

SCHOOL AND YOUR CHILD

By John Corey, Appalachian State Teachers College

What Are The School's Goals?

Practically everyone, from the school principal to the parents, has taken a turn at telling the schools what they should be. Right or wrong, the comments serve a good purpose in focusing sharper attention on education.

In fact, the critical noise may even prompt interested parents to ask the professional educator for what he thinks. Such a question is welcomed, of course, by the competent schoolman.

His answer would probably approximate that given by an old master, Dr. Newton Edwards, member of the famous University of Chicago School of Education staff for 30 years before his recent retirement to his old homeplace in Liberty, N. C. (Near Greensboro).

Edwards, no ivory-tower theorist, supports his educational philosophy with a wide background, including childhood on a farm, laborer in a sawmill, student and teacher of Greek and Latin in public schools. He is author of several books, including the "Bible" on school law. He has kept in close touch with youngsters throughout his 72 years of life.

This expert, who still keeps in touch with the educational world by teaching a graduate class each Wednesday at Duke University, boils down the public school job to seven key tasks. Rickoverites find it difficult to crack Edwards' logic. This is it:

Knowledge — To equip each youngster with as large a working command of knowledge as possible. This capital of human experience, as Edwards calls it, includes traditional English, mathematics, science and history as well as certain vocational skills.

Core Values — Certain loyalties, such as respect for individual liberty and truth, must be woven into each citizen's personality if we are to hold American society together. Without common values, a nation crumbles.

Individual Growth And Cultural Adjustment — Infants come into the world as raw material that can be manufactured into many different personalities—good or bad—through environment and training. It's the school job to help provide a factory of life in which his experiences will transform each youngster into a mature social person.

Intelligent Decision-Making — New ways of life are being forced by technological revolution (including the H-bomb and automation), democratic revolution (suppressed peoples want the good things of earth) and population explosion (twice as many human beings in 70 years). Youth must be prepared to make the right decisions in meeting the changes.

Critical Thinking — In the words of Sgt. Friday of TV's Dragnet, this means first, "getting the facts." The capacity to think critically on the basis of facts enables a person to divest himself of prejudices and to avoid premature conclusions. Faith in the unknown is necessary. But it must be recognized as faith.

Social Skills — Not the social graces but the important ability to secure cooperation between individuals and groups. Numerous brilliant persons fail in work because they never learn to "get along with others."

Vocational or Professional Competence — A "well-rounded personality" is not enough, of course. One must still know how to do something.

This Is The Law



By ROBERT L. LEE (For the N. C. Bar Association)

OUTER SPACE LAW

How far above the earth's surface can a nation assert and enforce its sovereignty?

This is, as of the present time one of the unanswered questions.

The Convention of International Civil Aviation, an agreement entered into in Chicago in 1944 and ratified by at least 52 nations—including all of the major powers except Russia—recognized that every country "has complete and exclusive authority over the airspace above its territory." Unfortunately, perhaps, the term "airspace" was not spelled out in detail. It has been said that this international agreement does not regulate the outer space, that undefined area beyond the atmosphere of the earth. This is the international agreement that now controls practically all international air travel.

There is not at the present time any agreement where "airspace" or the earth's atmosphere ends and "outer space" begins. Most legal writers feel that a boundary line between "airspace" and "outer space" must be established. They have proposed that the legal control of "outer space" be centered in an agency of the United Nations or in some other present or proposed organization.

The consensus of authorities at this time is that "outer space" should be incapable of being appropriated or owned by any nation. It is an approach followed at the present time in reference to the high seas, based on the principle of free and equal use. This would mean that no country would have the right to assert sovereignty over "outer space" or any celestial bodies therein.

The National Aeronautics and Space Act, passed by Congress in 1958, is primarily concerned with research, development and exploration. It is not binding upon other nations. No nation can pass a law that will be binding upon other nations.

At the present time the travel in outer space of rockets, satellites, space ships is not covered by any law, treaty or agreement. The vital boundary line between the territorial airspace of a nation and "outer space" has not been drawn.

There is not in existence any international tribunal with jurisdiction over countries and individuals to adjudicate disputes regarding "outer space" and its use.

There will in the due course of time, by reason of necessity, be developed a law of outer space.

Fashion and 4-H Are Winning Combination

WHETHER it's back to school or back to work, a last minute search for clothes will not hamper 4-H girls who have just completed their 1961 dress revue project. They'll be attired in clothes of their own making.

Three lovely examples of what the modern girl can do with fabric, pattern, needle and thread are pictured here in prize-winning ensembles. They have counterparts in every state.



Patricia Clinebar

All set to cheer the home team on to victory is Patricia Clinebar who showed off her colorful sports outfit at the Illinois state fair.

Ready for the first chilly fall day is Marovene Byrd, one of the successful North Carolina contestants in the state 4-H dress revue. She made both the coat and dress.

The white chiffon dance frock worn by Georgia co-ed, Claudia Stemberge, is doubly enchant-



Marovene Byrd

ing when she dons the gold satin evening coat she is carrying. Dress revue entrants are judged on personality, poise and grooming as well as sewing skills. Results achieved by this pretty trio are not uncommon among the more advanced 4-H members.

Beginners learn to sew from the age of 10, and they are likely to exhibit aprons, shirred skirts or simple blouses at local revues.

Joy of accomplishment seems reward enough, but there are some extra special rewards and recognition for the most outstanding girls. These are pro-

vided by the Simplicity Pattern Company of New York, which has sponsored the 4-H dress revue program for 15 years.

A gay anniversary fashion event will be held during the National 4-H Club Congress in Chicago the last week in November, when 4-H'ers from all 50 states and Puerto Rico will model their best costumes.



Claudia Stemberge

The national dress revue is an undertaking involving the Cooperative Extension Service, National 4-H Service Committee and Simplicity. More than 1200 delegates and leaders will be in the audience.

HINTS TO Homemakers
BY MRS. CURTIS
STATE HOME DEMONSTRATION SERVICE

Cheese Buying Guide — That centuries-old art of cheese-making has progressed to a point where today there is literally a cheese to suit every taste, mood, or occasion.

Cheese is one of the most nutritious foods.

Today's consumer may choose from a large variety of natural cheeses, process cheeses, and related products.

Age or degree of ripening, which influences flavor, is noted on the labels of certain cheese varieties. For instance, Cheddar cheese is a firm ripened variety with a curing period of from one to 12 months or more. Colby, also a firm ripened variety, is softer and more open than Cheddar. Swiss, with its sweet, nut-like flavor, is easily recognized.

Two other firm ripened varieties are Gouda, with a mellow nut-like flavor, and Provolone, with a smoky, salty flavor. Parmesan and Romano, both Italian, are examples of very hard ripened varieties.

Cottage cheese, a soft unripened variety, has a mild flavor. Two other soft unripened cheeses are Cream and Neufchatel—they have a mild acid flavor.

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