

**DEAF AND BLIND
USUAL FACULTIES**

Huggins "Sees" by
"Hears" By Feel-
ingly 16 Years Old.

A marvelous girl in the beginning to do marvels for boys, too.

Willetta Huggins, of Lanes whose eyes are blind and deaf, but who sees and hears by feeling, and hearing by feeling, a paper report.

At 10 and an inmate of the school for blind.

Willetta became totally deaf she was far from a kindly her teachers thought and indolent.

Her lost patience with her head. At 10 years of age she got only so far as the school and was really a problem for the school for who took her to the institu-

After several years, despite the pathetic attention and scientific methods of the officials and the school, Willetta didn't much. Her disposition, if grew worse.

Years ago she became deaf; a she became blind. For a was more morose, if any-

came an awakening—the her sudden perception of her smelling and feeling.

Willetta Huggins, through experiment of her powers of and feeling, has become marvelous than even Helen

It is the gift of God in re- the loss of my sight and Willetta's only explana-

have been skeptical. They the girl still had some pow-

To convince them she yarn of six colors, in six envelopes, and locked in a vault at Chippewa Falls. In

ness she opened the envel- called the yarn, wrote the each strand on an envelope, the yarn of that color in its envelope. When the vault opened it was found she had

can hear by feeling vibrations. talks over the telephone, she places the tip of her finger receiver diaphragm. If she

finger lightly on the per- at, shoulder or chest.

is her sense of hearing that, she can tell what J. T. Hooper of the

is saying by standing 10 feet him, and taking hold of the end wooden pole, the other end of the rests on the top of his head.

Willetta recently visited Governor Blaine at the State capitol at Maine. She listened to him by her fingers on his shoulder, he easily told the colors of his smelling it.

E. A. Fitzpatrick, secretary State board of education, said you tell the denominations

she said. tested her with \$1, \$2, \$5 and \$10 checks. She identified each. "How do you do it?" he marveled "feeling the numerals," she

tells the number of persons by her sense of smell. A room noiselessly. "Who is in?" she inquired, immedi- "I smell it."

old Governor Blaine: "I am happy without my vision and than I was before. I guess cause I understand better, by and feeling—and so I make understand me better."

Superintendent Hooper of the sees a fear-reaching lesson in Briefly, it is:

Willetta was miserable for years she was misunderstood. She being forced to use her senses and hearing, which were deficient, while the proper would have been to develop senses of smelling and feeling, were quite extraordinary.

is such a balance in every now, with Willetta's aid, we trying to work out a system will enable us to understand space, and to give the world of it for the training of children."

**OF REBELLION?
"WAR OF SECESSION?"**

Clark, in The Uplift. noted in the last issue of The that objection is filed to the "Civil War" in referring to the conflict of the 60s. The is thoughtless, of course, as improper. As The Uplift

few people who use the "Civil War" have taken the to look up their meaning. The been accepted without ques- tion it has been custom to so a particular war, and

men who use it because it is convenient than the approved between the States" do not re- that it is a milder name for of Rebellion," supposed to be amenable to Southerners general- civil war is defined as a war

word rebellion objectionable and untrue as applied to the war of the 60s, then they utterly failed to manifest their disapproval about eleven years ago, when they had the opportunity. It was in 1910, if memory serves, when ten constitutional amendments were submitted to the voters of the State. One of these amendments was designed to strike from our State constitution the word rebellion as applied to the War Between the States (how many people know that word is so used in our State constitution?) The amendment was voted down. Some of the Confederate veterans said they didn't want it changed, that they gloried in being called rebels. They were not concerned of course with the truth of history. It may be said, and with truth, that some of the other amendments voted on at the same time, notably one with reference to taxation, were so unpopular that the rebellion amendment lost through being in unpopularity company. But the amendments could have been voted on singly and there was nothing to prevent the voter selecting those he favored and voting against those he did not approve. As a newspaper editor at the time I labored for the adoption of all the amendments with some diligence and I was amazed to find so little interest among even Confederates and Confederate sympathizers for the obliteration of that objectionable word in the State constitution which misrepresents the truth of history, as any unbiased student of history knows, no matter where he comes from. And so, when objection is made to the use of "Civil War" or "War of Rebellion," in referring to the "War Between the States," just remember that North Carolina voters at the ballot box have given their approval to such use. But this is one in which we may decline to accept the dictum of the voters on the ground that they didn't really know what they were about—not an uncommon failing of ballot box expressions.

And that isn't all. The worst is to come. They are teaching in North Carolina high schools right now a so-called history formally adopted by the high school commission, which not only does injustice to the history of the South in general, but which specifically says that "It is impossible for the student of history today to feel otherwise than that the cause for which the South fought the war of 1861-65 was an unworthy cause." The same book, referring to secession, says that "Until a revolt is successful it is rebellion against constituted authorities and the authors of it and the participants in it are, in the eyes of the law, traitors."

And so North Carolina children are being taught not only that the cause for which the South fought was unworthy, but that those participating in that war were rebels and traitors. As a sample of the information or lack of knowledge, or the deliberate misrepresentation of the author of this so-called history, he says in the book that "Lee handed his sword to Grant at Appomattox." Any writer of history who doesn't know that no such thing occurred at Appomattox or anywhere, is unworthy of belief.

The Daughters of the Confederacy are protesting against the use of this book, but what is the protest worth? Absolutely nothing so far. Some educators boldly defend the book and all continue its use in the schools. At one place where protest was made the superintendent said the books had been bought and the pupils couldn't afford to discard them and loose the price. The logic of this is that if you buy medicine and find you have poison by mistake, you must use the poison to get the benefit of the money spent. It was also explained that the teacher of history explained to the pupils the "other side." That is also fine. Put a book in the hands of the pupils that teaches him that his forbears fought for an unworthy cause and were traitors and rebels, and then explain to him that some of our folks don't agree to that. Great, isn't it?

Some of us are simple enough to contend that if the book misrepresents our history, it should not be taught at all; should be discarded regardless of expense. For no matter what explanation is made, the mere fact that the book is taught is calculated to make its impress on the student. And for the life of me I can't understand the idea that organized societies of Daughters of the Confederacy, Sons of the Confederacy, Children of the Confederacy; that holds memorial meetings and builds monuments to perpetuate the memory of the men who fought for the South in the 60s, and the cause for which they fought, and then permit Southern children to be taught in Southern schools that the cause was unworthy and that those who fought for it were rebels and traitors. Can we expect the children to have any respect for us? If the Daughters are really in desperate earnest about their objection to the history, they can make short work of it. Whenever it appears in a home where it is not wanted put it in the fire, and then ask the educators who adopted it what they are going to do about it. Far be it from me to encourage insurrection or rebellion, even in modified form, but I deny the authority of any teacher to teach the children what is not true, or to force them to use books which they know misrepresent history.

And let it be said here that I am not an extremist about Southern history or the Confederacy. I want history written neither from the Southern nor the Northern standpoint but from the standpoint of truth only. And the truth of the book under discussion is challenged.

Coming back to the beginning, the proper thing, if we allow this book to be taught, is to say "War of the Rebellion." That's what we are teaching our children the war of the 60s was; and if it was discreditable, rebellion, an act of treason to engage in it, we should abandon all our organizations and suit building monuments to "The Heroes of the Confederacy." We should stand for truth as we have believed it and taught it, or admit that we were mistaken and abandon our position.

In the matter of names I am giving

it as my private opinion, publicly expressed, that Charles Francis Adams, who did so much to free history from bias and prejudice and misrepresentation of the South, was entirely right when he contended that the proper name for the war of the 60s is "War of Secession." Secession—whether the States had the right to secede from the Union—was the issue, and it was settled by the arbitration of the sword. Slavery was only an incident. The agitation of fanatical abolitionists on the one hand and fanatical Southern slaveholders on the other, helped to precipitate the conflict. But the real question at issue, about which there had been division from the beginning, was that of secession. Some of the States distinctly reserved the right to secede when they entered the Union; and that right was generally understood as reserved when the union was formed. But when they undertook to put it in practice, the opposition was strong enough to prevent it.

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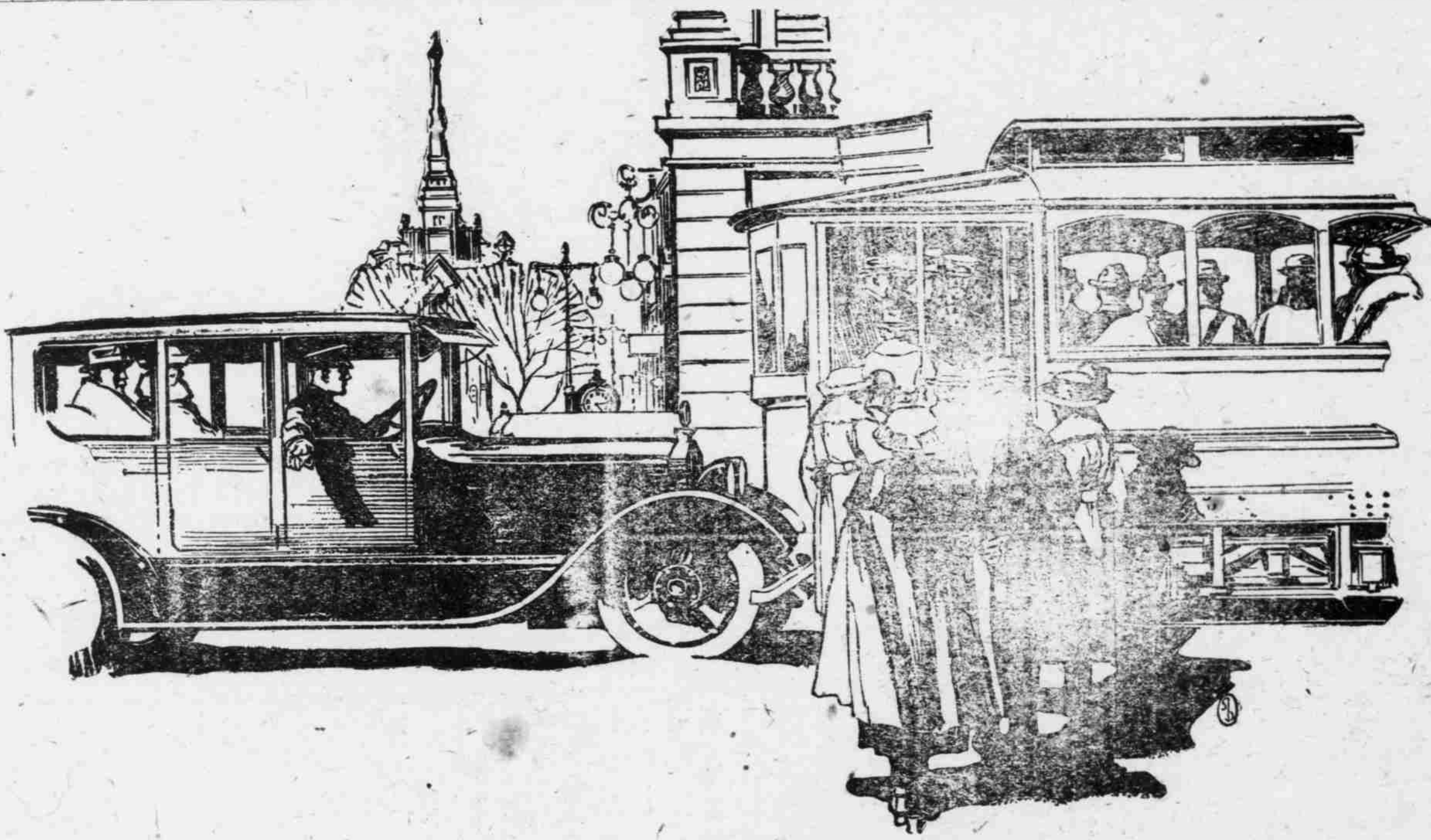
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