

THE WORLD OF SCHOOLS AND COLLEGES



Be Practical and You Will Be Prosperous

Webster says that which is "practical" is that which is "capable of being turned to account."

If you are practical you will turn your time and your natural ability to such good account that you will be prosperous.

You will learn practical things and you will know that you can learn these practical things that produce prosperity only from practical men and practical lessons.

Being practical is the secret of the prosperity of Boyle's College and its pupils and graduates.

You wouldn't risk your life behind a locomotive that was driven by a doctor even though he might be a very expert physician.

FALL TERM BEGINS SEPTEMBER 1, DAY AND NIGHT.

BOYLES BUSINESS COLLEGE
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OFFICIAL TRAINING SCHOOL OF UNION PACIFIC R. R. TELEGRAPH DEPARTMENT.

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SCHOOL AND COLLEGE WORK

Matters of Educational Interest from East and West.

FORESTRY WORK AT HARVARD

Results of a Co-educational Experiment in Germany—Progressive School Rules in China—Educational Notes.

Statistics of American colleges go to show that the youth of the present day is more highly developed physically than those of a half or even a quarter of a century ago. The boys entering colleges average taller and heavier and in better general health. The girls have greater height, weight and chest girth. Figures for the last eight years from Smith, Wellesley, Oberlin, Mount Holyoke and Chicago all show this physical superiority of the girl student of the present day. Amherst figures are typical of the men's colleges. These show that the 1,200 boys entering show increased measurements over former years, in spite of the fact that the average age has decreased. The tendency is to attribute this to the general indulgence in athletics of the youth of the country, even down to the grammar grades, but improvement in general conditions of living and hygiene must also be given consideration. Another fact is noticeable, that the average health of graduates is better than that of matriculants, showing improvement during attendance at college, instead of the ruined health so often the result of college life in former years.

GOES THROUGH A MOUNTAIN.

Colorado School Teacher's Route on Stormy Days.

There is one school teacher in Colorado who on stormy days makes the trip through a mountain, traveling nearly four miles underground before she reaches her school. The school which this teacher teaches is on top of a mountain near Idaho Springs, Colo. Idaho Springs is a bustling place for that part of the world, but around it on all sides are the Rocky Mountains and many wild places.

The school law of the state prescribes that wherever there are ten children there must be some sort of school. Up the top of this mountain a little settlement of miners has grown up, Gilson's Gulch.

The mountain underneath it is honey combed with mines. To tap these mines there was driven what is known as the Newhouse tunnel. It runs into the base of the mountain nearly four miles, in wide enough for two tracks for electrically propelled cars and carries the ore and the miners working in the various mines in the mountain.

It is a six mile ride on horseback from the town of Idaho Springs, where the teacher of the school lives, up to the top of the mountain where her school is. It isn't a bad ride in nice weather for a Colorado girl used to the saddle, but it's tough in winter.

Since the opening of the tunnel the teacher gets into one of the little ore cars at the foot of the mountain whenever the weather is bad. The ore train takes her into the mountain about three miles. Then she gets out at one of the mines, and there transfers to a bucket and is hoisted up a shaft 2,100 feet.

When she gets out of the shaft she is on top of the mountain, forty feet from her school house. It takes her about an hour to make the trip. The school has fourteen pupils and they never know whether their teacher is coming up from the bowels of the earth or over the mountain.

HARVARD'S FOREST SCHOOL.

New Department to Be Opened This Autumn.

A large and unspoiled natural forest with varied fauna and flora, streams, ponds, hills, plains and valleys, where students of forestry may live and in the course of their studies, part in the culture and commercial administration of the tract, is what Harvard will offer to its students of forestry as soon after the opening of the next college year as they have had time to gain in the class room a few essential preliminaries of their work. From about October until well into December and again in the spring for two months the classes in the forestry department will live in the forest of Petersham, a large tract of fine natural woodland situated in one of the most delightful regions of western Massachusetts.

The village of Petersham, near which lies Harvard's new forest tract, is remote from the din of the world and reached by an old stage line running from a distant railway station. The forest lies within an irregular quadrilateral bounded by four railway lines, no one of which is at any point as near as five miles. The nearest railway station is six miles distant.

For three miles along the valley of the Swift river and on both sides of the stream extends the forest. It includes what is believed to be the finest body of timber growing in Massachusetts anywhere in Massachusetts. Upon the land is now standing between 10,000,000 and 11,000,000 board feet of marketable timber, nearly nine-tenths of which is white pine, an article nowadays sufficiently rare in the southern New England states.

Some of the pines are four feet in diameter and many are from two to three and a half feet in diameter and of noble height. It happens fortunately that pines of like

DRAG IN PUBLIC SCHOOL.

Objectionable System of Holding Back Bright Children.

"The pace of classes in our public grammar schools," says the New York Post, "is determined by the average pupil, or perhaps pupils a little below the average. In view of the task thrown upon our grammar schools, of taking all sorts of raw material—children of foreign birth, children in whose homes study is impos-

sible—we can hardly complain that the work often drags. Our chief criticism is that in so many cases no provision is made for promoting the bright children more rapidly. They are held back in a lock-step with the rest. The boy who can easily complete the program for three years in two or two and a half, and who would profit largely by moving ahead quickly, is not allowed to break the ranks. He is under no stimulus to exert himself and do his best. As a result, he dwells and forms thoroughly bad habits of application; he is clinging to him and clog him through life."

GERMAN TRADE SCHOOLS.

Surprising Feature of the Empire's Educational System.

Those who are active in the movement for trade schooling may study with advantage some of the German methods of dealing with the matter. The sentiment of the need and value of thorough trade training is in the German people and finds expression in the action of all the public authorities in that state, municipalities, Imperial. An institution existing in Alsace-Lorraine is an example. It is described in a recent report of Consul William J. Pike of Kehl. In addition to the excellent trade schools and the requirement of long apprenticeships, courses have been established for the instruction of state, municipalities, Imperial. These courses embrace a great variety of trades—tailors, bookbinders, painters, housemiths, plumbers, tinners, carpenters, cabinetmakers, potters, paperhangers, and even the apparently modest trade of well-diggers. To gain the advantages of these courses, applicants must have had a certain experience and must give proof of a certain amount of skill and aptitude. After admission they receive practical and theoretic instruction and training not only in the actual exercise of their craft according to the most approved methods, but also in the nature and cost of materials, in the principles of construction, estimating, estimating, designing, or in the aesthetic relations of their work. Housemiths and plumbers, for example, are instructed in the use of electricity and gas for lighting, in the art of wiring, in the requirements of sanitation, etc. Tailors are taught the invention of the sewing machine, the construction of the dress of fabrics. When the course is completed the student receives the right to use the title of "Meister," and that carries with it a guarantee of efficiency authoritatively issued.

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Special attention given to each pupil; his personality is studied, his class assignment is adapted to his special needs and changed as often as his attainments demand. Through the military training he learns obedience, neatness, punctuality, regular habits, and respect for authority and law. The object of the school is to develop the good in boys and to restrain the evil; to equip them physically, morally and educationally for the best citizenship.

For information address

B. D. HAYWARD, Superintendent, Box 153, Lincoln, Neb.
City Office 322-26 Security Mutual (formerly Burr) Bldg. Auto. phone 2118

The Wayne Normal

Some of the strong features of the Wayne Normal, which commend the school to those seeking an education, are: A strong teaching force; a beautiful location; thorough and practical courses; moderate charges; wholesome, moral influence; splendid buildings and equipment; students may enter at any time; no entrance examinations are required; students may take just the studies they wish; graduates receive state certificates; students are assisted to good positions in the various industries of the State; excellent model school the entire year; excellent free lecture courses; graduates admitted to sophomore class of the state university without examination; an agricultural course the full year of 48 weeks; a winter term of agriculture of 12 weeks; a thorough course in manual training; review classes in all branches each term; each department has its special teachers and complete equipment. No school enjoys a better reputation. Method classes each term.

Normal trained students are always in demand

The school owns and occupies two large recitation buildings; five dormitories; central hot water heating plant; dining room with seating capacity of 500; libraries; laboratories; gymnasium; museum; athletic grounds; stock barns and various other equipments which go to make this school the most complete of its kind in the west.

All buildings have electric lights. Departments: Preparatory, teachers' state certificate, scientific teachers, primary, review, agriculture, manual training, music, business, physical culture, shorthand and typewriting, drawing and penmanship. Our catalogue and circulars will interest you. A postal to the president will bring these to you.

J. M. FILL, President, Wayne, Neb.

WHAT SCHOOL

Information concerning the advantages, rates, extent of curriculum and other data about the best schools and colleges can be obtained from the

School and College Information Bureau of The Omaha Bee

All information absolutely free and impartial. Catalogue of any particular school cheerfully furnished upon request.

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