

State Library

Daily Concord Standard.

Vol. XL.—No. 2709

CONCORD, N. C. FRIDAY, OCTOBER 7 1898

WHOLE No 11798

A NOBLE RESPONSE.

To the Call For Aid For the Soldiers' Home at Raleigh—The Donors to Be Congratulated.

We called attention some time ago to the request from the executive committee of the North Carolina Soldiers' Home for voluntary contributions to make up for a lack of sufficient appropriations to reach till the meeting of the next legislature. The request was made through the commanders of the different camps in the State. Commander Caldwell moved promptly in the matter, appointing a committee to wait on those whose hearts moved them in this direction. Mr P A Correll and Mr. W M Weddington each took a list. The former turned over to the treasurer \$19.45, and the latter \$7.20, making a total of \$26.65, which the treasurer forwarded on Oct. 3d.

On this the 7th he received the following:

Raleigh, N. C., Oct 6, 1898.
Mr. J D Barrier, Treas. Cabarrus Co. Camp No. 212, Concord, N. C.

DEAR SIR: Yours of the 3rd with donation of \$26.65 from Camp No. 212 of Cabarrus county received and would have been acknowledged sooner but for my absence from the city. With very many thanks from the old soldiers, I am

Yours truly,
W O STRONACH,
Ch'm'n, Ex. Com., N. C. S. H.

We are requested by Messrs. Correll and Weddington to extend to the donors their grateful acknowledgments for the spontaneous way in which these contributions were given to them.

We trust that this is a fair proportion from this camp and that there will be no avoidable suffering among the now dependent heroes of the Gray.

Commander Caldwell joins all on whom the care fell in most hearty congratulations that the response has been really more than we even hoped for at first effort.

A PONY RUNAWAY.

Relieved of the Buggy He Leaves the Mender a Job and Is Satisfied.

About 11 o'clock Supt. Thomas Kirkman, with his pony and pony buggy stopped in front of Mr. W J Hill's store and was having some of the pony's harness repaired. The horse was only partially detached from the buggy. He made some movement by which the awkwardness of the situation got the better of his nerve and he sought other parts with the buggy following in no very ceremonious way, much to his increasing annoyance.

He secured the services of the elm tree in front of Mr. G W Brown's leather stand to relieve him of the appendage.

The merry career of the buggy was very suddenly checked right there, and that right front wheel suggested a case of jawache.

The horse seemed altogether pleased with the situation and as he turned into Church street was quiet as if going to a picnic.

Soon the buggy mender took charge and was as gay as the old time coffin maker on seeing a man trotting up with a six foot cane with a notch cut in it about eighteen inches from the end.

GRADED SCHOOL NOTES

As Prepared By Our Superintendent—The Recitation and the School Incentive—Topics at the Teachers Meeting.

Teacher's meetings are held regularly at four o'clock every Monday evening at the central building.

At these meetings topics the most practical and helpful for teachers are discussed.

One of these that was thoroughly discussed was the

RECITATION

The recitation is the teacher's greatest opportunity for effecting the real work of the school. Here it is that the teacher's whole power should be concentrated.

He should not only be master of the subject to be taught but he should also be master of the art of teaching and distinguish well between teaching, testing, drilling, instructing and reciting. Although all of these are included under the one head, "recitation," there is a great difference between any two of them.

The good recitation is stimulating, suggestive, interesting, animated and varied. It is not too long, has a definite object in view, is for the pupil, begins and closes promptly, and aims to master subjects and not pages.

The good teacher will assign lessons carefully, will show pupils how to study, will insist upon correct and concise expression, will question skillfully, will require pupils to stand while reciting, and will review frequently.

She will not talk too much, will use topical methods mostly, will not allow "prompting," will illustrate freely, will praise and encourage much, and will scold and find fault but little.

Closely related to the recitation and hardly second in importance is the subject of

SCHOOL INCENTIVES.

The word incentive means to arouse to effort; to cause to study.

The good teacher is not only skillful in the use of devices and methods of awakening interest, but he also employs the best incentives for getting work out of his pupils.

He strives to create among his pupils a desire to be useful, a desire for advancement, a desire for competence, a desire to do right because it is right. As soon as possible he appeals to conscience and to the sense of duty. He shows the pleasure of acquiring knowledge, the appreciation of self, of parent and of teacher.

From history, biography and the world around, he cites worthy examples and tries to create in his classes a desire and a longing to do something and be something in the world. The best incentives to study are those that reach all the pupils of the school instead of a few. They are permanent in their effect. They appeal to the higher and better nature of the child, and hence tend to create worthy citizens and noble characters.

The worst incentives are those that appeal to fear and that tend to develop indifference, selfishness, egotism, greed, deceit, cheating, and a disregard for truth and for the rights of others.

While many things may be said in favor of prizes as incentives, still they are not the best incentives.

Prizes are apt to stimulate only a few, to engender a spirit of rivalry, to lead to cheating and lying, to dis-

courage the dull and plodding ones, to make teachers partial and parents fault-finding, to reward talent and success rather than true worth and honest effort, and finally to lead to selfish character.

The real work of the teacher is by means of the recitation to awaken intellect, by means of his moral influence to arouse the sensibilities, and by means of proper incentives to move the will.

This leads us up to the subject for consideration at our next teachers meeting, "Psychology in Relation to School Work." U S COLER.

WHITE GOVERNMENT UNIONS.

A Call to Democrats to Organize Tonight.

By request of Chairman of the County Democratic Executive Committee, Mr. A B Young, the Democrats in Concord are requested to assemble this (Friday) night to form White Government Unions.

Ward No. 2 will please meet at M L Brown & Bro's Stable; No. 3 at the court house and No. 4 at the mayor's office. (No. 1 we learn has already organized)

Let zeal and earnestness in this matter be parallel with the importance of the cause.

A Poor But Noble Woman.

Here is a case in point: A Populist of some influence in his community was given a postoffice by the Republicans in order to win his support. The income from the office, though small, helped him in supporting his family. He had made up his mind to vote the fusion ticket this year.

A friend who knew how the postmaster felt, asked the latter's son how he was going to vote. The young man, who had just come of age, replied that he had not made up his mind, but the chances were he would vote with his father.

"What does your mother say?" asked the neighbor.

"Mother wants us to vote for the Democrats on the white man's ticket," said the youth.

"Have you thought that if you vote the fusion ticket you vote for the negroes and against your own mother?"

"No, I had not looked at it that way, but that is right, and I am going to vote mother's ticket."

"Let me ask you," continued the neighbor, "to get your mother to put the case to your father as I have put it to you."

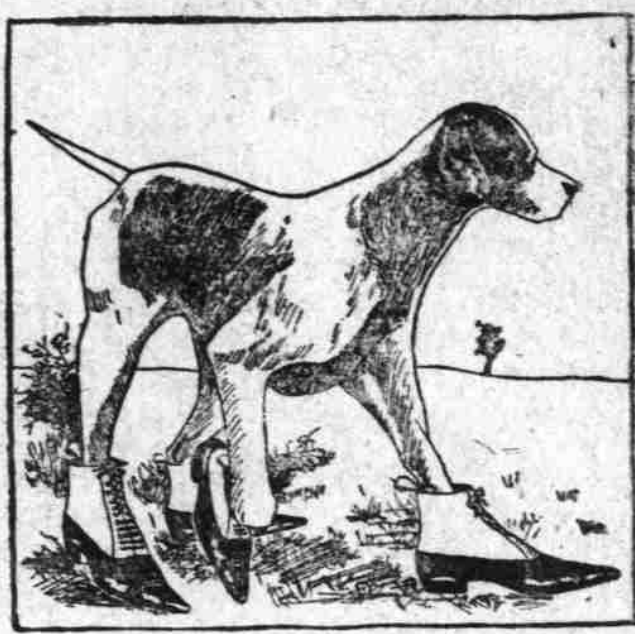
The next morning the postmaster went over early to see his neighbor.

"See here, my friend, you have been interfering with my family and my politics," the postmaster began good humoredly. "My wife wanted to know last night whether I was going to vote against her or against the negroes. I told her that if I voted the Democratic ticket, the Republicans would turn me out of the postoffice, and what do you think she said then? Why, God bless her, she said she knew we were mighty poor, and needed the few dollars we get out of the office, but she said she would put up with the poverty and any hardships without a murmur."

"Then what did you say?"

"I just hugged the old woman and told her I would vote her ticket, too."—News-Observer.

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Cannon & Fetzer Company,

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We thank our friends for the splendid trade given us in the past. We hope, by close attention to your interest to merit it in the future.

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