

Time For A Raise

If anybody is in doubt about the need to raise academic standards in American schools, all he has to do is talk to one of the foreign students who sometimes get to Franklin.

A recent such visitor, here from Germany, told the Franklin Rotary Club he had nine years of history before he got to college. How many years of history do American students get in their grammar and high school years? More amazing, he'd had nine years of Latin! Where, in this area, is there a school that even offers Latin?

We doubt if all the blame belongs in any one place. But surely Dr. John B. Bennett, of Brevard college, gave a part of the explanation when he told Macon County teachers, at a recent banquet, that often "it's the parents" who insist on the extras that crowd out the fundamentals. Oftener still, we suspect, it's the parents who insist that school not be "hard" for little Johnny or Mary.

ON OTHER FOOT

Is 'Reaction' Enough?

Back in June, 1954, this newspaper, commenting on the Supreme Court's first school decision, remarked that what made the decision significant was not what it did to segregation, but what it did to the Constitution of the United States.

It was clear, even then, that the Court had exceeded its authority to interpret the Constitution, and had, instead, amended it. For in that decision, the Court arbitrarily took from the states the power, given them by the people, to regulate their schools, and appropriated that power to itself.

"So what?" many persons said at that time. "It was done in the interest of human rights. It accomplished a good end, so what difference does it make how it was accomplished?"

Unfortunately, when any public official — any agency of government — is permitted to go outside the law to accomplish a good end, that tends to clothe him with authority to go outside the law to accomplish any end, good or bad. And so now, five years later, some of those who were loudest in praise of the Court's 1954 school decision are shocked by recent rulings that invade, rather than protect, human rights.

It has been a matter of only a few weeks since the Court, ignoring the plain words of the Constitution on the subject, held that a defendant may be tried twice for the same offense.

More recently, it has held — contrary to every tradition of English and American justice, as well as in clear violation of the Constitution itself — that a health inspector may invade a man's home, against the man's wish, and without a warrant.

The words that follow are not ours. They are not those of some Southern editor who might be anti-Supreme Court because of his segregation views. They come from the highly respected Christian Science Monitor, published in Boston, a newspaper that has long favored integration, and has been a consistent defender of the Supreme Court:

"Many Americans will be profoundly shocked by the news that their homes can now be invaded without a search warrant. We trust that they will react sharply. Also that the Supreme Court will, when new cases arise, reverse a 5-to-4 decision just rendered.

"For, as Mr. Justice Frankfurter said regarding another search and seizure case in 1950: 'Progress is too easy from police action unscrutinized by judicial authorization to the police state'."

And this comment is from the Wall Street Journal:

"Whatever the reason (the defendant in the case refused to permit the inspector to enter his home without a warrant) it is plain that the inspector could have gone away and got his warrant and come back that or another day and a few hours' delay would have endangered neither the public peace nor health. It is also plain that the procedure would have satisfied the 'power of inspection' Justice Frankfurter, said is 'apparently welcomed by



all but an insignificant few."

"The Bill of Rights, though, was written to protect the insignificant few as well as the many. Its purpose was not to make matters easier for governors to govern or inspectors to inspect. And decisions that grant greater power to government while eroding the rights of individuals do not do injury only to the insignificant few. They breach the threshold of the majority's liberties as well."

While he join The Monitor in hoping Americans will "react sharply", we wonder if reacting sharply to a single decision is enough. We wonder if the time hasn't come to (a) set up by law some rigid standards for justices of the Supreme Court—at present, there are no prescribed qualifications; and (b) put some curbs on the power of the Court. After all, the authority of every other government official and agency is limited.

Encouraging Notes

The case of Stanley Yankus (told in his own words on this page last week) is far from reassuring.

Mr. Yankus is the man who has dared fight the federal government, which has fined and badgered him because he has insisted on the right to grow his own wheat on his own land to feed his own chickens. The story, in fact, is alarming to those who believe, as Mr. Yankus does, that "freedom is everything."

Yet it is encouraging, too. It is encouraging to know there still are people in America who will fight for their personal liberties. There have been times when it appeared that nearly everybody was interested only in the "main chance": in money and physical security, with such intangibles as freedom rated as mere fringe benefits of the American way of life.

Now comes an encouraging note from another quarter. In Louisiana, three parish school boards have rejected federal money because they want "No more federal control". The explanation of their action: "Progress should not be bought at

TAXPAYERS ARE PEOPLE

They Have Choices; The Budget-Makers Will Listen To Them

Milford, Conn., Citizen

Taxpayers are people. They earn money. Most of them work hard. They pay their bills. Then there is not much money left.

Budget makers know this. They try to keep their appropriations small. They think money not spent is money saved.

Taxpayers are people. They own automobiles. They drive the automobiles on Milford roads. The roads are terrible. They could be fixed. But that would take money. Taxpayers have a choice. They can have low tax rates and bad roads. Or they can have higher tax rates and better roads.

Taxpayers are people. They have children. Children grow up. They want to succeed. They want jobs. They want satisfaction in their jobs.

Children learn in schools. A generation ago most of them went to high school. They could get jobs. Now most jobs require col-

lege education. There are not enough colleges. The colleges have to turn down many applicants. They do not have room for them.

So they pick those with the best preparation. These are the ones who get to college. If their preparation has been good, they succeed. If not, they flunk out.

Taxpayers' children want to go to college. Schools cost money. Teachers cost money. Teachers are people. Teachers are taxpayers. They take jobs partly because of the pay. If it is not enough, they take other jobs.

Teachers make schools. Poor teachers in good buildings make bad schools. Good teachers in bad buildings make good schools. Good teachers in good buildings make better schools. Good teachers in good buildings with good books and good supplies make the best schools.

Some taxpayers are rich. They can send their children to private schools. Sometimes these children have a better chance to enter college.

Taxpayers who are less rich cannot afford private schools. They must send their children to public schools.

Public schools can be very good. If they are overcrowded, they are handicapped. If they don't pay the going rate, they have trouble getting good teachers. If they can't buy books, students are handicapped.

Taxpayers have a choice. They can give students substandard education. Then the children will have a hard time in life. This way taxpayers can keep a low tax rate.

Or they can give students adequate education. Then the children will have a better opportunity in life. This will mean higher tax rates.

Some taxpayers have no children. They may hire people. If they have poor schools, the people they hire will be less able to do their jobs. Good schools help these taxpayers, too.

We have self-government. We elect our budget makers. They act as the majority wants them to. If we want low taxes, they can vote them. The price is weak schools, poor roads, bad drains. The reward is low taxes.

If we want good schools, we have to tell our budget makers. If we want good roads, we have to tell our budget makers. If we tell our budget makers we want these things, we have to tell them something else — that we are willing to pay for them.

Taxpayers are people. We are all taxpayers. Sometimes we get things with our taxes we could never get without them.

STRICTLY PERSONAL By WEIMAR JONES

Do you sometimes see a child who strikes you as being simply obnoxious? You'd like to do a thorough job of spanking. But, since you can't do that, you get away from him as fast as you can — and get away with a feeling of unfriendliness toward the youngster. (That feeling, you know, isn't fair to the child; it's his parents who are at fault, you tell yourself. But the feeling is there, just the same. You don't ever want to see that child again!)

On the other hand, do you sometimes see a youngster who is a delight? One you immediately want to make friends with? One you leave with regret — and a sense of having a pleasant glow?

Of course you do! If you're a normal adult, you've had both experiences many times.

Mrs. Jones and I had the latter, pleasant one the other day. We had occasion to take a little girl home; a youngster of 11 or 12. She was in our car only a few minutes, yet we were much impressed by her.

And what was it that impressed us? Was it her grades in school? Or her achievements in 4-H or Girl Scout work? Or how well dressed she was?

It was none of those. It was her manners.

Without overdoing it, because it was entirely unconscious with her, she answered every question with a "yes, sir" or a "no, ma'am" or a "thank you".

Just that one little thing! Yet, after she got out of the car, we found ourselves saying, almost in unison: "What a nice child!" and then, "she has been well trained".

With just that one little thing, idea it is wrong to teach children to say "yes, sir" and "no, ma'am" or even "thank you"; that there's something demeaning about it.

But what is demeaning about showing respect, especially for older people? What is demeaning about being considerate of others? What is demeaning about feeling grateful?

A lot of parents are cheating their children by refusing, or neglecting, to teach them these little outward evidences of inner attitudes that are admirable. Such attitudes not only make life easier for the youngster, because they make friends for him; they help to create a feeling of stability within the child himself.

All this, I know, is old-fashioned. It just so happens, though, that it works.

If you doubt it, ask any up-to-date child psychologist. Better still, try it!

LOU CASHWELL

Do You Know How To Rea- Children

In THE STATE Magazine

One of the pastimes of middle age is evaluating the job you did raising your children. You stand off from these grown sons and daughters and look at them as others might. There they are for all the world to see. Your handiwork.

Well, how did you do? On the whole, you think you're due a little justifiable pride. You did fine.

But did you do what you planned? Back when they were small babies you were sure how you wanted to train them. There were certain things you would do. There were more things you would not do.

I, too, was sure. At the age of two, my daughter spent hours serving lemonade and cookies on a blue and red metal tea set to her dolls, and I vowed and declared that she would learn how to cook. After all, I'd spent a good many years learning little tricks with flour, eggs, and spices and I was sure enough going to teach it to her.

What happened? She's now 17 and knows as much about cooking as she does snake charming. Where did I go wrong? I honestly don't know.

I read all the right books. Books by experts about taking advantage of the first glimmerings of interest, coinciding your teaching to readiness levels, inspiring them by good example, etc., etc.

But the books all took it for granted that the learner would be present. My learner wasn't. She was off taking piano lessons, learning to ride a bicycle, mastering ballroom dancing, attending birthday parties, pasting assorted tree leaves in a notebook, practicing

for plays, going to swimming classes, carving wooden boxes, weaving pot holders, and selling magazine subscriptions, paper flowers, balloons, and popcorn balls.

The few times she entered the kitchen was always when the floor had just been scrubbed and I had to tell her not to walk on it just yet. By the time it was dry, she'd left for choir practice.

In the same way I was certain back when my son was sailing toy PT boats in the bathtub that there was one thing I'd teach him. That was to pick up after himself.

What happened? Again the learner was the little man who wasn't there. He was playing football in 20 pounds of equipment that had been pulled off the top shelf along with everything else.

Or he was a mile away snagging grounders after leaving a trail of school clothes from basement to attic.

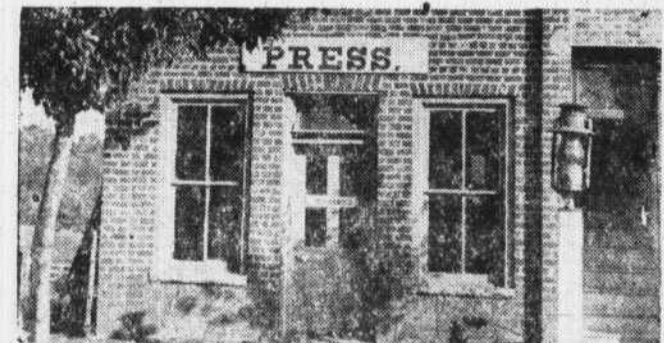
Or I'd come home from shopping into a kitchen that looked like a slum clearance project from treating nine grubby Lone Rangers to milk and banana sandwiches. And he was off in somebody's backyard shooting basketball goals.

As the years went on, I looked back fondly on the toy boat days. The drops of water that splashed over the tub edge was no mess at all compared to a six-footer caving in like a walrus in the shower turned on full blast.

So now I've learned. Either never say what you will or will not do about raising your children. Or set up housekeeping on top of Old Smoky.

DO YOU REMEMBER?

Looking Backward Through the Files of The Press



65 YEARS AGO THIS WEEK (1894)

Frost is reported on Cartoogechaye yesterday morning. Rev. J. R. Pendergrass sold his lot on the corner next to the Myers shop last week to Mr. C. L. Ingram.

A new post office has been established on Watauga and will be called Rockyface, and C. C. Henry appointed postmaster.

Saturday evening Misses Annie and Kate Robinson, Birdell Robertson, and Virgie Crawford arrived home after ten months spent at the Normal and Industrial School for Women at Greensboro.

35 YEARS AGO (1924)

Scholarship prizes to high school seniors were presented at graduation exercises Friday evening. First prize was won by Miss Betty Sloan, whose yearly average was 95%. Second prize went to Miss Lois Ferguson, whose average was 95%.

For the next few days I am going to sell sugar for 10 cents per pound. In 100-lb. sacks, 9 1/2c lb. Bill Cunningham, The Cash Store. — Adv.

Mr. C. C. Currier, of Cornelia, Ga., formerly of Franklin, was visiting friends here last week.

15 YEARS AGO (1944)

Barbara Hurst, daughter of Mr. and Mrs. Horace Hurst, of Franklin, is a member of the graduating class of Brevard College.

J. W. Addington, mail carrier of Franklin's Route 2 for the past 30 years, has retired.

5 YEARS AGO (1954)

Macon County will graduate 140 from high school this year, 115 at Franklin, 12 at Nantahala, and 13 at Highlands.