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END TEACHING CAREER WITH FAITH IN YOUTH

There are so many outside interests at the school itself; of course a boy who plays football as hard as he can all afternoon is too tired to study in the evening," she said sympathetically. "And of course he finds it hard to 'pass his work'."

Finally the teacher of 1948 is faced with the present-day educational psychology — "the idea that nothing must ever be done that might discourage the child. This results in a growing tendency to make teachers let children pass because of what failure might do to their emotional natures."

Worst Thing Possible
She expressed the opinion that hardly two-thirds of today's high school children do passing work, but that most of the other third are given passing grades for reasons of "psychology". As a result, "we are doing the worst thing possible for the child—letting him find that he can 'get by' without doing what he knows is expected of him."

At bottom, the youth of today is no better, and no worse, than the young people who grew up at the turn of the century, Miss Jones feels; most of the differences are on the surface.

"Today's child is more alert and better informed—he should be, with the greater facilities. He is more independent. And he is much more open and frank about things"; but whether his general attitude is essentially more wholesome is a difficult question to answer, she remarked, adding that young people of today are far less serious-minded, a snarlingness that shows up particularly in their attitude toward marriage.

Home Discipline Gone
In that connection, she commented on the home handicap of much of today's youth. Home discipline, she said, is largely a thing of the past. This is due, in part, to mothers' working outside their homes, but even more to broken homes. "I cannot say enough about the effect of divorce on children," she said, with a trace of sadness in her voice, and she cited instance after instance in her own experience with children.

After a half-century's experience as an educator, Miss Jones thinks that:
"Education should equip a person to think, to use good judgment, to distinguish right

from wrong; to be an all-round good citizen—and being a good citizen implies the ability to earn a good living, and to build a good home; and to be able to live peacefully with his neighbors.

"An educated person knows what he wants, and why he wants it."

'Doing Poor Job'
In the light of that definition, she feels that "we are doing a poor job of teaching today."

Paraphrasing, she remarked that she agrees with the view that "teachers' salary raises should be based upon improvement in the quality of teaching." "That, of course, is the idea of Governor Cherry's merit system, which in theory is good, but which in practice is impossible of execution."

Because of the misapplication of psychology, and because of other factors, the difference between the scholastic standards of 1899 and those of 1948 are more apparent than real. "Today we have higher standards—that generally aren't lived up to. And on the whole, today's teaching is much less thorough, while among many students there is a spirit that it is all right to do anything to 'get by'."

All of the fault, of course, does not lie with the teachers.

Hampered By Red Tape
"Teachers today are seriously hampered by the enormous amount of red tape and the great number of seemingly unnecessary reports. A better organized set-up would enable them to give all, not just a part, of their time and energy to teaching."

"The weakest part of our whole educational system is our failure to provide anything for those who do not like to study, or for the many who haven't the native mental ability."

"I don't believe in making education compulsory through age 16", she added emphatically, "unless we have something to offer" every type of child.

"But there is no reason, just because a child isn't book-minded, why we shouldn't teach him to earn a living; all of us make better citizens if we are conscious of our ability to make our own way." Vocational training, she believes, is the answer to many of the problems of today's mass education. That, however, isn't the whole answer. "The school's job is to enable every child to develop his tal-

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ents, whatever they may be".

Cites Progress
Miss Jones, who began teaching the year before the election of Aycock, North Carolina's "education governor", sees the many weaknesses in today's schools; but she is not blind to the vast progress that has been made.

There has been great improvement in buildings; and, "though you sometimes find good teaching in poor buildings, and vice versa, there is a close relationship between good buildings and good schools."

There is no comparison in the equipment; and "equipment adds a lot to the fullness of the job a teacher can do", and she specifically cited the value of school libraries.

"And today's teachers are far better trained for their job."

Things Most Needed
Turning to the future, Miss Jones was asked what, if she were given dictatorial power in North Carolina, she would do about education. She thought for a while before listing the things she thinks would do most to improve the schools:

"First, I would try to put a good teacher—one really alive—in every school room; but to do that, of course, would be superhuman."

"I would require every teacher to take a sabbatical (one in seven) year for study, with a fair financial provision made for it."

"I would try to put something in the way of subject matter into every school that would touch every child."

"I would build better buildings, and put better equipment into them."

"Yes, and I think I would operate the schools 12 months in the year, with a two-week vaca-

tion period between each quarter. Then a child could attend school either three quarters each year, or four. Children in the cities, with nothing to do, should be in school the year around."

Started Career Here
Miss Jones began her teaching career here, in what is now the Franklin terrace, in the fall of 1899. The other member of the school faculty was the late M. D. Billings. It was his first year as a teacher, too.

Except for a few brief interludes, she has been teaching ever since. And even in the interludes, with the exception of a year—1912-13—of study at Columbia university, she did educational work.

In 1917, for example, she inaugurated the "moonlight school" adult education program in Suncombe county. She spent the summer before that organizing canning clubs in Macon County, the beginning of home demonstration work here. For about three years—1919-21—she was engaged in Y. W. C. A. work.

Many of the earlier years of her teaching she spent in her native Macon County. From 1906 to 1908 she and Miss Margaret Bulgin (now Mrs. W. B. McGuire) were co-principals of the first state high school in Franklin. Offered the then magnificent salary of \$75 a month, Miss Jones next went to the Higdonville High school, which she served as principal for three years.

In Raleigh 25 Years
For the past 25 years she has taught at the Hugh Morson High school in Raleigh. During that period, she worked under four different principals and four different city superintendents, all of whom she praised

as "very fine men, among my very best friends".

While in Raleigh she served one term as president of the local chapter of the Classroom Teachers association; two terms as president of the Raleigh unit of the North Carolina Education organization she has been a member association, of which order for some 40 years; and at the time of her retirement was serving on a committee of the National Education association. She was also a member of the board of stewards of the Edenton street Methodist church in Raleigh when she retired. She is a charter member of the Raleigh chapter of Delta Kappa Gamma, national teachers' society. She specialized in mathematics, and recently she was elected to membership in a national mathematics society.

In Raleigh Miss Jones often found herself teaching what she smilingly refers to as her "grandchildren"—the children of former pupils. And during two world wars she went through the anxieties of mothers with sons in service—many times multiplied; because more than 200 of her "boys" saw service in World War 1, and a relatively larger number in World War 2.

Would Choose Same Career
Today she possesses the energy, the enthusiasm, the youthful outlook of persons

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young enough to be her children. And no wonder! Because all through the years her chief interest has been youth, and most of her contacts have been with young people; and from her pupils—some 6,000 of them—she has absorbed the attitudes of youth.

At home again, she looks forward with keen anticipation to doing all the things there hasn't been time for before. And when she looks back across the years, she finds them good. If she had it to do over again, she says without hesitation, she would choose the same career.

Why?
"Just because I love teaching. I love to see children grow, and to feel I have had a small part in helping them to become bigger men and women. Teaching why, it is the most soul-satisfying thing anyone can do!"

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Laying By Corn In Macon County With A Jeep



The photograph above shows Woodrow Teague and his trusty Jeep plowing corn—two middles at a time—at Prentiss. He plowed the entire 13-acre field, part of which is shown in the picture, in six hours, with time out for lunch.

Mr. Teague cultivated three times with his Jeep plow. The field was never touched with a hoe. And when this picture was made, as he was laying it by, there wasn't a weed in the field.

The corn was about 30 inches high for this last plowing, and as the Jeep passed over it, the corn bent, and then straightened up so that you'd never know the Jeep had touched it. Not a stalk was broken, except an occasional one at the end of a row

HERE'S HOW A JEEP SAVES TIME

Mr. Teague said it would take him about four 10-hour days to plow this 13-acre field with a horse. That would be twelve 10-hour days for three plowings.

| | |
|---|-----|
| Total man-hours, using a horse.... | 120 |
| Using the Jeep, Mr. Teague plowed the entire field one time in six hours. The three plowings took him about 18 hours. | |
| Total man-hours, using a Jeep..... | 18 |

Man-hours saved..... 102
* * *

There was a money saving, too!

You, Too, Will

Save

Time

and

Money

with a

JEEP

WOODROW TEAGUE says:—

"One of the nicest things about this Jeep plowing arrangement is the hydraulic lift. When I get to the end of the row, or when I want to go home to dinner, I just lift up the plow and take off on the Jeep.

"I bought the Jeep in the fall of 1946, and by harvest time in '47 it had more than paid for itself in work I had done for myself and my neighbors.

"I use it to plow, saw wood, fill silos, operate hammermills, haul everything from cattle to sand, log, and ride to church in. O, yes, and to pull my neighbors out of the mud!"

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Saturday, July 10 — Double Feature Program

Hopalong Cassidy In "RUSTLERS VALLEY" | Also "FIGHTING MAD"

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Leo Gorcey In "BOWERY BUCKAROOS"

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