

may, but does not necessarily, become a motive power in directing conduct and regulating character. A specific effort must be put forth to train the will and make it an efficient instrument in rectifying life. Here is where the schools have demonstrably failed, for, while their tendencies are not immoral, they are not so vigorously and definitely moral as to insure the essential righteousness of the rising generation, and this is one of the prime demands which democracy, as well as humanity, must make upon the schools, as intelligence and righteousness are fundamental attributes of democratic citizenship.

Observers in various stations of life have already noted a tendency towards a lowering of moral standards, a less scrupulous observance of the obligations of honesty and good faith, and a readiness to retort to sharp practices, which do not augur well for the future. Again, the standards of student honor are notoriously lower than those that obtain in society. These facts indicate that there is an imperative necessity for a new adjustment of our methods, so that this evil may be remedied, but it is much easier to make a diagnosis of the case than to prescribe the remedy.

Probably every child possesses the power to distinguish between the right and the wrong, and furthermore he is, or may be conscious of right and wrong in every act of his life. Moreover, the generality of children would choose to do the right rather than the wrong unless acted upon by some constraining power outside of themselves. But as a matter of fact, the children of today are not taught to exercise their voluntary powers wisely and uprightly. In school they are submitted to an authority from which they have no appeal, which decides for them definitely what they shall do and what they shall not do, thus eliminating from their lives all power of choice. In addition to this, such authority is frequently so exercised that they deem themselves justified in eluding it, whenever they can do so without being caught, a proceeding which certainly is not strictly moral in its tendencies, and which cultivates an attitude of mind towards all authority which is not in consonance with the high ideals of our civilization.

**Lack of School Democracy.**

Such a system of government not only lowers personal standards of morality, but is not in harmony with the constitution under which we live, and will not furnish the best preparation for citizenship. This criticism of the schools, therefore, resolves itself into two indictments: First, that they are not giving an adequate moral training, and, second that they are not in harmony in their organization with the democratic idea.

This problem is the most important as it is the most baffling that pre-

sents itself to the schools today for solution, and no one can yet propose an adequate remedy for it. It is believed that the germs of a solution may be found in the so-called school democracies,\* which first originated in Chicago, and are now gaining a foot-hold all over the country. These organizations seem to be based upon correct principles, and it only remains to be seen whether they will prove sufficiently practical and elastic to meet the situation in all its various fields and phases.

In conclusion it may be said that the history of the American school has been a glorious one, and its future certainly will not belie the past. It has never failed to correct its defects as they have become manifest, and it must not now be found wanting, when the final test of citizenship comes to be applied to it.

Chicago, Ill., June 20, 1901.

**OLD SETTLERS MEETING.**

In reply to an invitation extended by Judge Jensen and the Editor of THE CONSERVATIVE, on behalf of the Old Settlers of Otoe county, who are to assemble in Morton Park on Monday, September 2, 1901, our esteemed fellow-citizen, ex-Governor Robert W. Furnas, who is acknowledged by all to be one of the greatest benefactors of the commonwealth of Nebraska, remarks:

"Those of us who served as pioneers in laying foundations for our children, are annually being called home. Soon the roll call will not be responded to. But our works will not be forgotten. They are impressed on all that is good and great in this young and growing commonwealth. May He, who knoweth all things, and doeth all things well, keep Nebraska pioneers under the hollow of His hand, while here sojourners, and in the end grant them admission into the great Hereafter, where we are assured neither sorrow nor old age shall mar that joy which shall be everlasting."

**RICH AND DEAD.**

Men of wealth in Nebraska and elsewhere, ought to remember that soon they will all be as dead as the poorest deceased paupers. In the grave there is no time, no credit given by the worms to millionaires. They are consumed by the slow combustion of decay, and hungry maggots just as inconsiderately and voraciously as are the bodies of the poor. A rich man, Robert of Doncaster, dead and buried in England, has this truthful epitaph upon his tombstone: "What I gave, that I have; what I spent that I had; what I left, that I lost." Gentlemen who love money, hate a loss. Let them give, avoid loss and have.

\*The Hyde Park High School, of Chicago, of which Professor French is principal, has adopted the idea of a "School Democracy." It has attracted great attention among educators and appears to be very successful.

This wood is very durable, and is quickly grown. It is with confidence recommended to those engaged in mining, as a tree worthy their practical attention. This is more especially true when mine timbers for props are transported for long distances, as they are today. Plant catalpas clear across the plains, and up into the Rocky Mountains. They grow swiftly. They endure undecayed for centuries.

**LANDSCAPES VS. TREES.**

J. Sterling Morton thinks that every railroad in the country should utilize the unused parts of its right-of-way for arboriculture and believes that in twenty years they could raise enough catalpa ties to almost supply themselves. The proposition has its good features, but what would the passenger, who delights in viewing the landscape, think about it if his view was obstructed by continuous rows of trees along the tracks?—Norfolk News.

Passengers can live in health and prosperity without viewing landscapes. But all animal existence on this globe will perish when all forests have been destroyed. As between human life and landscapes from car windows, THE CONSERVATIVE prefers life.

The department of agriculture evinces a truly paternal solicitude for the welfare of the American farmer. Recent telegrams announce that double the usual quantities of garden and flower seeds will be gratuitously distributed next year among these bucolic wards of the nation. Thus the Indians and the farmers are placed upon the same intellectual plane, and the former is no more a mendicant in getting his cash annuities than the department of agriculture would make the farmer by its annual gratuities of seeds. But hereafter we are told the department will also make a yearly donation of trees to the farmers.

Why not send around, likewise, donated settings of eggs of the rarer varieties of poultry? Why not bestow a bull, boar or stallion upon the rural constituent now and then? Why permit governmental paternalism to pause in its beneficence with seeds and trees? Why not "frank out" cattle, swine, sheep and horses to the poor farmers?

"The truth is that the decision of the court has not ended any difficulties or uncertainties," the Hartford (Conn.) Times (Ind. Dem.) says. "It has increased them. The whole question of colonization is still to be faced by congress and the people."