

FOR THE SCHOOLS.

A Consensus of Opinion on the Subject of Libraries.

WRITTEN BY J. FRANK FOOSHE.

Should Be Read by All Parents, Guardians or Others Who Are Interested in the Welfare of Children.

The following is the first part of an article written by Mr. J. Frank Fooshe, editor of the Winsboro News and Herald, for The State. The second part will be published next week.

As important as is the school library as a factor in the development of the very best in school work, the selecting of the books that are to go therein is of far greater importance. The measure of success that will attend any efforts in the direction of the establishment of a library will depend in no small measure upon how well the details of this difficult task are carried out. The getting of the most books for the least money or the getting of the books that will be most ornamental will not atone for any errors that may be made in getting those books that will not be read or in getting those that ought not to be read. As most school libraries have to be started on a very small scale, there is a great temptation to make the first few weeks. It is well to bear in mind that a few well chosen books that will be read over and over, that are stimulating in the matter of developing the reading habit, are worth many times over any number of those that may fall in these two most important respects. And even where the first books have been found to be well selected, the problem of selecting those that are to be added is still a difficult one.

Within the past six years about 400 volumes have been bought for the library of Mt. Zion; and as to how well this law of selection has been observed the list that is appended below will attest. In keeping with the practice of the past few years about 50 to 100 volumes will be added thereto in the next few weeks. The committee that has in charge the selection of the books that are to be purchased decided that it would be better to spend a part of the funds that will be available in getting the views of others as to what books should be added. Accordingly they prepared a list of the books that are now in the library and sent the same to about 150 teachers and a few who had taught school. No lists were sent out of the State for the simple reason that the committee desired its information from those who were personally known to them and who had had to do with problems most similar to those confronting them. Then, too, they had already made a very free use of the many prepared lists that are often sent out. The questions were not only for suggestions as to the best books to be added to the list, but also in regard to certain phases of library work. While the number of answers that have been received thereto has not been as large as had been hoped, yet many valuable suggestions were contained therein; and a study of these might be profitable at this time. Especially is this true at this time, for it is getting to be more and more a custom to direct the proceedings arising from the usual Christmas entertainments towards the establishing of a library. And when the proceeds are in hand the teacher has that difficult problem of making the best selection and cherishing any helps that may be given from any source in the solution of the same.

The following is a list of those who answered the questions: Dr. J. I. McCain of Eskine, Prof. H. T. Cook of Burnsville, Prof. W. S. Morrison and J. S. McClucas of Clemson, Dr. D. D. Wallace of Wofford, Supt. E. S. Dreher of the Columbia city schools, Supt. W. A. Stuckey of the Newberry school, Principal E. C. McCants of the Anderson Graded schools, Editor Zach McGhee of the Spartanburg Herald, Prof. Patterson Wardlaw of the South Carolina college, and Rev. J. H. Birdridge of Lancaster. The above list includes five college professors, two graded school superintendents, one school principal, one editor and one minister.

HOW TO START A LIBRARY. Inasmuch as the matter of establishing a library is one that is likely to be of the greatest interest their answers on this point are given first. There seems to be a unanimity of opinion that the best way to get this work started is by getting the children of the school interested in the matter. It is not so much the getting the funds with which to start the work as it is in awakening an interest that will result in the free use of the books when they have been purchased. Dr. McCain suggests that it is best to raise the necessary funds by means of "entertainments in which the children, themselves take a prominent part," and "by such enthusiasm on the part of the teacher as will awaken a desire for literature in the school and in the community, and lead patrons to contribute money and books." Dr. Birdridge takes the view that "a careful explanation of the need of the library will create a willingness to give to its establishment," and adds that in his experience in which he established several libraries that "I secured the cooperation of the students." Prof. Wardlaw follows up the same idea in the following suggestion: "by contribution of money, of books, or of old periodicals by citizens; entertainments; donations by the land-a-hand society; contributions of public documents by congressmen, appropriations by the board."

To the above suggestions Prof. Cook adds one that is most practical and is certainly within the reach of all, as it is without money and without price: "If I were in a rural school I would spare papers on farming, stock raising, bulletins which are free from the commercial stations, and also the circular reports, which are free. Our State is largely agricultural, and I would try to interest children in the farm and in the light

now being thrown on the calling by experts. Circular reports give a bird's eye view of things not seen in our papers—our trade and market for our goods."

THE SCHOOL LIBRARY ESSENTIAL. In answer to the last question as to whether the public funds should be expended in equipping the library two very important points are brought out—that the library is an essential part in the equipment of a well ordered school and that the success of the library depends more largely upon the interest the teacher takes in directing the reading of the pupils.

Prof. Wardlaw is very emphatic in his answer about the essentiality of the library in the following statement: "Since the library is an essential part of the apparatus of a properly equipped school, there is the same reason for expending public money on it as for buying desks, blackboards or charts." Mr. McCants is no less emphatic in his statement on the same point: "I know of no other plan whereby a school board can get so great a return in real good to a community with so little expenditure of money. A school without a library ought to be placed in the same category as the school without a teacher—as lacking in a very essential particular. Wherever possible school boards should make a yearly appropriation—no matter how small it must be—for the library."

Practice is the basis upon which Supt. Dreher endorses the expenditure of public funds in this way: "I am heartily in favor of this. Our board does it every year." "What is more needed than anything else, according to Mr. McGhee, is brains. "First of all, regardless of any and all other considerations, trustees should spend their money on brains—that is, get good teachers and pay them well. If there is any money left, provided you have a comfortable schoolhouse, then it should be expended on the library." The most important of all, according to Prof. McCucas is the teacher: "It should be remembered that a library not used is worthless. More important than a library even is a teacher who knows something about books for children and is anxious to interest the children in them."

THE TEACHER'S DUTY. Not only is the teacher to take an interest in the reading of the pupils, but must also be doing some good reading. After naming several of the strong books printed in the list, elsewhere, Dr. Birdridge very pertinently remarks: "Of course these are mostly for teachers and they ought to be read by all teachers. The advanced scholars ought to see them enough to know what they are and to have their value explained to them." While it may be a new idea with many teachers, Prof. McCucas in the following statement makes it very clear as to what should be expected of teachers in respect to the library: "I have had no experience in this matter and none in public schools; but I should like to suggest that it is the teacher's main business to introduce children to books, and that they should therefore not wait till a library can be established to introduce them. For as little as 25 cents from each child a whole year's reading can be provided for a class by the method of rotation. A circulating library of this sort should be established in each class from the primary grade up; the teacher selecting such books as the children would like to read."

The value of the library is not as highly esteemed by Supt. Stuckey as by the others: "The value of an extensive library to a school is, in my opinion, very much overestimated. Had I money to expend for such a purpose I would simply purchase a few books to be used as parallel reading in the lower grades. For the high school department I would purchase selections from the various authors whose lives and writing the course of study might embrace, say such pamphlets as are published by Houghton, Mifflin & Co. After I did this I would then purchase an encyclopedia and an unabridged dictionary. I have a small library here, but it has been of but little value to the school, although it contains some very valuable books."

NOT FOR SOUTHERN CHILDREN. The test of the usefulness of the library is the use that is made of it. Bearing on this point Mr. McCants makes the following very pertinent suggestion: "There are libraries and libraries. In some the books are too clean—too nicely kept. I like to see books get a wearing out under fair and legitimate usage."

Prof. Wardlaw made the following objection: "Tom Sawyer" and "Huckleberry Finn" are excellent books for adults to laugh over; but in spite of what has been published on the subject, I believe that they are not good reading for children, as they present the wrong sort of boy for imitation. "Uncle Tom's Cabin" is not a book for southern children to read."

In regard to certain books that should be left off, any list that might be made up, Prof. McCucas has the following to say about "Thelma," one of the list that was sent him: "I think almost any reading better than none, provided the book is not distinctly immoral; but boys and girls should be discouraged from reading such books as 'Thelma,' when there are so many that are better. Healthy adventure and romance is good for children; but books whose chief charm lies in such sentimental and absurd pseudo-scientific inquiry into the unknown had better be excluded from a library intended for the use of children."

THE "Elsie" books, which are so much approved by some who make up lists of books for children to read, have no friend in Mr. McCants: "Naturally in such an exceedingly miscellaneous collection you have much that is of doubtful value. I notice that you have a few of the 24 so-called 'Elsie' books. I regard these as distinctly harmful, because the children drawn there are impossible, and because as books they have no literary merit. They are about as unhealthy for girls as those of the 'Dead-wood Dick' series are for boys. A lie is lie even though told in a good cause, and the point of view of these books is essentially false."

The title of a book is no safe guide to what it contains, and a book is not to be read merely because of its title. Mr. McGhee makes some very valuable suggestions on this point: "I have never read 'Stepping Heavenward,' but judging from its title I fear that it is an immoral book and unless its contents greatly belie its title I should take it out and send it a few steps in the other direction. I am serious about this. A schoolboy or girl has no business stepping heavenward. He ought to be stepping pretty lively on this earth, and with a broad flat foot too, trying to be honest, useful and loving and true, getting his reward out of this kind of living, not putting his eye on harps and robes and idleness. Don't misunderstand me. I believe in religion, but this is my religion—and mind you what is too namby-pamby and sentimental for boys is too much so for girls too. I have no patience with the idea that a girl is to be fed on honey-suckle tea and kept in an aviary till she is married, being then 'innocent' which means ignorant and totally unfit for the companionship of a man with brains. So strike out your sentimental nonsense and put something human into the hands of your children."

By an oversight Mr. McGhee failed to note that the list contained several of the Alcott books and this called forth from him the following in regard to these books which are generally put into every school library: "I notice that you haven't Miss Alcott's books. I never read these books and I never expect to—neither am I sorry for that great omission, for I have an idea that they are namby-pamby. But I have never before heard of a school library without them."

A BOOK FOR ALL AGES. By an oversight on the part of the committee in printing the list "Plutarch's Lives" was left off, and this called forth the suggestion from several that this should by all means be in the list and also the following very valuable suggestion from Dr. Birdridge in regard to the value thereof: "By all means get 'Plutarch's Lives.' This author helped to make Shakespeare, Napoleon, Emerson, Franklin, Alexander Hamilton, Nathaniel Greene and many others. Mable is right in saying he furnishes pasturage for noble minds. Much can be absorbed from him."

Through a similar oversight Webster's International Dictionary was omitted from the list, and that brought forth from all the suggestion that no library was complete without a standard dictionary.

REDUCING TO A PERCENTAGE BASIS. The effort to get everything down to a percentage basis does not always succeed. Mr. McCants hit a dead blow at this percentage craze: "I teach mathematics, but I never think in percents. In fact, it doesn't so much matter what per cent, of fiction, as what fiction, how good travels, whose history, biography, etc., and what is contained in your miscellany. I could make up a library correct in percentages and otherwise worthless."

Prof. Wardlaw finds it easier to place the relative values of the different divisions of reading that should be in a library than to reduce the same to a percentage basis. He suggests the following: "I cannot give the per cent., but the following would be the order of relative fullness; stories (whether of fiction or true), biography, history, travel, miscellaneous."

There is a considerable difference in the answers that were given in which the percentage basis was made. Prof. McCucas suggests: Fiction, 60 per cent.; travel, history, biography, and miscellaneous, each, 10 per cent.; Supt. Dreher: Fiction, 15; travel, 30; biography, 20; miscellaneous, 5; Dr. Wallace: Fiction, 30; travel, 10; history, 10; biography, 15; miscellaneous, emphasizing poetry, 35; Prof. Cook: History, biography, travel, fiction, 10 per cent. each; miscellaneous, 10; Prof. Morrison: Fiction, 30; travel, 20; history, 20; biography, 20; miscellaneous, 10. Neither Dr. McCain nor Dr. Birdridge found themselves able to reduce their answers to a percentage basis, but each makes a good suggestion. Dr. McCain: "The answer to this question would depend very much upon the age of the children." Dr. Birdridge: "I should not like to be positive in my answer to that question. Each scholar would be a special study. One would need more of these divisions than would another. I believe in a good portion of each, but all should lead up to the higher study of history. There is one question the answer to which never fail to interest, and that is the one in regard to those books that have made a lasting impression. On this point there is a very considerable variation always not only on account of the inaccessibility to certain books, but also on account of varying tastes that are always to be found in children. The answers to the question as to the three books that had made the most lasting impression were as follows: Dr. McCain: Bible, "Pilgrim's Progress," and "Weem's Marion." Prof. Morrison: "Pilgrim's Progress," "Tom Brown's School Days," "Sanford and Merton." Prof. Morrison: "Pilgrim's Progress," "Tom Brown's School Days," "Eutaw," "Supt. Dreher: Bible, "Tom Brown's School Days," "Mother Goose Melodies." Prof. Cook: Blue-back spelling book, Milton, Bible. Prof. Wardlaw: "Mayne Reid's 'Ran Away to Sea.'" Young Men's "Swiss Family Robinson," "Weem's 'Life of Marion.'" Mr. McCants:

Bible, "Robinson Crusoe," miscellaneous list of old histories. Dr. Birdridge: "Life of Henry Martine," "Tom Brown's School Days," Shakespeare, Bible. Prof. McCucas: Bible, "Aesop's Fables," "Robinson Crusoe." In answer to the question as to the 10 books that should be in every school library, the variation was so great that it would require the naming of nearly as many books as there are answers. This was no doubt due to the fact that several seemed to confuse this to mean the 10 best on the list. It is therefore best to take the answers to that question. In connection with those to the question calling for the naming of five books not on the list that should be added out of the funds that were to be invested. That list contains the following: Seton Thompson's "Wild Animals That I Have Known," The Guerber Books, "Boy's Town," "Who Goes There?" "Los Miserables," "A Child's Garden of Verse," Homer's Odyssey (Bryant's translation), "Aesop's Fables," Fairy Tales (Anderson, Grimm), Miss Andrew's "Seven Sisters," "Ten Boys," "Princes and Paupers," Lamb's Tales from Shakespeare, "Ethics of Dust," "Bush Boys" (author not given), "Craik," "Bow and New-Mew," "Little Lame Prince," "Jackanapes" by Ewing, collection of four famous verse by Angus Rippler, Kipling's Jungle Books, Hansa's Stories of Homer, Rome and Arthur (3 vols.), "Goddie Two Shoes" by Goldsmith, "Major Jones Courtship," Child Book by Scudder, "Little Lord Fauntleroy," James Lane Allen: "Cardinal," "Aftermath," "Flute and Violin," "King of the Golden Rivers," Lang's Fairy Tales, "Bird's Christ-Carlo" by Wiggins, Child's History of England, "American Boy's Handy Book" by Beard, "Boys of Other Countries" by Taylor, Brooks, "Stories of Land and of Ocean," "Story of a Bad Boy" by Aldrich, "Man Without a Country" by Hale, "Count of Monte Cristo."

THE GOOD ROADS CONVENTION To Be Held in Columbia on Tuesday, January 19. To the Editor of The State. The regular annual meeting of the South Carolina Good Roads association will be held in Columbia on Tuesday, January 19th, and we expect to have a large attendance, as we have given a special invitation to each and every supervisor and county commissioner in each county in the State to be present, and we expect to have a representative from each township also, as we have most of the counties and townships organized. We expect to have one of the largest and best meetings we have ever had since the organization of the association. We are now making arrangements by which we will have some of the latest road machines and rock crushers on exhibition so that the county officials and others can see the practical work, as well as labor-saving machines. As you know, the legislature will be in session at that time, and any amendments or suggestions the association may wish to make to the legislature, they will then have an opportunity to do so. I am now getting up some data from each county as to the amount of money that has been spent this year on roads and bridges, as well as how the money was raised, and hope to be able to throw some light on this subject at the meeting in January. I beg to say that I am now getting in reports daily from the supervisors of the State, and it is very gratifying to see the interest that is being taken in the counties heard from. Hoping that you will allow this to go in your column as a matter of information as I wish to hear something more to say along this line a little later on, I am, Yours very respectfully, E. H. Hyatt, President S. C. Good Roads Association, Columbia, Dec. 30, 1903.

Wanted to Lynch Him. Neely Zimmerman and George Burke, the negroes who narrowly escaped lynching at the hands of an infuriated mob, at Council Bluffs, Iowa, were Wednesday taken to the state penitentiary at Fort Madison, for safekeeping. During the afternoon the men were taken before Judge Wheeler and waived preliminary examination. The judge signed an order for their removal. During the day Sheriff Cousins learned of an organized plan to lynch Zimmerman and Burke Wednesday and again made a request for a company of militia to guard the county jail. Feeling against the prisoners increased and during the afternoon small groups of men gathered in the vicinity of the jail to discuss the matter. Sheriff Cousins then decided that the safer course was to remove the men from the city and applied for an order of removal. Four assaults within a week similar to those made on Mrs. Sparks and her daughter had wrought up the working people of the city to a pitch of feverish excitement.

Refused to Burry Him. "What are we coming to," asks The State, which goes on to say that a Philadelphia hearse driver left a coffin in the hands of the palbearers, returned to the stable and surrendered, his job when he ascertained that the occupant of the coffin was colored. And Philadelphia is the city of Brotherly Love and Pennsylvania is the State of unspokeable huge Republican majorities.

A Coal Thief. At Chickasaw, Ill., Frederick Lindstrom, cashier for the firm of Friend, Moss & Norris, Wednesday called up his employers on the telephone and announced that he had stolen \$12,000 from them and was about to leave the city. Mr. Friend, with whom he conversed over the telephone, induced Lindstrom to come to the office, and he was arrested. It is said Lindstrom lost the money betting on horse races.

Four Burned. At Baltimore, Texas, J. A. McBeth, his wife and 5-year-old daughter, and his brother-in-law, Bert West, were burned to death Wednesday in a fire which destroyed the furniture store of J. A. Osterag. The property loss is \$35,000.

Burned to Death. At Troy, N. Y., Moses T. Clough, one of Troy's oldest lawyers, and William Shaw, also one of Troy's best-known lawyers, lost their lives in a fire which destroyed the Troy club early Wednesday morning. Mr. Clough was president of the club, which included among its members the wealthiest men of the city.

Knowledge from Experience. Is what we understand when Dr. Spalding, an eminent Baptist divine of Galveston, Texas, writes "send me two bottles of Taylor's Cherokee Remedy of Sweet Gum and Mullein. It is for a friend suffering from consumption. It is a preparation I know from experience to be good." At drug stores 25 and 50c bottles.

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Nervous Debility. Overindulgence, indiscretions and excesses are not the only causes of an impairment of sexual strength. Such a derangement frequently comes from worry, overwork, mental strain, the true nature of his trouble. Nervousness, weak back, dizziness, loss of memory, apathy before the eyes, despondency, etc., often are the first symptoms of an impairment of manly vigor, and if neglected serious results are sure to follow. I want to talk to every man who has any of these symptoms of weakening of his manly functions. I can promptly correct all irregularities, and under my skillful treatment you will have restored all the vigor and glory of your manhood. Whether you consult me or not, do not jeopardize your health by experimenting with ready-made medicines, free samples, so-called quick cures, etc., as the most delicate organs of the body are involved, and expert attention should be entrusted with your case. Send for free booklet, "Nervous Debility and its Family of Ills."

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MISSIONARIES MASSACRED. Grotesque Tale Tells of Crime Committed Three Years Ago.

At Washington, D. C., Minister Lyon has reported to the state department from Monrovia, Liberia, under date of Nov. 4, last, the details of the massacre in the depths of an African forest of a white missionary named John G. Tate, with all his following, eighteen in number. It appears that the massacre took place as far back as March 15, 1901, yet this, the first detailed account, has just come to hand in an affidavit by Mrs. Mary L. Allen, a white missionary at Nouna-Ktoo, Liberia. She had the story from some of the native Doo tribesmen, who knew of the killing. Tate had a large mission farm, and beside he maintained a considerable school in the jungle, and altogether nineteen people were in the mission when it was surrounded in the night by the Dooes. The first man who answered a knock at the door, was shot. The interpreter, NEAL, was shot, and as Tate appeared and tried to protect the body of the interpreter, he too, was shot and cut to pieces. The Dooes then killed all the remaining inmates of the house, cut off their hands and placing the bloody members in a coffin, sent them back to their people as trophies. In explanation of their action the Dooes said, "We have no light with the white man; but if we do not kill him now he will bring his country to make war upon us." Minister Lyon on the strength of this affidavit, has communicated with the Liberian secretary of state, with a view of securing fuller information and perhaps the punishment of the perpetrators of the massacre.

Search for an Heiress. A dispatch from Mobile, Ala., says Mr. J. M. Hasty, uncle of Miss Ethel Lovelle, the missing heiress to a fortune of eight million dollars, left her by an aunt in Colorado, arrived in that city Thursday night from Meridian, Miss., to search for the young lady, who is supposed to be in Mobile. Mr. Hasty said the young lady told him several days before her disappearance she had wanted to come to Mobile to visit the family of Mrs. Lee, who came to Mobile some time ago from Birmingham.

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