

Sub-District Meeting Is Held

The Chowan-Perquimans Sub-district, UMFY, met January 14, at Anderson United Methodist Church.

The meeting was called to order by the vice-president, Barry Lane. We then prayed the Lord's Prayer together. For devotion Barry Lane read Ephesians 6:1-8 following with prayer. Everyone sang "Amazing Grace".

The roll was called and the minutes were read and approved. The treasury report was given.

Under old business, the UMFY'ers were reminded once again of their \$50 pledge to the Sub-district.

Under new business applications were given for the U.N. - Washington Study Tour.

For the program Mr. Wesley of Moyock, showed slides and gave an interesting talk on his mission work in Formosa and China.

The meeting was adjourned with the UMFY benediction.

A light supper-snack was served afterwards by the host church and enjoyed by all.

Respectfully submitted, Kathy Marren, President Gail Eure, Secretary

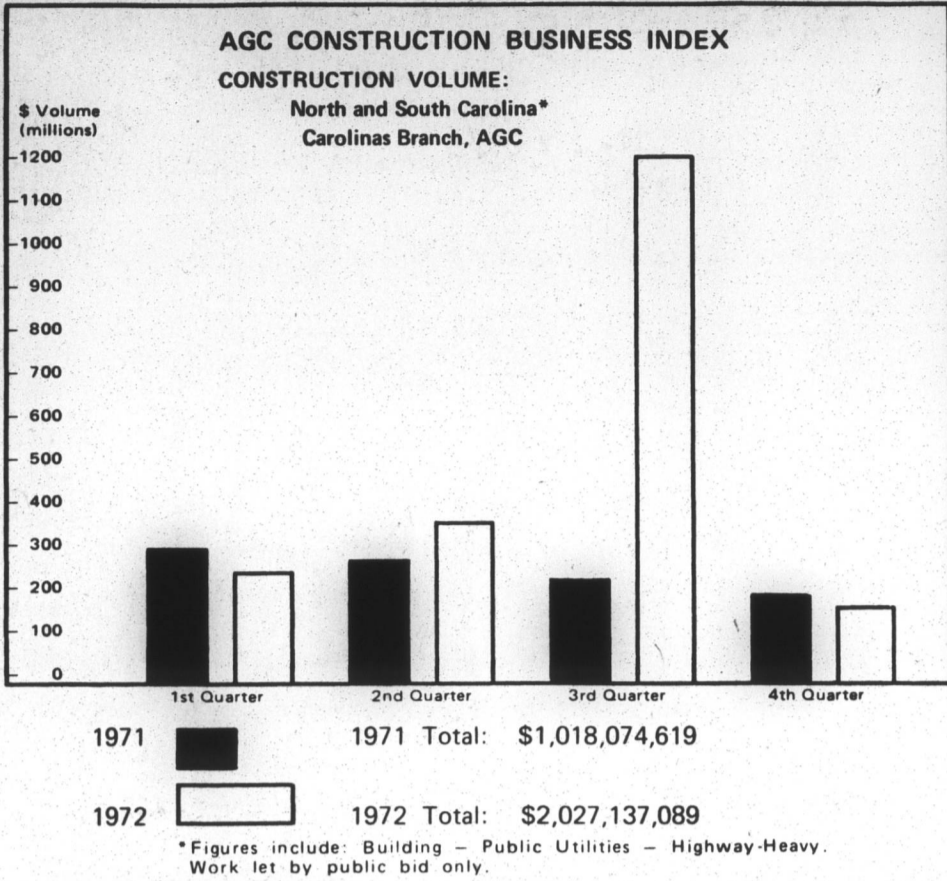
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Construction Volume Doubles During 1972

CHARLOTTE—One giant project, a \$1-billion nuclear power plant for Carolina Power & Light Company, has doubled the 1972 volume of construction in the two Carolinas according to the Construction Business Index. The Index is prepared by the Carolinas Branch of the Associated General Contractors of America.

The 1972 volume for the two Carolinas is \$2,027,137,089, nearly twice the 1971 total of \$1,018,074,619. However, over \$1-billion represents the Carolina Power & Light Company project in Wake County, near Raleigh.

Henry J. Pierce, executive president of the Carolinas Branch, AGC, reports that, excluding the nuclear power plant figure, construction volume showed a slight gain in 1972.

The AGC Construction Business Index is issued quarterly and reports all publicly advertised and publicly bid work awarded in the two states. Three classifications of work are included: building construction, public utilities, and highway-heavy (roads, bridges, dams, etc.).

Pierce said that fourth quarter 1972 figures of \$175,975,812 show a slight decrease when compared to a fourth quarter 1971 figure of \$191,586,068.

Building volume for the fourth quarter 1972 was \$86,962,486, down from \$109,137,234 in 1971. Yearly volume was up to \$1,574,538,905 in 1972 as compared to \$610,517,128 in 1971.

Public utility construction rose to \$32,262,275 for the fourth quarter 1972, up from 1971's fourth quarter of \$20,927,122. However, highway-heavy construction quarterly figures were off. North Carolina highway construction dropped to \$20,962,388 from \$32,633,034 in 1971. South Carolina highway lettings were \$19,812,772 as compared to \$20,170,852 in 1971's fourth quarter.

Pierce also noted the approximately 30 per cent increase in the two-state total in public utility construction for the entire year of 1972. He said this figure represented the construction response to public demands for a cleaner environment. The 1972 public utilities construction total is \$127,594,059, up from \$94,717,164 in 1971.

For the year, highway construction in the two states showed a modest gain, totaling \$325,004,125 as compared to \$312,840,327 in 1971.

Pierce emphasized that neither home building nor negotiated work were included in the building dollar volume because they are not publicly bid and therefore accurate figures are not available.

Superintendent Reports By Dr. Eddie West

By Dr. Eddie West

What is the most important factor effecting a child's academic and personal-social success in school? Occasionally at meetings, on the street or by telephone, parents, in various ways, ask this question. Parental love and concern is reflected in such a question. Hopefully, all parents want to do that which is in their child's best interest.

At the risk of oversimplification of a complex subject, I will share with you some thoughts on this subject. It is the opinion of many educators, psychologists and researchers that one of the most important factors effecting success in school is a child's self-concept or self-image.

A child's self-concept, or perception of himself is built almost entirely on his relationships with others. Children develop concepts of what they are and can do by what others say about them.

Children become what their parents and teachers expect of them, whether the expectation be positive ("achiever") or negative ("troublesome"). For example, a child who is quite sociable probably identifies with an environment in which people mingle and express themselves fully.

Another active element that molds one's self-concept is the relationship a mother and father have with themselves and their children. It is through the nucleus of the family circle and home environment that a child first perceives himself and his relationship to the world.

In addition to love, the most important thing a parent can do to facilitate a positive self-image in their child is to provide him an opportunity to succeed and to keep him free of negative labels.

For example, if a child is told often enough that he is a non-reader, he will become a non-reader. If he is told he is stupid and irresponsible, he will become stupid and irresponsible acting.

The challenge to all of us as parents in facilitating a positive self-image among our children is to get away from labels and to help them grow by positive means.

For example, if a parent was helping his child with spelling and the child could only spell three out of 10 words correctly, he should not be reprimanded for being a poor speller or for not studying - all of which will contribute to the development of a negative self-image. A more positive approach might simply be to say: "You've spelled three words correctly, now we are going to learn to spell the other seven."

A child who looks at himself and likes what he sees will think well of himself. He will develop a "can to" approach life, he will think well of others and will be motivated to do his best in any academic or personal-social setting.

The poem below by Dorothy Nolt beautifully summarizes the important elements in self-concept development.

"Children Learn What They Live"

If a child lives with criticism, He learns to condemn.
If a child lives with hostility, He learns to fight.
If a child lives with ridicule, He learns to be shy.
If a child lives with shame, He learns to feel guilty.
If a child lives with tolerance, He learns to be patient.
If a child lives with encouragement, He learns confidence.
If a child lives with praise, He learns to appreciate.
If a child lives with fairness, He learns justice.
If a child lives with security, He learns to have faith.
If a child lives with approval, He learns to like himself.
If a child lives with acceptance and friendship, He learns to find love in the world.

Keep 'Em Moving!

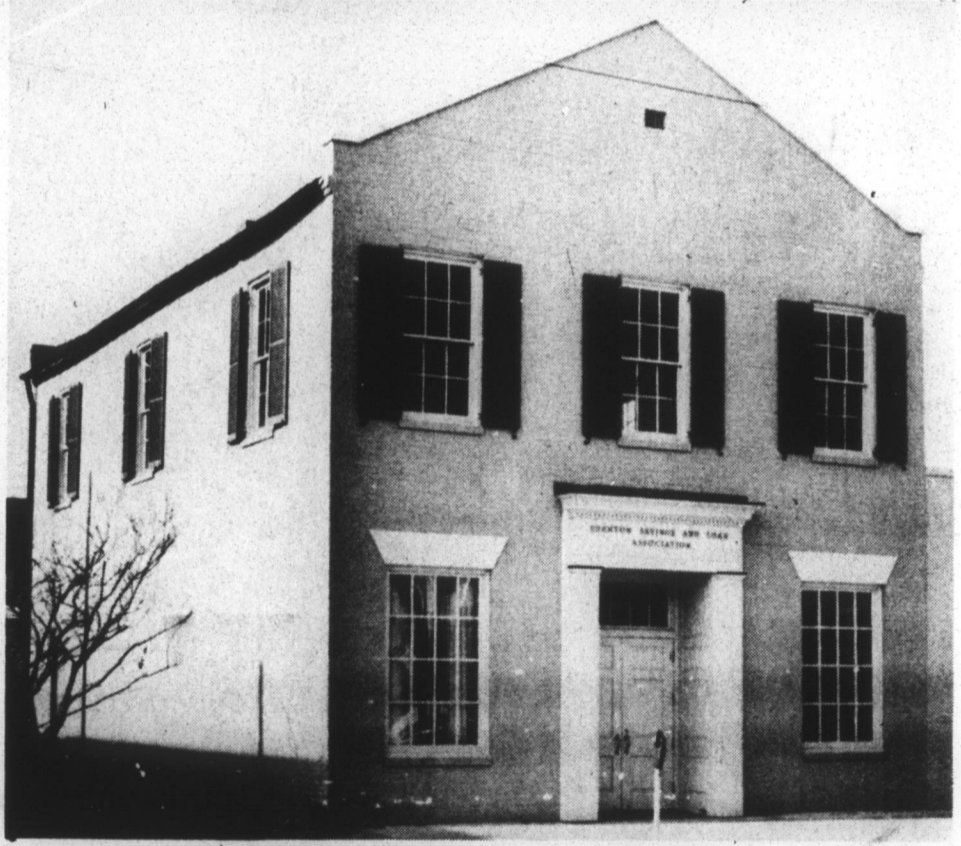
Area Jaycees, those progressive young men who really keep their communities moving, will be commemorating Jaycee Week this week . . .

Many events and activities are scheduled during the week which should be of interest to everyone.

We salute these enthusiastic young men, and wish them continued success with their programs for progress. Through their efforts, the entire community is made a better place to live.

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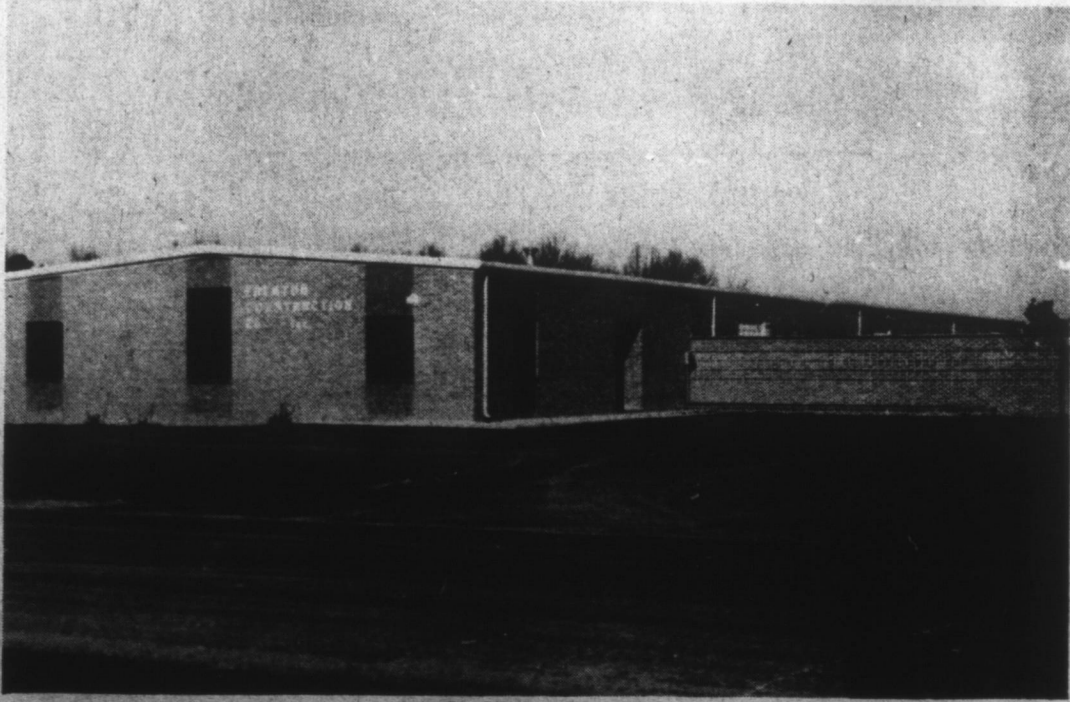


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