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 achool teacher in many instances means to the child home and school too. To many, the teacher takes tal director.

In these
In these days children are hurried along, breathlessly, through the different grades until they stod, discouraged, upon the threshold of the high school, never to enter. Others, bright and capable in some branches of study, are compelled to go over and over those atudies which to them are so hard until they too, discouraged, join the great throng and lenve school.
If more specific training for specific needs could be given to our Averican boys and girls, more of them would be fitted for citizenehip and if every child could be taught to put into practical use what he has learned there would be fower half etarved people in our country. That education which will bring out the best there is in a child and help to make that best greater and then help him to adapt that education to his surroundinge, thereby enabling him to earn an honest livelihood and teach him to have respect for himself, his country and his God, is one which will tit him for citizenship.
All will agree with me when I say that a man who is able to live comfortably and whose physical and material wants are well supplied, is capable of being a much bettar citizen than his poverty stricken neighbor. He is able to think clearly and is better fitted to face the questions that confront all citizens.
My ples then, is thie: The public echools should first teach a child rever. ence for himself, his country and his God. Second. Should teach him thor. oughness in whatever he undertakes. Third. Should teach him to apply his knowledge.
Then this state, as well as others needs an efficient compulsory attendance law. One that shall state the exact time of the yfar when attendance at school shall begin and shall prohibit children from working in stores, factories or shops who bave not bad the proper shool advantages. There should be officers provided whote duty it is to see that children enter school at the proper time and that all other points of such a law are atrictly enforced. There are separate achools needed, too, in the cities, for those children whose very being seems to be antagonistic to the laws 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 schools.
The establishment of such schools should be plased in the hands of com. petent teachers who are espacially titted for their work and the children who are willing to work will be free from the annogance and evil influence which now appals some pareste. While those who are in the hand's of special teachers will be much more benetited 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 of silent and cautious observation, one may surmise the average child's opinion upun certain subjects of common in. terest.
Thus it is highly probable that the child, particularly the man child, looks upon the temporary absence of the one. who has made his temperament a special study, as an unmixed joy
Doubtless he longs for the power to command the sun to stand still on Gideon, while he pursues something very dis. tantly related to wisdom, but requiring unlimited understanding. It the path of the substitute teacher is strewn with roses, it is not due to any pre-arranged plans for boquet-throwing, on bis part. Nor will he fail to see, however thick the roses bloom, that certain little proverbial thorns abide. Only the most brilliant executive ability or a charm which would penetrate the armor of a crocodile, can thwart him and extract from him the regular day's work, though he is quite probably the model pupil, when the room is under the eye of the regular teacher.
For the further enconragement of these faithful and never to be-for gotten who take forty effervescents, aged ten, at a half hour's notice, today, and an austere and learned eighth grade tomor. row, and keep the wheels of progrese moving, he sometimes adds a finishing moving, he sometimes adds a finishing "I do not unders fashion.
"I do not understand," eaid a teacher severely, after an exhortation, "where you learned to do such things! I know Miss A (her predecessor) never allowed uch conduct."
A comprehensive and cumprehending grin, appeared on the facee of the doers of "such things," and spread itself silently over the room. Out of the silence came the voice of one whose honesty was greater than his vocabulary.
Wo always acted that a.way when we had an artiticial teacher, down in Miss A's room," he said. The teacher closed the discussion abruptly, and proceeded to teach language.
Many are the problems which rise in the small community which is some. thing more intricate than a municipality, and few there be that solve them atisfactorily, except for present need. Whilom, that extraordinary child who caused the teacher to repeat to herself anxiously as she climbed the stair to the otfice where he was in eolitary confinement, "absormal," was again in diagrace. A propensity for inflicting his new boots on the calves of plump little boys, and a general talent for mischief had brought him to this evil moment. The teacher at down and looked at him with that ead and serious gaze which such oceasions evoke. Presently she began to talk kindly and gently, and was presently gratilied to behold on the face, persistenily tuined toward the window, an expression of intense intereat. To be suie the tears which in the beginning had towed copiously, were dried on his cheeks, but she had been accustomed to tears, idle tears.
This intent expression was a new phase of Tommy. She talked on gravaly, 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 clutzhed 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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to the "best pupil," when his mind is nore concert ed with the construction of some marvellous cave, or kite, or other thinge that boys make.
And when in an occasional lesson in composition he is given permission to talk of what he would like to do, he sometimes unveils some of his aspirations, under the etimulus of interest.
"What I would do if I had my own way" was the aubject of a composition one day, and some of the statements were interesting and instructive Some of them ran thus:
"I would want the beat thing I could

"If I had my way I would go out to my grandpa's farm and eee my dog"
This boy was under the influence of a resent longing evidently.
"It I had my own way I would watch the men dig a cistern, and haul bricks on my sled. I would dig too."
A precocious youth asserted that if he had his way he would "go to school until be was about 24 , and then get mar. ried 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 laboring to light the epark of ambition for the attainment of greatnese 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 ownerahip of a "teem of gotes."


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