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and

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For Boys and Girls

(Reprinted from The Press of August 29, 1946.)

THIS is written to and for the most important people in Macon County—the 4,000 children who have just returned to school.

Except for size and years, you boys and girls are, much like adults. And, like adults, you want to be like everybody else. If all the other boys wear shoes to school, you don't want to go barefoot. And if all the other girls wear kerchiefs on their heads, you aren't going to be caught at school wearing a hat.

But, because humans are contradictory beings, you also want to be different.

There can be only one best-dressed girl in school, and being the best-dressed girl is being different; yet every other girl in school envies her. Only one student can make the best marks, and making the best marks makes a student different; yet most students try for that honor. There can be but one captain of the ball team; yet that is a difference that the other boys would give their right arms to have.

Fortunately, there are many other ways in which all of us would like to be different. There are three very important ways in which you can be different without the money it takes to be well-dressed, without a brilliant mind, or without an athlete's body.

* * * * *

The first of these ways is by being courteous. There was a time when the words "Southern" and "courtesy" usually went together. But today in the South we are inclined to shove and push in ahead of the other fellow like people do elsewhere, and many of us are forgetting our "sirs" and "ma'ams" when speaking to older persons. Of course it isn't what we say that matters so much as how we say it; but those words are important because they express something that, if we are courteous, comes from inside.

The really important question is: Are you, in your little every day actions, thinking most of yourself or of the other fellow?

It probably is true that today there is more real courtesy in the Southern mountain region than anywhere in the United States. Let's hold on to that distinction!

The second way you can be different is a little harder. It is by doing whatever you do well. There probably never has been a time when so many persons were doing so much shoddy work—in the school, on the farm, in the factory; and never a time when employers were so willing to pay a bonus for good workmanship. To do a thing really well takes only a little more effort than to do it merely well enough to get by, but the rewards for good work are many, many times greater.

The third way is hardest of all—but it's well worth the extra effort. The third way is to be honest. It is true that few of us make a practice of lying or stealing. But real honesty is something much bigger than merely not doing these things we all know to be wrong. Genuine honesty is being your own best self—not trying to be somebody else. To be honest, you must be ready to admit, once you are convinced of it, that you are wrong, and the other fellow is right. Honesty means being willing to look squarely at the truth—at such unpleasant truths, for instance, as the fact that you can't make good marks without hard work, and that what your school and your teacher do for you aren't half as important as what you do for yourself.

* * * * *

Courtesy. Good workmanship. Honesty.

If you can learn these three while you are in school, you will be paid handsomely for them all your lives.

They are differences that most people envy and everybody respects.

And, most important of all, if you have these, you will respect yourself.

Drama To Open Friday

Tomorrow night the spotlight will focus on the principal actors in the 1950-51 opening production of "The Franklin High Panthers", when the Panthers meet a football company from Andrews on the local field at 8 o'clock.

The director and production vice-president, who

also will work the curtain ropes revealing the leading actors for the season's football drama, will be Coach Milburn Atkins, who has been rehearsing the Panthers in the important roles they must play this year.

All eyes will be focused on the stage, which is in the form of a "T" and should prove to be quite deceptive.

The actors themselves are talented, and most of them have been rehearsing their lines carefully in afternoon rehearsals, and should prove to be quite capable of taking all honors in the field of broken field running, blocking, tackling, passing, and touchdown making.

A healthy share of the laurels go to Coach Atkins, who, in addition to being director, also is in charge of costumes and makeup, as well as stage cues; the latter are expected to be mostly in the form of 6 and 7 points.

The actors aren't expected to fluff any lines, so don't miss a single performance of the "Panthers vs. scheduled football teams."

Raises Some Questions

Congress recently provided for a loan of \$62,500,000 to Spain. That nation, it will be recalled, is ruled by Francisco Franco, a violent anti-Communist, but a dictator no less ruthless than Stalin.

President Truman has been holding up the loan, and last week Senator Taft called upon the President "to follow the obvious desire of the American people" and proceed to make it.

Which raises some questions:

1. How does Mr. Taft know it is "the obvious desire of the American people" that the loan be made? True, the project has the approval of the people's representatives in congress, but that doesn't prove that the majority of the people of this country, as of today, want American dollars loaned to the Spanish dictatorship.

2. Even the layman can see the military importance of Spain to the Western nations. But do we need Spain on our team badly enough to want to play with Franco?

3. In the end, will it prove worth while to try to buy Spain's friendship? A few years ago, it will be remembered, when we were fighting Fascist dictatorships, we made a deal with a Communist dictator. Today nobody believes that was wise. Will it prove any wiser, as we gird our loins for a struggle with the same Communist dictator, to clasp Franco to our bosom, a Fascist dictator no whit better (though less powerful) than Hitler and Mussolini?

4. Can a democracy ever, under any circumstances, profitably do business with a dictatorship?

Painless To Whom?

The Manufacturers' Record is plugging for a wartime federal sales tax.

Such a tax, the Baltimore publication asserts, would enable Uncle Sam to raise a lot of money, and do it "painlessly".

We question that. We don't believe there has ever been, or ever will be, such a thing as a painless tax. We'll admit, though that a sales tax undoubtedly would be painless to the folks who are chiefly interested in it.

It would be painless indeed to the big corporations who prefer a sales tax, paid by the little man, to an excess profits tax on wartime profits.

First Step

(EDITOR'S NOTE: The article below is one of a series prepared by the army information service of the North Carolina military district, Raleigh. Opinions expressed in these articles, are of course, the army's, and not necessarily those of this newspaper.)

The first step in processing selected citizens for service in Uncle's Army is the pre-induction examination given at army and air force recruiting main stations. Here the individual selectee gets a quick decision on his qualifications for military training.

The pre-induction examination is made up of two parts, physical and mental. Failure to pass either means rejection. The mental examination, the easier of the two to administer, is a series of written tests answered by the selectee and graded by machine. Usually the mental examination can be completed within an hour and since many men take the test simultaneously, this phase of the preinduction examination is disposed of in short order.

The physical examination, on the other hand, requires several hours of the selectee's time. First of all, he is interviewed and assisted in filling out a complete medical history. Covering everything from adenoids to zygomatic, the selectee's medical history includes his every ache and pain, past and present.

After all pre-induction paper work is dispensed with, each selectee is carefully examined by a civilian physician who is assisted by well trained medical technicians of the army medical corps. Parts of the physical examination which can be performed only by qualified medical personnel are done by the doctors, the remaining phases being delegated to army medical specialists. In other words, the talents of trained physicians are not wasted on the simple tasks of operating tape measures and balance scales. The preliminary eye examination, for example, may be given by trained medical specialists. Selectees who are unable to read eye test charts at normal distances or cannot distinguish colors are examined further by doctors. As in most hospitals and clinics, chest X-rays are taken by trained medical specialists and blood samples for serology are taken by medical specialists instead of doctors.

While the selectee is being examined, his medical history is studied by the examining physician in order that the doctor may have a complete picture of the selectee's physical condition.

Once the examination is completed, the examining doctor reviews the medical examination report and the medical history of each selectee before passing on the man's physical condition. The civilian doctor, basing his decision on years of training and experience, makes the final decision as to whether or not the selectee is physically fit for army training. The army, like the selectee, accepts his decision.

The Opportunity to Make New Friends is One of the Things Americans Enjoy Most When Traveling in Europe's Capitals

THE NATIONAL TOURIST OFFICES CAN OFTEN HELP THEM TO MEET EUROPEANS WITH INTERESTS SIMILAR TO THEIRS.

VISITORS TO BRITAIN

MAY JOIN IN THE TRADITIONAL SPORT OF FOXHUNTING.

THEY SHARE THE FUN AND FRIENDSHIP OF THE MEET AND GET AN INTIMATE VIEW OF THE GARDEN-LIKE COUNTRYSIDE, RICH WITH THE COLORS OF AUTUMN.

Others' Opinions

ON LIVING WITH PEOPLE

Sir Turrell tells in "your Life" of a grammar school he once attended that had pupils from both sides of the tracks. After the class had assembled on opening day, the teacher said: "Some of you live in big houses, some in small, but in this room you are all equals. It is what you do here that counts. Always remember in your relationships with other people that you should be neither condescending nor servile. Treat every person, high or low, with simple respect and courtesy."

Never, in my opinion, has there been better advice on "how to meet and treat people." Whenever I feel inclined to kowtow before a so-called big shot or be churlish with the janitor, I recall the words of that wise old teacher. They help keep me on an even keel.—Holt McPherson in Shelby Daily Star.

WHAT'S WRONG WITH OUR SCHOOLS

A raising tide of criticism of our school and college systems is a feature of today's discussions. In our opinion, this annual feeling of disillusion with the products of our educational structure goes back to one pronounced failure—the failure to teach youngsters how to spell. A boy or girl who gets out of high school without the ability to spell, and otherwise handle English language effectively, will be handicapped for the rest of his or her life. And the parent or employer who finds he has on his hands a promising lad who can lead the cheering at the football games but cannot spell beans, feels that somehow he has been let down.

We believe that around this slogan of "Teach our children how to spell" a united army of a million parents can be assembled to march upon the schools, upon the colleges, and upon the school authorities at Raleigh to demand action. Our school system has developed rows of fine buildings stretching clean across the state. Some of these structures cost hundreds of thousands. But if the teaching is of the ten-cent sort a large part of the education effort has been wasted. A pupil may know all about the international situation, can quote the English Lake poets, and bisect a geometrical theorem, but if he cannot write a note back to his parents from his summer camp or his first job without misspelling most of his words, he is an educational cripple.

It is our opinion that no better spelling method was ever devised than that taught in the old blue-back speller. That was often the hard way, but it was effective. By that method you spelled one syllable at a time and pronounced that syllable before you moved on to the next. That associated the letters with the sound. And at the end you pronounced the whole word so that you fixed it in your mind. In the old log cabin and one-room schools the teaching was sometimes crude, but produced people who could spell. Just the other day we saw a letter written in the 70's by a woman who never had any schooling except for three months each year in a one-room frame house. Her spelling was perfect.

Those modern methods of teaching spelling by which you are supposed to see the word as a whole are not producing the desired results. There is a rising demand for a system which will not annually release upon the world a flood of youngsters who will be economically and culturally crippled all their lives because they cannot spell. When asked what is wrong, teachers look over their shoulders and whisper, "Raleigh." They say the prescribed methods and text books all come from Raleigh. If so, we must get to work on the fountainhead of ineffective instructional methods.

While we are about it, we might look into other knots and cracks in our school system. We American people are great ones for talking about democracy, and though we preach it to other people, we don't always have it ourselves. There are two great spheres in which we do not allow any more democracy than we can help. They are the military sphere and the educational sphere. There may be some excuse for the military dislike of democracy, but our schools could not only teach democracy but show it better. The old-fashioned one-room teacher could turn out good spellers, but it was too often an autocrat and despot. His word was law, whether to pupils, parents, or assistants, and the habit thus set up has come on down to modern times even though conditions have changed.

In too many schools there is neither consultation nor cooperation. There are only decrees. The power comes down from above. That does not set a good example for our children, who presumably believe that in the U. S. A. power comes from below—that is, from the people.

It would help if our centralized school system could begin reforms by putting first things first. Not long ago we found two children spread out on the floor of a living room buried in maps. "What are you studying?" we asked. "We are drawing a map of the junction of the Tigris and Euphrates," came the reply. "What two rivers in North Carolina form a junction that makes a greater river, that sweeps out to sea?" we asked. They had never heard of such a thing. In fact, they knew more about the rivers in Europe and Asia than about the rivers in North Carolina. Hard sense would say that sound knowledge begins at home; you learn what is near first, and then you proceed to the far.

In our school days we learned all about General Israel Putnam, and other Revolutionary War leaders in New England. But we never were told whether or not North Carolina had any generals or Revolutionary War leaders. The books didn't deal with such figures. And so we find our earliest general buried in lonely and remote places. Like General Lillington, for instance, whose grave, entangled in bushes and briars, is better known to rooting hogs than to his neighbors. First things first—that is our recommended motto. And that would place the proper stress on spelling.—Phillips Russell, author and journalism professor at the University of North Carolina, writing in the Bertie-Ledger Advance.

LEGAL ADVERTISING

NOTICE OF SALE NORTH CAROLINA MACON COUNTY

Under and by virtue of the power of sale contained in a certain deed of trust executed by Colonel W. F. Kernan and wife, Verna U. Kernan, dated 24 April, 1946, and recorded in Book No. 39, page 123, Records of Macon County, North Carolina, default having been made in the payment of the indebtedness thereby secured, and said deed of trust being by the terms thereof subject to foreclosure, and the holders of the indebtedness thereby secured having requested foreclosure thereof, the undersigned Trustee will offer for sale and sell at public auction to the highest bidder for cash at the Courthouse door-in Franklin, Macon County, North Carolina, at 12:00 noon, on Monday, the 25th day of September, 1950, the property hereinafter described, the same lying and being in Highlands Township, Macon County, North Carolina, and more particularly described as follows:

BEGINNING, at a stake in the o'd Shortoff-Highlands road and the North line of State Grant No. 1701, said stake being the Northeast corner of the land described in the deed from Dora Deadwyler, et al, to John A. Russell and wife, Julia L. Russell, dated 4 November, 1944, and recorded in the office of the Register of Deeds of Macon County, North Carolina, in Deed Book L-5, page 311, and runs South 75 deg. East, with the North boundary line of said grant, 1114 feet to a stake, the Northeast corner of said grant; thence South 15 deg. West, with the East line of said grant, 2112 feet to a stake, the Southeast corner of said grant; thence North 75 deg. West, with the South line of said grant, 2063 feet to a stake, the Southwest corner of said grant; thence North 15 deg. East, with the West line of said grant, 1526 feet to a stone in the bank of the above mentioned Shortoff-Highlands road; thence, with the said road as follows: South 75 deg. East 99 feet; North 55 deg. East 149 feet; North 17 deg. East 132 feet; North 82 deg. East 25 feet; South 87 deg. East 73 feet; South 55 deg. 5 min. East 425 feet; South 83 deg. 40 min. East 78 feet; North 88 deg. 20 min. East 165 feet; North 51 deg. 50 min. East 62 feet, and North 14 deg. 45 min. East to the point of BEGINNING.

EXCEPTING, however, from the above described land the following two (2) tracts:

EXCEPTION NO. 1: The land described in that certain deed of release from J. H. Stockton, Trustee, to Colonel W. F. Kernan and wife, Verna U. Kernan, dated 24 March, 1947, and recorded in the Office of the Register of Deeds for Macon County, North Carolina, in Deed Book O-5, page 471, containing 20.5 acres, more or less, SUBJECT, however, to the 20-foot road right-of-way excepted and described in said deed.

EXCEPTION NO. 2: The land described in that certain deed of release from J. H. Stockton, Trustee, to Colonel W. F. Kernan and wife, Verna U. Kernan, dated 20 June, 1950, and recorded in the Office of the Register of Deeds for Macon County, North Carolina, in Deed Book X-5, page 401, containing 7.5 acres, more or less.

This the 22nd day of August, 1950.

J. H. STOCKTON,
Trustee

A31-4tc-S21

ADMINISTRATRIX NOTICE

Having qualified as administratrix of George C. Jenkins, deceased, late of Macon County, N. C., this is to notify all persons having claims against the estate of said deceased to exhibit them to the undersigned on or before the 4 day of August, 1951 or this notice will be plead in bar of their recovery. All persons indebted to said estate will please make immediate settlement.

This 4 day of August, 1950.
CORDELIA JENKINS,
Administratrix.

A10-6tp-S14

ADMINISTRATOR'S NOTICE

Having qualified as administrator C. T. A. of J. C. Sanders, deceased, late of Macon County, N. C., this is to notify all persons having claims against the estate of said deceased to exhibit them to the undersigned on or before the 26 day of August, 1951 or this notice will be plead in bar of their recovery. All persons indebted to said estate will please make immediate settlement.

This 26 day of August, 1950.
JUDD TALLENT,
Administrator C. T. A.

A31-4tp-S21