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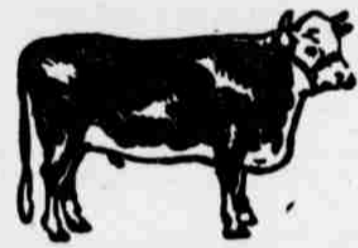
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West Haven, Conn.

# INTERNATIONAL SUNDAY SCHOOL LESSON

(By E. O. STELLERS, Acting Director of the Sunday School Course in the Moody Bible Institute of Chicago.)  
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## LESSON FOR FEBRUARY 11

### JESUS AND THE WOMAN OF SAMARIA.

LESSON TEXT—John 4:5-14, 24, 26.  
GOLDEN TEXT—Christ Jesus came into the world to save sinners.—1 Tim. 1:15.

This is a lesson of one of the way-side ministries of Jesus. It occurred incidentally while he was on his way to his great preaching and teaching experience at Galilee. It was a by-product of his very busy life, yet it is one of the most famous interviews and one of the best examples of how to do personal work that is found in the scriptures. The larger part of the first year of Christ's ministry was spent in Judea. Jesus did not baptize, but his disciples did, doubtless for the same reason, though in a less degree, than why Paul refused to baptize converts (1 Cor. 1:13-16). All but one of the disciples of Jesus were Galileans and Jesus spent about a year and nine months of his ministry in that place.

I. **Jesus Rested** (vv. 4-6). To reach Galilee from Judea Jesus "must needs go through Samaria," not that there were not other ways that he might have traveled, but rather that it was worth while to go out of his way in order to bring the water of life to this needy woman. Jacob's well was at a parting of the roadway near to the city of Sychar. Few places in the land save Jerusalem had so much Bible history connected with them (Gen. 12:6; Joshua 8:33; Acts 7:16; 1 Kings, 12:1, etc.). The well was originally about 100 feet deep and 7½ feet in diameter, but it has been filled up with accumulations of rubbish so it is now only about 75 feet deep. Christ was weary in his work, but not of it, and "sat thus" (by) the well; literally, on the low wall built around it. The sixth hour was probably about midday. There is comfort in consideration of the fact that as a man Jesus was willing to meet this woman of bad character.

II. **Jesus Holds Conversation** (vv. 7-14). Notice the gentle way in which Jesus speaks, and that he began on the ground of their common need. He asks this needed favor that he might confer a greater one, ignoring the prejudice which existed against the Samaritans. Water was the thing uppermost in the woman's mind. She did not grant his simple request, and her reply indicated that racial differences were a very real barrier. They hinder our work even yet. The surprise, perhaps pleasure, that a Jew should ask a favor of her seems to have greatly impressed the woman, and aroused her curiosity. In verse 10 Jesus tells the woman that there are two things she must needs know: (1) the wondrous gift of God, that is the Holy Spirit (Luke 11:13; Acts 2:23-28); (2) the wonderful man who had asked of her "Give me to drink." Had she known these things she would have asked him for the living water. All that was needful was simply to ask. The Holy Spirit is the living water (John 6:33). The woman does not seem to have comprehended what Jesus was trying to teach, yet he was patient, and won her as a convert. He told her that everyone who came to that well would thirst again (v. 13). The world's fountains do not satisfy, fountains of wealth, fame, pleasure or carnal gratification, or even learning. He then tells her of the living water (v. 14) of which the drinker should never thirst, that it would satisfy whoever drinks, and was to be everlasting (John 7:37-39). The one who receives the Holy Spirit within has a perennial, eternal spring of life, joy and satisfaction springing up within him. Before the woman received the water of which he was speaking there had to come a conviction of sin (vv. 15-19); hence his remark, "Go call thy husband." This was a sharp thrust into her life and heart. She tried to parry the thrust with a technical question, yet he comes back with a great revelation of the nature of God and the worship which God accepts, revealing his Messiahship (vv. 15-20). As is indicated, she does not seem to have comprehended the nature of the request which Jesus had made (v. 15); therefore he began this searching of her life in order to prepare her to receive the water of life which he wanted to bestow. This knowledge of her secret life by a perfect stranger who had never even seen her before was an evidence to the woman of spiritual endowment: "Sir I perceive that thou art a prophet." She then entered upon a theological argument (v. 20) which Jesus answered very simply, saying that the worship of the Father is not to be restricted by time or place (v. 21). At this point the disciples return and the woman goes into the village.

Jesus, lifting up his eyes to the citizens who were coming out at her invitation, exclaims, "Lift up your eyes and look on the fields, for they are white already to harvest," thereby emphasizing still further the "personal evangelism" thought which is uppermost in this lesson. She thirsted (v. 14), she received (vv. 25, 26), she became a spring (vv. 28-29) which supplied others (v. 39). The water of life fully satisfies, and it is a spring (v. 10); it continually satisfies.

## Nebraska Has Wealth But Misses an Opportunity

By Dr. H. K. Wolfe

On Sunday, the 24th of last September, the State Journal published a table entitled "Summary of Nebraska Agriculture." The figures contained in that table were compiled by the United States department of agriculture and were introduced as evidence by the Lincoln commercial club in the farm loan hearing in Lincoln the preceding Thursday.

This table was most interesting to me and, after reading it, my spine straightened perceptibly and my eyes turned skyward. 45 years in Nebraska, much of this time on the farm, all of it in close contact with farming interests, and especially with the interests of all working people, cause me to rejoice in the material prosperity of my state. I am proud to be a citizen of Nebraska. Remembering the dark days of the seventies, and some in the eighties, with not a few clouds in the nineties, I am surprised and delighted at the facts set forth.

Without reproducing the whole table, let me select a few of the most prominent facts.

Nebraska ranks 29th among the states in population (1910).

Nebraska ranks 5th in land in crops (1909).

Nebraska ranks 10th in all crops value for years (1909).

Nebraska ranks 4th in the value of farm property.

Nebraska ranks 10th in the value of farm land per acre.

Nebraska ranks 5th in oats acreage (1915).

Nebraska ranks 2nd in winter wheat acreage (1915).

Nebraska ranks 5th in spring wheat acreage (1915).

Nebraska ranks 4th in wheat production (1915).

Nebraska ranks 11th in barley acreage (1915).

Nebraska ranks 5th in oats acreage (1915).

Nebraska ranks 10th in rye acreage.

Nebraska ranks 3rd in total hay and forage acreage (1909).

Nebraska ranks high in sugar beet acreage.

Nebraska ranks 11th in potato acreage.

Nebraska ranks 8th in value of live stock sold, slaughtered on farms, and live stock products.

Nebraska ranks 6th in number of horses.

Nebraska ranks 4th in number of cattle.

Nebraska ranks 5th in number of swine.

After reading this very satisfactory exhibit, I carried my head nearer the clouds for several days. But "pride goeth before destruction." Gradually there came to mind vague visions of another report which I read a year or so ago, in which my beloved state did not appear so bright. Finally it was found that this unpleasant disturbance from my subconsciousness was due to a report made by the Russell Sage foundation entitled, "A Comparative Study of Public School Systems in the forty eight states."

This report was published four years ago. It was based largely upon the figures given in the report of the United States commissioner of education for 1911. It is at least probable that the figures of this report are as accurate as those of the department of agriculture concerning the prosperity of the states.

According to the report of the Russell Sage foundation, Nebraska ranks 20th among all the states in the percentage of children between the ages of 5 and 18 years in school. This means that 19 states have a larger proportion of their children in either public or private school during the year than Nebraska has.

Among these 19 states are Okla-

homa, Montana, Arizona, Rhode Island, Florida, Illinois. Surely this is not a sectional issue. Nor is it due to climate, or elevation, or age or size or wealth, or the presence, or absence of a great university. It cannot be due to good roads or the cost of schools. Next year Nebraska comes Utah, then Indiana, Tennessee and Wyoming in order.

Nebraska ranks 17th in total amount of money expended for public schools. Just ahead of Nebraska come Kansas, Washington, Texas. Immediately after Nebraska comes Kentucky, Colorado, Connecticut. It is interesting to note that Kentucky raises 53 per cent of its expenditures for public education by state tax, and only 40 per cent by local taxation. Nebraska raises by state tax one-half of 1 per cent and by local tax more than 75 per cent. Michigan raises nearly 40 per cent by state tax. Georgia over 50 per cent. California nearly 30 per cent. Vermont 16 per cent. Delaware 26 per cent. Nevada 35 and Massachusetts less than 1 per cent, South Carolina less than 4 per cent and Alabama 70 per cent.

In value of school property per child, Nebraska ranks 21st. Oregon, North Dakota, Idaho, Vermont, Utah, Michigan all exceeding us. Nebraska has invested in public school property \$41 for every child between 5 and 18 years of age. Massachusetts has \$115, and New York \$111 so invested Missouri has \$41 and California more than twice as much viz., \$89 for every child of school age.

In annual expenditure for public schools per child, Nebraska ranks 27th. Pennsylvania, Indiana, Iowa and Michigan ranking a little better than Nebraska, and Maine, Kansas, Wisconsin and Missouri just a trifle lower. This low salaries for teachers, and this is the first cause of most of our other deficiencies, Nebraska pays \$18 per child per year for her schools. The state of Washington pays \$32 per year per child. Apportioning the difference equally among the several items of expense, we may say that a school in Nebraska which pays its teacher \$45 a month would be of the same relative grade as a school in Washington which pays its teacher \$80 per month.

In average day attendance per child of school age (in all cases from 5 to 18 years) Nebraska ranks 19th, which, of course may explain to a certain extent the excellence of our schools at so low a cost for support.

In the cost per child, per day actually in school, Nebraska ranks 21st. It costs the taxpayer in our state 19 cents per day for each child in school. Arizona and Washington pay 30 cents. Missouri and New Mexico pay 17 cents. Wyoming pays 27 cents.

In teachers' salaries, Nebraska seems to have reached bed rock. Our state, according to this report, ranks 28th. The states immediately above us are Delaware, Louisiana, Kansas, Wyoming, Missouri. Those immediately below us in salaries are Oklahoma, Texas, New Mexico, North Dakota, Kentucky, Indiana ranks 16th. Maryland 18th. The average yearly salary of teachers in the United States was for the year given by this report (1910) \$485. In Nebraska for the same year the average was \$411. We paid our teachers on the average about six-sevenths of the average salary of teachers in the whole United States! That same year coal miners got on the average \$600 and common laborers \$512, while factory workers received \$550.

In the same year, salaries of teachers in Colorado averaged \$642; in

Kansas \$429; in Louisiana \$415; in Delaware \$414; in Oklahoma \$408; in Rhode Island \$607; in Washington \$692; in Wyoming \$439; in Arizona \$817; in California \$918; in New York \$813.

I am told by our secretary of state that Nebraska ranks first among all the states in the number of automobiles per 1,000 inhabitants.

The above facts concerning our schools are largely in terms of money. The showing is not creditable to us, especially since for a generation we have prided ourselves on having the lowest, or next to the lowest, per cent of illiteracy of all the states. We may have forgotten that the ability to read and write, may in time, be acquired in very inferior schools. We are proud of our schools. They are better than they were 20 years ago, but they have not kept up with the growth of the better states in this respect. In no one of the 20 foremost states educationally, has there been as little progress during the past 20 years in public school affairs as in Nebraska. In only one respect has Nebraska inaugurated a movement of far reaching consequences. This was the establishment of normal training courses in public schools, begun by W. K. Fowler in 1904. The result of this movement measure our greatest improvement in 10 years. Not so much on account of the professional skill acquired in these courses as on account of the impetus given to high school graduates to enter the rural schools as teachers. Retiring State Superintendent Thomas assures me that at present practically all the teachers of Nebraska are graduates of high schools.

If Nebraska is to keep her place in the educational procession, that is, to remain about in the middle, where we are now, (to say nothing of passing our nearest superiors, as Kansas, Pennsylvania, Maine, Idaho, and North Dakota), we must have an educational commission. Educational "reforms" are too complex to be entrusted to non-professional minds. No business man tries to do specialized work in law, or medicine, or theology, or even in advertising, nowadays. But every important person believes he could reform our schools right out of his superfluous wisdom. Such a commission requires no salaries. There are teachers of training and experience in Nebraska who would be glad to spend many hours during the next several years studying educational tendencies in the world, and Nebraska conditions in particular. Three such teachers, real students of education, together with a lawyer who has served on a board of education, and a business man of wide interests and long experience, to keep the "theoretical educationists" from doing much, might report valuable suggestions to the legislature two years hence, and in 4 years they should be able to submit a plan or plans worthy of most careful attention by the legislature. The entire expense of such a commission need not exceed \$2,000 per year, to include expenses of members when in conference, salary of permanent clerk to do all work of correspondence, collecting data, making digests, filing documents, etc. To accomplish anything the commission should be a working body and not a talking body—a body of trained minds, not merely prominent people, a group of workers not of posers or advertisers.

Approximate rank of Nebraska in ten important factors of wealth, according to the Lincoln commercial club, (based on reports of the United and in ten important educational features according to the Russell Sage foundation, (based on reports of the

(Continued on page six)

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