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VOL. VI, NO. II.

PRICE TEN CENTS.

THE  
Kodak

❁❁❁ CHRISTMAS, 1899 ❁❁❁

PUBLISHED BY

THE ATHLETIC CLUB

❁❁ OF THE ❁❁

EAU CLAIRE HIGH SCHOOL,

EAU CLAIRE, WIS.



# DOR SMITH

THE

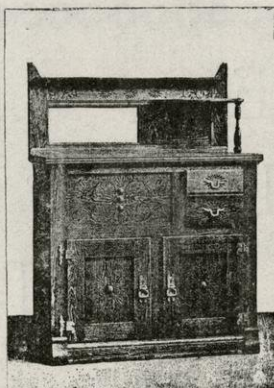
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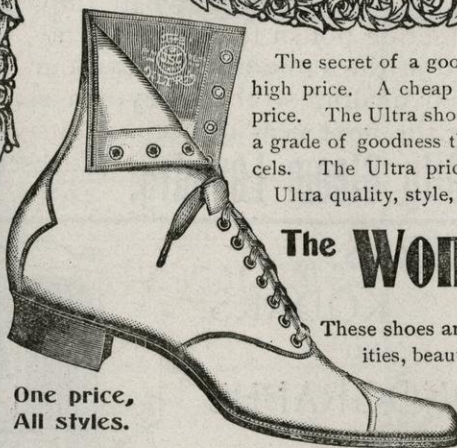
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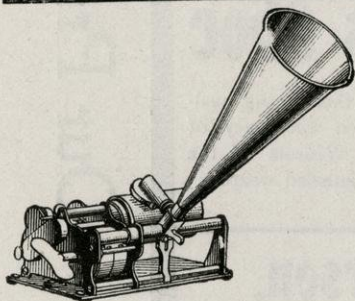
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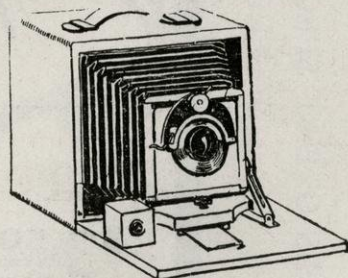


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# → THE KODAK. ←

VOL. 6.

WEDNESDAY, DECEMBER 20.

No. 2.

## CHRISTMAS NUMBER.

### THE KODAK.

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Manager of Foot Ball Team.....Arthr Pollock, '00  
Captain of Track Team.....Shir ey Burce, '01

THE KODAK wishes all its patrons a Merry  
Christmas.

We regret to announce in this issue of THE KODAK that the physicians attending Miss Smith, fear that she will not be able to teach for some time. It is hoped that these fears be not realized and that she will be soon among us again. The members of her classes remembered her most fittingly on Thanksgiving Day with many beautiful flowers.

The members of our school were delightfully and at the same time instructively entertained in a short talk recently by Prof. Underwood, former professor of Astronomy and Mathematics at Lawrence University. He says that we do not compute time from the sun, as generally believed, but from the moon and stars. The

longitude of a place is the time distance between that place and Greenwich. The latitude is determined by the distance of the zenith from the Celestial equator.

Mr. Smith Robertson gave us an entertaining discourse on Physical training last month. He dwelt strongly on taking exercise at regular times and only for a short time, keeping this up regularly all the year round. He recommended horizontal bars and dumbbells for training purposes. The gymnasium is equipped with this apparatus and every boy can avail him self of these things by paying a small membership fee to the treasurer of the club. A more detailed report of Mr. Robertson's speech can be found on the next page.

Advertisers are complaining from time to time of lack of High School patronage. The advertisers are the main support of THE KODAK, and if we wish to continue our paper, we should patronize the advertisers. Each and every one quotes "rock bottom figures" and there will be no financial loss to those patronizing them.

The regents of our State University have seen fit to send the Cardinal to the High Schools of Wisconsin again this year. The Cardinal sets apart a column or so at intervals for the exclusive use of the High Schools. To fill this space an editor, who is chosen by the Senior class, sends contributions pertaining to the progress of his school very few of the pupils avail themselves of the opportunity of reading this admirable paper. It should be read by every one not only to find out how affairs are progressing at the University but also to read how the students there give the athletic and debating teams their moral support. We see one objectionable feature that ought to be removed, and that is a certain conspicuous liquor advertisement. We do not deem such matter appropriate for school papers.

Although we are sorry that Miss Smith will not be back, we take pleasure in welcoming so able a successor as Miss Post. She comes to us highly recommended.



### PHYSICAL TRAINING.

Young Ladies and Gentlemen:—I have been asked by your good professor to speak to you this morning. I cannot express my delight on being with you. But somehow I feel like the small school boy of fifty years ago who recited "You'd Scarcely Expect One of My Age to Speak in Public on the Stage." Therefore if I fall below Cicero "Don't view me with a critic's eye, but pass my imperfections by."

I have chosen a subject which may possibly interest several of you. Some twenty years ago there was organized on the east side hill a Chautauqua club. It was here that a little book written by William Blake entitled "How to Get Strong and How to Stay So" was read. I became much interested in it and immediately began to practice its teachings. I put horizontal bars in my office and also obtained some dumb-bells. With these I practiced five and ten minutes in the forenoon and every afternoon. The result was that in a course of a year I became much stronger and more erect.

Motion energy is an element of the Union, without it, we are unfit for anything. Taking this into consideration a system of physical training should begin with the kindergartens and pass up through all grades. It would only require ten minutes a day and the results obtained would certainly be lasting. In fact if this were done, in a short time there would be no need of physicians, and the medical profession would fade away, and only be needed in cases of general surgery.

Bicycle riding is a common recreation at the present day but very injurious to some people. In riding we notice the ladies all sit erect but the gentlemen sit in all sorts of tortured positions. In the next generation I fear that we will have a nation of hump backed men.

Another thing, which is injurious to the body, is the habit many people have of bending over their books while studying, there should be no bend except at the hips. The head and shoulders should remain in an erect position. If correct habits are observed, there will be no breaking down from overwork. He who eats and drinks and sleeps properly will never have softening of brain nor nervous prostration. It is not a breaking down from overwork but a breaking down from violation of the laws of life.

As an illustration Gov. Roosevelt in school gymnastics always made an effort to be equal to the best. Soon he became a cow-boy, then a rough-rider. Today he is a robust man and what's the cause? Simply this, he aimed to bring every muscle of his body into action and by so doing became erect in statue and carries a healthy mind in a healthy body.

I am an earnest advocate of all legitimate sports which are not harmful. Foot-ball is a very dangerous

game and if played at, all should be played with less carelessness than at the present day. Basket-ball and base-ball are not so dangerous.

Another illustration of physical training is Senator Quarles. Twenty years ago he was very frail, nearly ready to go into consumption. He built a gymnasium in his attic and went through daily a course in physical training. I met him in the court house a short time ago, and he was one of the most remarkably built men I ever met. He said, "I am a crank on physical culture."

You may each and all take these practical hints and strive to make all parts of the body strong and healthy.

Finally, I wish to say, that I think that two "iron clad" laws should be enacted; 1st, that every boy and girl, from the kindergarden up to the last day in the university, should be taught, for five or ten minutes each day, anatomy, the laws of hygiene, poisons and their antidotes, particularly, narcotics and alcoholic liquors; 2nd, that five or ten minutes exercise, twice a day be made compulsory with all school children.

I think I have occupied my time and thank you for your kind attention.

J. L. W. Xmas '00.

### ATHLETICS FOR GIRLS.

Only recently has athletic training for girls been thought a necessity. Now most schools consider athletic exercises as necessary for girls as well as for boys. Many educators say even more so.

Many girls would get little or no exercise, unless it were compulsory, as in the case in some of our High Schools.

This compulsory method consists in having certain periods of each school session set apart expressly for gymnastics or calisthenics. All consider that the time devoted to athletics in such schools to be just as beneficial to the student as any study in the curriculum.

Another means of exercise is the games played by girl students.

These games certainly give the student exercise, but, let us consider for a moment the objects of this training, taking into consideration the constitution of the girl.

One result should be, to develop the muscles of the body and put the body into good physical condition.

Another object and certainly as important in school life as the first is to rest the mind and leave it in a better condition for school work.

In such games as basket-ball, I am afraid that this result is scarcely attained.

The mind is kept in excitement and both before and after the game it cannot be concentrated on the studies. Even physically, the player is not always benefited, and often her features are decorated with such

bruises, and black eyes as an unfortunate foot ball player receives.

Games are all right, it is true, for both boys and girls, but they do not accomplish the results obtained from quiet, simple exercise.

Statistics show that girls are more likely to break down under a mental strain than are boys. For that reason girls should take regular exercise each day and even more so than boys.

If each student, from the grades to the university, could have daily training in simple athletics there would be no mental prostrations among students and sickness would be reduced to the minimum.

May the time soon come when each student must take physical training each day as regularly as any study, and that a special athletic instructor become a member of each faculty.

LEON TYLER, '00.

#### COMMENTS.

As this term draws to a close and we become settled in our work, it becomes more and more apparent, that the gap, left in our circles by the graduating class of '99. This class was an extremely good one, supporting heartily all our school ventures, THE KODAK, the Literary Society, the Senate, the Athletic Club and the foot ball team. Such being the case their graduation, at first was keenly felt. THE KODAK lost one of its best writers, but new and promising ones have entered the field. The Literary Society was so crippled that it has not yet been started up. An effort however will be made next term to renew the interest in this beneficial work. The Senate was left with only seven members but the places of the absent ones have been filled and it is once more on a firm foundation.

The Athletic Club lost many of its principal workers but others have infused spirit into its work and it is now in a prosperous condition.

The foot ball team was made gloomy by the loss of the ends, center, tackles, quarter back, guard, right half and captain.

Nevertheless the team finished the season in a creditable manner and in the last game showed championship form. It ranks in the first division of the High School teams of the state.

Thus we see here in a small way the truth that will be forced upon us in the outside world, that there are many applicants for every vacancy. The class of '99 was a good class but their places were soon filled and their work here is already a matter of history.

A. R., Class '00.

#### FOOT BALL ITEMS.

The foot ball team received many challenges. Of these, three were accepted and as a result, five games

were played. Four other games were arranged but for one reason or another, could not be played. Two games were played with the "City Team," both of which were lost, due, mainly to the greater avoirdupois of the opponents. Of the High School games, one was lost, but this was afterwards atoned for, by Wausau's defeat here on Nov. 17th. Wausau was beaten in only one other game during the season, and that was lost to Marinette, by a score of 17 to 0 in 30 minute halves. The average weight of the team was 152 lbs. The line averaged 156; the backs averaged 147. Six of the team will graduate in the spring and it is expected, two others will not return to school.

A. R., Class of '00.

#### WAUSAU GAME.

At 10:10 P. M., Oct. 27, the members and coach of our High School Foot Ball Team boarded the train with Wausau as the objective point.

After a night riding, lasting more than four hours, during which the players rested (?) themselves by walking through the train, standing on the car platforms getting off at every station and doing other restful acts. They arrived at Wausau about 2:30 A. M., Saturday.

At about 3:00 o'clock that afternoon, however, they presented anything but a lively appearance; and most of them would gladly have lain down on the field and "slept the sleep of the just."

But the game was called, and Eau Claire kicked off; Wausau downed the ball near the center of the field; then followed a series of tackle back and end plays, that Eau Claire's best men were unable to stop. The result was a touchdown in less than four minutes from the time the game was called.

Six times more, during the first half of this disastrous game, was this repeated, without Eau Claire once having possession of the ball, although Wausau fumbled twice.

Out of seven touchdowns scored in the first half, only one goal was kicked. This shows remarkable kicking ability on the part of Wausau's punter (?).

The second half proved more interesting and our team fully woke up, and played with fierce energy.

Eau Claire received the ball on the kick off, but fate, or something more material, in the shape of eleven Wausau foot ball players was against them, and they lost the ball within a few minutes.

Wausau took the ball and by a great deal of hard work succeeded in putting it over the line, and also kicked goal. Eau Claire kicked off again, but this time the tables were turned, and Eau Claire took the ball and made gain after gain, and if the half had been five minutes, or even less, longer, would undoubtedly have scored.

Wausau's interference was very good and their offense, quick and snappy.

Eau Claire, does not, however, consider their defeat a result of Wausau's good playing, but attribute it, rather, to the fact that eight men out of the aggregation, lost their necessary rest the previous night.

Line up.

EAU CLAIRE.		WAUSAU.
A. Rowe, (Capt.),	F. B.	Schofield,
Allen,	R. H. B.	McCrossan (Capt.)
Burce,	L. H. B.	Silverthorn,
Potter,	Q. B.	Menzel,
Bartlett,	C.	Brummond,
Drummond,	R. G.	Parker,
Tolles,	L. G.	Nelson,
Werner,	R. T.	Gifford,
W. Rowe,	L. T.	Rice,
Pollock,	R. E.	Sexsmith,
Selmer,	L. E.	Sullivan.

Referee—Manson of Wausau.

Umpire—Prof. Johnson.

Time of Halves, twenty-five minutes.

Score, first half 36 to 0. Second half 42 to 0.

#### AUGUSTA VS. EAU CLAIRE.

On Nov. 4th our football team went to Augusta to line-up against the wearers of the red and black for the second time. The afternoon was fine and a large crowd attended the game.

Both teams were in good condition and confident of victory. In the first half, honors were evenly divided, but in the second half, the wearers of the purple managed to push their opponents over the line for a touch-down, thus winning the game by a score of 6 to 0.

Hard playing was done on both side, but the fast playing of Eau Claire was to much for the much heavier Augusta team. The features of the game were the line bucking plays of Rowe and the runs of Allen and Burce for our team and the good defense playing by Higgins, Cebell and O'Brien for Augusta.

The game resulted something as follows:

First half—Rowe won the toss; Augusta kicked off; Eau Claire fumbled and Augusta got the ball on Eau Claire's fifteen-yard line. Then began the struggle for the honors of the day. Augusta advanced the ball to within three inches of Eau Claire's goal line, where they were held on downs. Eau Claire then began a series of plays and soon had the ball on Augusta's ten-yard line, where it went to the other side on a fumble. The ball then changed hands a few more times before time was called. When time was called the ball was in Augusta's territory and in the possession of Eau Claire.

Second half—Eau Claire tried the ten-yard kick but it failed and Augusta got the ball near the center of the field. The ball soon went to Eau Claire on downs and then the hard line bucking commenced. Augusta's tackles were often played for five and six yard gains. Augusta seemed to lose spirit when the ball neared her goal. Soon Allen carried it over for a touchdown and Rowe kicked goal. Score, Eau Claire 6, Augusta 0. Augusta kicked off to Eau Claire, but the ball soon went over to Augusta. Eau Claire soon gained possession of the ball again and carried it to Augusta's ten-yard line when time was called.

Line up:

EAU CLAIRE.		AUGUSTA.
Bartlett,	C.	Washington,
Tolles,	L. G.	Dodge,
Hopper,	R. G.	Muzzy,
Drummond,	L. T.	Russell,
Warner,	R. T.	Waterbury,
Selmer,	L. E.	Livsey,
Pollock,	R. E.	Cebell,
W. Rowe,	Q. B.	Higgins,
Burce,	L. H.	_____
Allen,	R. H.	Hammer,
A. Rowe,	F. B.	O'Brien.

Referee—Johnson.

Umpire—Werner.

Timekeepers—Williams and Livsey.

Score, Eau Claire 6, Augusta 0.

#### WAUSAU GAME AT EAU CLAIRE.

The attendance at the grounds of the Athletic Club at the Wausau game was probably the largest that ever gathered to witness a game of football in this city. All classes of citizens were represented and cheered the home boys lustily. It is said that the Chippewa County Board of Supervisors adjourned to witness Eau Claire's humiliation, but the rejuvenated Eau Claire football team by their superb defense and active offense caused the legislators to remain silent for at least nine-tenths of the game.

Play was started at 3:25. Rowe kicked off to Wausau, who returned the ball twelve yards. Wausau failed to make the necessary five yards on the four downs allotted to this effort, and the ball went over into the custody of Eau Claire hands.

The first play netted ten yards, and Eau Claire despite the score at Wausau three weeks before, displayed her superiority when on equal terms with their erstwhile victorious adversaries; and after six minutes of play, A. Rowe placed the ball through the goal posts and over the line. Goal was kicked, making the score 6 to 0 in favor of Eau Claire High.

On the kick off the ball was downed on Eau Claire's fifteen-yard line, Selmer running back with the ball

about ten yards. Eau Claire's pigskin rushers advanced the ball to Wausau's forty-yard line, where Wausau held them on downs.

She was forced to punt on the fourth down however. Burce got possession of the ball and ran forty yards over the goal line.

Eau Claire played offside, however, and the touch-down was not allowed. Wausau retained the ball on her forty-yard line and was allowed ten yards for the offside play. Eau Claire was offside again, on a punt, and Wausau got ten yards. Silverthorn made a thirty-five yard run. Eau Claire held them for downs. Masses on tackle netted five yards every play for Eau Claire but the expected touch down was not obtained, as the time for the first half was called, with the ball in Eau Claire's possession on Wausau's thirty five yard line.

Second half. Eau Claire got ball on kick-off on the ten-yard line and advanced up the gridiron thirty-five yards, when the knights from Wausau held them on downs. Wausau could not make her five yards and the ball passed over to Eau Claire. Eau Claire fumbled. Wausau was held for downs on her thirty-yard line. Eau Claire pounded the tackles, bringing the ball to Wausau's five-yard line. At this point a dispute arose over distance. After ten minutes of dispute and measurement, Wausau, seeing the game was lost, left the field—vanquished.

At the conclusion of the game Mr. Cooper donated to each of the "conquering heroes" a box of choice bon bons and during the game none of the players suffered for lack of chewing gum, which came from the same source as the bon bons.

## EAU CLAIRE.

A. Rowe (Capt.)	F. B.
Allen,	R. H. B.
Burce,	L. H. B.
W. Rowe,	Q. B.
Bartlett,	C.
Hopper,	R. G.
Kelley,	L. G.
Tolles,	R. T.
Drummond,	L. T.
Pollock,	R. E.
Selmer.	L. E.

Referee—Evans.

Umpire—Clancy.

Time of halves 25 minutes.

## WAUSAU.

Sexsmith,
Mc Crossan (Capt.)
Silverthorn,
Menzel,
Brummond,
Gifford,
Rice,
Parker,
Schofield,
Schmidt,
Sullivan.

## THE FOOT BALL TEAM.

Comparing last year's eleven with that of this year is a difficult matter, because the style and work of the two teams was so entirely different. The play of last year being far more individual, for that reason, some of the men shone out with a brilliancy in their play that was impossible this year.

Arthur Bartlett who is best known among friends and enthusiasts as "Spike", developed into a foot ball player of no mean ability quicker and out of seemingly poorer material than has ever been encountered before. Football did more for him than for any man on the team in that it overcame an awkwardness and clumsiness which has ever before been apparent in his movement, to say he was an equal to McVicar of last year's team would be making too strong a statement.

Although Bartlett has played his man to a stand still in every instance this year, as McVicar did last, but he has not had as hard opposition.

Drummond, who was at guard last year, found his proper position at tackle this year and it is doubtful, if there is a High School player in the state his equal. Never has he found him. He was a power in breaking interference.

Kelley who played the last two games was a better man than Bartlett of last year's team, although he never was in condition to play his game, Bartlett was strong in offensive play, Kelley much stronger in defence.

Hopper, a recruit near the end of the season, strengthened the team and was a match for his man in each game, and played nearly as good a game as Drummond did at guard a year ago.

Pollock and Selmer at the ends, played a splendid offense game, leading the interference well, and very seldom getting boxed in defence.

Pollock was an exceptionally good player for a High School man. I think that his position is at end rather than tackle which he played well last year.

Selmer broke up interference well for being light and got to his man in every game, especially well in the last game with Wausau. Never was a more conscientious player. Herrick, who played the position last year, was not a High School man, he might have been a more brilliant player with the ball, but in no other respect.

It is hard to draw a comparison between Pickett, quarterback of last year and Wilfred Rowe. They played much the same style of a game, both fierce and conscientious in their play, both tackled well and were always in their place in the interference. Rowe's work at tackle in the first part of the season, won for him praise on every hand, his work was above the average heavy weight; and he weighed but 137 lbs.

Tolles was a good man with Drummond at tackle and took care of his side of the line; what he lacked in weight, he made up in activity. He was seen many times during the season, back of the opposite teams line with a man in a clean tackle. Tolles out played McMann of last year's team in every way.

Werner and Kasten deserve mention, though not playing in the last game, both played well at tackle, especially at the first of the season.

Back of the line, with exception of quarterback, the team was weaker than last year. It will be a long time before a half back will be developed to take Blackwell's place, Burce played a good game at times, but was very erratic, in defense his work was not very good, but he carried the ball pretty well.

Allen, who took Potter's place, was fully as strong a man but played an entirely different game, having a peculiar style of running with the ball and twisting when tackled, and, running erect.

Captain Rowe was not as strong a player this year as last, probably owing to being injured several times. He wasn't in as good form, both years he played above the average and was a Slaker in hitting the line. His last game was the best in the history of his play. By naming McVicar, Blackwell, Rowe, Pollock, Pickett and Potter, the stars of 1898, the three former ones in the ascendancy.

It is difficult to name any stars in this year's team, for the team work played their games.

Drummond and Tolles were the two best players. The backs had very little chance to show individual work, as their interference play was unquestionably, the best any High School eleven has shown this year.

The offensive play was weak until the last game, in which, everything in the way of the interference was torn to pieces, almost before the ball was started.

As a captain, Rowe did not have the ability to get the work out of his men that Blackwell did, but he was more conservative and always played sure plays.

Knowing "that all who run may reap" I ask, that you will be charitable, and if you find food for criticism, please criticise my judgment and not me.

GUY MC K JOHNSON,  
Coach.

### THE SECOND ELEVEN.

The Second Eleven, under the energetic management of Albert Arnold, completed a most successful season, out of the four games played, winning three and the fourth being a tie.

The first game, on the schedule, was with the "Washington School Hungry Eleven" whom they defeated by a score of 21 to 0, after twenty-three minutes of rapid and hard playing on the part of the victors.

The next contest took place at Durand and, notwithstanding, the superior weight of Durand and the threatening mien of the spectators, our team defeated the defenders of the "Red and Yellow" by the score of 16 to 0.

On Nov. 11th on the home grounds we introduced them to another drubbing, and when time was called, the score was found to be 10 to 0. This game was

characterized by brilliant defensive work on the part of Durand, especially, near the goals, where Eau Claire was twice held for downs.

Our offensive maneuvering consisted largely, of plays around the ends, and besides, we repeatedly made magnificent gains through the line.

Our final and hardest game was held with the "Hungry Eleven." Both teams fought doggedly, and when the smoke had cleared away, neither team had scored. The ball was then in our possession on our three yard line.

One feature of the game was Porter's long distant punt, although the ball soared all of thirty-five yards through the air, it rolled fully that distance along the ground and the Seventh Ward sprinters could not stop it, until it had reached their ten yard line.

Much available material can be found in our team for next year's First Eleven, among whom I can mention, Hurd, Boyle, Porter, Faast, Adams, Smith, Brooks, Lund and Ressler.

G. R. '02.

Note by Ed. The writer for obvious reasons does not mention his own name among the eligible.

### MUSIC AND EDUCATION.

God has implanted in us, a love for the beautiful. We are charmed and delighted with picturesque scenery, fragrant odors and melodious sounds.

Music, one of the greatest boons of the Creator, has grown with the development of the race and presents the sentiments and emotions of the race.

While its first expression was somewhat crude, the sounding of a rude drum or whistle or simple intonator, it was the human heart attempting to express its emotion. With the spiritual growth of the race, music was given high rank, as being closely akin to the soul, for besides its revelation to the physical, moral and intellectual development, its influence was far deeper in reach, moving the inner soul to greater activity and bringing it nearer its God.

Thus we find music a prime factor in the church and the school. What a strange, sweet contentment fills our hearts on hearing beautiful music; it places us in another sphere, which we would fain not leave, and it is with a start of disappointment that we find this music satisfying conditions to be only temporary; or it awakens an ineffable longing for something better, something nobler, something grander.

Is it the soul seeking its God? Is it a fleeting far taste of the life beyond? Why do persons who have some great sorrow, although moved to tears, ask that the music continue?

If music only amuses emotion, where is the balm in its continuance? Is there a whisper of hope, of something better than this earth affords, of a condition in

which every longing of the soul is satisfied? Music brightens the day for the cheerless, brings comfort to the aged and consolation to the sorrowing.

In ancient, as in modern times, music inspired armies to action, giving them unity and strength. There are many instances of disheartened soldiers, joining in a patriotic song, catching inspiration and turning defeat into victory.

Music is made up of two elements, the rhythm and melody. Instances of the rhythmic element are found in the ticking of the clock, the rowing of a boat and the marching of soldiers. The melodic element is a succession of musical sounds which are related, best exemplified, perhaps, in a novice, trying to read new music, getting the intervals correctly without regard to time. Many people are satisfied when the rhythmical element is prominent, as in marches, waltzes and Twosteps; but the highertype of music is less mechanical and does more than merely gratify the ear; it means the heart, it speaks to the soul, it creates a temporary heaven.

The finer type of music rouses man to noble aims and grand purposes, it opens the fount of affection and sympathy. So powerful are its effects, that in case of hardend criminals, where everything else had failed, music awakend the slumbering soul, the heart was softened and the desire for a better life was born.

Prof. Tomlins has experimented extensively and affirms the power and value of music in dealing with the cure and developement of the weakminded and insane. Why then have school boards not fully appreciated the value of music? The principal reason is that the curriculum of today is crowded already and they considered other studies of more practical value, in so much, as they better fit us to fight life's battle and for those who can afford more cultivation, they can find time for such a course and opportunity at school. This would indeed, be true, if the only value of music were its intellectual worth, but this is really only of minor importance. Education has for its object the complete developement of the individual as far as possible, otherwise he would lack balance. It is only too true, that the intellectual and physical development are looked after too carefully, while the moral, social and aesthetic natures are almost entirely neglected.

What other branch of study can give us the mental and physical traning, which vocal music certainly does and at the same time develope the social nature, the kindly feeling of good fellowship, marked by a cheerful face and helpful hand; the love for the beautiful, and with it, to crown all, a beautiful life. In many schools, a good school spirit is lacking, there being lack of interest, lack of loyalty, and lack of refinement. Music will largely assist in harmonizing a school, bringing pupils into sympathetic touch and giving them a higher ideal of refinement.

Physically, vocal music promotes deep breathing, erect position and a regard for the proper use of throat and lungs. It is a fact that all singers of note have a good chest development and great chest expansion. The greater the number of air cells of the lungs brought into use, the greater the supply of oxygen and consequently, a greater amount of blood is purified.

Music, pursued as a study, requires deep concentration, comparison, accuracy and careful thought, otherwise failure is inevitable. With each achievement comes the encouragement of conscios progress. What is learned in music can be immediately applied. It is conducive to order and system, it produces good habits of memory and observation, both of which are often noticeable defects in High School students. It gives the pupils confidence, teaches them how to express their feelings properly and encourages them to act rightly and independently. While we are all desirous of making good citizens, good Christians of our pupils, yet one of the strongest means of influencing them in the right direction is overlooked. For to do our duty as members of society, we need kindly, helpful dispositions, and, here again, music, certainly, has a value, which is not as yet thoroughly appreciated. It is the value of music to bring into healthful action, the social and aesthetic nature of the individual. It is not easy to measure this developement. We can only conjecture, what a certain individual might have been, with or without this refining and ennobling influence. We can, however, note the wonderful effects of music, its relation to the history and progress of the race and its effects on individuals.

Music, being held in such high favor, has an advantage over other branches of study and is engaged, in as a healthful and useful recreation, enabling individuals to appreciate fine music and noble sentiments; nor does it end here, what is accomplished can be enjoyed throughout life, whether it be the means of firmer and stronger ties in the home circle, or cheering some lonely hour.

Our young folks need more home interests to keep them from the streets. Not long ago, I saw a number of boys congregated in a front yard singing together. How much better the time spent thus, than idling on street corners, smoking, chewing, cursing and exchanging ribald jokes.

I believe that music ought to have a first place in our school curriculum from the kindergarten up, taught by a specialist, who carefully selects the music, with due regard to sentiment and melody and the same standard of excellence required, as in other studies. Little can be accomplished by making music voluntary and spending only a few minutes per week teaching it. It is just one degree better than none at all.

Prof. E. Ehlman.

Berlin is on the "Spree" (River).

### THE FOOTBALL SITUATION.

The football season ends in the east, without any team having undisputed claim to the championship, in the west, Chicago, after the defeat of Wisconsin, holds the championship.

The western teams have demonstrated to the eastern critics, that the sport in the west is on a par with that of the east. They have demonstrated that an extraordinary development in football has taken place in the west in the past two years.

The western teams have played as clean, and gentlemanly football as eastern spectators have ever witnessed.

With the exception of the Pennsylvania and Michigan players, the conduct of the players was above criticism.

Pennsylvania's conduct, both at Chicago and after the Harvard game was unsportsmanlike and uncalled for.

Michigan in the contest with Wisconsin, repeatedly, sent from four to five men against O'Dea with the intent, seemingly, to disable him.

Harvard's claim to the eastern championship is probably the best. She bases her claim on the fact that she has not been defeated this year.

Princeton's claim rests, mainly on the fact that she defeated Yale, who tied Harvard. Princeton however was completely beaten by Cornell.

In the Harvard-Yale game, Yale accomplished what she set out to do. Harvard did not. On defence both teams were about equal. Harvard's offence was far superior, and Yale had to play her kicking game to the utmost. Harvard's well formed interference started swiftly, but was torn to pieces by Yale's forwards.

In the Harvard-Pennsylvania game, the Quakers were completely out played. At times Penn. fought with the desperation born of defeat, at other times she played like amateurs. The swift Harvard attack made Penn's. playing seem intolerably slow in comparison.

Harvard's offensive work has been characterized by a quickly and well formed interference.

Princeton's play this season has been very erratic. Her Cornell game was marked by her frequent fumbles and poor offense. She ended her season in strong condition by defeating Yale (11-10). From first to last she showed her superiority to Yale in the rushing game. Wheeler and McBride were about equal in their kicking although had Wheeler shown better judgment, he would have surpassed McBride, Princeton's defense was stronger than Yale's offense, at its best, Yale's offense could never approach Princeton's.

Pennsylvania worthily closed her season by inflicting a crushing defeat on Cornell (22-0). Her football

playing this year consists, almost wholly of a strong defence and heavy line playing.

Carlisle though not reckoned among the eastern "big four" has established a good record. She played her best game on Thanksgiving day and with unusual judgment, when she defeated Columbia (45-0).

Chicago in her Wisconsin game showed a remarkable strength in defensive playing. She repeatedly broke through and blocked O'Dea's kicks. Her offensive playing was marked by a quick and snappy movement. The average weight of the team was greater than the weight of the Badger team.

Wisconsin, in the Wisconsin-Michigan game, clearly out played the Wolverines. During the first part of the game the principal feature was O'Dea's punting. Wisconsin's offensive play was far superior to Michigan's.

The Wisconsin team depended too much upon O'Dea, and consequently her offensive work suffered to a considerable extent, when O'Dea was not in the game. It can be said, with considerable truth, that the Wisconsin team was a partially developed team.

Chicago has not been defeated in a single game this season, tying Iowa and Pennsylvania.

C. H. '00

### MANUAL TRAINING.

Manual training is becoming such an important factor in modern education, that it might be well to sketch briefly its history. To begin with—manual training signifies instruction in tool work as an educational discipline. The system had been experimented with for some years in Massachusetts, New York and New Jersey, before Jamestown, New York in 1874 incorporated it as a branch of school work in her schools. Her public spirited citizens furnished the finances with which to begin the work, and since that time it has been continued with money earned in public exhibitions together with public subscriptions.

Many schools, all over the country have installed manual training in their educational systems as a permanent institution. This was due in the main part to the phenomenal success achieved at Jamestown.

New Jersey was the first state to grant financial aid to cities starting manual training systems, but out in many states, permissive legislation has been enacted, and, in such states the system is established by municipal and private money. The most complete manual training schools are of course, in the larger cities, notably Omaha, Toledo and Baltimore, but, the greatest development has, and is taking place in the smaller towns.

In the south the progress is very noticeable. In that section of the country, the system is supported

mainly by private parties, and for the especial benefit of the colored race. The "Slaker Fund" and several other large grants of money, are used in the endowment of many of these schools.

In the large incorporated manual training schools such as those located at Chicago, St. Louis and Cambridge, carpentry, woodturning, pattermaking and forging are taught.

These schools are sometimes called technical or trade schools.

The ways in which cities distribute the benefits of manual training are various. For in not all the schools does every pupil receive the benefits of the training.

In Baltimore, the manual training course corresponds to our classical, scientific and English courses. This plan has been adopted in many of our large cities. In Omaha, it is a course that may be taken collaterally with the regular studies. This holds good in our school also.

Jamestown offers the training to the students of the upper grades, and High School students are absolutely barred from taking the course. Montclair N. J. introduces the system in some way or other throughout all the grades.

Washington D. C. is the most liberal of all in this respect, in that she permits the students of all the grades and also the High School students to partake in the benefits derived from the system.

The beneficial effects of manual training are many and varied but the limits of this article prevent me from enumerating very many of them. Some say, that with a reasonable amount of time devoted to manual training, there is not only no loss in book work, but a positive gain. That a student workman has his mental faculties quickened by his hard work and that he can learn especially, the principles of mathematics and physics sooner and understand them better.

Dr. Belfield, in 1892, reported to the Department of Labor, after an investigation of the subject, that one or two hours a day devoted to manual training were most beneficial, and the book work of the pupils taking it, was, as a rule perceptibly better than the work of those, who did not take manual training. Our school has a pretty good manual training department but this cannot be compared, favorably, with the Stout Manual Training School at Menomonie, which was donated to the city of Menomonie by Senator Stout. This school is considered the best of its kind in the northern part of this state.

C. O., Xmas '00.

#### LITERARY SOCIETIES.

During the past two or three years our school has not been very enthusiastic for literary or debating so-

cieties. At present we have but one small society and this exclusively for boys. The boys say, that if girls were admitted, the society would soon break up. There have been several attempts to start literary societies in our school, but each one failed, because, those pupils assigned to debate, write essays, etc. failed to appear, when their names were announced. Naturally the organizers became discouraged. For the most part, the boys supporting these societies did their tasks but the girls, except four or five, were somewhat backward in this respect. If the girls will take the initiative, the boys are willing to contribute to the success of the undertaking. Many High Schools with a much smaller attendance than ours, have two or three and some schools have even four societies, (if the "exchanges" can be believed).

I will now proceed to consider some of the advantages to be derived from literary and debating societies. High Schools are schools where general culture is obtained. They aim to train the mental powers of all students. Their purposes is mental discipline and quickening, which everyone needs, whether intending to be a professional man or not, before he enters upon his life work. Some ancient writer, in reply to a query, of what a person should learn, said "What they will have occasion to use when they become men." If the education of young people, be at all governed by a reference to practical life, debating is certainly among the most valuable of educational agencies. Such societies supply an important part of the training, which every student should possess. Another purpose is to exercise the powers, which the regular studies awaken. The mind is awakened by close and protracted study in the school room, and the arena of a debating society will do most towards stimulating the powers thus awakened.

It has been urged against debating societies, that they divert students from their regular studies, that they often tend to lead students to argue counter to their convictions and that they are the causes, why our nation is called a "nation of frothy declaimers and vapid stump orators."

The obvious answer, to these arguments, is, that debating societies, like other good things, in and out of school, are liable to abuse. These people seem to think that the best way to remedy this state of affairs is to crush out the debating societies in the schools. This cure reminds one of the attempts of the physician to cure a disease by killing the patient. As our educational facilities have advanced culture and scholarship, so public speaking has been advanced from mere stamp oratory. The same scholarship and culture has fixed the true place of the orator and has and is training the public taste to expect better speaking than in the past, and is teaching them to cease deriding the nurseries of such style, the well ordered and well supported



High School and college debating societies. I will now turn to the preparation for a debate, essay, etc. Each person in his writing has a distinct individuality. Rhetoric may produce an artificial style, but constant practice in writing can remedy this defect, and good painstaking practice, together with some rhetoric can make one an efficient writer. Careful writing is a means of cultivating careful thinking, and teaches nice discriminations in the use of words. Many authors, who are now enjoying a large circulation of their writing, received many rebuffs at first, from the publishers but after constant practice in writing, their works received due recognition.

Literary and debating societies are of increasing service in the cause of education—a service for which no desirable substitute can be found

C. O., Xmas '00.

#### DAVID HARUM.

David Harum, the posthumous book, by Edward Noyes Westcott, up-to-date, has been accorded the greatest popular reception, tendered any book in recent years, over 350,000 copies having been sold during the past year.

It depicts, in a grotesquely humorous style, the adventures and doings of David Harum, a country banker and horse trader. This story is not surpassed, in its masterly delineation of the true American character, except, possibly by Lowell's Bigelow Papers

Mr. Westcott tells the story, mostly out of his own experience, especially that part relating to the doings of the country banker. His description of a country horse trade may have been equalled by other authors, but no one has or can surpass the picturesque description given in this book.

David, although he might be some what idealized, nevertheless, never bores one and always talks with a purpose and to the point. There is a great difference between the characters portrayed in this book and the alleged characters depicted in some of the best contemporary books.

His talk is shrewd and quaint and the quiet drollery displayed, captivates one and holds the attention of the reader from the first page till the last sentence.

One of the best descriptions of a country Christmas dinner, can be found in this book which takes equal rank with Irving's description in the Sketch Book.

One or two little extracts will give one an idea and furnish (I hope) an incentive for a careful pursuit of the book. His revised version of the Golden Rule is simply inimitable "Do unto the other feller the way he'd like to do unto you—an do it fust."

"Waal" says, David, contempating on human characteristics, "I'd like to bet you two dollars to a last year's bird's nest, that, if all the fellers we seen,

this afternoon, that air over fifty, c'd be got together, an' some one was suddenly to holler 'Low Bridge,' that nineteen out o' twenty would duck their heads.'  
ANON, '00.

#### JANICE MEREDITH.

One does not feel as though his time has been mis-spent in reading a good strong romance in which a large company of interesting actors take part, with all the attractive changes of costumes and scenery and clever shifting of attention from incident to incident.

Such a one is Mr. Ford's latest story, Janice Meredith, whose fault is unquestionably, wordiness. yet it leads the reader captive from the first page to the last.

The heroine is not to be thought of as a mere imagination in the mind of the writer, but a genuine creation.

It is not his intention to picture Janice as a faultless creature but rather as an exceptionally bright and clever American girl of the days of the Revolution, pure and lovable. She is well drawn, set in a frame of history, so that pleasure is not only derived from it, but also a knowledge of the social, political, religious and domestic aspects of the times.

Mr. Ford's method of telling the story is especially to be admired, as he has not fallen into the one character method, which has recently become so popular. The characters are marshalled with great regularity, so that none are obscured. Each one is brought into just relations with the story, to the extent necessary to the scheme of the narrative. When you are through with Mr. Ford's characters, you feel as though they have actually lived. You feel indebted to them for a pleasant entertainment.

They have not bored you with the theory of life; they have not posed, as awful examples but they have made you forget their fictitious origin.

It would be unfair, to tell the story of Janice Meredith, to both reader and writer but I shall say that Janice is a captivating girl, whose lover is her father's bond servant. He sold himself to Mr. Meredith, under a colonial law governing the importation of a certain class of laborers. He and Janice soon becomes deeply entangled in the meshes of love. but when the war breaks out, Mr. Meredith becomes a royalist. The hero is evidently, drawn from the character of Alexander Hamilton.

As a word picture of the Revolutionary war, Janice Meredith is one of the very best yet written and Washington appears with sufficient distinctness to give it a powerful influence. Nothing is omitted in the giving of details, of which there seems to be too much. But this has its good side, as it has a wealth of historical information, which will be widely dissemi-

nated by it, as the book has already, upwards of a hundred thousand sales.

J. J. Class '01.

### WHEN KNIGHTHOOD WAS IN FLOWER.

"There lived a knight, when knighthood was in flower,  
Who charmed alike, the tilt yard and the bower."

From this couplet the attractive title for this historical romance was drawn. The book was written by Charles Major, an Indianapolis lawyer, who tells the tale from the fictional memoirs of Sir Edwin Caskoden.

The scene of the story is laid in "Merrie England" during the reign of Henry VIII. The knight, who is the hero of the book, is a young English soldier of fortune, recently returned from war. When our story opens, he and his brother were gambling with Sir Adam Judson and discovered their opponent cheating. This led to a duel, in which his father, Sir William Brandon, and his brother were slain, and when he entered the combat, he ascertained that the duellist wore a coat of mail under his doublet; thus was it that the swords of his father and brother could not take effect. But young Charles Brandon was a skillful swordsman and soon settled accounts with Sir Adam for cheating and causing the death of his father and brother.

This pluck and skill made Charles Brandon a person of great interest at court, whither he went. There he met Sir Edwin Caskoden, a court attache, who was in love with Lady Jane Bolingbroke, maid of honor to Princess Mary, the King's beautiful sister. Caskoden, who had become intimate with him, was anxious to present him to Princess Mary, but at the time, she had not yet returned from Westminster. On the second morning after Mary's arrival at Greenwich, the meeting came about very unexpectedly. Caskoden and Brandon were talking in the park around the palace, where they met Lady Jane. The Queen, seeing them, sent Caskoden off to bring the king, and also sent Brandon to find Princess Mary and say that she was wanted. Brandon went to search for her and soon found a bevy of girls, making flower garlands. He had never seen the princess, so did not positively know her, but she could not be mistaken among a thousand. However, through stubbornness, he pretended not to know her and see her many perfections, although to tell the truth, he had his opinion of her stored away in his mind. With his hat in hand and a graceful bow, he came up to the groupe and asked, "Have I the honor to find Princess Mary among these ladies?" Mary, who had been thoroughly spoiled by her indulgent guardians, became very angry at this and asked, if the princess was of so small importance, that one of the officers of the guard did not recognize her,

but he only answered, that he could not say of what consequence she was about the court but concluded she was not there and was about to leave, when she sprang up, her eyes flashing with fire and said, that she was Princess Mary and bade him deliver the message and begone. The Princess and Charles were soon reconciled and from this time on Cupid was continually bringing them together.

Before this takes place, however, the author contrives some capital situations, and portrays with rare art the entanglements of love and the efforts of both to assist the snares of Cupid.

The Princess holds out at first through pride of birth and later on because she thinks that Brandon is only acting.

Brandon is modest and unlike the King and courtiers, is not given to amours or to impolite ways with women. In this respect he is a knight of the better type of his age.

The course of love, between the two, runs fitfully, and at times adverse to the fond longings of the lovers.

The author adheres to historical accuracy for the most part and the book is almost indispensable to the person desiring a practical knowledge of the manners and customs of the time. The book is a brilliant and at the same time a real success, and throughout its pages is both attractive and wholesome. It is said that the story is to be dramatized in the near future for it would undoubtedly make an exceptionally good play.

L. M. O., Xmas '00

### SCHOOL AFFAIRS.

#### GLEE CLUB.

Through the instrumentality of Prof. Ehlman, a Glee Club has been organized in our midst. The following officers were recently elected.

President.—Henry Wilcox.

Vice President.—Kate Kelley.

Secretary.—Cora Drake.

Treasurer.—Frances Steinfelt.

The following members were designated to draft a Constitution, Juul Noer, Chairman; Laura Olson, Alice Walmesley, Lee Skeels and Clara Reinhart.

Prof. Ehlman is the instructor.

#### BASKET BALL TEAM.

The O. A. C. Basket Ball Team did not complete a very successful season. Two games were played of which, the game played with the Bartlett School Boys resulted in a defeat for the O. A. C., score 24 to 2.

The second game, which was held with the Bartlett School Girls, was won by the High School team in a well played contest by a score of 3 to 2.

## THE BATHS.

In an early issue of the KODAK, we see that Prof. Swanbeck advocated the idea of putting in baths in the basement. But the plans never materialized. We hope that the efforts of Prof. Wickerski result in success and that the baths be installed in the near future. The entertainment given by the Freshman Class, netted thirty-five dollars.

## SCHOOL INSPECTION.

Dr. J. W. Stearns, dean of the Department of Mental Philosophy at the University of Wisconsin, made the school a visit recently. His purpose was to determine the fitness of our school to remain on the accredited list of the University. He says that nothing but words of praise could be said as the result of the inspection.

## THE MAN WITH THE HAMMER.

One day, not so very long ago, the noise of high flown grandiloquence was heard by the inhabitants of the 10th Ward, beating against the walls, whistling through the apertures and creaking through the doors of a barn not a great distance from the summit of the Madison boulevard eminence.

One woman, startled by the constantly accelerating quantity of expletives and vociferous language determined to instigate an investigation and attempt to discover the source of this "music in the air."

Accordingly, the female investigator, advanced towards the portal of the "centre of interest," carrying an implement of warfare, usually referred to as the axe, and while in the immediate proximity of the entrance, she was astonished, when she was able to recognize the stentorian tones of Ole Pederson, who was at that instant rehearsing for the "Declamatory Contest." At first she was nonplussed, but suddenly recollecting she was in need of a hammer, asked, in an unconcerned manner as she could assume, "Can I borrow your hammer."

## THE EGG MYSTERY, OR WHO PILFERED THE POULTRY FRUIT?

Upon a recent occasion the seniors gathered around a certain table at which an experiment was being demonstrated. Before the class appeared there was an egg lying on another table, soon the egg had disappeared! Where? None knew!

Many of the students were speculating on its mysterious disappearance, when alas and behold, one of the brightest stars of the senior class was seen withdrawing his hand from his pocket, and in his clutches the disgusted senior held the long lost egg. The rest of the class can positively attest that the finder of the egg was not the violator of the seventh commandment.

Who was the perpetrator of this diabolical aggression against the fundamental laws of society (and T. T. in particular) remains to this day a total mystery. Nick Carter and Jimmy Cate are on his track and they will soon have him corralled in the clutches of the law.

It is said that the egg was in the incipient stages of decay, and that it would, to a certainty, in one or two units of time have made itself obnoxious. Hence the person who purloined the "critter," although not actuated by humanitarian motives, performed a most inconceivably beneficial service to the senior class.

## JOTTINGS.

Certain students are studiously engaged in compiling an album of teachers autographs. One scholar (?) has the signatures of all the teachers except one, and this one does not mark by the month.

Charles Ressler so revises the law of (Boyle) boil. The volume of pain varies directly as the force of compression.

The last New Book from the KODAK Press is "Puns and Jests of the Gridiron," by K. Anderson. The chapter on "How we Lynched the Referee" is particularly interesting.

The KODAK'S stereotypers are just at present employed on "How to play Basket Ball" from the able pen of Miss B. B. Lee. It is to be the most complete book on the subject ever published.

"Gymnasium Training" and "The Shower Bath" are promised by Prof. Wicherski in the near future.

Miss Winifred Dean recently made an expressive German translation: "Help me—or I will die you dead."

"Slam Siler" Anderson recently founded the following Greek Letter Fraternities in our school: Grabba Pi; Ragga Lima and He Be (a) ta Kop (a).

The world to you will ne'er look right unless you keep your glasses bright.—The KODAK Poet's advice to—

A freshman, who is being initiated into the mysteries of Latin, thinks Gen. Miles must have received his fighting abilities from the word "miles" meaning soldier.

Prof. Frawley's "Lost and Found" department is a "howling" success.

Mr. Ruediger (in Physics Class) "Why do we put sawdust around ice?" Winifred Dean—"To keep it warm."

Lyla Dickson has discovered a new solid—"transected prism."

A sidewalk is 66 feet long and 6 feet wide. How long will it take James Allen to shovel off two feet of snow?"

Miss McNown (in Botany Class, holding up a flower.) "Mr. Slagsvol, is this your Marguerite?"

Wausau vs. Eau Claire.

With Bartlett in front of them,  
Pollock to right of them,  
Selmer to left of them,  
Down to certain defeat,  
Into the jaws of disaster,  
Went the brave Red and White.  
Tennyson Revised.

How does:—

Newton Van Dalsem smile?  
"Fat" Anderson crack a joke?  
Thomas Thompson sleep?  
Juul Noer talk?  
"Socrates" Brooks study?  
Prof. Wicherski grow such good crops?  
Frank Drummond walk?  
Harding Brown compose notes?  
The Personal Editor "get up" his jokes?  
George Rathbun comb his hair?  
B. B. Lee play Basket Ball?

#### HAD THEIR TONGUES NOT SLIPPED.

Pollock (In German Class)—"The man was thrown a ship from the rope."

Julius Derge (in Physics)—"The centers of oscillation and ostentation are inter-changeable."

"Spike" Bartlett, the invincible center rush (in History Class)—"The Romans lined up."

Miss Huntley (in Reading Class, where the "turning of the spit" was under discussion)—"What is the spit?" Olga D. "Saliva."

Someone in History Class.—"They erected a drunken statue to Anacreon."

Mr. Ruediger (in Botany)—"Where is the heart of the crawfish?" O. L. "In the stomach."

Pupil in Miss Huntley's Reading Class.—"Cannonize means to be shot at with a cannon."

Bertha Dean is evidently of the opinion that Dee Moon appears at 1:30 P. M.

The KODAK Philosopher believes the most crying need of the day is the placing of a few seats on the platform—for occupancy by the Juniors.

Found in Jennie Wallace's New Dictionary—D-I-C-K-I-N-G-S.

Will some one please be a necktie for Jimmie Bonell?

Where did the cat come from?

Lester Pope (to her small brother) "Remember me to your big sister."

Under the New Regime. Student.—"Please, Mr. Frawley may I go up stairs and take a bath."

Glued to their new seats.—The People in Row No. 1.

Have your hair cut "A la Wausau."

Does Tolles like Violets?

During a discussion in the last Athletic Club meeting, as to where to store the foot ball material, it was suggested to HANG it in the ladies wardrobe. Here Curley interposed the objection that "Someone might take it as a joke."

Lee Skeels (in Germ) "The dead rose up from the road as the doctor approached."

It is said that Norma Culver is very interested in the philosophy of Socrates.

Miss Holcombe (in Ancient History) Herbert. "What group of statuary did the Rhodesian school of sculpturers sculpture?"

Herbert Porter. "The (La) coon (Laocoon) group."

It is rumored that an "Irish" trust has been organized. The trust was incorporated under the laws of New Jersey by Thomas Murphy, President and William Kelley, Chairman, Board of Directors. Capitalization not known, but supposed to be unlimited.

There is a movement on foot to engage Charles Hopper as Fencing Master and Neal Hall as Boxing Instructor.

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#### EXCHANGE.

We extend our thanks for the number of exchanges we have received thus far this year, but hope to see many more among the number in the near future.

The past month's mail has brought many new publications to our table, which we welcome most heartily, and hope that they will be permanent features in our exchange list.

We notice that the form of publication of many papers, has been changed and for the better.

We regret to say that some papers neglect to insert an exchange column. Among which we can mention the View Point, State Normal School Messenger, the Penn. Messenger and the Lake Breeze.

The arrangement of a paper is simply a matter of taste, but we are forced to say, that some editors show very poor taste.

The arrangement, of advertisements and reading matter on the same page, is something that should be avoided. "Ads" can be put into attractive form and catch the eyes of the patrons, even if placed on separate pages, and the appearance will be greatly improved.

The Daily Cardinal comes to us regularly, It contains many articles of interest pertaining to the university.

School Bell Echoes is a neat paper, although it is quite small.

The story, "The Giant Behind the Wall" in the Chauncey Hall abstract, deserves attention.

The Times from Delavan comes regularly.

The Normal Badger contains an article on "Christian Sociology," which is well worth reading.

In Acta Diurna, the discussion on, "The Tobacco habit among the young," is exceptionally good.

In the Mercury, we find several articles and stories of interest appear, notably "A Thanksgiving Bluff."

The Messenger is quite small but it is far above "passing" mark.

The Island City Student is one of our new exchanges. It is both entertaining and instructive.

The Tahoma, a representative of the Pacific Coast, to say the least, is a good paper.

The Tatler is on file with our good exchanges.

The Gramophone is not up to its former standard. In the Fulcrum the story, "The Modern Cinderella" is very good.

The handsome form, in which the Graphic appears, is a credit to its conductors.

The November number of the Steele Review shows marked improvement over some former issues.

Neat and newsy is what we consider the Normal Pointer.

Such a paper as the Lake Breeze should never lack an exchange column. Such a column to compare with the other matter, would make it a model paper.

"The Humor of Wandering Willie" in the Argosy is an interesting story.

The Shady Side News shows great improvement over its last few numbers.

The Breccia is as good as ever.

The Seminary is a model school paper. We hope it may always be found among our exchanges.

The Red and White contains a good story, "The Invasion of the Respectables."

The one object of interest in the Criterion, is the length of its local column.

The Old Gold and Purple is always neat and contains several interesting contributions.

The stories, "Princess Ida" and "Jack's Luck at Little Hoodoo," speak well for the Tiltonian.

The Tome Institute Monthly is as good as usual.

The story entitled "A Trip Down Indian River" is well written. It appears in the Cazenovian.

In Crimson and White the story "The West Indies' Cruise of the Paris" is very interesting.

"Well Won." a story in the High School register, reveals considerable literary ability.

The Representative is a small but newsy paper.

In the Climax we find a good account of the Yale-Wisconsin game.

The Prospectus has for its principal feature a story, "Jim."

The Foxcroft Academy Review is an enjoyable paper.

"Smirky's Thanksgiving" in the Mirror, is an exceptionally fine story.

The Gitche Gumees, from the Superior Normal, abounds in well prepared article. We also notice the picture of the normal football aggregation.

The Porcupine has a story under the heading "For Love of Country" which will undoubtedly interest all.

All editors of college, school or class papers, will confer a kindness to the Amateur Publication Exchange Bureau, by copying this insertion and sending a copy of their paper or pamphlet to the Amateur Publication Exchange Bureau, Terre Haute, Indiana.

S. B. '01.

#### PROGRAM.

Senior class Declamatory Contest, Eau Claire High School, Wednesday evening, Dec. 20, 1899.

- Music.....Mandolin Club
- 1 "Bernard Del Carpio".....John M. Slogsvol
  - 2 "The Battle of Waterloo".....Hugh P. Henry
  - 3 "Through the Flood".....Mable Fitzgerald
  - 4 "Lasca, A tale of a Cattle Stampede".....
  - .....Lee H. Skeels
  - 5 "The Block Horse and His Rider"....Martin Hanson

#### INTERMISSION.

- Music—Duet, Violin and Piano. "Snowflakes" Sudds  
.....Prof. Elman, Lester Pope
- 6 "The Stowaway".....Juel Noer
  - 7 "A Gladiatorial Combat".....Affie N. Davis
  - 8 "Spartacus to the Gladiators"....Ole L. Pederson
  - 9 "Selection from Patsy".....Hazel Cook
  - 10 "A Christmas Drama".....B. Bess Lee
- Music.....Male Sextette  
Messrs. Droegge, Noer, Wilcox, Ripley, Kelley, Selmer  
Announcement of Judges Decision.

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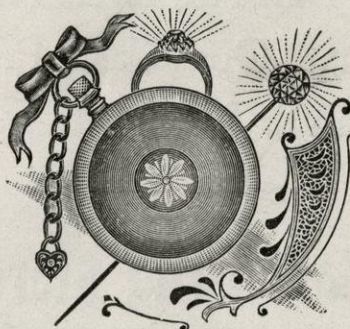
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