

The Superintendent Reports

By DR. EDDIE WEST

It has been said that "the only thing constant is constant change. As Americans, we typically accept, acknowledge or recognize changes which are taking place about us. That is, until it comes to dealing with education. Somehow schools are thought of as one of the institutions in society which doesn't change. This week's column will focus on some of the transformations which have taken place in public education in this century.

In 1900 there were 76-million people in the United States of which 16½-million were in school. Today there are 205-million people and about 45-million in school.

In the early years of education, students spent hours on the three r's, with long dull drills in penmanship, reading out loud and arithmetic problems to do on the blackboard. Today, students pursue a varied curriculum, with a wide variety of materials and equipment to make learning more interesting and more fun.

Today our schools graduate 12 times as many of the students who start than did the schools of 1900. In the early years of this century, the average time spent in school was only 4½ years and our illiteracy rate was 11.3 per cent. Today, the average time spent in school is more than 10½ years and our illiteracy rate is only 2.4 per cent.

In 1900, in most places, the city or county set standards and issued teaching certificates. The average teacher had only four years of schooling past elementary school. Those who had formal training generally studied education, history of education, some psychology and practice teaching. Not one state required that teachers be high school graduates.

Today, the states set standards for certification of teachers. Professional training is required in all states. — generally a bachelor's degree — sometimes a master's degree is required. A teacher's studies

are no longer limited to education and psychology, but have expanded to include (1) general education required for a bachelor's degree (2) subject matter specialization in field to be taught (3) education courses such as educational psychology teaching methods and practice teaching.

In 1900, the curriculum in grades 1-8 meant the three r's plus a little history and maybe some geography. In high school, grades 9-12, only about half of the high schools offered history, and latin and less than one-half offered English or science. There were no electives. All students took the same courses. Learning was thought of as memorizing and reciting facts.

Now, the curriculum in elementary schools, grades K-6, contains basic skills (the three r's, expressive skills (music, painting, drawing, body movement) and content subjects (science and social studies), as well as health, safety and physical education. In secondary schools, grades 7-12, students can select courses which fit their individual interests and needs. Learning means understanding not just a mechanical process.

At the beginning of this century teachers and students had very few materials with which to work. Now, texts and materials, of greater variety, are available to teacher and student to make learning more interesting.

In addition, schools were, in most cases, one room in nature. Today's schools contain many areas for particular educational purposes such as: central libraries, learning centers, shops and home economics centers, auditoriums and gymnasiums and other special facilities.

In 1900, the richest parent couldn't buy what nearly every student has today—thanks to modern school systems and to the voters and taxpayers who have made quality education available to nearly everyone.

Training Set For Examiners

RALEIGH — All Driver License Division offices in North Carolina will be closed Friday and Monday for the annual in-service training school for Driver License Examiners to be held in Greensboro. Edward H. Wade, director of the division, suggests that all persons whose drivers license are about to expire should go to their local examining office and apply for renewal prior to Friday.

Wade stated that in previous years the school has been held at the Institute of Government of Chapel Hill with approximately 60 examiners attending each school. This required four separate sessions to train all personnel and all examining offices in the state operated with a shortage of personnel for the four weeks. Last year, when it was determined that five sessions would be needed to train all the examiners, it was decided to lose all offices for the two-day period. The examiners willingly donated their weekend so that the training session could run for four consecutive days.

THE NOW EXTINCT
MOA BIRD
OF NEW ZEALAND
HAD LEGS THICKER
THAN AN ELEPHANT'S!



Report From Washington

By Congressman
WALTER B. JONES



Many of you have expressed concern over the tight money situation which is preventing the construction of new homes or remodeling of existing ones. Effects of this are being felt by those who need housing, the building industry, lending agencies and for that matter, the overall economy. This week the House approved legislation in an effort to partially solve this problem by extending the authority of the Secretary of HUD in the field of housing and urban development.

AT USM — Miss Harla Arge of Edenton, is a student at the University of Southern Mississippi at Hattiesburg, Miss. She transferred after two years at Atlantic Christian College in Wilson.

ATTENDS SEMINAR

Mrs. Evelyn B. Keeter, assistant vice-president, Peoples Bank & Trust Company, participated in a special three-day seminar on management techniques which was conducted in Raleigh earlier this month. The seminar was sponsored by the National Association of Bank Women, Inc.

Former 4-H members can be found in all walks of life from Capitol Hill to Hollywood, to Main Street. 4-H alumni include: Speaker of the House Carl Albert; star pitcher of the Oakland A's Jim "Catfish" Hunter; The First Lady, Mrs. Pat Nixon; singer Glen Campbell; and Dr. George W. Beadle, former President of the University of Chicago.

Specifically, it provides for new authorizations for fiscal year 1974 for the following programs: \$140-million for annual contributions for the low-rent public housing program; \$664-million for the urban renewal program; \$63-million for the open space program; and \$40-million for the neighborhood facilities program. In addition, the President sent a Message to Congress recommending additional remedial action immediately, and if enacted, in my opinion, will do much to ease the present crisis.

Again, the House acted upon a Presidential veto — this time concerning the minimum wage coverage. The bill as originally passed provided for an additional coverage of some 7-million previously uncovered employees. It also provided that student labor would have to be paid a limited subminimum wage for full time students working in certain occupations. The fears entertained by some was that the increased coverage carried the possibility of adding to the unemployment and welfare rolls. In addition, it

carried the possibility of excluding many students from jobs which presently enabled them to complete their education. Again the House failed to override the Presidential veto for the fifth time during the present session.

Quite often, lengthy and bitter debate is carried on regarding amendments to pending legislation. Such was the case last week when an amendment was offered to the International Broadcasting Act of 1973 which would have provided that if the Corporation refused to furnish any information whatsoever to the Congressional Committees then the funding could be withheld. Examples were given where the Committee conducting hearings were denied information which was pertinent to and a justification for the appropriations in question. This amendment was adopted after approximately two hours of debate.

The House Committee on Agriculture is holding hearings on the problems of predatory animals, more specifically, the coyotes in the mid-West who apparently are causing severe damages to sheep ranchers since certain pesticides and chemicals have been banned. One witness told this story regarding a meeting held in Wyoming where one ecology-minded woman stood up and suggested that all male coyotes trapped be castrated and then released.

She was answered by a grizzled, old ranchman who stood up and said: "Lady, you're missing the point. Them thar coyotes ain't rapin' our sheep. They're eatin' 'em."

NEWS OF BEAUTY

Youthful Forecast

High school and college girls are coming up with beauty ideas that are winning the approval, and sometimes even emulation, of their mothers.

Now setting the pace for faces is a soft look that's alive, natural, vital, but refined and pretty.



Eyes sparkle in a muted aura of creamy eye polish, subtly shined. A transparent gel glides over cheeks for a deep, healthy glow and lips light up with gleamers and glosses, gilded with gold or shimmered with silver. Nails are gently pearled for a soft sheen look.

The lovely, soft and shiny look comes from Love Cosmetics because the soft face is what Love does best, and Love does it in all the colors of the earth and sky: from moon-pale ivories through a romantic rainbow of pretty pastels to terrific tawnyies and bedazzling bronzes.

Learning Lab Graduates 23

In June, 1973, the College of The Albemarle's Edenton Learning Lab graduated a total of 23 students. Twenty-one of these students were Adult High School Diploma graduates and were awarded diplomas issued by the Edenton-Chowan Board of Education; two students were awarded high school equivalency. (GED), certificates, issued by the State of North Carolina.

The list of AHD graduates were: Gladys Basnight Austin, Lorraine Baker Bass, Teresa Colombo Bass, Linda Faye Privott Bond, Anita Sue Baker Bowen, Crista Gobie Bunch, Salli Hare Butler, Rosa Sutton Ford, Edna Goodman, Geraldine Hall, Sandra Johnston Jumba, Jean Ricks Keeter, Sallie Overton Layton, Johnetta B. Leary, John L. Oliver, Wanda C. Oliver, Barbara Sutton, Patricia Boyce Waff, Alice Webb Ward, and

Erma Dean Welch Williams. The two GED graduates were Dolphus Belch and Evelyn Burke.

Two of the recent graduates have entered college and four of them have acquired new jobs since graduation.

Seventy-five students are currently enrolled in courses offered by the lab and since June, seven additional students have completed requirements for either the Adult High School Diploma or the GED certificate.

Anyone desiring to work toward a diploma or just to take general interest courses may enroll by visiting the lab at Swain Elementary School or by dialing 482-4745. One of the coordinators, Loretta Guard, Mary Sexton, or Jake Boyce will be at the lab from 8:30 A.M. to 4 P.M., Monday through Friday and from 6:30 P.M. to 9:30 P.M. Monday through Thursday.

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Then, open a savings account for your child. (Minors under the age of 15, must have a parent or guardian co-sign to open an account—a N.C. banking law.)

A savings account can be opened at Bank of North Carolina for any amount of \$1.00 or more.

A special savings register or passbook will be made out in your child's name.

We'll explain to your son or daughter how interest works. How we use their money and pay them for using it. We'll explain that they receive 5% interest, paid monthly. And we'll explain how compounding works (it's compounded daily)

and how they can earn money on the interest they earn.

We suggest they have a goal in mind; a benchmark to work towards. (Saving for "tomorrow" doesn't mean much to a ten-year-old. But saving for a new bike or riding lessons is real and important.)

We'll try to make your child feel comfortable in our bank.

Then it's up to you to encourage your children to save their dimes and quarters for the next trip to the Bank. And encourage them to earn money to go into their savings account. We'll let them know we're proud of them as their balance grows. You'll want to do the same.

The child who learns that bank means more than piggy bank is learning to be a financially responsible adult. And as a parent, that can help you build your own money. And building your money (and your child's) is our business.

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