natural principles of citizenship. If all mothers were competent mothers; if they were as well fitted for mothers' duties as the teacher is for teaching, much that is now required in the public schools could be let alone. But the instruction from the public school teacher in many instances means to the child home and school too. To many, the teacher takes the place of c parent, associate and mental director.

along, breathlessly, through the different may surmise the average child's opinion grades until they stop, discouraged, upon upon certain subjects of common inthe threshold of the high school, never terest. to enter. Others, bright and capable in some branches of study, are compelled child, particularly the man-child, looks to go over and over those studies which to them are so hard until they too, discouraged, join the great throng and study, as an unmixed joy. leave school.

needs could be given to our American while he pursues comething very disboys and girls, more of them would be fitted for citizenship and if every child could be taught to put into practical use what he has learned there would be fewer half starved people in our country.

for citizenship.

All will agree with me when I say that regular teacher. a man who is able to live comfortably questions that confront all citizens.

My plea then, is this: The public stroke, after this fashion. schools should first teach a child rever-Third. Should teach him to apply his such conduct." knowledge.

needs an efficient compulsory attend- of "such things," and spread itself to the "best pupil," when his mind is ance law. One that shall state the ex- silently over the room. Out of the act time of the year when attendance at silence came the voice of one whose of some marvellous cave, or kite, or school shall begin and shall prohibit honesty was greater than his vocab- other things that boys make. children from working in stores, fac- ulary tories or shops who have not bad the proper shool advantages. There should be officers provided whose duty it is to see that children enter school at the proper time and that all other points of such a law are strictly enforced. There are separate schools needed, too, in the cities, for those children whose very being seems to be antagonistic to the laws pality, and few there be that solve them of the school. Their attendance is a never ceasing source of worry to the teacher in charge and the effect of their presence is demoralizing to the other children. For them and all other classes of children who need special training there should be separate A propensity for inflicting his new boots schools.

The establishment of such schools should be placed in the hands of competent teachers who are especially fitted for their work and the children who are willing to work will be free from the annoyance and evil influence which now appals some parents. While those who are in the hands of special teachers will be much more benefited and receive much more attention from their teachers.

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IN THE SCHOOL ROOM. [MARTHA PIERCE.]

It is not given to any merely grown up person to say what the average child thinks. "The thoughts of youth are long, long thoughts," and nimbly evading us, vanish up avenues we may not tread. Their ultimate destination we can only guess, because these ways are not our ways. And yet, after certain dearly bought experiences, and a degree In these days children are hurried of silent and cautious observation, one

Thus it is highly probable that the upon the temporary absence of the onewho has made his temperament a special

Doubtless he longs for the power to If more specific training for specific command the sun to stand still on Gideon, tantly related to wisdom, but requiring unlimited understanding. If the path of the substitute teacher is strewn with roses, it is not due to any pre-arranged plans for boquet throwing, on his part, That education which will bring out Nor will be fail to see, however thick the best there is in a child and help to the roses bloom, that certain little promake that best greater and then help verbial thorns abide. Only the most him to adapt that education to his sur- brilliant executive ability or a charm roundings, thereby enabling him to earn which would penetrate the armor of a an honest livelihood and teach him to crocodile, can thwart him and extract have respect for himself, his country from him the regular day's work, though and his God, is one which will fit him he is quite probably the model pupil, when the room is under the eye of the

For the further encouragement of and whose physical and material wants these faithful and never to be for rotten are well supplied, is capable of being a who take forty effervescents, aged ten, much better citizen than his poverty at a half hour's notice, today, and an stricken neighbor. He is able to think austere and learned eighth grade tomorclearly and is better fitted to face the row, and keep the whiels of progress moving, he sometimes adds a finishing

"I do not understand," said a teacher ence for himself, his country and his severely, after an exhortation, "where God. Second. Should teach him thor- you learned to do such things! I know oughness in whatever he undertakes. Miss A (her predecessor) never allowed

A comprehensive and comprehending Then this state, as well as others, grin, appeared on the faces of the doers

> the discussion abruptly, and proceeded tions, under the stimulus of interest. to teach language.

satisfactorily, except for present need. Whilom, that extraordinary child who got." caused the teacher to repeat to herself anxiously as she climbed the stair to the office where he was in solitary confinement, "abnormal," was again in disgrace. on the calves of plump little boys, and a general telent for mischief had brought on my sled. I would dig too." him to this evil moment. The teacher sad and serious gaze which such occasions evoke. Presently she began to talk kindly and gently, and was presently gratified to behold on the face. persistently turned toward the window, an expression of intense interest. To be cheeks, but she had been accustomed to tears, idle tears.

This intent expression was a new phase of Tommy. She talked on gravely, until she deemed the impression on the plastic mind clear cut and clean. As she paused, with the final question, "What do you think about it Tommy?" a grimy little hand clutched hers and an excited voice fell on her waiting ear.

"See that fly! See him twist his toes. Ain't he funny?"

Lessons, are somewhat irksome, even

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more concerred with the construction

And when in an occasional lesson in "We always acted that a way when we composition he is given permission to had an artificial teacher, down in Miss talk of what he would like to do, he A's room," he said. The teacher closed sometimes unveils some of his aspira-

"What I would do if I had my own Many are the problems which rise in way" was the subject of a composition the small community which is some one day, and some of the statements sent wi thing more intricate than a munici- were interesting and instructive Some of them ran thus:

"I would want the best thing I could

"If I had my way I would go out to my grandpa's farm and see my dog." This boy was under the influence of a

present longing evidently.

"If I had my own way I would watch the men dig a cistern, and haul bricks

A precocious youth asserted that if sat down and looked at him with that he had his way he would "go to school until he was about 24, and then get married and go way off and earn money."

No less ambitious but more juvenile in his desires Johnnie would "by a teem of gotes and a wagon and have fun."

It astonishes the teacher who is sure the tears which in the beginning laboring to light the spark of ambition had flowed copiously, were dried on his for the attainment of greatness which is supposed to be the reasonable hope of every American, if she happen upon the discovery that to most of her boys the glory of the White House fades into iusignificance when compared with the ownership of a "teem of gotes."

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