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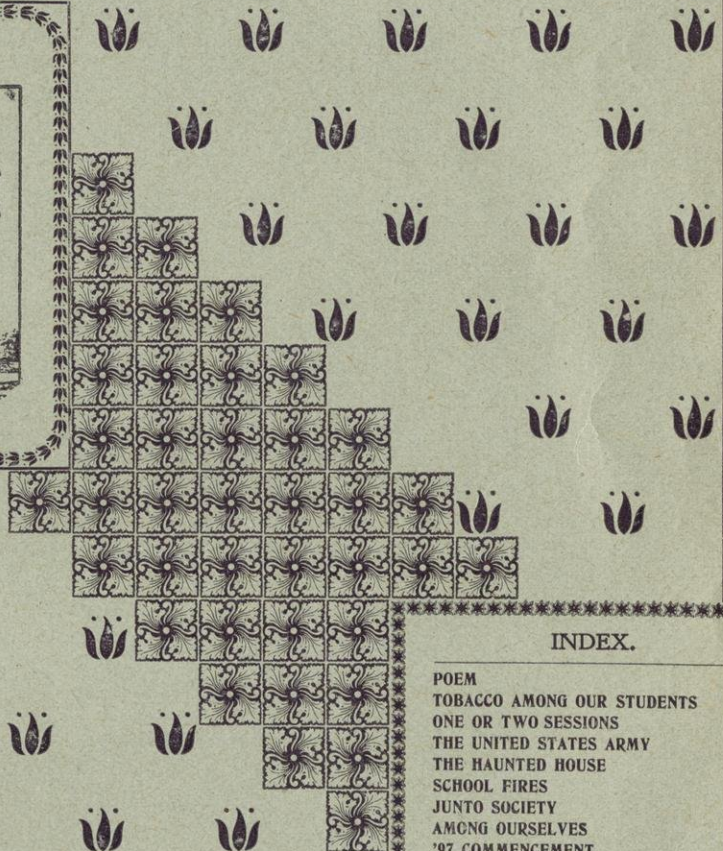
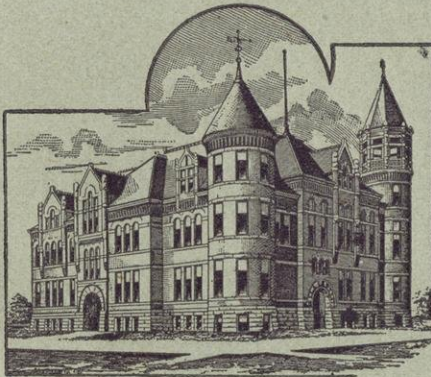
THE KODAK.

IN THE INTERESTS OF EDUCATION AND PROGRESS.

Vol. III, No. III.

Eau Claire, Wis., February 26, 1897.

Price 10c. Per Copy



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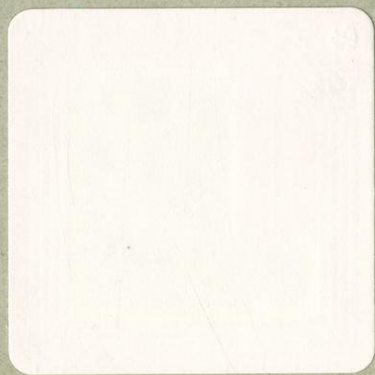
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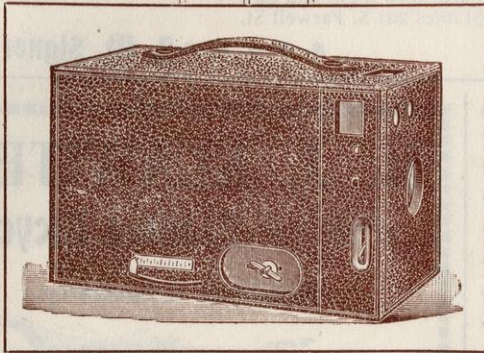
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THE KODAK.

VOLUMN. III.

EAU CLAIRE, WISCONSIN, FEBRUARY 26, 1897.

NUMBER 3.

Laughter Holding Both His Sides.

Aye, the varlet! Laugh away!
All the world's a holiday!
Laugh away and roar and shout
Till thy hoarse tongue lolleth out!
Bloat thy cheeks, and bulge thine eyes
Unto bursting; pelt thy thighs
With thy swollen palms, and roar
As thou never hast before!
Lustier! wilt thou! peal on peal!
Stiflest? Squat and grind thy heel—
Wrestle with thy loins; and then
Wheeze thee whiles, and whoop again!
—JAMES WHITCOMB RILEY.



TOBACCO AMONG OUR STUDENTS.

ONE OF the most dangerous vices of our civilization is without doubt, the tobacco habit, which has assumed an alarming proportional increase, especially among the youth of our country, and, alas! it must be said that even among the students of our schools the proportion of tobacco consumers has steadily increased for the last few years. With a slow but sure step it has come among us and shows great reluctance in leaving.

If the record of our students from several years back should be examined, but very few would be found habitually using tobacco. From the youngest freshman to the oldest senior not one could be accused of bringing the disagreeable fumes into our school room. Few, if any, were ever found smoking in the streets or other public places. Never did we assign to our principal the disagreeable duty of warning us against the use of tobacco, and never did the young ladies of the school have occasion to complain of the smell of tobacco pervading the atmosphere they were compelled to breathe.

These things are now sadly changed. We hear frequent remarks from friends of the school, who have seen some of our students smoking not only in public places, but also in the presence of ladies. More frequently must we listen to the morning lectures on tobacco, given by Professor Frawley, who, although struggling to make himself believe the reports are false, yet gives us kindly warning. To the shame of all the young men and the disgrace of some, must it be confessed that the young ladies have been compelled to complain of the disagreeable odor of tobacco being carried even into the recitation rooms.

Without doubt some remedy must be adopted to meet this growing vice, but of just what the remedy should consist no one is ready to explain.

It has been proposed by one of our teachers to send such persons, smelling of tobacco, home for one week, giving them a chance to fumigate themselves. This, although it seemed ridiculous, would not be a bad plan after all for the principal could, after finding that a person has used tobacco, suspend him for one week, or such a time as he will be able to break himself of the habit, allowing him to return after he pledges himself not to use tobacco in any form while a member of the school.

This plan might work admirably if it were not for the fact that tobacco has so far degraded the morals of some of our boys, that they will smoke in the presence of their parents, who raise no objections. This would probably hinder the above plan somewhat; but, is the whole school to endure the shame and disgrace because these few have parents stupid enough to allow their children to use tobacco? There are no reasons why we should, for if the members of the school board would uphold the principal in the suspension of these persons, which without a doubt they would, such parents could rave about the assumed injustice done their children to their heart's content. They would find but few sympathizers and would either have to adhere to the rule or be content to see the future of their children go up in the air with their beloved smoke.

But is it necessary for an intelligent lot of human beings to be governed by rules and regulations set down by the faculty of our school? Cannot we who have studied the evil effects produced by narcotics, refrain from using them?

There is probably no one, even among those using it, who will claim that tobacco is not injurious both to the mental activities and bodily organism. If anyone would show us but one advantage, one benefit derived from using tobacco, we would be ready to excuse him for using it. We will go still farther and challenge any tobacco user to prove to us that the use of it is not injuring him mentally, morally and physically. If he can satisfactorily do so we will willingly grant him the supposed recreation derived from a cigar or cigarette. But since no one is capable of doing so it certainly ought to be an easy matter for the students of our school to

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cast aside all forms of tobacco and once more become a credit to themselves, their parents and their school.



ONE OR TWO SESSIONS.

WHEN the High Schools from the several wards in the city were united and placed under one principal at the old seminary building, it was found better for all concerned to have one session instead of two. But about five years ago, for rather obscure reasons the School Board changed back to the two-session system, which the high-schools had been under when conducted in the wards. The plan was in operation but one term, when, conceding to the complaints made by scholars, parents, and teachers, the Board returned to the present one session system. Now the Women's Club of this city, for reasons which we shall speak of later, are agitating the question which almost everybody thought was buried forever and are endeavoring to revolutionize affairs and bring the High School again under the galling and irksome yoke of two sessions.

In order that the question may be fully understood we shall first state how the time is now divided and how it would be divided under two sessions. The time from eight-thirty a. m., to one-thirty p. m., five hours inclusive is divided into seven periods of forty minutes each, together with a ten minute opening exercise and ten minutes for recess. With sessions similar to the ward-schools, i e, from nine to twelve a. m., and from one-fifteen to three-forty-five p. m., five and a half hours inclusive, there would be simply a gain of half an hour, which might be taken up by opening exercises and recesses. If the gain was not so occupied there could be some four minutes added to the periods or the scholars might be given the time to prepare lessons.

The arguments, if they can be so designated, that are advanced in favoring two sessions are these:

It will keep the students off the streets in the afternoon.

The students will have more time in school to prepare lessons.

A great many students are developing dyspepsia and kindred ailments by taking lunches at eleven-thirty and having late dinners.

Five hours is too long a time for pupils to remain in school without a longer intermission than ten minutes.

We regret to say that there may be ten or fifteen of the young men of this school who spend much of the afternoon, together, on the streets. This number of boys together with some that do not belong to

the school gives to the casual observer the appearance of a large crowd and hence the impression has gone forth that about all of the High School boys dissipate their time on the streets and at other public places. It must be remembered that there are one-hundred and thirteen boys enrolled and over a hundred boys should not be made to suffer in trying to keep a few off the streets. If there should be any young ladies of the school who so far forget themselves as to become conspicuous on the streets or elsewhere, it must still be remembered that they are but a very small percentage of those enrolled.

With two sessions school would be dismissed in the afternoon just two hours and a quarter later than at present. Those inclined to spend their time idly would stop in the business part of town on their way home as nothing in their eyes would require their presence home before supper. Under the present regime the students have a dinner to get before they could congregate anywhere; and if the two session plan were to simply keep them off the street it would succeed by something like an hour.

If there are any who have dyspepsia or other ailments due to alleged irregular eating (alleged we say because the students eat at the same time each day and hence it is not irregular to them), we should like their addresses. At any rate if there be invalids among our number their appearances are very deceiving.

A member of the Women's Club was heard to remark recently that she thought that since the scholars at the ward schools prepared their lessons during school hours, that the high school scholars certainly ought to be able to do so, under two sessions, as their minds were more matured. This is a great mistake, for, as has been shown before, there would be a gain of but half an hour. At the ward-schools pupils have time between each recitation to prepare the next lesson; this is not so at the high-school, one might have to recite his lessons successively without any interval between them, and it is barely possible that he would have an interval between each recitation. The course requires each student to take at least four studies and often, as is the case with the Latin scholars, five studies. Those having four studies can perhaps prepare two lessons in school, while those carrying five studies can prepare one but hardly two during school hours. Hence under two sessions the scholars would have to get just as many lessons out of school and the afternoon would be lost to them for that purpose. The half-hour gain before school, i e, from eight-thirty to nine o'clock would, we believe, be consumed by the majority of the students in sleeping half an hour longer, for students are very human, and susceptible to such temptations. The noon hour would be consumed

along with the dinners and, as one never can study to any advantage after partaking of a hearty meal, in a social time by those who were obliged to bring their dinners and those who returned early.

The proposition that five hours is too long a stretch for pupils to remain in school is not applicable to scholars attending high-school, and of all our alumni we do not know one whose health has been injured either by that or the late dinners. In this semi-debate of the question we have tried to treat the question fairly, and, while note numerating the many advantages derived from the one session, believe that they stand out clear enough in the remarks against the propositions for two sessions. We think the agitation is due to a misunderstanding of the question and hope that the above may at least help to bring the matter before the public in its true light.



THE UNITED STATES ARMY.

IT IS surprising to learn how little the average person knows of our army. Whether it is because the army is so small that it must needs pass their notice, or that the large armies of Europe, which are constantly heard of, blind them to a knowledge of our own, we do not know; but be the causes what they may, the intention of this paper is to help dispel them and show the United States army in a different light than that in which it is generally seen. Many have heard the story of the American tourists abroad who when called upon to sing their national songs could not do so not knowing the words. This illustrates the fact that the American people know too little of their institutions. Prominent among these institutions is the army of which organization the rising generation should certainly become acquainted.

The army consists of twenty-five companies of infantry, ten of cavalry and five of artillery, all of which are not to exceed twenty-five thousand troops. General Nelson A. Miles, one of the grandest men in the army, a man of whom every private is proud, has recently recommended that it be increased to thirty-five thousand, this making one soldier for every two thousand inhabitants. The army is divided into departments each of which has its own special work to do and thus time and expense is saved.

The following are the departmented heads: the Adjutant Generals, Judge-advocate Generals, Inspector Generals, Subsistence, and Quarter-master Generals, Engineer, Ordnance and Medical departments and Signal corps. This division of the army has saved the government many dollars, hence the value of it is at once seen.

The recruiting of the army is done by volunteer enlistment for three years. The applicants must pass a very rigid physical examination and also be able to read and write. Every post in the United States has a library, gymnasium and schools for the general advancement of the men.

Aside from these post schools there are three special schools established through the country for both officers and privates. A school of artillery is located at Ft. Monroe, Va. The course at this school takes two years and the men are taught military tactics, both major and minor, law, civil engineering and several elective studies. At Ft. Leavenworth, Kan., there is a school for infantry and cavalry all the instructors being graduated of West Point. The school at Fort Riley, is of recent organization and is for the artillery and cavalry.

Taking the organization of the army of today it is something to be proud of and no young man, unless he has superior advantages, need hesitate upon enlisting in the service. In order to popularize the army with the young men, it is arranged that any man can upon his own application purchase his discharge. One also receives good quarters, good clothing, good food and splendid school advantages, which coupled with liberal wages and prospects of promotion equalling those of any profession, afford all that is necessary for a man's success in life.



THE HAUNTED HOUSE.

On the evening of February the second, as the dusk of evening fell over this section of the universe, pedestrians, wending their way homeward, along Summit street, which starts at the intersection of Putnam and ends abruptly in the lofty heights of Mt. Tom, were suddenly startled by mysterious sounds arising from an unseen source. But nothing daunted they plodded onward, until they reached a modest dwelling situated well to the front of a commodious lot from whence the sounds could be heard the most distinctly.

After a considerable crowd had congregated before this dwelling, which by the way was tenantless save for one member of the family, the others having taken a pleasure trip to the northern part of our state, a hurried consultation was held as to the origin of this mystery, for the sounds not only continued but constantly grew to a louder pitch.

Some suggested that the sounds originated from beneath their feet, others, who had just returned from their Candlemas day devotions were positive that the sounds came from above. One matronly personage, who was probably gifted with a more

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romantic superstition, mentioned Mt. Tom, with its lofty pines and oaks spreading their sorrowful shadows over the surrounding plain, as the probable source of this inexplicable mystery.

Some other suggestions were made, ranking from the sublimest to the most ridiculous and causing the women to pale with fear, while slight tremors crept through the more brave as they stood in the chill evening dusk.

Clear and quite distinctly rose the mysterious voice, "Matches and over matches!" "No Sir!" "I will match myself against no man."

Suddenly a small, freckled faced lad, who had been perched upon the fence post intently watching the proceedings of his elders, was seized with a bright idea, which he finally imparted to the council of superiors. He suggested that the sounds arose from the building before which they had congregated.

After some hurried consultation it was decided to investigate the true source of their origin for it was now generally conceded that the sounds came from within the building.

More suggestions having been made, volunteers were called upon to proceed with the investigation. No one else caring to do so the freckled faced lad volunteered to find out what he could. He cautiously opened the gate, softly crept over the snow covered lawn, under the window and slowly raised himself to peep in.

At first he saw nothing but the empty parlor before him but a hurried glance over the room revealed two large folding doors well thrown back, while in the recesses of the next room stood Ambrose Mabbutt rehearsing his declamation "Webster's Reply to Hayne," with which he was to please us on rhetorical day the following Friday.

The lad under the window slowly retreated, but not before giving the window a slight tap causing the speaker within to end abruptly in his bits of sarcasm flung at the head of his supposed opponent and to come at the window to view the assembled crowd.

No wonder Ambrose now wishes he hadn't spoken.



SCHOOL FIRES.

THE FIRE fiend, this year, has developed a peculiar taste for educational structure and in its efforts to satisfy this appetite we and our sister city Menomonie have been made its victims. Menomonie however to a much greater extent. Fortunately no one was injured at either place, but had the Washington school of this city caught fire in the basement instead of in the attic it is thought that

there would have been enacted an awful tragedy, carrying sorrow and heart aches into many homes.

As it was there was damage done to the amount of \$2000 fully covered by insurance. The fire broke out just before the morning recess, probably catching from pine-wood sparks blown into the belfry from the furnace chimney near by. As soon as the alarm was given the scholars, about four-hundred in number, marched from their rooms and the building in good order. They were scarcely out when the city fire department with its usual promptness was on hand and the firemen soon had the fire under control.

Menomonie lost its High School building and the Stout Manual Training School, both but partially covered by insurance. The Manual Training school was one of the finest in the North-west; the building and equipment being valued at \$100,000. It will probably be rebuilt. The city was kindly given the use of one of the Knapp, Stout L'b'r. Company's buildings for school purposes until the High School can be rebuilt.



JUNTO SOCIETY.

This topic no doubt is not very familiar to most of our readers; but upon recalling the life of our great statesman Franklin, they will immediately remember that a society of this name was established by him. In this very city and not far (in both distance and intelligence) from the renowned Ciceronian Debating Society is the so called Junto, patterned after the one established by Franklin. Perhaps it is not as conspicuous in the eyes of the public as the Ciceronian but it nevertheless deserves nearly as much praise. Its constitution was formed in 1893 in the Washington School under Professor Jeffrey.

It has, as all societies formed for the same purpose generally have, a Pres. V. Pres., Sec., Treas., and Critic, the latter we would advise the Ciceronian Society to take note of. The meetings of this society are held semi-monthly in the Principal's room and if any of our readers can spare the time we would advise them to visit one of them and compare it with one of the meetings of the once great (but now small) Ciceronian Debating Society. It is not the wish of the KODAK to criticise the Ciceronian too severely but it is its wish to call some of the society's members to their senses and show them how their club is decreasing in popularity. The KODAK thinks that in placing a society formed of grade pupils on the same footing might perhaps have a tendency to make the High School members somewhat ashamed. Let us compare the societies: First take the Junto,

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there is no disorder, the members are always present and ready to perform their part; in the Ciceronian they very seldom have a meeting without some disorder; there is never a full attendance, and if a member is on the program he is generally absent and if present is not prepared. These criticisms are not meant for all the members as there are still a few, and only a few, who do their duty toward the Society. Why can't the Society hold its former position as when it was under the guidance of Gilbertson, Snow, Ramstad, O'Brien, Arnold and other former members? Will the present members admit that they are not as capable of carrying on the work of the Society as those previous?

We wonder if it will do any good to offer a few suggestions, it certainly will do no harm. Why not get some of the young lady musicians interested, then, as there is a piano close at hand the program might consist of vocal and instrumental selections along with the literary part? Why not give the teachers a special invitation? publish the program? and have a grand opening? If these suggestions with a few others could be carried out the KODAK prophesies that there would be an increase of members, an increase in attendance and an increase in knowledge of literary work. But to return to our former subject let us advise the members of the Junto Society to study more thoroughly the Rules of Order as these are necessary for a perfect Society. There is room for improvement in both societies and we confidently hope they will heed some of the advice given.



AMONG OURSELVES.

ALLEN RUSSELL spoke at the Farmer's Institute held in Brackett, February 9, his subject being "The Education of the Farmer's Sons."

Mr. John McAndrews was called to La Crosse last month as witness in a law suit; and during his absence Mr. Bliss had charge of the engine room and all the thermometers in the building.

How would it do to have a bell hung in the tower of the school? We wonder if its tones would aid in diminishing the number of cases of tardiness.

Edith Fitzgerald, who has been seriously ill for some time, is gradually recovering. We hope she may soon be able to return to school.

Henry Schwahn has been obliged to leave school on account of the continued illness of his father.

It is suggested that the Anti-Tobacco League, which was organized under the supervision of Ex. Superintendent J. K. McGregor but since allowed to break up, be re-organized.

We regret to see that the seat formerly occupied by George Wood is among the vacant ones this term.

For a few days at the beginning of the term the offensive odor of onions pervaded the atmosphere of the school. The cause was the indulgence of some of the boys in egg and onion sandwiches. As a consequence onion eating on school days was condemned by Prof. Frawley, and they are now forbidden fruit unless eaten after the school session.

Richard Barry is also among those who left school during the year.

We notice that the Moon has crossed from one horizon to the other, possibly to get nearer the place on the wall where the other heavenly bodies have been shown.

Professors Raisch and Churchill, of the Menomonie High School, honored us with a visit recently.

The literature class is indebted to the Woman's Club for the invitation to hear Mr. Frederick Ward's lecture on "Shakespeare, His Life and Works." Mr. Ward was here with his company to play Henry IV, and his lecture before the Woman's Club was given in the afternoon. It is perhaps needless to say that the members of the class availed themselves of the opportunity of hearing so distinguished an artist and they wish to take this opportunity to thank the Woman's Club for their courtesies in affording so delightful a treat.

The project of building a black-smith shop as an addition to the Manual Training school seems to have been dropped. A course in forging would certainly be a valuable accession to the present manual course.

There would be a good result to the Washington school fire if fire drills were introduced into our schools. Last year, under the management of Messrs Seymour Knight and Wilfred Kutzner, the scholars were instructed in military drill; this of course could be used as a fire drill and it was certainly a most practical thing in which to have the scholars instructed.



'97 COMMENCEMENT.

The '97 commencement will be the beginning of a new era in the manner of conducting graduation exercises of our school. The KODAK has long advocated a change in the hitherto tedious commencement programme and we are pleased to note the decision of the School Board in regard to the matter.

Some prominent speaker or lecturer is to be engaged to address the audience while the class will

Bicycles and Tandems to rent at Herman F. Schlegelmilch's.

be represented by speeches from two of its members. These two—George Schroeder and Tilla Gilbertson were chosen from the eight of the class having the highest average standing on all studies completed up to the present time. To the recipients of these honors the KODAK extends its congratulations, and believes that the class will be ably represented by them.

Those interested in this new departure feel confident that the programme will far excel, in point of interest, those of all previous classes. This change is by no means original with us. In many other cities where the classes are large, the old plan has been entirely abolished.

However, leaving aside the consideration of the number in the class, it does not seem right to subject all the students to this strain of speaking before a large audience; and indeed it is a strain to the majority of every class. Again justice is not done the student by opinions formed of his abilities, from the manner of his delivery. It is obvious, this is no fair way to judge the student's scholarship. Generally speaking the orations are not interesting to the public and people are only drawn to the exercises by reason of a personal acquaintance with one or more of the speakers or from an interest in all school affairs. These facts being well known by many of those most interested in such matters we believe that it is only a question of a few years before all High Schools, wishing to keep abreast of modern educational methods, will abolish the old time graduation exercise.



THE CHEMISTRY CLASS.

Chemistry is now a required study in the English Course, and a class of eighteen are trying to learn the mysteries of chemical symbols, equations and affinities, while along the line of experiments, the occasional explosion of a hydrogen flask furnishes some amusement and excitement. The laboratory is not so well equipped for the study of chemistry, as we would like to see it, but with the means at hand the pupils are making fair advancement, and are striving to master the elements of the subject.

Chemistry presents many claims as a useful science, to the student who wishes to become acquainted with the world of matter which surrounds us. Daily we come in contact with the material world in various forms and phases, and see the results of chemical and physical changes which are taking place around us, and if we but know a few of the laws governing such changes how much more interesting these changes will be to us. The burning of fuel, the growth and decay of vegetable matter,

the preparation of our food, the very growth and development of our bodies are all the result of chemical changes, and how important it is that we should have some knowledge of the few simple elements which enter into the changes.

The elements which make up the material universe, so far as we are aware, are comparatively few in number, and the immense number of compounds which we find are but combinations of a few elements in varying proportions, just as our alphabet consisting of a few characters, can be made to express an endless variety of words and sounds. Chemistry then is a study of these compounds and the elements which compose them, and attempts to discover and formulate the laws which govern and control all the varied phenomena known as chemical change. This is a wide field for study and investigation and many of the great achievements and discoveries of the past few decades, which have so marked the industrial development of this age, have been the direct result of the application of our increased knowledge of chemical science to the development of our industries and resources.



The Power of all the Powers.

Of all the powers of earthly state
The latest is of recent date.
One man alone by diet charm
Draws to his side a hungry swarm;
And then alone holds them at bay,
Though every soul fights for his way
Pushing and shoving in eager haste
To gain forsooth a foremost place.

But yet this power like a gifted lord
Soon disperses the craving horde,
Until at length each hungry soul
Armed with a "sandwich" takes a stroll,
And round the High School walk retreats
With beaming face and bulging cheeks;
While they forsooth that went unarmed
For their comrades' safety grow alarmed.

This mighty power to the High School brings
From day to day his powerful things,
Which cause the youth by hunger led
To act as he was never bred.
But should he stay from us away
And cease to visit us day by day—
Oh, how we boys would make a fuss,
But then he'd never treat us thus.

But by the Powers of all the Powers
This Michael Powers takes the flowers,
And of all the Powers possessed by man
Mike's "sandwich" Powers lad the van.
Nor does Mike Powers come for naught
For his "sandwich" Powers must be bought,
So your Powers of finance you must combine
To the enormous sum of half a dime,
Or else these Powers of Michael Powers
We cannot claim, for they're not ours.

GAMM.



Automatic Pancake Turners and Revolving Cookie

GENERAL F. A. WALKER,

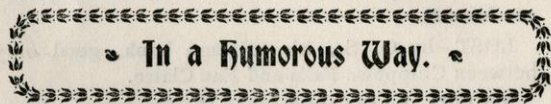
Since the last issue of the KODAK, we had occasion to chronicle the death of one of the foremost educators of this country, General Francis A. Walker. He was president of the Massachusetts Institute of Technology, and was famous for his works on political economy and history. He possessed rare ability as an organizer, especially shown in his management of statistics and in his improvements in the Institute of Technology.

General Walker graduated from Amherst College in 1860, shortly before the war, and took up the study of law, which he afterwards completed.

When the war broke out he entered the army, and did great service throughout that trying time. With a brilliant career he was promoted from place to place, and at last served as assistant adjutant general. After the war, he was Chief of the Bureau of Statisticians, when he superintended the census of 1870, and later Indian Commissioner. In all his positions he gave the best satisfaction.

From 1873 to 1881 he was professor of political economy in the Sheffield Science School at Yale. Since which time he has held the position of president of the Institute of Technology at Boston, where by his great ability as an organizer, he increased the membership from 300 to 1200. Meanwhile he found time for writing, lecturing, and for the performance of public duties.

Being in his youth an ardent participant in all athletics, and in all his life so closely connected with our colleges, the General naturally was very fond of athletics, and, though not wishing to see an excess of exercise, he saw their benefits, and encouraged their practice.



Brace up.—Bowen Noble.
"Koppy," at a temperance lecture. We wonder why.

Miss Grassie (reading class) taking names down alphabetically Are there any J's in this class?

Why doesn't Joe Culver sing?

Why doesn't Henry Davis, Jr., get an alarm clock?

In geometry class—"Find the length and width of a farm that is twice as long as it is wide." How is it that three members of the class got this answer? 18 acres long and 9 acres wide?

Albert S. (in debating society) I think with the officers we have just elected and myself as sensor, the society will get along first rate.

(In political economy) ("Carl W") A laborer is one who applies his physical and mental energies to the physical features of the earth.

Scholars (to Miss Van Hovenberg) I didn't think this was the lesson.

Teacher (to scholar) Now average your own standing first—five zeros,
four ciphers,
three aughts,
two nothings, and

Scholar—Oh! Oh!

Teacher—Yes and one O.

Caesar (about to cross the Rubicon) "The die is cast."

Scholar "Was it loaded?"

A problem If it takes a man three weeks, four days and one hour to walk from Hot Springs, Ark., to Coldwater, Mich.,—How long does it take Joe C. to get his geometry lesson?

Miss Van Hovenberg in algebra class explaining an example to Bowen Noble.

"Bowen" how many times is one contained in 1?

"Pu"—Naught times.

One of Carl W.'s original definitions.—A corollary is a truth deducted from some other truth, and accepted without proof.

If freshmen are allowed to take seven (7) studies and pass notes,—How long before they will own shares in the North Western R. R., or own a gold mine in Cripple Creek?

Eugene K. (in algebra class) I wouldn't change that sign.

Teacher—But why not?

E. K. — Weil, I don't believe in signs.



WANTED—by the girls of the Political Economy class a few good cook books.

WANTED—by Minnie McDonough some one to assist her up and down stairs.

WANTED—by Miss Holcombe for the singing period, a few good prima donnas, a first tenor, first and second bass, short stop and catcher.

WANTED—by W. J. C. a complete second-hand wardrobe for professional use.

WANTED—by Julia Berger a burglar proof lunch box.

WANTED— by Gard Smith 79 plus 1 in "all" his classes.

WANTED—by some of the members of the school—a minister.

WANTED—by the school a good substitute for water.



If a wise senior catch a small freshman whispering and playing in the halls "as small children will do." What should the senior do? That is the question.

Gertie J. in the History class—Savanarola, was the first executed and afterwards was tortured and burned for heresy.

Grace C. in Algebra class—I can get v. but I can't you (u).

Garry Dean in History class—The Germans went to war in their skins.

Allen Russell in Physiology class—In walking the feet are never off the ground.

A Short Story in Chemistry—As "Al" and "Si" were walking through the lane one day, they happened to meet "H" and "O". Says "Al" to "H" its a "Li" you have never proposed to "O," so "H" to prove it said to Miss "O" lets make it "Co." says H.₂O. L. K.



We Wonder Why.

The Athletic Club no more
apparatus seems to buy
"We Wonder Why?"

Miss Grassie gives her favorite quotation
—"Tis better to have loved and lost than
never to have loved at all"—with a sigh,
"We Naturally Wonder Why?"

Dor Smith sends no more pie,
"We Wonder Why?"

All the freshmen seem so
tame and shy,
"We Wonder Why?"

Sid McGowan to Menomonie
street don't tie, and
"We Wonder Why?"

Will C. for some girl don't die,
"We Wonder Why?"

The freshmen gaze at that black hole
with fearful eye,
"We Ask the Reason Why?"

Prof. Frawley calls on some boys with a
knowing twinkle in his eye,
"We Wonder Why?"

Some programs are so nice and dry, and
"We Wonder Why?"

The "Dutch-Irishman" didn't blacken
the other fellow's eye, and
"We Wonder Why?"

Now if you read this and then
don't sigh, again
"We'll Ask the Reason Why?"



The Kodak.

When the KODAK is on sale,
And you want to learn its tales;
Remember it is of no avail,
To forget your twenty mailles.

PROFESSOR COMSTOCK'S LECTURES.

The University Extension Lecture Course in this city, has been a greater success this year than ever before. The subject of the lectures, Astronomy, seemed to be of great interest to the people of this city, and they attended in such numbers as to render the seating capacity of our large assembly room entirely inadequate to accomodate the large audiences. Camp-chairs were introduced and placed in the isles, and yet some were obliged to stand.

Prof. Comstock, the lecturer, is a man deeply versed in the lore of astronomical science, as is proven by the readiness and satisfactory manner in which he answered all questions put to him. Along side of his scholarly attainments, he possessed the happy faculty of making his lectures interesting as well as instructive, to those who heard him. A lecture was followed by a colloquium, a conversation between the professor and the audience, which was also very interesting and instructive:

The lectures were illustrated with views from a stereopticon. Altogether they were very satisfactory and much appreciated, and the school library, for the benefit of which they were given, fares well this year.



Lost and Found.

LOST—by J. C. C. six months growth. The finder will please return it, as it is very valuable to the owner.

LOST—by D. R. M., a rabbit's foot.

FOUND—by D. R. M., a front seat, owner please see Miss M.

LOST—by G. S., his mileage book, good only between Chippewa Falls and Eau Claire.

FOUND—by the engineer in the fire-room, a freshman, too green for fuel.

LOST—by A. M., his barber ticket.

LOST—by the E. C. H. S. A. C., between twenty-five and fifty dollars. No reward is offered as it is gone forever.

FOUND—in D. D. F., desk a cheap cork-screw.

FOUND—by W. K., in chemistry class, a molecule.

FOUND—by W. S-i-h after recess, crumbs on his desk.



Enterprise Raisin Seeders at Herman F. Schlegelmilch's.

THE KODAK.

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High School Yell.

O! Y! Yah!
 Eau Claire High School, Ha! Ha! Ha!
 Zip-a-la, Zip-a-la, Boom, Rah! Rah!

it was anomomous as the writer of such an impolite epistle would himself be ashamed to have his name known in connection with it. We hope that it is needless for us to say that he is not a representative student and that the note far from expresses the sentiment of the scholars in the two-session question.



The most plastic period in a persons life with respect to both physical and mental abilities, is the time which is spent in the High School. The Board of Education and our teachers are untiring in their efforts to send out students from this school well equipped to grapple with life's problems. The intellectual training that may be obtained at our school is second to none in the state, and its moral tone is good; but is there not one very essential point lacking? No attention is given to the physical development of the students. There are of course, those students who without a teacher take regular daily exercise; but as a general thing there are not many students who will devote a certain time each day to gymnastics, unless in a class with others under an instuctor. The majority of youths will not develop their physical powers when there are no means provided to teach them, any more than they would develop their mental powers which are now developed, in the High School, had they not the privileges afforded by the High School. The total number of students taking part in athletic contests is but a fractional part of the whole number enrolled (taking into consideration only the boys, for the girls have no part in these exercises.) These few go into good training and take plenty of good wholesome exercise. But there is still that large majority who do not take advantage of these sports. It is indeed a pity to see so many of our American youths leave school with thin chests and flabby muscles. A man who walks erect with the elastic step of an athlete, with shoulders thrown back, whose carriage and form denote a well developed physique and whose very eye flashes with the full and buoyant life within him, is a sight too seldom seen. It behoove's each one, young ladies as well as young men to see that their physical training is not slighted, that when they leave school they may be strong in body and mind, able to use their knowledge to the best advantage and to fight life's battle victoriously.

We have some apparatus in our gymnasium, thanks to the efforts of the Athletic Club, and we hope that in the near future the Board of Education will see fit to aid us in completing its furnishing and to engage an instructor in gymnastics.

Steam Cookers and others utensils at right prices at Herman F. Schlegelmilch's.

Again have we witnessed a large addition to our school of human souls, carrying with them very small human bodies. Again have we seen, within the classic walls of our school building, added to the already large number of High School students, a swarm of little people upon whom the Seniors and Juniors gaze with curiosity and awe, filled with wonder at the very littleness of the new arrivals.

Yet these are the people who will at different stages of the future, fill the seats of Sophomores, Juniors, and at last Seniors. For they are human and capable of growth. And, small, and Freshmen, as they are, they require space, and call into more active use all the spare corners of the building.

This brings us to a somewhat important question.

A few years ago the large and handsome building which we now occupy, was built to supply the demands of the increasing number of High School students. The new building was large, and everybody considered it as just what was wanted. But, spacious as it is, we have seen it rapidly becoming filled, until now it is as full as comfort will allow.

We have seen, in the last few years, a steady increase in the number of seats in the assembly room. At the end of each successive half year, we are sensible of additional rows of seats in different parts of the room, and all occupied. We have seen libraries and store-rooms transformed into recitation rooms for the accomodation of new teachers and students. And, if the increase continues, as it probably will, in a year or so, the building will be heavily taxed to accomodate all its inmates.

The great increase in membership, in our school, is a pleasing sight to all friends of education. It illustrates the sentiment of the community in regard to education and shows a tendency towards the pursuing of higher branches. It means that the modern man desires a higher standard of mental and moral developement in the coming generation, and an increased cultivation of all intellectual faculties. It means that he would have his son in every way fit and worthy of any trust or honor which might be bestowed upon him.

The overcrowding of the High School building may perplex and vex the board, but is, indeed, a thing for which to rejoice and be thankful.



ATHLETICS.

This may well be called the dead time for athletics among the schools where their gymnasium is not large enough to play the games that are generally played during the winter months. Push-ball, basket-ball and hand-ball seem to be very popular

this year among the larger high schools and colleges. Although our gymnasium is small it seems to have been very much neglected this winter and it is in a very bad condition. There seems to be a lack of interest among the members to go ahead with anything and until we get over this spirit, we can never accomplish much.

If a team is to be sent to Madison to again compete in the Interscholastic contest in the season of '97, some definite work by the members of the Athletic Club ought to be begun in the near future. The experience gained by our team in its competition of '96 ought to be profited by in our work this season.

Our training should begin at once, and the success of our team will depend almost entirely upon the interest manifested by our school. It would seem that in a school of our number there ought to be enough applications for positions on a team to insure at least the securing of as many points if not more than we were successful in capturing at the meet last year.

The KODAK would advise the election of a captain of the track team, at the next meeting of the Athletic Club, and under his supervision a regular course of training should be begun, not only by those who may possibly win points, but all members ought to show interest enough to try what they can do even though, they themselves feel they can do nothing. We never know what we are good for until we have tested ourselves. So let everybody work for the advancement of our school. While one is a member it is his duty to do everything in his power.

We notice in the High School News, published by the Athletic Club of the St. Louis High School, that their principal has offered two prizes, the first, ten dollars, and the second, five dollars, for the best article written by a pupil of that school and published in the school paper.

At a recent meeting of the Athletic Association of the Fond du Lac High School, they decided not to join the new association formed by the Superintendents' meeting in Milwaukee. The rules are in theory correct, but it would be impossible for any High School of any importance to enforce them without unjustly keeping many pupils out of the athletic sports.

The principals of High Schools, of this state, at a recent meeting, drew up a code of rules for the purpose of governing all athletic contests between secondary schools. In the last regular meeting of the Athletic Club these rules were brought up and finally adopted. Under this code we cannot meet another school, which is not a member of this league, in any athletic contests. The Chippewa High



Keystone Cream and Egg Beaters and other

School has not as yet entered the Union, but we are pleased to see that the Menomonie High School has already joined. We publish a few of the principal rules, by which the administration of the league is to be governed.

1. A committee of three shall be elected annually at the annual meeting of the State Teachers' Association by the principals subscribing to these rules, whose duty it shall be to have general charge of all inter-scholastic contests under these rules.

2. The chairman of the Athletic committee of the University of Wisconsin shall be an arbitrator whose duty it shall be to decide upon alleged violations of these rules.

3. The Principal of the school or persons authorized by him shall be the manager or managers of the teams representing the school.

4. No game shall be played with any team without the sanction of the principal.

5. No contests shall be arranged with other than school teams acting under these rules.

6. Non-playing captains and managers shall conform to the same rules as players unless they be members of school faculty.

7. The Principal or his authorized representatives shall accompany his team at all contests.



THOMAS W. KEENE.

On February 24, we were highly honored in having Thomas W. Keene, one of America's foremost tragedians address us. He said that he was always pleased to receive an invitation to address students, and remarked that actors were now very often invited to address schools, and that he was glad to see this, as it showed that his art, which had been dragged through the mire a great deal by prejudiced people, was becoming recognized more and more as deserving a high place among the other arts,

His talk was on the teaching of reading in our public schools. He said that the right teaching of reading was greatly neglected in the schools throughout the country. That teachers failed to recognize the fact that the voice could be developed and trained in reading as well as it could be to sing. The overuse of gestures was very common; to have real strength in reading one should be reposed. He never knew a great orator, who, to give emphasis to a climax, pounded on the table with his fist. He said that the eye and mind followed all the motions of the speaker and hence the gestures more or less distracted the mind from the thread of thought in the selection. To illustrate what he meant he gave a selection from *Orthello*, in which he used no gestures at all and he said that the audience gave closer attention to the meaning of the speech than they would have, had he used gestures.

On the stage he said actors were to represent living men and their gestures of course had to be used a great deal; but generally in the reading of a piece, gestures were not necessary to add force. It was a rule of his, he said, never to use his arms in speaking, unless the impulse was very strong, strong

enough indeed, that if his hands were tied behind him, not too strongly, the emotion would cause him to break the bands. He gave one of Hamlet's soliloquys to further illustrate the strength in delivery by repose. Tears came to his eyes while giving this pathetic speech, and he spoke of this, saying he never gave the selection without being deeply moved, because he tried to place himself as near as possible in Hamlet's position. He said no one could successfully deliver a recitation without fully entering into the spirit of the piece.

He asked if we had expected him to lecture on Shakespeare; he had been a student of Shakespeare for thirty-five years and was still a student, and did not as yet wish to lecture on the great dramatist. Shylock's speech to Antonio, when asked for the loan, was rendered by Mr. Keene in the most realistic manner.

In closing he asked if the teachers taught patriotism, murmurs of yes were heard, but when he asked if we knew the words of the song, "The Star Spangled Banner"—no such murmurs were heard. He further said he was afraid patriotic declamations were not taught.

His humor was shown all through his remarks and though he spoke but half an hour, what he said was to the point, and his hearers were greatly pleased. We wish to thank Mr. Keene for this complimentary lecture, and should he visit here again he may be sure of a cordial welcome at the High School.



ROME REVISED.

Cicero had planned to arise at five, on that fast-day morning for the purpose of taking a spin with Casius, or "Shorty" as he was known to his friends.

The first effort to arouse Cicero only elicited a grunt from that individual and a muffled order to "get out and let a fellow sleep." Mrs. Cicero thereupon retired and prepared the lunch as "Mark" expected to be gone during the noon hour. Then she once more sought to arouse him by calling "Mark! Mark!" from the head of the stairs. This effort was finally successful.

The day being warm Cicero determined to put on an old toga, and so not spoil his next week's wardrobe. Thus arrayed Cicero issued forth and after a hasty breakfast prepared to clean his wheel. He found that the hind wheel was a trifle loose and did not run true. Being loath to tackle anything so tedious without the solace of a smoke he returned to get his pipe. Having filled this with a large supply of "Caligo's Old Roman Smoking," he once more began work. The work was on a fast-day but it

was certainly sanctified, judging from the number of times the assistance of Jupiter and his associates was called upon. Were all the parts of that unfortunate wheel and its fellow wheels, which were consigned to the dreary realms of Pluto, collected, that sable wretch would not lack for an abundance of up-to-date sport. With much effort, vocal and otherwise, the thing was finally accomplished and with a final and abiding curse upon it in its entirety, the wheel was once more ready for use.

Cicero had just finished pumping the hind tire, when Shorty called to see if Mark was ready. "Hello! Shorty, I've had more trouble with this here wheel than the Ephesus Ball Club does to win a game." Then they started. By the time they had reached the outskirts of the city and were going on over rough walks and past vegetable gardens, Mark had to dismount and re-adjust his guard. While thus engaged, a dog of an inquiring nature and a disabled tail, sought their business and informed them that he objected to having tobacco spit in the flower garden, and adding that in case they did not move on, he might find it necessary to beg a hair of them for memory or something more substantial in the nature of a cross-section of their wearing apparel. Then they passed signs announcing the existence of choice lots and elaborate improvements in a large marshy plot, used for a pasture. Soon they began to whistle, Cicero rendering "Only one girl in the world for me," while Cassius performed "Sweet Marie." Reaching a sand-road they proceeded on foot, with a mighty vocal impetus and an increased vehemence in "voiding their rheum." Becoming wearied of this triple exertion they reclined under a tree and ate their lunch. Each then supplied himself with a copious chew of plug and fell to discussing politics. This also caused considerable reference to be made to the future condition of numerous persons and things. And involved a great deal of careful thought and accurate spitting through the pickets of the fence which they faced. On the return trip both uttered quasi-religious remarks and said unpleasant things about the gods. When not thus occupied, each by way of variety smoked and grew dryer. Finally their thirst was slacked at a convenient cornersaloon, by a foreign looking individual, whom Cicero addressed as "Dutchey," with whom he was apparently well acquainted.

Cicero, who, from his forensic experiences firmly believed that the effect of an argument is greatly strengthened by a final appeal to the immortal gods, terminated the trip with a masterful imprecation embracing many new forms of religious

expressions and concluding with an appeal to every member of the Olympian counsel.

It is said that the recording angel, whose duty it is to weep on occasions like the present, wept from sheer exhaustion, and was obliged to employ an assistant.



POLITICALLY.

Arbitration Treaty. The object of the general arbitration treaty between Great Britain and the United States, now before the Senate for ratification, is stated in its preamble as being "desirous of consolidating the relations of amity which so happily exist between them and of consecrating by treaty the principles of international arbitration."

The matters of dispute are classified under two heads, namely, disputes relating to financial claims and disputes relating to territorial claims. The first named are to be judged by a tribunal of three persons, one from the United States, one from Great Britain and a third chosen by them. In case they failed to choose a third he shall be appointed jointly by the United States Supreme Court and the Privy Council of Great Britain. The award of the majority is final. In cases where the amount in dispute exceeds \$500,000 the decision of the tribunal must be unanimous.

In the second class of disputes, the tribunal is to consist of six members, three from the Supreme Court of the United States and three from the like body in Great Britain. A majority of five is necessary to make a final decision.

Strange as it may seem this treaty is meeting with serious opposition in the Senate, and no one can tell what may be its outcome. Some of the senators oppose it, because of the hatred of Mr. Olney and President Cleveland. They would not see the Cleveland administration crowned with such a diplomatic victory. Even if it is defeated, Mr. Cleveland will go down to posterity as one of the foremost diplomats of his day. His statesmanship will stand out all the more prominently when placed side by side with the selfish motives of these senators. Others, and these are Republicans, would pass it on to the McKinley administration. They would have McKinley reap the reward of it. Mr. McKinley could in no way show his greatness more than by instructing these admirers of his to act at once. Still another objection is raised by another class, that it gives the Monroe doctrine over to arbitration. But this need frighten no one, as it requires a majority of five to make it effective, that is two Americans must vote

with the English, and there is little danger of that when the said doctrine is at stake.

McKinley's Inauguration. On March 4th, Mr. Cleveland will cease his duties as president of these United States and Major McKinley will hold the reins of state until the same date 1901. The inauguration of McKinley promises to surpass anything of the kind seen before. Not that it will be a pompous display, as in the crowning of some European potentate, but it will be a typical American display that is to say immense, without being necessarily expensive. A principle feature of the program will be the two parades, one military and one civil.

Mr. McKinley, with his usual big-heartedness, has advised that fifty thousand dollars of the money going towards the paying of his inaugural expenses, be distributed among the distressed of the world. It is thought that his wishes in this will be carried out.

Extra Session. It is now quite well understood that Major McKinley will call an extra session of congress immediately after his taking office. He recognizes that there is a necessity for immediate action, so that business, which has been in an unsettled state ever since last July, may again resume its former activity. He has reached this conclusion after consulting with the leading business men from all sections of the country. When Congress assembles in extra session, it will most probably, proceed to pass a bill raising the tariff. From the talk of eminent Republicans it appears that it will be essentially the same as the old McKinley Bill. Another thing that may be accomplished by this session is the appointment of a commission to settle the troublesome money question. Speaker Reed will only appoint two committees in this session, one on Ways and Means and another on Expenses. This is to prevent other less important legislation.

Spain's Trouble. Europe, from having one "sick man" on its hands, stands a good show of having two. Spain, with its boy king, seems about to be ruined, both financially and politically. Not only has it a war to carry on in Cuba, and another in the Philippines, but at home everything seems to point to a revolution. Strikes and bread-riots are every day occurrences, while the grumbings against the Canovas administration are growing louder every day and can only end in its overthrow.

In Cuba the Spaniards seem to be as far from putting down the rebellion as they were a year ago. Indeed the only thing Spain has cause to rejoice over since the opening of the war, is the death of Maceo. Even here they have small cause to rejoice, as Gen.

Revira, Maceo's gallant successor has, on more than one occasion, shown himself a fit general to succeed the great cavalry leader. Weyler, with all his cruelty, has not accomplished as much, and even less than the more humanly Campos.

A short time ago, Canovas said most emphatically that no reforms would be granted to Cuba until the rebellion was entirely wiped out. But now he comes forth with a set of reforms for Cuba which would have satisfied the most exacting, two years ago, but are now rejected with scorn by the Cuban leaders. And the island is, as yet, by no means pacified. This looks like a great weakening of Spain and is so construed by the insurgents.

The Eastern Question. The Turkish question has again come into prominence within a few days. A short time ago the powers had agreed to bring pressure down upon Turkey, and if necessity required it, to expel the Turk, if the Armenian cruelties were carried further. This checked the Turk, for the time being. But now things have been brought to a focus by the action of Greece, in sending warships to Crete. Crete is a colony of Greece, and the inhabitants are mostly of the Greek religion, but the Turk holds the upper hand politically. Now that the Powers had reached an agreement, Crete thought she saw the end of the Turkish Empire in Europe and made a stroke for her liberty. The Cretans call for a union with Greece, and this is most favorably received in the latter country. King George immediately ordered his entire navy, under the personal command of his son, to the seat of trouble. At Cania, where the rebellion broke out, there have been several skirmishes between Christians and Moslems, with loss to both. Turkey proposes that if Greece does not retract, that she will carry the war into Thessaly, in which case Bulgaria would most likely make common cause with Greece. The position of the Powers is a critical one. Greece has shown a defiant air towards them. Probably they will unite and stop further proceedings, in which case all will be well. Should they fail to agree, it might hurl all Europe into a war, the outcome of which no one can tell.



ALUMNI.

Thorp J. Wilcox, '96 is working at the Linderman Box Factory.

Nelson Nelson, '96 is taking a post-graduate course in our school.

Jerome Gillett, '96 in the Dells Lumber Company's office.

Harriet Greene, '96 is at the Lawrence University.

Bert Williams, '96 is attending a business college in Minneapolis.

Among those of the class of '96 who are now teaching are, John Coon, Fred McGowan, Elsie Fitzgerald, Sarah Gillis, Florence Pickett and Grace Rork.

Alvin Sutter, '96 is studying law in the office of Judge Larson.

Helen Wight and Emma Carpenter, '96 are attending the Stevens Point Normal School.

Blanch Ferguson, '96 is at the University of Minnesota.

Edgar Snow, '95, is attending school at the Normal in West Superior.

Ida Shaw, '96, is at Downer College.

Mae Richer, '96, is in T. W. Avery's music store.

Frank Radensleben, Frank Carney, Martin Oleson, Henry Hanson, Allard Smith, Blanch James are attending the University.

Alex. Morgan '95 is studying medicine at the University of Minnesota.

Ed. O'Brien, '94 is teaching in Shawtown.

Mary Gillis, '96 is laid up with broken knee-cap.

Mollie M. Thomas, '95 is teaching at Hawthorne.

Chas. Boyington, Herbert Cary, Henry Klienschnitz and Frank Groundwater, '96, are taking a course at Mrs. Lamphier's Business College.

Eldridge Chickering, '95, is principal of a school in the southern part of the state.

Neil Gillies, '95, is teaching at the Dells.

Nelson Wilcox, '93, is head clerk in T. F. Frawley's law office.

DeAlton Thomas, '92, is practicing law in the city.

Mae Van Hovenberg, '94, is studying painting and drawing in the Museum of Fine Arts, Boston.

Kate Alderman, '94, is teaching in the Seventh ward.

Bertha M. Brown, '94, is assistant librarian in the city library.

Martin Jackson, '93, is now playing second leading parts to the well-known actor, David Garrick, in his Shakespearian Repertoire.

Julius Gilbertson, '93, of the University, recently took part in the inter-state debate.

Grace Bostwick, '93, is teaching in the Primary department of the Seventh ward school.

Kathryn Bonell, '93, keeps books in the office of Bonell & Son.

Elizabeth Stevens, '94, is at the Stevens Point Normal School.

Florence Stevens, '94, teaches in the Third ward school.



SENIORS TAKE NOTICE.

In a letter from the Wisconsin Society of Sons of the American Revolution, recently received by Prof. Frawley, is the following:

The Wisconsin Society, Sons of the American Revolution, offer a prize of Twenty-Five Dollars in gold for the best original essay on the subject of "The Revolutionary War Prior to the Declaration of Independence." The competition to be open to all classes which shall be graduated from any High School in the State of Wisconsin during the year 1897. The merits of such essay to be determined by composition, by taste and judgment displayed in selecting, describing and narrating facts, by historical accuracy and literary style, and to be judged by a Committee selected by this society, the prize to be delivered to the successful competitor as soon after the award as may be convenient.

The following are the rules to govern the contest:

- 1.—The essayist must be a member of and graduate with the Class of 1897, from some High School in the State of Wisconsin.
- 2.—All essays must be prepared and written by the competitors without assistance, except such as shall be derived from personal research.
- 3.—The essay must be signed with a *nom de plume*, but must have no other distinguishing mark upon it. It must be mailed to the chairman of the committee. Enclosed with the essay must be a sealed envelope containing the real name and post-office address, together with the *nom de plume* selected by the essayist. There must also accompany the essay a certificate signed by the principal that the essayist is a graduate of the class of 1897.
- 4.—The competitors will furnish the committee their essays in duplicate. One copy must be in the handwriting of the competitor and the other copy should preferably be typewritten; the typewritten copy to be on paper of the usual legal cap size, the sheets fastened and numbered, and the total number of words stated at the end.
- 5.—All essays shall become the property of the Wisconsin Society Sons of the American Revolution, and may be returned to the writer or not, at the option of the Society.
- 6.—Essays are not to exceed twelve hundred words, but the judges reserve the right to overlook a slight excess.
- 7.—All essays must be in the hands of the committee prior to July 10th, 1897.
- 8.—That all may be treated alike, no further information is expected to be given by the committee.
- 9.—The committee reserves the right to reject any essay, without referring it to the judges, on account of noncompliance with any of the rules in the contest.

Were it not for an excess of words an essay from this school would have captured the prize last year, which was offered by the same Society. We feel certain that if the '97's will but put forth their best efforts the prize will fall to one of them.



A VISIT TO THE DYNAMO FACTORY.

Last Friday the Senior class, as is generally the custom while studying the subject of electricity, made its annual visit to the dynamo factory, so as to better understand the complications of the electrical machinery by hearing a thorough explanation of the same. The class, which was chaperoned by Miss

All colors Paints, Oils, and everything for decorating at Herman F. Schlegelmilch's.

Brown, on its arrival at the factory was cordially received by Messrs. Bates, Barnes and Sloan. These gentlemen showed them through the building and clearly explained to them the complicated parts of the machinery. The members of the class are highly pleased over their visit, having learned many things which a text book does not touch upon, and are deeply grateful to the gentlemen who so kindly explained the machinery with which they are so familiar. To these gentlemen the class wishes to express its thanks and assure them that the visit will not soon be forgotten.



NOT PROFICIENT IN ENGLISH.

From time to time complaints have been made by teachers connected with higher institutions of learning, that students are admitted to the college who are not proficient in English. Thinking that it may interest the members of our school we reprint the following (concerning the above subject) taken from the report of the Board of Visitors to the Board of Regents of the State University, viz:

"That students are admitted to all the colleges of our State University who spell incorrectly, read with difficulty, and write ungrammatically and illegibly, would seem at least doubtful were not the evidence unmistakable. Those thus admitted are simply unable to pursue collegiate courses with profit or satisfaction. This is not meant to refer to those of foreign birth, who speak broken English. While they derive comparatively little benefit themselves, they are a dead weight upon their classes and a detriment to the University. If they succeed in obtaining diplomas, they bring discredit upon the institution. Unless the examination in English is searching and complete, the University fails in its duty towards the preparatory schools. Certificates from the accredited schools are not sufficient evidence of preparation for the reason that no branch of study is more neglected or more poorly taught than the English language. If the University does its duty in this regard, the accredited schools will soon do theirs, and thus the study of English would receive an impetus that would be felt through the whole school system.

That much can be done to remedy the want of suitable preparation is true, but the fact is that very little is done, and one needs but little observation and experience to learn that our professional men at the bar and on the pulpit are unable to read in any proper sense of the word, and that they often write and spell as wretchedly as they read.

It is suggested that the University give due notice to the preparatory schools, that a rigid, impartial and thorough examination in spelling, reading and writing the English language, must be passed before admission, and it was further suggested that the standard for admission be so high that no question will be raised in regard to the importance attached to this branch of the preparatory course."



EXCHANGES.

Iowa's Representative—We acknowledge the receipt of the School Companion.

New York's Representative With an exchange column the Calendar would be a model paper.

Minnesota's Representative—Who says the Phonograph hasn't an energetic business manager?

Indiana's Representative—We understand the Crimson and White to be a weekly edition, but we see it only once a month.

Maine's Representative—We heartily welcome the Phi Rhoian as a new exchange. Every department is well conducted.

California's Representatives—The Guard and Tackle is a bright, newsy little sheet. The Normal Record is publishing continued stories.

Ohio's Representative—The Canton High School Record has an exchange editor on its staff, but we failed to find an exchange column in the January number.

Connecticut's Representatives—The cover of the Pioneer, for January, is quite attractive. The Windham High School is endeavoring to form an Athletic Association. We hope you will be successful.

Pennsylvania's Representatives—We cordially welcome the High School Journal. It is an excellent paper. We welcome the High School Annual from Pittston. It is published once a year in the interest of the High School Library.

Massachusetts' Representatives—The Monthly Visitor has a fine exchange department. The January number of the Student's Pen has a cover of very creditable design. The Recorder, one of our old acquaintances, was a long while getting around this year. Please come oftener.

Kansas' Representatives—The Hatchet has changed hands. Last spring it was published by the High School students, it is now edited by Geo. B. Kenyon under the art management of E. A. Huppert. The High School Opinion is a witty little paper.

Nebraska's Representatives—The High School Advocate has made its appearance for the first time this term. The Christmas number had a cut of its foot ball team on its cover. We heartily welcome the High School Register to our exchange table. It contains some very good articles.

Illinois' Representatives—The Pulse is one of our new exchanges. The article on Cuba is very good. We welcome the Lumen as a new exchange. "A Midnight Episode" is very interesting.

The January number of the High School Observer contains a very good article entitled "Hamilton and the Constitution." The only department of interest lacking is the exchange. The Current is the name of a neat twelve page paper in magazine form, from Normal, where all the work of publication is done by the pupils of the High School. We congratulate the students on the excellence of their publication. The lost has been found, the Tabula from the Oak Park High School.

Wisconsin's Representatives—The Normal Badger contains an interesting Christmas story entitled "A Christmas on the Dakota Prairies." It also has its usual solid articles. We welcome the Wisconsin

Sterling Bicycles and Herman F. Schlegelmilch are at 122 South Barstow Street.

Times to our exchange table. Why not have an exchange column. The Flash Light publishes the code of rules for the management of athletic contests, as adopted by the State Teachers' Association held in Milwaukee. "Where is the Kodak, Eau Claire?" Here we are Flash Light. The Beloit High School Ephor has an interesting literary department. The Local department in the Normal Pointer is very good.

The School Outlook, although a small paper, is deserving of credit. We are pleased to see the M. H. Aerolith among our exchanges. It contains a very good article on gymnastics. The Aquinas contains an interesting review of Portia. Girls do not neglect your exchange column. We notice by the Climax that "the trustees of the college have decided to add a small sum to each students term bill, the amount accruing to be used toward the support of the Athletic department." A good idea. The Argosy contains an interesting review of Candlemas or Ground-Hog Day. The College Days is a neat eighteen page paper, added to our exchange list. Its exchange column might be improved. We congratulate the Lake Breeze on its new dress.



SOLILOQUY ON TEETH.

To pull or not to pull, that is the question.
Whether 'tis better in this world to suffer
The ills and sorrows of outrageous toothache,
Or to take ether for this worst of troubles,
And by extracting, end them. Take ether, sleep,
And ache no more, and by that sleep to end
The toothache, and the thousand jumps and starts
Bad teeth are heir to—'Tis a consummation
Devoutly to be wished. Take ether, sleep,
To sleep, perchance to die—Ay there's the rub
For in that sleep of death what dreams may come,
When we have shuffled off this mortal coil.
'Tis this consideration that must make toothache
of such long life.

But hark! Me thinks I hear a voice which says:
"Ye need not bear these toothache troubles more,
Go call on C. B. Reynolds, talk with him,
Look on his rare, unique appliances
For painless filling and extracting teeth.
If ether one must take, he gives it
With such wise and skillful hands,
No fear of death need frighten. Go you to him, fail
not."

The voice was kindly, so I followed on
Into the Truax Building, second floor.
I found the Doctor there, within a pleasant room.
Beside the operating chair there played a dainty
fountain,
Attractive, not repelling. The latest tools, to date,
For dental work were there. Come now said I
We'll test these modern ways of painless pulling
And extracting teeth. For who could bear
The whips and scorns of time, the glances cold of
friends,
The impure breath, when right at hand, there's one,

Whose purpose 'tis to spare no pains, no time,
To please his patrons, make their teeth complete.
Then go to him, don't fly to others that you know
not of.

Resolve in this regard, and loose yourselves in
action.



A FRESHMAN'S ODE.

"Mama, I mean to make a record that my school-
mates from this side of the river can always look upon
with pride." The little boy who made this remark
to his mother on the 4th day of January at an early
hour in the morning, was a West side youth, who
was about to enter the High School. His mother
had just finished washing his face and combing his
hair, all the while telling him that she knew he
would prove himself equal to the emergency; and
that she hoped he would not appear as green as those
horrible freshmen she had often read of in the KODAK.
What ever you do Di-k don't steal your school-
mate's lunch or talk out loud. At the ringing of the
gong he quietly stole into the assembly hall and
awaiting instructions, was given a front seat. His
books were given him and the lesson for the follow-
ing day were assigned. The worst was over and
after a few hurried glances at the arc light, the push
button and the piano he settled down to study. After
he had spent a few minutes in study, an idle sopho-
more back of him saw him reach excitedly for his
tablet and pencil, and in less time than it takes to
tell it, this is what the sophomore saw him write.

Oh! I long to be a Sophomore, the Sophomores
look so smooth.

And they've an ink-well they can use,
And on their desks a groove.

Or I'd like to be a Junior, they say they have such
snaps

Their quizzes on their cuffs I'm told
And a pony in their laps.

And a Senior I would love to be, just look where the
Seniors sit,

They let their hair grow long and coarse,
And have fuzz upon their lips.

But I am just a Freshman, and must stick by the
Freshman's band,

My playthings all about me,
And my primmer in my hand.

S. E. B.



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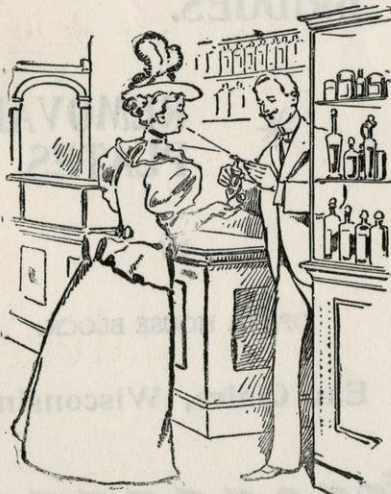
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




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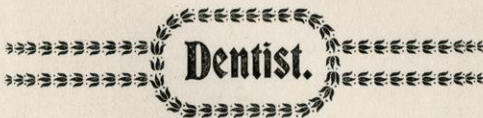
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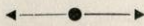
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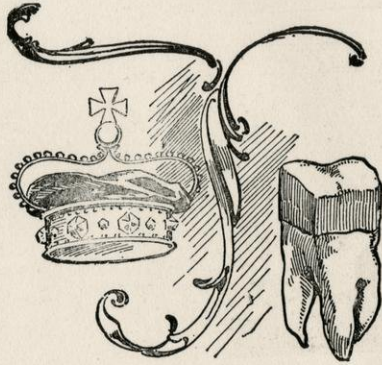


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