

Open Forum COLUMN FOR THE VOICE OF THE PEOPLE

SOME NEEDED IMPROVEMENTS IN OUR PUBLIC SCHOOLS.

Since our public schools have been opened, I feel impelled to make a few suggestions which I hope may be helpful to all concerned. The public school is the bulwark of American free institutions. Its courses must be kept clean and moral and must contain the elements of useful and responsible citizenship. Its obligation is to the rising generations and their obligation, in turn, is to avail themselves of the educational opportunities with which they are endowed so that they may take their proper places in the adult life of the nation. To reject the education which the public school offers is to throw away the equivalent of thousands of dollars besides the more valuable thing of assisting in molding and shaping character.

Since this is true, all citizens should cooperate in remedying all defects and adding whatever improvements are needed.

However strong in body a person may be, it is well to have a competent physician to occasionally check up on his body. Likewise it is wise for us to check up on, and remedy, any defects in the public school system.

Due credit must be given to the great strides that North Carolina has made in the erection of school buildings and equipment and improvements in general. But since the schools are so vital, our watchword should be "onward and upward." While I have had some experience in almost every phase of public school work, I have no specific panacea for bringing about a "Utopian" condition. I offer, however, a few suggestions and am willing to adopt any better formula from any source whatsoever:

- 1. A shorter curriculum and a change of several text books.
2. Strict supervision and discipline on school buses.
3. Maintain better discipline.
4. Do thorough work.
5. Study the individual child and give training according to its needs and capabilities.

The needs of the first three are so obvious that I shall not attempt to discuss them.

As to discipline, this is perhaps the weakest link in our public school system. Far I am from even suggesting anything to bring this about except what is reasonable, just and right. But order must be maintained. It does not take a philosopher to observe that by the regular succession of the seasons and by the regular revolutions of our Solar System that the Creator endorsed the idea of order in all his works. Solomon, the wise man, touched upon this idea. The present trend seems to be to go the way of least resistance and try to appease the modern idea that freedom from restraint is the better way for the teacher to secure and retain his job. A critical examination of both the efficiency and the conduct of our children is prima facie evidence of the failure of this procedure.

Thoroughness in the school work is directly linked up with the "number" and "quality" of the text books.

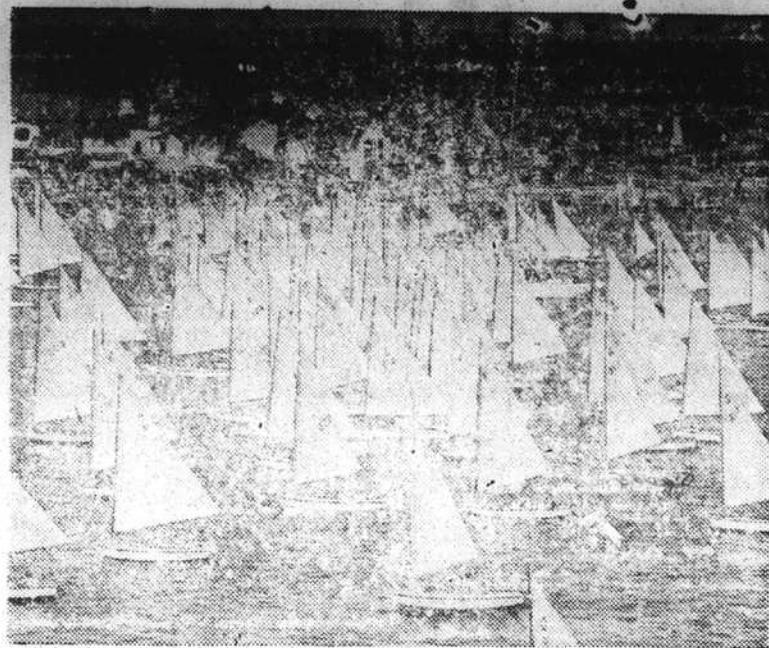
The result is that our so-called education is "superficial." It is a fact (and the blame is not altogether on the students) that many high school graduates are not as well versed in fundamentals as many of those who were educated fifty years ago.

Here are a few illustrations:

Said a teacher, "Are you good at additions?" Student: "Am I good at addition? I added this account ten times and got ten different answers." Teacher: "Did your father help you with this sum?" Student: "No, I got it wrong by myself." Teacher: "What do you know about the works of Ingersoll?" Student: "I know he makes a darned good watch for a dollar." Teacher: "Is this a free translation?" Student: "No, sir, the book will cost you two dollars." Teacher: "Do you know Poe's Raven?" "No, what's he mad about?"

As to the subject of "Individualization," it seems that the child has been, and is being lost sight of in the crowd. It is impossible to go into details in regard to this, but the general talent or talents should be found and developed (many good teachers and preachers have been spoiled by trying to make ditchers of them).

White in his "Elements of Pedagogy" says, "Teaching in all grades should be suited to the capabilities of the student." This disproves the theory that all students can, or should have either



SNOWBIRDS IN FLIGHT . . . White sails cloud Newport harbor, near Los Angeles, as the 11th annual "Flight of the Snowbirds," a small boat racing classic gets under way. Walter Lewis, jr., 14, won the event, setting a record of 50 minutes for the six mile course. All sexes and ages entered the event.

a classical or a practical education. Vast sums of money have

been, and are being spent to train minds that are mechanically inclined to make teachers, preachers, etc. Perhaps on the contrary, some who have the ability to make good in a profession and launch out upon a course that is entirely incompatible with their capabilities. This narrows itself to a more careful study of the individual child and prepare him, if possible, to follow some trade by which he can make a living. Ex-Secretary of Labor Davis says that if a man knows a trade thoroughly he has a pretty good education to begin with.

To drive this truth home, I will give two illustrations:

First. A young college man while riding with his colored servant on his pleasure boat said, "Sambo, can you read French?" "No," said Sambo, "I knows nuffin about dat kind of stuff." Says the college man, "Well, Sambo, you have lost one-fourth of your life." Making a further display of his egotism, he said, "Sambo, have you ever studied Latin?" "No," said Sambo, "Ise just a pore nigger and never got no larnin'." "Well, well," said the young man,

Annual Reeves Reunion Held

The annual Reeves reunion was held last Sunday at the home of Mr. and Mrs. Rudd Wellborn, of Independence, Va., with a large number of the members of the immediate members of the family

"you have lost one-half of your life." Before long the boat sprung a leak and began to sink. Says Sambo, "Massa," can you pole a boat and swim?" Said the young man, "Sambo, I can do neither one. I have always been doing more important things." "Well," said Sambo, "I should be prised if you haint lost your WHOLE life."

I hope that every school child in North Carolina will do his very best this year; that his parents may keep him in school, and that all the citizens will cooperate with the higher authorities in carrying out their program.

By C. M. DICKSON. Silas Creek, N. C. August 13, 1946.

of the late George Mac Reeves present.

A picnic lunch was served on the lawn. Those present included: Mr. and Mrs. Fred Reeves, Mrs. Ellis Reeves, Independence and Mrs. Van Reeves, Sparta; and Sonny Reeves, of Independence, Va.; Mr. and Mrs. Rudd Wellborn, Mr. and Mrs. James E. Wellborn and daughters, Evelyn and Carol; Mr. and Mrs. George Ezell and daughter, Becky; Mr. and Mrs. Dicky Wellborn, of Independence; Mr. and Mrs. John Mac Reeves, Jr. of Galax; Mr. and Mrs. Pete Reeves and son, of Fries; Mr. and Mrs. W. B. Waddell and son, Jerry, Sparta.

Joe Fred Reeves, Independence; Mrs. George R. Crouse, and daughter, Virginia, Sparta; Mr. and Mrs. Lon M. Reeves, Bill and Tom Reeves and Linda Joe Reeves, of Sparta; Miss Anne Reeves of Winston-Salem; Miss Emoryetta Reeves, Bill Collins, Mr. and Mrs. Carl Reeves and son, of Sparta.

Mr. and Mrs. George Horace Reeves, Mr. and Mrs. John Reeves and children, Linda and John

Kilby, West Jefferson; Mr. and Mrs. H. D. Qessenberry and children, of West Jefferson; Mr. and Mrs. Bernard Graybeal and daughters, Elizabeth and Myrtle Dean and son Jr., Mr. and Mrs. J. H. Stafford, Bishopville, S. C.; Mr. and Mrs. L. R. Edens, of Roland, N. C.; Mr. and Mrs. Oscar Smith, of Independence, Va. and Reeves Edens, of ASTC, Boone; Mr. and Mrs. Ivan Pierson, Roland.

Oh! The Boss Said TO Order Stationery Before We Get Down To The Last Sheet



"I'd like to suggest a fourth 'R'"

"'Readin' and 'ritin' and 'rithmetic' were about all that children learned in the days of the little red schoolhouse. Today, of course, we cover a lot more ground. And classroom projects on transportation form so important a part of our studies these days that this fourth 'R' of mine would stand for Railroads."

"Our young people have learned that the railroads are an essential partner in the business of living . . . because only the railroads have the enormous carrying capacity required to transport most of the food the children eat, the clothes they wear, and the things they need and use every day."

"Yes, 'R' for Railroads means a real partnership — one which has been firmly

interwoven into the whole pattern of our American life."

The partnership of the American railroads with the American people reaches deep down into thousands of towns and villages all over the nation, for the railroads are a home-town partner in every community they serve. They employ local people, buy supplies locally, own local property and pay local taxes on it.

These railroad taxes are the same kind as those you pay. They are not spent on railroad tracks or stations, but help support local public services of all

sorts, including public health, fire and police protection, highways, and public schools.

Last year railroad taxes alone paid for the education of more than a million children throughout the United States.

And Norfolk and Western taxes paid for the schooling of thousands of boys and girls who live in the railway's territory in Virginia, West Virginia, Ohio, North Carolina, Maryland and Kentucky.

Norfolk and Western RAILWAY PRECISION TRANSPORTATION

