

It sure piles up in the streets!



## EDITORIALS

Never Forget That These Editorials Are The Opinion Of One Man  
And He May Be Wrong

### To Be Expected

It is to be expected that public school people — some but not all of them — will attack this writer, especially now that he has entered politics, as an enemy of public schools simply because we have repeatedly stated that the public schools are NOT as good as they should be with the money lavished upon them by the taxpayers.

This kind of reflex action from some segments of the public school apparatus accents the kind of logic that begins with the premise that every thing that is wrong with the public schools can be corrected with more and more money.

Quantity and quality have very little in common, but it is possible to have both quantity education for the 13,000 students in the Lenoir County school systems and still have quality education without monstrous increases in the money provided.

There is too much deadwood cluttering up the job of the real workers in education: The classroom teacher. This poor, underpaid soul is surrounded by a sea of administrators — each and all being paid more than the worker across the desk from the student.

Classroom teachers in the public schools are weighted down with all too many jobs, and endless forms to complete that have very little real meaning to the student and to the quality of teaching offered, but do have a great deal to do — in fact everything to do — with keeping these non-teaching types busy with their little nit-picking projects.

It is this writer's further conviction after many years of close study that the taxpayers of Lenoir County have been systematically robbed of millions of dollars by the inequitable distribution practices of the state school board.

If the two school systems of Lenoir County received their pro-rata shares of the state and federal funds allocated by

the state school board not only would the taxpayers of the county fare a great deal better, but so would the people working in the school systems. These are the ends to which we aim all of our efforts for improving the public schools of Lenoir County.

### In Saturday Review?

Among American publications "Saturday Review" is as far to the left as one can go and still associate with the clean fingernail set, and it has been one of the loudest and longest thumpers of the education stump for total racial integration, but it, too, is learning as evidence in the March 21 issue in an article by Henry M. Levin, associate professor of education at Stanford University, titled "Why Ghetto Schools Fail."

The Levin article does not abandon integration in principle; only in practice, as it sketches a possible answer to some of those many problems that have caused ghetto schools to fail, and this includes recognition of one fundamental weakness of such schools: That they do not have to compete. That they operate with a captive clientele, and he suggests that acceptance of a system which rewards success and penalizes failure may now lately be in order.

Among such plans is one called "The Market Plan," which is the suggestion of Professor Milton Friedman from the University of Chicago, who believes by "giving students and their parents a choice of schools, and by requiring schools to compete for students, substantial increases in education effectiveness would result. For, if schools had to compete for students in order to survive, they would likely be much more responsive to the particular needs of their potential clientele."

Levin explains: "The mechanics of such an arrangement would include the

### Total War

Skyscrapers bombed in Manhattan, a courthouse nearly destroyed in Maryland, a bank burned in California, anarchists destroyed with their powerful toys in a swank New York town house and along a Maryland roadside; this is guerilla war, and it is total war and the sooner our national and state leadership understand this the better off our nation will be.

It is open war planned and subsidized by international communism with money flowing into our country to underwrite this treason through every Russian, Cuban and Soviet satellite diplomatic mission.

The people who paid the bills for the riots at the Democratic Convention in Chicago, who paid for the March on The Pentagon, who hired Lee Harvey Oswald, Sirhan Sirhan, Earl Ray and who underwrite the "Chicago Eight" and the ragtail assortment of black militants are all the same sorry crew.

Yet our government still sits limply by and permits boatloads of young American traitors to go to Cuba to "help harvest sugar cane" when their real purpose is to study guerilla war and to bring back money and plots to destroy the nation that has been too kind to them.

Black militants through their ignorance and violence are hanging the extremely heavy sword of ultimate backlash over the heads of all colored people in our nation, because in a time of frustration and explosion no one will have the power to separate the black sheep from the black militants.

No one will be able to persuade the angry mobs to recognize the fact that the vast majority of American Negroes are not involved in this attack on the country they love as much as any white citizen. No one will be able to scream loudly enough over the roar of the mob that this is a plot hatched by white men in Moscow, Peking and Havana.

Let a few more skyscrapers and court-houses and banks be dynamited and every young Negro with a bushy hairdo and dark glasses will be in direct and immediate danger of losing his life most violently. Before that day arrives — and it will arrive unless immediate steps are taken — our government had better step into the breach and bring this terrorism under control and by whatever steps may be necessary for this is war — total war, make no mistake about that.

state providing tuition vouchers to parents for a specified maximum sum per year for each child. Parents would be free to use these vouchers at any approved institution of their choice. Institutions would be encourage to enter the marketplace to compete for students, and any school that met minimal requirements in such areas as curriculum and personnel would be eligible to participate. Thus, a system of non-public schools would compete with the public schools for students.

He concludes, "Only those public schools that would be responsive to the needs of their students could survive such competition; so a healthy infusion of nonpublic schools into the market would also tend to keep the remaining public schools on their toes."

Socialists learn, too; only more slowly, and never quite so well.

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### PERSONAL PARAGRAPHS

BY JACK RIDER

Commonplace among current phenomenon is the "Expert-Out-of-Field," best epitomized by The Pope, an eternally foresworn bachelor, who pontificates from his high seat as the world's most eminent authority on birth control. Here in North Carolina Marse Grant, who is a member of the Baptist Curia, and editor of its "Biblical Recorder," has suddenly become the state's most expert witness on liquor by the drink; despite the fact that he neithers dips, drinks, nor chews.

Having had my earlier exposure to the less harsh Episcopal principles of temperance, rather than the Baptist dogma of total abstinence I had somehow reached the age of 52 not knowing there was any other way to use liquor than by the drink. Apparently, however, Msg. Marse has come upon some other method that has not been clearly defined at this time. Perhaps some of the "pot" set is soaking their "weed" in booze and inhaling it. The "horse" mainliners may be hypoing vodka into their system and some of the "effete" may be using their favorite booze hind-part-before to avoid the dangers of whisky breath, and the highway patrol's breathalyzer.

Closer to home I have become an "Expert-Out-of-Field" on education, despite the fact that I have yet to complete my doctoral thesis. This has caused some experts-in-the-field to assume that I know no more about education than The Pope knows about birth control and Msg. Marse knows about a hangover. And they may be right, but I can count fairly well although I make no Einsteinian pretenses as to my mathematical ability.

But the unkindest cut of all has come from a few unlettered souls who presume that I have in mind the destruction of the public schools because I am on the board of trustees of a private school. This is to presume that I am both cruel and stupid, and I assure who have gotten this far that neither is true. I am in favor of better public schools, and there is no sure way to assure better schools than to give them some competition.

No one I've talked with assumes that private schools now or at any time in the foreseeable future will replace public schools. This is so improbable as to border the impossible. But I am candidly one voice in the educational wilderness who does not believe that quantity and quality are synonyms, although I fully realize that big schools can be good schools, and it is far easier to have a good school with adequate funds than on a financial shoestring.

I also totally subscribe to the certain knowledge, supported by every unbiased study, that colored students learn more in colored schools under colored teachers, and that the same follows with white students. And this is not a racist view. To the contrary it IS racist to say that a Negro cannot learn except tucked under a white wing. This is neither a new nor startling position, but I do hope that it makes a few things clear for some of those who are trying to muddy the local educational waters worse than they are at present.