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The Democrat.

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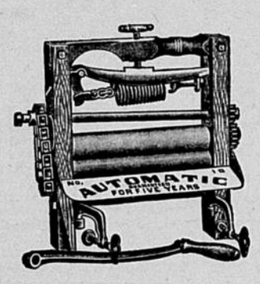

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Simon & Atwater.

The late Admiral Sir Harry Keppel said a short time before his death: "I am well over 90 years of age and I have enjoyed every hour of my life. I am well content to go."

Senator Proctor of Vermont likes to tell of an experience he had some time ago while making a tour of the west. He was accompanied by Mrs Proctor and some fifteen or twenty other men and women. The party made a stop at Salt Lake City and the senator and his wife went for a walk about the place, half a dozen ladies following them. That morning a large party of tourists from the east had arrived there and some of them caught sight of Mr. Proctor and his friends. Said one of the tourists in a stage whisper: "There an old mormon out for a walk with his wives. I wonder if he has any more."

An Effective Trust-Buster.

We should think that the sugar, the tobacco, the meat, the coal and other trusts too numerous to mention, would have a decidedly uncomfortable feeling in the region of their necks since the candy trust had to throw up its hands in the court of special sessions down in New York last Friday. This combination of jobbers, formed for the express purpose of p. tting small dealers out of business who did not deal with them, was indicted several months ago on the charge of conspiracy. The trial has been dragging along from week to week, but the conspirators, reckoning that they were in an indefensible position, pleaded guilty after agreeing to abandon their organization if the court would suspend sentence. Let us have a brush with the meat trust and the tobacco trust and see if there is not a way to put a stop to their exaction.—Rochester, N. Y., Herald.

How to Educate the Boy.

Not a few fathers hurt their sons and damage the careers of those sons by picking out careers for them. Train up the boy in the way he should go, and then let him choose his own work. In the choice of a vocation, as in the choice of a wife, every young man should be left alone If he is not worthy of being left alone the parent has grievously injured the boy in the preceding decade of his life. These interpretations mean that I would not educate my boy under a private tutor. I would educate my boy with boys, although not entirely by boys. Boys do, however, educate boys; but a boy who is trained alone is liable to fall in adjusting himself to his membership in humanity. He is to become a brother of the common lot. He therefore should learn early how to adjust himself to his fellows. Neither would I educate my son abroad; he is an American boy. I should be glad to have him get all that is best from the private school in Lausanne or Geneva, but not for one instant would I have his ideals formed by the French master or his methods by the German. A primary note in his character should be the American, although a note more fundamental is the human He is, as a human boy, to to be trained up for service in this great, interesting, new life of our New World.

Microbes In A Kiss.

"You're a good little wife and I don't know what I would do without you," he said. And as he spoke he put his arms around her and kissed her, and she forgot all her cares in that moment. And, when he had gone she sang as she washed the dishes, and sang as she made the beds. The song was heard next door and a woman there caught the refrain and sang also, and two homes were happier because he had told her that sweet, old story—the story of a love of a husband for a wife.

As she sang, the butcher boy, who called for an order, heard it and went away whistling. And the world heard the whistle and it made others whistle.

And because she sang, her heart was mellow, and as she opened the back door the cool breeze kissed her cheeks and she thought of a poor old women she knew, and a little basket of delicacies went over to that poverty stricken home.

So, because he kissed her, the song came, and the influence went out and out.—Marshalltown Reflector.

And yet they say there are microbes in a kiss.—Eagle Grove Times Gazette.

Which is undoubtedly true, since the learned scientists tell us so, but then there are microbes and microbes. And the germs which breed a holy love between man and women are about the only kind not being combatted by the present century physician. He knows there is no remedy for the disease, once it is firmly implanted, and he usually contents himself with a diagnosis of the case, a shake of the head and a confession that he can do nothing.

There can be no question that the disease is infectious, even contagious, as the above case indicates, yet the little world about the woman who sang because her husband kissed her was the better for it.

There are microbes in a kiss, undoubtedly, but if there were ten thousand deadly germs for each, the practice would not grow less, but would be rendered all the sweeter by the dangerous element connected with the process.—Waterloo Courier.

Jog On.

It ain't no use keep growlin'
An' scowlin'
Lo 'er rain an' snow,
An' to'n an' blow,
S in gwine'r shine tomorrow
Keep a stiff uppah lip,
An' watch fo' yo' ship—
Sun gwine'r shine tomorrow.

It ain't no use keep a-sighin'
An' cryin'!
Sky gets gay
Sun gwine'r shine tomorrow
When 'er clouds erway!
Git yo' head up high,
Yo' ken ef yo' try—
Sun gwine'r shine tomorrow.

It ain't no use keep moanin'
An groanin',
Shadows'll go
If yo' just say so—
Sun gwine'r shine tomorrow
De dark run' away
At de brake ob day!
Sun gwine'r shine tomorrow.

It ain't no use keep pinin,
An' whining;
Jus' whistle a tune,
He mawnin' soon!
Sun gwine'r shine tomorrow
Den it's jog erlong
Sing a happy song!
Sun gwine'r shine tomorrow.

—Anon.

Is Our Present Compulsory Education Law Satisfactory.

BY COUNTY SUPERINTDENT F. D. JOSEPH.

Education, like every great movement, requires means of stimulus at times and likewise, reins, to direct its course.

Since the days when Roman and Jew sat at the feet of Gamaliel the principles of education have found favor in the public mind to a greater or less extent.

At the present time men realize that education involves more than a mere means of livelihood. Whatever may be the side step philosophers may take, regarding the methods used, they all eventually turn to the primitive basis, that education should fit a man to discharge his obligations to God and man with the strictest justice.

Because man may have inherited tendencies toward crime is no reason why he may not be raised above the conditions of his birth. The old adage that "what is bred in the bone will come out in the flesh" is meeting with less favor than in former times. Men realize that the grosser nature may be subjugated, that by careful ethical training of every vital power the human mind is raised infinitely above the plane where surrender to birth legacy would be possible.

In this age it may seem strange [to some] that compulsory laws should be found necessary, but a glance at statistics may be helpful. I think you will readily agree that "irregular and non-attendance in our schools is due largely to parental indifference, lack of suitable books and clothing, disregard for parental discipline, and the inefficiency of the teacher". Each is a factor in cutting down the attendance of our schools.

During the school year of 1898-99 the number of pupils of school age in Iowa was 727,775. Of these 554,992 or only 76 per cent. were actually enrolled. The average daily attendance for the same period was 364,409. This shows that but 50 per cent of Iowa's school children were in regular attendance. In the last annual report for Delaware Co., we find the following interesting figures: Number of school age 5,989. Number between the ages of 7 and 14—3,273. Those subject to the law because of age 94. Thus it will be seen that our per cent. of non-attending pupils is very low. It is natural to suppose that some of these may be excused by physical deficiencies thus cutting the per cent to a low rate.

Of those not found in the schools North Fork Township furnishes 40, Union Township 8, Delaware Township 3, Hopkinton 37, Ryan 14, Malvin District 2.

By comparison of statistics, we find our average of non-attending pupils much lower in Delaware County than in counties having large cities. In many cases less than one half of those enrolled are regular attendants and in only one county does the average exceed 75%.

While these statistics may be dry I give them as proof that a compulsory education law is necessary even in Delaware County. Since illiteracy is a curse to a nation and destruction to popular government, we should legislate to bring more under the influence of our schools. We believe that proper legislation will increase our actual attendance and reclaim thousands now growing up in immorality, to blight homes and hinder the prosperity of our country.

This brings me to the real subject for discussion. "Is Our Present Compulsory Education Law Satisfactory?" Such sweeping questions require much careful consideration.

A two year period of the working of laws so far reaching in their effect, is hardly time to test its entire efficiency or inefficiency. Then, too, the point from which judgment is passed, will determine the degree to which it is satisfying. I believe it to be a step in the right direction. Nearly every state has some such law, Iowa being among the last to follow in the path of improvement. England compels all her children to be in some school. Germany, which reigns supreme in the field of education, compels her youths to pursue a course from the age of six to fourteen and her law is so strict and so rigidly enforced, few escape its clutches. This law also provides that children from fourteen to sixteen shall, unless otherwise employed, attend some school. This does away with habitual loafing—the cause of many a downfall.

In America, a law does not feel the weight of an emperor's hand as in Germany. All legislation is done largely, through the committee, thus many compromises are made. In this way all great laws have their origin. No doubt our present educational law was subject to rigid inspection by those who wished to bring it under the trimmer's ax. Under such conditions, if a new law does not meet our entire expectation we should make the most of the strong points, and seek to strengthen the weaker ones. That our present law is not perfect is readily granted. But it has strong points and these should be made the most of, rather than tear down because of a few weaknesses.

There are three points under our present law that I wish to discuss briefly. The period of attendance, age limit, and the enforcement of the law. Under the first named, the period of attendance, our law provides that a healthy child from seven to fourteen shall attend at least twelve consecutive weeks. Now it will be observed that no definite time is specified when he shall attend. The parent or guardian, but more often the children, may choose the first, middle or last period in the school year. To allow this is an infringement upon the spirit of the law. It also works an injustice to the child and to the school likewise. If the child enters late he is a misfit. There is no class for him to enter nor can he work successfully because of what he has missed. To hold a class back is manifestly an injustice to all. New classes can not be formed and the result is that he has created as much excitement as squeaky boots at an evening party. We believe this may be obviated by fixing the time even though it be necessary to change our present term system.

There are many who would increase the period of attendance from twelve to sixteen weeks or even six months. It is argued, and the point is well taken, that twelve weeks is too short a period for the teacher to gain and hold the heart and interest of the pupil. A longer time would permit this and give the teacher an opportunity to inspire a pupil with a love for books and a desire for a higher life. In Germany the pupil is required to give full time till the maximum age limit is reached. I do not believe we have, as yet, reached the point when this may be done in America but when our people have seen the full benefits of such a law I believe they will be eager for a five or six month period even in the working districts of our cities.

The age limit presents a greater diversity of opinion. In most states fourteen is the maximum years. New Hampshire and New Mexico place it at sixteen. Five other states place the limit at fifteen, while Colorado reaches twenty-one but does not enforce over sixteen. It will be seen that our legislators do not favor a continuance beyond the sixteeth year. We think it would be better to extend the term of months rather than the age limit.

To be in school for six months each year for seven years would, we believe, be more advantageous than a greater number of years with less schooling per year. Greater good will come because the pupil is continuous in his work; because he acquires more of the school spirit; because he receives this training at the most susceptible period of his life. To increase the age limit also increases the cares of the teacher and likewise the officer selected to enforce the law, for the work necessary to maintain attendance greatly increases with age. Then, too, we believe the greatest good can be accomplished before the pupil reaches the age when the hand of authority falls heavily upon him. We would emphasize our point—increase the amount work done during the year rather than the number of years.

The enforcement of our law should be a simple one but at present seems to be poorly done. The fault does not seem to be with the law so much as with those who should maintain it. The oft repeated question, Am I my brother's keeper? comes up again. Each seems to feel his obligation discharged when he himself, has fulfilled the letter of the law. Indeed it is a difficult problem to reach a good neighbor and not lose his friendship. Yet we feel that this is unnecessary. The law requires mere notification to the director or truant officer who has the power to act.

In many instances we take for granted that officers know while in realiy they are not cognizant of our so called flagrant violations. With proper co-operation on the part of the teacher, patron and county superintendent we believe much of our present trouble may be eliminated—at least in our rural schools. It has been advocated that the truant officer's power be extended to the teacher. In the case of towns where principals and superintendents have charge, such a course might prove successful. In such places the board now has the power to place the authority in their hands or the principals may serve written notices on the proper authorities.

For the success of our rural schools the teacher should not have the sole power. Our lady teachers should not be compelled to teach and act as chief of police. Such a course imbitters the feelings of pupils and parents, thus jeopardizing her position in the school.

We can make our present law more satisfactory by making the most of it. Allow it to take its full course and we believe our attendance will increase; our schools be made stronger, and illiteracy decrease. We will lay the foundation for many a beautiful structure if we will but lend a helping hand. A higher and truer citizenship may be created and that enemy of all civil authority —ignorance—will be laid low.

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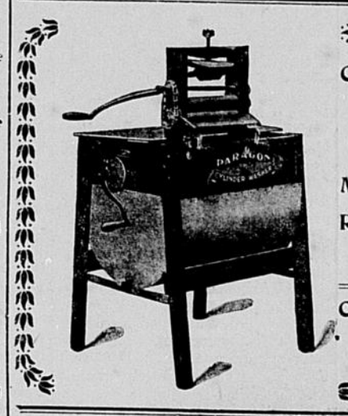

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