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TERMS

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One of the Bad Features of The Revenue Law.

(Atkinson Graphic.)

One of the first acts of our legislative body should be to weed out the bad features of the revenue law.

We do not believe it was the intention of the framers of the bill to have any part of it made obnoxious to the taxpayer, for political effect, by the assessor, and his deputies, who happen to be of different political views.

We do not believe it was intended that one man's chickens should be counted and his neighbors not even put on the schedule, or that one man's real estate should be assessed higher than the same quality of his neighbor's which joins him.

The law itself is not to blame, only so far as the methods of making the assessment. The law provides for the election of a county assessor to serve four years and he has the power to appoint deputies to make the assessment in each township, which we think is wrong. Each township should elect their own assessor each year, and not be deprived of any of the rights of an American citizen. If we have to have a figurehead drawing a salary to look after the assessment, which is a part of the duties of our supervisors, all right and good, but the power given to him of appointing political favorites for deputies should be repealed and amended so that the people could have a voice in selecting a man to assess them who will do his duty as he finds it and not use his office to further the interests of any political party.

The tax payers of Atkinson village are considerably exorcised over the increase of their tax this year over what it was last, as shown by the report sent out by the county treasurer. Every tax payer in the city has to pay double and thrice what they paid last year.

Hans Again Active.

Friends of Fred Hans are circulating a petition among the taxpayers of Brown county, asking the court to dismiss the cases now pending against him. The taxpayers of Brown county feel keenly the burden this case is heaping upon them, and they would be glad to rid themselves of the expense it is making, but there is a well settled opinion that it would be unsafe, and unwise to dismiss the case. Mr. Hans was arrested on the finding of a regular empaneled grand jury for murder in the second degree. He was tried, convicted and sentenced, the case was remanded by the Supreme court because much of the evidence introduced tended to prove murder in the first degree. Mr. Hans is now under arrest for this charge and his trial is set for Dec. 12th. Nothing short of a trial will satisfy the people, and nothing less should satisfy Mr. Hans. If he is innocent he deserves vindication for his act, and if he is guilty he ought to be punished. In either event the taxpayers of Brown county will feel that Hans' visit to this county on that particular date was very unfortunate for them whether it was prompted by accident or design.—Western Rancher.

LECTURE OF PROF. J. W. CRABTREE,

President of the Peru Normal School.

Delivered at the M. E. Church, Friday Evening, Nov 25, 1904.

A little more than two centuries ago Gov. Berkeley said of conditions then existing in Virginia: "I thank God there are no free schools or printing presses and I hope we shall not have them these hundred years, for learning brings disobedience and heresy and printing brings libel against best government. God keep us from both."

We will not discuss Governor Berkeley's foresight nor his religion, his politics or his patriotism. Neither will we seek the source of the spirit which moved him to pray as he did. We pause only to note the fact that other colonies did not follow Virginia's lead, and that even the state hoped to save from freedom and schools, became ere long "mother of presidents" of a country of free schools and free presses.

What a change! A complete transformation in educational standards since his day. That which condemned a community in Gov. Berkeley's eyes, commends it to us today, namely: as interest in public schools. We believe with Aristotle that "a state can be no better than the citizens of which it is composed," and with Dionysius that "the foundation of every state is in the education of its youth."

The modern gospel is "seek ye first education of the people and all other blessings will be added unto you." That is good gospel for the nation. It is also good for the community. Our nation can point with pride to her schools. Though the youngest, the United States is the only nation in the world that expends more for education than for war.

France spends \$4 per capita for her army and 70c for education; England \$3.72 for army and 62c for education; Prussia \$2.04 for army and 50c for education; Italy \$1.52 for army and 36c for education; Austria \$1.36 for army and 62c for education; Russia \$2.04 for army and 3c for education. The United States 39c for her army and \$1.35 for education.

England 6 to 1 for war! Russia 68 to 1 for war! The U. S. 4 to 1 for education. The U. S. spends more per capita annually for education than France and Russia combined.

Before attempting to describe the best school it may be well to decide what is the best education for our boys and girls as we find them represented in our schools. Surely it must be the broadest and best which our system is able to furnish, broad enough to equip men and women with power to get and do the best things in life, to act well their part in society and government. Education must begin with the youngest. It must be enjoyed by the poorest. It must be shared by the richest. It must be secured to the remotest settler in distant states and territories and freely given to the humblest dweller in our great cities. It must reach and touch alike the stately avenue and degraded slums. In brief, every child must be given and required to develop the gifts with which God has endowed him, that he may grow to perfect manhood, to genuine culture, a culture which in a hovel or mansion stands for character. The best education for a people is an education which will teach boys and girls their capabilities and which will give them power to grasp opportunities, to accomplish results, to realize worthy ambitions, to know themselves, to appreciate their limitations as well

as their capabilities. That which will give them courage to endure adverse fortune should it come and wisdom to enjoy prosperity in case that should come. The best is the education that will help people to help themselves, that which will diminish discontent and increase happiness, which will encourage thrift and discourage idleness, which will lead people to enjoy what they have without envy, which teaches the true dignity of labor and the value of money, which teaches how to earn a living honestly, to live within one's income, to know that poverty is neither a crime nor a disgrace if an honest life stands near it. Such an education develops the noblest manhood and womanhood, gives the best equipment for life's duties, its pleasures and its hardships. It teaches unselfishness, gives attention to good morals and manners, leads children to be honest, temperate, and virtuous, exalts pure thinking and places the highest value of purity upon life and conduct. Such an education (Ladies and Gentlemen) teaches your children to abhor crime, to hate evil, and, as a consequence, sets them against mob rule and anarchy. The standard is none too high. Is such an education too complete or too good for your son and daughter? But such an education can't come from the schools alone.

The teacher is the most important factor in determining the character of the school. The teaching profession is one of hard work and heavy responsibilities, possibly less disagreeable and less arduous, however, than some of our early writers would have us believe.

Carlisle, in speaking of the profession, says: "Those whom the Gods wish to make the most miserable they first make school teachers of." Emerson, after teaching a short term in a country school, wrote this advice to a friend who was planning to teach: "Dig post holes, pick up stones, husk corn on bottom land where the shank is harder to break than one's arm, make hempen ropes, hang yourself at one end of them, but don't teach school." The director's wife took a different view of the teacher's work. "How pleasant," she said, "School does not begin until nine and it closes at four. All morning for sleep, Easy work a little while, half the afternoon and all evening for recreation and pleasure. Big pay all the time."

We prefer to believe that the director's wife does not appreciate the arduous duties of the successful teacher. We prefer to believe also that both Carlisle and Emerson exaggerate the disagreeable features of teaching. There is certainly enough hard work and enough that tires the patience of the teacher to prepare fully for enjoying that which is encouraging and pleasant.

Before considering further the teacher's part, it may be well to call attention to other elements that should be observed.

Doubtless the most important factor in human development is heredity. Children show the physical features of their parents in no greater degree than they reflect the most pronounced traits of their character. Examples of the influence of heredity are seen every day. One young man deserves no praise for his excellent habits because of the sterling character of his parents. Another, a wayward son, receives slight censure for the reason that his conduct is much

the same as that of his father at the same age. Parents often see their own weaknesses in a more pronounced form in their offspring, though it is likely that they more often see their own good qualities better brought out. However much the tendencies and inclinations are due to heredity, the influence of another strong force is easily recognized by both parents and teacher, that of environment.

Much that is unusually attributed to heredity may be due to environment and much that is unusually attributed to the influence of associates, may be due more largely to inherited tendencies. These two influences sometimes lead in the same direction, sometimes indirectly opposite directions, but they often extend into each other and overlap each other in such a manner that the real force of each cannot be measured. It is important, however, in the organization and management of schools to know that youth is influenced by surroundings, both geographical and social, that the tendencies and inclinations of children may be modified, the good qualities strengthened, the evil tendencies lessened by surrounding them with right conditions and with proper influences. No further suggestion is necessary to call attention to the influences of these forces on the work of the school. Children born with the right kind of mental and moral fiber meet the first requisite for the best school. Next to that, nearly, if not quite as essential, is the influence of environment, home environment, street environment, neighborhood environment, book environment, school ground environment, in fact all outside and inside influences.

The best measure of a community as well as of a school is the interest that is taken in the education of the youth. I know nothing that speaks more highly of a district, town or city than a genuine interest in the public schools; men cheerfully paying their school taxes, providing liberally for the support and management of their schools. Fortunate are the children born of such parents and into such an atmosphere.

The parents have their share of responsibility in the education of their children, though the teacher stands for a portion of the day in the place of the parents, this can never dissolve them from their duty to their children. Children are the "gifts of God" to the home, and parents are their natural educators. If the demand of civilization have caused a division of labor, hereby making the schools a necessity, never-the-less the responsibility of parents in the education of their offspring can never cease. The schools are never able to perform their full mission except where parents fully cooperate with the teacher and with the board of education.

Some towns have built around the court house square, the court house being the point of greatest interest. How much more appropriate, figuratively speaking, to build around the school. The school building should be the best building in the town. The equipments should be of the best. The school should be the center of interest for the entire community. Its welfare should be considered of the utmost importance. The best compliment that could be passed for a certain town was by a travelling man who said the whole town was crazy over some school affair. Even the business men closed their places of business to see a tomfool exhibition of school work. This traveling man spoke approvingly of the contact of the citizens of another town where he spent a day the same week with some of the business men at a courting meet, watching the greyhounds chase jackrabbits, most of the men putting money up on the speed of the dogs. There was the right kind of life in that town for him. It was his idea of a good town.

[EDITOR'S NOTES.]

Teachers must have sympathy with the children and stir up an

interest in the school. Children should take their books home from school and there have a study table where the family congregate after supper to read and instruct the younger members.

This kind of a home was compared with a town where the home was dark, while on the streets were crowds of laughing noisy boys, some smoking cigarettes, and groups of giggling girls. The one place, an ideal happy home where the children would be a credit to their parents and the community, would be the homes of a creditable generation, while the other might develop wayward children and bring reproach upon fathers and mothers who have provided homes for children that means only a place of shelter.

The Professor spoke of object teaching as being a good method but that like many other fads it was sometimes over done, and illustrated how the object used might detract from the lesson to be learned. Practical lessons and application of knowledge should be every teachers aim in teaching.

The Professor warned us that fads were often of use to get a teacher out of the "ruts" in making knowledge more practical and

that fads were born of thought in correcting some evil or extreme idea that required an extreme opposite to correct the existing evil. He mentioned the vertical system of writing in connection with fads as going too far for speed but it made the letters plainer and had probably been of service as a fad.

The best schools are where the children are encouraged by their parents and the whole community interested in education with a teacher that had progressive ideas and awakened new interest in the school with all the influences for a betterment of conditions, a union of forces.

This lecture should be read in every school in the county. We are sorry that we could't give it complete from beginning to end but we are thankful to have been permitted to give this much. We hope it will awaken a new interest in schools and fire the breast of every parent to educate their children and begin at once to do something to better conditions, to make a better community, to take enough interest in the schools in your community to visit them, talk about them and help the children at home, making burdens lighter at school.

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