

DEPARTMENT—EDUCATION.

Edited by MRS. CLARA SCHLESINGER ROSEWATER.

To read the English language well, to write with dispatch a neat legible hand, and to be master of figures, as to do as to dispose of space, with accuracy, or every question of figures which comes up in practice—I call a good education. These are the tools. You can do much with them, but you are helpless without them.

The question has often been asked, "What shall we do with our girls?" and this question may include the boys as well. I answer in this way:

The aim of our public schools today is to prepare the child for the position he is to occupy in the future. The schools of Omaha, which are second to none in the country, are doing this preparatory work. The child is expected to "know" very little, but his aims, his thoughts, his very movements are so rounded, so controlled, so guided that the imprint is quickly observed as the child matures.

A short resume of our school system will be most timely. The child of five enters the kindergarten; here he is taught to use his little hands, and, aided by a skillful, ingenious and cheery teacher, his mind soon grasps what he sees, hears and feels. I am not a strong advocate of the kindergarten for all classes.

A child of five years, from a good, substantial home, with a careful, thoughtful mother, one that can explain the peculiar workings of an electric mechanical toy, that recognizes the primary colors, right from left, truth from falsehood, has very little need of preparation for the primary grade. Let the kindergarten spend her time and energies upon the poor little waifs that are not of quality, but both take rank as the best of the nation's children.

Neither report makes and pretense of quality, but both take rank as the best of the nation's children. American contributions thus far made to the scientific study of education. At a time when the public sentiment is demanding better trained teachers, and when great cities like New York and Brooklyn are actively revising their school administrations, and cities like Philadelphia, Chicago, Boston and Buffalo, are casting about for an improved system of school organization, the parts that deal with those subjects will receive special attention and arouse special interest.

ED REV. One of the schools that is making rapid strides to the front is the Creighton Medical college. It has just graduated a bright class of four hundred and thirty-two. There will be erected in the heart of the city a commodious new college building and a general hospital. Both faculty and students are enthusiastic about the prospects.

Superintendent Marble, who was so long and so closely identified with the educational progress of Massachusetts and officially connected with the National Educational association, is an authority on all school topics, and by his thorough honesty with parents and teachers he has won the esteem of all. Being built on broad lines mentally, narrow or petty can flourish in his atmosphere, and through his valued suggestions, intelligently worked out by the teachers, our schools are kept abreast of the foremost in the country. If adverse criticism come remember the saying that no one criticizes the general so freely as the drummer boy.

KINDERGARTEN AND SCHOOL. Some Positive Opinions About These Institutions. It was suggested some time ago that statistics be gathered with regard to the kindergarten, a child that has attended the kindergarten does grades than one that has not.

Several visits have been made to the larger buildings with and without kindergarten. Where there is no kindergarten the child enters at 5 and begins the first grade at once. Eighty per cent of these pupils enter the second grade between the ages of 6 and 7, and in no case has the principal of the school felt the need of a kindergarten. But two of the buildings have had kindergarten more than one year. This information has been drawn from the head of the kindergarten at the head of the kindergarten the child had better enter the first grade at once, for with the lax discipline of the inexperienced and illiterate teacher the object for which the kindergarten was introduced miscarries. As the work now stands there is a large gap between the kindergarten and the first grade.

What good is the kindergarten if its work is not supplemented by or carried into the first grade? A kindergarten should be a mature, cultured woman of wide experience and much learning; the kindergarten in charge should be not even high school graduates had better be discontinued.

There is need of the kindergarten in the east and southeastern parts of the city, where the children are illly prepared and where the foreign element predominates. The school life of these children is but three years. Why not allow these children to enter the kindergarten at the age of 3 and discontinue the kindergarten in the west and north parts of town, with perhaps one exception.

Now for the training school. There are about thirty young women who have been encouraged to study for eighteen months and will soon be waiting for positions that never come. It has been proven that one of the training rooms costs \$75, not including the expense of the training school proper. Now, if the poor kindergarten were closed and the expense of that extravagant, the training school, lopped off, the current expense of the kindergarten thrust upon us; there would not be that awful cry of retrenchment and the schools would be able to run for ten months.

C. S. R. EXAMPLE A MEANS OF EDUCATION. "Lives of Great Men All Remind Us We Can Make Our Lives Sublime." The study of the lives of great men, observing the lessons they learned, the sorrows with which they were burdened, the barriers they surmounted, the heights to which they ascended and the views there obtained is one of the many means of lifting us out of ourselves up to the God who desires us to know all the beauty, glory and magnificence of this great universe given by Him for our home.

By this education, with profound truths of shade, crown for heroes and masters. Any one long familiar with schools has noticed that here and there a pupil drops out of school from sickness. More frequently, pupils have headaches, and at certain seasons of the year have to be taken out of school. The majority keep on, look bright, and are apparently unharmed.

Those who are injured in school by poor ventilation, over study and nervousness, faulty diet and late hours, are not heard from; they disappear, and sometimes they die. The public takes no note of those who disappear; but they leave a sad vacancy in the home and in the hearts of their parents. Sometimes the sickness is traced to the school; frequently it is not; more frequently the cause is complex.

HEALTH OF SCHOOL CHILDREN. The True Cause of So Many Failures. By the American system of public school education, including the high school, the time of a child is occupied five or six hours a day, except during vacation, from the age of 5 to 17 years.

In many cities the conditions under which study is pursued are not favorable. The school houses are not properly lighted, heated nor ventilated, and quite frequently very little attention is paid to the diet, the hours of sleep, and the hours of recreation—in short, to the health of growing pupils.

Any one long familiar with schools has noticed that here and there a pupil drops out of school from sickness. More frequently, pupils have headaches, and at certain seasons of the year have to be taken out of school. The majority keep on, look bright, and are apparently unharmed.

Those who are injured in school by poor ventilation, over study and nervousness, faulty diet and late hours, are not heard from; they disappear, and sometimes they die. The public takes no note of those who disappear; but they leave a sad vacancy in the home and in the hearts of their parents. Sometimes the sickness is traced to the school; frequently it is not; more frequently the cause is complex.

The health of school children has received attention in the cities of Europe and in the older cities of this country, and valuable statistics of the period of growth in children, and the effect of school life upon growth and health have been made in recent years. In the Popular Science Monthly for November, 1890, Prof. Key of Stockholm, states his conclusions from the study of 15,000 school children. Similar data have been obtained from Boston, where 24,535 pupils were examined, and from other eastern cities. They go to prove that similar conditions are found

ness, which placed him towering high above every other author. In America, he was Motley, Parkman, Everett, Emerson, Bancroft and Prescott (who though blinded while yet a lad, continued his study and under most painful circumstances gave to us his history of Mexico and Peru) of the literary world, while in that of politics are Washington, Hamilton, Jefferson, Clay, Calhoun, Webster, Moore, Jackson and Grant. On another of Paine's high towers stands Abraham Lincoln, of whom J. G. Holland writes: "In Mr. Lincoln's life and character, the American people have received a benefaction, not less in permanent importance and value than in the revolution in opinion and policy, by which he introduced them to a new national life.

He has given them a statesman without a statesman's craftiness, a great man without a great man's vice, a philanthropist without a philanthropist's impracticable dreams, a ruler without the pride of place and power, an ambitious man without selfishness, and a successful man without vanity.

"On the basis of such a manhood as this all the coming generations of the nation will be able to build high and broad islands of human excellence, whose attractive powers shall raise to a nobler level the moral sense and the moral character of the nation. This true manhood, simple, unpretending, sympathetic with all humanity and reverent toward God, has breathed and will continue to breathe into the nation the elevating and purifying power of his own divine life.

R. T. C. The School System of Japan. The development of obedience, sympathy and dignity is the aim of the Japanese educational system, which is compulsory and secular, but not gratuitous. Much attention is paid to the training of little children; their schools are divided into kindergartens, secondary, normal, professional and special, the last being attached to universities.

The work of the two committees put before the country in systematic manner the question of the form, content and value of the studies that enter into the curricula of elementary and secondary schools. From this time on this specific question must be faced, both in the study and in the school. Neither report makes and pretense of quality, but both take rank as the best of the nation's children.

Upon graduation females must teach for five years before making for ten years. The supplementary schools are many, even into a few for the teaching of arithmetic alone. In the lower schools, where the holidays must not exceed ninety days a year, exclusive of Sundays, pupils wear Japanese dress, while in the higher schools and universities a removed in order to prevent broken health.

Throughout the entire system of education great stress is laid upon obedience, just as we lay it upon freedom. There are endless educational societies with long circuits of public ones resembling our normal teachers' institutes.—Selects. Boston Transcript. Notes. The Board of Education of Philadelphia contemplates the opening of playgrounds after school hours, so that the children may use them for play grounds. There is no reason why the brick pavements should not be removed in order to give a friend with other accidents which are liable to occur when children are obliged to play in such paved yards.

The movement for breathing spaces, city parks and children's play grounds should receive all encouragement. The majority of children must range in the city during summer, and the trolley streets and fifty courts and alleys are not fit for them to play in. We understand that one of the janitors has decided that a certain teacher must go, as she has made complaints enough. It is strange that in this enlightened age the teacher cannot understand that a criticism of the professor of dust and ashes is about as safe as trifling with the business end of a whip.

An editorial was noticed some time ago concerning the social standing of teachers. Women of culture and refinement who have always held positions of honor in society, that position in society, teacher or not. The snobs are the ones who cannot enter society and they are the ones that are always snubbed by society's snobs. Mrs. Alice Freeman Palmer, the well known ex-president of Wellesley college, won golden opinions from men and women when she talked given before the Massachusetts State Teachers' association. The necessity for culture, good breeding, lady like ways and gracious deportment in a kindergarten teacher, as well as out, was her theme. She was receiving letters from school officials asking for teachers with the qualities first of all, after that what they could get. There was a world of truth in all Mrs. Palmer said. The day has gone by when a high percentage of children's reading will consist of illegible letters in a teacher. Manners should be demanded before mental arithmetic, and cleanliness before grammar.

So long as Boards of Education are composed of politicians using this office as a stepping stone to something better, so long will our schools be in a state of stagnation. We need a new kind of teacher, a thinking man, who know the needs of a school room, and whose ardor can be toned down by a few bright women, are the members of the future. In every school house in the union there should hang a map of the United States, and where the children are illly prepared and where the foreign element predominates. The school life of these children is but three years. Why not allow these children to enter the kindergarten at the age of 3 and discontinue the kindergarten in the west and north parts of town, with perhaps one exception.

Now for the training school. There are about thirty young women who have been encouraged to study for eighteen months and will soon be waiting for positions that never come. It has been proven that one of the training rooms costs \$75, not including the expense of the training school proper. Now, if the poor kindergarten were closed and the expense of that extravagant, the training school, lopped off, the current expense of the kindergarten thrust upon us; there would not be that awful cry of retrenchment and the schools would be able to run for ten months.

C. S. R. "Lives of Great Men All Remind Us We Can Make Our Lives Sublime." The study of the lives of great men, observing the lessons they learned, the sorrows with which they were burdened, the barriers they surmounted, the heights to which they ascended and the views there obtained is one of the many means of lifting us out of ourselves up to the God who desires us to know all the beauty, glory and magnificence of this great universe given by Him for our home.

By this education, with profound truths of shade, crown for heroes and masters. Any one long familiar with schools has noticed that here and there a pupil drops out of school from sickness. More frequently, pupils have headaches, and at certain seasons of the year have to be taken out of school. The majority keep on, look bright, and are apparently unharmed.

Those who are injured in school by poor ventilation, over study and nervousness, faulty diet and late hours, are not heard from; they disappear, and sometimes they die. The public takes no note of those who disappear; but they leave a sad vacancy in the home and in the hearts of their parents. Sometimes the sickness is traced to the school; frequently it is not; more frequently the cause is complex.

HEALTH OF SCHOOL CHILDREN. The True Cause of So Many Failures. By the American system of public school education, including the high school, the time of a child is occupied five or six hours a day, except during vacation, from the age of 5 to 17 years.

In many cities the conditions under which study is pursued are not favorable. The school houses are not properly lighted, heated nor ventilated, and quite frequently very little attention is paid to the diet, the hours of sleep, and the hours of recreation—in short, to the health of growing pupils.

Any one long familiar with schools has noticed that here and there a pupil drops out of school from sickness. More frequently, pupils have headaches, and at certain seasons of the year have to be taken out of school. The majority keep on, look bright, and are apparently unharmed.

Those who are injured in school by poor ventilation, over study and nervousness, faulty diet and late hours, are not heard from; they disappear, and sometimes they die. The public takes no note of those who disappear; but they leave a sad vacancy in the home and in the hearts of their parents. Sometimes the sickness is traced to the school; frequently it is not; more frequently the cause is complex.

The health of school children has received attention in the cities of Europe and in the older cities of this country, and valuable statistics of the period of growth in children, and the effect of school life upon growth and health have been made in recent years. In the Popular Science Monthly for November, 1890, Prof. Key of Stockholm, states his conclusions from the study of 15,000 school children. Similar data have been obtained from Boston, where 24,535 pupils were examined, and from other eastern cities. They go to prove that similar conditions are found

until the applicant was examined in pages of Clergy, first, etc., and entrance denied even to a Wesleyan or an Episcopalian. Tabulated results of such washed examinations, are not vital tests of native power. A difference of opinion among teachers regarding the most favored school districts made one teacher consider the advantages in the southeastern part of the city. Parents who are toiling today for the bread of yesterday estimate at its full value the boon of their child's education, and through necessity shorten the boy's school life, for he must, early become an assistant bread winner, the teacher's efforts for the child's progress are appreciated, and his authority is supplemented by the parent's interest.

Under such conditions, the spur of ambition and poverty, the discipline solves itself. LIFE. Sorrow and sighing and sobbing and tears, Fruitless endeavor and weakness and fears, Doubts for the days and dreads of the years, Sunshine and smiling and love that is pure, Joy that is real and peace that is true, Hopes for the future and strength to endure.

DEATH. Silence and distance and horrors of night, Adorable beauties shut out from the sight, Coldness and absence and longing for light, Fullness of glory by mortals unguessed. BELLE WILLEY GUYE. Education is a better safeguard of liberty than a standing army. If we reach the wages of the schoolmaster, we must raise those of recruiting sergeants. EDWARD EVERETT. The many new styles of picture frame mouldings just received at Hops's are indeed exquisite and tasty, the prices very low. A GREAT TEACHER. A Tribute to a Well Known Pastor. "All here is a teacher and the lesson He taught was good; There are no creeds, nor classes, nor races, Nor sects, nor denominations, nor sects; In this Woman's edition I wish to bear tribute to one who is now absent, but sadly missed. The poor, when he loved and for whom he died, was the best of his kind; head and heart power, miss him, for his sympathy was always joined with substantial aid. Known as a scholar among the scholars of the nation, he holds his wealth of learning at the service of the lowliest of mankind. Hundreds testify to his work for causes humble—causes exalted by service so graciously given. The Omaha young men cannot forget him. His was a teaching and an example. Said he who was ignoily content on the lowest moral and business round of life's ladder acknowledge that their foothold on higher round was laid by his long circuit of instruction. Wherever nobility of character was needed there was he called, and though often to the most unexpected and unpleasant quarters, the call he never shirked. He was a Good Shepherd. He would have given his life for his flock, yet outside of his own fold he saw a field of work wherever a glowing soul needed encouragement. Truly of him can it be said: "He serves by lofty gifts, The lowly needs of this poor race." T. J. Wilson bakery, 1907 Cuming. NUTRITIOUS FOOD FERUS MEDICINE. "Men Die, and Many, Because They Know Not How to Cook." In many of the homes in this land of ours the need of economy is uppermost in the mind of the housewife. This is brought forcibly to mind by the monthly appearance of an enormous bill from the grocer or butcher. She feels that the responsibility of the money expended within-a-hence rests with her, and she does it. It is estimated that fully three-fourths of the income of the middle classes is spent for food. Investigations prove that the debit, affecting the majority of the people in this class is due to the want of proper nutriment to prepare the body for the strain of our American life and climate. It is a matter of fact that the cause of it is the leaving to unskilled and unintelligent hands the entire handling of our food. Cooking has become a science and an art, and should not be so left, for the health and happiness of our families depend much upon our cooking. To illustrate: I want the other day to visit a friend whom I had promised to show how to prepare a delectable French dish from a round steak. I found her hemstitching a baby's dress, so busy that she would not stop to go to the kitchen, but thought instead that the steak could be "pounded" and cooked in the usual way. I could picture to myself the scrambling meals of that household. The greatest waste often results because good food is rendered indigestible by bad cooking. As an example, a pounded steak fried in grease. As well eat the sole of a boot. I think my friend made a great mistake in the method she chose for doing her duty to her family. She could have spent half the time in the kitchen that she spent with her needle with advantage to her own health and that of her family. I do not wish to be understood as advocating slavery to the kitchen. The larger part of the detail work may be left to a maid. From one to two hours of well directed effort each day will suffice. This is not in conflict with any reasonable demands of society. One need not ruin either her hands or her temper, in fact, nothing can do more to promote a sweet temper in the entire family than precisely this course. The woman who believes that cooking means only drudgery has a true idea of what cooking is. Any work which presents the opportunity for the exercise of skill may yield the satisfaction in its accomplishment. The possibilities of endless variety in the use of treatment, the preservation of delightful flavors that already exist and the development of new ones, the effort to please the eye as well as the palate, the exercise of care to preserve digestible qualities, these are some of the things which lend charms to the art of the housewife. Every dish of the successful cook is seasoned with love. BY MRS. WILLIAM FORSYTH MILROY. Grand opening of the soda season tomorrow at Crissey's, Lake and 24th.

Any person having this Advertisement CAN HAVE 5 per Cent Rebate On all Purchases made MAY 2D. THE REBATE To be given to the Presbyterian Hospital WILLIAMS HAYWARD SHOE CO. 1407 HARNEY ST., MOAHA.

"HANDSOME is as handsome does" is an axiom with the ladies, and, in a word, so to speak, explains the popularity with them of our Blue Ribbon Brand of Single Comb Brown Leghorns. Write us at 4101 Farnam St.

THE STANDARD LEGHORN CO. DUNNAP. Grand opening of the soda season tomorrow at Crissey's, Lake and 24th.

ROHRBOUGH BROS., Omaha, Neb. A YEAR'S WORK AT FORDHOOK FARM (REPRODUCED ILLUSTRATED). In this new book you will find the most complete view of it as it actually appears. It is a complete picture of what it is, and you will see it all upon receipt of two-cent stamps. Send us your copy now. In addition to the many charming views, there is a complete botanical and horticultural encyclopedia of the coming of the year. It is a book that will reward the scientific cultivation of flowers. "I will produce the greatest sensation in '95, and it will be well for you to write today." W. ATLEE RUPPEE & CO., Philadelphia, Pa.

A BRIGHT A BOOK ABOUT SEEDS (JUST ISSUED). Brightly illustrated inside and outside. The outside is red, and the inside certainly will be by all who need live seeds. Mailed free in a neat postal card. You'd better order this card today. ADDRESS AS ABOVE.

The Omaha Gas Manufacturing Co.

217 South 13th Street.

Just Arrived—3 Carloads of Gas Stoves,

Consisting of the largest assortment of the highest grade of goods West of Chicago, and at prices that cannot be beaten. CALL IN AND SEE THEM.

This is one of our Leaders:

THE RANGE shown in the cut below—is one that was sold last year for \$34. Dimension of ovens—height 12 inches, depth 18 inches, width 18 inches. The price we are now making is such that anyone who is without a gas range could not afford to let this opportunity go by without purchasing.



Price of this Range set up Ready to use is \$23.00 With Water Attachment, \$38.00.

Our prices of Ranges vary from \$13.00 to \$42.00, the one at \$13.00 being of special value.

Gas is Cheaper than Gasoline at 14 Cents per Gallon—

Now, who is there that would use gasoline or coal, when gas is cheaper, cleaner and SAFER than either of them? Special inducements are being made to those who are desirous of getting gas to their houses and using a Gas Range.

LAWYERS' DIRECTORY.

- LYSLE I. ABBOTT, 8 Ware Block.
- READ & BECKETT, 232 Bee Building.
- JOHN P. BREEN, 926 N. Y. Life Building.
- FOSTER & BOUCHER, 1623 Farnam St.
- JOHN W. COOPER, Patterson Block, 17th and Farnam Sts. TELEPHONE 419.
- S. M. CROSBY, 12-13 Patterson Block, 17th and Farnam Sts.
- H. L. DAY, 914 N. Y. Life Building.
- ESTELLE & HOEPPNER, 400 Paxton Block.
- CHAS. S. ELGUTTER, 204 Bee Building.
- FRANK H. GAINES, 517 N. Y. Life Building.
- CHAS. A. GOSS, 412 N. Y. Life Building.
- HALL, McCULLOCH & CLARKSON, 429 Om. Nat'l Bank Bldg.
- CHAS. W. HALLER, 511 Paxton Block.
- C. P. HALLIGAN, 1504 Farnam St.
- McCLANAHAN & HALLIGAN, 602-3 Paxton Block.
- KENNEDY & LEARNED, 612 N. Y. Life Building.
- MCCABE, WOOD, NEWMAN & ELMER, 420 to 423 First Nat'l Bank Building. TELEPHONE 1231.
- MAHONEY & SMYTH, 504-5-6 Paxton Block.
- EDMUND G. GILTON, 411-412 Karbach Block.
- MONTGOMERY & HALL, 609 N. Y. Life Building.
- HENRY W. PENNOCK, 606 N. Y. Life Building. Law of Taxation and Patents.
- JOHN L. PIERCE, 834 N. Y. Life Building. Acty, Real Est. and Loan Broker.
- EDWARD W. SIMERAL, 350-352 Bee Building. TELEPHONE 95.
- G. W. SHIELDS, 422-3 Paxton Block.
- WARREN SWITZLER, Neb. National Bank, 12th and Farnam.
- D. M. VINSONHALER, 618 N. Y. Life Building.