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ME FOR A SWIM AT THE
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NEXT SUNDAY
Says the Wise Bather

OMAHA

By GEORGE FITCH

Omaha the big town in Nebraska and the easternmost chop of the great unmythical West, was first discovered by Messrs. Lewis and Clark, who encountered a magnificent smell while ascending the Missouri river over a century ago, and reported later that the locality possessed great natural resources for the packing house business. This proved to be the case and millions of hogs have met an untimely, but scientific end, in South Omaha, which is connected with the city proper by a steady and highly nutritious southwest wind.

Omaha was first settled half a century ago, but remained a village until the world tried to crowd into Nebraska in the eighties. Then it arose and became a city at the rate of one ward per diem. In 1890, it had 140,000 people according to the census takers who were not only loyal Omahans, but who were getting paid on the piecework system. In the next ten years, Omaha held a census and the government changed its census supervisors. The result was appalling. Omaha could only muster 102,000 people in 1900 and Kansas City began metropolitanizing for the Missouri Valley. Omaha now has 215,000 citizens, while South Omaha which impinges on the city from the south, has 26,000 citizens and 27,148 distinct odors. Omaha distributes farm machinery, groceries, automobiles and culture to the people of Nebraska and vicinity and also returns them their hogs and cattle done up in neat packages. Most of the trans-continental trains from the west disintegrate at Omaha also, while tourists from the crehulous East usually leave the cars in this city and spend a few hours hunting for Indians and buffalo outlets.

Omaha is loyally supported by all Nebraska which meets annually in Knight's of Ak-Sar-Ben and buys everything from steam threshers to plug hats. The city sits high on the Nebraska hill above the Missouri and is full of handsome homes with vacuum cleaners and good literature in them. It also has the greatest



smelter in the world, a suburb presented to it by the Missouri river, which took it away from Iowa, a number of extinct United States senators, the largest Bee in captivity, issuing three editions daily, the finest private art gallery between Chicago and San Francisco and many other interesting sights, including a mayor who makes his own arrests with a lasso and a morgue filled each night with the pale forms of those who have perished from thirst on account of the 8 o'clock closing law.

OUTDOOR ARITHMETIC INTEREST TO CHILDREN

And a birch, you know, has a tough bark that peels off and the Indians used it for their canoes and tents, and the wood of the beech is made into all kinds of things because it is so hard and tough—why, I shouldn't wonder if the handle to the can opener is growing with its silky green leaves, says an exchange. And say, father, can you tell how far it is from here to that telegraph pole across the street? I can. And oh, yes, we saw a goldfinch and it flew so close I could see under its wings, and—oh, I can't talk fast enough to tell you all we saw.

Albert stopped suddenly in his torrent of talk overcomer by the apparent hopelessness of getting it all out, and then plunged in again, impelled by the interest of his experiences. His father and mother, looking into his glowing face, were made glad by the enthusiastic onrush of his words, which showed them that he had had one of the happiest, busiest and most profitable afternoons of his life, bringing home with him a wealth of treasure that he would use and enjoy all through the coming years.

"What if we had had such lessons when we went to school?" asked the father of the mother when Albert had gone to tell his chum about it, "and have you any idea how far it is to the telegraph pole?" Albert's mother had not, but she was glad that her son was receiving an education more valuable and practical than hers had been.

Arithmetic does not arouse ordinarily much enthusiasm in boys and girls, but those who had that particular lesson on that particular day, and lessons like it before or since are imbued with similar mathematical zeal. Work Made Important.

Outdoor arithmetic is an idea of Charles M. Lamprey, head of the department of history, and the history of education at the Boston Normal School and also the director of the Martin model school, where students at the Normal get their first training with the children. He believes in motivating school work, contending that instead of giving the pupils some uninteresting lesson to learn, or problem to solve, because it is necessary to them as educated beings and may be useful to them at some future time although they can see no possible use for it now, their work should be made of vital importance to them now. That is why he sends them out in the Fenway to learn arithmetic, and down to Winthrop Beach is big enough to give a concept of the sea with bays and inlets, islands and isthmuses; it has a high tide and low tide and there is plenty of opportunity to study effects of the glacial ages. An island is an island, but it may be a number of other things as well.

kind out of door is worth ten in the school room.

Method in Lessons.
Outdoor arithmetic is not comprehended so easily by one to whom the idea is new. The lessons are conducted something like this: When they are out on their excursions—and a point of these is that they shall be made as individual as possible, with one teacher in charge of not more than three or four pupils—the teacher will say, "I wonder how far it is from here to that tree over there. How far do you suppose it is?" Of course, everybody has an estimate, and usually they vary. John thinks it is a mile and Dorothy that it might be three yards. Then the teacher produces a surveyor's tape or a yard stick and the correct measurement is taken. This is compared with the estimates. Immediately the boys or girls want to try the experiment in an other direction and they keep it up for some time with growing accuracy on the part of the pupils. Comparatively few people can tell how much an acre is or how far a mile, but there is no reason why they should be unable to do so. Learning in this way, they form accurate, independent judgments that are not merely reflection of the teachers'.

"Suppose we did not have anything to measure with. How could we do it, then?" asks the teacher. She shows them how to measure their steps. Perhaps the teacher will pace a given distance. In 20 feet she has taken nine steps. How long are her steps? Then the children try it. Having found their measure they pace the distances with their eyes closed, counting their steps, then pace untried distances, estimating their length. At the very last they measure these to get the correct answer. Addition, subtraction, division, multiplication and fractions are brought in by these operations, and every little one works vigorously in trying to "do" the arithmetic. It is a definite, tangible proposition that is before them, appealing much more strongly to the thought than abstract figures, although they may be attached to suppositional apples or cords of wood.

Start Made in Classroom.
Before such a lesson is undertaken it is worked out with the normal students, the juniors, in the classroom. Then each prospective teacher writes her name at the top of a small blank card, and the lot are sent to the regular teachers whose pupils are to have the lesson. The children of the fourth, fifth and sixth grades are selected for this work. Three children usually are assigned to one teacher. They are permitted to form their own little groups, the room teacher managing that as she sees fit, only taking care that the children shall choose their own companions. One of the children writes the names of the little party on the card below the teacher's name, and then all assemble on the sidewalk outside the normal school on the given afternoon at the given hour. This fosters self-reliance, and to encourage this the children find their own teacher. Then off they start to study arithmetic or water forms in the park of geography at Winthrop beach.

Going in this way it seems like a family party going out for an afternoon frolic. It is an intimate, personal affair, and allows the teacher to come into close touch with her pupil, a very desirable thing but not often attainable. Many things in addition to the lesson of the day are learned, and former lessons are reviewed. On the return, the teacher is instructed to bring out the facts covered, in an easy, conversational way, not at all didactic or "school-marmy." Each child has been provided paper and pencil for taking

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notes of anything that seems to him sufficiently important. This is the beginning of what doubtless will prove a valuable habit later.

The next day the children are given an opportunity to write about the lesson. They are eager to tell, as a rule. Their papers are corrected by the teacher of the excursion. The teacher, also, has taken notes. She has made jottings on her card and later, after going over them, she tells what the trip has meant to her in the way of child study and pedagogy. On the back of her record one teacher has written, "We followed the park around Mrs. Jack Gardner's palace and came out at Longwood avenue. We estimated a distance, then to find our pace marked off 50 feet. We found our pace, the children's pace being about two feet and mine almost three feet. Then we paced 100 feet to see if our pace was correct. I came within two feet of 100 feet and the children came within one foot. After this we paced another distance and found the number of feet.

"We observed the difference between white and red maple, observed the oak, linder, ash, poplar, birch and beech. Noticed compound leaves and arrangement of leaves." For birds we saw robins, grackles, crows, pigeons, goldfinch, catbird. The children were very good, seemed interested and asked many questions."

PLAGUE OF LOCUSTS IN THE PHILIPPINES

Manila Times, July 15: "Something radical has got to be done in Cebu, or the entire island will be starved to death," is the statement made to a Times man by C. R. Jones, entomologist of the bureau of agriculture, who returned to Manila on the Bustamante this morning.

Mr. Jones states that the lack of cooperation and the unwillingness of the people to lend a hand in eradicating the locusts that came down upon the island may spell misery and famine for the people of that province. There are locusts on all sides, but the largest swarm is found along the west coast. The towns now troubled by the insects are Dumanig, Barili, Aloguinsan, Toledo, Asturias, Turburi, Pogo, and several others.

"The entire island," says Mr. Jones, "is suffering from famine. Very little corn is available, there is no rice to be had, and consequently in most places huri is used as the means of livelihood for the present.

"Along the west coast the swarm is many kilometers long, while the Bohol swarm that struck Cebu covered an area of fifteen kilometers square. However, we got rid of from sixty to eighty cavans of locusts a day in each place.

"Another thing that hinders success is the indifference of the municipal and provincial officials to enforce the law. One president says that he is not responsible for the enforcement and that consequently he does not care at all. In my opinion something should be done to relieve the situation. We must either send members of the constabulary down there to help enforce the law or require the municipal presidents to pay a fine of P50 for every day of unnecessary delay.

BOWEL COMPLAINT IN CHILDREN

Children when teething are liable to attacks of diarrhoea and this trouble, especially in warm weather, should never be neglected. The best medicine in use for ailments of this kind is Chamberlain's Colic, Cholera and Diarrhoea Remedy. When reduced with water and sweetened, it is not unpleasant, which is of great importance when giving medicine to children. For sale by all dealers. Benson, Smith & Co., agents for Hawaii.

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