

Chapel Hill School Forecast

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quality of school grounds, buildings, and educational programs is an important determinant of over-all community growth. Under ideal conditions, school sites — especially elementary schools — can be used as a focal point and as a starting point for neighborhood development. Preservation of the neighborhood concept is much to be desired in modern urban life," the report notes.

But, if this is the desired goal, Chapel Hill is in for some tough sledding before it has anything like an ideal school system. Only around the fringes of Town is there enough undeveloped land suitable for school sites with neighborhoods in close relationship to them. Growth within the Town limits has squeezed schools to the outside. With the new thoroughfare plan some children living in Town will have to cross or go under or over busy streets to reach school — and hills don't help when it comes to finding level playgrounds.

Another, more imponderable problem is that Chapel Hill is in its growing portions a "young" town — brimful of families with children. To locate schools convenient to these neighborhoods is tricky. If these same "young" people stay in place, the schools built to serve them today may be most inconvenient for the "young" population of 1980.

On the basis of census figures and predictions and growth trends, the Commission feels that by 1970 Chapel Hill will have a minimum of 5,639 public school students, a maximum of 7,661. By 1980 that figure will have jumped to a possible low of 8,023, a possible high of 14,908.

Existing schools can, by expansion, handle part of this. Frank Porter Graham and Carrboro Elementary Schools could both be extended, but the Commission does not recommend this. Its notion of proper size for an elementary school is roughly that of the schools at present. Already one new school is needed to replace West Franklin. Another will be needed by 1967-68. Others will be needed by 1973-74, 1976-77 and 1980-81. In terms of elementary schools alone, Chapel Hill may have to build as many as thirteen new plants.

The picture is cloudy too when it comes to junior and senior high schools. Lincoln Junior - Senior

High and its future use is something of a key to the development of the whole plan.

Lincoln is on its way out as an all-Negro school. But its site is relatively small, it has a limited potential for expansion, and it is not in the Town's best location.

The Commission recommends that Lincoln not be expanded. Possibly it should be converted into an elementary school, a junior high school, or a vocational or "comprehensive" school.

With Guy B. Phillips Junior High set for opening this fall, junior high school needs will possibly be met adequately without new construction until 1975-76. But if Chapel Hill grows as fast as it can, possibly three new junior high schools will be needed by 1980.

The present Chapel Hill Senior High and Lincoln High—if they continued in their present roles—might handle needs up until 1971. But desegregation will most likely mean that Lincoln can not continue as a high school. By 1968, the Board will have to move on handling the flood of senior high school students that will break in 1971. By 1980, two or possibly three senior high schools will be necessary.

Of course, location of any schools is going to be the big question. The Planning Board in its General Development Plan began noting possible school sites in relation to neighborhoods as they expand and develop. With residential development moving primarily in a northeasterly direction, this is going to be a prime area for school building. But there are others. To nail down the geographical locations a bit better the Commission drew

up three "site" maps, showing locations that could be used if Chapel Hill grows at a minimum rate until 1970; another shows sites that could be used if it grows at the maximum rate by 1970 and the minimum rate until 1980—and the jackpot, a map showing school locations if the Town grows full-tilt until 1980.

On the basis of low 1970 growth, the Town should add one elementary school in the neighborhood of Mason Farm Road, or alternately off Pittsboro Road, to serve married student housing. Another would be located between Greensboro Street and Bolin Creek, north of Carrboro.

Two junior high sites are shown on the 1970 low map, both near the intersection of Highway 54 and Pittsboro Road (15-501).

Two possible sites for a senior high school are shown also— one between Bolin Creek and Eastgate Shopping Center—the farther removed from Eastgate the better." The other southwest of Horace Williams Airport.

On the 1970-high-1980-low map, five elementary school sites have been designated. The additional three are located somewhere between North Street and Bolin Creek; between Ephesus Church Road and US 15-501; and near the intersection of Damascus Church Road and Smith Level Road. No additional junior or senior high schools are indicated.

But on the 1980-high map fourteen new elementary school sites are shown, providing for the needs of a Chapel Hill Township population in excess of 75,000. With land values in Chapel Hill skyrocketing, these needs for new sites must be thought about now.

Of course, any plan is based on the problem, the ideal solution and the possibilities for a reasonable compromise. The Planning Commission used present State standards. For instance, elementary schools ideally should be located within walking distance of the homes of the children who attend them—these days one-half mile. Children should be able to walk to schools without having to cross major boulevards and expressways. The school should be the nucleus of a residential neighborhood "with an environment quiet, pleasant, and remote from commercial activities."

This is not solely a matter of convenience, however. The more children walking, the less the traffic flow, the fewer major thoroughfares ultimately needed, the fewer school buses required, the more public funds available for other purposes. It might even give overworked chauffeur-parents a breather and improve family structure.

Another matter bearing on the question is school size. The State recommends a maximum of 500 students per elementary school, the ideal size nearer 350.

Sites for elementary high schools are roughly 5 acres plus one acre for each 100 pupils; more if possible, preferably in residential districts near park and recreation facilities.

For junior high schools, State preferences are: location within one mile of the homes of all students. Size, between 750 and 1,000 students. Site size, 10 acres, plus one acre per hundred pupils, at least 20 acres. Setting, something like the new Guy B. Phillips Junior High, which the report says is in an almost ideal location.

For senior high schools, the state standard is 750-1,000 pupils. Location, within one-and-a-half miles of the homes of its students. Site size, ten acres, plus one acre per hundred pupils. At least 30 acres, and possibly as much as 100.

The estimated price tag on Chapel Hill's needs between now and 1980 is something to boggle at: \$5,250,000. Broken down the costs are \$2,500,000 for five elementary schools; \$1,200,000 for a new junior high; \$35,000 for Chapel Hill High's enlargement; \$1,200,000 for a new senior high. This assumes that the Town grows at the lowest rate predicted. Some indication exists that Chapel Hill is growing now at the lowest rate, but it could burst loose dramatically.

The School Board will be pondering the report for years to come. How much of it becomes reality is, of course, dependent on a great number of things. But, for the vital function of education, the planning picture is for the first time in one piece.

She Stands Tall In NEA

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with excitement."

The other memory of that day which Miss Edinger is certain that she will never forget, is standing in a receiving line at a reception and shaking hands with well-wishers until two o'clock in the morning.

A native of Thomasville, Lois Edinger transferred from the elementary county Pilot School to Mills Home Baptist Orphanage when her father joined the staff there. Jumped from the sixth to the eighth grade during a time when "accelerated" classes were still just a theory, she likes to joke that it was really because she was as tall as the eighth graders. All joking aside, she admits that she "loved school and loved my subjects and had a lot to do with the 'acceleration.'" She credits Miss Fan Bost, her high school history teacher, with stimulating her interest in history and teaching her to "think."

She was so fond of reading as a youngster that her mother had difficulty getting her to help with the dishes. "I'd get so buried in a book, I didn't even hear her call me," she said. She disclaims the title of bookworm, however; "I was a tomboy and I probably spent more time in the tops of trees in those days than I did on the ground. We lived on a farm, and trees and haylofts were wonderful jumping off places." She held out one leg to show a barely visible scar. "That's a souvenir from one such jump. I landed on a pitchfork and it stuck in so deep, I had to hobble all the way to the house, holding the pitchfork still embedded in my leg. I almost scared my mother to death, but after doctoring my leg, she also 'doctored' me with a paddling."

At 16, Miss Edinger became one of the two youngest girls enrolled at Meredith College. While she liked all her teachers there, two in particular stimulated her ambition to become a teacher. "One was Dr. Lillian Parker Wallace who made history so interesting that I majored in it; the other was Dr. Mary Lynch Johnson, my English teacher. She was so enthusiastic about her subject that you wouldn't have dared yawn in her class. We were all in awe of her but she had a wonderful sense of humor that came through without distracting us from what she expected of us. I remember one girl who came to class for a test and had forgotten her ink. As she loaned her the necessary ink, Dr. Johnson suggested that she read a certain passage in Matthew when she returned to her room. Of course, we all looked up the passage which was 'the foolish virgins who came unprepared.'"

On the social side at Meredith was, as always, the dating of State College boys. "This was in '41 though, when Meredith girls were always chaperoned," said Miss Edinger. "Just going for a walk with a boy was a rare treat. I've never forgotten the time one young man stole a wild plum blossom off one of the State College trees for me. Most of the time we behaved, though."

Since she was so tall and there were no male students at Meredith, she always played the male lead in all the Little Theater plays. "I had a great time stomping around and playing all sorts of men," she recalls. On the more serious side, she served as president of the International Relations Club and the YWA, was a member of the Educational Club, and was on the staff of the campus newspaper. Her first teaching job was the eighth grade in Thomasville. "The eighth grade was still elementary then, and I had to teach them all their subjects. I had 22 boys and 12 girls, and I tell you, that was a group of children! I loved them dearly, but they nearly put me in my grave; they were so active. They put a mouse in my desk drawer which I pretended to be frightened of, rather than take a chance on finding a snake there the next day. They also gave me a 'fruit pounding' which, back then, was an award made only to teachers the students really liked."

Sensing their secretiveness on the day of the pounding and not knowing what to expect next from her unpredictable class, Miss Edinger was keeping a cautious eye on their activities, but was totally unprepared for all the fruit that suddenly came rolling up the aisles as if on signal. "There was everything from apples to honeydew melons," she recalled. Her delight at the unexpected tribute quite made up for the cost of the taxi to take all the fruit home.

The following year, Miss Edinger taught history, the field she felt most qualified to teach, in N. Wilkesboro. It was here that students taught her how to sled. "The first time they took me sledding, I left the sled about half way down the hill and continued the rest of the way on my own!" she recalled. "Seriously, I really enjoyed my experiences at both the N. Wilkesboro and Thomasville schools. When students discover that you see them as 'people' and realize that you are human too and can laugh at your own mistakes, you develop a warm relationship that helps rather than hinders in teaching them."

She left teaching for two years when she was offered a job as director of Youth Activities at St. John's Baptist Church in Charlotte. "I had a lot of rich experiences with this group," she said, "like camping out in the summer. While I was teaching them religious education they were trying to teach me frog gigging, but they finally gave up and just let me hold the bucket."

Returning to the classroom, Miss Edinger joined the faculty at Whiteville where she remained for the next ten years. Here she became interested in radio work. "I did various things from morning devotionals to educational programs." In 1957 she was chosen as one of the four studio teachers for "In-School TV," a completely new field at that time. "They called us 'pioneers,'" said Miss Edinger, "and we felt as if we really were. Not a one of us knew what to do since we had never seen a lesson presented on TV, but they brought us to UNC for a workshop, and two weeks later we were in front of a camera. The first time we saw how we looked and sounded, we were horrified. I used to pace the floor before every program, and I drove the crewmen wild trying to get a focus." After three years, she gave up the program when she was elected president of the N. C. Educational Association. She is now on the Governor's Commission for Educational Television.

In 1960, she started work on her Ph.D. in Education at the University here while working part time with the Fifth Year Program in Teacher's Education. The material for her dissertation, which is concerned with TV study in relationship to listening comprehension and critical thinking, has been gathered. "Only the writing remains," she said. She plans to do that in the quiet of her office at WC where she is now an instructor in the School of Education.

While still a teacher at Whiteville, she began taking a more active role in the NEA and the NEA, serving in official positions at the local, district, state, and national levels. In 1955, she became vice president of the NEA Department of Classroom Teachers. Recently, she has served as a member of the NEA's Committee on Professional Rights and Responsibilities.

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Esser

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The University's Department of Radio, Television and Motion Pictures, has been on leave of absence serving as special assistant to Governor Sanford.

The Ford Foundation was first approached on the problem of unemployment in North Carolina and a group from the foundation visited the state in January. The foundation was particularly interested in a statewide proposal to work with the first three grades of elementary schools in improving the teaching of reading, writing and arithmetic.

Mr. Esser said this program would involve between \$2 and \$4 million and would be a direct grant to the State Board of Education. The reason for the elementary approach to unemployment was that statistics show dropouts later on in school are often caused by deficiencies in the basic courses which develop in the first years of school.

The over-all "assault on poverty" will include environmental programs as well as educational approaches and actual training. For the initial survey conducted in January, several communities drafted programs for developing their areas. Mr. Esser said these were tentative proposals but that these areas would get "priority consideration."

These areas were Winston-Salem and Forsyth County; Durham, Charlotte and Mecklenburg County; Asheville and Buncombe County and the mountain counties of Yancey, Watauga, Avery and Mitchell.

Mr. McKnight said the grants would not be so much for "interesting ideas" as for the practical and realistic needs of a community. He also said each program would be approached with the idea it might later become adopted statewide.

The Ford Foundation's Board of Directors will meet Sept. 25 to take a final vote on the initial grants to the North Carolina Fund.

The executive committee named Friday includes Gov. Sanford as an ex-officio member, Mr. McKnight, Mr. Wheeler, Hollis Edens of Winston-Salem, Gerald Cowan of Asheville and Thomas J. Pearsall of Rocky Mount.

For bargains read the Weekly classified ads.

Chapel Hill Construction

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old Harris-Conners building on West Franklin Street has been undergoing remodeling and adaptation for use by the Chapel Hill Weekly and Colonial Press. Colonial is already in its new quarters. The Weekly will begin the move to the new building this week.

The new Zeta Beta Tau Fraternity house near Finley Golf Course will cost \$155,000 and will house 44 men. It has been under construction since May, but the completion date is uncertain.

The 12-classroom addition to the Estes Hills School, and the new Guy B. Phillips Junior High School have both been under construction on virtually the same site for some time. Both are expected to be completed by the time school opens this fall.

The University currently has nine major construction or improvement projects in process. During the past fiscal year the University completed 26 major (\$10,000 or more) projects, the total cost being \$9,478,692. In planning now are 26 more projects, to cost a total of \$24,010,630.

The nine projects now under way, to cost a total of \$3,384,461: —Elisha Mitchell Hall, behind Wilson Hall on South Columbia Street, to be finished in October.

Phase II of married student housing, comprising 84 apartment units, planned for occupancy when the University opens for the fall semester.

An addition to the Filter Plant, to be completed in October.

—Addition to Kenan Memorial

—Addition to Kenan Memorial

Stadium, to be completed in October.

—A 20-inch treated water main to be installed from the Filter Plant to Carrboro, planned for completion next month.

—Installation of language laboratory equipment in Dey Hall, to be completed in September.

—Renovation of the NROTC Army roof, to be completed in August or September.

—Improvements in the University's telephone system, to be completed next spring.

—Installation of electric distribution cable, mostly to and on the University campus, also to be completed next spring.

The private dwelling market was not as good this past fiscal year as it was the previous year. Building inspector Donald Archer said that during the 1962-63 fiscal year in the Chapel Hill planning area 111 residences were built, at an average cost of \$18,225, while in the 1961-62 fiscal year 179 residences were built at an average cost of \$16,949. In 1962-63 a total of 144 family units were added to the planning area, but in 1961-62 a total of 307 were added.

Since March, construction of 51 houses has begun, some of which are still not completed. Four apartment buildings were started, two five-unit buildings, one eight-unit building, and a duplex. The eight-unit building has been completed.

Recent commercial building: an extension to Walker's Eastgate Service Station, an extension to Norwood Brothers Esso Station on West Franklin Street, remodeling of Melton's Produce at Merritt Mill Road and Franklin Street, and Dr. L. L. Vine's addition to his East Franklin Street animal hospital, as well as various other extensions, remodelings, and alterations.

—Addition to Kenan Memorial

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School Sale

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would be much more valuable on the tax rolls than it is now."

Mr. Tenney said the move should, if nothing else, establish the value of the property. "If the bids are not enough we don't have to accept now."

The School Board had previously considered selling the school property. An offer for purchase from an unidentified party through Carl Smith, as agent, was made more than a year ago. In response to the offer, which was to start the bidding at \$1 million, the School Board tried to establish a fair value for the property. Subsequently the Board asked for the help of the Chapel Hill-Carrboro Board of Realtors, and eventually \$1.2 million was decided upon as a fair minimum. The original offer eventually was withdrawn, however, and no other offers have been made public since.

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