with the villain algebra. I was worsted for a month, and it was gently hinted that I might retire on my past laurels.

We are loath to leave this dear old school,—our teachers, and, last, but not least, our back seats. I know that in your private rooms, you all will shed tears of regret at our departure. But we must give our places to the ambitious youths following. In whatever clime or circumstances we may be in after years, we shall always recall these as the happiest of our lives.

CLASS SONG.

Ah, Past! mem'ries, bitter sweet,
Of hopes, sand-founded, joys as fleet,
Illusions, cherished, soon dispelled,—
Thee we recall to bid farewell.

To bid farewell? Ah, no! Not so!
Thou art our light, by thee we go
To find our own; nor fear to stray;
Our day star, thou to lead the way.

Dear friends of school days, now to close,
In every heart the bright hope glows,
That in the larger life to come
As in the past, we may be one—

One in the fearlessness of youth,
One in fidelity to truth,
One in our broadening sympathies;
Pledging to progress, loyalty.

Strong in the strength by friendship taught,
Glad in the good the past has brought,
We will go forth; in heart and deed
Saying, not farewell, but Godspeed.

'95'S RECEPTION.

The class of '95 not only inaugurated the custom of holding Class Day exercises, but we must also credit them with holding the first reception in honor of their successors, the Juniors, or the present class of '96. We are aware that this is contrary to the usual custom; the Juniors holding the reception for the Seniors; but this class was an unusual class in more ways than one. It came about in this way; the Juniors instituted a move to hold a reception for the Seniors, but some misunderstanding arising regarding the time, the place,

etc., the committee decided to drop the matter. This they did. Here the class of '95 asserted itself, and decided a reception they must have. Committees were appointed, arrangements completed, and invitations were issued to all members of the classes of '94 and '96 to attend a grand reception to be held at the Griffin Rifles' Armory on the evening of June 10, 1895.

About 9 o'clock the guests began to arrive, and soon the parlors and main hall of the Armory presented a gay and pleasing spectacle of jovial youths and maidens in the full enjoyment of the school's first social gathering. Soon after it was announced that an impromptu program had been arranged and that Miss Rothstein, '96, would favor us with a piano solo as the first number. She was heartily cheered by all present. The next was a selection given by Mr. Wilcox, '92, which we here, with publish in full:

"A HALF-BACK FROM WAY BACK."

He was a young High School graduate,
Of the class of '95, and he hied him to the West,
Oblivious of fear or fate, and fashionably dressed,
He landed out at Santa Fe
And captured the town by storm,
Though naught he said, or didn't say,
But chiefly because of his form.

One night in Dutchy's restaurant
Assembled a famous crowd;
Shanks, Deep Gulch Mike, and Sandy Grant,
Red Thompson, and Aleck Dowd;
A lawyer chap they called the judge,
And Billings of Navajo;
Each pledged the others in Dutchy's budge
That the tenderfoot must go.
Right here the subject of their scorn
Walked into the restaurant;
He ordered "beefsteak rare with corn,"
In manner nonchalant.

Then up and spake big Aleck Dowd:
"You'll first take a drink with Mike?"
"Nay, nay, Pauline," in no way cowed,
Said the H. S. youth, careless like.
Then Dowd, advancing, pulled his gun
And remarked, in sneering tones:
"You'll take a drink or there'll be fun,
Likewise some blood and groans!"

As suddenly as the lightning's flash
Our youth worked the elbow charm;
The pistol flew through a mirror, crash!
And Dowd had a broken arm.

Now the other toughs on our athlete closed,
When Shanks got a touchdown thud;
Next a clever knee was interposed,

And Billings threw up blood.
 Deep Gulch Mike had his unkempt head
 Cross-split on a stone spittoon,
 While Sandy Grant was put to bed—
 Center-rushed to a deadly swoon.
 Red Thompson, with a wild, scared look,
 Made tracks for a passing car;
 and the lawyer chap our hero took
 And threw him over the bar.

"How'd ye do it?" asked Barkup Pete,
 And his eyes wore a watery gleam.
 Said the student: "They are dead easy meat—
 I was half-back on the E. C. H. S. foot-ball team."

To say that he was roundly cheered would be expressing it mildly; the piece "took," and Mr. Wilcox was applauded to the echo.

The next on the program was a recital of "Reb'rend Quacko Strong," by Edgar Snow, '95, a selection that was made the most of by Mr. Snow and was particularly adapted to his style of speaking.

By special request Charles Vallier recited that well-known poem by James Whitcomb Riley "Like My Mother Used to Make;" and it is unnecessary to say that it was well rendered. Next was a solo by Mildred Olsen of the class of '95, that was heartily cheered, and then the program was brought to a close by Miss Eva Converse, '97, in well rendered piano solo.

The evening now having progressed toward eleven o'clock, the committee in charge decided that the time had arrived to serve the ice cream and cake; a lunch that all appreciated.

The Mandolin Club had very kindly consented to furnish music for the occasion and soon the large hall was filled with sweet strains of melody, soon causing the greater number present to begin treading the mazes of the dreamy waltz. Thus the evening passed, and when the guests began taking their departure, many expressions of "having had a good time" were heard, and all voted that the first reception given by any class of the E. C. H. S. was, indeed, a grand success.

WHAT WE ARE DOING.

MATHEMATICS.

Those who entered this term are working in the addenda of the arithmetic, and they think nothing of spending an hour and a half or two hours on an example in partial payments. Why, one would think that the teacher had "a mortgage on their lives." (if such an expression is allowable,) and that they were doing their best to make the regular payments.

There are a number of classes in algebra, in different stages; some are in problems, others in fractions, fractional equations, etc.

There are two classes in geometry. They are thinking of having a contest, having finished the first book. It is to be conducted in the same manner as the old spelling matches were. Prof. Frawley has offered a book on geometry to the winner; it will doubtless cause some very excellent work among the students.

ENGLISH STUDIES

Those in the rhetoric class did not receive their regular books until the third week of school. This, of course, hindered their progress, although they were kept busy with exercises from other works on rhetoric. They are required to write, besides getting their daily lessons, at least one essay a week. This practice is very much enjoyed (?) by them, and it is feared that some may slight their lessons in order to write long essays. The class in word analysis is doing excellent work, as is also sentential analysis division. Those taking up English composition are studying diction.

LATIN.

That the Latin course is becoming more popular in our school is well demonstrated by the fact that thirty-five entered the beginning class in September. They are now in the third declension. Those who began last January will finish Caesar in about a month. The other class in Caesar is marching with him to conquer the Helvetians. The Virgil class has nearly finished one-half of the first book. The class in Cicero has finished the first oration against Cataline.

GERMAN.

The change in the Latin course requiring all Latin students to take German, has greatly increased the German classes. The beginning class is still in the grammar and studying verbs. The advanced class is reading Ali Baba.

WIS. CONSTITUTION.

Besides those who had finished United States Constitution, a few others who had not yet taken that study, entered the Wisconsin Constitution class this term. They were told by the teacher, that they would find the lessons unusually hard, as they were planned for pupils who had had United States Constitution. This was found to be true and some dropped the study, taking another which did not depend on a preceding branch. The class is now studying about the judiciary department of the state government.

PHYSICAL GEOG. APHY.

The class in physical geography is now taking up continental waters. Although the lessons are sometimes hard, this branch is one of the most interesting, as well as a very profitable study.

BOOK-KEEPING.

As only one class in book-keeping can conveniently be taught during one term, but one-half of those who entered in September are taking it; the others are to take it after the holidays. Many are becoming expert accountants and should THE KODAK ever desire a book-keeper to attend to its accounts, it will doubtless endeavor to obtain one from the present book-keeping class.

HISTORY CLASSES

The classes in history are going over the usual ground, and they find that there is almost an unlimited amount of information that may be obtained with due application.

PHYSIOLOGY.

Those taking physiology are now studying digestion. The only difficulty experienced by them thus far is in digesting the long lessons assigned them.

PHYSICS.

The Senior class is so large that it was found necessary to form three divisions in physics. They are now taking dynamics.

READING.

More and more attention is being given to reading, and surely no branch of our work deserves it more. All the regular students are required to take it. Since Dr. Carlyle has been engaged to teach voice culture those taking lessons of him are excused from their regular reading classes. The opportunity thus given to take lessons in voice culture at such a moderate charge as the doctor made, was a rare one, and those who took advantage of it will doubtless derive great benefit from the work.

DURING VACATION.

Chas. Werner '96, had a pleasant trip; went up to Flambeau farm to catch fish, and the story he told when he returned was that he caught seventeen muskelonge, one sucker, and forty-four sun fish; now this is just Charley's story for it. We can't say that we believe it, but you may do as you please.

Nell Wight '96, visited for two weeks with Menomonie friends, two of whom belonged to the class of '94 of M. H. S.

"Breck" Bostwick '98, spent an enjoyable vacation clerking in W. J. Conway's grocery store.

Geo. Polley '96, visited friends in Rice Lake

Bert Cameron '97, has flown the trials and tribulations of our High School and entered the Academy at Forest Lake, Wis.

Edna Thomas '98, enjoyed a two weeks visit in Oshkosh.

Mary Sloan '96, spent several weeks in Chetek.

Laura Foss '96, visited with friends in West Superior during a great part of the summer.

The beauties of Nature seem to have been duly appreciated by the High School students this summer, judging from the number of picnics and camping parties on record.

Miss Brown attended the Monona Lake Asselibly at Madison and also visited in the southern part of the state.

Miss Grassie visited at Milwaukee, Beloit, and other points in the state, and spent some time rustivating at Madeline Island.

Probably the most charming of all summer resorts is Chautauqua, N. Y., where one may combine pleasure and profit in a most enjoyable manner. Miss Holcomb spent the month of July at this delightful spot, and speaks in glowing terms of her trip. While there she gave two hours every morning to the study of history, reciting to Profs. Fiske, Winchester, and others. She also was a member of the choir, consisting of five hundred voices, and containing representatives from thirty-four states in the Union. Many interesting lectures and entertainments were attended, and new acquaintances made, making the whole a most enjoyable outing.

OUR ADVERTISERS.

All readers of this paper will please take note of the advertising and oblige the editors and managers. Especially members of this school should patronize those that patronize them. All the firms whose ad's 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.

REVIEW OF THE DEFENSE OF AMERICA'S CUP.

In 1851, Mr. Schuler and others interested in yachting, sailed for Europe in the schooner yacht, "America," for the purpose of exhibiting her at the international exposition in London. On reaching Cowes they posted a challenge to meet any British yacht, not knowing that there was to be an international yacht race for a cup offered by the Royal Yacht Squadron. Their challenge was taken by but one schooner, the "Titania." But they were informed that they might enter in the big cup regatta on Aug. 22. This they decided to do.

The race was to be around the Isle of Wight. There were started, besides the "America," eight schooners and nine cutters.

The "America" finished first by twenty minutes, the "Aurora" being second. Thus was won the since famed "America's" cup, which was presented in 1857 by the owners of the "America" to the New York Yacht Club to be held as an international challenge trophy.

Seventeen years elapsed before any Englishman thought of trying to win it back. Then James Asbury, a member of the Royal Thames Yacht Club, announced that he would like to make the attempt to win back the cup with his schooner, the "Cambria." The race was to come off in 1870. By the terms Mr. Asbury had only to sail one race, and that against a fleet. There were eighteen starters, of which fifteen finished, the "Cambria" being tenth. The "Magic" was the winner, America being fourth. Mr. Asbury went back to England and had the "Livonia" built especially to compete for the cup.

The New York Yacht Club selected the schooners "Columbia," "Dauntless," "Sapphir" and "Palmer" to meet the "Livonia," reserving the right to start any of these four on the morning of each race. This was very unfair, as it gave to our yachtmen an opportunity to pick their boat to suit the weather. The "Livonia" sailed five races, in four of which she was beaten. During the race in which she won, her rival, the "Columbia," broke her steering gear.

In 1876, the Canadian schooner, "Countess of Dufferin," challenged a race for the cup. She was met and beaten in two races by the schooner "Madeleine" by ten minutes fifty-nine seconds, and by twenty-seven minutes fourteen seconds.

In 1881, the sloop "Atlanta" came from Canada to race for the cup. "Mischief" was this time selected to defend it. Two races were sailed, the "Mischief" winning both. In the first race by twenty-eight minutes twenty and one-fourth sec-

onds; in the second by thirty-eight minutes fifty-four seconds.

In '85, the Royal Yacht Squadron and the Royal Northern Yacht Club offered as challengers the eighty-five foot cutters "Genesta" and "Galatia." The "Genesta" was to compete for the cup in '85 and if defeated, the "Galatia" in '86. The "Puritan" was chosen to meet the "Genesta." Two races were sailed, both of which the "Puritan" won. In the first by sixteen minutes nineteen seconds; in the second by one minute thirty-eight seconds.

The following year the "Galatia" came to race for the cup. The "Mayflower" beat her in both races that were sailed by twelve minutes two seconds and twenty-nine minutes nine seconds, respectively.

The "Thistle" was the next challenger, and was built especially for the cup competition.

The "Volunteer," which was built to meet the "Thistle," was designed by Mr. Burgess. She followed the course of her predecessor and won in both the races that were sailed; in the first by nineteen minutes twenty-three and three-fourth seconds; in the second by eleven minutes forty-seven three-fourth seconds.

The next contest, in 1892, was between the Earl of Dunraven's "Valkyrie" and the "Vigilant." Three races were sailed, all of which were won by the "Vigilant;" the first by five minutes forty-eight seconds; second by ten minutes thirty-five seconds; and the third race by forty seconds. This last was the finest race ever sailed in American waters.

Of the last contest, Sept. 7, we all know the outcome. Dunraven's "Valkyrie III" and the "Defender" were the competitors. The course was fifteen miles to windward and return. "Defender" won by eight minutes fifty-nine seconds.

THE LIBRARY LECTURE COURSE.

The Library Lecture Course planned for the coming winter promises to be an unusually attractive one, and we hope that all the members of the High School, with their parents and friends, and all others interested in the growth and progress of our Public Library may attend. A brief outline of the series of entertainments may be the best evidence of its superiority.

One of the prominent features will be a lecture by the eminent statesman and orator, Hon. John James In calls, of Kansas, who has announced his intention of becoming a candidate for the seat

in the State Legislature of his state, now held by Mr. Peffer. Mr. Ingalls is a native of Middleton, Mass., and a graduate of Williams College. He was admitted to the bar in 1857 and the following year migrated to Kansas, where he engaged in the practice of his profession. He was a member of the State Senate in 1862, and during the war did staff duty as Judge Advocate, with the rank of Lieutenant-Colonel. For several years he was editor of the Atchison Champion, and won national reputation by a series of brilliant magazine articles on themes of Western life and adventure. In 1873 he was elected to the U. S. Senate and served until 1891. He is a parliamentarian of recognized ability, and to this fact he owed his election to the post of president pro tempore of the Senate, on the death of Mr. Hendricks in 1887. Mr. Ingalls possesses a remarkable speaking vocabulary, gained by reading and study. He has a reputation as a coiner of phrases not used in ordinary conversation. He could always pack the Senate galleries when he spoke, and his keen logic, his wonderful gift of sarcasm and his political audacity made him exceptionally dreaded by all opponents. His famous combat with Senator Vorhees, of Indiana, is well remembered.

After leaving public life he returned to his farm in Kansas, and for the past four years has devoted his time to cultivating crops and public sentiment.

Dr. P. S. Henson, pastor of the First Baptist Church, of Chicago, who loves to look at the sunny side of things, and whose talks abound in wit, wisdom and pathos, James Hedley, whose varied gifts as a lecturer are widely and favorably known, and William Hawley Smith, who was recently associated with Bill Nye in his tours, and is best known by his remarkable story, "The Evolution of Dodd," which has done more to remodel the public schools of this country than any other influence that has been brought to bear upon them, are among the other lecturers.

Music lovers have not been forgotten, and the two concerts in the course will be of a high order. Max Bendix, the famous violinist and concert-meister of the Thomas orchestra, who made so many friends during the World's fair, is to be here with his quartette, which was organized in 1891 for the purpose of performing standard works in string quartette form, and chamber music literature in general. As all are prominent members of the Thomas orchestra they are able to accept only a limited number of engagements.

The Redpath Grand Concert Company, consisting of Mrs. Johnston-Bishop, soprano, Maud Powell, violinist, Clara Murray, harpist, and Rudolph von Scarfa, pianist, form another combi-

nation of artists which it will be a pleasure to hear.

All further announcements in regard to this excellent course of entertainments, and all necessary information will be furnished shortly through the daily papers.

—S.

OUR PUBLIC LIBRARY.

All persons interested in the subject of education will agree that the public library in America has a most significant future. There is a wholesomeness and undoubted prominence in the movement in favor of the free public library of today; a movement which in one sense is the creation of the nineteenth century.

The library of the past was an institution not for the diffusion of knowledge, but for its conservation—a storehouse of books to preserve them from destruction and to make them available to a few scholars; but in these days the public library stands next after the school and the newspaper in educative force.

The school, for the most part, finds its function in teaching how to read, the library and press furnish what to read, and one of the most important interests in education is to be found in connecting the common school with the public library. A common school education implies a knowledge of the rudimentary branches—reading, writing, arithmetic, geography, history, grammar, etc. By these a person is enabled to help himself to the information or wisdom stored up in a library. He is prepared to begin the work of educating himself. The school gives the preliminary preparation for independent study; the library furnishes the means by which he may extend, enlarge and enrich it. The library holds in its works the portrayal of human nature as it has been lived, and is lived, by all stages of civilization and by the various races that people the earth. It holds this mass of observation and reflection not in its crude form, but carefully chosen from a great mountain of chaff. To be sure, it may hold on its shelves some chaff, but compared to that from which it has been saved it is all precious grain.

But it has been urged that the public library should fit its pupils to earn a living. This demand ignores real education. The aim of the school is character, not only livelihood. Given the one the other will follow. It would fit its pupils to live a life. It would set their feet in the way by which they would reach true manhood and womanhood.

In many of the larger cities, St. Louis, Detroit, Chicago, a very close relationship has been established between the library and the work of the schools. Study rooms are set apart to which teachers bring their classes for lessons to be illus-

Call at DUNCAN'S on the side street east end of CHIPPEWA BRIDGE opposite KEPLER & CO.

trated by volumes in the library. In Cleveland and Milwaukee this work has been carried still further, and the plan of placing collections in various school rooms for a time, thus forming, practically, little branch libraries for the use of pupils and their families, has proved a popular one. The good influence thus extends far beyond the four walls of the school-room and is especially helpful to the grammar grades, among that large majority of pupils who never enter the High School, whose opportunities are least and whose needs the greatest. The resources of our libraries should be used to the utmost for their benefit. They cannot be used more worthily. The best efforts should be made to help these boys and girls to read intelligently and independently. Then, though their school days must end soon, their education will go on increasingly.

Horses have ceased to but men still continue to shy at bicycle costumes.

Fred McGowan trying to open attic door when school was in session and door locked.

Three wild pigeons were seen in this city the 11th of September.

In Physical Geography Class—I know, but I can't remember the name.

Physical Geography—

Miss Grassie—What is a large circle?

Miss Edith Fitzgerald—Well, you know a large circle is bigger than a small circle.

Miss Grassie—That's true.

Freshman to Librarian—Please may I get "Tom's Treasure?"

Librarian—By whom?

Freshman—I don't know whether it was by Whom or by some other person.

Sophomore in Book Store to Clerk—I would like to get "Tennyson's Poems" with Macbeth in it.

Upon her wheel a maiden prim,
 Along the street did swiftly spin
 In search of a directory.
 The night was dark, the way was dim,
 The curbstone touched the cycle's rim
 And this was her trajectory--

— ! ! — ? ? x x — ? ! ! x x —
 —Ex.

GREAT VICTORY.

The High School Foot Ball Team won the first of the series of games to be played with the Chippewa Falls High School Team, by the score of 56 to 0, at the Falls, Oct. 19. Winning the first game of the season, by such a score, has greatly encouraged the boys; and much credit is due Mr. Roy Wilcox, of Cornell, for his very efficient coaching. The team, with such men as Cary and Williams as manager and captain respectively, and with such players as it can now boast of, will doubtless win many other laurels this season. At present there are games scheduled with the Stevens Point, Menomonie and Sparta H. S. Teams, besides the concluding games with Chippewa.

The game was called at 2:30 P. M. The Chippewa boys were, perhaps, somewhat lighter than our boys, but they made a very plucky fight; the playing of our team was quick and snappy. The rush line, with Wisner as center, was like the phalanx of old; nothing could stand before the young giant. The two McGowans put up a very fine game and Williams and Wilcox distinguished themselves for their fine runs; Narby seemed to slip like an eel through big bunches of Chippewa men. The halves' criss-cross play was also very brilliant. Quinlin's interference was fine and Moon's punts, in spite of the wind, which blew right across the field, were elegant. On the other hand, the Chippewas were weak on kicking, but their tackling was fine.

The Chipp was started off with the ball. Williams caught the kick-off, but was downed in the middle of the field. On lining up the ball was passed to him and he went around end for a touch-down, which he made by a fine run. Moon failed to kick goal, however. Wilcox caught the next Chippewa kick-off and made a gain of forty yards but was downed on Chippewas five yard line. On lining up, by criss-cross play, Williams made a touch-down and Moon kicked goal. Chippewa kicked and ball went to Eau Claire. After the second down Wilcox went around end and shielded by fine interference made a touch-down; but on account of foul tackle Chippewa got thirty-five yards. On lining up on Chippewa's thirty-five yard line, Williams made an end play and secured a touch-down, but Moon failed to kick a goal on account of high wind.

Sid McGowan caught Chippewa's kick-off, but was downed by an elegant tackle. Wilcox and Williams made some fine end plays and Williams made another touch-down, but no goal was kicked. Wilcox caught Chippewa's kick-off and made a fine run, gaining forty yards. On lining up Williams again carried the pig-skin across the goal line. No

(Continued on page 18.)

Some of our neighbors expect to move we are sorry to see them go, but expect to remain at the old stand, Duncan the Jeweler.

DRESS GOODS !

What are known as Saxon Merinos originated from a flock of 200 Spanish sheep imported to Saxony in 1765. They were bred with great care and improved over the original quality of the wool. The celebrated Ereildome sheep whose wool has taken the gold medal at all the European exhibitions for forty years are descendants from the Saxon Merinos which were transplanted to Tasmania in the early part of the century. By skilled crossing and selecting and the rich pasturage afforded on the island of Tasmania, a large improvement has been made in the size of the sheep, and the quantity and quality of the fleece. The wool is clean, soft elastic and carries a beautiful lustre. It is bought by silk manufacturers to mix with silk and as a combing wool for the

BEST FANCY DRESS GOODS.

It can be used for the most delicate shades and is unequalled for softness and lustre.

BOYS CAPS

Those nice heavy winter ones that can be pulled down over the ears. No freezing of the ears with one of them

ALL WOOL, 25 CTS.

A fine black jersey ribbed with satin lining or a rough

SCOTCH CAP for 50 CTS.

MISSES CAPS

The girls all know who sells those nobby Napoleon Caps, in fine broad cloth. We not only have those caps in different colors but also a very handsome line of Tam'O'Shanters in the latest colorings direct from the east. The best line of childrens head wear in the city.

BOYS MITTENS AND GLOVES

All wool mittens extra heavy with

LEATHER FACE AT 25 CTS.

A boy takes great pleasure(?) in carrying in wood with these mittens.

A jersey knit glove with fine finished leather front, a good dressy glove

FLEECE LINED 50 CTS.

MISSES HEAVY WINTER GOODS

Mittens are a needful article and fine cashmere ones at 25 Cts. are what the trade calls "leaders".

Heavy, double all wool mittens a sure preventative of frost-bites.

One of our very best things is a jersey, fleece-lined gaiter as long as a stocking and buttons up for \$1.25

The best the market can afford at

KEPLER & CO.

goal was kicked. Wilcox again caught Chippewa's kick-off and made a gain of thirty yards. Chippewa got the ball on a fumble, but failed to advance it; the ball went to Eau Claire on a fumble on third down. Fred McGowan caught the ball from Moon's punt and made a touchdown. No goal was kicked, however. On Chippewa kick-off S. McGowan got the call and made a touchdown, which was not allowed on account of foul tackle. Chippewa got the ball but time was then called, with the ball on Chippewa's ten-yard line. Score—Eau Claire, 26; Chippewa, 0.

SECOND HALF.

Moon kicked the ball to the Chippewa's fifteen yard line, Chippewa getting the ball. They made but a slight gain, however, and lost the ball on fumble. Our boys carried the ball over the line by mass play and Moon kicked a goal. Quinlin caught Chippewa's kick and made five yards on the first down. By center-play Williams gained twenty yards; on lining up Wilcox made end play for twenty more. Williams next played the end for a touchdown, but no goal kicked because of the heavy wind blowing.

On Chippewa's kick Eau Claire got the ball and advanced it fifteen yards. In the scrimmage Ed. Card, of Chippewa, was slightly lamed. F. McGowan again caught Moon's punt, but was immediately downed. On the next line up Williams carried the ball to within two yards of goal. Wilcox then made a touchdown and Moon kicked a goal. Chippewa kicked and Williams catching the ball, by a fine run, secured another touchdown. No goal was kicked. On Chippewa's next kick Wilcox got the ball, but made no gain. On lining up, Moon made an elegant punt to twenty yard line. The ball was caught by Chippewa, but Wisner, by a beautiful tackle, prevented an advance. Williams made a touchdown, which was not allowed on account of foul, and the ball went to Eau Claire on Chippewa's twenty-five yard line.

Wilcox played end for a touchdown, but Moon failed to kick a goal. On Chippewa's next kick, Quinlin caught the ball and made a touchdown, behind fine interference. Wilcox caught Chippewa's kick-off and carried the ball to Chippewa's five yard line. Chippewa got the ball on a fumble on second down, but made a touchdown for "safety." Chippewa kicked out and after a few hot scrimmages time was called, the ball being on Chippewa's twenty yard line.

Score—Eau Claire, 30; Chippewa, 0. Total—Eau Claire, 56; Chippewa, 0.

Time—First half, 20 minutes; second half, 25 minutes.

Referee—Van Wagenen.

Umpire—Gentry.

Linesman—Pannier.

THE LINE-UP.

Eau Claire H. S.	Position.	Chippewa H. S.
S. McGowan,	Right End,	Jenkins,
Deslets,	Right Tackle,	Lebeis,
Kjorstad,	Right Guard,	Smith,
Wisner,	Center,	Stanley,
H. Werner,	Left Guard,	Emerson,
Faber,	Left Tackle,	Kopp,
F. McGowan,	Left End,	Tordson,
Quinlin,	Quarter-back,	Miley,
Williams,	R. Half Back,	Hoyt,
Wilcox,	L. Half Back,	Card,
Moon,	Full Back,	Millard.



CHAS. KOSING.

The Pusher and Bargain Giver,

General Household Goods.

ALWAYS * THE * CHEAPEST

No better goods for the price

asked by him.

Honest and upright dealing at

CHAS. KOSING,

NORTH SIDE.

