

and we must continue to merit this eulogy upon our colonial Mothers.

Let us bear aloft the beautiful banner upon which these words are emblazoned "Not to demand success, but to deserve it," until its folds shall mingle with those of every state in the Union, thus verifying the motto of our leaders, "Unity in diversity."

If it is not in years, but in deeds that we live, then our work and sympathy should extend in all directions wherever the voice of humanity calls, remembering that "Never a morning were to evening but some heart did break."

The sympathetic heart is quite as necessary as the educated brain, and one should not be cultivated to the neglect of the other. The general trend of all higher education is to develop the ethical and spiritual part of our natures, for without feeling and sentiment we should lose the pleasure of existence. It is this deep human sympathy that causes our heart throbs to beat in response to the demands which are made for the protection of women in the great manufacturing states where labor is considered as a part of the vast machinery of production, and where the tender age of childhood should be protected from the manufacturers' greed.

Living in this beautiful agricultural region, we do not realize the extent to which women are oppressed, in less favored localities, and until we can extend more substantial aid we can at least send resolutions of sympathy to such organizations as the Consumers League, and others that are making strenuous efforts to lessen these evils and this suffering.

National and international organizations are drawn together by this same sympathetic impulse, and as we know are suggesting the necessity of friendly arbitration and national disarmament in the name of humanity, "to suppress the sufferings of the victims of war, and the tears of mothers and widows."

To this end the call comes to all women to rally round the idea of universal peace.

Ruskin long ago said "When women realize the cost of war, the horrors of it, the suffering involved in it, and the spiritual deterioration of it, the slaying of one another will cease to be a recognized employment of man." But while these evils exist, to ameliorate suffering is woman's mission and duty. Clara Barton, that St. Philomena of the Red Cross legion, tells us that today, clubs of young women are formed in nearly every large town of Cuba, two of whom assist daily in caring for and teaching the fifty thousand Cuban orphans.

Who shall say that women's clubs are detrimental to the best interests of home and society, when their far reaching influence is felt wherever suffering humanity is found.

No organizations of women exist whose basic principles are not founded upon the noblest and most self-denying impulses of their nature and today the vexed question as to the place and sphere of woman is answered by her readiness and ability, not only to discharge the duties of home, but also to aid in all that concerns the welfare of our nation and of the human race.

We do believe "that there is a future and a destiny that will transcend all the attainments and achievements of the past" for the light of a new day is dawning to which we look forward with hopefulness, trusting to the loving, capable and unselfish devotion of woman for a grander and nobler civilization.

"Like the many rivers that descend from one long chain of mountains and swollen by the rains, and meeting in one valley, until its strength resists every obstacle in its onward way to the great sea of commerce," so the club spirit, from its many sources of strength and inspiration flows onward in streams

of active usefulness until finally united in the great ocean of love to all humanity, it shall become a resistless power for good. But all this, my friends, must be the result of individual effort, for "no life can be pure in its purpose and strong in its strife and all life not be purer and stronger thereby." Let our lives, then, be sweeter, purer and nobler, that the world may be better for our having lived, and then will the prophetic vision of the poet be fulfilled and

"A lady with a lamp shall stand  
In the great history of the land,  
A type of good,  
Heroic womanhood."

Mrs. Ida W. Blair, of Wayne, vice-president of the N. F. W. C., presented at the recent state convention the question: "How to improve the condition of the country schools; what the woman's club can do to help this work."

By the term country schools I mean the schools in our villages too. The ordinary school room is a large barn-like room. The walls are of an ancient, dull leaden hue. The windows on three sides of the room, some if not all of them curtainless. The seats often directly facing the light. No pictures to brighten the walls. Not even the bright face of an interested teacher. Why should she be interested? The pupils are probably dull. Why are they not more bright? There is nothing in their surroundings to bring out the brightness within. This is no fancy sketch, but a memory taken from the pages in my own life. How I did wish there was no such place as school, and I feel quite sure that the teacher wished the same. Outside, this school building looked well. A credit to a town of 1500, and as I take a retrospective glance over the years I spent in school in my native town, I do not wonder that I did not enjoy the work. I do not wonder that boys ran away from school and became roughts about the town.

The conditions are somewhat changed for the better today, but have they advanced in the same proportion as the methods of imparting the higher education.

The early years of childhood are made up of impressions. Children learn by imitation. The impressions formed in childhood last through life. We find today occasionally an ideal school-room and an ideal teacher. There are more school-rooms where an attempt has been made to brighten but without thought as to the effect upon the child nature, which will absorb and reflect the impressions made upon the different senses.

Would a pleasing restful tint upon the walls cost more than the customary white hard finish—white only the first year, then growing darker and darker as the years go by?

The heating of the rooms is very unsatisfactory. The heads of those sitting near the stove being literally baked while their feet are freezing. Those sitting at a distance from the stove are chilled through and through and their health is jeopardized thereby. The outbuildings are unclean and their walls too often the page upon which are recorded the equally unclean thoughts of evil minded pupils. The old time drinking cup, also, is the source of many a contagious disease.

Can these evils be remedied? I answer yes, and a little later I will tell you upon whom rests the responsibility.

The ideal school-room has walls of a delicate, softened color, restful to the eye. Inner blinds if possible, but if not, shades that the discriminating teacher will adjust. The seating is so arranged that the light falls from the rear and sides. Upon the wall hang pictures of historic men and places, pictures of our

finest architectural structures.

An American author who lived for months in Rome, was talking to Cardinal Antonelli on educational matters and deplored the ignorance of the common people and urged the building and equipment of schools. "They are not ignorant," said the Cardinal, "I will allow that thousands of them can neither read nor write but they know much and their educated taste in the matter of pictures, frescoes, and architecture, in the main, coincides with that of artists and cultured people. From childhood they have been surrounded with what is beautiful, and they would turn away from ignoble pictures or unworthy art as quickly as those who had been students in art schools. So I do not call them ignorant." Thus we see the importance and advantage of placing before the pupil in the school room art in its best form.

Where it is possible let us have growing plants in the school room, window gardens. Here is an opportunity to create a love for God's beautiful, growing world.

I wonder if teachers realize the effect upon their pupils of dressing tastily. My little girl of nine came running home the other day, "O mamma," she said, "my teacher looked so pretty today, she had on a white dress and a pretty ribbon just the color of her cheeks round her neck." The surroundings of the school building should be kept scrupulously clean. The outbuildings especially. Neatness and cleanliness are as much a part of the education as the three "R's." The children spend two-thirds of their time in school. The child nature, as we have said, will absorb the effect of its surroundings and reflect the impressions made upon the different senses. If the environment of the home life is one that does not uplift or tend to develop the better nature, then the value of our ideal school room is untold.

What can the woman's club do to help this work?

To what I have said as to the present condition of our country schools, to what I have suggested in the way of bettering these conditions, I hear you say? Yes, all this is very true. We have heard all this before and I think some of our schools are good and some, of course, are not, but how can we help it? I intimated that I would tell you who is responsible for the condition of our school rooms. Are the pupils who frequent these places of learning not our own loved children? Are we not interested in knowing and demanding that their surroundings there shall be as truly pure and uplifting as we make for them in their own homes? We as mothers are the responsible ones and our interest should follow the child wherever he may go. Our clubs are largely made up of mothers. In considering this question of the improvement of the village and country schools we are but looking after the interests of our own children. Our opportunity in this matter is a grand one and must not be neglected. Why are we banded together? Self improvement—mutual benefit. Yes, but is that all? We are told we each have a world-wide influence. Let us combine our influence and exert it not only for our own benefit and improvement, but let us work for the improvement of others. How can we find a more worthy object than the betterment of our country schools. Do we visit the schools? No. Then let us say this shall be one of our weekly duties. Let us become acquainted with the teachers, with their methods, with the surroundings.

There are school districts where they cannot afford many of the appliances and could not buy pictures for the adornment of the school room. Let us use our influence that what money is expended be wisely used. And now

can we not as club women demand that none but cultivated teachers train our children? Our children will be the men and women of the coming generation. Can we not in these closing days of the 19th century and in the dawn of the 20th century demand that none but thoroughly trained teachers obtain positions in our schools? Have we broad minded men on our boards of education? Men who are above engaging a teacher simply because her father or some relative has a strong pull politically? Politics should never guide in the selection of our teachers. We as women cannot all vote as yet, but I believe in some localities women vote for school directors and can hold that office themselves. I believe the women are better fitted for this office than most of the present incumbents. Take these matters into our hands, elect members of our own sex upon the school boards and then earnestly seek to carry out these reforms? Sisters of the federation we know our duty, we see our schools need, let us be active, let us earnestly combine our best efforts to accomplish these reforms which are so evidently needed.

An especially interesting meeting of the Current Topics department of the Omaha Woman's Club was held Tuesday afternoon.

The death of Governor Alvin Saunders was especially noted and his influence in making the city and the upbuilding of its public schools were emphasized.

The unseating of Roberts and the Mormon question was the subject of a spirited discussion—the women commending Miss Gould's decision to speak publicly on this matter and her gift of \$10,000 to be used in agitating the subject.

"Trusts" are to be discussed at the next meeting, Mrs. Miles and Mrs. Hart taking the opposite sides of the debate.

Mrs. F. M. Hall, chairman of the art committee of the state federation, sends the following outline of a study course in art which can be adapted to the wants of any club. This, in response to several club women wishing suggestions on art lines. Mrs. Hall says: "If we have a club organ I believe it can be made an efficient means of communication if every officer or chairman of a committee will make their announcement through it. Club women of the state will then know where they can get definite, authentic knowledge upon all matters pertaining to the state work. To make it a success it should be the only source through which such information can be obtained."

ART HISTORY.

- (a) Architecture.
- (b) Sculpture.
- (c) Painting.

ANCIENT ART.

- I. Egyptian.
- II. Babylonian and Assyrian Art.
- III. Persian, Phoenician, Palestinian and Art of Asia Minor.
- IV. Greek Art.
- V. Etruscan Art.

B.

Christian art to the Renaissance.

C.

Modern art from the Renaissance to the present.

- I. In Italy. II. In Germany. III. In France. IV. In Holland. V. In Belgium. VI. In Spain. VII. In England.

Our course is devoted to each of these headings. Each has a carefully prepared outline that will be sent to any club or class wishing to procure this course of study.

Appropos to what Mrs. Hall says in regard to The Courier as a means of communication I would say that to