

Daily Concord Standard

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—SINGLE COPY 5 CENTS—

AS TO SCHOOL BOOKS.

They Should be Uniform Over the State—Not Entirely College Men on the Board—We Pay too Much For Books.

TO THE EDITOR OF THE STANDARD:—Two days ago I received a marked copy of the Biblical Recorder, in which appears an editorial on the method of adopting the text-books to be used in the public schools of the state. In this paper the writer expresses himself as in favor of the state adoption as opposed to county adoption, and supports his position by some most excellent arguments, but he added a suggestion which I consider dangerous to the best interest of our public schools.

The reasons for state adoption are so obvious as to require little comment. It is only necessary to compare the cost of each child's school books under the present system of county adoption in North Carolina, with the cost of similar books to to each child in those states which have a uniform system for the whole state to see that we purchase our state's supply of school books—not at a cost of \$360,000 every four years as Brother Bailey estimates—but at a loss of more than a half a million dollars. For, if—as he estimates the usual four years' course in a free school will require the expenditure of about nine dollars, and if the same books are bought for about six dollars in other states where uniform adoption prevails, you need only multiply the difference by about three hundred thousand—the number of children attending the public schools—to find the amount which we pay every four years for the presence of a score of "Southern Representatives," advised by a local attorney in almost every county in the state.

Add to this statement, the fact that nearly all of this money—enough every four years to endow and equip a great college—goes out of the state—without any return—and you have, for the average North Carolina taxpayer, a sufficient argument in favor of state adoption.

But here arises a difficulty and dangerous problem—the formation of State Board of Adoption. The editor of the Recorder suggests the State Superintendent of Public Instruction, and four professors from our colleges. In this suggestion I do most heartily disagree with him, with an exception in favor of the Superintendent of Public Instruction. He says this board should consist of men of eminence, of men experienced in educational affairs, of men who know books. This is very true,

but it is much more important that the men constituting this board should know the conditions and educational wants of our rural districts; that they should be acquainted in some degree with the humble yet faithful pedagogue who teaches four months in the year goes to one of our better secondary schools for further self-improvement, or, as we so frequently see, goes home and wrestles with a "bull tongue" in his father's new ground.

I have on my desk before me catalogues of all the colleges in the State. A careful scrutiny of these shows that of the professors in our leading colleges, not 50 per cent. are North Carolinians by birth, nor have they any knowledge of our people from association other than that which is gained at the college. Many of them are from cities north of Philadelphia, and have no attachments in our State other than that which grows out of the development of their own special departments in the college. Men of eminence they are truly—men who know books; but do they know the children who sit on the rude benches in the log colleges of Cabarrus county? Do they know anything of the trials of the country teacher, of crying needs for help in his efforts to introduce his little army of earnest-faced boys into the mysteries of 6 per cent., the area of a circle, or the relations of subject, predicate, and adverbial modifiers? Can these teachers crowd into a four-months term knowledge of many things which should enter into our public schools? Nor is this to their discredit. What do you expect the brilliant young professor of French, born in Maine, educated at Yale and at Paris, who has just come South to build up his name as a teacher of French, to know of North Carolina history, or how can he select an arithmetic for a tow-headed boy in the country schools? Sometimes we meet a college professor, eminent throughout the State as a teacher of science, who will do more violence to the King's English in a half hour demonstration before his class than one of our graded school teachers would dare to indulge in a whole year. Should you wonder if we hesitated to ask this truly eminent college professor to select the "text-books" for the whole State? No, I think not. The men who should constitute this board are the men at the heads of our leading secondary schools throughout the State—such men as the principals of the Raleigh Male Academy, Bingham's School at Asheville, or Horner's at Oxford; and with these, not less than an equal number from the leading public school men of the State—the superintendents of our most progressive public schools. Men who are devoting their lives to the children of the State; men who care most for the development and growth of the children and youth of the State; men who study the workings of the child's mind, who know his powers, who know the limited circle of

his reading. Men all—or even one half that, we find in the lower grades of the city schools of Boston? Elements of Psychology, or some similar treatise on this and kindred subjects finds a permanent place in the courses of study in our secondary schools; but the teachers in many of our public schools have never heard of Rhyne, or Hoffding, or Dewey, nor could they distinguish between paleozoic and azoic. The must be supplied with the helps he needs.

But these college professors are eminent men, and they know books! This is true, but often they are not eminent outside of their own departments—usually they are not; and this is as it should be. Unfortunately it is true, however, that outside of their own departments our most eminent college professors are not only ignorant of the educational needs of our state—but are themselves deficient as who have labored with our North Carolina teachers, and who know their limitations, who have met their same difficulties, and who have stumbled over the same obstacles which are confronting the 5,000 teachers in North Carolina today.

JAY D. LENTZ.

Dec. 1st, 1900.

Silk Made in Our Own State.

It was our pleasure on Monday evening to see samples of the textiles made at the Fayetteville silk mill. The daughter of Bishop Hood attended conference and brought with her some very pretty samples of the goods together with a sample of raw silk. Miss Hood says they have not gotten to the point of coloring their goods, but hope to reach it ere long. They send it to Paterson, N. J., to be colored. The goods seem fine enough for a queen. The sample of the warp with just enough of the wool at intervals to hold it in place is very interesting. The fibres are almost as delicate as spider webs and yet every one is held in proper position and the equally delicate wool is woven in making costly goods that is the climax of feminine apparel. We have been curious to see samples of silk made in our own State.

Six Frightful Failures.

Six terrible failures of six different doctors nearly sent Wm. H. Mullen, of Lockland, O., to an early grave. All said he had a fatal lung trouble and that he must soon die. But he was urged to try Dr. King's New Discovery for Consumption. After taking five bottles he was entirely cured. It is positively guaranteed to cure all diseases of throat, chest and lungs, including coughs, colds, la grippe, pneumonia, bronchitis, asthma, hay fever, croup, whooping cough. 50c and \$1. Trial bottles free at Foster's drug store.

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Concord Steam Laundry & Dye Works.

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