THE OPINION OF THE SUPREME COURT OF NEBRASKA

ON THE SO-CALLED SIMAN LAW PERTAINING TO THE TEACHING OF FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS AND GIVING RELIGIOUS INSTRUCTION IN FOREIGN LANGUAGES.

HE 'TRIBUNE' hereby presents the opinion of the Supreme Court of Nebraska on the so-called Siman law, adopted by the last legislature, which law placed a ban upon the teaching of foreign languages in the elementary schools, and giving religious and moral instruction in foreign languages. The foreign speaking church congregations of Nebraska attacked the law in the District Court of Omeha which unheald the law in the District Court of Omaha which up-held the validity of the law without going into the details of the same. However, the District Court granted a temporary

injunction whereby the law became inoperative.

The Supreme Court has now passed upon the constitutionality of the law and has up-held the same. It has, however, given a broad interpretation and con-struction of the law, und practically eliminated most of its objectionable features which were attacked by plaintiffs. The opinion was written by Associate Justice Chas. B. Letton, and all of the members of the High Court, with the exception of Justice Albert I. Cornish

concurred in the opinion.

Following the opinion of the Supreme Court, we present an interpretation of the opinion, given by Arthur F. Mullen and concurred in by Judge John J. Sullivan, two of the attorneys of the plaintiffs.

This interpretation gives the interested parties the exact status of the law as interpreted by the court and shows the litigating parties their right in the We would suggest that every priest, pastor, church and school trustee of every foreign speaking this opinion in safe keeping in order to protect themselves against unwarranted attacks of mis-guided people. As the 'World-Herald' has put it, the Siman was Americanized by the Supreme Court. High Court recognizing in part at least the alienable rights of the parents to choose additional school subjects besides the ones described by the

Here follows the opinion of the Supreme Court: Nebras:a District of Evangelical

Nebraska District of Evangelical Lutheran Synod of Missouri, et al., Samuel R. McKelvie, Governor, et al., APPELLEES.

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Statutes pertaining to the same subject matter should be construed together, and this is particularly true if the statutes were passed at the same session

2. The legislature must be presumed to have had mind previous legislation upon the subject, so that in the construction of a statute we must consider the pre-existing law and any other acts relating to the

3. Where the general intent of the legislature may readily be discerned, yet the language in which the law is expressed leaves the application doubtful or uncertain, the courts may have recourse to historical facts or general public information in order to aid them in interpreting its provisions.

4. Since it ought never to be presumed that the legislature intended to violate the constitution, a doubtful or ambiguous statute should be so construed as to uphold its validity.

5. The court is entitled to take judicial notice of the facts disclosed by the federal selective draft law with reference to the inability of thousands of men born in this country to speak the language of their country or understand words of command given in English.
6. The words "school" as used in Ch. 249, Laws

1919, refers to and means a school which presents a course of study such as that prescribed in the com-pulsory education act, and school attendance upon (?) which would satisfy the requirements of that act. 7. If the law should be construed to mean that

parents or private tutors might teach a foreign language, but that others could not employ teachers to give such instruction in a class or school, it would be an invasion of personal liberty, discriminative and yold, there being no reasonable basis of classification. 8. Ch. 249, Laws 1019, does not prohibit the

teaching of a foreign language if taught in addition to the regular course of study in the elementary schools, so as not to interfere with the elementary education required by law, and outside of regular school hours during the required period of instruction. 9. The act in question is not strictly a penal statute, but is mostly remedial in its nature. It is

not broader than its title, and not an unreasonable interference with the liberty or property of the plaintiffs and intervenors.

This is an action to restrain the enforcement of Chapter 249, Laws 1919, on the ground that it violates several of the provisions of the constitution of this state, and of the 14th amendment to the constitution of the United States. Joining with the plaintiffs and asking for the same relief are certain local church corporations conducting parochial schools, certain private schools and several foreign language speak-

In substance, the complaints of the plaintiffs and intervenors are that, since the officers and members of the respective churches are largely made up of foreign speaking people, if the act is enforced their children will be unable to obtain instruction in religion and morals in accordance with the doctrines of the religious denominations to which the parents belong in the language of their parents; that many of the children cannot understand English, and cannot understand such instruction in that language; that in the parochial schools below the seventh grade, the fanguage of the parents is used in order to teach English, and that the children cannot learn English if they do not receive rudimentary education in the tongue the parents use; that property rights in the school buildings and grounds and in the good will of the schools will be destroyed; that the defendants, McKelvie, as governor, Davis as Attorney General, and Shotwell as County Attorney of Douglas Conuty, are severally threatening an enforcement of the act by causing the arrest and prosecution of the plaintiff's officers and teachers.

The enrolled act complained of is as follows, the copy in the published laws being slightly inaccurate: "An act relating to the teaching of foreign languages

in the State of Nebraska: Section 1. No person, individually or as a teacher, shall in any private, denominational, parochial or public school, teach any subject to any person in any other language than the English language. Section 2. Languages, other than the English lan-guage may be taught as languages only after a pupil

shall have attained and successfully passed the eighth grade as evidenced by a certificate of graduation issued by the county superintendent of the county in which

Any person who violates any of the Section 3. provisions of this act shall be deemed guilty of a misneanor, and upon conviction shall be subject to a fine of not less than Twenty-five (\$25) dollars, nor more than one Hundred (\$100) dollars, or be confined in the county jail for any period not exceeding thirty days for each offense.

Section 4. Whereas, an emergency exists, this act shall be in force from and after its passage and approval.

A general demurrer to the petition was sustained and the action dismissed. Plaintiffs and inter-

venors appeal. The appellants assert that the act is not regulatory, that it is an unwarranted interference with purely domestic affairs and an invasion of the inherent discretion of parents in prescribing the course of instruction best adapted to the spiritual and material needs of children of their respective faiths. That the demurrer admits that many parents have reached an age where it is impossible for them to acquire a

sufficient knowledge of English to enable them to counsel and admonish their children in matters of faith and morals in the English language, and that the teaching of foreign languages is largely to enable them to participate in the same religious services and exercises in the home and in the church; that the schools are private institutions and having discharged their duty to the state by providing instruction equal to that of the public schools, they may not be penalized for giving additional instruction, whether religious or secular; that the understanding of other languages and literature is not harmful to the individual or to the state itself; that so far as the act imposes a penalty upon teachers for giving of instruction in other lan-guages, it is violative of their constitutional right to engage in the practice of their profession or calling; they complain that the act discriminates against teachwho teach foreign languages in schools and leaves the teacher who gives such lessons in private free to pursue his calling; that if any teacher should open a night school to instruct those who could not understand English in arts or sciences he would violate act, whereas another could form private classes and give instruction in a foreign language without

Previous to 1919 there was no provision in the statute expressly specifying the branches of study to be taught in the common schools. The operation of the selective draft law disclosed a condition in the body politic which theretofore had been appreciated to some extent, but the evil consequences of which had not been fully comprehended. It is a matter of general information, of which the court is entitled to take judicial knowledge, that it was disclosed that thousands of men born in this country of foreign lan-guage speaking parents and educated in schools taught in a foreign language, were unable to read, write or speak the language of their country or understand words of command given in English. It was also demonstrated that there were local faci of alien enemy sentiment, and that where such instances occurred, the education given by private or parochial schools in that community was usualy found to be that which had been given mainly in a foreign language.

The purpose of the new legislation was to remedy

this very apparent need, and by amendment to the school laws make it compulsory that every child in the State should receive its fundamental and primary education in the English language. In other States the same condition existed, and steps have been taken to correct the evil. In 1919 the legislatures of Iowa, Kansas, Maine, Arkansas, Indiana, Washington, Wis-consin and New Hampshire passed measures more or less drastic with regard to compulsory education in English, and the prohibition of the use of foreign languages in elementary schools.

It is a general rule that statutes pertaining to the same subject matter should be construed together, and this is particularly so if the statutes were passed at the same session of the legislature. The general principle is that the legislature must be presumed to have in mind all previous legislation upon the subject, including statutes closely related, so that in the construction of this statute, we must consider the preexisting law, and any other acts relating to education, or subjects of instruction, passed at the 1919 session, which may tend to elucidate the intention of the legislature.

The compulsory education act of Nebraska, amended in 1919, ch. 155, Laws 1919, requires that every child, or youth, not less than seven or more than sixteen years of age shall, during each school year, attend public, private, denominational or parochial day schools for not less than twelve weeks, and in city and metropolitan city school districts attend the full period of each public school year in which the public day schools are in session with certain exceptions.

All private, denominational and parochial schools, all teachers, employed or giving instructions therein shall be subject to and governed by the provisions of the school laws of the State as to grades, qualifications of teachers. They are required to have adequate equipment and supplies required to have adequate equipment and supplies, and shall have grades and courses of study substantially the same as the public schools where the children will attend in the absence of private, denominational or parochial schools. Nothing in the act is to be construed as interfering with the religious instruction in such schools.

Instruction is required to be given in American history and in civil government, both state and national, as will give the pupils a thorough knowledge of the history of our country, its constitution and our form of government, and shall conduct such patriotic exercises as may be prescribed by the state superintendent.

It is also provided that nothing in the act contained shall be so construed as to interfere with religious instruction in any private, denominational or parochial school.

It is also settled law that where the general intent of the legislature may be readily discerned, and yet the language in which a law is expressed leaves the application of it in specific instances obscure, doubtful, ambiguous or uncertain, the courts may have recourse to historical facts or general public information, or the conditions of the country at and im-mediately prior to the passage of the law in order to aid them in interpreting its provisions. The language may be so indefinite that if construed in one way, it violate the constitution, while if construed in another equally permissible manner its passage would not be inhibited. Since it ought never to be presumed that the legislature intended to violate the constitution, the obvious and necessary construction to be given is that which will uphold the statute.

From a consideration of both of these statutes, as

well as of chapter 248 and 250, laws 1919, it is clear that the purpose of the legislatures was to abolish the teaching of foreign languages in elementary schools, when such schools are used, or using such languages, as the medium of instruction; to provide that the standard of education prescribed for the elementary public schools should apply to all other schools; that the ordinary times and attention devoted to such instruction should not be diverted to other subjects, except as specified in the act, and that the same character of education should be had by all children, whether of foreign born parents or of native citizens.

The ultimate object and end of the State in thus assuming control of the education of its people the upbuilding of an intelligent American

citizenship, familiar with the principles and ideals upon which this government was founded, to imbue the alien child with the traditions of our past, to give him the knowledge of the lives of Washington, Franklin, Adams, Lincoln, and other men who lived in accordance with such ideals, and to teach him love for his country, and hatred of dictatorship, whether by autocrats, by the proletariat or by any man or class of men. or by any man or class of men.

Philosophers long ago pointed out that the safety of a democracy, or republic, rests upon the intelligence and virtue of its citizens. "The safety of the people is the supreme law." The concept that the State is everything, and the indivdual merely one of its component parts, is repugnant to the ideals of democ-racy, individual independence und liberty expressed in the Declaration of Rights, and afterwards established

and carried out in the American constitution.

The State should control the education of its citizens far enough to see that it is given in the language of the country and that they understand the nature of the government under which they live, and are competent to take part in it. Further than this, education should be left to the fullest freedom of the individual.

The act as thus construed merely carries out the purpose of regulation to a greater extent than specified in the compulsory act. The term "school" as used therein, evidently means a school which presents a course of study such as those prescribed for the public schools, and attendance upon which would satisfy the requirements of the compulsory law. The intention of the time recessivily amplicable. schools, and attendance upon which would satisfy the requirements of the compulsory law. The intent evidently is that none of the time necessarily employed in teaching the elementary branches forming the public school curriculum shall be consumed in teaching the child a foreign language, since whatever time is devoted to such teaching in school hours, must necessarily be taken away from the time which the State requires is to be devoted to education carried on in the English language.

Furthermore, there is nothing in the set to

Furthermore, there is nothing in the act to prevent parents, teachers or pastors from convey-ing religious or moral instruction in the language of the parents, or in any other language, or in teaching any other branch of learning or accomplish-ment, provided that such instruction is given at such time that it will not interfere with the

The law only requires compulsory education for children not less than seven nor more than sixteen years of age, for a period of not less than twelve weeks in certain districts, and a longer period in others. If a child has attended either the public or private school for the required time it could not have been the intention of the legislature to bar its parents either in person or through the medium of tutors or teachers employed from teaching other studies as their wisdom might dictate.

There can be no question of the cultural effect of the knowledge of a foreign language. There is nothing in this statute to interfere with teaching the Bohemian language on Saturday or Sunday, as is done by the intervening Bohemian schools

of Omaha and South Omaha. The assertion that it is necessary to teach Polish order to teach English does not seem well founded. It is said several times in the briefs, and it was said in the oral argument, that a number of statements in the petitions are admitted by the demurrer and must be taken as true. In a general sense a demurrer admits the allegations of the petition, but it does not admit conclusions drawn from the facts stated. think we are not bound to draw the conclusion that because children, when they first attend school, cannot understand or speak English, they must be taught the language of their parents, whether Polish or Bohemian, in order that they may learn English, otherwise no children of foreign speaking parents attending the public schools, wherein no other language than English is spoken, could ever learn the language. It is comm nowledge that the easiest way to learn a foreign language is to associate only with those who speak and use it. Of course the occasional use of a few words of the language of the home in order to explain

the meaning of English words would not, if good faith is used, violate the act as seems to be feared.

The further objection is made by some of the intervenors that while they can understand and speak English to some extent, they are not sufficiently familiar with the language to give religious or moral instruction to their shilders in that language. to their children in that language. There is no necessity that religious or moral teaching be given in English, and a parent who can speak and understand German, Polish, Bohemian, or any other language can assuredly convey lessons of truth, morality und righteousness in that language. So with respect to the complaint that the pastor or the teachers in private or parochial schools cannot give moral and religious instruction in English, it is not the medium through which such ideas are conveyed that is material, it is the lessons themselves which are essential to right conduct and good citizenship, and, as we construe it, there is no prohibition in the act to interfere with such teaching in a foreign language. The contention made that by virtue of section 2 of the act no foreigner may be taught in any other language than English unless the pupil has successfully passed the eighth grade, as evidenced by a certificate issued by the county superintendent, must be taken as applying only to pupils attending public or private schools, and in the sense that a pupil in such schools may not there be taught any language other than English unless he has attained and passed the eighth grade. the act should be construed to mean that no person could at any time be taught any other language than English unless possessed of a certificate of graduation issued by the county superintendent, it would be discriminatory as being an unreasonable exercise of the police power, and interfering with individual liberty.

If the law means that parents can teach a foreign language or private tutors employed by men of means, may do so, but that poorer men may not employ teachers to give such instruction in a class or school, it would be an invasion of personal liberty, discriminative and void, there being no reasonable basis of classification,

but if such instruction can be given in addition to the regular course, and not so as to interfere with it, then equality and uniformity results, and no one can complain.

As to the allegations with respects to the invasion of property rights by depriving certain intervenors of the value of the "good will" in their schools, no facts are alleged, but mere conclusions which are not admitted by the demurrer.

It has been said that this is a penal statute, and must be strictly construed. In a limited and restricted sense the statute may be penal, but in our opinion it is remedial in its nature. It is designed to remove a condition seriously inimical to the public welfare. must be reasonably construed, not alone by taking into account the words of the particular measure, but by considering the mischief which the legislature was endeavoring to remedy. If construed as plaintiffs and intervenors contend, it could not be applied. If experience shows that the practical working of the act harsh or inconvenient, even though valid and constitutional, the legislature will no doubt remedy its defects, and if the legislation is unwise, those who are injured have an incentive to see that their views are represented in another legislature.

As to the contentions that the act is broader than its title and that the subject of the first section is not embraced therein, it must be said, that the title is exceedingly broad, "An act relating to the teaching of foreign languages in the State of Nebraska". The prohibition of the teaching of any other language than English in the first section clearly has relation to the teaching of foreign languages, and is within the title. The other sections also "relate" to such teaching.

It has also been urged that the statute is unreasonable and is therefore void. An unreasonable law is not necessarily unconstitutional, and the remedy for such an enactment is with the legislature by way of amendment or repeal.

It has been said by the United States Supreme Court in Gundling case, 177 U. S. 183, 20. Sup. Ct. Rep. 633, that the courts will not interfere with the operation of a regulative statute, "unless the regulations are so utterly unreasonable and extravagant in their nature and purposes that the property and personal rights of the citizens are unnecessarily, and in a manner wholly arbitrary, interfered with or destroyed without due process of law, they do not extend beyond the power of the State to pass, and they form no subject for federal interference". Giozza f. Tiernan, 148 U. S. 557, 13 Sup. Ct. Rep. 721.

Neither the constitution of the State nor the 14th amendment takes away the power of the State to enact a law that may fairly be said to protect the lives, liberty and property of its citizens, and to promote their health, morals, education and good order. "If the their health, morals, education and good order. State may compel the solvent bank to help pay losses sustained by depositors in insolvent banks; if it may enact workmen's compensation laws in order that the workmen shall have no strained relations with employer, nor become embittered towards society because, though an industry has crippled him, it has paid him nothing; if acts aiming to make better citizens by diminishing the chances of pauperism are sustained; if it is competent for the State to protect the minor from impoverishing himself by contract-it surely is not an arbitrary exercise of the functions of the State to insist "that the fundamental basis of the education of its citizens shall be a knowledge of the language, history and nature of the government of the United States, and to prohibit anything which may interfere with such

an education. Laws, the purpose of which are, with respect to foreign language speaking children, to give them such training that they may know and understand their privileges, duties, powers and responsibilities as American citizens, which seek to prevent a foreign language from being used as the medium of instruction in other branches, and as the basis of their education, are certainly conducive to the public welfare, and are not obnexious to any provision of either the State or Federal constitution.

AFFIRMED Cornish J. R. Dissents.

In accordance with the request of the 'Tribune', Attorneys Arthur F. Mullen and John I. Sullivan, two of the attorneys of the plaintiffs, have interpreted the opinion of the Supreme Court in the Siman law as follows:

"Answering the questions which you propound regarding the effect of the decision of the Supreme Court in the case of Nebraska District of Evangelical Lutheran Synod, et al., vs. McKelvie, et al., I beg

QUESTION 1. Assuming that the parochial schools maintain a course of study substantially the same as that given in the public schools, where the children 'attending would attend" in the absence of such parochial schools, may those in charge of the parochial schools lawfully give instruction in religion and morals for a period of forty-five minutes, commencing at 9:00 A. M. on each school day, and employing whatever language may be necessary or convenient?

QUESTION 2. Under these same circumstances may those conducting parochial schools employ a part of the noon intermission, say from 1:00 to 1:30, in giving instruction in optional studies, such as foreign

ANSWER: Yes. This is, I think, clearly permissable.

ANSWER: Yes. The judgment of the court plainly sanctions that practice.

QUESTION 3. Can a foreign language be used as a means of instruction during school hours? ANSWER: The court has answered this question

"It is common knowledge that the easiest way to learn a foreign language is to associate only with those who speak and use it. Of course, the occasional use of a few words of the language of the home, in order to explain the meaning of English words, would not, if good faith was used, violate the act as seems to be feared." Only to the extent thus indicated in the opinion of

the court a foreign language may be so used.'

Eine Auslegung der Entscheidung des Gbergerichts von Aebraska über das fogenannte Siman-Gefet.

Auf Wunsch der Täglichen Omaha Tribune haben die Rechtsanwälte Arthur &. Mullen und Richter John 3. Gullivan die folgende Auslegung der Entscheidung des Nebrasta Obergerichts über bas fogenannte Simangejet abgegeben:

"In Beantwortung der Fragen, welche Sie hinfichtlich ber Wirfung ber obergerichtlichen Enticheidung im Fall bes Rebrasta-Diftritts der Eb. Luth. Synode, et al., gegen McKelvie, et al., borlegen, erlaube ich mir, Ihnen folgendes mitzuteilen:

1. Frage: Angenommen, daß die Barochial-Schulen im wefentlichen benfelben Unterrichtsplan verfolgen, als die öffentlichen Schulen, welche die ichulpflichtigen Rinder im Falle des Fehlens einer folden Parodialidule besuchen würden. können dann die Auffichtführenden folder Parochialichulen in Uebereinstimmung mit dem Geset Unterricht in der Religion und Sittenlehre während eines Zeitraumes bon 45 Minuten, bon 9 Ubr jeden Bormittags an und ben Genug des Tanges nicht gu gerechnet, erteilen, und fich babei ber Sprache bedie- unterbrechen? nen, welche notvenbig ober dienlich fein mag?

Antwort: Dies ift meiner Meinung nach deut-

lid ftattheft.

2. Frage: Ronnen unter benfelben Berhaltniffen Diesenigen, welche eine Parochialichule leiten, einen Teil der Mittagspause, sagen wir von 1:00 bis 1:30. gum Erteilen bes Unterrichts in Spezialfachern, s. B. des fremdsprachlichen Unterrichts, benuben?

Antwort: Ja. Das Urteil des Gerichts genehmigt ausdrücklich diese Pragis.

3. Frage: Rann eine fremde Sprache als Unterrichsmittel während der Schlufiftunden gebraucht merben?

genbermaßen beantwortet:

"Es ist allgemein bekannt, daß die leichteste Beife, eine fremde Sprache gu lernen, im Umgang mit benjenigen besteht, welche biefe fprechen und gebrauchen. Natürlich würde ber gelegentliche Gebrauch eines Wortes in der Sprache des Haufes, um badurch die Bebeutung englischer Wörter gu erflären, wenn in gutem Glauben angewandt, das Gefet nicht berleten, wie man zu befürchten icheint."

Nur soweit, wie hier angedeutet, darf nach ber Anficht des Gerichtshofs eine fremde Sprache gebraucht werden.

> Ihr ergebener Arthur Mullen.

Aus Columbus, Aebr. Columbus, Nebr., 5. Januar 1920 .- In ber

beutschen ebang, protestantischen Rirche fand am Conntag, ben 4. Januar, an Stelle ber Bredigt die jährliche Gemeinde-Bersammlung ftatt, Die alten Beamten wurden ver Afflamation wiederenvählt mit Ausnahme bes Bige-Präfidenten, Dr. B. Thiernen, welcher bas Amt wegen Mangel an Zeit nicht wieder annehmen wollte. . An feine Stelle wurde herr Paul Gau

Mus bem Bericht bes Schatmeifters geht hervor, daß die Gemeinde ichuldenfrei ift, und daß fie gute Fortidritte in finangieller Begiehung madit. Angahl neuer Mitglieder wurden aufgenommen. Gert hauer!" bemertt er. Paftor Neumächer konnte berichten, daß im bergengenen Jahre die Todesfälle in der Gemeinde nur gang wenige waren, fo daß g. B. in den letten fechs Monaten fein einziges Mitglied zu beerdigen gewesen.

Das Begräbniß von Mehlon E. Clotten, langjahriger County Commissioner von Platte County, wel- Schwindler." der letten Camstag Racht in Platte Center geftorben. wurde am Dienstag dafelbit bon ber fatholijden St. Joseph's Kirche aus, auf dem St. Patrid's Friedhof ift ein fo - begraben.

Die "New Years Reception" im Y. M. C. A. am still, das ist ja mein geschiedener Neujahrstage war dieses Jahr besonders erfolgreich. Mann." Nach einem bubiden mufitalifden Programm fand ein febr lebhafter Bollen Ball Contest statt zwischen Mitgliedern der Methodiften-Rirche und der Feberated Ge- folde Sachen immer am meifien. meinde, welche fich fo ziemlich die Stange hielten. Er- um die wir uns lange bemilben frifdungen wurden herumgereicht.

Edminbinditsopfer.

Ein bor lurgem von ber Rafios nalen Tuberculofis Affociation herausgegebener Bericht, ber ficher bagu beitragen wird, ben Berfauf von 6,500,000 Rote Kreug-Warfen gu einem Erfolge zu machen, zeigt, das die Influenza, tropbem fie in einigen Monaten des Jahres epidemi. den Charafter annahm, in dem erften halben Jahre im Staate New Borf nicht foviele Leute totete, wie die Tuberculofis.

Die Bahlen, die nach dem Bericht des Gefundheitsamtes bes Ctaates aufammengeftellt find, geben für Influenza 7670 und für Tuberculofis 8358 Todesopfer im erften Salb. jahre 1919 an. Die Todesrate ber erften Kranfheit beträgt 141.1 auf 100,000, die Tuberculofis aber ift 153.7.

"Das allgemeine Bublifum erfennt die Gefahr der Tuberculofis nicht," fahrt ber Bericht fort, "weil die Krantheit nicht mit fo offensichtlicher Ploplicifeit auftritt wie bie epidemifche Influenga. Bahrend bes Ericheinens ber letteren fanden bie Beitungelefer in ihren Blattern spaltenlange Artifel, die fie auf die Befahr aufmertfam machten, fobaffie ben Anforberungen ber Befund-Leitsbehörde willig folgten. Bei ber Jahr für Jahr und Tag für Tag anftretenden Tuberculofis dlägt ein großer Teil des Bublifums noch immer alle Barnungen leicht fertig in ben Binb."

Die Nationale Tuberculofis Affociation plant eine landesweite Ergiehungs-Rampagne, um das gange Bublifum aufguflaren und es su liberzeugen, daß diese gefährliche Kran eit verhindert und geheilt werden fann.

In ben Tob getangt.

Gine beutsche Beitung brachte folgende Ratig: "Totgetangt hat fich a., cinem Bergnügungsabend des Berrins "Belivs" in Sobenmölfen ein 22jähriger Rontorift infolge eines Bergichlags. Den Leichnam brachte man fogleich, um bas Bergungen nicht gu ftoren, in einen Rebenraum, unauffällig, um nicht ben Genuß bes Tanges gur unterbrechen." - Bir burjen, fdreibt die "Gartenlaube", annehmen, daß das betreffende Blatt feinen fatirifden Geifelfdlag gegen unfere Beit bat führen wollen, als ce diefe Rotig brachte. Aber ift diejer Rontorift nicht wert, der Genius tes "neuen Deutschlands" au bei-Sit nicht auch biefes neue Deutschland babel, fich totgutangen? Und werben nicht alle Tage und Abende Leidmame möglichst unauf. fallig in einen Rebenraum gebracht, am das Bergnügen nicht an fieren

Ber ift ber größte Giel?

Bur Beit des Großen Aurffirften wirfte in Berlin ein Brobit Unbreas Biller an ber Nifolaifirche. Bon ihm erzählt man, daß er in einer Bredigt fich alfo geäußert habe: "Wir find alle ohne Ausnahme unferes herrgottes laftbare Efel. Die Bürger find rechte Gjel, benn fie baben an ihrer Burde zu tragen. Unfere Rats. herren find große Efel, benn es liegt ihnen noch mehr auf. Wir Prediger Antwort: Der Gerichtshof hat biefe Frage fol. find noch größere, benn wir haben febr große Gorgen, Unfer gnabiger Berr, ber Rurfürft, aber ift ber größte Efel, benn er muß unfer aller Laft tragen!"

Rein Liebhaber bavon.

Er: "Frl. Marie. alauben Ste auch an die Wahrheit bes Sprudes: "Gin Ruft ohne Bart ift wie ein Brot ohne Samalg"?" Sie (zögernd): "Das fann ich 36.

nen wirklich nicht jagen, Berr Feurig, benn ich habe in meinem gangen Leben -" Er: "Na, na, Frl. Marie, nur feine Ausflüchte!"

Sie: "- noch fein -Schmalgbrot gegeffen."

- Gin Uhnungslofer. In der Beitung wird ein echter Bobelin gum Berfauf angezeigt. Es meldet fich ein fetter Berr mit rotem Beficht und biden brillantgeichmüdten Bingern.

Der Berfäufer führt ihn gu bem Bobelin, einer frangofifden Arbeit aus der Beit Ludwig XIV. Enttäufcht wendet fich ber Beichauer ab: "Ich bente, Gobelin is 'n Bilb-

- Ein Unterfdied. Beicatsvermittlerin: "Sch fann 3bnen einen mirflich porgiigliden Mann ampfehlen, ben Er. Schmumter." Rundin: "Ich, den fenne ich, ben

Beiratsvermittlerin: "Bitte febr. bann tennen Gie ihn gar nicht, er

Solie flich bezahlen mir für fie recht billig su befommen.