

Goldsboro Hi News

Published eight times a year by the Journalism Students, Goldsboro, N. C., High School

Volume XI

Number 2



EDITORIAL STAFF

Editor-in-Chief.....Helen Moya, '38
 Assistant Editors.....Nancy Pipkin, '38; Mary Best, '39
 Managing Editor.....Harry Hollingsworth, '38
 Assistant Managing Editor.....Addison Hawley, '39
 Make-up Editors.....Randy Middleton, '39; Hartwell Graham, '39;
 Leigh Scott, '39 and Billy McClure, '39
 Sports Editor.....Ross Ward, '38
 Assistant Sports Editors.....Charles Liles, '39; Jack Smith, '39
 Alumni Editor.....Jean Edgerton, '38
 Exchange Editor.....Evelyn Colie, '39
 Staff Artists.....Angeline Casey, '38; Tilley Horton, '38
 Staff Typist.....Marjorie Westray, '38
 Adviser.....Ida Gordner

BUSINESS STAFF

Business Manager.....Edward Luke, '38
 Advertising Mgrs.....Evelyn Dillon, '39; Grace Hollingsworth, '39
 Circulation Manager.....Carolyn Langston, '39
 Adviser.....Burt Johnson



Subscription, 50 Cents a Year. Advertising rates: 35 cents per column inch for a single-issue ad; special rates on ad contracts.

Entered as second-class matter October 26, 1931, at the postoffice at Goldsboro, North Carolina, under the act of March 3, 1879

A progressively self-directed individual is the object of education.—DR. W. H. KILPATRICK.

We're Glad To Have You With Us, Teachers of Eastern N. C.

We, the Student Association of GHS, welcome the convention teachers wholeheartedly to our school and to our city.

We hope that you will enjoy your visit and that you may carry back to your respective towns a well spoken word of our school.

Our guides are eager to serve you at any time and are at your service in the halls of the school.

Welcome, teachers, to GHS!

Congratulations, Quakes

Best team in the East!

That's what they're saying all over town. And what's more, the GHS football team has statistics to prove that they are plenty good. Any team that can come up from the depths of defeat to make a name as the Earthquakes have this year should be congratulated.

Last year the Quakes were in the Class A conference and played six Class A games. They also lost six Class A games. It was felt that a team like Goldsboro's, with their poor showing against such larger teams, should be taken out of Class A competition and meet less keen opposition.

So the Quakes this year played only three Class A teams and defeated all three, Wilmington, Fayetteville and most important of all, Wilson, who beat Raleigh. As Wilson is supposed to be the best in the Class A conference, the Quakes are being considered the leading eastern team.

But what is responsible for this? Cooperation! When Coach Jeffrey issued a call for gridiron candidates; the boys flocked out with 62 reporting—62 determined to work and do their best for GHS.

Fayetteville had 28. So large was the Quake squad that Coach Johnson was given a Junior team to coach. This team has won three and tied one. We say, "Hats off to the Junior squad!" Next year they must be called on for the varsity material.

With both coaches organizing such good teams, GHS can now boast of two undefeated, hard working football squads. So, to the coaches, both football teams and the subs of the two teams, we want to say that we are proud of you.

Our Gratitude to the School Board

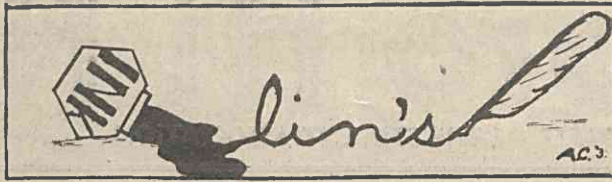
After several months of continuous carpentry, our new annex building is nearing completion. Although a few minor parts have yet to be added, they will not hinder immediate use. Since July this building has been progressing under the steady supervision of Mr. Rouse. There have been 312 lockers added as well as seven well-lighted rooms.

We have been looking forward, day by day, to the time when we could enter this strange wing of GHS and soon we may proudly do so.

We wish to express our deep appreciation to the School Board and to the people of Goldsboro for their part in supplying us with this long-needed addition to our building.

We wish to especially thank Mr. Frank Daniels, chairman of the finance committee of the Board, Mr. W. A. Dees and Mr. Arnold Edgerton who were influential in securing the loan for the construction of the annex.

We are proud of our new building and we will do our part in caring for it with utmost responsibility.



THEIR DESTINY

(Editor's note: This poem was written after reading a newspaper account of the horrors of war in Shanghai. The AP writer called Japanese planes "dragon flies"; a picture showed a tiny kitten sitting on the doorway of a demolished home.)

Overhead the cloudless sky was so still that it Seemed to press in and hold all the heat down on the dirty hovels of Hsia Kwan:

Not a breeze stirred the depressing atmosphere— Something was in the air, yet not one could quite grasp its meaning;

Street hawkers yelled their wares, each competing with the other;

Squeaky wagon wheels wobbled down an alley; A coolie looking for a passenger walked slowly through the

Filth of the crooked, narrow streets; Dirty little children called shrilly to each other— petting a lonely

Little kitten, or kicking a mangy, Homeless dog about in the gutter;

Peaceful but ragged men went on their ways through the littered streets;

A toothless grandfather sat sunning himself—his yellow eyelids Staring from sunken sockets;

A fly buzzed by to torment his pitiful face; In the distance a mother called to her brood; The sound of many feet came and died away; The sultry day dragged lazily along.

2

Overhead deadly "Dragon Flies" zoomed through the once peaceful sky,

A terrifying pressure hung over everything; Black specks fell from the "Dragon Flies" Into the dirt and filth of the section,

Emitting shrieks and great clouds of choking smoke; From dark holes terror-stricken families were disgorged

By the handfulls—babies, children, parents; A frightened coolie darted around a corner; a huge cart, sparsely filled,

Rattled down the street; Alone, a lost child whimpered for his mother, grimy little fists buried deep into

Sleepy eyes and tired little feet stumbling Over a mangy dog which was fleeing from all the bewildering upheaval;

From a deserted door still a plaintive mew was heard from the kitten;

Hands outstretched, a blind and toothless old grandfather groped in the Darkness, barely being heard through the din of confusion;

As another black speck came to life, a futile cry was heard in the Distance—it had hit its mark!

Some helpless ones prayed for the day to end. Angeline Casey, '38.

NIGHT WINDS

Night winds blowing over the river,
 Under the starry sky;
 Cold and stillness send a shiver
 Through me like a cry.

Clouds have hidden the silver moon,
 Trees are weird and dim;
 I feel alone in the dreamy gloom,
 While shadows lurk ghostly and slim.

Stars disappear when comes the dawn
 With light of another day;
 The river and I will be weary and wan
 When night winds are blowing away.

Dorothy Phillips, '39.
 Mrs. White, Teacher.

HOW IT FEELS TO BE A FRESHMAN

This is my first year in a freshman class
 And I am hoping that I can pass;
 But being a freshman can't you see,
 Is not as easy as one, two, three;
 You have to take kidding from the older ones,
 And the remarks about a freshman which often come.

Sometimes I have an awful time,
 And then again things go just fine;
 Things as math, and English and such,
 Are not so hard, not very much;
 It's the feeling of being a freshman you see,
 That's the thing that bothers me.

But being a freshman is not so bad,
 For sometimes you're going to be very glad;
 'Cause you're going to be a sophomore some day,
 So just go on, take the remarks and learn to be happy
 in a freshman way.

Marion McDowell, '41.
 Mrs. McBride, Teacher.

We Can Improve

The elections are over. Our officers are instated. But in some respects the election was not satisfactory.

Only fifty-five per cent of our students voted, which shows lack of interest. Few juniors registered and fewer still voted. The future leaders, as well as the entire school, should realize the significance of anything as important as going to the polls.

There were many details that were carried out incorrectly. Some of these errors were caused by lack of cooperation; others were neglected by individuals. Several registrars were not always at their posts, which caused confusion. As there were no booths or set place for classes to vote, it was difficult to find your voting place. The secret ballot system used in GHS since 1932 was lacking. Mrs. Cox's room was overlooked in the second primary.

We all learn through experience. We hope that we may profit by our mistakes and have a more democratic election next time.

Correction!

Last issue of the Hi News carried the following information:

Track:
 Debits\$175.56
 Credits 32.70

Loss\$142.86

Correction:
 Debits\$280.70
 Credits 32.70

Loss\$248.00

Committee Realizes Error

(Editor's note: Committee report to the council October 29.)

There has been no success in the work of the Assembly Committee thus far this year. The committee has not satisfactorily functioned. Its work has been an absolute "flop."

The three most important duties of this Student Association are: (1) to carry on a successful well-rounded group of activities, (2) to initiate a successful homeroom system and (3) to make the assembly period a valuable asset to the student body of this school. The Assembly Committee will not alibi over its failure thus far, but is ready to put its shoulder to the wheel.

This is a responsibility for every Council member and the especial responsibility of the Assembly Committeemen. When each of you members go back to your homeroom impress this upon the minds of those you represent by your most forceful means: Assembly programs to be an outgrowth of class work.

If the interest in a group has reached the point the students could prepare a program and if they have not suggested the possibility, we believe it is then the duty of the teacher to do so. Explain, also, that a means for expression as the assembly period is vital for a well-rounded education. This plan of applying for an assembly program should be regarded as a privilege, not a favor; as a duty to the class itself, not a trying, useless experience.

An assembly can be applied for by asking your teacher to sign for a date on the schedule on the bulletin board in the office or by electing a committee to see any member of the Assembly Committee composed of James Crone, chairman; George Ham, Earl Layton and Mrs. White, adviser.

In closing we would like to quote Dr. Elbert K. Fretwell, a leading educator in America: "All members of the school, directly or through their representatives, must share in the careful, far-seeing planning necessary for an assembly to realize its possibilities in the life of the school."

Signed by James Crone, chairman, Earl Layton and George Ham.

STUDENT



OPINION

THE PROGRAM WORKS

Education in the last few years has changed radically in the Goldsboro Schools. A few years ago an observer would have seen a teacher in front of the class leading in all the work and doing a great deal of the learning. Pupils were compelled to read a certain number of books and give long written or oral reports. Every pupil had the same homework and was carefully checked on it the next day. Besides not being interested in it, the pupil was learning to dislike school because of the work that had to be done out of class.

Students Plan Work

Under the new system, conditions are quite different. The pupils plan their work, and then lead in discussions and talks. By this system the teacher is not in the lead so much, yet ever alert to suggest and guide.

When pupils study a subject that is interesting to them they will naturally behave better. This partly eliminates the problem of conduct. Every pupil has a different phase of a subject to study. Even though the class as a whole may be studying a main subject, there are always many sub-heads.

More Books Are Read

The pupils are not limited as to where or how information is found. They may talk to a person who has had experience along the line of subject or just look at pictures. The pupil is not compelled to give any kind of book report. If he or she wants to they may give an oral or written report. This tends to make students want to read more because they know that they do not have to learn the content of the book.

We think this is a fine system and is working out excellently. We are learning to choose our candidates and judge their abilities. This will make finer citizens out of us, since it develops more and better leaders and followers for the future. All this is coming through the new type of education

A. K. Robertson, '39.

HOMEWORK IS DIFFERENT

Some of our parents are saying, "Why doesn't Junior have any homework any more?"

If Junior doesn't seem to have any homework it is his fault because in the new method we must make self assignments.

It's like this: the history class before had a definite number of pages assigned to learn every night, and probably one current event to bring in. They would memorize their history until the next test and read one current event.

Now, with no specific page assignments, books are read on the subject that is being discussed in history; the newspapers are read thoroughly and intelligently. On class, students are prepared to discuss the subject with understanding because they have read widely. Listening to the radio aids in the new program. If students listen to a good speaker or program and report on it the next day, they are accomplishing more, if they are really interested in it, than if they had read several assigned pages of history.

But is it up to the teacher entirely to carry out this new idea of education?

No, it is up to us, the students of GHS. We must cooperate to the best of our ability, show initiative by going ahead and giving ourselves assignments, and realize that this experiment with progressive education is to help us, not to force us into doing something.

Edith Jones, '39.