

The Enterprise
 Published Every Tuesday and Friday by The
ENTERPRISE PUBLISHING CO.
 WILLIAMSTON, NORTH CAROLINA

W. C. Manning Editor

SUBSCRIPTION RATES
 (Strictly Cash in Advance)

IN MARTIN COUNTY
 One year \$1.50
 Six months .75

OUTSIDE MARTIN COUNTY
 One year \$2.00
 Six months 1.00

No Subscription Received for Less Than 6 Months

Advertising Rate Card Furnished Upon Request

Entered at the post office at Williamston, N. C., as second-class matter under the act of Congress of March 3, 1879.
 Address all communication to The Enterprise and not to the individual members of the firm.

Tuesday, April 3, 1928

men, aid them over the hard places, and then fewer will be sent home.

"Which is right? Or are both partly right? Certainly, there is need of more thorough training in the elementary and high schools, more insistence upon the mastery of one grade before promotion, and the higher institutions need to provide inspirational and experienced teachers. A college is a teaching place. Research is essential, but teaching and stimulating students is the big thing.

"Passing the buck from one to the other does not get us anywhere."

It is quite possible that some of the trouble begins before the high school, even in the home before the school.

"The buck" is passed from parents to children, backward and forth, many times before they reach high school, and then back and forth from teacher, pupil, and parent, and back again during the high school. It most cases all three hope for passing marks, and certainly with as little work as possible in many cases.

The parent wants no care, the pupil wants no work, and sometimes the teacher wants no trouble.

It is a shame that possibly a fourth of the boys and girls of the colleges are "virtually kicked out."

Something should be done to help the situation. In our advanced system of education somebody should be able to find a remedy.

Cooperation Needed

Would our schools be better if all the people knew more about them?

Now, we find fathers paying taxes to build schoolhouses and hire teachers; mothers straining to dress up and make up the children ready for the schools, and teachers receiving and teaching children. We fear the forces are not working together to the extent that they understand each other well enough to work in perfect harmony.

It is hard to find a committeeman at a school and it is equally hard to find parents at a school. Now, we know there are few parents or committeemen who know much about school teaching, and we would not have them undertake the job of advising teachers. Yet if they could all know each other better, we would get better results.

The father, too frequently, gets his impression of the school when he pays his taxes. The mother may get her impression of the school because her boy or girl fails to make the grade. The teacher sometimes falters on the job because he or she finds no apparent appreciation of his or her efforts, and hear nothing from the fathers and mothers except when something goes wrong.

When we fully realize that our biggest and best work is training our children honestly, we should give it more attention. If we will, the children will give less trouble because there will be fewer failures.

Controlling the Mississippi

Is our government acting wisely in spending one-third of a billion dollars to dam the waters of the Mississippi? Why not buy all the Mississippi low

grounds and convert it into a national game and timber preserve. Let the residents of that danger-stricken country move out where they can do just as well, perhaps better.

In one generation, we would have the greatest game and timber preserve in the world. It may be that some would argue that we have no right to do such a thing, but that is just what we are doing in many places in the United States now; condemning and taking land for parks, preserves, and forests.

Another question may be raised; that is that the land is needed for farming purposes, which will not be true for another few hundred years, since we are already making far too much for our needs. Nature made a pretty good job in the formation of rivers; they are crooked enough not to run dry when there is no

rain and are provided with a low-land valley to take care of the overflow during heavy rains.

If the government will take its \$25,000,000 and buy these lands, the owners will be able to buy homes equally as good and make them just as happy as those now owned and located under the level of the heavy waters of the Mississippi.

With the government owning the land, vast wealth would accumulate from the timber growth and make it a source of perpetual income. With the levees down the waters will have a place to go and not be a hazard to the cities along the banks.

When a man places himself and his home in a place of unusual hazard, there is some question as to whether he has the moral right to ask the other people of the country to make a sacrificing expenditure for his private benefits.

County School Debt has been filed with the clerk, pursuant to the county finance act, and is open to public inspection.

Section 4. That this order shall take effect 30 days after the first publication thereof after final passage, unless in the meantime a petition for its submission to the voters is filed under this article.

The foregoing order has been introduced and a sworn statement has been filed under the county finance act, showing the assessed valuation of the county to be \$15,945,833.00, and the net debt for school purposes to be \$396,030.00, including this issue of bonds.

A tax will be levied for the payment of the proposed bonds and interest, if the same shall be issued. Any citizen or taxpayer may protest against the issuance of such bonds at a meeting of the Board of County Commissioners to be held at 10 o'clock a. m., April 2nd, 1928.

J. SAM GETSINGER, Clerk, Board of County Commissioners.

The foregoing order was finally passed on the 2nd day of April, 1928, and was first published on the 3rd day of April, 1928. Any action or proceeding questioning the validity of said order must be commenced within 30 days after its first publication.

J. SAM GETSINGER, Clerk, Board of County Commissioners.

NOTICE

Having this day qualified as executor, with will annexed, of the estate of C. O. Pardo, late of the County of Martin, all persons holding claims against the said estate are hereby notified to present the same to the undersigned on or before the 26th day in March, 1929, or this notice will be pleaded in bar of their recovery.

will please make immediate payment of same.
 This 26th day of March, 1928.
LENORA STIFF PARDO,
 Executrix.

It is Ordered by the Board of Commissioners of Martin County, North Carolina, in Regular Session March 5, 1928, as follows:
 Section 1. That negotiable bonds of Martin County, N. C., be issued in the maximum principal amount of \$50,000, to be known as "School bonds of Mar-

tin County," for purposes of erection and purchase of schoolhouses in Martin County, N. C., and authorized under sub-section (a) of section 62, County Finance Act of North Carolina, 1927, and which schoolhouses are necessary in complying with the constitutional six months school requirements.

Section 2. That a tax sufficient to pay the principal and interest of the bonds when due shall be annually levied and collected.
 Section 3. That a statement of the

All persons indebted to said estate

MARTIN COUNTY SCHOOLS
Six Months of Operating Costs, Based on Average Daily Attendance---1926-27 Term

White	Census	Per Cent of Census Attending	Average Daily Attendance	Cost of Salaries Six Months	Per Pupil Per Day Cost of Instruction	Cost of Instruction and Operation—6 Months	Per Pupil Per Day Cost of Instruction and Operation
ONE-TEACHER SCHOOLS							
Poplar Run, No. 2	41	.46	19	\$ 360.00	.158	\$ 525.86	.235
Ange, No. 33	34	.56	19	390.00	.17	485.93	.225
Manning, No. 5	47	.50	23	390.00	.17	422.64	.153
Burroughs, No. 14	39	.60	24	630.00	.22	651.19	.225
Whitley, No. 44	56	.23	13	390.00	.25	429.93	.275
Smiths, No. 21	45	.60	27	510.00	.156	581.94	.176
Keels, No. 34	55	.35	19	510.00	.223	545.54	.239
Mills, No. 12	68	.38	26	900.00	.29	1,054.92	.338
Spring Green, No. 40	80	.06	5	3,000	.65	416.44	.698
TWO-TEACHER SCHOOLS							
Dardens, No. 1	72	.68	49	930.00	.158	1,006.65	.171
Coopers, No. 4	108	.49	53	780.00	.125	836.13	.132
Griffins, No. 8	57	.74	42	1,050.00	.21	1,121.53	.223
Lilleys, No. 41	72	.50	36	990.00	.234	1,045.55	.242
Macedonia, No. 19	77	.57	44	1,020.00	.193	1,126.98	.213
Hassell, No. 27	71	.68	48	1,050.00	.182	1,215.43	.211
THREE TO SIX TEACHER SCHOOLS							
Sandy Ridge, No. 6—Three teachers	131	.54	71	1,443.00	.193	2,027.73	.238
Cross Roads, No. 16—Three teachers	153	.46	70	1,398.00	.166	1,531.52	.182
Farm Life, No. 9—Six teachers	165	.73	120	2,013.00	.140	3,128.21	.217
Bear Grass, No. 18—Six teachers	360	.50	179	3,339.96	.156	5,167.28	.24
Gold Point, No. 25—Three teachers	131	.70	92	1,776.00	.165	2,072.97	.188
Parnele, No. 48—Four teachers	125	.55	69	1,707.00	.21	2,186.63	.263
SEVEN-TEACHER SCHOOLS OR LARGER							
Everetts, No. 13—Seven teachers	203	.77	156	4,396.62	.235	5,155.24	.275
Hamilton, No. 26—Seven teachers	220	.60	133	3,389.93	.212	4,985.93	.313
Oak City, No. 28—Thirteen teachers	417	.71	294	7,413.30	.210	9,975.78	.282
Williamston, No. 10—Fifteen teachers	528	.74	390	8,540.65	.182	10,079.48	.215
Jamesville, No. 3—Eleven teachers	285	.80	226	5,620.00	.210	7,740.54	.285
Robersonville, No. 22—Fifteen teachers	489	.74	360	7,888.30	.183	9,000.73	.209
Totals, 1926-27	4,129		2,607	\$59,215.76		\$74,578.70	
Totals, 1925-26	4,143		2,646	\$57,520.08		\$71,256.19	

WHITE SCHOOLS

There are now 27 white schools as against 29 such schools one year ago; nine are one-teacher schools, six are two-teacher schools, six are three to six teacher schools, and six are seven-teacher or larger schools. Ten of these schools have a term of eight months, a census of 2,541 pupils, and an average daily attendance of 1,817, which approximates 71 per centum of the census attending. While approximately 75 per cent of the taxable property valuation of Martin County is now taxed for the support of an extended term, there will be at least 80 per cent under special tax to support the extended term during the 1928-29 term. The special tax rates in certain districts range from 10 cents to 35 cents on the \$100 property valuation. A special tax rate of 30 cents on the \$100 property valuation of all taxable property of Martin County would yield sufficient revenue for the support of all of the white schools of the county for the two months of extended term necessary for proper grading. The smaller schools are gradually being eliminated. When the above county-wide levy is adopted and the number of schools is reduced substantially to correspond to the present county-wide plan, we may very effectively begin intensive supervision.

Teachers
 The average wage of \$510.66 for six months is now paid a teacher. The average training of a Martin County teacher is one year and a half of college training. Approximately 70 per cent of the white teachers who taught in Martin County during the term of 1926-27 returned for the 1927-28 term. Most of our principals have remained in the county three to five years, and come to the county with a minimum of three years of experience.

Pupils
 Approximately 15 per cent of the children enrolled in the county were high-school pupils. There should be at least 25 per cent of this enrollment in our high schools. This 10 per cent represents boys and girls of high-school age who have dropped out, for various reasons, principally because they prefer immediate rewards rather than deferred rewards for their work.

Efforts are being made, by broadening the high-school courses with addition of home economics, commercial, agricultural departments, etc., to attract these boys and girls to our schools and to encourage them to remain for completion of their work in school.

Cost Comparisons

	1926-27	1925-26
Number of schools	27	29
Number of teachers	114	110
Yearly average salary teacher	\$ 510.66	\$ 522.90
Monthly average salary teacher	85.11	87.15
Cost of instruction, total	\$9,215.76	\$7,520.08
Per pupil per day cost	.21	.20
Cost of instruction and operation	74,578.70	71,256.19

Attendance Comparisons

	Census	Av. Daily Attendance	Per Cent Att'ndg
One-teacher schools	465	175	42
Two-teacher schools	457	272	61
Three to six teacher schools	1,065	601	58
Seven-teacher or larger schools	2,142	1,559	73
Totals, 1926-27	4,129	2,607	63
Totals, 1925-26	4,143	2,646	63

PERCENTAGE OF CENSUS ATTENDING

One-Teacher Schools	42 Per Cent
Two-Teacher Schools	61 Per Cent
Three To Six Teacher Schools	58 Per Cent
Seven-Teacher or Larger Schools	73 Per Cent
The Census	100 Per Cent

GRAPH OF PER CENTUM ATTENDANCE

In one-teacher schools the range is from 6 per centum to 60 per centum of the census attending daily, or an average of 42 per centum for the group. In the two-teacher group the lowest per centum is 49 and the highest is 68, or an average per centum of 61 for the group. In the three to six teacher schools the minimum per centum of the census of a school attending is 46, while the maximum is 73, yielding an average of 58 per centum for the group. In the seven-teacher schools and larger the smallest per centum is 60 per centum of the census, while the largest is 80, returning an average of 73 per

centum for the group. Therefore, it is evident the percentage of the census in daily attendance during 1926-27 is higher in larger schools than in smaller schools. About 63 per centum of the census of the entire county were in average daily attendance at some school.

Pupils Per Teacher Attending

In one-teacher schools an average of 20 pupils attended per teacher, while in the remaining larger type schools an average of 23 pupils per teacher attended. These figures include both high school and elementary school units.

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