

DAILY STANDARD

JOHN D. BARRIER & SON,
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THE CONCEALED WEAPON LAW.

It was stated in our Raleigh correspondence yesterday that Attorney General Walsler in his report to the Legislature will recommend that the carrying of concealed weapons be made a felony instead of a misdemeanor. If anything at all is done with that law it should, instead of being made more stringent, be repealed. Its practical results are exactly the contrary of those intended. It disarms the law-abiding citizen and leaves him at the mercy of the lawless. There is no person who is criminal at heart who pays the slightest heed to it; it restrains none of this class. But above and beyond that, it violates the spirit of our institutions. It is no more the business of the law to say that a man shall not carry a pistol in his pocket than it is to say that he shall not carry an Irish potato. It has the right to hold him responsible for its improper use, but it is not right to punish him for the mere having of it. His right to have it is a natural right and the law forbidding his carrying it is an unwarrantable invasion of his personal liberty. This liberty has been too far invaded when the citizen is forbidden to carry his pistol and his doing so is made a misdemeanor. The Legislature will hardly hear a suggestion that the offence be made a felony.—Charlotte Observer.

We endorse the Observer's position most fully and wonder why such a law has been allowed on the statute books so long. Every vicious character frugal enough to be able to buy a pistol or shrewd enough to steal one has it on hand regardless of the law. We ought not to need pistols but when we know vicious men have them and are emboldened by the knowledge that the law-abiding are not armed it is oppression to the better class and license to the worse. It seems to us immensely wiser to make it a misdemeanor or a felony to have the pistol otherwise than concealed, that is let it be punishable to make a pistol a source of intimidation which displaying it is. Pistols do not hurt if no signs of their presence exist. Self preservation is the first law of nature and there are times when self defense is as much a duty as anything in life. Let that law be abolished and the penalty for displaying a pistol for other than self defense be such as to make itself to be dreaded.

All persons indebted to Dr. Arday by account will please settle same at once. W G Means.

SPAIN TO ANSWER TODAY.

Today (Monday) expires the time for Spain to say yes, or no, to the ultimatum. Even before these lines are read, probably, the American-Spanish sky will have changed its hue. Were Spain in any condition to renew the pass at arms, moments would be as months in burden of anxiety, but as she is reduced beyond the possibility of striking another blow, there is little doubt as to what the out-come will be. Only one course seems left for Spain. Her hopes are as deep beneath the floods of tribulation as her fleets are beneath the ocean brine.

The Sultan of Turkey is said to be on his ear about some of his ministers wishing certain reforms in his government. He's not built for reform, as is clearly manifest.

ORDER IN SCHOOL.

The Teacher Must Be As Deeply Interested In the Work As the Pupils - To Keep the Children Busy In School Not Sufficient.

One of the common answers to the question, how to maintain good order in a school is to keep the children busy. At first sight the answer appears to be conclusive, but on a little closer examination it is found to be no answer at all unless what is meant by the term busy is clearly understood. Children that are well and healthy, such as are usually sent to school, are always busy. They may not work at the things that we desire them to attend to, but nevertheless they are busy. If they are not busy at the regular work of school they are busy at something else. It may be some study or book not connected with the school, or it may be with the playing and otherwise disturbing the good order of the school.

Now it is the nature of children not to be engaged voluntarily in games or studies in which they are not interested. They play in school because they are interested more in playing than they are in the general work of the school. This being obvious to the dullest teacher it is plain that if we desire to keep children busy in school they must be made interested in school work. How to make them interested, then becomes the most important problem the teacher has to solve. Upon his success in this particular part of his work depends not only the advancement of his pupils but also the good order of his school.

In order to keep the children interested the teacher must be interested. It is well known that to make others interested in any subject we must be interested ourselves. What is true of adults in this respect is true of children. The teacher should be interested in his work. He should be serious and always in earnest. His own earnestness will have a great influence over the minds of the pupils. In fact it is a matter of common observation that children take an interest in what they see others interested. In time of war they play soldier. In the hunting season they play fox. In the time of threshing wheat and oats they frequently have plays to correspond. In time of corn gathering they have their play corn-shuckings. This being true it ought to be plain to the teacher that his first duty to his pupils is to be in-

terested in his work. His interest should permeate the whole work from the primary to the most advanced classes. His manner should be earnest, his voice should be pleasant, but he should never overlook the fact that a charming voice is noted as much for the good sense it contains as it is for its agreeable sound.

There is one difficulty attending the particular work of the teacher we are now considering, that is, the children come from different homes, have different associations, and consequently have different ideas when they enter school. The teacher who works with an understanding of the cardinal principles underlying the passing from what is known to what is unknown will not ignore this fact and conclude that all the pupils can be made to learn in exactly the same way. The concepts or ideas the children have when they enter school are their tools to work with. They are their apperceiving concepts and to them the teacher must look for help in getting the pupils to advance in knowledge and intellectual discipline. Some of the good ideas may be bad, others good, but good or bad they are all the children have. To attempt to teach without taking them into consideration would be to invite failure.

Dr. Samuel Johnson says: "No body can be taught faster than he can learn." He might have said no one can not be taught what he can not learn. No child can be taught if it has not sufficient concepts to grasp the subject which it is attempted to teach. These assertions are evidently truisms, so simple that no teacher can fail to understand them. Their application to a school of thirty little children is, however, not so simple. From the very nature of the circumstances by which the different children are surrounded in their homes and every day associations when not at school it ought to be evident that to a certain extent each child must receive separate and special attention.

Before a child can be made to advance from the known to the unknown the teacher must know what is known to the child. In order to proceed intelligently and quickly he ought to know what advantages the children have at their respective homes. If he is ignorant of these he may find before he proceeds far that he is using language and illustrations of which some of the pupils he is trying to instruct have not the slightest conception. Many of the failures to get children to learn are no doubt due to the fact that the teacher supposed the pupils to know things of which they were totally ignorant. To teach a pupil the teacher must use language that the boy understands, otherwise the explanations and illustrations will not explain and illustrate. He can not make use of unknown language and unknown illustrations and get the pupil to advance. We advance in knowledge from the known to the unknown, not from the unknown to the unknown. If teachers would closely observe the principle hinted at above, it would rarely happen that failure would be the reward of the labor bestowed.

(Continued on Fourth Page.)

D. J. BOSTIAN.

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THE RACKET.

BRANCH STORE.

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Ladies' Shirt Waist Pins 2 for 5 cents and up.
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Imitation Silk 4c per spool.
Silk Crochet Thread 5c per spool.
\$2.25 Crokinole boards for \$1.68.
New Lot of framed pictures, assorted, flowers and fruits 8x16 inches, only 10c.
1 yard of flowers framed 24 cents.
1 yard of flowers framed with glass 48c.
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See our stock of China ware; it is the largest stock of odd pieces ever shown in Concord.
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Large assortment of Toys, Dolls, Vases, Books, Lamps, etc.
Come and see our stock. You can buy as nice a present for 25c now as you will get latter on for 40 or 50 cents; not that they will be higher, but the special bargains will be sold before the usual Holiday trade commences to buy.

VERY RESPECTFULLY,

D. J. Bostian.

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