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Educating Filipinos— Establishing Schools

(Copyright, 1900, by Frank G. Carpenter. MANILA, Aug. 1, 1900.—(Special Correspondence of The Bee.)—One of the most important things our government has to do in the Philippine islands is the establishment of a good public school system. At present not more than 20 per cent of the people can read and write. There are districts in which very few of them can speak Spanish and there are hundreds of thousands of school children who have had no school advantages. For the last four years, owing to the trouble with the Spaniards and the Americans, many of the schools have been discontinued. In every island I have visited I have found the school houses vacant, and nearly everywhere they are going to ruin. In some parts of Luzon they have been burned by the insurgents and in others the teachers have had to leave because they were connected with the friars.

With the advance of our army every town which has been garrisoned has been given a school. The officers urge the people to open the school houses and tell them that they must support their own schools and that English must be one of the studies. In

teachers, who will take charge of the educational system of the whole archipelago and direct it from here. There should be a supply of American teachers so that there could be at least one English teacher in every village and school district, with a corps of general superintendents, who could go from district to district and see that the children are being properly taught. The best educated of the native teachers should be retained and the work for years will have to be continued in Spanish. The children should be compelled to go to school. They need new school buildings and new school books and in fact a thorough reorganization of their educational system. They are, I am told, in nearly all places anxious to learn and perfectly willing to pay for the best school advantages, but in order to have these there must be Americans at the head of the school system and enough American teachers scattered throughout the whole to leaven the lump.

I have visited a number of the public schools of Manila. I am surprised at the quickness and intelligence of the pupils. They are very apt at learning and are the



PRIMARY SCHOOL.—BOYS WITH BOOKS.

some places the soldiers are teaching, and everywhere attempts are made to organize a new system of education. Heretofore the Philippines have had nothing like a public school system. They have had schools in most of the villages, but the teachers have been appointed by the priests and the studies have been controlled by them. The chief teaching has been in the catechism and along lines of religious instruction, and today the priests object decidedly to having the catechism taken out of the schools. The schools were opened with the reading of Catholic prayers and until now every school had a crucifix hung up over the teacher's desk. The same prayers are used now by many of the American teachers, one of them telling me that she thought it better to keep up the prayers notwithstanding she was a Protestant herself.

Schools in Manila.

At present there is no systematic school organization of the islands. Each military official prescribes for his own district, and it is a sort of go-as-you-please. The only place where there is anything like a bureau of education is in Manila. Here we have a superintendent of public instruction. This is Mr. George P. Anderson, a Seattle man, the son of one of the leading college educators of the northwest. Prof. Anderson graduated in one of the Washington state universities, and about nine years ago finished a course of three years at Yale. He has had no practical experience in public school work, and it is a question whether a man who has worked in the schools at home would not be better equipped for the place. Mr. Anderson came out here as a soldier in the Second Oregon volunteers, but he has been placed at the head of this department. He tells me that there are now between forty and fifty public schools in Manila, with an attendance of 4,000 or 5,000 pupils—not more than one-tenth of what there should be in this city of 300,000 people.

The schools, with one or two exceptions, are all of the primary grade. The language used is mainly Spanish, English being taught for only a portion of the day. The English teachers are in most places American girls, the daughters of the officials here. Some few have been school teachers at home, but many are new, experimenting for the first time on the poor Filipinos. Many of them labor under the disadvantage of not knowing the Spanish language, but they are all learning rapidly, and, considering their lack of normal school training, are doing remarkably well. They are very well paid, each teacher receiving a salary of \$1,440, or \$720 in gold. This is, I think, for a year of ten months. It is considerably more than the school wages in the United States.

What we need here is a bureau of education, offered by practical American

equals, I believe, of children of the same age in the United States.

Let me take you into one of the schools and show you just how it looks. It is a primary school, for as yet little more than the primary grades have been established. The school house is nothing like any you have seen in the United States. It is a one-story building, about thirty feet square, built upon posts ten feet in height. It has sliding windows made up of a lattice work of hundreds of little squares, in each of which a piece of oyster shell not thicker than your thumb nail has been fitted. These shells serve to keep out the hot sun and they are so transparent that they admit enough light for study and work. The windows are always open, except where they keep out the sun, so that the air may sweep through. There is a little coconut tree in front of the building I am describing and we pass through a grove of banana trees on our way to the back yard, where the entrance is found. Going upstairs we find two or three rooms filled with little children at work.

How Filipino Schoolboys Dress.

In this school all are boys, for there is no co-education of the sexes in Manila, and the boys and girls each have schools of their own. The boys are as brown as mulattos and their hair is cut short, so that it stands up like black bristles over their little bullet-like heads. Notice their eyes. They are black, and the most of them snap with the interest they show in the teaching. How queerly they dress. If our boys wore their clothes in this way their teachers would send them straight home. Each boy has his shirt tails outside of his trousers, and each is in his bare feet, or in slippers, without stockings. Fully half of the number cannot help studying out loud, according to the custom which was taught in the past, but which our American teachers are trying to abolish.

As we stand and look at the school the native teacher comes out. It seems queer to us that he keeps his hat on while he is teaching, and stranger still when he pulls cigarettes from his pockets then and there and asks us to join him in a smoke. He shows off the scholars, but the language is Spanish, and we can hardly say whether they do well or ill.

Later on I visited one of the primary schools for girls. The teachers were women and among them was an American girl who told me that she found the children quite as bright as our school children at home. With her assistance I photographed some of the pupils, taking three little girls as a sample, and later on made a picture of a class. She had some of the little ones recite their English lesson and they did remarkably well.

The teachers are doing all they can to

(Continued on Tenth Page.)

I CURE VARICOCELE

Rupture and Associated Pelvic and Nervo-Vital Diseases, to Stay Cured.



D. D. RICHARDSON, M. D.

There is not in the world another institution devoted exclusively to the cure of Varicocele, Rupture, Stricture and associated Pelvic and Nervo-Vital diseases, as large as "The Richardson Home" which I maintain for the care of my patients.

The institution was built upon the foundation of my successful professional experience—an experience covering years of untiring research and original investigation, and which has afforded me unlimited opportunities for acquainting myself with every phase and form of the diseases to which I limit my practice. The Richardson Method which I originated and brought to its present state of perfection, gives me a mastery over Pelvic and Nervo-Vital diseases such as no other physician possesses.

Throw Away Suspensory.

The inadequacy of the measures usually employed in the treatment of Rupture, Varicocele and associate diseases was early forced upon my attention, and subsequent observation of a vast number of cases con-



firmed my belief that trusses, suspensories and other artificial supports, and the numerous "home treatments" so extensively advertised, not only failed to cure, but in some instances actually served to aggravate the very conditions they were supposed to remove.

The wide prevalence of these diseases, and their disastrous effects upon the nervous organization, also impressed me, and impelled me to give my whole time and thought to their study and the formulation of a system of cure that would CURE TO STAY CURED.

In its various modifications, and when administered by myself, The Richardson Method cures not only Varicocele, Rupture, Stricture and enlarged prostate, but Paralysis of all forms, including Locomotor Ataxia and similar disorders of the nervous system resulting from Pelvic diseases. In nearly all cases of Paralytic affections that have come under my observation, I have found Varicocele to exist, and investigation has shown me that stagnated blood in neglected Varix is responsible for such diseases. I discovered that in these stagnated blood currents, toxins are generated and

minute blood clots are formed, which cause poisonous deposits in nerve matter, obstruct nerve force, and ultimately lead to the gravest forms of Paralysis.

Nervous System Injured.

The injury that the nervous system sustains as a result of absorption of this material is of the gravest character, and although partial or complete physical collapse, Paralysis, Locomotor Ataxia, or Nervous Prostration, may be long delayed, its coming in some form is only a question of time.

Vital Power and the magnetism that carries with it the qualities of mastery over circumstances as well as persons do not exist and cannot exist where the forces of the nervous system must be drawn from a circulation that has become contaminated by the unhealthy products of Varicocele.

The pains and inconveniences of this disease are in themselves sufficient reasons for the sufferer seeking prompt and complete cure, but when coupled with these are the further considerations that its continuance invites a long train of nervous and mental diseases, the importance of early cure is apparent.

Varix Cured in 5 Days.

By means of the delicate and sensitive mechanisms for the administration of my Method, I painlessly and permanently remove the Varicocele, and introduce into the system active curative agents of known chemical affinities, which by direct contact antagonize and destroy the poisons and obstructions in nerve matter, restoring all of the powers and attributes characteristic of manhood in its fullest development. I cure Varicocele in five days, and my uniform fee for its cure, where the disease is not complicated with other troubles, is \$100.

If you are a sufferer, you cannot afford to neglect a matter so vital to you as is the restoration of your health, which I promise if you place yourself under my professional care.

Describe Your Case.

I have written and recently published, books on Rupture, Varicocele, Stricture, Nervo-Vital Diseases and Vital Power, any one of which will be mailed you if you write a full history of your case, enclosing ten cents to prepay postage on sealed book. All correspondence is answered by me personally, and in strictest confidence. You will make no mistake by coming to Chicago without delay, prepared to take my treatment and be cured. "The Richardson Home" has two hundred rooms, is admirably located on America's finest boulevard, and will afford you every comfort and convenience while under my care.

D. D. RICHARDSON, M. D.

1266-74 Michigan Avenue, Chicago.