

Negro Home Demonstration News

By MRS. ONNIE S. CHARLTON, Negro Home Demonstration Agent

Nine home demonstration projects in foods and nutrition not use shade you can see attended the training meeting Monday on "Sweet Potatoes—How To Use Them." These leaders will give the demonstration in their November home demonstration club meeting. Those present were: Mrs. Cleo White, Green Hall; Mrs. Louise Taylor, Hudson Grove; Mrs. Clara Carter, Warren Grove; Miss Bessie Holley, White Oak; Mrs. Orena Wills, Canaan Temple; Mrs. Maggie Reddick, Center Hill; Mrs. Mary Askew, Virginia Fork; Mrs. Johnnie Belle Sessoms, Edenton, and Mrs. Mary Brown, Paradise Road. Two visitors, Mrs. Josephine Brown and Mrs. Carrie Brown from Canaan Temple attended also.

Mrs. Bessie B. Ramsur, Extension Specialist, completed the training school in Chair Bottoming, Using Cord on last Friday. This craft is used primarily with stools or straight chairs. These club-women have learned the craft and will be happy to teach others in their neighborhood to do this craft. Mesdames: Vaola Rountree, Elizabeth Armstead, Gussie Elliott, Eva Cox, Bertha Twine, Cleo White, Mattie Ryan, Daisy Johnson, Minnie Summers and Pauline Jordan. Mrs. Geraldine Cox, a visitor in Edenton, was present.

In our club work this month, both 4-H and Home Demonstration, we are studying "Helpful Hints For Lighting Your Home." With the 4-H Clubs emphasis was on "Good Light For The Study Unit." With the adults we are taking up good light for reading, sewing and work in the kitchen. For best results when studying, these points may be helpful:

What to use: Table lamp at least 25 inches tall. Shade should

be light colored and thick. (Do not use shade you can see through).

Size of shade to use: At least 8 1/2 inches across the top; 10 inches deep; 16 inches across the bottom.

Use a diffusing bowl. Use a 150 watt bulb.

What to use on table: A large pastel color blotter to contrast papers or books.

Where to place lamp on study desk. Center of lamp should be above a point 15 inches to left of work center and 12 inches back from the front edge of the desk or table. If left handed, place lamp to the right.

When children have good light and are comfortable when studying, it encourages concentration and good posture.

When reading or sewing from a chair place floor lamp or table lamp in line with the shoulder. Information on shade, light bulb and diffusing bowl the same as for the study unit.

The Fourteenth Annual Federation of the Northeastern District Home Demonstration Clubs, will be held on November 6th, at Springfield High School, Wilson, N. C. Those who plan to attend are asked to let us know by November 1st, so that we can arrange for transportation.

The Forces Of Our Times

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years; one of every three American workers is a woman; three and one-quarter million more women than men are expected to vote for president in 1960; women own more than one hundred billion dollars worth of stocks; women make about 60 per cent of all consumer purchases; help

manage the funds in 71 per cent of American households and control such management in about half of these. Perhaps the stronger sex will agree that, while it is, as it should be, the male's prerogative to reign in the home, it is, perhaps, the woman who governs.

This is the power you have, you must not be neglectful in the sight of man and God in meeting the challenges of our day.

What then can we do, individually or collectively, in contributing our part to the defense of the ideals, principles, and philosophies we hold so dear?

I would suggest for your consideration four major areas toward which our greatest concern should be directed in the days and years immediately ahead. These are our democratic processes—education—free enterprise—and our moral precepts. These, I believe, are the segments of our way of life which are basic to our survival. No one of these is immune from constant attack, both within and outside our country, and from, I am sorry to say, some who would call themselves our friends, as well as our most obvious enemies.

The framers of our Constitution and Bill of Rights established our government on a foundation of basic democratic principles. They were wise enough to realize, however, that while the basic elements of individual freedom must be specifically guaranteed, the governmental structure itself must be flexible.

Since the founding of our Republic, many changes and modifications have been brought about, and I am sure most of them have filled necessary and desirable purposes. During the last 15 to 18 years, however, alarming trends and philosophies of government have been set forth, which, if pursued to their obvious conclusion, will completely change the structure of our democratic way of life. An ever expanding Federal Government is reaching out gradually, but persistently, for greater power and control over all aspects of our lives.

There are countless organizations in social, political, and economic fields which have become large and strong under the guise of defending or expanding the rights of the individual.

We must act with firm determination to resist any further encroachment upon our liberties. We must inform ourselves in these matters and express our viewpoints strongly to our representatives. If we fail in this, the rights of our states and those of each of us as individuals will gradually be absorbed.

The second area is education. Most probably it is, in its broadest sense, the most vital of all. At this time, we have one of the highest literacy rates in the entire world. This is no longer sufficient. Recent developments in science have demonstrated that our Communist enemies fully realize that the key to world domination may well lie not in the power of bombs or weapons, but in the education of their best minds in every field.

In his recent book, "Inside Russia Today," John Gunther describes the University of Moscow as follows: "It rises to a height of 787 feet; only seven buildings in the entire United States are higher, and it is the highest structure in Europe except for the Eiffel Tower. The University has 1,900 laboratories, 15,000 rooms, 113 elevators, and 110 kilometers of corridors. The University has a teaching staff of about 1800 and approximately 17,000 students. The skyscraper division of Moscow University was built between 1948 and 1953 and cost three billion rubles. This is approximately 750 million dollars, more than

the total endowments of Harvard, Yale and Princeton put together and is about five times the total value of the plant of the University of Chicago. The number of hours of instruction is between 1,000 to 1,300 per school year, many more than in the United States. This is only one of Russia's modern universities. In the Soviet Union, an intellectual is envied, not scorned, and has an honored place in the community from the moment he gets out of college. In the United States, a bricklayer or plumber may earn more than the Assistant Professor of a university; but an Assistant Professor in Moscow is paid roughly three times what a skilled worker gets. Whether or not a Russian boy or girl passes into the university is probably the single most important event to take place in his or her whole life."

Until the announcement of Russia's development of the Sputnik, I am certain most of us in America viewed that country as something of a backward nation, possessing primarily only military might. It was inconceivable to us that any other nation could possibly compete with us economically, or intellectually. The masters of the Kremlin, however, recognize the great power of education; and if, through using it, they are able to surpass our country in this field, they can, and most probably will, destroy us. We must insist on the very best facilities and standards of education at all levels in our country. We must resist control and domination of our educational institutions by a centrally controlled federal government. We must spend what is necessary to provide the very finest in educational facilities. This should be done not by greatly increasing our already staggering tax burden, but by the elimination of unnecessary and socialist expenditures. We must study this problem and make our feelings known.

The third area is free enterprise. Next to the democratic structure of our Republic, our free competitive enterprise system is more responsible for the standard of living which we enjoy and the strength of our nation than any other single factor. There are forces in our country today, however, which would and are using every opportunity to undermine this system. Others are dedicated to its ultimate destruction. Organizations and individuals following socialistic principles argue that we should rely on government-backed security, from the cradle to the grave. Should we ever, for a moment, accept this reasoning, we will, by this one act, do more to destroy our democratic way of life than is possible by the combined armies and weapons of all the dictators of the world.

The great men of our country have been uncommon men. Many of them were humble in origin, but that was not their greatness. They became great because of the opportunities afforded by our American way of life and the opportunity to compete and become uncommon. Much is said today about the imaginary creature, the common man. This is said to be the century of the common man. This idea, in its present context, is closely related to the philosophies of the Soviet dictators.

The greatest strides of human progress have been made by uncommon men and women. When we get sick, we want an uncommon doctor. When we go to war, we seek an uncommon general or admiral. When we choose a president of a university, we want an uncommon educator. Former President Herbert Hoover, in a recent address, said: "The imperative need of this nation at all times is the leadership of the un-

common men and women. America recognizes no frozen social stratifications which prevent the free rise of every individual. They must rise by their own merits."

Professor Henry Ward Beecher described this principle well when he said: "The real democratic American idea is not that every man shall be on a level with every other, but that everyone shall have liberty, without hindrance, to be what God made him." This philosophy lies at the heart of our democratic free enterprise system. The danger to it comes primarily from within our country. We must resist it by every possible means.

The fourth area we must concern ourselves with is our moral standards. These are threatened in our homes, in our youth, our institutions, and our government. Most great empires and republics of the past have been destroyed not because of wars or military defeat, but because of the decay of moral standards and ethics within their societies. We, as women of our country, should take the lead in strengthening the structure of our homes and families. If we do this effectively, our children of today and future generations will not be susceptible to degenerative influences. We must demand and require of our officials in government the highest standards of responsibility and personal integrity. Our American family—in our homes—our institutions—and our government—should follow no lesser standard than that set by Caesar when he said: "I maintain that the members of my family should be free from suspicion, as well as from guilt."

These are some of the difficult and perplexing forces of our times. We must have complete faith in our ability to deal with them, we must inform ourselves about them, and we must act to meet each of them directly and effectively. We must avoid every inclination to conform and to be controlled by any force, institution, or government which, by action or intent, is contrary to our democratic principles of liberty.

Dr. Harold W. Dodds, former president of Princeton University, described most effectively what I believe is the most serious challenge facing our generation when he said: "The danger today is not so much that the world will force you to conform, as it is that you will want to conform, that you will prefer not to be the master of your fate, captain of your soul." The effectiveness with

which we meet this challenge and the forces of our times will determine not only the future of our country, our children, and future generations, but perhaps the destiny of all mankind.

On-Farm Training Is Available For Vets

Vocational Agriculture Departments in high schools which have institutional on-farm training programs began enrolling veterans who are eligible for GI benefits October 1 and will continue through April 1, 1959. A veteran who entered services on or before January 31, 1955, is

eligible for GI benefits, provided he has not been out of service over three years from date of discharge. He can qualify for institutional on-farm training if he is farming or can arrange to farm on a full-time basis with full managerial control of his farm program.

Veterans who think they can qualify for this training are urged to contact the local teacher of agriculture for information concerning enrollment. If the teacher does not have a program in his department, he should direct the veteran to the nearest teacher whose department does

have a program. E. S. White is teacher of vocational agriculture at Chowan High School.

WRITES FOR COLLEGE PAPER

Sandra Boyce of Edenton, a student at East Carolina College at Greenville, was one of the contributors to the October issue of "The Key," the college monthly news sheet.

The newspaper carries articles on activities of Baptist students at the college, programs staged at the Baptist Student Center near the campus, editorials and a devotional column.

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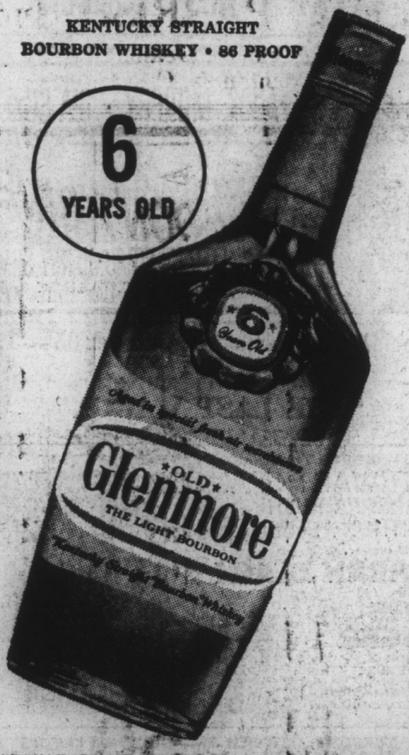
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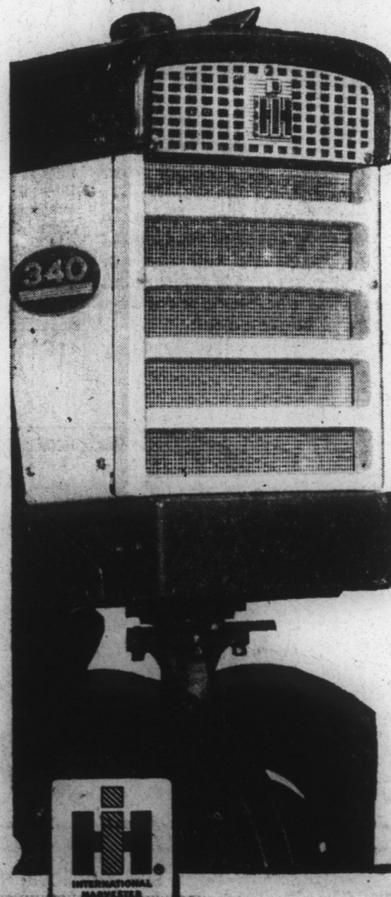
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