

## Quilts, Coverlets, Ceramics To Be Shown

# Annual Fall Show Planned At Historic Inez Plantation

The Annual Fall Show at Historic Cherry Hill, located on Route 58 at Inez in Warren County, will include quilts, handwoven coverlets, and ceramics. The exhibition opens Oct. 29 and continues through Nov. 11. Hours are from 9 a. m. until 6 p. m. with an admission fee of \$2.00.

Approximately 50 quilts, loaned from individuals and institutions in Virginia and North Carolina, represent a wide range of quilt making, from primitive utilitarian quilts to ornamental examples such as the silk and velvet crazy quilt with elaborate embroidery and lace borders, on loan from Mordecai House in Raleigh. Many patterns and techniques in these 19th and 20th century quilts transform the walls of the old plantation house into a lively mosaic of color and design.

The handwoven coverlets are largely from the collection of Mary Louise Biedler of Tallahassee, Fla. The three traditional techniques of coverlet weaving—double weave, over-shot, and Jacquard, will all be shown. The Biedler collection is especially strong in Jacquards.

In this technique an attachment, much like the rollers in an old player piano, is inserted into the loom to control the design. This meant that intricate and elaborate, even pictorial designs could be used. Animals, birds, and floral ornaments became popular. However, this required semi-professional weavers, and was never so popular in the south as in Ohio, Pennsylvania and New York.

Fine examples of the earlier techniques, double weave, and over-shot will be on loan from individuals in the area. Many of these were made on local plantations.

Along with the coverlets, ceramics from the collection of Dr. Leonidas Betts of North Carolina State University will be shown. Dr. Betts collection is formed of work by contemporary North Carolina potters, who work in a traditional style. Eighteen potters are represented in the current show, including Burlon B. Craig, who has recently exhibited his work at the Smithsonian Institution. Washington, D. C. and has been given the \$5,000 National Heritage Award for his pottery.

One room will be devoted to antique stone ware.

Many of these were originally on plantations in this area, others are from private collections. Stone ware was not made locally, but by the Mid-Nineteenth Century. These crocks, bowls, pitchers, jars for preserves and pickles and jugs for brandy were shipped to the South in great quantity. The simplicity of their shapes, and the fanciful blue glaze ornaments have a great fascination for the 20th Century antiquarian.

Rarely does one have the opportunity to view these household crafts—quilts, coverlets, and pottery—in the setting of an old plantation house; a setting typical of those where these objects of household necessity or ornament were originally used.

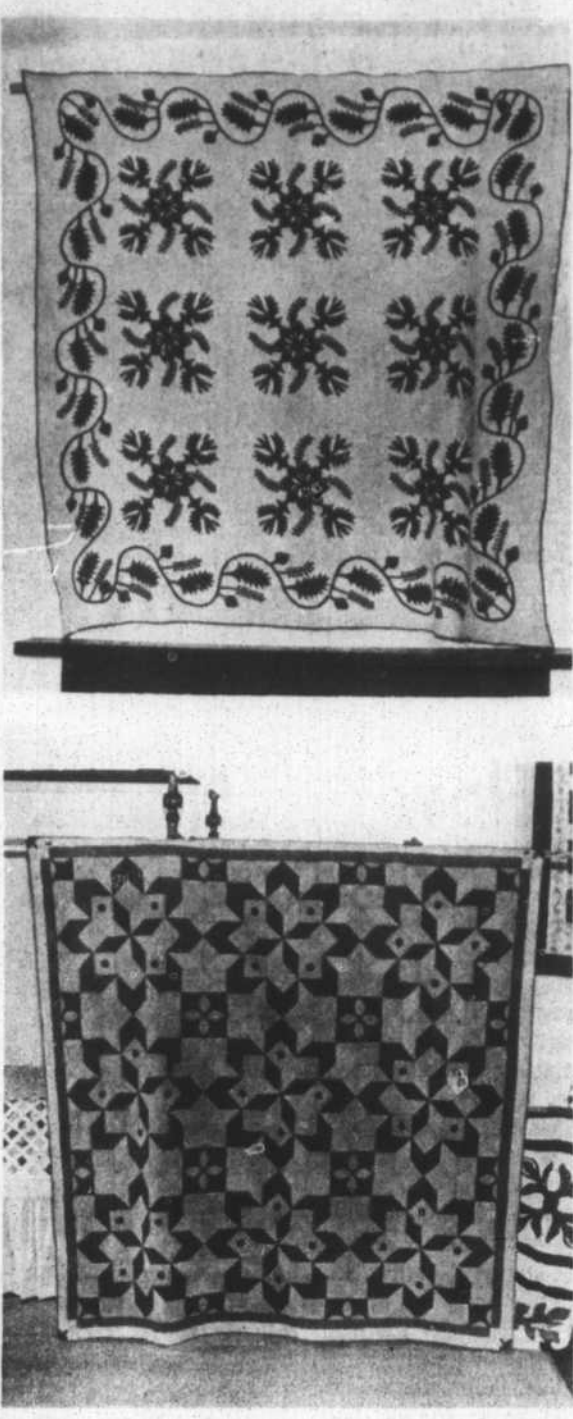
Proceeds from the exhibition go to the Cherry Hill Historical Foundation. This foundation is dedicated to the preservation and restoration of this Mid-Nineteenth Century Warren County plantation house.

For further information, or for the arrangements for group visits, one may call 257-4432 or write Historic Cherry Hill, Rt. 3, Box 98, Warrenton, N. C.

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These are samples of the quilts to be on display at Historic Cherry Hill during the annual fall show which opens Oct. 29. Shown at work on one quilt is

Mrs. A. B. Hair of Norlina, who will give demonstrations of quilt-making during the show. (Staff Photos)

# English Professor Advises Parents To Foster Language Skills At Home

By DAVID WILLIAMSON

With the new school year now under way, a college writing teacher says parents who are concerned about the quality of public education can do a lot to stimulate their children's writing skills at home.

Dr. Erika Lindemann, who directs English Department composition courses for more than 3,000 freshmen at the University of North Carolina at Chapel Hill, believes parents are children's earliest and often most important teachers.

As a result, she says, if adults don't encourage their youngsters' attitudes toward reading and writing, those children may be at a big disadvantage throughout school and afterwards.

"I think the blame-shifting about what's wrong with education has got to stop," Lindemann says. "Instead, we need to ask ourselves 'What can I do to support good education?'"

For parents, she says, that means getting closely involved with the schools, helping teachers and volunteering time, if possible.

Perhaps more important, however, is making a continuing effort to create an interest in language at home.

"Because children's language ability develops at a very early age, the earlier parents get started, the better," Lindemann explains. "Most people don't appreciate how absolutely crucial this is."

Like reading, writing is a way to help children learn who they are, what they think and how they can deal with problems in their lives, she says. Adults who feel they had had experiences with reading and writing in school can still do much to spare their offspring the same experiences.

Lindemann says the following suggestions, compiled by the National Council of Teachers of English and from other sources, are excellent ways for parents to help their children prepare for their academic futures.

—Build a climate of words at home. Go places and

see things with your child, then talk about what has been seen, heard, smelled, tasted and touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when loving adults—particularly parents—share experiences and rich talk about those experiences.

—Let children see you read and write often. You're both a model and a teacher. If children never see adults reading and writing, they gain an impression that reading and writing occur only at school.

—Help children write by talking through their ideas with them so that they can discover what they want to say. Be positive and resist the temptation to be critical.

—Provide a quiet place for them to read and write at home with good lighting and a comfortable chair.

—Give and encourage others to give the child gifts associated with writing and reading such as pens, pencils, paper, stationery, stamps, envelopes, erasers, "white-out" liquid, old typewriters, comics, magazines and books.

—Go to the library weekly or biweekly, check out books and read to your children as often as possible. Many parents reserve a half hour or more for this purpose every night before bedtime.

—Encourage frequent writing, but be patient with reluctance to write.

—Praise your child's efforts often and concentrate on ideas and expression while resisting the tendency to focus on mechanical errors of spelling and punctuation.

—Share letters from friends and relatives and urge them to write to the child. Thank you notes from youngsters for gifts are more than good manners, they're also a fine teaching device.

—Encourage youngsters to write away for information, free samples, travel brochures, etc.

—Be alert for occasions when the child can help prepare grocery lists, add notes to the end of parents' letters, take down telephone messages, send greeting cards, write notes to letter carriers and other service people and draft invitations.

—Have younger kids make up stories which you can then write out and put up on the refrigerator or a special story board. Later, they can write and illustrate their own stories which can be hand-bound into a small book and saved.

—Keep television to a minimum and especially avoid programs with little substance or those containing violence or sexual innuendo.

"Sometimes children and students think words just pop magically out of our heads and onto a piece of paper," Lindemann says. "But writing is hard work, even for English teachers. It's very difficult to wrestle words onto a page, and make them come out the way we want."

"If we share the writing process with children and show them what the sweat is all about, that makes it less mysterious and lets them see the great satisfaction that can come from writing."

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