

Fieldcrest MILL WHISTLE

Issued Every Two Weeks By and For
the Employees of Fieldcrest Mills, Inc.
Spray, North Carolina

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OTIS MARLOWE Editor

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Strength For These Days

Wisdom is the principal thing; therefore get wisdom: and with all thy getting, get understanding.—(Proverbs 4, 7.)

Letters From Servicemen

Dear Editor:

I am getting along fine and I hope the Mills are doing fine. I enjoyed the time I was in the Hosiery Mill at Fielddale. I worked there around two years as a knitter and I hope to come back there when I get out of service.

Our division moved to Camp Carson and we came on convoy from Camp Atterbury here. It took us eight days to travel and it was 1200 miles. I enjoyed the trip because I drove a truck and saw a lot of pretty country.

I enjoy getting the MILL WHISTLE and thought I would write and tell you to change the address to here at Camp Carson. Please give everyone my regards back through the mills and I hope to be home on a furlough the middle of May. I hope everything is going smooth throughout the mills and I hope to be back there next summer, so I'll be seeing all of you good people.

Pvt. Claude C. Austin Jr.
US 52-294-268
31st Quartermaster Co.
31st Dixie Division
Camp Carson, Colorado

Pride And Joy Dept.



Left, Helga Venecia Haynes, two years old, is daughter of Mrs. Catherine Haynes of Blanket Weave. Center, Mary Ann Pruitt, eight years old, is the daughter of Mr. and Mrs. Webb Pruitt. Daddy works in Blanket weave. Right, Lauren Renea Barker, who was three years old April 11, is the daughter of Mr. and Mrs. Fleming Barker.

Two Complete U.N.C. Executive Program

Arthur L. Jackson, superintendent of Synthetic Fabrics Mill, and Jack R. Baker, staff assistant in charge of scheduling, have successfully completed the Business Executive program at the University of North Carolina.

They were among the 22 who received certificates in graduation exercises at Chapel Hill Friday afternoon, April 9.

The Business Executive program, which began at the University last October was designed for persons already carrying major executive responsibility.

During the past six months, the members have assembled in Chapel Hill on 12 alternate week-ends for an intensive course of classroom study and discussion.

A week of residence study beginning March 29 ended with the graduation exercises.



A. L. JACKSON

J. R. BAKER

Give thanks constantly to God for the good things you have and you will seldom find it necessary to pray about bad things. Persist in right thinking and right living; then observe how consistently things work out right for you.
—Unity

Something for Nothing?

By MARK C. SCHINNERER, Superintendent of Schools, Cleveland, Ohio

This is about economics. This is about the teaching of economics, not directed just to teachers of economics, but to all teachers. It is directed to all teachers because the job that needs to be done cannot be done by just the teachers of economics.

There is a colossal oversupply of people in my country who either never discovered some of the basic principles of economics or think that the economic laws have been repealed.

We hear much wailing that the schools have failed in this regard and the cry is for required courses in economics. We have failed—in school and out—but the answer is not in required courses. The answer, in my opinion, lies in a continuous effort to inculcate in children, from kindergarten through high school, some basic and very simple facts.

There are three things which almost anyone can be brought to understand and if these three are ingrained, we can leave the more complicated principles to the experts.

1. You can't get something for nothing. Too many think they can. That is the basis of gambling and most speculation. Giving a higher mark in school than is earned is proving that the student can get something for nothing. That is bad business. When parents urge no homework, they somehow expect something for nothing. One gets out of school work about what he puts into it. Only parasites get something for nothing.

2. You can't spend more than you have and remain solvent. The longer such a system is followed, the more impossible it becomes to keep afloat. Know anyone who trades in a mortgaged car on a new one and has both a newer car and a bigger mortgage? The woods are full of such people. It is bad economics. It's somewhat like drug addiction. This applies equally to a person, a business, or a government.

3. You cannot equalize ability by a handicap system. It is wrong to expect as much from a youngster with a low I. Q. as is expected from a youngster with a high I. Q. It is also wrong to set up handicaps so that they come out even. Leave that for the exclusive use of the racing stewards. Competition still has a place in America, thank goodness, and I don't want it any other way.

In every school day, there are numerous incidents in each student's school experience when these three fundamentals are present. Just repeatedly bringing them to the pupil's consciousness will work wonders. If all our people accepted these three economic axioms and lived by them, we would live in an economic paradise.

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