

tic emotionalism of Miss Butt's would stir up a conscience if the rudiments of conscience were left.

Now there is a mystery about Miss Butt, as there was about "Tribby." I happen to know one of Miss Butt's teachers very well and it is from him that I have the disclosure. The girl has absolutely no musical intelligence; no musical memory, no musical taste. The brain cells are not fashioned the right way, the nerve tissue is not of the right fiber, and Miss Butt will never while time endures be an artist. When she was "discovered" ten or twelve years ago she had, as she has still, one of the most remarkable voices in the world, a physiological wonder. It was, he said, the most wonderful voice he had ever taught; it was capable of everything but certainty, precision, that unflinching exactness which distinguishes the artist from the amateur. To teach her was like building ropes of sand. One day those wonderful tones would do what you willed, they obeyed like the keys under your fingers. The next there were little inaccuracies and lapses and she would never seem conscious of them. She was not particularly ambitious and not fond of work. When she did work, it was without fervor. She was good natured and took reproach, and smiled her middle class smile and had some trouble with her h's. She boned away at "Alceste" Schubert and Schumann, but she preferred "Kathleen Mavourneen" and "Abide With Me" and she freely acknowledged her preference. There simply is not one fibre of the artist in all her six feet two. So, in spite of her success in America and her popularity in England, the voice is practically lost, a sort of runaway engine that may pull up anywhere. It is perhaps the most wonderful contralto voice in the world, but there is no mind to direct it. It is very much as if an organ builder, having completed his masterpiece, should lock it and throw the key into the sea; and only chance winds, blowing into the reeds, make an echo there. Therefore, there is something ghastly about that great, triumphant voice when it sings what it has been taught. One feels as though the voice itself were under an evil spell, as though it had been put to sleep, or frozen, or in some way subjected to dark enchantment. There is something mortuary about it, like "the jasmine, white as death."

Whose is the Face?

FOR THE COURIER.

Builders of mind wrought castles grand,
Dreamers of things to be;
In every scene your fancy frames,
Whose is the face you see?

Whose face to you more beautiful,
A thousand times more fair
Than ever artist saw, or sought
To paint on canvas rare?

Whose the face your thoughts unveil
At each well-won success,
That wears for you a smile of praise
A look of tenderness?

Whose is the face you ever see,
Tho' time be swift or slow?
And whose the love you feel to be
The dearest heart can know?

I ask a secret, to be sure;
Few ever will define,
Till time unfold the story old,
But I will tell you mine.

The face I see is old and worn,
With whitened hair above,
But every line and look and smile
Bespeak my mother's love.

-R. B. Morgan.

CLUBS.

[LOUISA L. RICKETTS.]

CALENDAR OF NEBRASKA CLUBS.

January.	6.	Hall in the Grove, Do Women Need the Ballot.....	Lincoln
	6.	Woman's c., Dickens.....	North Bend
	6.	XIX Century c., Painting in Germany.....	Seward
	6.	History and Art c., Christmas and New Year Legends.....	Seward
	6.	Fin de Siecle c., Early American Paints and Painters.....	Seward
	7.	Woman's c., Musical.....	Omaha
	8.	Woman's c., Oratory.....	Omaha
	8.	Woman's c., French Conversation.....	Omaha
	8.	Woman's c., Child Study.....	Central City
	8.	Woman's c., Ethics and philosophy.....	Omaha
	8.	Woman's c., Richelieu, Louis XIV., Court of Versailles.....	Minden
	8.	Sorosis, History.....	Stanton
	8.	Frances M. Ford c., Dutch Painters and Art.....	Stromsburg
	10.	Woman's c., Household Economics.....	Omaha
	10.	Woman's c., English Literature.....	Omaha
	10.	Cozy c., Ludwig and Rudolph-Guelphs and Ghibellines.....	Tecumseh
	9.	Woman's c., Myths, Legends and Folk Lore—Our New Possessions.....	Fairbury
	10.	Friends in Council, Burns, Wordsworth and Scott.....	Tecumseh
	10.	Woman's c., Herbert Spencer.....	Ashland
	12.	Woman's c., Territorial Extension.....	Plattsmouth
	12.	Zetetic c., National Buildings—American Educational Institutions.....	Weeping Water
	13.	Pansy c., Lowell—Helen Hunt Jackson.....	Tecumseh
	13.	Woman's c., Child Study.....	North Bend
	13.	Review and Art c., Raphael.....	York
	9.	History and Art c., Death of William III.—Blackstone—Florence Herschel.....	Albion
	13.	History and Art c., The Saxon Rulers.....	Seward
	13.	Fin de Siecle c., Early American Drama, Familiar American Songs.....	Seward
	13.	Woman's c., House of Hanover—English View of American Revolution.....	Syracuse
	13.	Woman's c., Charlemagne.....	Dundee

OFFICERS OF N. F. W. C., 1899 & 1900.

Pres., Mrs. Anna L. Apperson, Tecumseh.
V. P., Mrs. Ida W. Blair, Wayne.
Cor. Sec., Mrs. Virginia D. Arnup, Tecumseh.
Rec. Sec., Miss Mary Hill, York.
Treas., Mrs. H. F. Doane, Crete.
Librarian, Mrs. G. M. Lambertson, Lincoln.
Auditor, Mrs. E. J. Halner, Aurora.

During the sessions of the state association of teachers it has become the custom of several of the auxiliary associations to meet to discuss various problems immediately pertaining to their own departments. Wednesday afternoon the N. F. W. C. gave an interesting program at University hall. The new chairman of the educational committee, Miss Hascall of Wakefield, presided. Mrs. Gertrude McDowell of Fairbury spoke first on "Children's Reading," and was in favor of giving the best in literature to children, even when they do not fully understand. Many teachers were present to hear Mrs. McDowell's thesis.

"The Vacation Problem," presented by Mrs. Emma Page of Syracuse, gave a history of the "vacation" schools which now form a part of the public school system of Boston, New York and Chicago. The idea is to make of them recreation schools, of which manual training, music and art are prominent features. In Chicago the schools are said to be the cause of a decided decrease in juvenile crime.

The discussion, "Does the intellectual life develop simultaneously with the religious life, and are the schools under obligations to foster both equally," was opened by Mrs. Lobengier of Omaha, followed by the Rev. Dr. Stein. The first seven years of a child's life were said to be the most important for religious training. The majority of children are taught no religion at home. The religion taught in the public schools of England for fifteen years resulted in a decrease of crime. Professor Hart was also called upon for remarks.

The program given by the W. C. T. U. educational department was opened

with devotional exercises. The first paper was by Mrs. Medora D. Nickell, state superintendent of scientific instructions. The subject was "Recompense," and she gave an exceedingly well-written paper, taking the position that labor, whether of hand, brain or heart, enlarges and strengthens the physical, mental and spiritual life. The bestowal of one's self for humanity's sake is usually a thankless gift. There is a reward, but you must find it for yourself in advancement of mankind impossible but for your appreciation. This paper was briefly discussed by Mrs. S. M. Walker.

Mrs. O'Laughlin of Pawnee City, state superintendent of hygienic cooking, furnished a fine paper upon "Hygienic Reform." The startling statement was made that of the people who die in the tenement house district in New York city, one-fourth die of consumption. What the world most need is not charity, but enlightenment, not the hand of power, but the hand of brotherly kindness reached out to help.

The reformation of the slums must be by such means as will reach the individual man and woman and the individual home. This paper was reviewed by Mrs. M. P. Hoover of Bennett. Referring to her participation in a state teachers' institute, held December 27, 1893, Mrs. Hoover outlined vividly the great degree of advancement during the years.

Enthusiastic addresses upon the temple in Chicago, by Mrs. S. M. Walker and Mrs. C. M. Woodward, trustees of the temple, were given, the audience showing much zeal in the work.

At the business session the following resolutions were unanimously adopted: Resolved, That we desire to express our increasing interest in the temple as the appropriate monument to our Frances E. Williard, and our conviction that it is the imperative duty of temple trustees to as adequately as possible protect the valuable interest.

We must earnestly disapprove of official interference by the National Christian Temperance Union leading directly or indirectly to the diversion of support from the temple, either material or moral.

These resolutions were called forth by reason of the attitude of the national officers of the union who are discountenancing gifts and donations to the temple, as a diversion of funds from the national treasury. One of the ladies present knew where one hundred and four dollars collected at the Spokane, Wash., teachers' institute and intended for the temple is likely to be lost to that object through the action of the national W. C. T. U. officers.

J. B. High of the Chatauqua department of Beatrice read a paper on "The Chatauqua as an Adjunct to the Public School," which was discussed by Superintendent W. R. Jackson and J. W. Crabtree. All the speakers spoke of the educational value of the Chatauqua system. Miss Julia Fuller of Beatrice spoke on "Home-Making as a Social Art." This was discussed at some length by Mrs. Gertrude McDowell of Fairbury, Mrs. Mary D. Russell of Wyoming and Miss Fuller.

Prof. F. A. Stuff of Wesleyan university read a scholarly paper on "The Way to Read a Book," in which he explained the methods employed in visualization and showed how to find the high water mark in each story. At the close of the paper, Miss Ella Watson of Lincoln was appointed president of the association and Miss Julia Fuller of Beatrice secretary.

In the kindergarten section Mrs. Winona Sawyer of Lincoln spoke on "Kindergarten and Home." She thought that if parents were as solicitous about the preparation of the teachers for their work as they were that the instructors

of their youth should be of exemplary moral character, there would be fewer tares among the wheat when it is garnered. She believed criticism of the school was unjust without thorough investigation. The influence of the kindergarten was very great, however, and in later life, many evil traits in a child might be traced to germs of character neither trained nor eradicated in the primary room. The nation was awaiting the restoration of the old ideas of personal honor and integrity. If the homes were such that in them these matters are not instilled in the child, the duty of the teacher is to supply the want. The discussion brought out many new points. Mrs. Phillips and other Lincoln teachers led. It was thought the home held on to children too long. One teacher thought the home must set a value on kindergarten work to make it effective. Another thought the kindergarten had to educate the parents as well as the home.

Superintendent Pearse of Omaha spoke on "The Kindergarten as a Part of the Public School System." He thought it was being more and more recognized as essential. It was being put in where the school boards were shown that it was not an additional expense in reality. He thought the teachers ought to make the various school boards understand that the pupils received a training in the kindergarten which enabled them to make faster progress after getting into the primary room. Illustrations of this were given.

Interesting papers were given on "The Significance of Play" by Miss Clara Bouteille of Omaha and on "The Story Hour" by Miss Meredith Smith of Omaha.

The session of the state library association was full of practical suggestions. J. I. Wyer immediately opened the program with his paper on the starting of town libraries. Mr. Wyer, who is librarian of the university library, dis-

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