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ESSAY,	For What are We Here? ALICE C. HELLER.	ESSAY,	Has America a National Literature? RUTH E. PHILLIPPI.
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The High School Register.

VOL. VIII.

OMAHA, NEB., JUNE.

NO. 10

• THE REGISTER •

Editorial.

THE REGISTER is a monthly journal published on the last Thursday of each month from September to June, in the interest of the Omaha High School.

Students, friends of the school, and members of the alumni are respectfully requested to contribute.

SUBSCRIPTION: Fifty cents per school year, in advance; by mail, sixty cents.

STAFF.

P. W. RUSSELL,	} Managing Editors.
RALPH PIERSON,	
ROSS TOWLE,	
EDITH WATERMAN, '94,	
ERNEST SHELDON, '95,	
GRACE LEONARD, '96,	
RALPH CONNELL, '96,	
ADELE FITZPATRICK, '96,	
HARRY METCALF, '97,	
GERTRUDE WATERMAN, '97,	
WALDO P. WARREN, '96,	

Entered as second class matter in the Omaha P. O.

Calendar.

OMAHA HIGH SCHOOL.

Homer P. Lewis.....	Principal
Irwin Leviston.....	Assistant Principal
S. D. Beals.....	Librarian
Lieut. J. A. Penn.....	Military Instructor
Number of Teachers.....	29
Number of Enrolled Students.....	890

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Maud Kimball.....	Vice President
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CLASS OF NINETY-SEVEN.

Harry Tukey.....	President
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Bessie Towle.....	Treasurer

It is with feelings of the deepest regret that we take up our pen for this, our last number of Volume VIII of the REGISTER. We have enjoyed our work, have derived great benefits from it, and are very loth to leave it. We have been earnest and sincere, and have always done what we considered, in the best interests of the school. We have endeavored to raise the standard, and point with pride to the fact that our pages of reading matter have not been mixed promiscuously with advertisements, and the advertisements greatly in the majority, as has sometimes been the case in preceding volumes. The REGISTER has been more of a school paper this year than ever before, one of our chief aims having been to show no partiality to any class. In our connections with the REGISTER, we have laid aside all class spirit and have endeavored to establish a more general school spirit. We believe that our efforts have been appreciated, but we must say that this appreciation has done us very little good as far as subscriptions and contributions are concerned. Still, we cannot complain much on this account. The Seniors have supported us well and they are the only ones who could really be expected to support a paper which was entirely in the hands of the Seniors, no matter how hard we may have struggled to bring the other classes into closer sympathy with us. However, we believe that with the staff arranged as it will be next year, this difficulty will be overcome. There is still great chance

for improvement and we confidently look to our successors to carry it on as far if not farther than we have done.

THERE is one consolation for those who have been laboring over their studies while the Seniors have been enjoying vacation. School will let out two weeks earlier next year.

WHY doesn't the Board of Education wake up and make some much needed changes in the examination system? Examinations have been done away with in many of the best schools in the country, and generally, where this has not been done a system that relieves the students who stand high in their studies from the worry and care of examinations has been adopted.

THE staff of the REGISTER are very much pleased to be able to publish in this issue those essays of '94 receiving honorable mention in the competition. There are some of especial merit, deserving a careful reading and of which the whole class has good right to be proud. These essays are in some measure a criterion of '94's ability and close application. They at least show the direction in which the thoughts of the class are turning.

IT HAS been so long since we have seen any signs of life in the Athletic Association that we have begun to think that there is no such an organization in existence. It surely looks as if athletics were degenerating rapidly when we cannot get up a field day one year after such a successful one as we had last year. We understand that the management of the Association is acting on a very economic basis at present in order that there will be plenty of funds to support the football team next Fall. We all know who

will be on the team and receive the benefits.

HIGH SCHOOL students have been working harder this year than ever before. English has been raised to the importance of an every-day study, and every course now embraces at least four recitations daily, while many pupils are taking extra studies in order to be able to enter college when they are through here. Many students who are not strong physically have been obliged to leave school because of the very pressing work, and these last few hot days are telling very perceptibly on some. The Board of Education acted wisely when they decided to let school out two weeks earlier hereafter, but we think that it would still be a wise plan to examine into the courses of study.

THE course of study in the Omaha High School is yearly becoming more complete, offering more and better advantages to each succeeding class. There is no need of dwelling on the superiority of our school here or a great many others of the country, let the result of its training tell its own story. But there is a foolish spirit of braggadocio about, as each class nears graduation. Probably every class has reached a higher standard in the various departments than the one preceding, but such a condition is only what should be expected. Every year brings new innovations and offers higher opportunities if that year be what it should be. While '94 have tried and we think succeeded in raising the standard, they nevertheless hope to see greater gains still at the close of '95's year. A certain amount of good natured rivalry is necessary to keep affairs lively, but there seems, we fear, to be a feeling of superiority among certain classes altogether uncalled for and positively detrimental to progress.

THE REGISTER has once before brought forward the plan of a regular lecture course under the direction of the principal, at least for the Seniors, perhaps including also the Juniors. This is a more reasonable time to agitate the matter, especially as the plan on a small scale has been tried and found so eminently successful. But there should be a regular course in connection with the English department. Such a course might take the place of the regular Senior Rhetoricals, once a month. It would require more active thought and would urge thought on further than text books are able to do. It would bring all the listeners in touch with fresh thought and with people and ideas, perhaps, not otherwise heard of. The REGISTER sincerely hopes something of the sort may be done. Let '95 take it up.

CLOSE acquaintance and friendship between various members of the same class greatly promotes interest in school matters and aids in school work, by relieving monotony and giving zest to every undertaking. For this end the social duties of the class should not be neglected; let there be no strangers, make everyone feel himself a necessary part of his class, and by promoting such a spirit of good will every class affair will thrive and the interest in scholarship will be higher. Remember that by far the greater majority of the teachers, especially in the Senior and Junior year, desire to be friendly with their pupils and to enter into all matters of general class interest. Those teachers who seem to consider themselves but scholars a little farther advanced and more experienced than those under their direction but who make themselves one with their pupils, gain a far more lasting hold and accomplish a great deal more than can those few teachers who take no interest in

class matters outside of the recitation room. But above all, especially the Seniors and Juniors, let there be no drudgery, work with object in view, put a purpose into all you do.

JUST a word to the Seniors soon to be members of that great body of Alumni. Keep up your interest in the school, it will arouse you, keep you awake. There is no period so active, so full of easy goodwill, and pleasant companionship as the school life. If you have not found it so, you have missed an important factor and can, perhaps, blame only yourself. Don't get lost, guard jealously all that which connects you to that important period so nearly passed. THE REGISTER ought to be an important factor in keeping the Alumni in touch with each other. Perhaps the present editors are partially at fault, but we trust the editors of Volume IX will keep up a lively Alumni department. All the members of '94 should attend the Alumni reception tendered to them the Friday following commencement and help to make it a great success.

THIS has been an exceptional year in the history of literary societies in our school. For a number of years the Junior literary has been a stand-by, but the organization of a Sophomore society is comparatively new, dating from the time '94 was a Sophomore class. And now the Freshmen have a society. All this means better work next year, we hope, than ever before. The Seniors will have their Rhetoricals, which should show the effect of previous training. Then those June essays and monthly essays the bane of the Seniors. Now just a word; if '95 is wise, those essays will be in process by the 1st of October, and never have as good opportunities been offered to any class for making

them a great success. A room is to be assigned in the new library building specially to the Senior class for study and collateral reading. The needed books will be right at hand for reference and study at any time. With such facilities '95 in their literary work must be expected to exceed anything done by any of the graduating classes before. Essay writing may even become a pleasure.

STUDENTS are surely the jolliest company you can imagine. They are, as a rule proud of their position, their school and their class. In the "yell" they find a rather peculiar, perhaps, but exceedingly effective way of expressing that pride. Anyone who has joined in these products of modern education will confess that he never was more in earnest in his life, that he meant every syllable of it. What one ever on the eleven, or the nine, or who has handled an oar on the crew but will remember how his spirits have risen, and how his determination to win has suddenly grown strong at a sound which to unsophisticated ears would be blood-curdling. The "yells" are a combination of all the sounds in the language which can be condensed into a few syllables. The first yell of the O. H. S. made itself heard in '89. It was, to say the least, decidedly primitive, but to the REGISTER belongs the fame for starting that cry which may be remembered with chagrin by many opponents of the O. H. S. "Oh! mamma! ha—ha—ha—hi—hi—hi, Omaha High" doubtless added fire to enthusiasm on many an occasion. Through many changes that "yell" has gone, till it came to the well known "Sui, Sui, ki—yi—yi," which urged on our boys on the team to win the state championship in the winter of '92. Now our ball team, which is fast gaining a reputation

hears joyfully the "O—O—O-m-a—A—A—A-h-a, Om-a-ha High School."

It is, perhaps, a question of some moment whether it is beneficial to increase and make more difficult the course of study in the high schools of the country. It is thought that the state may pave the way for good citizenship and high culture better by a good sound elementary training, than by entering into the highest branches. It has been argued that a greater degree of independence and a sturdier manhood must follow an education striven for, and hence more earnestly desired than could follow an opportunity coming without effort on the part of the receiver. But if our high school be not urging their pupils to the highest ideals of manhood, their office is but inefficiently performed. That the youth of today are, and necessarily should be, at the same age capable of higher development must be owned. It is a lamentable condition if the spirit of intelligence be not constantly more and more vividly diffused, if the moral and intellectual tone of the age be not more and more marked, and every department of national existence must feel and become an integral part in that growth. Impossible that the public school of America, important factor as it is in national life, should remain in the old ruts or retard while other national institutions press constantly forward to better things. In the high school course as in every other branch of life, the ideal must every day be raised.

THE small number of the Senior class is often a subject for comment, and each class as it enters school with 300 or 400 members, thinks with pride of how large a class it will be when they are Seniors. It is, indeed, a sorrowful surprise to see

their number dwindle down to sixty-five or seventy. The number of boys is found also to be relatively smaller than the girls. This is even a greater cause for sorrow. There does not seem to be any sufficient reason for this. Many boys, of course, are obliged to leave school to go to work, but many more could continue to go to school if they wanted to, and realized the advantages of a High School education. Many boys get behind in their lessons or have some disagreement with a teacher and leave school as the easiest way out of the difficulty. Others think it would be nice to have some money to spend and others think that they would really get along better in business by starting early, and thus they leave school. Many girls think it will never do them much good to continue school, and they have no ambition and do not like the hard work, and so they drop out. Thus in the Senior year about the only boys who are left are those who intend to go to college and many girls who have continued for the four years because they have not had anything else to do. If the Freshmen could only be made to understand the advantages of a High School course we think that the number of Seniors would be greatly increased. *The encouragements held out to the Freshman* can well be considered in connection with the decrease in the number of the classes. And we must say that he does not get much encouragement. He starts in as something to be looked down upon by all—even the teachers. He is a little Philistine and must be treated accordingly. School is a veritable prison for the first year—something to be escaped from as soon as the bell sounds and to enter only as the bell summons him. With the teachers he is something that can only learn a thing as it is pounded into him. In the

drill he can not hope to be anything but a private, and in his lessons there is no apparent reward for good scholarship. He has no acquaintances for a long time and there is no pride in the class, he being a Freshman. Altogether the Freshman has a very hard time, and after the year is over, there is scarcely any interest which would call him back to the school, unless it is the fact that he is no longer a Freshman. We think the only remedy for this lays with the teacher, who must awaken in him an interest in his work, become acquainted with his character so that his struggles may be appreciated, and give him the encouragement which will keep him in school.

THE REAL OBJECT OF HIGH SCHOOL TRAINING.

High School training may be said to have two objects as applied to two classes of pupils; to those who intend to enter college, and to those to whom the High School is their last place of study.

To the first class the High School is merely a place of preparation, for those who could not afford to go away or have not reached that stage of self-reliance and independence which would warrant their going away to school.

To the second class the High School is a preparation for the earnest duties of life. They take the more practical studies and more of a business course, but still enough of the classics to broaden out their mind.

But to both of these there is the common object of broadening out and developing the man. And it is to give that strength of mind which will enable one to think quickly and logically on any subject. It gives to the future business man a great advantage and enables him to rise quickly and gives him confidence in himself, and enables him to enjoy life and to rise above his busi-

ness instead of being a slave to it, as he could not otherwise do.

Perhaps the most important object of High School training is to make better citizens of all who come within its influence, and the relation of one pupil to another, where all are equal except as their own merits advance them, give lessons in the practical working of democracy which leave a lasting impression.

Every influence of the High School fosters patriotism. Education always brings a higher sense of public duty, and the appreciation of our public schools which is greater in none than in the graduates of our High Schools, gives a desire to perpetuate our institutions and makes the truest patriots.

WHAT THE SENIOR YEAR DOES FOR A HIGH SCHOOL PUPIL.

To those who have just finished their last year in the High School, and to those others who are in doubt as to whether they shall return for the Senior year, the question of the advantages of the Senior year is, indeed, an important one.

We believe that any of the first mentioned class—those who have finished the Senior year—will unhesitatingly say that they have found the Senior year to be full of pleasure and profit. The studies are more interesting and full of benefit than those of any other year. In English and especially in Rhetoricals the work is new, and the benefit from this is of a kind not to be obtained in any other year, even in class societies where the work is not compulsory. In the last year a pupil meets some of the best teachers whom he might not otherwise know, and whose influence may affect him all his life.

The spirit of the work in this year is altogether different from that of the other years. Here everyone seems to realize

that this is his last year, and he works hard accordingly, either to make up for past neglect or to keep up his record. His efforts are like those of a man in a race who has entered the home stretch, and seeing the goal before him exerts all his energies.

The Senior year is different from others in the relations which each member of the class bears to the other. Here for the first time the class-mates become acquainted and learn to know each other.

The socials and entertainments of the Senior year develop part of a pupil that is neglected in the other years, and rounds out a person. The Senior year is more serious and gives a person a chance to think of his future life, and gives him an insight into it.

'94'S INTENTION.

The intentions of a Senior class are generally understood to be rather high. They are supposed to be on the fair road to possess everything worth possessing. The class yell is principally made up of *sumus populi*, etc. Their essays and speeches recount their own deeds and what they intend to do. Hence in a few years the vain glorious Senior generally has a great fall. But '94 wishes to be an exception to this rule. 'Ninety-four has always tried to be very humble. They have gone about their work and made no noise about it. We believe '94 has a deeper insight into school duties and into life, and they have gone about their work with an earnestness and dignity that has left them free from any reproach.

Now that '94 is graduated, they do not expect to conquer the world, or make themselves famous in a few short years. Many of the class will enter business houses, where they will have to begin at the bottom, and their intention is to rise by steady industrious

work. Others will continue in school, where they will pursue the same steady, careful course. They will all do their best to be honest and honorable men and women, to make the best citizens that they can, and thus, while they make their best efforts they will have no fear of the result, and if they do not attain to wealth and fame, they will have the calm consciousness that they have a happiness in work well done, that is even more to be desired.

CLASS FIGHTS.

Class fights have become exceedingly obnoxious in the High School during the past year. Each class seems to consider itself degenerating if it cannot in some way make life uncomfortable for some other class. Whenever a class meeting is held a lot of false pride is aroused which is called "class spirit." Class spirit is not selfishness, but that is just what it is amounting to in the O. H. S. We believe that every class has pride in our school, but it is not shown at all while they are continually at difference. It is a credit to '94 that they have always held aloof from these quarrels, and there is not one of the other classes which is not friendly to them on this very account. We can see a great deal of unpleasant school life ahead if an end is not put to these antipathies, and we earnestly call upon the other classes to think the matter over and come back to school next September with the firm determination to work together for the school first, and secondly for the class.

WHY NOT?

Commencement flowers was the subject of a recent *Bee* editorial. The custom(?) of showering bouquets on graduates of public schools was very severely criticised, it being pointed out that the democratic idea of the public schools is

lost sight of when a young lady graduate whose parents are wealthy and who has a large circle of friends, finds herself surrounded by a bower of flowers while her more unfortunate class-mate is "sulking over her one bouquet."

This would be well said if it were true, but we think that the editor has rather drawn on his imagination in regard to the number of flowers received and the publicity of the giving. We do not believe that he ever saw the commencement exercises of the O. H. S., and that he was just writing to fill up space. It was a noticeable feature of last year's commencement that the flowers were very evenly distributed among those who took part on the program, and if any young lady did receive more than her share, they were not all displayed for public gaze. Envy and heart-burnings over the flowers, we believe, from our own experience, are absolutely unknown to the graduate.

Commencement is looked forward to by students as the crowning event of their school life, and the reward of many hours of hard work, and it is often looked back upon by those in the later walks of life as their dearest and most precious memory. Why then should flowers not lend their beautiful and happy effect to this occasion of a life-time?

Good bye '94, we will miss you,
Your songs, your colors, your yell.
Think not because we have let you go,
That we do not wish you well.
We do not give you an encore,
Though long our applause is and loud,
But whatever you do remember,
It is wicked to be proud.

If you follow this excellent maxim,
Perhaps some advice you will take,
For the problems you meet in the world,
There are some preparations to make.
Before leaving remember your absence
Will be necessarily long,
So return all the things you have borrowed,
To the persons to whom they belong.

HYPSCOLOPSIS.

BY Q PON.

'Tis midnight on Capitol Hill.
Silent all, save yon tireless iron band
That moves his endless course along.
The moon on high doth shed alluring rays,
And the stars of heaven gleam with glory.
A fleecy cloud doth float aloft,
Betinged with beauty.
The grand old hill rises steep and wide,
Far from the street below.
On its topmost point there stands
A mass of brick and stone—a tower
Pointing to the sky.
It is the old High School—
Beautiful 'neath the touch of Memory's wand.
And as I look upon that massive form,
Mine eyes are dimmed with tears; and
Ten-fold thoughts upon me crowd.

How oft within thy sacred walls
Hath Youth on upward roads been sped?
How oft therein hath life's strange realities,
And Eternity's magnitude,
Broke in upon the soul?
How many are they whose hearts have felt
Love's holy flame at its beginning;
And awakening from life's monotone,
Beheld the morn of perfect day?
Thy floors are worn by feet that now are still;
Thy desks are scarred by hands that toil no
more.
And through thy halls hath trodden those
whom
Fame hath called to soar upon her wing.
Thy halls have heard voices that kings have
heard—
Yea, voices of kings of men.

O, joys that have vanished!
O, sorrows that have pressed the soul!
Joys—many were they and pure—
Those gains of youthful fancy's goal.
Sorrows—lost opportunities, lost endeavors,
lost loves,
Have saddened many a heart.
Yet still, the joys, the sorrows, the hopes, the
fears, the loves,
Do beat within the breasts of those
Who now thy halls doth fill.

O, ever thus live on!
Teach youth to know the things that are—
The things that life is given to do.
And let the men that thou dost rear,
Rear castles like to thee; and thus
Thy influences shall echo down the ages.

And widen like the majestic river,
Rushing onward toward the sea.
Old High School, live on, live on, forever!

NOTE—"Hypscolopsis"—from the Greek; literally, "A
View of the High School."

CLASS OF '94.

Motto: *Vincit qui se Vincit.*

Isabelle C. Adler.
E. Ingeborg Andreassen.
Mary L. Berglund.
Nellie C. Bell.
Anna H. Brown.
Florence V. Brown.
Mabel E. Brown.
Nannie M. Briggs.
Francis T. Buchholz.
Louise O. Burnett.
Ida V. Butts.
Alice M. Craig.
Annette DeBolt.
M. Estelle Faris.
Anna J. Fittle.
Jessie C. Godso.
Mary E. Gardner.
Emma L. Harris.
Alice C. Heller.
Stella A. Hite.
Bessie M. Hungate.
Mabel P. Kelley.
Elizabeth Kimball.
Maude E. Kimball.
Sallie S. King.
Eva M. Kohn.
Zelta Matthews.
Agnes G. McDonagh.
Annie W. McNaughton.
Minnie M. Neal.
Nellie O'Neil.
Mamie Novacek.
Ruth E. Phillippi.
Mamie Rood.
Louis P. Salmon.
Edith A. Shields.
Neva A. Shipherd.
Leah Timms.
Minnie Trevett.

Maria C. Valentine.
Edith A. Waterman.
Bertha B. Williamson.
Gustave A. Andreen.
Norwood B. Ayres.
William I. Battin.
Henry George Bollen.
Jesse P. Cleland.
Erwin Davenport.
Lewis H. Davenport.
Charles S. Detweiler.
A. Tenneyson Elmer.
Walter T. Everingham.
William P. Haney.
Emil R. Kutch.
Ralph Pierson.
Arthur B. Pratt.
Philip W. Russell.
Alfred Sachs.
John A. Saville.
Louis Shane.
Ross B. Towle.
Fred F. Teal.
Frank B. Van Horn.
Herbert A. Whipple.

WHAT THEY WILL DO.

The commencement exercises of the
Class of '94 will not soon be forgotten,
nor will the reputation which it has es-
tablished as an energetic and original
class. Very little has been said about
'94's merits, but, nevertheless, it ranks
as the "most solid class ever graduated
from the O. H. S.," and has established
many friends among the teachers and
others.

Following is a roster of the class and
what will become of the members after
graduation:

The young ladies who will stay at
home and take lessons in the art of
housekeeping, etc., are: Misses Nellie
Bell, Florence Brown, Louise Burnett.
Alice Craig, Estelle Faris, Emma Har-
ris, Agnes McDonagh, Minnie Neal,

Mamie Rood, Louise Salmon and Neva
Shipherd.

The following young men will proba-
bly take off their coats and get out to
look for jobs: Gustave Andreen, Otto
Bollen, Jesse Cleland, Tennyson Elmer,
Walter Everingham, Will Haney, Alfred
Sachs, Fred Teal and Frank Van Horn.

Those who will attend college, but
have not decided where, are: Misses
Isabelle Adler, Nannie Briggs, Francis
Buchholz, Alice Heller, Amenia Mc-
Naughton, Zelta Matthews, Bertha Wil-
liamson and Messrs. Norwood Ayres,
Chas. Detweiler, Emil Kretch, Ralph
Pierson, Ross Towle, Philip Russell and
Herbert Whipple.

Misses Anna Fittle and Mary Gardner
and Messrs. Erwin Davenport, Louis
Shane and John Saville will attend the
University of Nebraska.

The following young ladies will at-
tend Normal School: Misses Ida Butts,
Annette DeBolt, Stella Hite, Mabel
Kelly, Sallie King, Mamie Novacek,
Leah Timms, Maria Valentine and
Edith Waterman.

Misses Mary Berglund, Bessie Hun-
gate, Nellie O'Neill and Minnie Trevett
will commence teaching at once.

The young ladies who will continue
the study of music are: Misses Anna
Brown, Mabel Brown, Maud Kimball, Eva
Kohn and Edith Shields.

Miss Ingeborg Andreassen will go to
Denmark where she will continue her
studies.

Miss Jessie Godso will attend the
Chicago University.

Miss Elizabeth Kimball will go to St.
Luke's hospital, Chicago.

Mr. Lewis Davenport enters the State
University of Wisconsin at Madison.

Miss Ruth Phillippi will take a post-
graduate course in English and will
study Psychology with Miss McGee.

Mr. Arthur B. Pratt will study civil engineering in Chicago.

Mr. William Battin will attend Swarthmore college, Pennsylvania.

Miss McGee will have a class in Psychology for any member of '94 who desires to join.

THE STORY OF OUR PAPER.

VOLUME I.

BY J. WALLACE BROATCH.

One day during my last year at the High School, a last year made agreeable by much and impaired in its agreeableness, only by the dread of Commencement speaking, college entrance examinations, and the breaking up of pleasant old associations—one day in that year I say, Herbert Taylor proposed to me to start a High School paper. The idea seemed a stupendous one, yet not unattainable, and within a few weeks the first HIGH SCHOOL REGISTER appeared in all the rooms of the second floor. It was no such an affair then as now, but a most modest and unassuming little sheet, with the oddest sort of typographical errors appearing on almost every one of its four plain little pages.

We had a vast deal of fun in the editing of it though, and not a little bother. It was part of our plan to keep out of it most of the wretched chaff which so frequently disfigures school papers—the witless personal pleasantries. But these would creep in, overlooked in a stack of manuscript and they distressed us. We took the thing very seriously, this editing a school paper. There were six or eight of us, that the responsibility might not utterly weigh us down. And how grave we were in our editorial utterances. Confusion in ranks at military drill, neglect of payment of dues by members of the Athletic Association, carelessness in the preparation of papers by school debaters; how soberly and severe-

ly we attacked these several little abuses in our school life. We felt that we had a mission and were bound to live up to it; and now, looking back over seven or eight years, I feel that after all we were not priggish in so feeling. We were in a small community and a young one, but we thought it important enough to try to hold it up to the mark even at the expense of quarts of printers' ink; and this it seems to me, is a good way of thinking, not only for a school paper but for a school—to take not one's self but one's principles rather seriously and earnestly, without missing having a good time nevertheless.

If the HIGH SCHOOL REGISTER, as we called it after much consultation, posed as a reformer and a moral light, it was often in sad need of reformation and illumination itself. Typographical errors figured in most of its columns; copy was often late; and occasionally the paper failed to appear at the end of each two weeks as it should have done. We criticised the school authorities once or twice and were mildly reprimanded. We wrote up an editorial praising Eastern colleges more than suited some who had leanings toward the State University, and were well taken to task for it. We had a story or two with too many chapters, and we bored people with essays on subjects which neither we nor readers knew anything about, and with poems that violated every law of poetic justice and common sense. But we didn't let anything pass without scrutiny. Anything that seemed too wretchedly weak and silly, too unfair or inane fell into the editorial waste-basket with unerring certainty. Our greatest fault was that we had but little system. Moreover, when we came to select our associate editor we had to choose from raw and untried material. The paper was then only an experiment.

At the end of the year we left the paper to whomsoever it might fall, and that it fell into such good hands, was more luck than good management. The editor-in-chief who succeeded me is now second in command of a larger sheet, and as I find on its editorial page a bit of the familiar, clear and argumentive writing I feel that we have at least one star graduate from our school of journalism. Another of the editors who succeeded our board a little later, and not the least prominent of them all, is no longer one of our living Alumni. I refer to Edward Grossmann, the thought of whose active and useful life and melancholy recent death cannot but come before one in writing of the genesis and history of the HIGH SCHOOL REGISTER.

VOLUME II.

BY VICTOR ROSEWATER.

THE HIGH SCHOOL REGISTER began its second year in the fall of 1887 in a new and enlarged form. It now appeared as a monthly instead of a bi-weekly journal, as a twelve-page bound pamphlet instead of as a four-page folio. Its staff, too, was almost entirely reorganized, the new regime comprising Victor Rosewater, '87 as editor, Miss Lydia McCague, '88; Frank Leisenring, '89; Miss Ethelwynne Kennedy, '90; Walter Dale, '91; Miss Nellie Bauserman, '87, as associate editors, and Howard A. Clarke, '89 as business manager. THE REGISTER was printed by the Adams & McBride Company, and at once came into increased favor with the students. The first number contained comment on the visit of President and Mrs. Cleveland to the school, described the proposed changes in the curriculum and chronicled the advent of the new tower clock and electric lights. It also devoted space to editorial suggestions,

personals, news notes, poetical selections, athletics and exchanges.

It was made the policy of the paper to restrict its columns to matters of immediate interest to the students of the school, and with the exception of an interesting series of articles upon the literature of the day, this policy was constantly carried out through the year. During the absence of the editor from January to May the supervision of each issue was undertaken by Frank Leisenring, who later succeeded to the editorship.

VOLUMES III AND IV.

BY GEORGE B. HAYNES.

The first number of the third volume of the HIGH SCHOOL REGISTER was issued for the month of November, 1888. The editorial staff, as it appears at the head of the first column, reads Frank Leisenring, '89, editor; Miss Alice Brown, '89; Miss Ethelwynne Kennedy, '90; George Haynes, '90; Wallace Taylor, '91; Edgar Crowe, '92; Miss Nellie Bauserman, assistant editors, and Frank Harris, business manager.

The editorial policy and general make-up of the paper did not differ from that of Volume II. The list of contents consisted of editorials, other schools, literature of the day, personals, athletics, news notes and exchanges, with an occasional installment of poetry, usually furnished by Miss Kennedy or Miss Brown.

The principal fight of the year was for the opening of the gymnasium, which had been closed, we imagined, from insufficient cause, and the REGISTER, like a true newspaper, took up the fight against "the iron hand of tyranny." It was carried to a point where Prof. Lewis ordered all copy submitted to him before publication. This, as we then called it, "Russian Censorship" was, of

course, something not to be tolerated by embryo newspaper men under a free government. Then transpired the celebrated incident of the "Kicker." The "Kicker" was an illicit paper, mysteriously published and circulated. It was filled with scathing editorials, keen sarcasm and bitter personals, and created quite a sensation. Under the circumstances we may consider it as a sort of extra edition of the REGISTER.

Shortly after this the gymnasium was opened. I throw in this fact in a general way, without going into details, hoping that some one will perhaps associate it with the other fact that THE REGISTER was working tooth and toenail for this result. As for what I personally think about it at this late date I would not care to say.

Volume four of the HIGH SCHOOL REGISTER was under the management and editorship of Frank Harris, '90, and George Haynes, '90, assisted by Miss Ethelwynne Kennedy, '90, Miss Mollie Sargent, '91, Miss Clara Clarkson, '92, Charles Savage, '93, with Wallace Taylor, '91, sporting editor, and Carlisle Rowley, '90, news editor.

This year the size of the paper was increased from 8 to 16 pages with cover. The old departments were all retained and several new ones added. An advance sheet was published and the first number appeared on time which was also a novelty. The table of contents now regularly consisted of editorials, other schools, contributions, correspondence, personals, notes, board of education, exchanges and funny column.

The editorial policy was condensed into one feature—making the paper interesting to its subscribers. Essays were not permitted and personals and notes were given the particular attention of the editors. Athletics were very capably covered by Mr. Wallace Taylor, one of

the best athletes ever graduated from the school. The teachers also took an interest in the paper, several contributing during the course of the year. Financially the paper was a success, having a large list of subscribers and numerous advertisers. For the first time in the history of the paper an elegant 24-page holiday number was issued and the year was ended with a special commencement number.

THE REGISTER first suggested the idea of class socials and it was immediately acted upon with great success. We also endeavored to instruct the 9th graders as to their proper place in the school world as slaves and general roustabouts, but with indifferent success. In all, ten numbers were issued, the first one being for the month of September, 1889, and the last for June, 1890.

LAST FOUR VOLUMES.

BY ANOTHER OF THEM.

The first number of Volume V of the REGISTER appeared in September, 1890, with the editorial staff as follows: Edward L. Bradley, '91, Clinton R. Dorn, '92, and Edward T. Grossmann, '91, as managing editors, and Miss Margaret Cook, '91, Miss Julia Schwartz, '91, Miss Lida Harpster, '92, J. Darneille, '93, Miss Kate Notson, '94, and Guy Penfold, '94, as class editors. The paper now consisted of sixteen pages and cover, and, as all its predecessors had been, was larger and better than before. After the second issue of this volume Mr. Dorn, in order to do justice to his studies, sold out to his partners.

Volume V was characterized by energetic and well-directed efforts on the part of the managing editors. It was in this volume that our motto, *Delectando Pariterque Monendo*, first appeared on the title page. The original idea of printing a calendar on the title page was also

adopted in this number, and it has since proven an important and useful reference, especially for readers outside of the school.

We cannot think of this volume of our paper, however, without a pang of profound sorrow and regret, for the sudden and unexpected death of Mr. Grossmann is still very fresh and vivid in our minds.

Volume VI was under the management of James S. Brown, '92, and Louis W. Edwards, '92, with Cora McCandlish, '92, Vivian Alvison, '92, Jessie Thain, '93, Will Welshans, '93, Jessie Potwin, '94, Norwood Ayers, '94, Ella Phelps, '95, and Herbert Hamblet, '95, as assistant editors.

This volume contained all the good points of preceding volumes and also many additional ones. Messrs. Brown and Edwards worked hard to raise the standard and succeeded admirably. The REGISTER was always full of suggestions; its editorials well written and on well chosen subjects, and its locals were exceedingly spicy and interesting. However, the paper, then, as ever, was not supported as it should have been by the school, and we believe that this was almost altogether due to the fact that both managing editors were in the Senior Class.

Messrs. Harrison Oury, '93, and Frank T. Riley, '93, were in charge of Volume VII, and Ada M. Stone, '93, A. N. Peterson, '93, Ruth Phillippi, '94, Ross Towle, '94, Hamilton Gillespie, '95, and Ray Wagner, '96, were the class editors.

The managing editors of Volume VII were very busy with outside work and consequently the REGISTER did not receive the attention it deserved. But it was by no means a poor paper and under the circumstances prospered beyond expectations.

The editors of this volume are both now attending the University of Ne-

braska, and in addition to their arduous duties as students, Mr. Oury with Mr. Riley as his assistant is the Lincoln correspondent of the *World-Herald* of this city. Thus we see that the HIGH SCHOOL REGISTER has launched forth more than one into the field of journalism.

We will not speak of Volume VIII but will rather leave its merits or demerits to the judgment of its readers.

Alumni et Alumnae.

JAMES HOUSTON, EDITOR.

Nellie French, '93, resides in Oakland, Cal.

Carl Johnson, '85, is practicing law at Duluth.

Flora Frost, '88, is among the deceased.

Mattie Ellis, '95, is a Peru Normal teacher.

Edward Grossmann, '90, is among the deceased.

Ephriam Pratt, '88, is practicing law in Omaha.

Ida Overall, '79, is principal of a Kansas school.

Edith James, '85, will visit Tacoma this summer.

Joseph Polcae, '88, is a pencil pusher on the Bee.

Ida Goodman, '76, is a teacher at Pacific school.

Charles Helgren, '90, died recently of heart disease.

Carrie Graff, '92, is a Benson Place school teacher.

Alfred Ramsay, '76, is an Arcadia, Neb., banker.

Selena Burns, '93, has been attending Normal this year.

Lieut. Sladen, '91, is stationed at Vancouver, Wash.

Tillie Leisenring, '85, will marry S. C. Dimm this month.

Horace Newman, '85, resides in Idaho.
Bertha Birkett, '85, has been teaching at Bancroft school.

Lucinda Gamble, '93, has been at Normal the past year.

Lorenzo Beans, '93, is attending Evanston College.

Marion Schibbsby, '93, has attended Vassar the past year.

Viola Barnes, '93, attended the Normal school the past year.

Scott Brown, '92, intends to enter Williams college in the fall.

Carroll Carter, '90, graduates from Harvard this year.

Charles Rosewater, '90, graduates at Cornell this year.

Bessie Dunn, '93, was a Normal school pupil last year.

Eugenia Getner, '90, teaches in the Lincoln High School.

Bert Butler, '93, is enrolled at the Omaha Medical College.

Herbert Dunn, '93, is in the employ of the W. R. Bennett Co.

Jeannette Gregg, '93, attended Normal school the past year.

Arthur Montmorency, '90, finished his course at Lincoln this month.

Mora Balcombe, '80, will travel on the Continent this summer.

Jake Abrams, '93, is connected with the Omaha Furniture Co.

Nathan Bernstein, '88, is principal of Colorado High School.

Alice Brown, '89, is studying medicine at Michigan university.

Morris Hall, '85, is engaged in the lumber business in Boston.

Clara Edholm, '93, has taught in a Fairview school the past year.

Sadie Schlesinger, '87, is engaged to Mr. Mayer of Norfolk, Neb.

Georgie Park, '93, has taught a kindergarten the past summer.

Elizabeth Van Sant, '84, is stenographer for the city attorney.

Selma Dahlstrom, '93, ends a year at the Normal school this month.

Herbert Martin, '93, has a position with a South Omaha firm.

Victoria Overall, '85, has been a teacher in a Kansas City school.

Charles Stone, '89, recently married a class mate, May Josselyn, '89.

Cora McCandlish, '92, is visiting in Omaha during her vacation.

Nellie McClain, '92, is a teacher in the kindergarten at Kellom school.

Lucile Parmer, '93, has attended Van Sant's shorthand school this year.

Mabel Colby, '91, has been a teacher at the Lake school kindergarten.

Charles McConnell, '86, is bookkeeper for C. B. Havens Coal Co.

Blanche Hammond, '92, is one of the attendants at the Public library.

Ada Stone, '93, has taught at Farnam school for the last six months.

Wirt Thompson, '93, calls the U. P. headquarters his place of business.

Among those married this year are Mrs. Anna McCague-Marples, '87.

Jennie Donaldson, '93, has been an attendant at Normal the past year.

Allan Hopkins, '93, took a post-graduate course at the High School.

Abby Hodgetts, '93, attended Wesleyan University Lincoln, the past year.

Abba Bowen, '93, taught in a Grand Island school during the school year.

Blanche Robinson, '93, has attended the State Normal at Peru the past year.

Carrie Althaus, '93, taught in the Leavenworth kindergarten the past year.

William Bartlett, '92, has been attending the school of mining at Golden Colo.

Curtis Turner, '81, is secretary of the Douglas County Good Roads association.

George Gilbert ended his first year at the Omaha Medical College this month.

Mrs. Elva Fisher-Wilbur, '93, was the second member of Ninety-three to wed.

Alice Rustin Howard, '85, visits her sister, Mrs. McIntosh, this month.

Clarissa Wilhelmy, '93, has spent her time the past year learning how to cook.

John Nelson, '88, attends the New York college of Physicians and Surgeons.

Mary Wyman, '93, intends to enter a Cincinnati training school of nurses in the fall.

Rae Hobbie, '93, is a bookkeeper of the Metal Back Album Co., Battle Creek, Mich.

Louise Mathewson, '93, has been an attendant at the Peru Normal school this year.

Jessie Thain, '93, has been at Vassar the past year, and may visit Omaha this summer.

Edna Thain, '93, now resides in Tabor, Ia., where her father recently went as pastor.

Rosina Lehning, '93, has been taking a post graduate course at the High School.

Henry Mengedoht, '93, is one of the Lee-Clarke-Andresen's nice young hired men.

Fred Van Horn, '93, earns a salary dusting the law books in A. W. Kinsman's store.

Harriet Brown, '90, studied music abroad last year and is this year at Chicago University.

Georgia Lindsey, '93, returned this month from Miss Peebles and Miss Thompson's school.

Clara Rood, '93, has presumably been delving into the mysteries of her mothers cook book the past year.

Lila Hurlbut, '90, spent two years in European musical conservatories and is now at Chicago University.

Mrs. Mabel Hellman-Rosenau, '93, lives in Baltimore, where her husband is rabbi of a leading synagogue.

Augustus Detweiler, '90, graduates as doctor of medicine this year from University of Pennsylvania.

Marie Price, '93, returned this month from Chicago where she has been attending a kindergarten training school.

Edith Schwartz, '93, visits Omaha this month for the alumni reception from Norfolk, Va., where she has been visiting.

Edwin Osgood and Henry Osgood, '93, are scholars at the Massachusetts Institute of Technology, Boston.

Russell Wilbur, '93, has parted his hair in the middle since he rode the goat into Sigmi Phi at Williams College.

Howard Kennedy, '85, attended the one hundredth anniversary of the founding of Williams College in the spring.

Miss Emma Levy of '93 has been attending Normal school at Cleveland, O., and has now obtained a position as teacher.

Van Zandt Cortelyou, Harrison Oury, August Peterson, Frank Riley and Otis G. Whipple, '93, are enrolled at the State University, Lincoln.

George McCague, '89; Paul Luddington, '90; Henry Aikin, '90; Thomas Creig, '90; Larimore Denise, '90, and Will Rogers, '90, graduate this June from Princeton.

Literary and Debating Society of the Class of '96 rendered the following excellent Decoration Day program:

1. Piano Duet..... Miss Sobman and Miss Barber
2. Guitar Solo..... Miss Morris
3. Vocal Solo..... Mr. Somers
4. Recitation..... Miss Rothchild
5. Mandolin Duet..... Miss Balbach and Miss Goldsmith
6. Address..... Rev. S. Wright Butler
7. Fairy Polka..... Banjo and Guitar Club '96
8. Recitation..... Mr. Godso
9. Zither Solo..... Mr. Hayward

Mr. Butler's eloquent and interesting address was highly appreciated and the rest of the program was very well rendered.

ENGLISH—THE UNIVERSAL LANGUAGE OF THE FUTURE.

BY EMIL KRETCH.

In every period of history appears a race which represents advanced civilization and the future of mankind more than any other. The infallible law of the survival of the fittest ever holds good. This law, true of the individual, is likewise true of the nation. The most industrious, most capable, most able, most powerful, man invariably surpasses his weaker brother; so is the case with the nation. That nation which represents these qualities takes the lead. The Anglo-Saxon race, represented by the American and the Englishman, undoubtedly occupies this place today, and we naturally look toward it as exerting some influence over the future of man. Hardly a question or problem presents itself for solution but that the Anglo-Saxon is concerned in. So now, when men look forward for the coming of a universal language, English is spoken of as likely to attain that position.

Not a thing exists but that is a necessity either naturally or because man has made it a necessity; the very weed has its virtues which remain to be discovered by mortal mind. This principal has given us the great modern inventions—the steam engine, the electrical machines, the telegraph, and the rest of the mechanical creations which have astonished the world. So when man, in the course of human progress, finds that a need exists which everybody feels, he undertakes to supply that need. And so with the universal language. Many minds perceiving that a cosmopolitan language for the common use of nations is a need—a need which is universally felt—have looked around for a language which by its past history and prospects fulfills all requirements, and have found that that language is the English.

For centuries back our language was confined to a portion of the Island of Great Britain. Since then, like the prairie fire which at first occupies a small tract and slowly spreads far and wide, it has progressed by "leaps and bounds," and is now the dominant language in Great Britain, United States, Ireland, British America, Jamaica, and in many other West Indian isles, South Africa, Australia, Tasmania, New Zealand, numerous other Pacific islands and a legion of other British colonies. So the English language, like the English people, has acquired for itself a belt of territory encircling the whole earth; it is now spoken by far the largest number; its position is far ahead of the other languages; its power of diffusion is incontestible and irresistible. Of itself it will become the universal language in the course of time, says Holyoake. Its claim to supremacy are so eminent and evident that even foreigners acknowledge them. A pigmy grown into a giant! Truly wonderful—this example of Anglo-Saxon energy.

History repeats itself. In ancient times Greek was the dominant language, the language of culture. English today occupies the same position, and is fast becoming the language of information as well as of culture. It is listened to as a voice of authority in Egypt, and is taught even in the schools of Japan and particularly in those of Germany. Yes, and in every civilized country an essential part of a liberal education is a knowledge of the English tongue.

Linguistic supremacy, other things being equal, is sure to follow political. And who will deny the Anglo-Saxon's claim to supremacy? Under all climes, all circumstances, and conditions, the Anglo-Saxon remains in essentials an Anglo-Saxon, imbued with the same love of liberty, of honesty, of truth, of fair-

play, the same detestation of sham; a thousand years of progress, civilization, transportation to a new continent, revolution, change of governmental form, have not sufficed to change his nature. When he wants that which a foreign neighbor possesses, he is still the same brave, hardy, determined piratic being as of old. Haughty and rapacious, forcible and progressive, irresistible and indomitable, he has shown the greatest capacity for conquest; wandering and spreading more than any other race, he has claimed for himself more territory than any other.

Yet, vast as has been the material growth of the Anglo-Saxon race, its greatest triumphs have been in moral and intellectual lines. In the dissemination of just precepts, in making states powerful by granting them freedom—in these respects it has triumphed rather than by force of arms. It has supplanted the hereditary power of tyrants by establishing the government of the people; it has made the state serve the man, not the man the state. Morally and intellectually it leads—in art, science, literature, commerce, it leads—in short, it leads in all. What is impossible for such a people?

The power of the Anglo-Saxons today outweighs that of the rest of the world. England, her manners free and fearless as sea-birds, wherever oceans roll, her armies victorious above those of even older nations, her arts diffusing civilization far and wide, her colonizers, thousands of whom are sent forth annually, swelling the large number of the English-speaking people. America, progressive yet conservative, wandering yet inhabitative, ready to take from the forest or the savage all the earth we can hope to use, and then equally ready to bring it under the dominion of civilization, law and religion, to inculcate the lessons of

liberty. They live in all climes, handle all articles of trade, they preach to all nations, they command one-half of the world's gold and silver and distribute two-thirds of the Bibles and testaments. Rome held a world in subjection by the arts of war; the Saxons will hold a greater one in subjection by the arts of peace.

In a word, the English-speaking people are supreme, and consequently their medium of speech shall prevail over all others and become universal; the ideas of the men who speak it are fit to become the ruling ideas of the world, and the men themselves are strong enough to carry it over the world.

When once the English tongue becomes the universal medium of speech, that unity of man which is the hope of the philanthropist and the fond dream of the poet, will happily be realized. We stop appalled at the full meaning and power of this thought—one single race of man, one tongue—a thought of such full meaning that the mind requires time to comprehend its full scope. What a prospect is that of the whole human race more closely linked by the ties of amity and sympathy. Nothing indeed would more conduce to bring about such a result—a golden age of union and harmony among the several nations and races of mankind—than the removal of that barrier to the interchange of thought and mutual good understanding between man and man which is now interposed by the Babel of tongues. A universal language found in English would immeasurably be a boon to man. Then would men to whom the riches of our literature, thought, and civilization, the principles of American freedom and liberty, are unknown, come in closer contact with these, and reap the fruits which they bestow; then would the amity of nations be increased and the peace of the universe

be promoted; then would the time be brought nearer which is slowly but surely coming when, as Lord Tennyson said, will be seen

"The earth at last a warless world—
A single race, a single tongue."

THE IDEAL REPUBLIC.

BY A. T. ELMER.

A retrospective survey of the world's history discloses at every aspect periods of mutation; of transition. From time to time it has been found necessary to alter and to remodel existing laws and institutions. Where there formerly existed rude tribes whose primitive manners now provoke our wonder, mighty nations with highly developed institutions and judiciously constructed systems of laws, rear aloft their proud heads.

The law of the world is progress. Now as ever there is a striving for and a tendency toward perfection. Thoughtful and intelligent writers are constantly exposing to our sight, abuses, which in their growth, seek to choke the expansion of the true principles upon which our republic is founded. New questions are continually agitating our minds and new problems are daily demanding solution.

Smarting under a sense of deep injustice, and longing for liberty and independence, our great-grandfathers framed the constitution of the United States. Their object in framing that constitution was to obtain for themselves and their posterity those precious privileges. It was the first constitution of its kind ever launched forth into history; a political experiment. Truly it seems incredible when we consider the circumstances under which it was framed, that it has proved such a success and that such a glorious country has been brought into existence through its agency. By its being placed upon a firm basis, we should now endeavor to correct those

errors, which, antagonistic to the true spirit of our republic, have almost imperceptibly arisen.

No country, even our own America, is so good and so great that it cannot be better and greater. In our social world barriers have arisen which separate with an ever widening gulf the classes, the rich and the poor. Poverty and suffering are distributed more widely than ever before throughout our land. The numbers of our social parasites, the pauper, the gambler, and the criminal, are on the increase. The question of Labor and Capital is demanding settlement. Vast monopolies and huge corporations have grown into existence, which, headed by a handful of capitalists and shrewd business men, wield an influence which is alike destructive and pernicious.

Nor is our political system free from evils. Faults have undoubtedly arisen in it which deserve to be corrected. Professional politicians exert too much power at our nominations and elections. Changes are too frequent and the qualifications for office are not duly considered. The office-holder, as a rule, spends the first half of his incumbency in learning the duties of his office and the last half in planning for re-election. Thus, while he may be a conscientious man, and a man of ability, really desirous of fulfilling his duties to the best of his capabilities, he is utterly unable to do so. Moreover, he is bound hand and foot to the political ringsters who secured his nomination and subsequent election. To these men, then (such men as Boss M'Kane, late of Gravesend, now of Sing Sing), and not to the public this "public servant" pays his allegiance. And again we find that the rewards of office are not adequate to draw the average man from his business. Desiring rather to devote his efforts to the accumulation of wealth than to his country's welfare, he allows

the principle of "Laissez faire" to have full sway.

For evils such as have been enumerated, remedies have been suggested since the time of Plato. At various epochs in the world's history, thoughtful men and wise philosophers have suggested means for obviating existent evils, and have placed before the world ideals of a higher civilization. Moore, Bacon, Campanella, Owen, Cabot, Blanc, Mark, and La Salle have been, each one in his turn, an enthusiastic exponent of his own particular form of social advancement. In our own generation the name of Edward Bellamy shines as the representative of Nationalism. Some of these schemes for the betterment of social conditions have contained features worthy of special commendation. Many of them have been finely wrought plans, complete in almost every particular. Yet all of them have embraced objectionable and undesirable elements, incapable of being carried into execution. For example, the division of the world's riches would be the most fatal step that could be taken. Any interference of this kind with the natural laws of wealth distribution would discourage thrift. The incentive for labor would be taken away and idleness would result. Industry in every branch would be diminished and progress would cease.

We do not desire such radical and sweeping changes as these in our systems. What we do desire is an advancement to a higher plane, to a higher civilization, along the same lines upon which the principles of our Democracy are now drawn.

To attain this higher civilization, we must clear our land of the disfigurements which at present deface it. We must rescue our country from the hands of professional politicians who dominate in the political world. We must select the

man for office with regard to his ability and training. We must subjugate the monopoly and the trust to some form of authority which shall check its encroachments upon the privileges of others, and we must abolish special privileges. We must effect a diminution in the numbers of our social parasites, and we must arbitrate the question of Labor and Capital.

These reforms just mentioned, and many more, may be brought about in part by judicious legislation, but not until the spirit of generosity and brotherly love becomes disseminated throughout the land, can we hope to purge it of its evils, and attain our ideal republic. By generosity and public spiritedness and by timely aid and encouragement we can suppress poverty and suffering in its extreme forms. But the best aid that we can give to struggling humanity is to teach it to help itself by cultivating the moral faculties and by character, education and re-enforcement.

No socialism which is founded on principles of jealousy and avarice will ever succeed. The truest socialism will be founded on love and unselfishness. Altruism must prevail over egoism and the spirit of charity and love must be cultivated until it becomes predominant.

This beautiful land of ours is by many regarded as the "Ideal Republic," but not until this inward growth, this altruistic feeling, has obtained a foothold will the external fruits become visible and our republic perfect. Our institutions and national spirit conform in every particular to those conditions under which the "Ideal Republic" can and will find its existence.

In America then, we shall behold the "Ideal Republic." But it shall be America radiant and beautiful in the clothing of charity and love; America emerged from her selfishness and forgetfulness. That America than which no country shall ever be greater.

Society.

Friday, June 1, was a day of special importance to '96, as that was the date of the Musicale given by the Sophomores as an appropriate ending to their Class society work during the year. Those who took part were mostly from the Class although they were assisted by a few outside musicians. Those who kindly assisted us in our program were Miss Arnold, Prof. Cummings and Mr. Widnor. Miss Arnold is well-known to all as a singer and her solo was very well received. The banjo solo by Prof. Cummings with guitar accompaniment by Mr. Widnor was very good. Prof. Cummings is the instructor of both the '96 String Clubs, and "The Old Folks at Home," the selection played, was his own composition.

The members of the class also did well. The piano music was very well rendered as were also the stringed instrument solos. Miss Balbach's mandolin solo was good, likewise the guitar duet by Mr. Gsantner and Miss Balbach. Mr. Gsantner's zither solo was appreciated by every one. But the "Darkies' Patrol by the String Club of '96 was the crowning success of the day and made a good ending for a good program.

On June 4th the Senior Class held a meeting to take action on Miss Harris' resignation from the Commencement program, and to arrange for Commencement invitations and to choose a motto.

The resignation of Miss Harris was not accepted.

A committee was appointed to get bids on invitations and report quickly.

The committee on motto handed in a voluminous report, out of which the class finally selected the following motto:

"Vincit qui se vincit."

It was decided to have the Class Day exercises in the school yard as usual.

A committee on Class Day programs was appointed.

The Class of '94 held another meeting on June 6.

The committee on invitations handed in a report which was accepted after some little discussion. The design chosen is the proper thing and about the neatest thing in its line that has ever been gotten out by a graduating class.

Miss Harris withdrew her resignation.

The action taken on the place for holding the Class Day exercises was reconsidered, and it was decided to have the program in the ninth grade room.

The committees on Class Day programs were instructed to have the programs printed, and then the class adjourned for the last time in its history.

Decoration Day was fitly celebrated this year by the Juniors. Each part of the program was prepared with special care, and as a result was one of the best of the year. It was all characterized by patriotic zeal and fervor.

PART I.	
Chorus.....	America
Declamation.....	"Lincoln's Gettysburg," Albert Egbert.
Recitation.....	"The Blue and the Gray," Sadie Allen.
Oration.....	"The Making of a National Song," Jesse Merritt.
Recitation.....	"Carlton's Decoration Day," Salome Emenger.
Oration.....	"The Citizen Soldier," John Sumner.
PART II.	
Piano Duet.....	Misses Nordwal and Karbaugh
Oration.....	"The Volunteer," Will Mathews.
Recitation—"Chauncey Depew on the Army of the Potomac,".....	Frank Woodland.
Recitation.....	"All Quiet Along the Potomac Tonight," Mamie Scoville.
Song—"Hushed O'er the Sacred Field of Mounds".....	Junior Quartette—Misses Cortelyou and Chamberlain and Messrs. Sheldon and Purvis.

The editors are very sorry that they could not publish an account of the Class Day exercises in this number.

THE BRIDGING OF THE STREAM.

BY FLAETEM.

Proud of his mighty strength,
Scoffing at man's decree,
Moving in wondrous length
On toward the Southern sea;
Never at ease and never still
Yet forever at his stand,
Lord of many a lofty hill
And fertile valley land,
Flowing through tropical lands
Where the palm and banana grow,
First breaking his lakelet bands
Amidst the eternal snow—
Through many a wealthy state,
Past cornfields and wooded knolls,
Sure and resistless as fate
The majestic river rolls.
Many a life he's torn
From the wandering Indian hordes,
Many a deer has away been borne
That has dared to attempt his fords.
But for the sorrows his doings bring
Little enough cares he.
Here in his valley he's reigned the king
For many a century,
But now from the plains of the East
The men of the level come,
Say that the despot's reign has ceased
His last wild deed been done.
Then piers of stone and wood
They raise on his boiling brink.
Into his raging flood
The caissons of steel they sink.
Then from pier to pier
The girdered span they cast.
Say that the age of man is here,
The age of Nature, past.
Marvel of strength and beauty
Grand in thy resting place,
Thy form is an emblem of life and duty,
A symbol of truth and grace.

ORDERS, No. 3.

On Thursday, June 14, the last drill for the term was held. After the companies were drawn up in battalion formation, the Seniors formed a separate squad and marched forward in front of Lieutenant Penn, where they formally gave up their commands. Lieutenant Penn, in bidding the boys goodbye, made a few well chosen remarks, which

will be long remembered by those who heard them. He thanked them for the zeal and interest they had taken in the drill and for the aid they had given him. He advised them all to continue the drill wherever possible, and spoke of the benefits of the drill physically and in the fact that it made all better citizens. He closed by referring to our country's flag unchanging in the principles it represents and always worthy of their respect and protection. The appointments for next year were then read.

The orders are given below in full.

OMAHA HIGH SCHOOL,
OMAHA, NEB., June 14, 1894.)

ORDER NO. 3.

1. All appointments of cadet officers are hereby revoked.

2. The Cadet officers for the ensuing year will be as follows, the new appointments to take effect at once:

Cadet Captains—1, R. Connell; 2, Burns; 3, Purvis; 4, Egbert.

Cadet Lieutenant and Adjutant—Colpetzer.

Cadet Lieutenant and Quartermaster—Sheldon.

Cadet Lieutenants—1, Stebbins; 2, Branch; 3, Merritt; 4, Powell; 5, Parsons; 6, Gillespie; 7, Oberfelder; 8, Shank; 9, Collett; 10, Engler; 11, Beans; 12, Chapin.

Cadet Sergeant Major—W. Clark.

Cadet Quartermaster Sergeant—Cross.

Cadet First Sergeants—1, Rogers; 2, Wagner; 3, Evans; 4, K. Connell.

Cadet Sergeants—1, Dale; 2, Towne; 3, Hunter; 4, Wood; 5, Somers; 6, Ross; 7, Godso; 8, Gsantner; 9, Doane; 10, Tebbins; 11, Franklin; 12, Welshans; 13, Baird; 14, Ballou; 15, Kenniston; 16, Hayward.

Cadet Corporals—1, Tukey; 2, Clarkson; 3, Leonard; 4, Jensen; 5, True; 6, Crandall; 7, Sharp; 8, Morseman; 9, Plummer; 10, Young; 11, Penfold; 12,

Sweet; 13, Wigton; 14, Fahs; 15, Cuscaden; 16, Yates; 17, Beans; 18, Detweiler; 19, Reed; 20, Sumner.

3. The Cadet officers are assigned to companies as follows.

Company A—Captain, R. Connell; Lieutenants, Stebbins, Shank and Beans; First Sergeant, Rogers; Sergeants, Dale, Hunter, Somers and Franklin; Corporals, Tukey, Leonard, Jensen, Sharp and Plummer.

Company B—Captain, Purvis; Lieutenants, Powell, Collett and Chapin; First Sergeant, Evans; Sergeants, Towne, Godso, Welshans and Ballou; Corporals, True, Crandall, Sweet, Yates and Sumner.

Company C—Captain, Egbert; Lieutenants, Merritt, Oberfelder and Engler; First Sergeant, K. Connell; Sergeants, Ross, Doane, Tebbins and Kenniston; Corporals, Young, Wigton, Beans, Detweiler and Reed.

Company D—Captain, Burns; Lieutenants, Branch, Parsons and Gillespie; First Sergeant, Wagner; Sergeants, Wood, Gsantner, Baird and Hayward. Corporals, Clarkson, Morsemen, Penfold, Fahs and Cuscadan.

4. All drills are suspended until the beginning of the next school year.

BY ORDER OF LIEUT. PENN.

ROSS TOWLE, Cadet Lieut. and Adjt.

IS NATIONALISM PRACTICAL?

BY W. T. EVERINGHAM.

About seven years ago Edward Bellamy published his book, "Looking Backward." In it he gives his conception of the ideal government which he expects this country to become in less than a hundred years. His ideas were considered so feasible that a political party was formed to promulgate them and to bring about, if possible, the conditions which he describes. It is the

purpose of this paper to inquire into Mr. Bellamy's plan and see whether his idea can be carried out, for the results which he imagines are certainly very desirable.

We must have a clear understanding of what this plan is, and truly its fundamental principle is simple enough to be easily comprehended. It is that the government shall own all property, be the one capitalist, and that all citizens be employes, organized into a sort of industrial army. This is nationalism, and this idea, which first solves the labor question, will also, Mr. Bellamy thinks, make this country an ideal one.

Certain it is that of late years the drift of legislation has been toward nationalism. More and more since the earliest times when the roads were the only things owned by the community, has the government assumed control of the things which the public needs. Now the government operates the postal system, and many cities own their own stations for water and light supply. Other advances, such as government control of railroads and the ownership of the telegraph and telephone lines, are advocated by many.

But the question is, is this idea of Mr. Bellamy practical? That which a man earnestly desires, he will earnestly work for and will obtain. If the social system of nationalism, in its universality, offers to each man the fulfillment of his dearest hopes, it is inevitably practical. If it presents to the egotist the means by which he can attain the highest development of himself, and to the altruist universal wisdom and happiness, it cannot fail. Let us see if men can work best for themselves and best for others under the operation of this plan.

Education is development. But it is believed that the amount of wealth now produced is insufficient for the support and education of those under the age of

twenty-one, which is a feature in this new system. So it must be shown that the new system is more economical than the present one. The first great factor in saving, would be the absence of competition. The money and labor spent in advertising alone would almost educate the people. Besides this, a great number of people are thrown out of employment by the trusts and combines, which work to suppress production, and thus raise prices. Then, there are the failures. It is estimated that in business undertakings, only one out of five succeeds. This means that the persons engaged in those pursuits, spend their time and capital in producing that for which there is an inadequate demand. This makes a great waste. Under nationalism there would be no idle capital and no profitless labor. The government would take care of that, and under its all-seeing supervision, there would be no over-production in one direction resulting in periodical panics,—from the sad effects of one of which we are still suffering.

Money would be neither necessary or desirable, as no one but the nation would have anything to sell and a credit on itself would serve the purpose better. The numerous expensive institutions connected with money, would go with it. There would be no middle-men, and the number of people engaged in distributing productions, would be but a fraction of the number now employed. Every person not needed in an unproductive occupation, would be put into a producing one, and so the nation's wealth would be increased.

"Produce, produce, in God's name produce," says Carlyle. It is the fault of the age that men wish to live by speculation and trading in the fruits of others' labor. Under government control, every man could be put in the right

place for the greatest production. Surely this is the best way.

History shows that the periods of great material prosperity have always produced periods of intellectual and artistic brilliancy. Thus it was in the time of Pericles. Thus in the time of Elizabeth. Would not the heights of prosperity brought about by nationalism, allied to the high culture and development which universal compulsory education extending to the highest branches would give, produce an intellectual activity and literature worthy of this country and better than any other country has ever had?

In old Jamestown, Captain John Smith made the rule that those who would not work should not eat. It is right that a man should work and do the utmost that he can. Under nationalism, all who are more than twenty-one years old and less than forty-five, who are well, must work; and the government does not need to assume any right which it has not to compel them to do so. The government which can send men into a struggle where they are mown down like ripe grain, as with Grant at Cold Harbor, needs no more authority to send men to useful labor. The government has this power and it is right for it to use it.

Since none can own any property, the motive of all crimes against property will be destroyed, and there is scarcely any crime which is not either directly or indirectly the result of property holding. So almost all crimes will be stopped. This result alone would make nationalism a boon to our people. Everything that philanthropists have done since the beginning of civilized society pales into insignificance beside it.

But some objections are raised against this system which must be answered. It is said that its routine would destroy

individuality, make each man a part of a great machine. We answer, that each man now is a part of the great machine of government, and with no harmful, but the very opposite result to his manliness and self-reliance. The only opportunities for choice which a man now has, and would not have under nationalism, are, in the right to work or not, and to be educated or not. Some sort of work it requires from each one as a right. What kind of work it is, he can decide for himself, and that he must be educated in order to do that work in the best way. I cannot see that a choice in these things would contribute to a man's individuality.

The argument is brought forward, that man is a lazy being and would do just as little work as possible. I think this a fallacy. Man is not averse to work. Every faculty man should be exercised, and pleasure comes from exercise. Children play, and college men too, for that matter; the retired merchant feels restless and often goes back to his business until death, the reaper, gathers him. The man who seeks happiness without work, finds it not. It is said that the poet *must* sing, and that genius *must* speak. Do these things show that men do not want to work? When a man is engaged in suitable work, he will do it well if he can. There is a pride in his breast that requires it. The man that knows what he is here for and recognizes what is just and right, will exert himself. To spur others on to do well—proper honors and distributions can be offered for the best work. The man who will not work at all must be cut off from society altogether. He is dangerous.

We have reviewed the principle results of nationalism and the objections to it. Is it not for man's greatest good in

every way? Would not the greater wealth it would bring, help to a higher physical and mental development, the knowledge that hunger could not drive us to crime, or our individual property others to the same thing, give us a cleaner conscience and a firmer morality? Are not these things what men desire? If so, nationalism is practical, a thousand times more practical than the present slipshod social system where every man's hand and brain and energies are against his neighbor.

DEATH OF CARL M. HELGREN, '91.

For the second time '91 has been called upon to mourn the death of a dear classmate.

Carl Mauritz Helgren died June 8th, 1894, in the 21st year of his age.

Mr. Helgren was one of the "honor" boys of his class, and for the greater part of the time since he graduated has been assistant cashier of the American Savings bank.

A short time before his death he received a civil service appointment, having ranked highest among sixty competitors.

He spoke fluently five modern languages, and was an enthusiastic reader of the best literature.

He was manly, sincere and trustworthy in the highest sense of the words and the great throng of mourning friends that attended his funeral was an evidence of how such qualities are appreciated.

His class was represented among the pall bearers by Mr. Geo. Hess and Mr. Edward Bradley, and one of the most beautiful of the many floral tributes bore the legend, "Always Ready" '91.

Squibs

Promotions!
Goodbye '94.
R-r-r-rubie!!!
Adjutant Colpetzer!
Oh, Those orations!
'94—all privates again.
The Juniors lit the gas.
No more albums, girls, please.
Did Parsons take the step-ladder?
Let your hair grow this summer, boys.
Soph: "She was a female authoress."
9:52 A. M.—Time to wake up Jimmie!
Don't miss the Alumni reception, Seniors.

In Ovid: "The Hibernian shepherd."

"He feared that he might be fatally killed."

Where will the battalion drill during the winter?

File closer: "Keep your feet on the ground."

"Say, boys, have any of you got a spare hair-pin?"

Be loyal to your school. Attend '94's commencement.

The Baccalaureate sermon was fine. Did you hear it?

The REGISTER wishes every one a pleasant vacation.

They say Jensen is holding his head higher than usual.

How glorious. No dues for the Alumni reception.

Battin (in Ovid): "He was stung by the tooth of a serpent."

What has become of all the ball teams in this part of the country?

The farmers are holding jubilee meetings on account of the rain.

It is reported that Mont Kennard has gone into business for himself.

Battin: "Oh, won't it be fine when we get our nice little kitchens?"

The receipts of the Class of '96 Concert amounted to over fifty dollars.

Clarence Thurston, who has been very sick, is recovering very rapidly.

Teal says he is obliged to part his hair in the middle to keep his head balanced.

We haven't succeeded in giving away that scholarship yet. Don't you want it.

Prof. Cummings had done good work with the two High School instrumental clubs.

If the girls would wear more hair pins in their hair there would be more windows open.

Our contributors to the squib column are mostly laid up with a bad case of spring-fever this month.

None of your old cut and dried Class Days. 'Ninety-four is right in line with its usual originality.

Read the story of the trials and struggles of the first volume of the REGISTER as told by its founder.

A girl says that it reminds her of the Fourth of July, whenever Franklin walks across the floor.

These is a rumor abroad that '96's eminent musical talent is about to break out in an harmonica orchestra.

For Rent.—Front seat in the north row of Senior room; to be vacant the first of the week. Apply to Detweiler.

Some Juniors in financial straits wanted to hear the Sophomore concert so bad that they had to sneak up the fire escape.

A certain Senior evidently considers the phrase, *Do Not Erase*, a chestnut—at least she puts quotations marks around it.

One feature of the REGISTER this month is the fact that "Q Pon," who is a printer, set up type for some of his own articles.

It is said that Shane '94 has incurred the eternal enmity of the Sophs for refusing to render a jewsharp at solo 96's concert.

The Seniors find an attractiveness about the Old Halls, even now that they have finished they continue to frequent them.

Mr. H. P. Whitmore very generously lent a number of pictures from his art store to the Sophomores for their musical.

Two robbers were caught in the act of depriving a poor little defenseless pony of its saddle and bridle on the grounds the other day.

The Class of '96 ends the school year with a small fortune in their treasury, which will be spent next year in beautifying the building.

Teacher: "How can you distinguish Hercules in statuary?"

Pratt: "By his lion's skin and billy club."

Freshman (giving derivation of suicide): "*Sus* and *caedo*—to kill a pig."

Bright Student in Physics: "What would become of an irresistible force should it meet an immovable body?"

There will be nothing any nearer than the University of Nebraska that will stand any show against the battalion next year.

The Senior boys are besieged night and day by mystic album and autograph fiends. There are only a few of the maidens that are not loaded.

The Class of '96 String Club and the Class of '96 Banjo and Guitar Club made no engagements this month on account of approaching examinations.

Teacher: "Pronounce G-o-e-t-h-e."
Different Pupils: "Gawth," "Goatee," "Gertie," "Geeth," "Goitee," "Githe."
P. S.: How do you pronounce it?

Teacher: "How many of you as a rule spend sixty minutes on your lesson?"

Bright Soph: "Do you mean a day or a week?"

Lieutenant Penn's farewell address to the Seniors was a masterpiece. He is very popular among them and we trust that the boys will treat him well next year.

The dearth of excitement this month is something remarkable. About the only commotion since the '96 Concert is that caused by the recent appearance of Guy Ross in "yaller shoes."

The door-keepers at the '96 Concert were probably not aware that there were three entrances to the Auditorium, and that the "greater" part of their audience entered via the fire-escape—at least the *greater* part in the estimation of that part.

Towne '96 came to school the other day wearing a pair of leaden-colored shoes. On inquiry it was discovered that he had got hold of the stove-blackening by mistake. At noon he was seen in the basement soaking them in the sink.

Ten enterprising Sophomore boys presented a very handsome picture to the Class of '96. This picture will adorn the walls of the Class of '96 study room until they graduate, and will then be left to beautify the Senior study room for other classes.

AN INVITATION.

Dear Winter: We should be greatly pleased to have you come and spend the summer with us. Be sure and bring Icebergs, Blizzard, Sleet and the rest of the children. Our little Sunshine is getting very strong after her recent ill-

A SYMPOSIUM OF SONG.

ARRANGED BY Q. PON.

Who gives the world a noble thought,
And writes it out in prose or rhyme,
May furnish for some lowly soul,
A stepping stone on which to climb.

Not enjoyment and not pleasure
Is our destined end or way;
But to act that each tomorrow
Finds us farther than today.

Scatter kind words all around you,
Perchance when your mission is o'er—
The seed you have dropped by the wayside,
May bloom on Eternity's shore.

There is no chance, no destiny, no fate,
Can circumvent, or hinder, or control
The firm resolve of a determined soul.
Gifts count for nothing; will alone is great.

By Love are blest the Gods on high,
Frail man becomes a Deity
When Love to him is given;
'Tis Love that makes the Heavens shine
With hues more radiant, more divine,
And turns dull Earth to Heaven.

Come not when I am dead,
To drop thy foolish tears upon my grave;
To trample round my fallen head,
And vex the unhappy dust thou wouldst
not save.

Noble deeds are held in honor,
But the wide world sadly needs
Hearts of patience to unravel this—
The worth of common deeds.

Do noble things, not dream them all day long,
And so make life, death, and that vast
forever
One grand, sweet song.

Think truly, and thy thoughts
Shall the world's famine feed;
Speak truly, and each word of thine
Shall be a fruitful seed.

How oft, O God, when we have wept in vain
O'er Thy decrees, and blurred with fretful
tears

The heavenward windows of the soul, appears
Thy purpose sweet and wise, in after years,
Like sunshine streaming through veils of
rain.

ness in January. Shade runs about now a great deal and we seldom see him except in the evenings. Tan seems to be very busy these days. Mercury climbed up on the roof the other day and we have been unable to get him down. Mosquito is here visiting us now; he is hale and hearty as ever.

Altogether, we are getting on nicely and should be overjoyed to have you come and spend a few months. Please let us know immediately. Yours affectionately,
Q PON.

WANTED.

A barber, Clark.
The earth, Connell.
Some dues, Egbert.
An excuse, Lindsey.
Some energy, Christie.
Some more girls, Purvis.
Some good behavior, '95.
A good line, Company A.
The Sophomore room, '97.
A game, Pratt and Saville.
Some advertisers, REGISTER.
Awkward squad, Oberfelder.
Some wider trousers, Wagner.
Some one to love me, Burns.
Some subscriptions, REGISTER.
An appreciative world, Kretch.
Some more dignity, Ser. Sheldon.
Three feet more of height, Baum.
Some tall men, Companies C and B.
A brand new sweetheart, Colpetzer.
Some one to go to school for me, Van Horn.

A good reputation on which to begin the Senior year, Chapin.

It isn't too early to commence training for football. We want to have revenge on Ashland next fall.

Heaven is not reached by a single bound,
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to its summit round by
 round.

For nothing walks with aimless feet,
 And not one life shall be destroyed,
 And cast us rubbish to the void,
 When God has made the pile complete.

Better to sit at a master's feet
 Than thrill a listening state;
 Better suspect that thou art proud
 Than be sure that thou art great.

Keep the heart tender
 With sweet loving words,
 And they'll fill it with music
 Like the warble of birds.

Be still, sad heart, and cease repining.
 Behind the clouds is the sun still shining;
 Thy fate is the common fate of all.
 Into each life some rain must fall,
 Some days must be dark and dreary.

Never a word is said,
 But it trembles in the air,
 And the truant voice has sped
 To vibrate everywhere;
 And perhaps far off in eternal years
 The echo may ring upon our ears.

Scatter the germs of the beautiful
 In the depths of the human soul.
 They bud and blossom and bear the fruit,
 While the endless ages roll.

From dreams of bliss shall men awake
 One day, but not to weep.
 The dream remains; they only break
 The mirror in their sleep.

Laugh, and the world laughs with you;
 Weep, and you weep alone.
 This grand old earth must borrow her mirth,
 But she has trouble enough of her own.

Better to love in loneliness
 Than bask in love all day;
 Better the fountain of the heart
 Than the fountain by the way.

Thou goest thine, and I go mine—
 Many ways we wend;
 Many days, and many ways
 Ending in one end.

UNIVERSITY OF MICHIGAN.

BY MISS L. C. MCGEE.

It would be impossible to make an adequate statement regarding the University of Michigan in this brief paper. Its history, its phenomenal growth, the courage and eagerness with which it has ever stood in the van of human thought, are facts known to all who have any acquaintance whatever with the institution.

I shall attempt here to point out only two or three facts regarding the character of the work accomplished in the University, and the method of governing the student body.

First, then, as to the character of the work. It is a recognized principle among schools and universities, that the highest courses offered, the most advanced work done in a school will give that school its rank. The most advanced work in an individual department—say in the History Department—will be the measure of the full force of the department. The character of the "Seminary Courses," (as the most advanced courses are called), say in Greek, will fire the courses below the seminary work. So with the other departments, and finally so with the school.

Characterize the most advanced work and you characterize the school. For it will necessarily follow that there will be thorough-going work through the entire school, if the advanced work is high graded and progressive. The column must rest upon itself from base to summit.

The goal striven for in the University of Michigan is nothing less than independent thinking. In every possible way the university encourages investigation. Seminary courses, offered in every department, require the student to make himself master of the subject

which he is studying. The student has access to 60,000 bound volumes, and twice that number of magazines and pamphlets. Such books as the student, taking seminary courses, needs are placed on shelves in the seminary rooms and are at the students disposal. The student is here to learn—to discriminate—between valuable books and books which have no special value. The student must largely determine for himself, which of the consulted authorities expresses the most truth, which takes the correct point of view, and which has the wrong standpoint; which theory will account for the greatest number of facts. If the student has perception, insight, if he has a logically reorganized mind, if he thinks after knowledge, and yearns for complete truth, he will come out of the seminary room with a broader, a more generous and deeper understanding of his subject than any of the authorities whom he has studied, in short he is beginning to think independently.

The University of Michigan, judged by the number of seminary courses offered in the languages, history, philosophy, political economy, science, etc., believes that the time has come when men must be able to think for themselves, when it is imperative for men to be able to discriminate between the false and the true. With all its enthusiasm and courage, the University of Michigan assists and encourages its students to do precisely this.

Secondly, as to government. The government in the University of Michigan is almost entirely left to the students. In other words, the students are governed according to the *laissez faire* method. The students are left to themselves as long as they show disposition to go right. When they are not inclined to go right, with despatch and vigor, the University senate, as by mesmeric power,

ferrets out the reckless, the unworthy, the indolent, and sends them hence. To be sent thus summarily from a school is looked upon to be the last possible degree of disgrace to befall a student. Not to have disposition nor ability to maintain one's poise,—it matters not whether it be mental, moral or social—when one of 3,000 students simply ranks one as infinitely inferior to the other 2,999. Sent home! Unworthy to be a resident student. By sending home all who have not the moral manhood, the intellectual disposition to avail themselves of the opportunity to practice and study self-government and the conditions which make self-government possible, the University lays just claims to a thoroughgoing democratic character.

The democratic spirit of the University of Michigan gives character to the work and method to government. The conscious object which the University strives to realize is to put men in possession of their powers; to give them command of the moral man as well as the mental; to help him to govern himself so he can help to govern others, in short to give the man possession of himself.



A GLIMPSE OF THE FUTURE—A '94 MAIDEN
 FORTY YEARS HENCE.

Athletics.

ALBERT A. EGBERT, EDITOR.

It is likely that we will have a coach next fall.

The grounds have been enlarged and leveled; now if one of the small rooms in the basement was fitted up with lockers and a shower bath the football team could save time by practicing here instead of at the Y. M. C. A. park.

Are you going to let your hair grow?

The grounds would be improved by the removal of several trees.

The A. A. should have a new constitution as the present one (which was made several years ago) was not made for so large an association, and consequently does not provide for the necessary officers.

Our baseball team is out of its class in the present league. Next year we should aim higher and play more interesting games, even if we do get beaten once or twice.

The classes of '96 and '97 should wake up and take more interest in athletics. Why not try and get on the football team? You would have lots of fun, and at a very small expense, the A. A. paying all out of town expenses from the gate receipts of such games.

The baseball players are well supplied with nick names, such as "Bull Frog," "Bull Dog," "Shagnastie," "Hogland" "Corkey," "Fruit No. 2." "Chemise Tail," "Monk."

C—e get your hair cut, etc.

The baseball team has not played since the last issue of the REGISTER.

Following is the record of the ball team:

O. H. S., 33; C. B. H. S., 2.

O. H. S., 13; Originals, 11.

O. H. S., 12; C. B. H. S., 4.

O. H. S., 31; Bellevue College, 1.

O. H. S., 32; C. B. H. S., 4.

O. H. S., 41; Bellevue College, 1.

O. H. S., 19; Bellevue College, 9.

O. H. S., 12; U. P., 10.

O. H. S., 21; U. P., 14.

O. H. S., 13; Picked Team, 11.

O. H. S., 13; Picked Team, 4.

NEVER BEEN BEATER.

Considering the fact, the baseball team has made such an enviable record this spring, won eleven games, lost none, perhaps it will not be out of place to let you know of the respective merits of the boys.

Jim Traill, who captains the team and catches, is without doubt the best player on the team, holding down his difficult position with but three errors this year.

Gardner and Collett exchange from pitch to middle. Neither has had a large score run up against him this year, and they have held down different teams to two and five hits.

First Baseman Nemetz is slow, but sure, very few balls pass him.

Hoagland covers second in good shape, and it has to be a hot one that he muffs.

Whipple plays short well, is a sure batter, and usually makes a hit when called on.

Clarke, the third baseman, is the grand stand player, whose specialities are to make running pick-ups with his left hand, and steal bases when the pitcher has the ball in the box.

Cowgill plays right, and has the record of four three base hits and a single in one game.

Marks is the left fielder, seldom missing a fly ball, and is a good thrower.

Lehmer is sub, and is a good man. He catches if necessary.

Summing up the whole you can see

we did not rely altogether on luck for our victories, and as most of the boys will be back next year, we hope to make as good a record next spring.

W. T. G.

TENNIS TOURNAMENT.

The annual tennis tournament for the High School will occur Friday and Saturday, June 22 and 23. The events will be in singles and doubles. Many entries have been secured and the tournament will be a success in every way. Prizes have been generously donated as follows:

1. Continental Clothing Company.—One of their best sweaters.

2. Frank Wilcox Company.—One pair of five dollar tennis shoes.

3. M. H. Grant, of Hayden's Sporting Goods Department.—One six dollar tennis racquet.

4. Wood & Co.—One pair tennis shoes.

Cook & Son.—One pair tennis shoes.

The tournament will take place on Twenty-third and Harney streets at the grounds of the Omaha Lawn Tennis Club.

An admission fee of ten cents will be charged. This tournament is not under the auspices of the A. A.

THE UNIVERSITY OF OHIOAGO.

BY JAMES S. BROWN, O. H. S., '92.

Chi—ca—go,

Chi—ca—go,

Chi—ca—go—go,

Go—it—Chi—ca,

Go—it—Chi—ca,

Go—it—Chi—ca—go.

In 1889, when the old University of Chicago went out of existence, John D. Rockefeller, wishing to retain a large university in or near Chicago, set about to accomplish this end. In looking for a man whom he judged suitable to be at

the head of such an institution, he determined upon Prof. Harper of Yale, and tendered him the position of president. He placed at Prof. Harper's immediate disposal, \$600,000, which he has since increased to \$2,000,000. With this money together with the donations from other quarters, the beautiful buildings which now adorn the University's campus at 58 street and Ellis Avenue, Chicago, were built and fitted, and the able corps of professors, which now numbers 125 was secured.

The buildings at present erected and in use, number nine. They are entirely of stone, with tile roofs, and are of the same style of architecture, and so placed on the campus that when the remaining buildings, for which the plans are already drawn, are finished, they will join together and form a quadrangle surrounding the inner campus.

The landscape gardener has already begun work on this inner campus, and by next year it will be a beautiful, grassy spot, well shaded by trees, and studded with shrubbery, and containing many depressed tennis courts.

At present the library and gymnasium occupy as temporary quarters a long low, but well appointed brick building. However, by another year the trustees hope to have the permanent buildings for these departments finished and in use.

The library of the University of Chicago is one of the largest in the world, consisting of a general library containing many thousands of volumes, and many minor special libraries for the different departments of German, French, Latin, History, the Sciences, etc.

Field park is the athletic grounds of the Varsity and was donated for that purpose by Marshall Field of Chicago. It contains a block of ground adjoining the campus, and although this is its first

year it already contains a quarter mile cinder running track, baseball grounds and facilities for all athletic games.

The curriculum of the University of Chicago ranks with that of any existing university. But comparatively few courses have been started yet, but in these departments over 200 courses were offered to the students last quarter.

The University of Chicago continues its work throughout the year, and students are admitted on examination only at the beginning or any of the four quarters commencing January, April, July and October, 1st.

No student will ever have cause to regret his choice if he selects, as a place for his college work, the University of Chicago, an institution peculiar to itself in many respects, and conceded by all to have accomplished the work of fifty years in two.

POSSIBILITIES FOR ENGLISH IN THE OMAHA HIGH SCHOOL.

BY MISS L. C. MCGEE.

Is it expected that English in the Omaha High School will be more than a way for the different classes to spend pleasantly a period every day? Is it possible to make English, as a disciplinary study, yield large results? What is the position of English to be, when compared with that of Greek or Latin, or even with the modern languages? And let it be understood, once for all, that no construction derogatory to the classical course is to be placed on these lines. It is not less Greek and Latin but more English! Need we hope for a generous enthusiasm regarding English? Is it out of the question to fire the minds of these youths and maidens with an ambition to be able to write good English, or to read understandingly and appreciatively the

best thought expounded in our language? Is it desirable to have the sentiment get abroad that English is of importance, that to know the thought in our own language is worth while?

Whether we answer these questions affirmatively or negatively will depend first, upon the ideals which the Omaha High School has set for itself to realize; and secondly, upon the demands, or at least, the co-operation of the patrons of the school. Is the school alive to the importance of stimulating mental activity regarding thought-subjects which our literature presents and defends? And does this community, whose intellectual center and impetus the High School is, urge, with sufficient eagerness, that the school shall put forth its best effort to stimulate thought.

The mere fact that a community organizes and supports, at an enormous expense, a school like the High School, ought to guarantee that the character of education given to the youth be genuine. Nothing but thorough, appreciative, ambitious work will yield results in proportion to so great a yearly investment. So also, the mere fact that the School Board employs seven teachers of English ought to guarantee eminently satisfactory results. But the school money expended on the one hand, and teachers employed, on the other, do not mean necessarily English well taught.

The patron of the school must recognize the necessity of his child's getting in touch with thought and of his understanding the best and latest products of the literary mind. The teacher must be able to show the pupil that his intellectual life will largely depend upon his intimate and appreciative understanding of his own language, for it so happens that the best thought of the race, is to be found in our practical English language; the deepest, purest thought that has been

evolved is found here. The study of English means no superficial pastime, no mere pleasure, no idle recreation for the sake of culture, so-called. The systematic study of English means thought, it means character, it means mental, moral and spiritual aspiration, and above all it means that the youth must read to understand problems which find full and elaborate statement in our best literature. The restless spirit of the century, the complex aspects of society, the undercurrent of thought which evidently marks the character of this period as transitoral,—these are set forth and illuminated in every good book of the century.

Are teachers and pupils to take hold of these problems with courage and vigor and with manly eagerness endeavor to understand them, so that they may later help to solve them?

High School pupils are too young, too inexperienced for such subjects. The large majority of High School graduates will never know what these subjects mean, if they do not begin their study while in school. Those who go to colleges or universities will have ample opportunity to learn the full purport of such problems. But what of the large majority who remain at home? Are they to go through life blindly, tossed by every breath of opinion without even surmising the significance of the serious inquiry of all thoughtful people. A high-minded and ambitious human being can no more avoid the earnest consideration of such questions than he can avoid human association. In fact, this generation and the next are to solve the problems which now agitate society, church and state. A solution which will meet the demands of the highest needs of this complex and troublous time, a solution which will assure future well-being to society must be the result of careful con-

sideration and wise interpretation of the conditions, in the midst of which we find ourselves.

History points to the fact that the Anglo-Saxons have developed large well defined lines of thought and action, and that the laws which have governed their development may be formulated. Their laws are found in the institution of organized society, in the state, in literature, in religion, in art, in philosophy. By the study of these subjects in their various phases, wise men are made to see tendencies and are thus able to move along with the progressive current intelligently. May not the vigorous, ambitious, capable youth of the Omaha High School, with great benefit to themselves, and large results to the thinking community, take hold of this subject in a modest, yet determined way? And why not the "walls of English undefiled" be made the means by which inquiry is encouraged, ambition aroused, thought stimulated, aspiration exalted; so that the Omaha High School, in spirit and in truth, may be the source of Omaha's moral and intellectual life.

A RETROSPECT.

BY '95.

It is indeed with pleasure and gratification that we look over the past year. This has been one of the most eventful Junior years in the history of the High School. Life has not been a dull dead stream. We have had our fun and amusement and perhaps our share of seventh hours and office instructions. We have not spent all of our time chewing red tape and classics, although this may be the most profitable part, but there are many events which we remember as the most enjoyable and profitable of our lives.

This is generally conceded the most

pleasant year of the course and '95 has tried to full verify the concession. She has nevertheless a keen realization of the splendid advantages afforded in our school and has not been slow to grasp and improve her opportunities.

It is impossible to estimate the value of the literary society to the student. Perhaps no part of his school life exerts so marked an influence on his future career. This is especially the case with colleges, and we feel that it equally applies to preparatory schools.

The "Athenæum of '95" has been one of the constant companions of the class. It is very satisfactory to note the zeal and the interest that has been the mainstay of this society. The willingness to participate, and the earnest effort on the part of all is the secret of the high standard that has characterized the programs. It is with reluctance that we abandon this place of entertainment and profit for the rhetorical of the Senior year.

It is a lamentable fact that in a school as large as the High the e was no vocal music societies. Singing is taught to the Freshmen, but aside from this, chorus work was neglected. The Juniors have the honor of organizing the first vocal society, "The Timothean," in the school. There is no force so potent in generating good feeling and finding the class together, as the class song. While the typical college song and especially our own school and class songs have been carefully noticed, yet the standard work has been of a good order and we hope to see good results therefrom.

That sleigh ride holds a very large place in every loyal Junior's heart. Three four-horse sleighs, jingling bells, merry faces, perfect evening, all that could add to the success was ours. But oh, the sore throats the next morning! Tin horns, brass horns, school yells, class yells, and songs of all dates and nation-

alities made the night calm and sweet. Woe to the wise man early to bed on our route. But didn't we paint the town red?

The only place in which the High School is inferior to the best academies in the country is in the absence of lecture courses. We feel that we met this need in the Junior English lecture course. The lectures were in connection with the Junior English, and were very instructive. We were especially fortunate in being able to secure some of the best talent of the city, among whom was Dr. J. T. Duryea who spoke on "Pericly and the Golden Age of Athens;" Mrs. Homer P. Lewis spoke of Tennyson, and Mrs. Peattie of Shelley and Keats. Choice musical talent added its due share of attractiveness to the programs. We hope to have a similar course next year and to have more of a variety in the style of subjects.

But the crowning of the year was the Junior social. Every school in the county has a stamp on its society peculiar to itself. This is caused to a great extent by its institutions and customs. The High School has its institutions also and the Junior social holds a very important place among them.

Our play, "The Spirit of 1900," received high commendation from both pupil and teacher. The decorations were wholly original with the Juniors and far surpassed anything in this line ever here attempted. Of course the toasts and other pleasures of the evening were very creditable to the occasion. Yes, these are past, but they will ever be remembered by us as among the bright spots of our school life.



THE JUNIORS.

BY DOROTHY HOLLAND, '95.

The Juniors they're not very big,
And yet they're not so small,
But what they appear quite well,
When walking in the hall.

They don't all sit together,
In a room of mighty space,
They don't wear a proud and haughty smile
To show their breed and race.

They're a little bit retiring,
They don't like to be bold,
But when they once get started
All things once new are old.

They've got originality,
In everything they do,
They don't follow old examples,
But they strike for something new.

They've got the true class spirit,
They don't do things in parts,
And have selected good times,
That leave some wounded hearts.

They all go in together
And have such lots of fun,
Because the tender feelings,
Are respected, every one.

And when next year they're Seniors,
You'll see a class with might,
That's not looking after number one,
But doing just what's right.

Exchanges.

The REGISTER wishes to thank its many exchanges for the regularity with which they have appeared. A very large majority show able and earnest management. Any school of any prominence in the country, which has not a school paper, and one, too, in a flourishing condition, is behind the times. We doubt not all the papers must receive great benefit and pleasure from this department. New and successful ideas can be promptly circulated, while careful criticism is good for your paper. We trust the exchange list of the REGISTER may still be larger next year.

Res Academiae has been one of our most regular exchanges. It is an aptly managed paper full of the best material.

We see that the *Lynn H. S. Gazette* has a battalion editor on the staff. The REGISTER might profit by the idea.

We would suggest that the *Premier* work in some design on their cover besides their cut.

The *Coup D'Etat* covers more ground in its literary work, perhaps, than any other of our exchanges.

The *Helois* has a taking way of dividing its departments.

The *Beacon* would improve its back cover by correctly dividing it into fewer advertising spaces. The editors' number is quite an original idea, making a very successful issue.

A little more attention to proof-reading, *Magnet*.

The *Tattler* has a very neat cover.

The *Academy Monthly* has quite a model exchange column.



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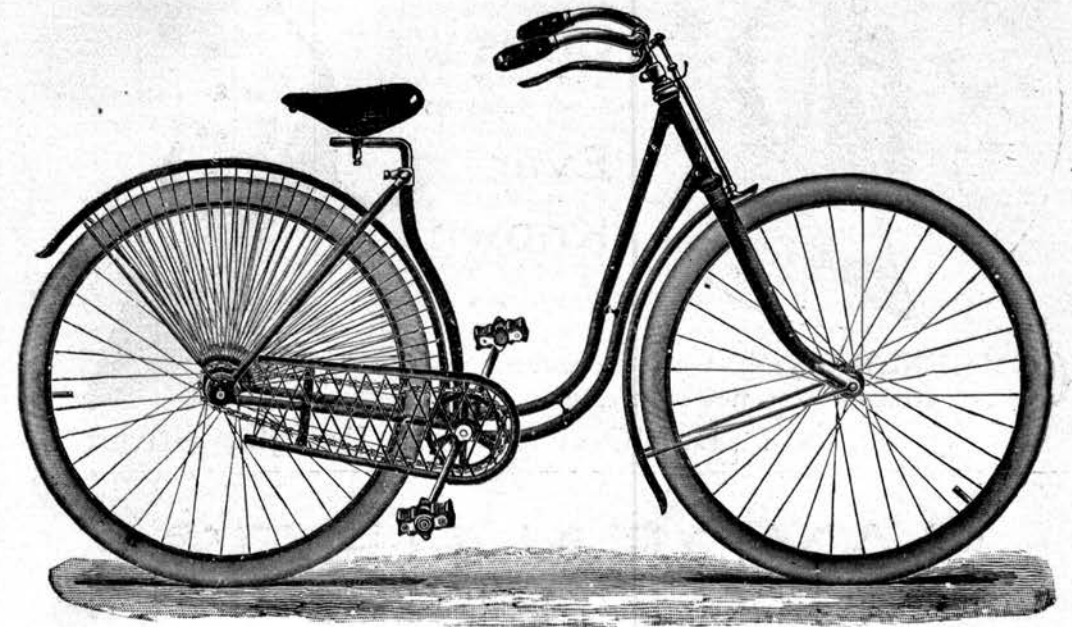
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LAKE AND HALSTED STREETS,

Retail Salesroom: 280 Wabash Ave.

....CHICAGO.

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NORRIS' SHOE STORE



Largest
Class

—OF STYLES

Ever
Known.



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and you will buy nowhere else.

T. B. NORRIS, 1413 Douglas Street

HAYDEN BROS.

SPECIAL LOW PRICES ON

Boys' and Children's High Class Fashionable
CLOTHING

HATS AND CAPS,

Also Ladies' and Children's Cloaks, Wraps, Jackets,
Shawls and Wrappers.

Any person bringing this advertisement will be entitled to
5 per cent rebate on their purchase.

HAYDEN BROS.

REGISTER SUPPLEMENT.

THE DAILY BULLDOZER.

"WHAT WHISKERS THESE CHESTNUTS GROW."

VOL. XXXXV M.—No. 894321.

OMAHA, AMERICA, JUNE 21, 1894.

PRICE—FIFTEEN CENTS

HORRIBLE HOLOCAUST

Wagner's Private Lunatic Asylum
Departs for Jupiter
Via Smoke.

Many Gallant Inmates Perish In
the Flames—Loss 30
Millions.

At a late hour last night the city was awakened by the blowing of bells and the ringing of whistles telling in tremendous tones that the most appalling catastrophe witnessed since the burning of Chicago was now enacted in Omaha, and was now effecting devastation, destruction and death. For Wagner's Private Lunatic Asylum, containing 800 helpless inmates, was wrapped in a shroud of flame.

The fire was originated by a pet fire-fly belonging to one of the inmates named Dolan. It seems that Dolan had a hobby for pet insects and always had them around him. This fire-fly lighted in the mustache of one James Goetz, a cell-mate of Dolan. The flames spread rapidly and soon enveloped the entire building.

Unfortunately the left wing of the asylum had never been supplied with electric door openers as the remainder of the building had been, and in consequence of this neglect the eighty persons therein confined perished in their cells.

This wing contained some of the most notorious lunatics of the state. Among these were: Hunter, who wanted to dig a tunnel underneath the Atlantic for railroad purposes; Keniston, whose

scheme for harnessing the Niagara gave him a worldwide notoriety, and Towne, who claimed to be in love with a girl on Mars and declared that he could see her with a magic telescope which he had made out of a spool and the neck of a beer bottle.

Soon after the alarm was turned in some four thousand streams of water were playing on the flames, but all in vain. The magnificent structure was doomed.

The loss is placed at \$30,000,000, only 15 cents of which was covered by insurance.

A Distressing Accident.

Mr. Geo. Doane, one of Omaha's young society men, last week met with a painful accident. He was walking home about midnight from the Academy banquet, at Paris, and as he turned the corner of Douglas and Farnam streets he fell into the excavations for the Hunter building and broke one of his arms, one of his necks and put out several of his eyes.

He is said to have been under the influence of coffee.

Progressive(?) Journalism(?).

Our up-to-date contemporary—the *Septima Hora*, last week published exclusively the following brief bits of news which their reporters have just now got hold of:

Geo. Washington is dead.
Columbus has discovered America.

Napoleon was recently defeated at Waterloo.

The late Julius Caesar has passed away.

The Egyptian pyramids have at last been completed.

The Israelites cross the Red Sea safely; Pharoah gets his feet damp.

ROSS WINS THE BELT

The Ross-Cross Prize Fight Ends
In the Second
Round.

The Bohemian Giant Falls Before the "Little Mouse"—Details of the Rounds.

MELBOURNE, Australia, June 8.—[Special to THE BULLDOZER]—A prize fight was fought here tonight between Mr. Guy Ross and Mr. Harry Cross, both formerly of Omaha. The contest ended in the second round, Mr. Ross gaining the victory easily.

First Round—His second, J. J. Corbett, holds Mr. Ross up to shake hands with his opponent. The battle commences. Cross strikes Ross a stinging blow on the top of the head. Ross comes back at him with a blow on the knee. Some lively sparring was then indulged in. When the gong sounded Ross had just landed a left-hander on top of Cross's head.

Second Round—Ross fights furiously. He taps his opponent heavily on the ankle. Cross boxes his ears. Ross kicks his opponent on the shins and the latter falls all over himself and lies prostrate. When the gong sounded Cross was unable to move and the contest was declared in favor of Mr. Ross.

Great enthusiasm prevailed when the result was announced. Mr. Ross was at once placed in a baby carriage and wheeled all over the city by his enthusiastic admirers, after which a banquet was served at the Elite chop house.

THE BULLDOZER.

WALDO P. WARREN, Editor.

TERMS OF SUBSCRIPTION:

One Copy \$1.00
 One Month 75
 One Year FREE

THE BULLDOZER HAS

The largest circulation in Omaha.
 The largest circulation in Nebraska.
 The largest circulation in America.
 The largest circulation on Earth.
 The largest circulation in Hades.
 The largest circulation in Paradise.
 The largest circulation in the Universe.

SUMUS POPULI.

IT IS now time for Guy Ross to have a play written for himself to "star" in.

NO BETTER man than Fred Parsons can be found for the office of state fool-killer. If elected he will look after your interests.

MR. RALPH CONNELL, President of the Class of '96, is now making an extensive tour of the West in his private car. He will speak at all the prominent cities, and return home before the next election.

MOSHER COLEPETZER, the mugwump candidate for city dog catcher, is perhaps the best man that can be found for that office. He is fearless in words, daring in action, and takes well with the dogs. He is worthy of the support of every true mugwump.

THE BULLDOZER is pleased to appear with this issue in improved form. This is permitted by the rapid increase of subscriptions and advertisements, and the general increased popularity of the paper. If the boom continues we will wipe our contemporaries, the *Septima Hora* and *Weakie Journal*, off the face of the earth. Let the boom continue, and THE BULLDOZER will eventually be the greatest daily on the west side of Jupiter.

ANSWERS TO CORRESPONDENTS.

[This column is under the charge of Q. PON, who will cheerfully answer any question which may be propounded to him.]

Q. Will you please tell me the exact length of Ralph Connell's mustache.

F. D. '96.

A. Expert microscopists differ. Prof. Evans places it at .00001 of an inch. Prof. Godso says .0004 of a millimeter. The girls think (not without reason) that it is a minus quantity, perhaps —5 millimeters.

Q. Can you give any information concerning the fabled "Altman Opera Co."?

W. G. '96.

A. The "Altman Opera Co." was invented by one Zachariah Hezekiah Jeremiah Josiah Windiriah Pateriah Boobyriah Altman, of Omaha. It is composed chiefly of compressed air. The other ingredients are: Wind, air, imagination, wind, breath, balloon juice, atmosphere, oxygen, nitrogen, wind, air, breath, balloon juice, wind, and wind.

Q. Who was Pontius Pilate's great-grandmother's washer-woman?

H. C. '95.

A. History leaves us in doubt on this point; but from some old manuscripts written in Dolanese, found in the Franklin museum, it is almost established that she did her own washing.

A Collision.

Yesterday afternoon Billy Anderson, who was driving a delivery wagon for Burnham's barber shop, drove into a banana stand owned by a dago named Bevins. The wagon was upset; a load of hair-cuts was dumped in the street; and the unfortunate dago caught beneath the mass, and ground to powder. Friction ignited the powder, and neither driver nor dago has since been seen.

AMUSEMENTS

WELSHAN'S HALL ...

June 31, 8 p. m.

LECTURE

BY

HON. BILL JACKSON,

P. D. Q., '99.

Subject:

"How to Play Hookey."

Reserved Seats on sale at

Hoagland's Chop House,

Cor. 61st and 62d Sts.

JUNIOR MUSEE,

—O. H. S.—

This Week Only.

Last Chance to See the Eighth Wonder of the World,

"PHATTIE KROSS"

THE

LIVING SKELETON.

Positively Weighs Only 4 Oz.!!

Don't let the little ones miss it!

SHANE'S THEATRE .:

THE

ALTMAN OPERA CO.

Under the management of

Mister Pater Booby Altman.

JUNE 29.

NOTE—Ladies are requested not to wear their hats in this theatre.

A BOLD ROBBERY.

Two Daring Villains Enter a Window at Midday.

On the afternoon of the Class of '96 concert, two daring robbers entered the window and made away with two morsels of the best music ever placed on the High School market. The names of the villains were afterwards learned to be Clarke and Powell.

The room was filled with spectators at the time, but all were powerless beneath the two strings of bologna sausage which the men carried as weapons. They had climbed up on the fire escape to the third floor, and found the window open.



PHATTIE KROSS BEING TOSSED BY THE FRESHMEN.
 [See yesterday's daily.]

WANT COLUMN.

WANTED—Bill posters and advance agents for the Altman Opera Co. Address Box 97, Bulldozer.

WANTED—100,000 men and boys with whiskers on their faces to call at Hunter's Barber Shop. 47th floor of new postoffice bldg.

WANTED—A mustache-sprouter. Address Boys of '95, care President Sheldon.

WANTED—A job with no work but lots of pay. Address, Keniston, care of the seventh hour.

WANTED—A pony—one that will translate my Latin. Address, Harry Lindsey, '96(?).

WANTED—A pair of stilts. Address, Antony Zither, Gzantnerville, Kan.

FOR SALE—Mattress filling; choice mustache fibre Gerald Somers, care Altman Opera Co.

TO TRADE—One paste diamond ear-ring for an orange farm in California or an Omaha chop house. Address, Harry Tukey, P. O.



No Cure

No Pay.

HARRY LINDSEY, M.D.

Office Hours, 11 P. M. to 1 A. M.

Special attention given to cases of Love Sickness and Spring Fever.

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Highest Prices Paid For Sausage Dogs.

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 A SPECIALTY.



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Second-hand Bibles

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Visitors and purchasers equally welcome.

Give us a call.

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BARBER - SHOP

New Postoffice Building
 Room 4712.

Hair-cuts and Shaves delivered to all parts of the city. Telephone orders promptly attended to.

TELEPHONE - - 11,563

BALD-HEADED MEN

given a hair-cut by Scientific methods.

D. O. McEWAN,
Hot Water Heating Steam Heating
Sanitary Plumbing

WESTERN AGENT FOR
BERKEFELD'S FOSSIL MEAL COMPOSITION

Non-conducting fire proof covering for steam pipes, boilers, etc.

—ALSO—

The Non-Corrosive Automatic Sprinkler Apparatus
FOR FIRE PROTECTION.

McEwan's Patent Steel Boiler

For steam and hot water heating.

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TELEPHONE 469.

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SHEELY BLOCK, 15th and Howard Sts.

Telephone 644.

We Can Print Anything.

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OUR MACKINTOSHES.

Rubber Coats, Rubber Boots and Shoes

RUBBER GOODS OF ALL KINDS.

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Get Your Lunches . .

. AT .

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The most reliable Prescription Druggists,
make "GLYCEROLE OF ROSES"—the
best thing for chapped hands, faces, etc.

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.. Grocers ..

Table Delicacies for Fine Family Trade
.... A SPECIALTY

25th and Davenport Sts. Tel. 647.

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	Sweet Oranges	Tungarines	
Apples	Bananas	Grapes	Figs
Cakes	Biscuits	Candies	Etc.

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Our "CREAM LOTION" for chapped hands and face
is a superior article. Try it.

DR. A. HUGH HIPPLE,

.. DENTIST ..

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Graduate, Toronto University.

BROWN BLOCK, THIRD FLOOR,
OPPOSITE Y. M. C. A.

FINE CUT ROSES A SPECIALTY.

A. Donaghue,

FLORIST

105 South 15th St.

GREEN HOUSES:

North 24th Street,
East of Fort.

OMAHA, NEB.

In Heating and Ventilating School Buildings and Toilet Rooms

THE HOLBROOK & KANE COMPANY

HAVE SOLVED THE PROBLEM.

No Longer an Experiment, But an Acknowledged Success.
We Change the Atmosphere of Your School Rooms Every Five to Six Minutes,
Thus Insuring Pure Air, Bright Eyes and Active Minds
to All the Children.

READ THE FOLLOW

COMENIUS SCHOOL.

Omaha, March 9, 1894.

Mr. Holbrook, City.

Dear Sir—It is a privilege to speak of the great merit of the system of heating and ventilating of our school building. Too much cannot be said in its favor. I do not find that weariness that always comes with the last hours of the day—a new experience in my school work. The windows are never opened. I recommend it in the highest terms.

Respectfully,

ELLEN M. WHITE,
Principal Comenius School.

Omaha, March 6, 1894.

Mr. Holbrook.

Dear Sir—I am more and more pleased with your system of heating and ventilating. All you have said in its favor is not in excess of its merits. During the cold weather last month (February) I did not hear of a single complaint in regard to cold feet or any of the discomforts of a cold room. Pure air and uniform temperature have greatly reduced the discomfort of a crowded school room.

Under the new conditions I find myself working with greater ease and vigor, and the children much more receptive and attentive.

We are certainly greatly indebted to you for the invention which has been of so great a benefit to us.

Very respectfully,

MARGARET SCOTT,
Comenius School.

Comenius School, Mar. 9, '94.

Mr. Holbrook.

Dear Sir—Your system of heating and ventilating is a comfort and a relief, putting an end to

fears of catching cold from draft.

It cools of the room gradually and heats it the same way. We have been comfortable every day since we have been in our new building. Very respectfully,
JESSIE S. DURBIN.

I indorse everything that Miss Durbin has said about your system. Respectfully,
HARRIET A. BEEDLE.

Comenius School, Mar. 9, '94.

To Whom It May Concern:

We have the Holbrook Syphon System of heating and ventilating in the Comenius school. This is a sixteen-room building, twelve rooms being occupied at this time. I am delighted with the system, and for all the reasons assigned by the teachers and for the fact that I can heat the whole of this building to 70 deg. Fahrenheit in one-half an hour from the time I have five pounds of steam.

I can now remain at home in the morning until six or seven o'clock. In all my experience with other systems, I have had to be on hand at all hours from three to five o'clock, according to the weather. My work is so much easier and the plant is so successful in every way; two to five pounds of steam is the most I can use or did use during the month of February.

Yours,

W. N. GEISELMAN,
Engineer and Janitor of Comenius School.

Comenius School, Mar. 9, '94.

Mr. Holbrook.

Dear Sir—I heartily commend your system of heat and ventilation, which has been very satisfactory. Very respectfully,
AMELIA M. PEARSON.

Comenius School, Mar. 9, '94.

Mr. Holbrook.

I think your heat and ventilation very fine indeed. The pure air and even temperature have added much to our comfort and enjoyment since coming into our new building.

Respectfully,

CARRIE O. BROWNE.

I indorse all that Miss Browne has said about your admirable system. Sincerely,

ROSE E. NICKELL.

Comenius School, Mar. 8, '94.

Mr. B. Holbrook.

Dear Sir—I heartily commend your system of heating and ventilating. The air of my room is pure and comfortable all the time.

Sincerely,

MARTHA W. CHRISTIANCY.

Comenius School, Mar. 8, '94.

Mr. Holbrook.

Dear Sir—Since I have taught in the new building I have found the heating and ventilating a grand success. The air in the school-room is as pure in the evening as in the morning and no windows have been opened during the day. JENNIE ROBERTS.

Comenius School, Mar. 9, '94.

Mr. Holbrook.

Dear Sir—It gives me great pleasure to be able to add a word in praise of the Holbrook System of heating. We find it entirely satisfactory as the air is pure and the heat easily regulated.

Yours truly,

MABEL J. HYDE.

Omaha, March 8, '94.

Mr. Holbrook.

Dear Sir—It seems to me that your system of heating and venti-

No More "School Headaches." No More Listless Pupils.
We are Friends to the Children. Read our Testimonials from Teachers and Principals.
We Point with Pride to the Comenius School, the Central School,
and More to Follow.

ING TESTIMONIALS

lating is about perfect, because we always have pure air and even heat. I have known less fatigue and the children do not get so weary since coming into the new building, all of which I ascribe to your system of heating and ventilating.

Respectfully yours,

EMMA J. CARNEY,
Comenius School.

Comenius School, Mar. 9, '94.

Mr. Holbrook.

Dear Sir—Having taught where other systems of heating and ventilating were used, I take pleasure in stating that your system greatly excels any one of them, and that both pupils and teachers can do the work with more vigor and less fatigue than with any other system with which I am familiar.

Very truly,

H. J. BOYD.

CENTRAL SCHOOL.

Omaha, Feb. 1, '94.

Mr. B. Holbrook.

Dear Sir—It gives me much pleasure to inform you that since the windows have been weather stripped, thresholds placed, and the baseboards repaired, the heating of Central School has been satisfactory and with but four pounds of steam.

Very respectfully,

CLARA ROSEWATER,
Principal.

Mr. B. Holbrook.

Dear Sir—During the blizzard I started with ten pounds, but heated during the day with five pounds of steam.

Very respectfully,

CHARLES E. DJUREEN,
Janitor.

Central School, Omaha.

Mr. B. Holbrook.

Dear Sir—Since the repairs have been made in room seven of Central School, we no longer feel the currents of cold air and the heating has been entirely satisfactory.

Very truly yours,

LUCRETIA BRADLEY.

Central School, Room No. 8.

Mr. B. Holbrook.

Dear Sir—We have been entirely comfortable since last repairs. Most respectfully,

MARY L. ALTER.

Mr. B. Holbrook.

Dear Sir—I have known less fatigue in my work, and less heaviness among my pupils this year, than in all my experience in teaching. I consider this owing entirely to the even heat and perfect ventilation of your system.

Respectfully,

IDA E. MACK.

Central School, Feb. 2, '94.

Omaha, Neb., Feb. 2, '94.

Mr. B. Holbrook.

Dear Sir—The system of heating and ventilating used in the Central School is the finest I have ever seen. It is satisfactory in every respect and I should be sorry to have a change made.

Respectfully,

CLARA B. MASON,
Room 12.

Mr. B. Holbrook.

Dear Sir—It gives me great pleasure to say how greatly I have

For estimates and further particulars address,

The Holbrook & Kane Company,
No. 6 and 8 Wabash Ave., CHICAGO, ILL.

enjoyed the pure air and comfortable temperature of my room. It is a pleasure to teach in such a room. Very truly,

MARTHA L. POWELL.

Mr. B. Holbrook.

Dear Sir—I am more than glad to add my testimony to those above. This year we have never once felt the discomfort that usually arises from impure air, when so many pupils are together in a moderate sized room.

Sincerely,

SUSIE EVELETH.

Mr. B. Holbrook.

Dear Sir—I take great pleasure in saying that your system of heating and ventilating seems perfect. My little folks seem bright and wide awake from morning until night, which is of immense help in teaching. I am entirely satisfied with it.

Respectfully,

ALICE HARPER,
MINNIE R. WILSON.

Mr. B. Holbrook.

Dear Sir—I am glad to say that the heating and ventilating is to me very satisfactory. The temperature is even and the air is always pure. Very truly,

NOVA TURNER.

Mr. B. Holbrook.

Dear Sir—The system of heating and ventilating in Central School is entirely satisfactory to me.

NELSIE P. HUGHES,
MINNIE BURGLAND,
EDITH MORTON.

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By clipping this advertisement and presenting same at our store you can get a ten per cent discount on any article in our stock, with the exception of E. & W. collars and cuffs.

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AND HATS.

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L. M. BENNETT, Vice-President.

F. W. WESSELLS, Managing Director.
JOHN E. WILBUR, Cashier.

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That you can have your teeth FILLED and EXTRACTED without pain, and the most difficult mouth perfectly fitted with Artificial Teeth, at

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FRANK WILCOX CO.,

1515 Douglas Street.

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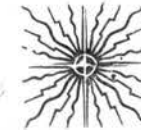
MAKE A SPECIALTY OF GOOD SHOES—SHOES THAT FIT YOUR FEET PROPERLY,
SHOES FOR WHICH THE PRICES ARE RIGHT.

1515-1517 Douglas Street, between 15th and 16th.

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WHEELS
LIGHTS

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Gloves cleaned for 10c.
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Agent for the S. S. STEWART BANJO.

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