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A Discussion of the Responsibility of Teacher and Parent.

To the Editor of the Bee. I noticed in a recent issue of your paper an article entitled "Out of School."

In this article a paper read by me at the late Douglas County Teachers' association was referred to and my position therein erroneously stated. Now, sir, ever since the utterance of that paper the overzealous satellites of a certain county official have been persistent in their misrepresentation of it, for what purpose I will leave those acquainted with the parties, their habits and their dispositions to determine, resting fully satisfied that they will be "sized up" and credit given accordingly.

The paper in question, should you see fit to publish it, will speak for itself.

The non-attendance of pupils upon the exercises of our public schools has become a serious matter—so serious, in fact, has it become that in many states of our union the legislatures thereof have found it necessary to enact compulsory educational laws. So serious has it become that the minds of those interested in the work of education—in the welfare of the country, in the intellectual growth and development of our American youth, are being directed to it with an intense and an earnestness rarely exhibited in the consideration of a common question—an intenseness that bespeaks for this menial question a speedy and a satisfactory solution.

Now the question arises: Why are not our schools better attended? Why is it that in many instances, long before the term expires, the forms of many are misused from empty seats yawn upon the teacher in his daily round, unpleasant reminiscences of days gone by—a day perhaps the first day of school, when those benches were all filled with happy, bright faces looking up with hope and confidence into the strange face of the new teacher.

Now at whose door lies the fault of this great and crying evil? For evil it is—an evil which has the effect to cut down the terms of our schools from ten months to six, upon the plea that they are not patronized.

Who is responsible? For certainly some one is responsible. Is it the pupil? We hardly think it. Certainly those little shoulders are too narrow to throw upon them the weight of accountability for this great misfortune.

It may seem strange, yet it is nevertheless true, that parents are to be found in every community, living right within sound of the school bell, and in some cases those parents are members of school boards, who never insist upon the regular attendance of their children at school—parents who are working and slaving for the benefit of those children who never seem to realize that the greatest possible benefit of a liberal and a systematic education, in far too many cases they allow their likes and dislikes, the likes and dislikes of the child to influence them in this matter.

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text. A reprimand—a cold morning—stormy day—a pleasure excursion, are each and all assumed as proper excuses to remain away from school.

But the greatest cause of the indifferent attendance must and does lie at the door of the teacher. He is directly responsible for the continuance of the pupil in school. If the child has once been placed in his charge and keeping; if he allows that child to slip away from his influence and control, he is chargeable with gross neglect.

The question then arises, "What shall the teacher do to hold or secure the attendance of pupils under his charge?" We answer first, it is his duty to interest them in the work of the school. He is a proper person for the position. He may rest assured that he has missed his calling. The child's interest must not only be secured at the start but it must be retained. There is not an exercise of school—not a recitation, but what, in the hands of a judicious teacher is capable of awakening an interest in the mind of the child.

There is an easy subject upon which to operate. The little mind with the full ardor of youth is ever ready to receive the impression. There is no long standing doubt—no confirmed scepticism to be met with on the part of the teacher. He is not required to battle with stubborn prejudices but the little mind presents itself as clay to be molded by the hand of the teacher.

Again, it is the teacher's duty to encourage the child. This is a duty that is too often neglected in the school-room. How often does the pupil turn away heart-sick and faint because the word of encouragement has been withheld. Perhaps even the approving smile has been denied him. A little task has been accomplished. Long and faithfully has the mind worked upon it. During all that time he has had in view, as the legitimate reward of the completed work, a cheering word of praise. It has a right to expect it, and upon that right it builds. That word is never spoken, and the child turns wearily and with dampened ardor to the performances of a new, but heartless task. Labor unrequited drags upon its little life. It comes to look upon its daily duties as so many tasks imposed—its teacher as a taskmaster, relentless and unrelenting.

Another great factor in securing the attendance of children at school is for the teacher to stand with the parent. He comes once thoroughly convinced that he has lost the good will of the teacher, his withdrawal is an assured fact. It is a question only of time—and that time is no very distant period. Its interest is gone. Its heart is no longer in the work and the work is at an end.

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Narrow Escape. Rooming June 1, 1885. Ten Years ago I was attacked with the most intense and deadly pain in my back and limbs.

"Extending to the end of my toes and to my brain!" "Which made me delirious!" "From agony!" "It took three men to hold me on my bed at times!" "The Doctors tried in vain to relieve me, but to no purpose."

"Morphine and other opiates!" "Had no effect!" "After two months I was given up to die!" "When my wife heard a neighbor tell what Hop Bitters had done for her, she at once got and gave me some. The first dose ceased my pain and seemed to go hunting through my system for the pain."

"The second dose eased me so much that I slept two hours, something I had not done for two months before. If he fails to do this he is not a proper person for the position. He may rest assured that he has missed his calling. The child's interest must not only be secured at the start but it must be retained."

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Hawthorne-Millard & Caldwell's Lakes, Elizabeth Place, E. V. Smith's, Horbach's, Patrick's, Parker's, Shinn's, Gise's, Nelson's, Armstrong's, Godfrey's, Lowe's, Kirkwood, College Place, Park Place, Walnut Hill, West End, Borgs & Hill, Capitol, Reed's First.

McCormick's, Kountz & Ruth's, Imprnt Association, Wilcox, Burr Oak, Isaac & Seldon's, Hanscom's, West Omaha, Grand View, Credit Foncier, Kountz' First, Kountz' Second, Kountz' Third, Kountz' Fourth, Syndicate Hill, Plainview, Hill Side, Tukey & Keysors, Thornburg, Clark Place, Myers & Richards, Bovds.

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FOR SALE—Lot 28th and Farnam street, good property, \$1,600. FOR SALE—1/2 acre on California, east of Sacred Heart; house, barn, and 4 cistern, cheap only \$1,600. FOR SALE—Lots in Hanscom place each, \$500. FOR SALE—100 foot front on 15th street, with small house just south of Hartman School, only \$1,700. FOR SALE—Full lot and 5 room house corner 11th and Cassell, \$2,100. FOR SALE—Lot and 2 houses 12th and Nicholas \$5,000.

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