

HOW TO USE LIBRARY FOR BEST RESULTS

Paper Prepared and Read by Prof. C. E. McCleskey, of Ramseur Graded Schools.

"A good book is the precious life blood of a master spirit." So spoke Milton. Deep within the brain cells; far deeper within and behind that veil which hides the soul from its kindred soul, and which identifies and separates one individual mind from another is this life blood made. Let us search for the secret of this mental alchemy by which the visible, the tangible, the earthly is changed into the ethereal essence of soul. How, indeed? and how are wrought the various characters, temperaments, and powers of this life within? Is it not worthy of careful investigation? For note that product of mind, the philan- thropist; or that sunless cave plant, the miser; that hot house soul that points at blood; that sensitive flower that a caress will set a trembling, or a harsh word kill. What produces the individual Napoleon, the dreamer of dreams, the scientist, the inventor, the author, the murderer? The same elements that feed the bee nourish the spider. That idea upon which hangs the Golden Rule, supports the anarchist, the murderer, for they, too, by curious mental assimilation, would have you do to them as they do to you.

Yet, let us from our table choose with care. As the bee, by feeding her plebeian companions upon queen's diet, rears a new queen, let us rear kings and queens of heart, mind, character. And our diet is books. "Some are to be tasted, others swallowed, and some few to be chewed and digested." Shall we be Spartan-like, and partake of one only: "Beware of the man of one book," says Thomas Aquinas, and we are prone to agree with him. Granted, then, a varied and plentiful class of books. Shall the student select his diet, unadvised, from this richly laden table of books? The young mind requires a purveyor of experience to bring its diet. The teacher should help the student choose his books. But let the student have his appetite keenly whetted first. It would soon result in a case of mental dyspepsia when books of any and all sorts are forced upon the young mind. Encourage the pupil to want to know. Place before him the benefits, the honors, the rewards of deep, thorough knowledge. Tell him of the world's Franklins, craving knowledge under adverse circumstances, or of Lincoln working hard for a coveted volume. Put in- to his hand Smith's Self Help. Let Sir Isaac Newton's patience check his impatience; speak of Demosthenes and his pebbles; yes, please let him read ancient history,—here the story of Athens or Sparta, there the wonderful picture of Nile civilization, or the vast powers of Ancient Babylon as found in the coneiform pages of brick; oh, the glory that was Greece, the power, the splendor that was Rome, let him know, had dawned centuries before Christ and his Kingdom of Peace. Quo Vadis, and Ben Hur—days and weeks of interest may with these be spent, awakening keen desire, healthy appetite, strong impulse far deeper and more varied knowledge. What think ye of the Egyptian Art of Magic and his powers? What of Egyptian civilization, of Latin culture as gathered from Last Days of Pompeii? Have not the heathen Romans, the nation whose standard with its eagle, taught us military tactics have they not given us Law? Again, vary the repast. Let us with Jules Verne travel beneath the ocean in his Nautilus. Gaze out its water tight window; pass out into the deep with air helmet and study ocean's secret at first hand. When the craving for truth is keen, science has on her track a sleuth hound of inquiry. Now, show the mind the first scraps left by nature in her secret laboratory and let us startle her in the act of creation or reproduction if we can. Subtle electricity, the mysterious ether wave, the wonder- ful properties of Radium, awaken the interest; for every one hears them spoken of as achievements far beyond any knowledge of the past. These observations made by the teacher, in the fields of fact or fancy will serve to awaken the pupil to the world in books. He will find there the hero struggling, the warrior fighting, the explorer braving the unknown. Will not the student or the young reader's soul be responsive? Experience tells us this. The boy that reads Dare Devil Dick, or Old Sleuth's stories of adventure into low life, is urged to the com- mission of crime of similar or worse kind than the cheap story exploits. Keep such away from the student. Direct him to wholesome Greek or Roman Mythology, to stories bearing on civilization, to such books as will increase his knowledge of the useful, the beautiful, the moral. Geography may be made interesting by judicious selection from books of travel. Irving's Alhambra, As-

toria, Crayon Papers, etc., Taylor's Views Afoot, books on foreign peoples, as Japan or China, of exploration in Africa or South America, all will add zest to our geography recitations. You will find such will impress the essential facts of production, habits of the people in social life; or in government their skill as law makers and their ability to govern. Let the student read largely of bound volumes of some standard magazine if your library is so fortunate as to have them.

For your history class select some one of historic prominence, asking them to bring to class some incident characteristic, gotten from the library; or it may be the story of some invention, say, of Howe and the sewing machine, or Morse, Fulton, Edison, Tesla, Hewitt, Pupin, etc., with their inventions. Pride in our country's great men will expand into respect and honor for our laws and institutions. Civil government will be viewed somewhat as the product of the men whose lives we study in history. Now, as to the number of books to be read in a period. I would urge careful reading of a few well selected books. Cramping is the fashion, to enable one to claim an acquaintance with some masterpiece, from simply glancing through it. We shun the man of one book because of distrust of his liberality; we equally avoid that one who can give a little memorized eulogy or criticism of many authors. "Drink deep or drink not at all" from the stream of literature; shallow draughts intoxicate the brain, but deep drinks will sober us. To drink deeply we should not hurry through a book. Especially true is this, when we use the library as a source of works for parallel study. Poems are full of figures, imagery, pen pictures. To the class in Rhetoric you assign a book to be chosen from the library, which will fully illustrate figures. Have them also write certain poems in prose in brief outline. This will draw out synonyms, will awaken the imagination, or aid in expression.

The book taken from the library should be returned within a certain time, but should, on the other hand be kept at least one week. Insist on close reading, not only for the pleasure of reading, but for the purpose of increasing his vocabulary. Insist on his keeping record of new words, and in using them in imaginative efforts of his own. Select an American author, Longfellow, Lowell, Irving, Emerson, and assign some one production of such writer to each student in Rhetoric class, for the purpose of critical analysis or review. A rivalry as to work done in class, will awaken enthusiasm; every student would become an author. Now, drop American authors. England appeals to us. Hence, read the minor poets. Get acquainted with English co-temporary life and customs. Broaden the spirit of Charity, of human interest. Study national spirit socially. Visit them as kind folk. Wander with Goldsmith, study politics with Swift or Addison, be classical with Pope, gay with Thackeray, gentle with Burns or tragic with the Bard of Avon. This will take two years of diligent study,—a mere coralling of ideas with whose nature and possibilities we are as yet unacquainted. Then the more modern Dickens. How the student will laugh, cry, hope, fear while forgetting that Dickens is classic. Let them revel; but don't forget to ask these students to write a synopsis of one of these tales, or even a character sketch copied from Dickens.

Nature study,—the birds, flowers, trees, animals,—is engaging the attention. The text book, you know, is, at best, necessarily limited. Yet, open the library today. There, in a corner, volumes of statistics, pamphlets, documents, far too dusty and uninteresting to be noticed, must be investigated. They will grow interesting, if studied. They may serve as subjects or material for composition work. Let each student have a pamphlet to digest in a 500 word outline. After certain term of directed reading, the student must be assigned to some topic, and then let him search the storehouse of books for ideas and facts. He should be able to select, and still be able to maintain his individuality of experience or views. He must both assimilate and reject. He will learn that untruth has the mightiest defender in this clash of words, phrases and sentences. Let it teach him discretion and yet liberality as to other's views. It would be death to originality if he be expected merely to read, to take for granted. Therefore, our student must not visit the library for pastime. Purpose and an object must be impressed before he enters now. Books at this stage are not toys. They are the refined, the exalted dramas, and theories, and very

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THE COURIER,
Asheboro, N. C.

Report of Grand Jury.

To His Honor, G. S. Ferguson:
We, the grand jurors for the term, beg leave to submit the following report.
We have completed the business before our body and have returned all bills submitted to us for action and made presentments of all matters which are within our knowledge.
We have visited the county jail in a body, and find it well kept, the prisoners properly cared for and well provided with wholesome food. We recommend that some repairs be made at once on the jail, to wit: The outside walls have some work done on them immediately, also that the cells need some way of warming.
The offices of the Clerk of the Superior Court and Register of Deeds are well kept so far as we can ascertain.

We recommend that a new courthouse be built or vaults for the protection of the records.

We next sent a committee to the county home and find 27 inmates: 11 white males, 13 white females, 1 colored male, 2 colored females. Nine crazy whites, 11 idiotic whites, 4 sane whites and 3 colored. Four of the white inmates have epileptic fits. One good horse at the county home, 3 good milk cows, 1 wagon and farming tools, 5 hogs for pork, 3 barrels krant on hand, about 300 bu. corn, 10 bu. peas, 10 loads of pea vine hay, 13 loads top fadder, 35 bu. sweet potatoes. We next visited the inmates in their rooms and found them in good condition, except the jail rooms. We would recommend different arrangements for heating the same.

By committee we have examined the records of W. J. Miller, county Treasurer, and find them well kept and the county is out of debt, and find \$6,558.27 on hand.

Our committee finds 17 convicts on the public roads. The convicts say they are well cared for both in food and clothing. There are now 10 mules on the road, in good condition, and the road force seems to be doing good work.

We desire to express our thanks, to your Honor and other officers of the court, for the courtesies shown us.

Respectfully submitted,
J. E. ALBRIGHT,
Foreman Grand Jury.

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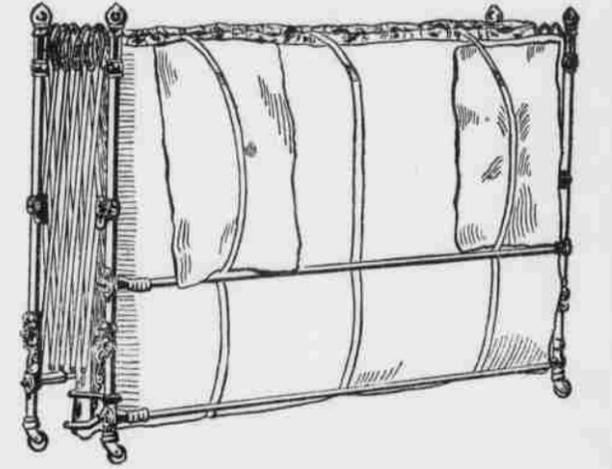
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