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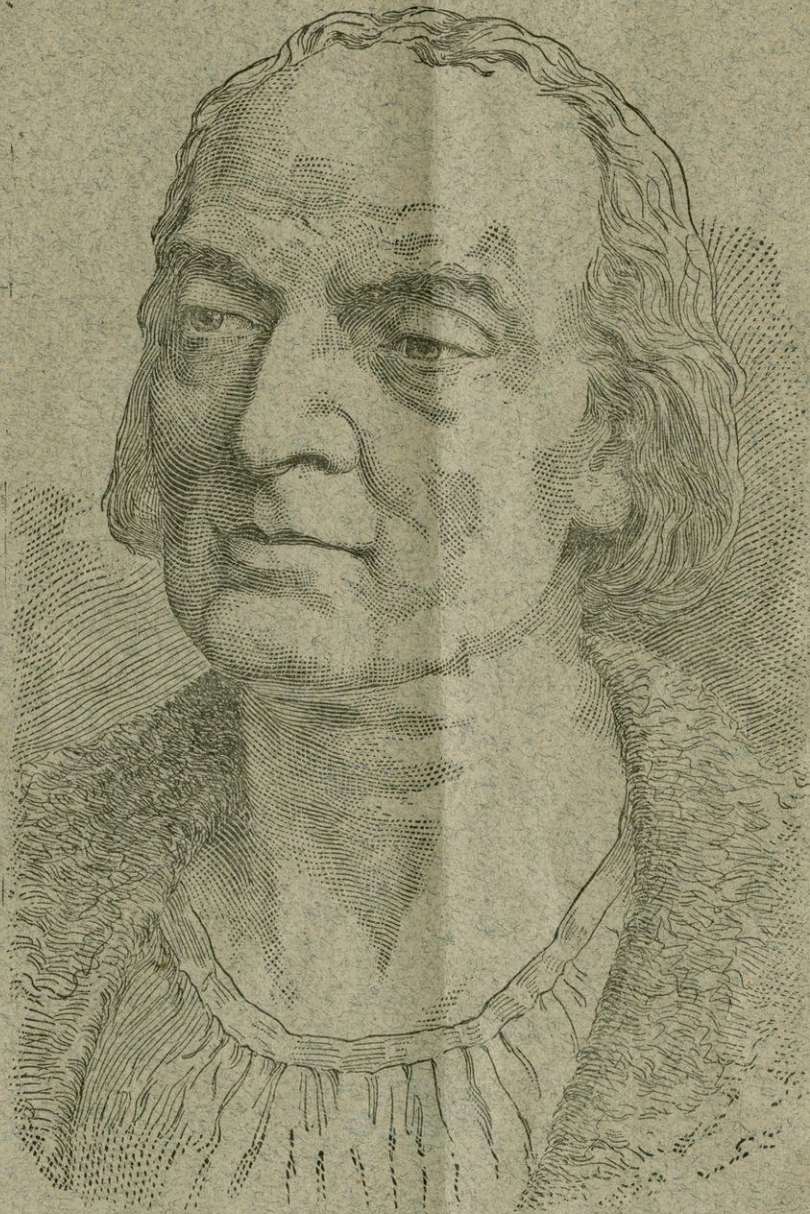
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THE COLUMBIAN.

Miss Bristol.



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THE COLUMBIAN.

VOLUME I.

EAU CLAIRE, WIS., MARCH, 1893.

NUMBER 2

THE COLUMBIAN.

PUBLISHED BI-MONTHLY.

—BY THE—

STUDENTS OF THE EAU CLAIRE HIGH SCHOOL.

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CONTENTS.

EDITORIALS.

ODE TO THE COLUMBIAN.

LITERARY DEPARTMENT.

POEM—THIRTEEN LITTLE SENIORS.

WHAT WE ARE DOING.

SHAVINGS.

HAD IT TO SHOW.

A NEEDED REFORM.

HOOP-SKIRTS.

WHAT THEY THINK ABOUT IT.

LOCALS.

PERSONALS.

SHAKESPERIAN QUOTATIONS.

COLLEGE NOTES.

ALUMNI NOTES.

CLIPPINGS.

Editorials.

It is natural for us to desire to attract the attention of our fellows, and to say or do something that will excite their comments.

We want our neighbors to use two ears in listening to what we say with but one tongue, and to look with two eyes on what we do with but one hand, and we are ever anxious that the attention attracted be double the exertion attracting.

Everybody likes to be the subject nominative of his neighbors' verbs provided praise is spoken, and people even prefer to be criticised than to be ignored. To criticise is to praise, for faults are only noticeable when contrasted with virtues, but to ignore is to insult. It is evident that to attract the attention of our fellows, we must differ from them. Hence arises the desire to be original in thought, word and action.

When a man, on account of his true worth, is raised to a position above his fellows, his every act is noticed and the little peculiarities which belong to every man become sufficiently important to be termed eccentricities.

Many men fancy they can claim the merit of originality by carefully noticing the out-croppings of great men. They select some man for their model, and strive to imitate him. The spire, whose fingertip reaches the top shelf of heaven, must of necessity differ in the details of its structure, as well as its general outline and size from the common fence posts which support the church yard fence.

How ridiculous it would seem for one of these fence posts to fancy that, if he could grow peaked at the top and have a little tea-bell inserted in its side, its fellow-posts would mistake it for the massive heaven reaching spire of the cathedral. Yet is that any more ridiculous than to see a little fence post of a country lawyer, adjusting a slouch hat upon his unkempt locks, and with his tinkling tea-bell of a vocabulary, trying to imitate the heavy chimes of a celebrated graduate from some of the universities in our state? As well might a school boy, as his whitened and quivering lips embrace his first cigar, fancy

himself developing into a Grant. Can anything be more absurd than to attempt to become original by imitating? Yet many a young author, whose first steel pen is not yet worn out, selects his "beau ideal" of an original writer and fancies that by becoming like his model, he can also become original. As well might a man fit himself for drama writing by copying the signature of Shakespeare.

Students, be original in your essay writing and orations, but remember this requires a great deal of individual thinking. And don't think that originality consists in doing just the opposite of what other people think and do. Some always take the opposite side of a generally accepted theory and deny its truth. Many embody all their ideas of independence in the expression, "'tain't so," and deem the endorsement of any assertion, except their own a most dangerous risking of their originality. This mud ball we call earth has been populated by thinking beings for hundreds of years, and thought has run its sounding lines out in every direction. Much conceit is needed by a man who fancies that his mind can follow out a train of thought that runs at right angles to all the rest. He must coincide somewhere whether it suits or not; and to go through the world shaking your head at every declaration of truth is to win the name of being contrary rather than being original.

Many confuse the idea of sensation with originality because both result in attracting attention and creating talk. Sensations are not necessarily based on brains.

Originality is ever refreshing; but you may say, if it excludes the mere putting on of feigned eccentricities, if it excludes mere contrarities of opinion and shuts out sensationalism, in what does it consist?

It consists of an undisguised setting forth of individuality.

You seldom meet two individuals who cannot be distinguished from each other, even by a stranger. And there is a difference between the inner man and the outer. There is no danger of your lacking individuality if you but show forth yourself. You will have enough eccentricities and peculiarities, you will have sufficiently frequent contact with opinions of others and you will excite all the comment you deserve. You need not feign any intellectual warts or soul cripples.

The Creator has not made another mind like yours.

Perhaps this is fortunate, and perhaps unfortunate for the rest of the world, but be this as it may, your

surest way is to cultivate your powers to the highest extent, taking care not to destroy your individuality. Originality can never be reached by imitating the individuality of another, nor by avoiding paths merely because others have walked or are still walking there. Go where duty points the way and your life's path will run parallel to none, it may approach and often coincide with others, but every man was given a peculiar gait and your footsteps can ever be distinguished from the rest. Do your work in your own way. Be natural, be original and you will be yourself.

A movement is on foot among the students to organize an amateur orchestra. This is as it should be. The High School gymnasium would be an excellent place to practice, as it is quite isolated, and if the windows were kept closed so as to confine the melody, it would probably be free from police interference. The Editor has been invited to ride in the band wagon and take his choice between the bass horn and the mouth organ. We do not wish to shirk our part, but the truth is, we are not sufficiently well acquainted with either of these instruments to make a creditable performance; and as our voice is out of tune; we feel it our duty to decline. We should, however, be willing to be Band Master and Musical Director, provided we are voted a red and blue uniform with brass buttons on. (We should like gold lace also, but the brass buttons will do.) And besides, if we cannot "blow" in the band, we can at least give it a "puff" in the paper. It is a commendable enterprise, and should receive support and encouragement from all who appreciate good music and are interested in the development of musical genius.

Several of the leading spirits are excellent musicians, and with practice and proper training would be a credit to themselves and to the school. We hope the movement will be pushed to success.

The gentlemen of the High School have organized a Debating Club for the discussion of all subjects, literary, political and social.

In every age and country, blessed with any taste for literary culture or philosophical spirit, we always find oral conferences taking an important part in eliciting truth and diffusing knowledge.

Debating is decidedly one of the best means of

educational discipline, and debating societies, it may be added, are among the best fields for its exercise.

The four benefits derived from debating are logic, deliberative oratory, variety of useful knowledge, and familiar acquaintance with the practice of parliamentary law.

All persons, members of the High School, are eligible to membership in this society, and the society sends a cordial invitation to all to join.

“One thing at a time faithfully performed, prepares the way for each successive step.”

What a lesson this little maxim teaches!

What time might be saved by carefully following its teachings!

Especially is the advantage to be gained from method noticeable in studying.

If we would but allot a certain time to each study and have some method in their arrangement, what a deal of time could be saved.

We would know just which lesson was to come next, and would not waste precious moments in thinking in what order to take them.

We would not only be able to do more work, but better work in less time.

The proper division of time does for the individual what division of labor does for the community.

The system of self-government in school is at present receiving much attention. This system, which has been tried in some of the leading schools of the state, has been very successful and has met with almost universal approval. It is much liked by the scholars and also by the patrons of the schools, for it adds another very important factor to a person's education.

The result of self-government can hardly be over-estimated, as it not only adds to school discipline, but is even more important in after life. The person who has entire control of himself is the one most likely to succeed in business life; too often it is from lack of self-government that persons yield to the temptations which they encounter.

Introducing the system of self-government in the schools will not only benefit the pupils, but the school as a whole, and thus the neighborhood. The scholars will be better qualified on leaving school to enter upon other work and will eventually achieve greater success.

This plan has been tried in our school for the past

few weeks with very good results, and as it has succeeded so far while entirely new, I believe it will continue to succeed, and as it becomes more familiar will constitute a natural part of the daily program.

While the scholars are left to themselves in the assembly room, the order of course depends wholly upon them, but I think nearly all feel that they are personally responsible for the order, and so wish it to be the best possible. The work goes steadily on and with an easier feeling than when the scholars know a teacher's eyes are upon them to see that they are studying.

We all hope that this method, which places the responsibility upon the pupils, will so far outshine the old way that the teachers will believe their presence is no longer required in the assembly room to secure industrious work and good order, because the scholars in our school have sufficient power to govern themselves.

The High School is not only a center for the diffusion of knowledge and useful information, but from it goes many a lesson of genuine sympathy and Christian philanthropy.

On the afternoon of March 21st, Master Robert Thrane, assisted by several other talented school children, gave a benefit concert, for the relief of the families of the 150 fishermen of Loffoden, Norway, who lost their lives in a recent storm.

Among those taking part were Lucile Thrane, Kate Calvert, Clara Reinhard, Edna Thomas, Robert Thrane, John McDonough, Laura Foss, Lida Goff, Irvine Desilets and Wm. Reinhardt. Mrs. Dr. Thrane, Profs. Ferber and Maeder aided as accompanists.

The large assembly room of the High School was well filled and repeated encores proved that the audience enjoyed the excellent program.

The proceeds amounted to over forty dollars.

That the city governments of the United States are the most poorly managed part of our body politics is a trite saying, the truth of which is newly forced upon our minds as we are on the eve of a city election.

The causes of this mismanagement are not far to seek. They lie in the apathy of the better classes of the community. City caucuses and city conventions are everywhere ruled, not by industrious, enterprising

citizens and taxpayers, but by petty ward politicians and unscrupulous ring leaders. Who is to blame for this condition of affairs? Is it the ring leaders, the boodlers, and the demagogues? No! It is our intelligent, peace-loving, law-abiding citizens, who, by blindness or indifference or cowardice allow the nomination of men in all parties, who are enemies of reform or friends of it only so long as it benefits them and their party.

Much depends upon a man's vote on election day and more depends upon his vote in the party caucus; yet it is a rare thing to see a ward caucus represented by more than ten or twelve men even in our own city of twenty thousand inhabitants. It is time that the better classes awake to the sense of their responsibility and see to it that our city officials are men of energy and wisdom, and above all are men of personal integrity.

Party lines should not be closely drawn in municipal elections.

The interests in a city are common to all parties and it matters not whether the mayor and alderman are advocates of Free Trade or Protection; mono-metallism or bi-metallism, provided they have the interests of their constituents at heart and are actuated only by proper motives.

It is to be hoped, that on the coming elections our good citizens will put forth strength enough to throw off the lethargy which oppresses them and vindicate in peaceful ways the rights which they have been so slow to assert.

The graduating class of this year will confine their commencement orations to topics relating to American history. This subject was deemed especially fitting this year, as American institutions are to be brought so prominently before the world's notice at the Columbian Exposition. Moreover, the most prominent educators of both Europe and America are striving to impress upon the world, the great importance of historical study. The "Class of '93" wish to show that they have imbibed the spirit of progress and will give history its true place in their school work.

This change from the old routine will be received with great pleasure as the people have grown tired listening to the "sweet graduate's" endless eulogy on "The Spirit of the Age." Not even a Talmage can hold our attention by reiterating that "This is a progressive age," much less John Smith or Susanna Jones.

Ode to the Columbian.

- C**OLUMBUS was a sailor bold,
A sailor bold was he;
Across the briny ocean wide
He sailed to "Ameriky."
- O**LD Uncle Sam was then quite young,
Quite very young was he;
Columbus never discovered him,
Oh, no, not he, not he.
- L**ITTLE he knew of that other chap
Who followed a favorable wind,
And found a land way over here
Which was then named after him.
- U**ALL have heard of Magellan, too,
Who sailed the world around;
He sailed for about a year or so
Then ran his scow aground.
- M**ANY there were who came afterward
This glorious land to see;
And the Indians were forced to go
And leave their home so free.
- B**RITISH chaps, the dudes, you know,
Then tried to raise so much
By taxing all imported goods,
Tea, sugar, glass and such.
- I**THINK they got enough of it,
At least they went away,
And ever since from Uncle Sam
Has John Bull kept away.
- A**FRICAN slaves were bought and sold
Who toiled from morn till night,
Until Abe Lincoln's law was passed
Which gave them equal rights.
- N**OW Uncle Sam would take a bite
Of Sandwich thick with butter,
And he'll do it yet if Johnny Bull
And Japan wouldn't sputter.

LITERARY DEPARTMENT.

The Advantages of the Latin Course.

Prof. C. K. Adams, president of the State University, in his excellent address at the dedication of our new High School Building, said, that in his opinion no branch of study was so well adapted to develop the mental faculties as the languages; in particular such as Latin or Greek, which have not only the case endings, but also those for person, number and gender.

We cannot but see that the study of the Latin language furnishes excellent discipline for the mind, when we know that each letter has its own significance and that often the change of a single letter will entirely alter the meaning of a sentence.

Many argue that the study of Latin is of no benefit because it is a dead language and can therefore be put to no practical use.

Prof. Hale, of Cornell University, says that the language is not so dead as many are wont to believe. The fault lies somewhere else than in the language. He further states that he believes the time will come, when Latin will no longer be considered dead any more than is German, French or Spanish to-day.

The Latin language should be studied, if for nothing more than its literary value.

It cannot be denied but that Rome, when at the height of her prosperity, produced some of the greatest men the world has ever known. Even to-day her orators, statesmen, and poets rank among the foremost in the history of the world's literature.

How are these grand pieces of art to be studied? It is true we might gain some little knowledge by studying the translation which learned students have wrought out, the same as we might take someone else's solution of a problem in arithmetic, or a demonstration in geometry, but is that going to do us the most good?

Would a student in English or American literature, be satisfied to study simply what some commentator has written on the works of great authors? No, indeed.

The only method by which he could become familiar with the literature, would be to read and study the production themselves of the poets, and furthermore it would be the only way in which he could discover the secret beauties of a poem and thus be enabled to enjoy it.

I cannot but apply this same principle to the Latin literature. The only manner in which to gain a knowledge of the writers is to study them ourselves and in the original, which will of course require acquaintance with Latin.

It is the constant testimony of college professors, that pupils who have been thoroughly trained in Latin, master the science and other higher branches more easily than those who have had no such training.

The end of an education is not to see how much knowledge we may acquire, but how much power to acquire knowledge may be gained, and as Latin is especially fitted to increase this power, it should most certainly have a prominent place in all schools.

Advantages of the German Course.

There is nothing which gives a man so much power, such delicate poise in society, such pleasure in reading, such magnetism in attracting the attention of the multitude, such force in wielding and shaping the convictions of men as a correct and easy flow of words.

This mastery of words must come in great part from the study of some foreign language, and for this purpose the German language has the advantage over all other foreign languages in that it furnishes the same skill in manipulation and at the same time presents a practical value which the other languages do not possess.

Not only is the German valuable for the pleasure and instruction which we derive by reading and studying the works of the German masters but it is also of great assistance in our study of English; for in the German language the student must apply himself most closely to obtain correctness.

By thus doing he will obtain that strength of mind and power which will enable him to fix his attention more closely in the study of sciences.

Again, a knowledge of the German furnishes a key which unlocks the treasures of thought and philosophy which enter so largely into the possibilities of our civilization.

Many of our best works of science and philosophy are written in German and these cannot be properly studied unless they can be read in the original.

If we add to this the great commercial value which is attached to a knowledge of this language we cannot but conclude that the study of German

occupies too small a place in our schools and that instead of being taught two years it should be extended through the high school course.

A. P.

Advantages of the English Course.

We are entering upon a new era in the investigation of literature. Thanks to the efforts of the educators, English is fast gaining a place in schools.

Some people say that it is unnecessary to pay any particular attention to the study of English. They say that it may be used correctly without attention. I think not.

The English language requires just as much hard study as any language, in order to make one proficient in it.

The study should begin in the lower grades and continue through the entire school course. We should not only have to learn what is in the grammar but should study the writings of our best authors. This is not done in the Latin and German courses.

The pupil reads Cicero, Virgil and Cæsar but he knows nothing of the style of our American authors. He is versed in the opinions of Demosthenes but knows nothing of Burke or Webster, yet from Burke we may get more intelligence as regards statesmanship, oratory and civil order than from all the literature of Rome put together. Is this not what we want?

The aim of the public school is to give us a practical education, to fit us for work in after life and to give us a clear idea of what is expected of every citizen of the United States. Can we learn this from authors who lived hundreds of years ago and did not know there was a country like ours?

Their ideas might have been all right at that time but they are not what we want at present.

That is not all, very few students can gain a sufficient knowledge of Latin in four years of high school instruction, to enable them to talk with ease of its beauties. They simply get at the outside of the thought.

Four years hard study will give a clear knowledge of the most important American authors and enlarge our vocabulary and capacity for thought. Then will be the time to think of the classical side of our education.

Hudson says,—“our schools are neither giving the

pupils the key to the wisdom of Homer, nor disposing them to use the key to the wisdom of Shakespeare. And so the result is that, instead of bathing in the deep, clear streams of thought, ancient or modern, they have no taste but for waddling or wallowing in the shallow, turbid puddles of the time,”—

“Best pleased with what is aptliest framed
To enervate and defile.”

L. C.

Thirteen Little Seniors.

Thirteen little Seniors at lessons hard must delve,
But Ada brimming full with fun,
And being such an idle one,
There are really left but twelve.

Twelve little Seniors, now let us pause to see,
Though far and wide is spread their fame,
If Katie, lass, should change her name,
But eleven left would be.

Eleven little Seniors—ah, but look again!
For Charley J., our singer gay,
Did sing his very throat away,
And then there were ten.

Ten little Seniors now are weeping tears of brine,
For Eva in the door was pinched,
And even though she never flinched,
There now remain but nine.

Nine little Seniors ate poor Freshie's cake,
Anna ate too big a slice,
Let this fact alone suffice,
As now there're only eight.

Eight little Seniors on their way to heaven,
But Julius goes the other way
In spite of those who, for him pray,
So they but number seven.

These seven little Seniors were in a sorrowful fix,
For in their Physics they had failed;
Poor Genie wept, poor Genie wailed,
Thus leaving only six.

Six little Seniors were all of them alive
Until poor little Kittie B.
Was bitten by a bumble bee
Thus leaving only five.

Five little Seniors—'tis sad there are no more,
But then the Lily of the field
By fate did have her two lips sealed
And this event left four.

Four little Seniors in the school room see,
 When from a corner came a mouse
 And chased poor Clara from the house
 Leaving then but three.

Three little Seniors feeling rather blue
 For Martin had the chicken-pox
 Right in the midst of his auburn locks
 And that left two.

Two little Seniors in the world alone;
 Caroline grew sick and sad
 Because her friends unfeeling had
 Left her,—all but one.

One little Senior,—not so very many,
 And sad indeed would be her fate
 If Grace should fail to graduate
 For then there'd not be any.

What We Are Doing.

MATHEMATICS.

The Freshman class are working hard at the Addenda in Arithmetic, for they are anxious to reach Algebra.

The "Algebras" are many, but one remains to be found who thinks the study easy. Some are doing their best to master fractions, others are wrestling with problems; the advanced class are laboring with quadratic equations

In passing the Geometry room some morning you may hear loud talking. Do not be alarmed,—it is only a spirited discussion over an original demonstration. Some rivalry exists between the two classes, but it only serves to spur them on to better work.

LATIN.

The Freshmen who began Latin a few weeks ago with smiling countenances have lost many of their smiles. They have entered the region of verbs, with its intricate windings and dark paths. Those who have passed through this forest are living in the land of fables.

Great progress has been made in Cæsar during the past term. The beginners are having a hard time wading through the sloughs of indirect discourse, as their woeful countenances prove. The next class is reviewing the third book of Cæsar. They have learned one thing at least,—that you must not translate a word according to its sound. Some boy, not a member of this High School, thus translated the

passage, "Bona, arma et leges Cæsaris." "The bony arms and legs of Cæsar." Let this serve as a warning to beginners.

The Vergil class is unusually large, so large that one chair scarcely accommodates them. Consequently there is no chance to leave a portion of the lesson in the hope that some one else will recite it. The wanderings of Æneas and Dido have been read with much interest, and now the exciting races in the funeral games of Anchises are being perused.

PHYSICAL GEOGRAPHY.

Sixty-five pupils are engaged in this study. Ocean Currents have just been completed.

CONSTITUTION.

The Sophomores are carefully expounding the laws of our state and can promptly answer any question with a clause from the same. The articles are carefully learned each day, but woe to the luckless one who forgets a word of two letters. Many are the discussions on the topics of the day, chief among them Hawaii.

ENGLISH LITERATURE.

At present the class is reading Sir Roger De Coverly, by Addison. They find it an interesting and pleasant change from the old way of studying the text book. Each member has read a book by some well-known author, and given an oral review of it to the class, in this way the class, as well as the individual, has derived benefit.

FROM THE LABORATORY.

Anyone who enters the Laboratory will see signs of Botany. Sometimes the table is covered with roots of all shapes and sizes, sometimes with buds, and last week there was a tempting display of fruits, including a delicious cucumber pickle. On the walls hang the charts, and on the sill in the window garden, flourish peas, oats, flax and squash. After the garden is in running order, the classes will take regular orders for all kinds of delicacies in fruits and vegetables. Just now they are busy with plant life, preparing to meet the flowers when they appear next term.

At present the Senior class are all intent upon becoming electricians. Not long ago they finished the subject of "Light." After laborious study they deemed themselves sufficiently enlightened to illuminate a sheet of examination paper. The result you may have read in their downcast looks. Many

theories have been advanced to account for this fall. Some say that their knowledge had not yet come to a focus, and hence no distinct image was formed. Another theory is that their wisdom was virtual, not real. Some one, more cruel, suggests that they may be suffering from spheri—no, mental aberration. Verily, if the "Light" that be in them be darkness, how great is that darkness.

Wilhelm Tell, with his crossbow, occupies the thoughts of the advanced German class. From their heights they look back in pity on the beginners, struggling with Grammar.

Hello! You say the hill of science is muddy, I should say so. Late rains have made it precarious.

I stepped on a stone of Algebra for firm footing this morning and got over a space. Then I came to a pool of Latin; not being able to ford which, I had to resort to a pony to carry me across. Passing cheerily on, not minding obstacles, I met a pedagogue who pasted a zero on my back, at which I resolved not to look behind me, but slip and slide along to Botany hill where spring has come, flowers are in bloom and the walking is good.

Shavings.

An unjust claim is made that the education which the manual training school represents is narrower than that of the regular course.

In the Manual training school, the whole boy is put to school and trained by the most invigorating and logical of methods. Mental activity and growth are closely allied to physical activity and growth, and each is more readily secured in connection with the other, than by itself.

There can be no question as to the value of language and letters, of books and literary methods, in general education. We can only insist that neither as an end nor as a means does literature, even with the aid of pure mathematics, supply more than half the needs of a healthy education.

The present method of studying science involves both new materials and new methods. The unfruitfulness of all attempts to teach a child science, in which at first there should be no such thing as authority, from a book, as would be the case for a language where authority is everything, has produced a revolution in science teaching. But the science laboratory is a work-shop as well, and success there depends in part upon manual skill in the

use of tools, in mechanical processes, and in the graphic arts.

The study of the natural sciences has brought into our educational methods, a whole world of new material and a totally new method of developing ideas. Along with this should be placed manual training, including a variety of drawing and the intelligent use of a large range of typical tools and materials.

Manual training should make school more attractive and indispensable to a large class of boys, whose controlling interests are not in the study of words, the forms of speech, or the boundless mass of information which is given in books. Such boys should have a fair chance for adequate development, as their intellectual powers may be strong, though their strength lies not in the direction of memory.

The object of manual training is not to make mechanics. Banking is taught, but no one expects all the pupils to become bankers. We teach drawing, not because we expect to train architects, artists, or engineers; and we teach the use of tools, the properties of materials, and the methods of the arts, not because we expect our boys to become artisans. We teach them the United States Constitution and some of the acts of Congress, not because we expect them all to become congressmen. But we do expect that our boys will at least have something to do with bankers, and architects, and artists, and engineers, and artisans, and we expect them all to become good citizens. Our great object is educational; other objects are secondary. Every object of attention put into the schoolroom should be put there for two reasons,—one educational, the other economic. Training, culture, skill come first; knowledge about persons, things, places, customs, tools, methods, comes second.

It is only by securing both objects that the pupil gains the great prize, which is power to deal successfully with the men, things and activities which surround him.

Had it to Show.

When quite young at school, Daniel Webster was one day guilty of violation of rules. He was detected in the act, and called up for punishment. This was to be an old fashioned ferruling of the hand. Knowing this, on the way to the teacher's desk he spat upon the palm of his hand, wiping it off on the side of his trousers.

"Give me your hand, sir!" said the teacher,

very sternly. Out went the hand partly cleaned. The teacher looked at it a moment, and said, "Daniel, if you find another hand in this school room as filthy as that, I will let you off this time."

Instantly from behind his back came the left hand. "Here it is, sir," was the ready reply.

"That will do, this time," said the teacher, "you may take your seat." Ex.

A Needed Reform.

There is a growing dissatisfaction among the students with the present system of making standings from daily recitations instead of by monthly examinations as formerly.

It was a grave mistake when the custom of holding monthly examinations was discontinued, and the restoration of the practice is earnestly advocated by many of the leading students.

Our reporter secured interviews with several of them, and the prevailing opinion seems to be that a reform must be instituted in the near future.

Otis Chappell, being interviewed, said that the present system is an injustice to the brighter pupils who would like to perpetuate their names and immortalize their bright ideas on monthly papers.

Edwin O'Brien was approached on the subject, and while he did not wish to talk for publication, he said, "with the air of a man who would not give his judgment rashly, that much might be said on both sides."

Oliver Ramstad and Arthur Hanson were also seen, and it was their opinion, based on observation and personal experience, that the present system leads to forgetfulness on the part of the student, and tends to demoralize practical education. It is to be hoped that the authorities will look into the matter and give the subject the consideration it deserves.

The Seniors think it advisable for various reasons (?) to postpone action until the close of next term.

Hoop Skirts.

It is said that "Every dog has his day."

We had hoped that this was the case with the hoop skirt, and that it was now peacefully sleeping in the quiet little church-yard of the past. Not so, however. It has turned over in its grave, and comes back to us like the hideous spectre of a frightful dream. It has come to jostle us on the sidewalk, and take two seats in the crowded street car.

Prohibitionists, *arouse yourselves!*

Array your moral influence against this monster of feminine fashion. It will force more men into the gutter than ever *whiskey* did.

It is too bad, but it is a fact, and there's no getting around it (unless you walk a mile).

What They Think About It.

"More dignified than the Tarantula."

ANNA PINKUM.

"Yes, and more metropolitan." GERTIE CRABBE.

"It will be a literary education to those who write the editorials and contributions." CHARLIE JONES.

"It has taken the front rank in Eau Claire journalism." EMMETT FARR.

"We're not in it." LEADER AND FREE PRESS.

"The only non-partisan paper in the city."

EDWIN Q. O'BRIEN.

"One 'ad' in THE COLUMBIAN is worth a half dozen elsewhere." OUR ADVERTISERS.

"Very instructive and entertaining."

OUR SUBSCRIBERS.

"A good channel through which to work off excess of animal spirits and thus save the rod."

M. S. FRAWLEY.

"The best advertising medium in the Badger State; the only reliable newspaper between Chicago and St. Paul, and the most literary magazine in the Northwest (barring our exchanges)." OURSELVES.

Locals.

SHAKESPEARIAN PROGRAMME.

Freshman Year—"Comedy of Errors."

Sophomore Year—"Much ado about nothing."

Junior—"As you like it."

Senior—"All's well that ends well." Ex.

We are glad to inform our readers that a high school orchestra, consisting of ten pieces has been organized. THE COLUMBIAN wishes them great success and assures them that all the pupils would be very much pleased to have them appear on rhetorical day.

Our high school elocutionists find all their expression in their pockets.

Do you know that the entering of the class of '96 into our "place of knowledge" is a children's crusade?

Some one has suggested that we change the name of our paper to "The High School Bugle." This would be a good one but we fear it would be taken as a joke on our worthy "tutors."

Only two months more and the Juniors will occupy the back row of seats and each class will advance one round higher.

THE COLUMBIAN wishes to thank the pupils for the liberal patronage shown to the last issue and would be very glad to have a still larger sale this time.

One ladder and one pair of Indian clubs have

found their way to the gymnasium, but it is hoped that much more apparatus will be placed there in the near future.

WANTED—Dividers for the geometry classes.

What's the matter with a foot-ball team this summer?

What are you going to do this vacation? Are you going to study? No!

Now that sleighrides have passed, picnics will begin; lessons beware!

How about the halls? Any talking there?

Look at the tall, stately form occupying the seat in the northwest corner of the room.

WANTED—More visitors and a greater interest taken in our school affairs.

There are 185 pupils enrolled this term.

WANTED—More of No. 6 singing books to take the place of No. 1.

Did all the pupils get the good points of the speech last month?

The "Literary Society" is indebted to the Board for the handsome chandelier which is now placed in their meeting room.

On Tuesday, the 28th of February, 58 pupils were absent from school on account of the severe snow storm.

Personals.

Bertie Brown says you have to use "pie" to find the area of a circle.

Clara Schroeder:—"Please let me take your lead pencil."

Pupils, how do you like to have the library locked and the key in a safe place?

As the snow begins to melt, it will offer a great temptation for the freshmen to wade in the water while going and coming from school; we hope they will use a little precaution so as not to get sick, for they would be greatly missed.

Mr. Ray Allen is going to start a class in vocal lessons; those wishing to become singers will do well to apply to him.

Gilbert McDonough is running with Roy Mitchell for head draftsman in the manual training school.

The Botany class complain of the short lessons and of the short and easy words that are in them.

A new name,—“smiling Bob.”

WANTED—By Bert Sherman, a back seat.

Everyone delighted over the new way to get fat. Gardner Teall says, "I have grown six inches more wider."

One of the Freshmen was surprised and shocked to learn that "forging" is taught in the Manual Department. He doesn't mention it now.

Freaks at school: A little boy with a moustache; a pupil who has plenty of time; and a member of the Literary Society who pays his dues before he is suspended. Ex.

Visitor: "Who is that tall youth with long yellow locks, who wanders about the lower hall always looking for some one?"

"Should Paderewski play Tchaikowski,
'Twould make me feel so friski,
I'd have to leave the Operahouski,
And take a nipofwhiski."

For elocution lessons apply to Albert Hanson; but for morals see Gray Thompson.

Teacher to Freshman: "Have you ever seen the Catskill mountains?"

Scholar: "No, ma'am but I have seen cats kill mice.

Wm. Rogers says: "There aint no such word as 'aint.'"

See Otis Chappell for pointers in Rhetoric.

Our senior boy in a glove store: "I would like to buy a pair of gloves"

Clerk: "Would you like some French kids?"

Senior boy: "No sir! I want gentleman's gloves."

SCENE AT MADISON.

Gray Thompson, Leon Kahn and John Knudson lobbying against Hon. D. McKenzie's cigarette bill; Anna Pinkum, Grace Bostwick and Gertrude Fletcher against the bill concerning hoop-skirts.

Something that never tires: The music of Messrs Desilets, Reinhard and Sherman on the mandolin and guitars.

Shakespearian Quotations.

"Sing Willow, Willow, Willow." HATTIE CLARK

"To business that we love, we rise betime,

And go to it with delight." SENIORS.

"He hath borne himself beyond the promise of his age, doing in the figure of a Lamb, the feats of a Lion. He hath indeed bettered expectation"

MARTIN OLSON.

"So we grew together

Like to a double cherry, seeming parted,

But yet a union in partition.

Two lovely berries moulded on one stem,

So with two seeming bodies, but one heart."

OTTIE COLE AND OTIS CHAPPELL

"If he be not in love with some woman, there is no believing old signs."

FRED FARR.

"O, it's as tedious

As a tir'd horse, a railing wite,

Worse than a smoky chimney"

STUDY.

Did he receive you well?
Most like a gentleman,
Most free of question.

ED O'BRIEN.

"So, So, is good, very good, very excellent good,
and yet it is not, it is but So, So."

MISS HUBBARD'S NEW WAY OF MARKING.

"Wit, whither wilt?"

TO A GOODLY NUMBER OF OUR SCHOLARS.

"Why, then, can one have too much of a good
thing?"

TO LUNCH STEALERS.

"When shall we three meet again?"

ROB. CHUTE, EDGAR SNOW AND FLAGLER.

"Put out the light! And then put out the light."
SERGT.-AT-ARMS, JACOB ENGE.

"And while the livelong elements thundered,
We could but sit and listen."

EVA CONVERSE.

"These arms of mine till now some nine moons
wasted have used their dearest action in the tinted
field."

OLIVER RAMSTAD.

College Notes.

If Americans go abroad to study, the national compliment is returned, and we have a good showing of students from foreign countries in our Universities. In the University of Pennsylvania there are students from 28 foreign countries; in the Massachusetts Institute of Technology are 18 nationalities; in California are 17; in Harvard and Yale are 15; in Cornell and Michigan are 14; in Princeton are 10; in Lehigh are 9, in Brown and Wesleyan are 2 each.

Cambridge and Cornell Universities will send crews to the World's Fair rowing regatta. If a good course is chosen, one of the grandest regattas ever held will be witnessed during the coming summer.

England's famous Cambridge University crew will be seen at the international regatta to be held in Chicago under the auspices of the Chicago Navy. Commodore De Witt C. Cregier, Jr., has received a letter assuring the presence of the Cambridge crew. It is understood that the regatta will be given by sanction of the World's Fair officials, and that medals appropriate to the occasion will be issued. Cregier has also received another letter from the Cornell crew and that University will certainly be represented. No word has yet been received from Oxford, but a favorable reply is expected.

Alumni Notes.

Charles L. Allen is spending the winter in Florida.

Miss Nellie MacGregor and her cousin, Bessie Steinberg, made a short visit here a few weeks ago.

Miss Caddie Campbell is living with her parents in the state of Washington, where she went shortly after her graduation.

Le Roy Hotchkiss is the proud father of a baby girl.

Misses Nellie Bostwick, Maria Gilbertson, Lillian McVicar and Mr. Leonard Adams have been teaching school this year.

Nelson Wilcox is in business in the Bank of Eau Claire.

Guy Hunner, a son of our State Treasurer, graduates this year from Madison University. After graduating he will continue his studies in the East.

Orrin Ingram is in the lumber business at Iron River.

Miss Maud Kepler has gone South with her friends to spend the winter.

Miss Anna Wyman, of the University, will spend Easter vacation at her home in this city.

Miss Kate Van Hovenberg is attending Smith College in Northampton, Mass.

Everett Thomas is in a Freight Office at St. Paul.

Guy L. Hunner, manager of the Glee Mandolin and Banjo Club, is anticipating a visit to Eau Claire with the Club this spring.

B. J.

Clippings.

IMMIGRATION SOLVED.

The "Brewers" should to "Malta" go,

The "Boobies" all to "Scilly,"

The "Quakers" to the "Friendly Isles,"

The "Furriers" to "Chili."

And the little, crying, whining babes,

That break our nightly rest,

Should all be sent to "Babylon,"

To "Lapland" or to "Breast."

From Spithead "Cooks" go o'er to "Greece."

And while the "Miser" waits

His passage to the "Guinea" coast,

"Spendthrifts" are in the "Straits."

"Spinsters" should to the "Needles" go,

"Wine bibbers" to "Burgundy."

"Gourmands" should lunch at "Sandwich Isles,"

"Wags" at the "Bay of Fundy."

"Bachelors" to the "United States,"

"Maids" to the "Isle of man."

Let "Gardners" go to "Botany Bay,"

And "Shoeblocks" to "Japan."

Thus emigrants—and misplaced men

No longer then will vex us,

And all who ar'n't provided for

Had better go to "Texas."

—*"Namlock" in the St. Paul "High School World."*

UNCLE SAM TO HAWAII.

She's my Sandwich.

I'm her ham,

She's my Lillie

I'm her Sam,

Soon I'll annex her

You may bet,

Little Hawaii

Will be my pet.

Ex.

KIND WORDS.

The human heart is like a harp
With many a quivering string,
And kindly words are master hands
That make them throb and sing. J. S.

For months he had tried to coax
The papers to print his joax,
But t'was all in vain;
So his mammoth brain
In alcohol now he soax.

—*Kansas City Journal.*

A SPRINKLE OF SPICE.

A bird in hand is worth two in the bush,
Though gorgeous their plumage and regal;
But instead of an oriole, robin or thrush,
Let that bird be a bright golden eagle.

—TRUTH.

THE LAW STUDENT'S LAMENT.

Some glympsces of astrology,
Or even toxicology,
Or possibly geology,
Can penetrate my brain.
I can master ornithology,
Know all about zoology,
But legal phraseology
I struggle with in vain.

ALBERT RUMBOLD.

A few of many: "I dont know. I'm not prepared.
I was absent yesterday. I learned the other lesson.
Mr. X. excused me. I didn't get as far as that.
Didn't know we had that. Don't understand it. I
studied over an hour and couldn't get it." Ex.

Said Atom to Molly Cule,
"Will you unite with me?"
And Molly Cule did quick retort,
"There's no affinity."
Beneath electric light plant's shade
Poor Atom hoped he'd metre,
But she eloped with a rascal base,
And her name is now Salt Petre.

R. H. S. NOTES.

A boy's father died and left no will. The boy
went to a lawyer who told him to go to a civilian and
say that his father had died intestate and had left
five infants and that he was to be their executor.
When the boy returned, the lawyer asked him what
he had said. The boy replied: "I told the man that
he was a civil villain, that my father had died and
left five little infidels and that you were to be their
executioner. Ex.

A woman said she was going to have a condition
built on her house so that she could ascertain her
friends with more hostility. Ex.

FAME.

The trumpet spoke in thundering tones,
And men's attention drew;

Far sweeter sang the tender lute,
Though few its sweetness knew. J. S.

PROVERBS OF YOUTH.

Toothache is worst just before school time. It
disappears about 9:30 A. M.

It is injurious to a boy's health to carry scuttleful
of coal up two flights of stairs, but a foot ball game
may be indulged in for several hours without harm-
ful fatigue.

Sweeping is bad for a girl's back and arms; but
dancing all the evening is good exercise.

Never study at night; it is bad for the eyes. But
one may read fairy tales until midnight with profit
and pleasure.

A weary child should never run errands after
school time; but he may go a-skating until six
o'clock, for skating is healthful.

Whittling is a recreation; but picking up chips
makes the back ache.

Practicing scales on the piano should be avoided.
It makes mamma's head ache worse. But a real
jolly pillow fight upstairs may be indulged in, if the
thumps are not too frequent.

Blacking one's boots is dirty work; but playing
mumble the peg is only fun. Ex.

WELL NAMED

The telephone, it seems to me,
Is named exceeding well;
For what folks say to it, you see,
The Phone will quickly Tell. Ex.

The hoop skirt now may have a rest
From the jibes that's put upon it;
The next thing now to catch the jest
Is the coming Easter bonnet. Ex.

Stranger: "And so you're digging a grave, my
friend; do people die often in this pleasant village?"
Grave-digger: "No, sir; niver but wonct." Ex.

Prof. in Latin (dictating a Latin composition)
"Tell me, slave, where is the horse?"

Startled Freshman: "It's under my chair sir, I
was not using it." Ex.

Life is real, life is earnest,
And the grave is not it's goal,
But to write a composition
Tryeth body and the soul. Ex.

Each flower that opens in its beauty rare,
Leaves a sweet fragrance on the summer air,
So will the cultured mind,
Impart a pleasing influence all around,
Emitting lasting good, that is profound.

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Latin Lessons.
Book-Keeping.

FIRST TERM.
Algebra.
General History.
Caesar.

FIRST TERM.
Plane Geometry.
Physiology.
Constitution—U. S.
Cicero.

FIRST TERM.
Review Algebra.
Physics.
Botany.
Virgil.

—FIRST YEAR.—
SECOND TERM.
Book-Keeping.
Physical Geography.
Latin Lessons.

—SECOND YEAR.—
SECOND TERM.
Algebra.
General History.
Caesar.

—THIRD YEAR.—
SECOND TERM.
Plane Geometry.
Physiology.
Constitution—Wis.
Cicero.

—FOURTH YEAR.—
SECOND TERM.
Review Arithmetic.
Physics.
Theory and Art.
Virgil.

THIRD TERM.
Book-Keeping.
Physical Geography.
Latin Lessons.

THIRD TERM.
Algebra.
General History.
Sallust.

THIRD TERM.
Solid Geometry.
Botany.
Latin Prose.

THIRD TERM.
Review Geometry.
Theory and Art.
Virgil.

GERMAN.

FIRST TERM.
Arithmetic.
Sentential Analysis.
Book-Keeping.

FIRST TERM.
Algebra.
General History.
Word Analysis.

FIRST TERM.
Plane Geometry.
Physiology.
Constitution—U. S.
German.

FIRST TERM.
Review Algebra.
Physics.
Botany.

—FIRST YEAR.—
SECOND TERM.
Book-Keeping.
English Composition.
Physical Geography.

—SECOND YEAR.—
SECOND TERM.
Algebra.
General History.
 $\frac{1}{2}$ Word Analysis.
 $\frac{1}{2}$ English History.

—THIRD YEAR.—
SECOND TERM.
Plane Geometry.
 $\frac{1}{2}$ Physiology.
 $\frac{1}{2}$ Botany.
Constitution—U. S.
German.

—FOURTH YEAR.—
SECOND TERM.
Review Arithmetic.
Physics.
Theory and Art.
German.

THIRD TERM.
Book-Keeping.
Algebra.
Physical Geography.

THIRD TERM.
Algebra.
U. S. States History.
English History.

THIRD TERM.
Solid Geometry.
Botany.
German.

THIRD TERM.
Review Geometry.
Theory and Art.
German.

ENGLISH.

FIRST TERM.
Arithmetic.
Sentential Analysis.
Book-Keeping.

FIRST TERM.
Algebra.
General History.
Word Analysis.

FIRST TERM.
Plane Geometry.
Physiology.
Constitution—U. S.

FIRST TERM.
Review Algebra.
Physics.
Botany.

—FIRST YEAR.—
SECOND TERM.
Book-Keeping.
English Composition.
Physical Geography.

—SECOND YEAR.—
SECOND TERM.
Algebra.
General History.
 $\frac{1}{2}$ Word Analysis.
 $\frac{1}{2}$ English History.

—THIRD YEAR.—
SECOND TERM.
Plane Geometry.
Physiology.
Constitution—Wis.

—FOURTH YEAR.—
SECOND TERM.
Review Arithmetic.
Physics.
Theory and Art.

THIRD TERM.
Book-Keeping.
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