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Every Nebraskan ought to stand behind Brown as long as he makes good in his fight against the grain trust, and then get ready to stand behind him when he shall tackle the coal and lumber combine.—Columbus Telegram.

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Notice.

To Teachers:—There will be a special teachers' examination held in the court room, Falls City, August 26, 1905.

GEO. CROCKER, Co. Supt.

Educational Department

Conducted by County Supt. Crocker

Address.

(GIVEN BEFORE THE TEACHERS INSTITUTE BY GEO. WATKINS.)

Mr. president, teachers and fellow citizens:—For the last few days, I having been trying to solve this problem, "Why has your county superintendent inflicted me on you for a twenty minutes talk?" Perhaps when I am through you may be able to do so. In my rambling thoughts I have found this, "The teacher occupies the same relation to the other professions that the sun does to the planetary system." The sun can dispense with any of them but is still necessary to the existence of all the others. Without the sun not any of the others could exist. Without the common school teacher there would be no other profession. There would be no use for any other. With any one of the others the teacher would still be necessary to the existence of the rest. There are two things for which I have earnestly prayed. Do not think they are great wealth and learning.

With all the benefits of the one and pleasure of the other there are things I consider far more desirable. The first is that I may never grow old. I do not mean I would not add year by year to my age or avoid the time when the grasshopper becomes a burden. What I mean is that I may never reach the time when I will think that some time in the past the world ceased to move and that every thing modern is a failure.

The world is constantly moving forward and in no department is there greater improvement than in the common schools. In looking over specimens of your work this morning I was forcibly reminded of the time when the unpardonable sin in the pupil was drawing a picture on a slate or piece of paper I am proud to say that of all the nations mine has the most perfect and best common school system and this state stands in the lead of all the states of the union. With due respect for the attendance from other counties I will be pardoned for thinking we had them all yet with all our splendid success in the past there are fields for great improvements in the future. The other great desire of my life is that I may never forget that I was once a boy.

A naughty roguish boy, not that I am particularly glad to know that I had these traits because of themselves but because they are the characteristics of the natural boy and I am glad I was neither a prodigy or a freak. To remember them makes me more lenient to the modern boy I often hear men who were boys when I was, lamenting the degeneracy of their boys, when I know their boys are no worse than the father. Right here I would urge every teacher, if you can, try to place yourself in the place of the pupil and do by him or her as you would have a teacher do by you in like circumstances. Here I will have to indulge in a remembrance.

Forty-six years ago this fall when I was much older and knew a great deal more than I do now I was attending an institute like this in Garnaville, Iowa. Three professors and several of the older teachers all told of having severely whipped some bad boy or girl and made them very good and obedient. A lady teacher arose and remarked that as the professor and teacher had been heard from it might be well to hear from the boy and mentioned myself as the boy. I arose and remarked that I was surprised and not only surprised but amused not that they had been able to beat

bad boys and girls into pulps and remodel them into good boys and girls. I would take it for granted they had but what beat me was that in all that room full of teachers there was not one who had undergone the pleasant process. If there was one would he get up and tell his experience. Not one got up. I do not want you to understand me to say you must not whip. I do say most emphatically, if you do whip, do it and have it done with. Never tell a scholar that you are going to whip him or hint after it is over with that you whipped at all. There is no place in the world that old adage "The Devil still finds some mischief for idle hands to do" applies better than in the school room. If the pupil is not busy at something useful he will be in mischief and all the whippings in the world will not prevent it. There are two elements in every human being that might be taken advantage of by the teacher. Every one is interested in something. Find out what it is and interest yourself with them. The other is, every one wants to know more than they do now about something. If the thing your pupil is interested in is not as useful as it might be, by acquainting yourself with them you may be able to direct their thoughts to a more useful channel; you certainly cannot until you know their trend.

I read in the face of every teacher present this question "What, Mr. taxpayer and patrons, have you no duties in this matter?"

Most assuredly we have. I wish I had the patrons of every common school in the land before me now. I would say to them with all the force of my nature, as our benefits are greater than the teacher so is our duty. It is our duty to see that the teachers have a suitable place in which to work supplied with all the necessary appliances to make that work for themselves and the pupil as easy as it can possibly be made. The school grounds should be ample and properly decorated and to supply our children with suitable teachers. The laborer is worthy of his hire. The good teacher is worthy of better pay. The poor teacher should not be in the school room at all. I see from the Omaha Daily News this "In New Haven, Conn., one of the country's most prominent seats of learning there are school teachers getting only \$300 a year while the lowest pay given street sweepers is \$530." "Unfortunately New Haven does not stand alone." The figures show that Chicago, Washington, Columbus, Ga., and Meridian, Mississippi, are the only cities in the United States where the minimum pay of school teachers is higher than the minimum pay of street sweepers" just think of it! The pay of a cleaner of the street is greater than the pay of those who are to keep the immortal mind of our offspring clean and pure. The teachers pay is not only inadequate but they are entitled to a continuous pay I mean this "the teacher is entitled to a years pay for teaching our schools." Every other occupation provides employment continuously, why not that of teaching? It is time that school teaching cease to be a stepping stone to some other profession and become a profession by its self. We patrons if we have a colt that we think may develop into something of a stepper will put it into the hands of an instructor we can always find time to see how it is progressing. We put the most precious thing we have into the hands of the teacher and never go near it, we haven't time. But

says Mr. Taxpayer, "are we not paying about as much tax now as we can stand?" Answering I will say, if we are I absolutely deny our right to fail to punish our child. The most precious gift of God to man, the very best instructors and the very best and pleasantest facilities for that instruction that can be secured for money and if we are going to economize we should do it somewhere else.

I thank you for the honor and attention given to your humble speaker.

Music in Education.

BY WILLIAM L. TOMLINS, CHICAGO.

Educators are not satisfied with the existing condition of affairs in our public schools. Indeed so great is the unrest that an active controversy is now being waged all over the country. On one side liberals calling for up-to-date instruction to prepare for up-to-date living, and on the other side conservatives who denounce these so-called "fads" as inefficient and harmful. The burden of proof is with the liberals, for while no one really believes a return to the old-fashioned three R's is at all desirable it must be shown that the new courses of study meet the situation. The general testimony seems to point the contrary. Many educators contend that there is little life at the point of contact with the pupil where humanity means so much and machinery counts for so little.

To prepare the youth of our land to meet the requirements of modern living is a problem of immense importance, affecting, as it does, the welfare of a score of million of American children, and no pains should be spared to reach its solution.

In this connection I introduce music, because after years of original research I have found that it can be applied with wonderful results in education.

Effect of Song upon Life.—There is an inner life in singing without which the song, however correctly executed, however brilliantly performed, is comparatively valueless. This song life may be engendered apart from pyrotechnic vocalisms just as they may exist without it. By using this temperamental life, i. e., channelling into lines of truth and use as well as beauty, a wonderful force is generated which does not pass with the cessation of the voice vibration, but remain an enduring energy, capable of being used in innumerable ways. The powers of song as they are now indulged, great as they are are no more to be manifested than the glitter and dazzle of sunshine compares with the sun's power to warm, to fructify. Carrying the illustration further the sunshine gains in efficiency by working with and through the elements, earth and air and water, without all of which it produces only a barren cloudless desert. In like manner this inner life force seeks association with the mind and heart and will. So many singers there are with fine voices who supply sunshine qualities to the more prosaic qualities of their hearers, but who lack in themselves those associate qualities which make for the enrichment of rounded character.—Selected.

Chant The Beauty Of The Good.

Emerson says: "Do not bark against the bad, but chant the beauty of the good." Thoughtful people recognize the power of "suggestion." If the beautiful things in life appeal to us we are sure to find them. If the pleasant, happy, joyous side has attractions for us we will turn to it instinctively. We find what we persistently and earnestly search for always, whether it be good or evil, happiness or misery.

Teacher's Qualifications.

No man of prominence has emphasized the value of normal instructions with better logic than the late J. Sterling Morton: "We demand for Nebraska educators. We demand professionally trained teachers, men and women of irreproachable character and welltested abilities. We demand from our legislature laws raising the standard of the profession and exalting the office of the teacher. As the doctor of medicine or the practitioner at law is only admitted within the pale of his calling upon the production of his parchment or certificates, so the applicant for the position of instructor in our primary and other school should be required by law to first produce his diploma, his authority to teach, from the normal schools.

"We call no uneducated quack or charlatan to perform surgery upon the bodies or our children lest they may be deformed, crippled and maimed physically all their lives. Let us take equal care that we intrust the development of the mental faculties to skilled instructors of magnanimous character that the mentalities of our children may not be mutilated, deformed and crippled to halt and limp through all the centuries of their never-ending lives. The deformed body will die, and be forever put out of sight under the ground, but a mind made monstrous by bad teaching dies not, but stalks forever among the ages' an immortal mockery of the divine image."

"When you play, play hard, and when you work do not play at all."—Theodore Roosevelt.

With the Philosophers.

(From The Fremont Tribune.)
After bicycles had been used for a time someone invented the "safety" kind. Is it not about time for the introduction of the "safety" auto?

These are fine mornings to walk barefoot in the dewy grass down the path to rugged health.

The Sultan of Sulu already has twelve wives. Alice Roosevelt politely refused him, as she didn't care to be the thirteenth. It is well to always keep such things in mind.

It is announced that the male mosquito is strictly vegetarian. Only the female insects have sharp enough noses to puncture our skins.

An Omaha woman is suing for a divorce on the grounds that her husband cut her face by hitting her with a beefsteak. That's tough.

From The York Times.

Some people never are even decent unless they think they are dangerously sick. Under other circumstances it is almost impossible to get along with them.

If only the guileless talked about people there would be very little backbiting.

Christ had a traitor among twelve intimate friends. You can hardly expect to maintain a higher proportion.

Profanity sometimes adds emphasis and sometimes relieves the mind but it is always inelegant and coarse and does not pay half what costs.

The Globe (Ariz.) Register devoted about a column last week to Judge Tucker and his defamers, claiming that the charges filed are the result of spite and personal antagonism, and will fail of their aim in the end.—Humboldt Leader.

The latest issue of Geo. W. Berge's independent is very much like its predecessor. It is full of talk about "evils," and nothing else—"evils" of this and "evils" of that, "evils" of private ownership, "evils" of American railroads, "evils" of wealth, "evils," "evils." Of the blessings of our lot and our institutions, he sees none, or at least has nothing to say. What he does on is "evils."—Lincoln Star.