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NEWBERRY, S. C., FRIDAY, MARCH 27, 1914.

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NEWBERRY CAN VOTE ON DISPENSARY THIS YEAR

NO RULES ATTORNEY GENERAL
OF THE STATE.

Opinion Rendered in Response to a
Request From Supervisor J. H.
Chappell.

Special to The Herald and News.

Columbia, March 26.—Attorney General Peoples today, in answer to a letter from Supervisor J. H. Chappell, rendered an opinion that Newberry county could vote this year on the question of dispensary or no dispensary. The attorney general discussed the various acts bearing upon the question at some length.

His conclusion is as follows: "I am of the opinion that under the acts of 1907 and 1909 an election on the liquor question can be held in Newberry during the year 1914 on the same date as the general election, upon filing of proper petition containing one fourth of the qualified electors of the county with the county supervisor before the first day of May, 1914."

The opinion of the attorney general will be published in full in the next issue of The Herald and News.

The board of regents of the State Hospital for the Insane met in Columbia in the governor's office this afternoon. The board was in session for an hour, then adjourned to meet at 3:30 o'clock this afternoon. It was stated that no election had been held and that nothing had been done which would be given out for publication.

LONE BANDIT ATTEMPTS TO ROB ATLANTA BANK

After Long and Exciting Chase Police
Arrest an Actor, Who Denies
Crime.

Atlanta, March 25.—An unsuccessful attempt to rob the Atlanta State Savings Bank, 200 Auburn avenue, a negro institution, was made there late today by a lone bandit. The police have arrested a white man, giving his name as Ed. R. Rhynata, 30 years old, on suspicion of having attempted the hold-up. Rhynata, who is married, and who is an actor, denies any knowledge of the hold-up.

"Get into the vault and get in there quick," was the bandit's command, according to report.

Both men entered the vault, when the lone robber demanded that Ross open the doors of the safe, containing the bank's funds, which was locked. The bookkeeper refused, whereupon the bandit drew a piece of gas pipe, about three feet long, striking Ross over the head and inflicting a severe wound.

The bookkeeper then grappled with the highwayman, finally escaping from the vault and into Auburn avenue, giving the alarm. The robber also ran from the bank, starting up Auburn avenue to Bell street. James Tate, a negro postoffice clerk, attempted to stop the robber, the latter drawing a revolver and firing wildly at Tate.

Tate and others took up the pursuit of the fleeing man, who turned into Houston street, where he attempted to board a street car, the conductor forcing him off. The bandit drew his revolver and fired twice at the conductor, both shots going wild. The conductor replied with a revolver, but failed to hit the fleeing man.

From Houston street, the hunted bandit turned into Peachtree street, which followed to Cain street, where he forced a negro, at the point of a revolver, to make room for him in his buggy. Keeping his revolver leveled at the negro he made him whip his horse into a gallop and turn into Williams street. Here the robber jumped from the vehicle and fled.

William Wooton, a negro, told the police a few minutes later that he had seen an excited man go into a house at 30 Williams street. The police found Rhynata in the house, lying in bed. His wife was with him. He told the police he had been ill and in bed the entire day. His wife told the police a similar story.

The young man who under the pressure of adversity takes to drink is a grown-up baby, but he's nursing the wrong bottle.

JAMES P. KINARD HEADS ANDERSON

CHOSEN PRESIDENT OF WOMAN'S
COLLEGE

New Executive is Well Known Educator, Being at Present Professor in Military Academy.

The State.

Anderson, March 24.—James P. Kinard, professor of English at the Citadel, Charleston, was unanimously elected president of Anderson college late today. He has accepted the position and will come to Anderson soon after the Citadel closes its present session.

Dr. Kinard, a native of Newberry, is a graduate of the Citadel and of Johns Hopkins university. He is one of the most prominent and best known educators in the State.

Dr. Kinard will come to Anderson in the next week or ten days to confer with the local trustees and plan his campaign to be waged this summer for students and to prepare the catalogue for the college.

All Anderson is rejoicing tonight over Dr. Kinard's acceptance, for the people know that his coming to Anderson will mean much for Anderson college, the pride of the county.

G. C. Sullivan, one of the trustees of the college, will have built on the college campus a handsome residence for the president of the college.

James Pinckney Kinard was born in Newberry county July 17, 1864. He is a son of Capt. Jno. M. Kinard of Company F, Twentieth South Carolina regiment. He was educated at Newberry Male academy, Newberry college and the Citadel, being graduated from the Citadel with the degree of B. S. in 1886. He was given the degree of doctor of philosophy by Johns Hopkins in 1895. He was principal of the male academy in Newberry and later assistant professor of English at the Citadel from 1888 to 1891. He was professor of English at Winthrop from 1895 to 1911. He is now professor of English at the Citadel.

He married Miss Lee Wicker of Richmond in 1899. He is a brother of John M. Kinard, a noted banker of Newberry.

Columbia educators speak in the highest terms of Dr. Kinard as a scholar and of his executive ability.

HOW TO SECURE BOOKS

Mr. John B. Mayes Offers Fine Opportunity to Schools to Increase Libraries.

Mr. John B. Mayes, the public spirited proprietor of Mayes' Book and Variety Store, is always doing something for the benefit of the people of his town and county. His last effort is to encourage the patrons and friends of the schools in Newberry county by making it possible for at least nine schools to secure free a donation of valuable books. The prizes range from \$1.50 to \$40.00 each, making a total of \$82.50 in books to be given by Mr. Mayes to the schools of the county. He permits you to vote for the schools of your preference with every 5 cent purchase at his store.

During field day next week he is going to permit voting without buying and every one who comes into his store and registers his or her name will be permitted to vote and everybody who comes to town during these days is invited to call and register and vote for the school of his choice.

The voting will continue until August 1st, and the schools winning the prizes will be permitted to appoint a committee to select such books as will be suited to the school. For information as to details and votes Mr. Mayes will take pleasure in giving the information.

TO ACT WITHIN HER RIGHTS.

Governor Colquitt, of Texas, Explains Action in Vergara Case.

Austin, March 25.—Governor O. B. Colquitt, commenting upon the reported worry of Washington authorities over his attempts to recover Clemente Vergara's horses and the horse thieves said today:

"The reported statement from Texas

THE NEWS OF POMARIA.

Sad Death of Miss Lillian Lominick.
Aunt Viney Kibler Celebrates
Birthday—Farmers Busy.

Special to The Herald and News.

Pomaria, March 25.—Saturday was a real winter day but since then there has been some real spring weather and real early gardens will be alright yet.

There has been a lot of fertilizer hauled out this spring and it seems as if there would be more of the stuff used this year than before. But the farmers are busy plowing now and it seems as if it was time to hustle.

Mr. John B. Bedenbaugh and Mr. Jno. A. Summer each had the misfortune to lose a horse in the last few days.

Relatives and friends gathered at Aunt Viay Kibler's last Saturday to celebrate with her her birthday, about 25 in all. More would have come but the weather was threatening and very cold. Aunt Viney is very feeble, being a shut-in for a year or more. When the crowd began to gather her house was found to be on fire, but was soon put out before much damage was done.

The community was very much shocked by the death of Lillian Lominick last Friday. Lillian was the youngest daughter of Mrs. Sallie Lominick and was about 15 years old. She was buried in the St. Phillips graveyard Saturday in the presence of one of the largest congregations that ever gathered at this church. The mound of the grave was covered with flowers, showing the high esteem in which she was held by those who knew her. This was among the saddest of the many funerals that the writer has ever witnessed. The Rev. Y. von A. Riser, her pastor, assisted by the Rev. John J. Long, made some very appropriate remarks on her short home and church life. The family has the sympathy of the entire community.

Mrs. Frank Metts and children, of Columbia, came up Saturday and spent a few days with relatives in the community.

Miss Annie Mae Bedenbaugh is visiting her brother, John B. Bedenbaugh, in Pomaria.

Miss Lula Lominick, of Newberry college, and Miss Mabel Asbill, of Newberry, came down Friday to attend the funeral of their cousin, Miss Lillian Lominick.

Mr. C. C. Roberts, of Lexington, is visiting Mr. J. B. Bedenbaugh, at Pomaria.

Dr. Z. T. Pinner has purchased a new runabout.

Pomaria was well represented at the debate at the opera house last Friday night. Most all went in cars and came home that night.

There is some few cases of measles and mumps in the community at present.

Conference will meet at St. Pauls Friday, Saturday and Sunday. A large congregation is expected as they have a very attractive programme.

The Rev. J. A. Linn has resigned as pastor of the Bethlehem pastorate, his resignation to take effect the first of May.

Mrs. C. W. Sawyer was called to the bedside of her sister at Concord, N. C.

Pass that my adjutant general had made demand on the commander of the Mexican forces at Ciudad Porfirio Diaz to deliver Rodriguez and other fugitives from Texas justice is totally untrue. Gen. Hutchins was not authorized by me to make any such demand. I have made requisition on Gen. Joaquin Maas, military commander of the north, in proper form for the surrender of these men to the Texas authorities.

"The State of Texas is going to act within its rights and as far as possible the governor and his agents will avoid making any requests that can be made to appear ridiculous."

The governor added: "It is strange to me why the authorities at Washington should be so solicitous about the kidnapping of Mexicans and fear international complications as a result while they so indifferently regard the kidnapping and murdering of Texans and the taking of their property by Mexican marauders and kidnapers."

VOCATIONAL EDUCATION.

By Ernest Anderson.

Special to The Herald and News.

In writing an article on the subject of vocational education one scarcely knows where to begin, or where to end. What is meant by vocational education? How shall we differentiate between vocational and non-vocational education?

The school men of the State who have use of manual training equipments worth several thousand dollars will tell you that this work is stressed not for its vocational but for its educational value. In the same hour Dr. P. P. Clayton, U. S. commissioner of education in an address in which vocational education is emphasized, says that any attempt at education that is not vocational is not educational. So in trying to define the subject we find ourselves in a winding labyrinth of words, and unsettled or uncertain concepts.

The manual training experts claim that there is a distinct educational value in wood-shop work that all boys ought to get, but that those who do this work are no more expected to choose carpentry as a life work than that a student of botany should spend the remainder of his life with plants and flowers, or that everyone who studies Latin should do so with the single purpose of being a teacher of that subject; and insist that their shop-work is not vocational in purpose.

On the other hand, there are those educational leaders, and in increasing numbers, too, all over the country, who are demanding, in their thoughts at least, that all the efforts of the schools be vocational; that every subject must have a close relation with the life of the child; that the old and new experiences of the child be built upon and guided step by step with direction ever towards the probable life work of the individual; and that those things in our courses of study that are not to be practiced in the child's life, or are not closely related to the activities of the community, should be eliminated. Then if we could see the new row of things after the "weeding out," we would have that picture of vocational education.

But can we say that vocational education includes all knowledge that can be applied? If so, reading, writing, spelling, grammar and arithmetic must have a part in it; for these basal subjects are not only applied in every day life, but are absolutely necessary as a foundation for success in any business worth while. Then what is more applicable to the life of the masses than a knowledge of hygiene and sanitation? And certainly no thinking person would underrate the value of the breadth of vision gained from geography, the patriotism and preparation for citizenship gotten from history, and the mental development gotten from higher mathematics and the languages, which certainly enter into the life of the individual and make a personality, a character, a stronger intellect, and a more useful citizen. Thus in this broader sense every impression that affects a life so as to help determine ability in whatever business or vocation may be entered, may to that extent be thought of as vocational training.

Let us admit, then, that there is no such term as non-vocational education. But at the same time we must insist that there is a difference between general education and vocational education, as to purpose, method of approach, and content.

Vocational education seems to include all forms of specialized training, the controlling purposes of which are to fit for useful occupations in which the physical body of the worker is of prime importance. Training for the ordinary professions, such as law, medicine, etc., is not to be included. The term "Vocational Education," both in Europe and in America signifies not a knowledge of things, but a knowledge of how to do things and a training in doing them. It requires the movement and skill of the hand. It couples brain and brawn; unites mind and muscle. And the things taught are the broad winning occupations of the community, and the duties

in the home. While it is a comparatively new term and a new departure in the public mind let us define it as embracing only industrial training designed to meet the needs of manual wage-workers in the various trades, crafts, and industries, whether in the factory, shop, mill or in the home; special training in agriculture which fits for the occupations connected with the tillage of the soil, the care of domestic animals, forestry, and other useful work on the farm; commercial education as a special preparation for such pursuits as bookkeeping, stenography, typewriting, clerical work, salesmanship, etc.; and all training in the various arts connected with the household.

Such a training in every country reported increases the standard of efficiency of wage earners, creates both the ability and the desire to conserve and develop the natural resources, dignifies toil, inculcates a national pride in the material welfare, prepares the individual not only to get more out of life himself, but to render a grander service to the community and to the State.

In general in all European countries the life work of children is planned earlier than in Democratic America. In Germany, for instance, education and all other work is approached in the name of and for the sake of the fatherland. The people are developed so as to make the most of the natural resources, not simply because the people are Germans, but because the resources are Germany's.

In Switzerland no school is thought complete without its vocational departments. Even common schools have work in manual and domestic arts as a necessary part of general education. In that country not only an elementary education is compulsory, but those who do not attend a regular high school are required to attend a trade, commercial, or household economics continuation school which are planned to fit the needs of the particular locality. The city of Geneva supports a school for watch makers and a separate school for training workers in other arts and crafts. The city of Zurich offers courses in silk weaving and other trades at a cost of \$150,000 a year.

All through Europe boys and girls are taught not only the technical elements of a trade, but are given actual practice at the expense of the State so as to insure skilled workers in the different industries and arts that are a necessary part of the growth of the country, the welfare and health of the people, and the dignity and success of the nation in the commercial affairs of the world. The individual is left a certain choice, but the government requires that the choice be made, and for the masses it is made along practical, industrial lines. The State feels the need of the greatest possible efficiency in every individual worker, provides the training, demands cooperation, and gets gratifying results.

But in free America, the greatest country in the world, here a rail splitter becomes president, a plow boy a college professor, and a street urchin a millionaire, the tendency has been to point out the highest and the best as the only worthy aim of an American. Consequently for years many public schools have offered the same courses of study to all the children with requirements frequently entirely inapplicable to the life that is to be lived and to the work to be done.

It may be a beautiful theory, but it is an impractical one to dream of higher education for all the people. We must accept facts as they are. Only one out of every 350 ever enters a college, only seven out of 100 ever go to high school, the great majority do not pass beyond the fifth grade, and there are over 5,000,000 total illiterates in the United States. Statistics show further that nine-tenths of the girls spend the greater part of their lives as home makers, and that nine-tenths of the boys become wage earners in other than professional callings. And yet private, denominational, and public schools have given more time, thought, effort, money, and consideration to the best one than to all the other nine together. The general scheme of education is designed for this best one and the other nine must

take this or nothing. The work is planned on the hypothesis that every one is going to the top, without reckoning the improbability of it. And may the charge not be further made that a great many of the "select" on leaving school find too little articulation between the work done at school and the business of life?

Is there not somewhere a need for readjustment? Does not the welfare of the State depend upon the efficiency and idealism of the masses as well as the leadership of the few? Yes, and the last quarter of a century has seen changes in educational thought and practice in this country that are now so rapidly ripening as to mark this as the real period of readjustment, particularly among the schools of the South.

Canada far surpasses all America in the matter of vocational education. The North leads this country in industrial and commercial training, and the West leads in agricultural education. But the South is waking up. The Southern States are rapidly adopting educational systems that will fit the people to make the most of conditions that be. Agricultural and industrial schools and colleges are being established that are beginning to give training to the "few" along practical lines. The crying need is that this kind of education may reach the "many."

It would take volumes to tell all that has already been done for vocational education in the South, but let us consider just a few beginnings in communities near home. Columbus, Georgia, has taken the lead among public schools of that State, offering now special courses in the commercial branches, cooking, sewing, millinery, home economics, carpentry, machinery, mechanical drawing, and textile work. The Industrial High school is noted for its textile department of 322 spindles, and its work in carding, spinning, weaving, dyeing, and designing.

The public schools of Augusta, Ga., have approximately \$10,000 worth of equipment for different vocational courses, but here the mechanical and domestic departments are emphasized. Eighteen schools in Richmond county, Ga., have kitchen equipments none of which cost less than \$250.

In South Carolina Marion easily takes the lead with her \$6,000 equipment for manual training, sewing and leather work.

The trustees of Bennettsville visited Marion last year and as a result have installed a similar equipment in their schools.

Dillon has a separate building for shop work and \$1,000 equipment. In this school mechanical drawing, designing, and dress making are offered. Memminger high school at Charleston has a cooking plant worth \$1,000, the best in the State. Sparanburg follows with a \$500 kitchen.

The Columbia schools offer courses in the commercial branches, domestic science and art, and manual training.

But, by far the most interesting report comes from a consolidated rural school near Rome, S. C. Four country schools combined to build this one. There is a farm as a part of the school. The teacher's residence is on it, and belongs to the school. A dairy, a number of cows, a milk house, cream separators, etc., are kept by the pupils. On the land is an orchard in which pupils are taught practical horticulture. About three acres are given to the culture of flowers and vegetables. Cuttings from the trees, vines, berries, garden plants, and plants grown in the school hot-beds are distributed among the patrons. Acetylene gas is used for lighting the premises, and for heating the domestic science hot-plates. The girls are taught sewing and the boys the shop work and wood work most likely to be needed by them on the farm. Most of this work is done at other than regular class room hours. Pupils are getting just as much training in the regular studies. The school is a community centre. Its scope of usefulness is planned to fit the needs of the community. There is an increased interest in all the activities of the school and in life by both pupils and patrons. The work of the school is correlated with the work of the people.

Let me close this paper by saying that Prosperity, Whitmire, and Newberry have made a few beginnings along the line of vocational training, and that we hope to do more.